PennState
College of Nursing

Bachelor of Science in Nursing
Second Degree Option
Student Handbook

210 Nursing Sciences Building
University Park, PA 16802
(814) 863-2229
(814) 863-2925 – Fax

The information in this version of the Bachelor of Science in Nursing Student Handbook is subject to change without notice. This handbook is not intended to nor does it contain all regulations that relate to students.

Revised: 9/13/19

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WELCOME FROM THE DEAN

Welcome to the Second Degree Bachelor of Science in Nursing (BSN) program at the Penn State College of Nursing! Your choice of the nursing major represents a significant commitment on your part, and we hope that you find your studies personally satisfying.

Penn State is a world-class university, with world-class resources. I encourage you to take advantage of the many learning opportunities provided by our Penn State community. Know that our faculty and staff stand ready to help you succeed and to cheer you on.

Best wishes for a successful program of study in the College of Nursing. The future of nursing will be in your capable hands---make us Penn State proud!

Be Well,

Laurie Badzek, LLM, JS, MS, RN, FNAP, FAAN
Dean and Professor
Penn State College of Nursing

WELCOME FROM THE ASSOCIATE DEAN FOR UNDERGRADUATE EDUCATION

Congratulations and on behalf of the entire faculty, welcome to the Second Degree Nursing program. We are pleased that you have chosen to pursue nursing and are here to support you as you begin your journey. Nursing is a rewarding profession with countless opportunities and you will affect many lives. Your commitment to investing the time and effort in the academically rigorous curriculum will develop your clinical competence and leadership skills.

In addition to your classroom learning, you will have the opportunity to engage in rich and varied clinical experiences including multiple hospitals, community facilities and simulation that will provide a sound educational foundation. Highly qualified masters and doctorally prepared nursing faculty members are ready to guide your learning experiences.

The College of Nursing and the University have assembled numerous resources to help you gain the most from your time here. Based on the experience of prior students, we have compiled this handbook to help you access and use those resources; faculty and the advising staff of the College of Nursing can provide additional assistance.

Nursing can provide a lifetime of rewards and we are committed to educating you in the best way possible. Your commitment to Penn State will serve you well and we hope that your experience will be all that you hoped.

Wishing you a wonderful Penn State Experience.

Raymonde Ann Brown

Raymonde Brown, PhD, RN, CNE
Associate Dean for Undergraduate Education
Penn State College of Nursing

COLLEGE OF NURSING CONTACT INFORMATION

Dean
Dr. Laurie Badzek
201 Nursing Sciences Building
University Park, PA 16802
814-863-0245 (Phone)
814-865-3779 (Fax)
lzb340@psu.edu

Associate Dean for Undergraduate Education
Dr. Raymonde Brown
106 Nursing Sciences Building
University Park, PA 16802
814-863-2235 (Phone)
814-863-2295 (Fax)
rab16@psu.edu

Assistant Dean for Undergraduate Nursing Education at the Commonwealth Campuses
Dr. Michael Evans
111 Dawson Building
Penn State Scranton
120 Ridge View Drive
Dunmore, PA 18512
570-962-2651
mme124@psu.edu

Commonwealth Campuses include: Altoona and Harrisburg

Campus Coordinators:

Altoona:
Dr. Suzanne Kuhn
300 Ivyside Drive
107 Sheetz Health Center
Altoona, PA 16601
814-949-5114/814-949-5423 (Phone)
814-949-5425 (Fax)
skk6@psu.edu

Harrisburg:
Dr. Ann Swartz
W314 Olmsted Building
777 W. Harrisburg Pike
Middletown, PA 17057
717-948-6514 (Phone)
717-948-6402 (Fax)
als25@psu.edu

Campus Staff:

Altoona:
Penny Hoover
814-949-5423
pmh20@psu.edu

Harrisburg:
Kathy Lesher
717-948-6735
kqr1@psu.edu

COLLEGE OF NURSING

MISSION

The mission of the College of Nursing is to improve the healthcare of 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, and the provision of nursing care to individuals, families and communities. This is accomplished through the integrated programs of nursing, education, research, scholarship and outreach.

Revised: June 2014

VISION

Create a dynamic and engaged community of scholars who integrate excellence in academics, nursing research and clinical scholarship, and outreach to the community with a commitment to improving the quality of life for all people.

Revised: June 2014

CORE VALUES

ETHICS (Equity and Fairness)	Integrity
Sustainability of Human/Natural Resources	Citizenship-Health Policy
Advocacy	Commitment
Goal Directed Change Agency	Service
Civility/Conflict Resolution	Excellence
Transparency/Open Communication	Diversity/Cultural Sensitivity
ONE College of Nursing, Geographically Dispersed	Scholarship

PHILOSOPHY

The College of Nursing is an integral part of The Pennsylvania State University (Penn State). The faculty at the College 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. Important dimensions of human beings

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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 which 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, which is the 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 translate 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 healthcare, 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 support critical thinking, facilitate the learning process, and provide and foster opportunities for life-long learning.

Nursing Education

Nursing is primarily an intellectual endeavor and requires that its practitioners develop critical thinking, 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 support the concept of educational mobility to provide opportunities for qualified students to enter new careers. The faculty recognize 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 baccalaureate education in nursing is to prepare an individual with general nursing skills, knowledge, and values, who can function as a nurse within the healthcare 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 healthcare 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 degree nurse and the baccalaureate-prepared nurse.

The focus of master's education in nursing is to prepare beginning nursing scholars and advanced practice nurses with a specialty focus in clinical nursing. The master's degree specialties include nurse educator, nurse administrator, 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 the practice doctoral degree in nursing is on the translation of research into practice, transformational leadership, and advanced nursing practice across healthcare settings.

The focus of research doctoral education in nursing is to develop nurse scientists who are expert research scholars who are able to provide leadership in nursing practice, policy, research, and education.

Graduate education in nursing is characterized by a philosophy of expanding ideas and emphasis on knowledge development in nursing and healthcare. 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 College and graduate education at Penn State.

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Approved: 01/99
Revised: 3/09
Revised and Approved: 4/13/15
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ACCREDITATION

The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program, and post-graduate APRN certificate program at The Pennsylvania State University are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791. http://www.ccneaccreditation.org

COLLEGE OF NURSING COMMITTEES

Students are represented on the following College of Nursing Committees:

B.S.N. Council
RN to B.S.N. Council
Diversity Enhancement Committee
Graduate Affairs Committee
Undergraduate Affairs Committee

Student representatives are appointed for each committee.

END OF PROGRAM LEARNING OUTCOMES

The graduate nurse will:

- Integrate theory and knowledge from the sciences, social sciences, humanities, and nursing as a foundation for nursing practice

- Apply the nursing process to manage care of individuals, families, and populations with respect for diversity in a variety of healthcare settings

- Facilitate inter-professional and intra-professional communication and collaboration to improve practice, minimize risks, and optimize health outcomes

- Critically analyze research studies and apply evidence-based findings to advance clinical practice

- Demonstrate the inherent professional values and behaviors in the delivery of individual, families, and population-centered care

- Participate in activities that support lifelong learning, professional growth and the advancement of the profession

- Integrate information management and patient care technology to improve quality and safety across a variety of healthcare settings

- Apply the competencies of leadership, quality improvement and patient safety to improve health outcomes for individuals, families, and populations

- Integrate knowledge of current healthcare policy, including financial and regulatory policy to influence delivery of care

UNDERGRADUATE NURSING PROGRAM ACADEMIC POLICIES

STANDARDS OF CONDUCT

The University is a community that promotes learning; any behaviors that are inconsistent with that goal are unacceptable. Irresponsible behaviors, including alcohol or drug abuse and the use of violence against people or property, undermine the educational climate by threatening the physical and mental health of members of the community. Individual misconduct reflects upon the practices, values, integrity and reputation of the nursing profession.

A nursing student is expected to maintain a high standard of behavior by adhering to Penn State's Code of Conduct and respecting the rights of others.

Violation of the Student Code of Conduct may result in suspension or immediate dismissal from the academic program.

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 Integrity information, policy and procedure on the College of Nursing website at http://www.nursing.psu.edu/undergraduate/academic-integrity).

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. An **unexcused clinical absence will result in failure of the course**. Examples of unexcused clinical absences include vacation, medical and dental appointments and job interviews.

Approved BSN Council 12/2017

ESSENTIAL FUNCTIONAL STANDARDS REQUIRED FOR CLINICAL PRACTICE

I.   **POLICY**

The intent of this Policy is to provide a description and guidelines of expected behavioral, communication, sensory, and physical requirements necessary to provide safe care to individuals, families and communities in a variety of settings.

II.   **STATEMENT OF PURPOSE AND INTENTION**

A. Students are expected to provide safe care in all domains to patients they encounter during clinical experiences and to maintain fitness for duty throughout all clinical experiences. Students must be prepared to provide care to patients in a rapidly paced, physically and emotionally demanding environment.

B. Students admitted to the nursing program must successfully perform the essential functions established for the clinical experience with or without reasonable accommodations, per the Americans with Disabilities Act Amendments Act (2008). Students with disabilities are encouraged to consult with the Penn State University Student Disability Resources http://equity.psu.edu/student-disability-resources prior to beginning the clinical experience and to review the College of Nursing policy on disability in the student handbook.

C. 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.) Students who meet the criteria for standard nursing practice with or without reasonable accommodations will not be excluded on the basis of disability.

D. Students enrolled in the CON at the undergraduate level engage in clinical rotations and training on the campus of The University and at various types of healthcare facilities, including, but not limited to University skills or simulation laboratories, hospitals, private practice offices, long-term care facilities, clinics, schools and community agencies.

III.   **DEFINITIONS:**

A. Essential Functions: The following are the functional domains and abilities, as well as examples of those abilities, necessary to perform the essential functions established for the clinical experience. Supportive evaluation criteria from the student clinical evaluation tool are provided. Please note, descriptions of abilities and examples are not exhaustive, but only serve as samples.

Functional Domain And Clinical Evaluation Tool Correlates	Necessary Abilities	Examples
Cognitive 1.a 1.b 1.c 1.f (prioritizing) 1.g (educational needs) 1.h (discharge planning) 2.a (skills) 2.b (implements) 2.d (meds) 2.e (evaluation) 2.f (safety) 2.g (complex) 2.h 2.i (process and complex) 3.a (theory & EBP) 3.b (resources / documents) 3.d (process) 4.e (accurate interpretation) 5.c (evaluation / outcomes) 6.a (timely records) 6.e & f (respond to tech alerts, use in process) 7j & k (prepared, on time)	• Demonstrate progressive ability to assess and evaluate patient status and care • Read, understand, and interpret documents • Problem solve, perform required mathematical calculations, evaluate numerical data • Evaluate unfolding complex information in a rapidly changing environment • Students must be able to formulate and enact plans of care to meet patient needs	• Master nursing skills and describe the rationale for use of interventions, and expected outcomes. Perform accurate mathematical calculations • Demonstrate appropriate priority setting and critical thinking. Basic understanding of statistical significance in reading research reports relevant to nursing practice. Basic enumeration in research results: means, medians, modes • Calculate safe dosages, maintenance fluids, drip rates, absolute neutrophil count, body mass index, pain and other assessment scales, body surface area, growth and developmental assessments, intake and output, burn assessment, pulse pressure • Calculate cardiac rates (manual counting < 1 minute) estimation from data on EKG, rhythm strip, including rate, regularity, PR intervals, RR intervals, and changes from isoelectric line (estimating mV changes for evaluation criteria). Medication supply estimation
Communication* 1.c (compassion) 1.d (privacy, dignity) 3.c (respects preferences)	• Engage in professional, goal directed communication with respect, sensitivity, honesty, and fairness	• Accurately follow verbal and written instructions. Share pertinent information with Joint Commission (JCAHO)

7.f (civility, kindness, dignity, respect) 7.g (professionalism)	• Demonstrate respect for diversity as it relates to communication styles	regulatory guidelines • Demonstrate appropriate use of therapeutic communication skills. • Utilize appropriate verbal and non-verbal language and responses
Behavioral/Emotional Stability* 1.c (compassion) 2.c (complies) 2.f (prevent unethical) 4.a (cooperative working relationships) 4.b (listens & communicates, diversity) 4.d (inclusive, team) 4.g (communication negotiate, conflict resolution) 5.a (guidance, criticism) 5.b (reflect/ personal growth) 6.a (comply, professional communication) 6.d (ethical data security) 7.a (responsible for self, no blaming) 7.b (comply) 7.c,d,e (honest, ethical, flexible, self-control) 7.g (professional / boundaries) 7.h (alert & attentive) 7.i (reliable, dependable) 7.j & k (prepared, on time)	• Students must consistently demonstrate the emotional and behavioral skills required to meet all professional responsibilities related to the care of individuals, families, and communities. Empathy is a requisite quality which must be demonstrated by students • Students must possess the emotional maturity to engage in professional interactions with faculty, staff, professionals, the public, and other students under a wide range of circumstances, including highly stressful situations • Students must have the emotional stability to cope and function in stressful environments. The ability to be flexible and adaptive in demanding situations is imperative • Students must demonstrate a willingness and ability to examine and adapt his/her behavior when behavior interferes with productive and harmonious professional relationships • Students must follow all University, College of Nursing, and clinical agency policies	• Demonstrate integrity, adaptability, honesty, and flexibility. Respect patient rights. Maintain all professional standards and codes of ethics. Follow all federal and state laws related to the practice of nursing • Consistently demonstrate mastery over affective responses • Students must demonstrate appropriate responses to receiving feedback from faculty and or staff regarding clinical performance and level of functioning
Motor Skills	• Students must possess the needed motor skills, physical	• Examples of needed motor skills include the ability to

1.c (provide care effectively) 2. a (skills safe, accurate, no omission) 2. d (med admin) 6. b (skill in care technologies) 6. e (use & respond to technology) 7.h (alert & attentive)	abilities/strength, mobility, flexibility, coordination, and dexterity to perform all patient care activities in all healthcare settings in a safe timeframe • Students must be able to sustain all necessary motor skills for the duration of the clinical experience	perform CPR, support and transfer patients. Manual dexterity sufficient to carry out procedures and operate medical equipment. Prepare and administer medications
Interpersonal Skills* Refer to Communication & Behavioral/Emotional Criteria	• Students must demonstrate the ability to initiate and sustain positive, professional relationships with a diverse group of patients, families, community members, peers, and professionals under a wide range of circumstances, including stressful, demanding situations • Students must effectively and appropriately express thoughts and feelings and be able to effectively manage conflictual interactions	• Respond appropriately to individuals and/or groups experiencing physical or psychological distress • Provide appropriate care to individuals or groups of different cultures/ethnicity. Establish and maintain positive rapport with others • Respond to conflict in a mature, professional manner
Sensory 1.a (accurate & thorough assess) 2.a (perform skills accurately) 2.g (monitor patient status and report to RN) 4.b (listen carefully, ask questions) 4.e (identify & report abnormal findings accurately) 4.g (demonstrate effective communication)	• Students must demonstrate the ability to collect data about the patient through visual, auditory, and tactile senses • Students must possess the ability to accurately assess and interpret verbal and non-verbal forms of communication • They must be able to correctly interpret information gained through physical examination and observation	• Ability to interpret non-verbal communication such as facial expression, sounds, and body movement • Correctly perform physical health assessment procedures. Identify accurately heart, lung, and bowel sounds. Respond to cues for intervention, such as patient requests or change in health status, and monitor alarms

IV. PROCEDURE FOR INTERVENTION RELATED TO ESSENTIAL FUNCTIONAL STANDARDS AND CLINICAL PERFORMANCE

A. Identification

1. Faculty or on-site clinical supervisors who determine there is a potential or clear concern that the student is unable to maintain the provision of safe care to patients, or that the student's actions or behaviors are detrimental to the functioning of the healthcare environment, shall remove the student from the clinical area.
2. Depending on the reason for removal, appropriate University resources will be consulted. If an immediate concern is identified, the student shall be transported to the appropriate emergency department for evaluation/treatment or returned to the College of Nursing (CON) for an immediate meeting with the Campus Coordinator. If the Campus Coordinator is unavailable, a meeting will be held within one business day with an appropriate administrative representative of CON.
3. Transportation of the student from the clinical site to the CON or healthcare facility shall be determined by the resources available to the specific CON campus policy and resources. Possible resources may include transportation by ambulance, public transportation, or family. Faculty will consult with CON administrator to evaluate the safest mode of transportation for the student in light of student behavior and condition.
4. Written evidence of the student's inability to complete the essential functions will be reviewed with the student, and the student will be given an opportunity to respond to the information.
5. A student's unwillingness to follow the Essential Functional Standards policy may be cause for dismissal from the nursing program.
6. Upon satisfactory resolution of the observed functional impairment demonstrated during the clinical experience, the student may be given consideration to return to the clinical site, if mutually agreed upon by the faculty and clinical site.

B. Evaluation Referral and Treatment

1. Documentation of the student's ability and appropriateness for clinical work may be necessary prior to the student's return to clinical experiences. The College of Nursing Associate Dean, Assistant Dean or Clinical Facility may request an evaluation conducted by the appropriate professional or agency (e.g., Physical or Mental Health Professional, Student Disability Resources, Office of Student Conduct, etc.) to document the student's ability to return to the clinical site and enact the required essential functions.   The cost of the evaluation is the responsibility of the student.
2. The student must sign a release of information to enable the evaluator to inform the appropriate Associate or Assistant Dean of the student's ability to return to the clinical site and render safe care to patients. CON will provide a copy of this policy and expectations of the student in the clinical site to the identified provider in order to facilitate an appropriate evaluation of the student.
3. Students in need of treatment beyond the initial evaluation may be referred to an appropriate psychological and counseling campus resource, an outside mental or physical health provider, or appropriate agency or office. Costs for treatment services are the responsibility of the student.
4. Failure to comply with the requested assessment, recommended treatment and/or monitoring may result in dismissal from the nursing program.

C. Return to Clinical Practice

1. In the event that the student has been referred for assessment and/or treatment, a written evaluation by the service provider, which includes an endorsement of the student's ability to enact the essential functions, must be received by the appropriate CON Associate or Assistant Dean prior to the student's return.
2. All medical information will be treated as confidential and maintained according to Penn State University policy and relevant State and Federal regulations. It is only with the student's expressed written consent that information will be shared between CON and service provider. No information shall be shared with CON faculty or personnel unless there is a clear need to know.
3. The student and CON representative(s) will review and sign a return to clinical practice agreement, which is reflective of the student's individual needs.
4. CON and/or clinical facility have the right to place conditions on the student's return to clinical experiences.
5. CON faculty will provide direct, on-going supervision of the student's ability to meet the expected essential functions upon the student's return to practice. Appropriate oversight will be maintained by CON.
6. Additional behaviors indicative of unsafe clinical practice may be cause for dismissal from the nursing program.

D. Appeals

1. Student may appeal any aspect of the application of this policy by sending a written statement of the basis for the appeal to the appropriate Associate or Assistant Dean of the CON, 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.
2. Within a reasonable period of time after the filing of an appeal, the appropriate Associate or Assistant Dean of the CON shall convene a meeting with the Student in an attempt to amicably resolve the matter. If no resolution can be reached, the appropriate Associate or Assistant Dean of the CON shall convene a hearing committee, consisting of three (3) faculty members from the CON, 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:
   a. The purpose of the hearing is one of fact finding.
   b. The committee shall have full authority to conduct the hearing in a manner that is fair, efficient, and respectful.
   c. Formal rules of evidence do not apply, but irrelevant, immaterial or unduly repetitious evidence may be excluded at the discretion of the committee.
   d. In light of the nature and spirit of the proceeding, representation by legal counsel is prohibited.
   e. The hearing shall be closed, meaning that no one beyond the persons involved in the hearing will be admitted.
   f. 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.
   g. 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.

   h. Requests for additional information may be made by the committee to the faculty member and the Student.

   i. 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.

   j. The decision of the committee shall be final.

Approved Undergraduate Affairs: 1/30/2017

EXAMSOFT POLICY

Overview: The College of Nursing has implemented Examsoft as the testing platform for all nursing courses. ExamSoft is a secure, computer based testing environment providing students with an experience similar to the NCLEX-RN exam using a software download known as Examplify. In addition to these testing benefits, ExamSoft provides students and faculty with detailed analysis of the student's performance by identifying individual and class strengths and opportunities related to specific content areas. This performance data can be used by students to guide their studying and examination preparation within a specific course and across the entire nursing program.

Student Responsibilities for ExamSoft Use:

1. Students are expected to have access to a fully functioning laptop computer meeting the minimal system requirements for ExamSoft/Examplify for all testing sessions in nursing courses. The minimal system requirements for computer devices can be found in the Canvas course.

2. PRIOR to the start of each semester, students are expected to purchase Examsoft by the designated due date using the instructions provided by the College of Nursing. This information will be communicated via PSU email. **Students who do not purchase Examsoft by the designated due date will be unable to test.** The inability to test may result in a 0 on all examinations until Examsoft is purchased. **If a student has an issue with purchasing or utilizing Examsoft, it is the responsibility of the student to directly notify and discuss the circumstance with the campus coordinator by the date when Examsoft is to be purchased.**

3. Students are required to complete the download of each examination in Examplify as instructed and come to the testing session prepared to begin testing. A due date and instructions for downloading an examination will be provided by the faculty via an email sent to all students in the course.

4. Students who do not complete the download of an examination during the designated time frame will receive a 5% deduction in the examination grade for any examination not downloaded within the download window provided by the faculty. If a student fails to download an exam within the specified time frame, the student may be provided with an opportunity to download the exam at the testing session or be provided with an alternative

method of testing at the discretion of the faculty. The 5% deduction will still apply. Make-up examinations will not be administered for failure to download an exam.

5. Students are expected to have a functioning computer for all examinations. Students are expected to report any problems with examination downloading or technical issues related to personal computers to the course coordinator as soon as a problem is identified and no later than 5:00 pm on the last business day PRIOR to the scheduled testing session. (For example, if the exam is at 9:00 am on Monday, the student needs to notify the faculty by 5:00 pm on Friday of any problems; for an 8:00 am exam on a Tuesday when Monday is a holiday, the student needs to notify the faculty by 5:00 pm on Friday). If persistent computer issues prevent the student from using their own device beyond one exam 5% may be deducted from the examination score.

6. Students are expected to follow all pre-testing computer set up instructions including, but not limited to, closing all applications and de-activating all anti-virus software. These practices will assure optimal performance of Examplify during the testing session.

7. Students are expected to arrive to the testing session with a fully charged computer device. Each classroom will have differing levels of access to electrical outlets. Electrical outlets can be used as available.

8. Students are expected to upload their completed examinations immediately upon completion of testing.

9. Students with testing accommodations are expected to provide this documentation to the course coordinator at the beginning of EACH course. If this documentation is not available to the student at the start of a course, students must provide documentation to the course coordinator as soon as possible and at least 4 working days PRIOR to the first examination when accommodations are needed or as directed by the individual campus office of Disability Services.

10. All students are expected to follow the University's Academic Integrity policy as stated in the BSN/Second Degree Student handbooks.

11. All students are expected to follow the Testing Session Procedure as stated in the BSN/Second Degree Student handbooks.

Faculty Responsibilities for ExamSoft Use:

1. All faculty are expected to utilize Examsoft for testing within nursing courses.
2. Faculty will proctor all examinations involving Examsoft.
3. All faculty are expected to have access to their personal Examplify account via a computer device during all testing sessions.
4. All faculty are expected to provide the examination to students in Examplify for downloading at least 48 hours PRIOR to the testing session, and should require that all downloads be completed by students at least 24 business hours prior to the testing session.
5. All faculty must select the option to send a reminder for the download end time to all students in the exam set up. This will generate an Examsoft email. In addition, faculty are expected to send an email to all students in the course notifying them of the examination download time frame.

6. All faculty are expected to provide an emergency plan for technical problems with individual devices reported by students by 5:00 pm on the last business day PRIOR to the testing session.
7. All faculty are expected to confirm that a completed examination has been uploaded prior to allowing a student to leave the testing session.
8. Faculty will provide a watermarked paper as scratch paper for the examination.
9. All faculty will utilize the Examsoft's random password generator for the development of all passwords for testing sessions.
10. All examination reviews will be proctored and will follow the testing session procedures to assure security of all items.
11. All faculty are expected to implement the Testing Session Procedures as stated in the BSN/Second Degree Student handbooks

Approved by BSN Council 12/10/2018
Revised BSN Council April 2019

TESTING SESSION PROCEDURES

Testing Session Procedures
1. Students are expected to arrive on time for testing sessions and are to be seated and ready to test at the designated start time.
2. All personal belongings should be placed in the front of the room or at a designated area determined by the faculty. This includes all bags, coats, hats, phones, watches, electronic devices and any other items at the discretion of the faculty.
3. All cell phones or other electronic devices should be turned off.
4. Students should use the restroom prior to the testing session. Restroom use is restricted during the testing session and will be allowed only in emergency situations.
5. Students will not be permitted to leave the classroom during testing except in the case of an emergency.
6. Only a computer and mouse (as needed), PSU identification and a pencil will be allowed on the desk during the testing session.
7. Faculty will provide a watermarked paper for each student. Students will be required to write their name on the paper and return it to the faculty at the conclusion of the examination. Failure to return this paper to the faculty prior to leaving the testing session will be considered a violation of the University's Academic Integrity Policy. Any student who removes the paper from the testing session will be subject to the Academic Integrity process which may include receiving a zero on the examination or other disciplinary actions.
8. No food or beverages will be allowed at the desk during testing sessions.
9. Students may be asked to move to another seat or assigned to a seat for the testing session at the discretion of the faculty.
10. Talking during the exam is not permitted unless an emergency occurs.
11. No questions will be answered during the examination unless related to an error/typo on the examination or a technical difficulty. Raise your hand for assistance if this occurs.

12. Do your own work. Any evidence of cheating will be subject to the University's Academic Integrity Policy.
13. Students are required to upload the examination as soon as the examination is completed or when the testing time has expired. Proctors should confirm the green screen prior to the student leaving the testing room. Students should not leave the testing session without confirming an examination upload with the proctor.
14. If remaining in the testing area following an examination, your computer lid must remain closed after the examination upload has been confirmed by the faculty until the exam session has concluded for all students. Students remaining in the testing area after the exam will not have access to personal belonging until the conclusion of the testing session.
15. If a student leaves the testing session after the completion of the examination, the student will not be allowed to return to the testing session until all students have completed the examination.
16. RECOMMENDATION: As class size increases, faculty should consider adding additional proctors to the testing session. Faculty groups at all campuses will be expected to work together to identify a strategy to provide adequate proctoring for all examinations.

Approved by BSN Council 12/10/2018
Revised BSN Council April 2019

EDUCATIONAL EQUITY

Penn State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, harassment, and/or incivility due to age, ancestry, color, disability, gender, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated and can be reported through Educational Equity at the Report Bias site: http://equity.psu.edu/reportbias/statement

Approved: Fall 2017

DISABILITY STATEMENT

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. The Office of Student Disability Resources (SDR) website provides contact information for every Penn State campus. For further information, please visit the Student Disability Resources website: http://equity.psu.edu/student-disability-resources.

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: http://equity.psu.edu/student-disability-resources/guidelines. If the documentation supports your request for reasonable accommodations, your campus's SDR will

provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. You must follow this process for every semester that you request accommodations.

University Policy   Confirmed by faculty 06/04

DIVERSITY STATEMENT

The faculty and staff of the College of 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.

Approved by Faculty: 2/15/2010

POLICY FOR REQUESTING STUDENT RECORDS

Applies to all records retained by the College of Nursing.

1. All students are to retain a copy of all compliance records prior to online submission to CastleBranch. All compliance documentation is stored through CastleBranch. The College of Nursing does not retain hard copies of students' compliance documentation.
2. All students have the right to review (but not copy) all records maintained by the College of Nursing.
3. The College of Nursing will provide a copy of records such as evaluations and remediation plans upon request by the student.

Approved Spring 2012

ACADEMIC ADVISING

ACADEMIC ADVISER

The advisers in the College of Nursing look forward to building a strong relationship with our students.

All students will be assigned a Faculty Adviser who should be consulted with questions or concerns about courses, clinical experiences, and/or career options.

Request for Change of Faculty Adviser: Students have the option to request a change in Faculty Adviser by submitting a written request to the Campus Coordinator.

Consult with your assigned adviser to learn how best to communicate with him/her throughout the year. Some options may include:

- Open Walk-In Hours. Walk-ins are used for quick questions and are on a first-come, first-served basis. Your adviser will notify you if/when open Walk-In Hours are offered.

- Schedule an appointment. An appointment allows time to discuss more in-depth issues such as transitioning to college, minors or certificates, academic difficulty, etc. You can schedule an in-person or phone appointment with your adviser.

- Send an email or call your adviser directly. This is an option if you have a quick question. Please remember that your adviser may be in meetings, working with other students, or out of the office and might not be able to respond immediately. Allow your adviser time to return your email or phone call. If you are sending multiple emails or calling frequently, it may be best to schedule an in-person appointment.

To get the most out of your advising sessions:

1. Know your responsibilities:
    a. Schedule regular appointments or make regular contact with your adviser throughout the semester. Be on time and prepared for appointments. Be considerate by calling ahead to cancel or reschedule appointments, when needed.
    b. Prepare for your advising appointments with thoughtful questions. Participate actively in the session.
    c. Check your email daily to be aware of important notices and communications from the University, the College of Nursing and your adviser. Respond to emails professionally and in a timely manner.
    d. Become knowledgeable about University and College programs, policies and procedures. Ask questions if you do not understand an issue or have a specific concern. Please refer to

the Undergraduate Advising Handbook (http://advising.psu.edu) for more specific information.

e. Understand your Academic Plan, keep track of your progress and make revisions as needed.

f. Be empowered to take responsibility for your choices related to your educational goals and grow from these choices, actions, and outcomes. We are here to advise; It is your responsibility to decide.

g. Work to clarify your personal values, goals, interests and abilities. Discuss these openly with your adviser to facilitate individualized advising sessions to support you in your unique path.

h. Take care of yourself by practicing good wellness habits regarding physical activity, nutrition, sleep patterns, stress management, financial literacy, and safe social and sexual interactions. Consult with us to learn about available resources and services that will enhance your self-care.

2. Know your Adviser's responsibilities:

a. Maintain posted Walk-In Hours and provide time for scheduling in-person meetings.

b. Respond to e-mail and phone messages within 3 business days of receiving them.

c. Effectively communicate the curriculum and graduation requirements for the Nursing program. Help you monitor your progression towards degree completion. Provide insight into appropriate course sequencing.

d. Clearly explain University and College policies relating to your course of study.

e. Guide and support you in your exploration of personal, career, and academic goals; your assessment of your own interests and abilities; and your development of short- and long-term goals.

f. Help you develop an understanding of the purpose and goals of higher education, your roles and opportunities in the University community, and the connection between your University experience and your career and personal goals.

g. Provide accurate information on the University resources available to help you with academic, career and life planning. Refer you to support services to help you address academic or non-academic needs that arise.

h. Maintain confidentiality of your records and our conversations as required by law.

i. Assist you with developing wellness habits to practice effective self-care.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

The CAPS staff specialize in working with undergraduate and graduate students to help address their concerns in a caring and supportive environment. Through group therapy, individual counseling, crisis intervention, and psychiatric services, CAPS can help students resolve personal concerns that may interfere with their academic progress, social development, and satisfaction at Penn State. Some of the more common concerns include anxiety, depression, difficulties in relationships (friends, roommates, or family); sexual identity; lack of motivation or difficulty relaxing, concentrating or studying; eating disorders; sexual assault and sexual abuse recovery; and uncertainties about personal values and beliefs.

For all students: For general information, please visit the "Nursing Student Mental Health Guide" at http://www.cnaclasses.org/nursing-student-mental-health/.

For those students who are attending a Commonwealth Campus, please refer to the following:

Altoona:
Visit http://www.altoona.psu.edu/counseling for more information.
Or for immediate crisis information, see the following information:
Emergencies – Call 911
CAPS Main Phone Number – 814-949-5540
CAPS Location – Health and Wellness Center, Sheetz Family Health Center

Harrisburg:
Visit http://harrisburg.psu.edu/counseling-services for more information.
Or for immediate crisis information, see the following information:
Emergencies – Call 911
CAPS Main Phone Number – 717-948-6025
CAPS Location – Suite 205, Student Enrichment Center

ADDITIONAL STUDENT RESOURCES

Below are resources provided for Penn State students, including a brief description of the resource and why a student may utilize it. Resource offices vary campus-to-campus; refer to your Penn State campus website to determine which resources are offered at your campus and for more information on what resources entail.

Career Services:
Career Services is committed to offering a comprehensive array of programs and services that support and facilitate career development for all students. Programs and resources are provided to assist students and alumni in crystallizing and specifying career goals, expanding knowledge of career alternatives, understanding effective decision-making, and acquiring appropriate strategies and skills to carry out the process

The Learning Center:
Penn State Learning is a multi-disciplinary academic assistance program staffed by undergraduate peer tutors, scholars who are content experts in their respective fields, and professional and administrative staff members. Seek Penn State Learning for individual and group tutoring on various subjects, including Accounting, Economics, Languages, Mathematics, Philosophy, Sciences, Statistics, and Writing. Subjects vary by campus.

Center for Sexual and Gender Diversity:
The Center for Sexual and Gender Diversity (CSGD) provides a comprehensive range of education, information, and advocacy services to students, faculty, staff, and alumni. The Center works to create and maintain an open, safer, and inclusive environment honoring gender and sexual diversity.

Multicultural Resource Center (MRC):
The Multicultural Resource Center (MRC) provides individual counseling and educational services for undergraduate multicultural students at University Park and assists students in meeting the challenges associated with education and attaining a degree at a major research institution. MRC counselors work with students on a variety of issues, and the staff is dedicated to helping students succeed and graduate from Penn State.

Student Disability Resources:
The Office of Student Disability Resources provides a welcoming, encouraging, and empowering environment for students with disabilities to ensure equal access, full participation and reasonable accommodations for their academic pursuits. The Student Disability Resources team is committed and ready to assist students with disabilities to reach their academic goals.

Student Care and Advocacy:
Student Care and Advocacy is a multi-faceted office that strives to provide students with the necessary tools and support to make difficult situations more manageable. The work of the Student Care and Advocacy office includes: championing student and family crisis support efforts during a time of personal crisis, tragedy, emergencies; and coordinating responses to at-risk student incidents, missing students, troublesome student conduct, campus student threat incidents, student and family emergencies, and family and student deaths.

UNDERGRADUATE NURSING PROGRAM CURRICULUM

NURSING ACADEMIC REQUIREMENTS/DEGREE AUDIT

The *Academic Requirements* is how the College of Nursing tracks progress towards graduation. Your Academic Requirements can be accessed through LionPATH: (http://launch.lionpath.psu.edu/). Log-in to LionPATH and go to the Student Center. In the "Academics" section of your Student Center, choose "Academic Requirements" in the drop-down menu and click ">>"

Students are responsible for monitoring their progress toward completing their program. Consult with your Faculty Adviser for support in reviewing and understanding your degree requirements as listed in this document.

When viewed as a pdf file (click on the green "view report as pdf" at the top), the top shows your name, cumulative GPA, assigned adviser, program of study and requirement term. Next, is a section called "In Progress Courses", listing courses currently in progress or scheduled courses for the current and upcoming semesters.

The rest of the document lists University and Major Requirements, divided into categorical sections. Each section lists either specific courses or a minimum required credit count needed to complete that category. Sections that are completed will collapse, showing just the blue heading bar. Sections that have requirements remaining will stay open until all requirements in that portion are met or in progress.

First, University-level requirements are listed; all baccalaureate degree-seeking students at Penn State must fulfill these requirements. Examples of University-level requirements include Writing Across the Curriculum (W), First Year Seminar, and United States and International Cultures (US and IL).

Next, the Academic Requirements tool shows your progress towards completing the General Education Requirements, listing the number of credits needed in Writing and Speaking (GWS), Quantification (GQ), Natural Sciences (GN), Arts (GA), Humanities (GH), Social and Behavioral Sciences (GS), and Health and Wellness (GHW). Specific major-required courses that also fulfill General Education requirements will be listed in their appropriate section.
Following this, you will find the requirements for the major. These courses must be completed with a "C" or better to count towards degree requirements.

Finally, the Academic Requirements tool shows the "Electives and Total" section, indicating your total credits counting towards your degree and courses used towards General Electives. To obtain a B.S.N. degree, you must complete at least 120 credits. Keep in mind, this section states a minimum required number of general electives credits, but you may need more to reach the 120 minimum total credits required for graduation. This section is followed by a list of courses not used to satisfy degree requirements in your major. These courses are not included in the total credit count towards your degree. They may include extra electives or courses that you have repeated.

MATH POLICY FOR PRE-LICENSURE STUDENTS

Concurrent with enrollment in the first clinical nursing course, when medication administration is introduced, students will be provided instruction and learning materials on the math competencies needed for safe medication administration and the use of common abbreviations. Students are expected to utilize these materials to understand, practice and master drug dosage calculations that are needed to safely administer medications. Competency in safe drug administration will be assessed throughout the curriculum with math questions on all examinations in addition to the mandatory testing.

Initial Math Competency Assessment:

1. Initial math competency assessment will be done at the beginning of NURS 230 in the Second Degree B.S.N. Program. The comprehensive examination will include drug dosage calculations and abbreviations.

   a. Passing is defined as 90% and above; failure is defined as less than 90%.
   b. The student will have a maximum of three attempts to pass the examination with a grade of 90%.
   c. A first examination failure (less than 90%) requires mandatory remediation before subsequent examination scheduling, which will be determined by the faculty.
   d. A second examination failure (less than 90%) will result in an F (P/F- rating) on the clinical evaluation tool, and the student will receive an academic difficulty notification.
   e. The second examination failure also requires mandatory completion of all recommended remediation, in addition to seeking direction from the instructor, course coordinator, and/or adviser on any particular problem areas.
   f. Scheduling of the third examination will be determined by the faculty.
   g. A third examination failure (less than 90%) constitutes a course clinical failure. The student would receive an F (P/F - rating) on the clinical evaluation tool for the drug calculation clinical objective and thus fail the course with an "F" based on not meeting all clinical objectives.

Subsequent Math Competency Assessment:

Subsequent math competency assessment involves mandatory testing and incorporation of math questions in all examinations in every clinical course.

1. **Mandatory Testing** (related to clinical objective):
   Testing will occur in the following courses:
   - SCND DEG—NURS 405B

   a. Passing is defined as 90% and above; failure is defined as less than 90%.
   b. The student will have a maximum of three attempts to pass the examination with a grade of 90%.
   c. A first examination failure (less than 90%) requires mandatory remediation before second examination scheduling, which will be determined by the faculty and occur before mid-course evaluations.

d. The second examination failure also requires mandatory completion of a remediation plan, in addition to seeking direction from the instructor, course coordinator, and/or adviser on any particular problem areas.

e. A second examination failure (less than 90%) will result in an F (P/F- rating) on the clinical evaluation tool for the drug calculation clinical objective at mid-course and subsequent notification that the student is in academic difficulty.

f. Scheduling of the third examination will be determined by the faculty and should be following mid-course evaluations.

g. A third examination failure (less than 90%) will constitute a course clinical failure. The student will receive an F (P/F - rating) on the clinical evaluation tool for the drug calculation clinical objective and thus fail the course with an "F" based on not meeting all clinical objectives in the final evaluation.

2. Faculty guidelines for mandatory testing:

a. Examination is to be a minimum of 15 questions.
b. Test questions can be any combination of formats (e.g. multiple choice, show work with fill in the blank).
c. All testing should be administered within a timeframe that allows the student to withdraw from the course if the proficiency level has not been met.
d. Calculator use is determined by the faculty.

3. **Mandatory Math Questions** in all examinations in clinical courses:

a. Math questions are to be embedded in all theory examinations.
b. Test questions should include both drug calculations and abbreviations.
c. Math questions are to be administered in every examination, including the final.
d. Test questions can be a combination of formats (multiple choice, show work with fill in the blank).
e. Calculator use is determined by the faculty.

Continuous Monitoring:
All faculty should continuously monitor the drug calculation and safe medication administration of students to assure the delivery of safe and competent care in clinical practice. Any testing in clinical courses not designated for mandatory testing is at the discretion of the faculty member and follows the mandatory testing guidelines.

Approved: 8/26/2013
Editorial Changes: 9/2013
Effective Date: 1/2014 (Spring 2014)
Revised Spring 2019

SUGGESTED ACADEMIC PLAN
for Second Degree in Nursing (NURS/SCND at Penn State Altoona and Penn State Harrisburg)
Effective Spring 2011

Semester l (Fall)	Credits	Semester 2 (Spring)	Credits
NURS 250 (US) Professional Role Dev I: Intro to Professional Issues in Nursing Practice and Nursing Informatics	2	**NURS 350** Professional Role Development II: Ethics, Legal and Genetic Issues	2
NURS 225 Pathophysiology	3	**NURS 301** Nursing Care of the Adult Client Requiring Medical-Surgical Intervention	4
NURS 230 Introduction to the Fundamentals of Nursing	4	**NURS 310** Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings	3
NURS 305 Introduction to Pharmacological Concepts	3	*NURS 415* (US;IL) Community and Family Health Nursing	4
NURS 251 Health Assessment	3	**NURS 405A** Nursing Care of the Adult Client with Complex Health Problems: Part A	4
Total Credits:	15	Total Credits:	17
Semester 3 (Summer)	**Credits**	**Semester 4 (Fall)**	**Credits**
NURS 320 Nursing Care of the Childbearing Family and Gynecological Client	3	**NURS 450A** Professional Role Development III: Leadership and Management	2
NURS 306 Nursing Care of Children and Adolescents	3	**NURS 450B** Professional Role Development III: Clinical Capstone	3
NURS 420 Mental Health Nursing	4	**NURS 495** Nursing study in Specialized Setting	6
NURS 405B Nursing Care of the Adult Client with Complex Health Problems: Part B	4	**NURS 200W** Principles of Nursing Research and Evidence-Based Practice	3
Total Credits:	14	Total Credits:	14
		Overall Total Credits	60

- **Bold Type** indicates courses requiring a quality grade of C or better.
- *Italic Bold Type* indicates course sequence may vary; consult your academic adviser.
- US and IL are codes used to designate courses that satisfy University United States/International Cultures requirements.
- W is the code used to designate courses that satisfy University Writing Across the Curriculum requirements.

Academic Advising Notes:
- **All General Education and prerequisite courses are completed with first degree and prior to admission.**
- Course sequencing may vary by campus because of clinical site availability.
- Each semester's Courses must be successfully completed prior to progressing to subsequent semester courses; see course sequencing; consult your academic adviser.
- **N495**-6 credits required in place of 3 credits of supporting courses and 3 credits of general elective; clinical immersion practicum.
- See **College of Nursing Grading Scale** and **Academic Progression Policy** in the Second Degree Bachelor of Science Student Handbook at CON_Grading_Scale.

Revised Summer 2011

NURSING COURSE REQUIREMENTS AND COURSE DESCRIPTIONS

Required and Supporting Nursing Courses and their descriptions are listed on the subsequent pages, organized into their specific category.

Please note: all prerequisite, required nursing courses, and Nursing Supporting courses must be successfully completed with a grade of a "C" or higher.

While required courses and their prerequisites are outlined here, you should always consult with your Academic Adviser for guidance when planning and registering for courses, as each student's situation is unique.

Please use "Class Search" to determine course offerings through your specific campus. Nursing Supporting Courses may not be offered at all campus locations, and they may not be offered every semester. Some electives are only offered through Continuing Education and/or World Campus.

Key to Semester Hour Designation

4 SH (2,2) = **4 S**emester **H**ours (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, this 4 credit course would meet for two (2) 50-minute lecture periods and six hours of clinical (2 x 3 hours) per week over a semester.

REQUIRED NURSING COURSES - All prerequisite courses must be successfully completed with a "C" or higher.

NURS 200W Principles of Nursing Research and Evidence-Based Practice – 3 SH (3,0)
Introduction to principles and methods of nursing research and application of research evidence to practice. Prerequisite: STAT 200 or STAT 250, NURS 225;STAT 200 or STAT 250 and NURS 390 for NURN major

NURS 225 Pathophysiology – 3 SH (3,0) Designed to explore the illness component of health with emphasis on the pathophysiological and psychosocial aspects.
Prerequisite: NURS 250, NURS 251, BIOL 161, BIOL 163

NURS 230 Introduction to the Fundamentals of Nursing – 4 SH (2,2) Introduction to the nursing process, clinical competencies and psychosocial skills.
Prerequisite: NURS 250, NURS 251

NURS 250 (US) **Professional Role Dev I: Intro to Professional Issues in Nursing Practice and Nursing Informatics** – 2 SH (2,0) Introduction to professional nursing practice and health-related issues emphasizing application of nursing informatics.
Prerequisite: BIOL 161, BIOL 163

NURS 251 Health Assessment – 3 SH (2,1) Designed to broaden the student's knowledge and skills in health assessment and physical examination across the lifespan.
Effective: Spring 2011
Prerequisite: BIOL 161, BIOL 163

NURS 301 Nursing Care of the Adult Client Requiring Medical-Surgical Intervention – 4 SH (2,2) Therapeutic nursing care of the adult client in a variety of primarily medical-surgical settings.
Prerequisite: NURS 225, NURS 230

NURS 305 Introduction to Pharmacological Concepts – 3 SH (3,0) Study of basic concepts of pharmacology and relevant nursing implications.
Prerequisite: NURS 225, NURS 230 ; or approval of program
Concurrent: NURS 301 NURS 310

NURS 306 Nursing Care of Children and Adolescents – 3 SH (2,1) Common health problems and nursing intervention for children and adolescents.
Prerequisite: NURS 225, NURS 230, NURS 305

NURS 310 Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings – 3 SH (2,1) Nursing concerns and intervention in promoting the health of the older adult.
Prerequisite: NURS 225, NURS 230

NURS 320 Nursing Care of the Childbearing Family and Gynecological Client – 3 SH (2,1) Therapeutic nursing care of the childbearing family and gynecological client.
Prerequisite: NURS 225, NURS 230, NURS 305

NURS 350 Professional Role Development II: Ethics, Legal and Genetic Issues – 2 SH (2,0) The study of the interaction of ethical, legal, and genetic concepts as they apply to current healthcare practice.
Prerequisite: NURS 305

NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A – 4 SH (2,2) In-depth study of care of patients with acute and complex health problems, utilizing evidence based practice.
Prerequisite: all 300-level required NURS courses must be completed

NURS 405B Nursing Care of the Adult Client with Complex Health Problems: Part B – 4 SH (2,2) In-depth study of care of patients with acute and complex health problems, utilizing evidence based practice.
Prerequisite: all 300-level required NURS courses must be completed

NURS 415 (US;IL) **Community and Family Health Nursing** – 4 SH (2,2) Therapeutic nursing care and health promotion concepts to families, groups and populations in the community.
Prerequisite: all 300-level required NURS courses must be completed

NURS 420 Mental Health Nursing – 4 SH (2,2) Emphasizes clinical application of mental health theory in nursing care of patients with acute and chronic mental health problems.
Prerequisite: all 300-level required NURS courses must be completed

NURS 450A Professional Role Development III: Leadership and Management – 2 SH (2,0) Study of leadership roles and various styles of nursing management and their implications for the professional nurse.
Prerequisite: all 300-level required NURS courses must be completed

NURS 450B Professional Role Development III: Clinical Capstone – 3 SH (0,3) Senior level clinical capstone course that emphasizes the integration and application of theory and evidence based practice. Effective: Fall 2012
Prerequisite: all 300-level required NURS courses must be completed

NURS 495 Nursing study in Specialized Setting (1-12) Designed to provide student with in-depth study and practice in clinical specialty area of choice.
Prerequisite: seventh-semester standing* and all 300-level required NURS courses must be completed
*Note of Clarification: For Second Degree Nursing students, the *NURS 495 Clinical Immersion Practicum* **is 6 credits during the final semester**

CLINICAL CAPSTONE

NURS 450B, clinical capstone course, is designed to expand the scope of nursing practice of senior nursing students.

- Student clinical experiences and simulation activities focuses on leadership and management
- The clinical capstone course occurs in the semester of graduation and a guidelines packet is provided at that time
- Students are contacted via listserv sent to students' PSU email at least one semester prior to capstone regarding their top three choices of clinical sites
- Students are notified of their clinical capstone placement once confirmed by capstone faculty
- Student outcomes are designed to enhance comprehension and synthesis of professional nursing responsibilities
- Clinical experiences are scheduled with selected nurse preceptors primarily in acute care settings with emphasis on the role of the nurse in providing care within a healthcare setting

  *The **nurse preceptor** is an accomplished, experienced nursing professional who extends to an aspiring person, within the context of a one-on-one relationship, advice, teaching, sponsorship, guidance, and assistance towards establishment in his/her chosen profession.*

Learning objectives for the clinical capstone experience include:

1. Communicate effectively within complex healthcare organizations to optimize patient care
2. Demonstrate sound clinical decision-making
3. Synthesize data and pertinent information to provide evidence-based practice
4. Contribute to a healthy organization work environment
5. Coordinate management functions: plan, organize, direct, evaluate
6. Demonstrate coordination of effective delivery of nursing care for individuals and groups
7. Utilize the agency resources, as appropriate, for ethical decisions and patient advocacy
8. Develop a personal nursing leadership philosophy based on theory and research
9. Analyze the diverse influences affecting an organization's worksite culture
10. Demonstrate increased confidence in the nurse generalist role and in the value of life-long learning

THE PENNSYLVANIA STATE UNIVERSITY COLLEGE OF NURSING
Clinical Preceptor Evaluation

NOTE: Student completes this form which is found on the NURS 450B course website.

Course Title/Number_____Date_____
Preceptor_____

7 = strongly agree
6 = agree
5 = mildly agree
4 = neutral
3 = mildly disagree
2 = disagree
1 = strongly disagree
0 = not applicable or cannot evaluate

_____ 1. The preceptor presented clear learning objectives for this clinical experience.

_____ 2. The preceptor selected clinical assignments and/or experiences which enhanced student learning.

_____ 3. The preceptor selected clinical assignments which were challenging and within the scope of students' ability.

_____ 4. The preceptor was available for assistance on the clinical unit.

_____ 5. The preceptor promoted learning through active dialogue with students.

_____ 6. The preceptor demonstrated competence in the guidance of students and/or provision of care.

_____ 7. The preceptor was a positive role model for professionalism in practice.

_____ 8. The preceptor was able to relate theory to clinical practices.

_____ 9. The preceptor demonstrated commitment to clinical practice and student learning.

_____ 10. The preceptor demonstrated respect for students, clients, and clinical personnel.

_____ 11. The preceptor provided meaningful and objective feedback to students regarding clinical experiences.

_____ 12. The preceptor communicated as needed with the student and faculty to discuss student progress and maintain open communication.

ASSESSMENT TECHNOLOGIES INSTITUTE (ATI)

ATI Nursing Education (Assessment Technologies Institute®) is a technology-based educational assessment and testing program. The program's focus is helping students succeed in the licensure examination (NCLEX) that all graduates need to successfully pass in order to practice nursing after graduation.

Today's nursing students are diverse with different learning styles and needs. ATI Nursing Education's learning systems are designed to offer a variety of learning methods. ATI information and services are available to students throughout their academic career and one year after graduation. The following is a summary of the ATI testing that students are exposed to across the nursing curriculum.

NOTE: Students are assessed a fee for the ATI program material and resources which is charged to their tuition account. Additional materials are available for purchase through ATI; however, in order to contain cost and present our students with the best NCLEX preparation package, the materials and fees associated with ATI are negotiated annually between the College of Nursing and ATI. Also, there is a multitude of additional information available on the ATI website at no additional cost https://atitesting.com/Home.aspx

- ATI assessment results are a designated portion of the course grade and identify content areas needing further study for successful completion of (NCLEX)
- The cost associated with materials (textbooks, skills modules, handbooks, tutorials, online assessment testing, proctored exams, and the NCLEX Live Review) is the student's responsibility, and all students are required to purchase the materials and take the exams

ATI Cost Fees are **NOT** refundable

NURSE LOGIC
An interactive, media-rich, online tutorial is designed to introduce students to the new *ATI Helix of Success*. This model illustrates how knowledge and clinical judgment, supported by concepts derived from the Quality of Safety Education for Nursing (QSEN) competencies and Institute of Medicine (IOM) recommendations for nursing education, can prepare the student for academic and NCLEX success. This robust and interactive tutorial introduces nursing students to core concepts relevant to nursing practice, arms students with study and test-taking skills, and introduces them to the NCLEX examination process.

Students benefit from a wide array of case studies, applied learning examples, and learning resources that support student success throughout the curriculum. The depth and breadth of the content provides beginning and advanced students valuable information that can used in classroom and clinical settings.

SKILLS MODULES SERIES
ATI's Skills Modules Series gives the student the opportunity to apply critical thinking skills to patient care before entering the skills lab. This online assessment-driven, self-study learning package is continually updated and includes how-to videos of nursing skills, practice challenges, evidence-based research summaries and much more. Additionally, the program covers situations that may not arise in actual clinical time, so nursing students will be prepared for the unexpected as well as the expected.

CONTENT MASTERY SERIES
A group of proctored and online practice assessments that provides data regarding a student's mastery of concepts related to specific nursing content areas such as maternity, pediatrics and medical surgical. The proctored assessments provide content specific proficiency levels that measure a student's level of knowledge acquisition.

NCLEX readiness is measured with the Comprehensive Predictor. A practice version called the Comprehensive Assessment helps students prepare for the Comprehensive Predictor. Two forms of each proctored and practice assessment are currently available, so faculty may use any or all of the components of the Content Mastery Series in whatever combination or sequence works best for them and their students.

TARGETED MEDICAL SURGICAL TESTS
This series addresses individual body systems and provides formative evaluation of content prior to the final medical surgical course. Both students and faculty can generate a score report after each assessment. Score reports provide valuable information. Students can also create a focused review to guide remediation along with each score report. Focused review refers students to the review modules and remediation templates to remediate content deficiencies.

PHARMACOLOGY MADE EASY
An audiovisual, interactive, media-rich, online tutorial designed to help students learn about pharmacology and drugs given in practice. The tutorial contains 12 modules with about 200 prototype drugs addressed. Each module focuses on drugs that relate to a body system and contains detailed drug information related to the drugs' use in the management of alterations in health.

CUSTOMIZED LIVE NCLEX REVIEW
This NCLEX review is based on the class performance on the Comprehensive Predictor, one of the final exams used within the Comprehensive Assessment and Review Program (CARP). This three-day live review is designed to improve competency on topics that need additional instruction. The review is highly interactive and is closely aligned with the NCLEX blueprint. Test-taking strategies, critical thinking and Q&A are presented. Upon completion of the review, students receive a customized, individual study plan to continue examination preparation. The live NCLEX review will be scheduled your final semester.

DOSAGE AND CALCULATIONS 2.0: RATIO AND PROPORTION

Interactive drills, embedded videos, and new case studies enrich real-life scenarios, providing valuable experience for building competence to administer drugs safely. Mathematical equations are simplified through step-by-step animations that demonstrate the dosage calculation process. Ratio and Proportion method allows a nurse to calculate dosages by using the amount of medication prescribed and the dose available.

- For example, a client is prescribed haloperidol (Haldol) 1 mg PO BID and the dose available is 0.5 mg/tablet. The desired amount is 1 mg, the dose available is 0.5 mg and the quantity available is 1 tablet. Use the following formula to calculate dosages using the Ratio and Proportion method.

LEARNING SYSTEM RN

Learning System offers curriculum support to faculty by providing learning-enhanced assessments in nursing content areas. Alignment of Learning System assessments to the curriculum allows instructors to assign those that correspond with the nursing content covered in the course. The use of learning-enhanced assessments in Learning System promotes student success throughout the Nursing Program and on the NCLEX exam.

Learning System provides students with practice in content-specific areas, which allows students to focus on their strengths as well as identify areas of need. Faculty can identify which areas to direct students' attention to for remediation using ATI practice assessments and tutorials.

ATI Placement in the SCND Degree B.S.N. Curriculum

GENERAL INFORMATION

Course Specific Proctored Exams
- Administered end of course during regularly scheduled class time.
  - Exceptions: Critical Thinking Entrance and Exit Exams
- 40-95 minutes in length

Targeted Assessments
- Divided between NURS 301, NURS 310 and NURS 405A with rationales enabled (which gives immediate feedback and explains why a response is correct or incorrect)
- Faculty determines when testing occurs relative to course content
- Approximately 30 questions

RN Comprehensive Predictor
- RN Comprehensive Predictor, which takes approximately 180 minutes, is administered twice in the final semester
  - 2nd Fall, mid-course – (basis of focused ATI LIVE REVIEW)
  - 2nd Fall – After remediation and ATI LIVE REVIEW
  - 180 questions

ATI Testing Placement in the General B.S.N. Curriculum

NURS 225:
- Incorporate Pharmacology tutorials as appropriate to link Pathophysiology and Pharmacology content
- No examination is administered

NURS 230:
- Incorporate tutorials included in the ATI package
- Nurse Logic – 2.0 and Learning Systems
- Use more tutorials that are included in the ATI package
- Use the Dosage Calculation Tutorials

NURS 250:
- Self-Assessment (Non-Proctored)
- Nurse Logic – 2.0 and Learning Systems
- **Critical Thinking Entrance (Proctored) – Fall – No later than Week 3 (40 minutes)**

NURS 251:
- Incorporate Skills Modules
- No examination is administered

NURS 305:
- Incorporate Pharmacology tutorials
- **Pharmacology (Proctored) – Fall – End of course (70 minutes)**

NURS 301:
- Targeted Assessments
    - Cardiovascular, Respiratory, Perioperative
    - Faculty determines when testing occurs relative to course content
    - **Fundamentals (Proctored) – Spring - End of course (70 minutes)**

NURS 310:
- Targeted Assessments
    - Endocrine, Neurosensory/Musculoskeletal, Renal/Urinary
    - Faculty determines when testing occurs relative to course content

NURS 405A:
- Targeted Assessments
    - Fluid/Electrolyte/Acid Base, Immune
    - Gastrointestinal

NURS 415:
- **Community Health (Proctored) – Spring –End of course (65 minutes)**

NURS 306:
- **Nursing Care of Children (Proctored) – Summer – End of course (70 minutes)**

NURS 320:
- **Maternal Newborn (Proctored) – Summer – End of course (70 minutes)**

NURS 405B:
- **Adult Medical Surgical (Proctored) – Summer – End of course (100 minutes)**

NURS 420:
- **Mental Health (Proctored) – Summer – End of course (70 minutes)**

NURS 200W:
- **Critical Thinking Exit (Proctored) – 2nd Fall – (40 minutes)**

NURS 450A:
- **Leadership and Management (Proctored) – 2nd Fall – End of course (70 minutes)**

NURS 450B:
- **RN Comprehensive Predictor (Form A-Proctored) – 2nd Fall – Mid-course (180 minutes)**
  - Information is used to develop ATI Live (NCLEX) review course and the students' individual plan of study used for remediation prior to the final RN Comprehensive Predictor (Form B)
- **ATI NCLEX Live Review – 2nd Fall – About Week 11 (Three 8-hour days)**
- **RN Comprehensive Predictor (Form B-Proctored) – After ATI NCLEX Live Review (180 minutes)**

NURS 495:
- **Nutrition (Proctored) –2nd Fall - (70 Minutes)**
- **Pharmacology (Proctored) – 2nd Fall – Re-take (70 minutes)**

Revised 11/20/17

ATI Point Structure

Online Practice **A** Assessment with rationales on (*10 points if completed and submitted on time*)	Required learning activity (Decided by the course coordinator, *20 points if activity completed and submitted on time*)	Online Practice **B** Assessment with at least a 75%. (*10 points if completed and submitted on time and 10 points for 75%*)	Proficiency Level on ATI Proctored Assessment	Points Awarded for Achievement on ATI Proctored Assessment	TOTAL POINTS POSSIBLE OUT OF 100
10	20	20	Proficiency Level **2** or **3** on ATI Proctored Assessment	50	100
10	20	20	Proficiency Level **1** or **Below Level 1** on ATI Proctored Assessment	25	75

Students will receive a ZERO for late assignments unless prior arrangements are made with the course coordinator. All late assignments must be completed in order to fulfill course ATI requirements.

BSN Council 4/29/19

ATI Plan – Getting Started with ATI

ATI-Plan® - Getting Started with ATI

Welcome

It takes a special person to be a nurse. Some say it's a calling, others, an epiphany. Whatever the reason, it's one of the most giving career paths one can take. However, it's not an easy path, which is where ATI can help. We have the comprehensive and adaptive learning systems to prepare you for what you need to know to pass the NCLEX® and to become a compassionate, skilled nurse.

Getting Started with ATI

Go to www.atitesting.com.
Download free Silverlight software (if necessary).

Click "Create an account" and keep track of your username and password.
My Username _____
My Password _____

Important!
You must have the new Silverlight software on your computer or you don't have it already in order to open the new Faculty and Student home pages and resources. Please click here before you attempt to log in to install it or determine if you already have it on your computer.

Secure Sign On
Username
Password   GO

After creating an account, you will be prompted to view the ATI-Plan - Getting Started with ATI videos. The ATI-Plan videos can be reviewed as often as needed under My Products and Tutorials.

Student Home Page

How To
ATI-Plan: Orientation videos to help you get started using ATI. View each video one-by-one to ensure understanding of the ATI website.
Product Training: Offers detailed instructions on specific web page functions like accessing assessments, tutorials, results and Focused Review®.

Product Support Materials
Online Review Modules: Include all content areas covered on NCLEX and contain hundreds of videos, animations and images to enhance your learning experience. Review Modules are directly linked to Focused Review to remediate areas of weakness based on your results on ATI assessments.
Drug Guide Term Search: Enter a drug term into the search box, and the interactive tool will automatically populate the drug's Information.
Active Learning Templates: Graphic organizers designed to review concepts you missed on ATI assessments.
Publications: Include online versions of Ready Set RN/PN.
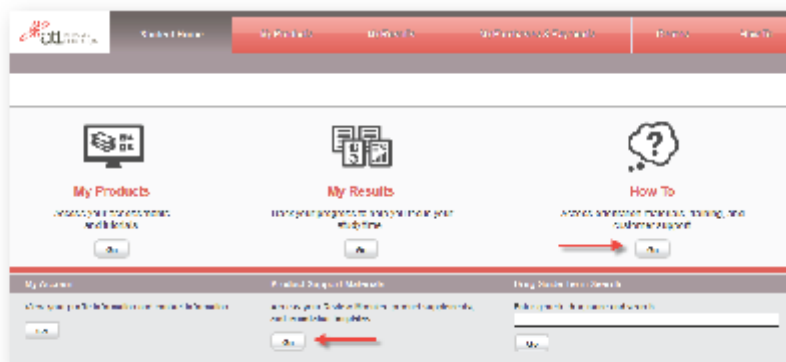
My Products

Enter IDs box:

Use the field to enter an ID provided by your instructor to gain access to an assessment, tutorial or course. Your instructor may give you individuals IDs for each assessment, tutorial and course, or you may be provided with one Product ID code.

Product ID: Your instructor may provide you with one Product ID code (starting with CDN) to access all assessments, tutorials and courses. The Product ID code is specific to each graduating class. Once you enter your Product ID code, you will have access to all assessments, tutorials and courses enabled by your instructor.

Tutorials:

NurseLogic & Learning System: These tutorials are designed to help you think like a nurse and practice test-taking strategies (included with your package). Your school may subscribe to other tutorials, such as Skills Modules, Dosage Calculation and Safe Medication Administration , Nurse's Touch™, Real Life™ Clinical Reasoning Scenarios and Pharmacology Made Easy.

Assessments:

Online Practice (Non-Proctored) Assessment: Is an unsupervised, informal assessment designed as a learning experience. You may access online and take as many times as needed. If enabled by your instructor, rationales are provided for both correct and incorrect responses, and provide an opportunity for mastery of content.

Proctored Assessment: Is a supervised, or monitored, standardized assessment that compares your performance to other students nationwide.

Proficiency Levels: Define performance on Content Mastery Series Proctored Assessments.

Comprehensive Predictor: Predicts your probability of passing NCLEX the first time.

My Results
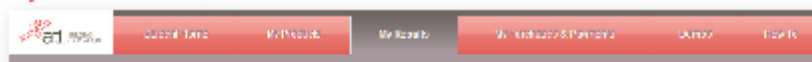
Assessment Report: Provides your Topics to Review outline as your personalized remediation plan for independent study, and shows you exactly where to find remediation content (see below).

Focused Review: Allows you to remediate after every practice or proctored assessment by creating a plan to study ATI Review Module content, practice application exercises and view media clips - built to match your learning style.

NCLEX facts

National Council of State Boards of Nursing: www.ncsbn.org

C.A.T.: Computer Adaptive Test. This is the NCLEX testing format — the difficulty of every question you receive is based on your score from the previous answer.

NCLEX Blueprint: Updated every three years, the blueprint includes the detailed NCLEX test plan upon which ATI's assessments and study tools are based.

NCLEX - RN: 75-265 questions: 15 are pretest items, six hours max.

NCLEX - PN: 85-205 questions: 25 are pretest items, five hours max.

Follow us on

COURSE AND CLINICAL SCHEDULING

1. Classes and/or clinical experiences may vary according to campus (Altoona or Harrisburg).
2. Some NURS courses, in addition to the scheduled lecture and clinical times, may also include a "BY APPT" notation to allow for clinical alternative experiences (e.g. AA meeting attendance for NURS 420) that may occur at a time **other than** the posted clinical meeting day/time. The alternative experience time will be incorporated into the allotted clinical time (e.g. 90 hours total).
3. The College of Nursing may change course times, days and/or sections **up until the day prior to the first day of classes** based on enrollments and/or administrative necessities.
4. Students may register for only two required clinical nursing courses **per semester**.
5. Students may register for only one required clinical **per day**. Back-to-back clinical experiences on the same day are not permitted because of the educational and safety concerns associated with long hours.
6. Classes/courses may be administratively adjusted on the student's behalf due to various circumstances (e.g. registering outside of stated guidelines, registering without permission—NURS 495/496, section size control, administrative necessities, etc.).

UNDERGRADUATE PROGRAM ENROLLMENT

Each undergraduate program has enrollment limits. Moving between programs to complete required coursework is not permitted.

Revised Spring 2018

RE-ENROLLMENT/RE-ENTRY/DELAY IN PROGRAM PROGRESSION POLICY
The time to complete the Nursing Program depends on the sequence of courses, plan of study and clinical placement availability. Optimally, students should complete the program (SCND Degree – 16 months) according to the designated Suggested Academic Plan (SAP).

Academic progression in the nursing program supports the development and synthesis of the necessary skills from fundamental understanding to complex critical thinking. The academic progression is designed to support educational success, licensure and transition to practice.

To facilitate timely progression and ultimate success, the College of Nursing has in place the following guidelines:

Students may do only ONE of the following:
1. Drop only one required nursing course during the regular drop/add period and only one time.
OR
2. Withdraw from the University only one time once enrolled in the Nursing program.
OR
3. Take a leave of absence only one time.

Note: Any of the above three actions will prolong the student's progression by at least one year and could be longer if space is not available.

Students re-entering:

1. Must provide the Nursing Program Coordinator with a written intent to return to the program prior to the semester when the student will return according to the following table.

Returning Semester	Notification Deadline
Spring Semester	October 1st of the preceding year
Summer Semester	February 1st of the same year
Fall Semester	January 1st of the same year

2. Must complete the University's re-enrollment requirement prior to re-entering the program. (http://www.registrar.psu.edu/returning_university/re_enrollment.cfm)
3. Are responsible for any fees associated with re-entry (i.e. re-enrollment fee).
4. Will return under the current curriculum requirements.
5. May be required to complete additional course work, repeat ATI testing/review course requirements and/ or demonstrate competency of skills.
6. Must meet all program compliance requirements at least one month prior to the start of the semester of return or by agreed upon deadline.
7. The Associate Dean for Undergraduate Education may approve exceptions in extreme situations. The exception would require student review and development of an individualized plan of study.

NOTE:
- Re-entry into the program is not guaranteed and approvals are dependent upon resources and clinical availability.
- Please contact the campus coordinator for military exception to this policy.
- All exceptions must be approved by the Associate Dean for Undergraduate Education prior to the start of the semester.

Effective Spring, 2015
AS Council Approval: 12/8/14
BS Council Approval: 12/1/14
Undergraduate Affairs Approval: 12/8/14
Revised: 10/2015, 1/30/2017
Editorial Changes: 1/3/2017

PRIOR LEARNING AND TRANSFER CREDIT

Second degree students receive 60 credits based on their previous degree, which meets the University general education requirements. All prerequisite courses (e.g. Anatomy) must be completed by Spring semester prior to Fall admission. All nursing courses are required to be completed at the campus of admission. Transfer nursing courses taken prior to admission or after admission to Penn State are not accepted to meet Second Degree program requirements

BSN Council Approval 12/2018

CLINICAL COMPLIANCE REQUIREMENTS

A major requirement of the Nursing Program is compliances. "Compliances" is the blanket term used for all the medical and legal information required by the College of Nursing (CON), the State Board of Nursing (SBN) and the clinical institutions to be eligible to complete your clinical experiences and ultimately work as a Registered Nurse.

Compliances are required ANNUALLY. Compliance documentation (exams, results, certifications) must be dated/completed between May 1 and June 30. Since the Second Degree program is 4 consecutive semesters, year one is defined as your first Fall and Spring semester and year two is defined as the subsequent Summer and Fall semester.

- Year one (Fall-Spring) students will receive a compliance packet during the Spring semester prior to their first semester. The clinical compliance requirement deadline is June 30th.

- Year two (Summer-Fall) students will receive a compliance packet at the start of the Spring semester of year one. The clinical compliance requirement deadline for year two is May 1st.

- **It is important to follow the compliance timeline to ensure you are compliant for the full academic year**. Most compliance information expires after 1 (one) calendar year. If you begin this process prior to May 1st, your compliances will expire prior to the end of the academic year and you will be at risk of being removed from your clinical courses

- All compliance data collection is completed through castlebranch.com. All Compliance questions should be directed to the CastleBranch at: (888)723-4263 x7196 or submit a request to: https://www.castlebranch.com/contact-us/stufacstaff_contactservicedesk

- Compliance documents are submitted to student's CastleBranch *myCB* account. **You will not be able to download forms or upload data on CastleBranch.com before May 1st.** Documents can be submitted in one of three ways: (1) Scan original documents and upload to the secured site; (2) fax documents; or (3) mail original documents

- **Students not meeting the June 30th upload deadline will have nursing courses dropped from their schedule**

- Forms and instructions for completion and submission vary between first and second year nursing students. Please refer to Table 1 below for your specific requirements

- Some clinical institutions may have additional requirements (e.g. drug testing requirements) that are not part of the standard compliances. You will be notified prior to the start of your clinical if you must complete the additional requirements

- All compliance requirements are listed below in **Table 1**. Please refer to the compliance timeline for information on when to complete the requirements. Detailed information and a snapshot of each requirement follow the timeline

Table 1. Compliance Requirements (CR)

CR#	Document	First Year (June 30)	Second Year (May 1)
1	Student Notification of Program Requirements Form	X	X
2	Student Consent for Release of Information to Authorized Third Parties	X	X
3	Confidentiality, Safe Environment and Fiction Contract for Nursing Simulation	X	X
4	Entrance Health Exam Form	X	
	Annual Health Exam Form		X
5	Personal Health Insurance (Copy of Card-front and back)	X	X
6	Liability/Malpractice Insurance (Copy of Policy)	X	X
7	Cardiopulmonary Resuscitation (CPR) Certification (Copy of Card-front and back)	X	X
	Clearance Checks:		
8	PA Child Abuse History Clearance (Copy of Results)	X	X
9	Criminal Background Check (Copy of Results)	X	X
10	FBI Criminal Background Check/Fingerprints (Copy of Results)	X	X
11	Student Data Sheet Form	X	X
12	Flu Immunization (Due each November)	X	X
13	Drug Testing (Specific to clinical institution)	X	X

*Compliances may vary and be site specific based on program and clinical agency requirements

TIMELINE FOR YEAR ONE

The Compliance timeline is as follows for Year One:

Spring (Prior to first semester)

_____ Schedule a health examination appointment for the week of May 7th.
**Remember medical testing may take several weeks to be completed. Scheduling your appointment early allows this process to be initiated early enough for all compliance materials to be completed and submitted by June 30

_____ Schedule [American Heart Association Basic Life Support (BLS) Provider](#) certification course offered between May 1st and May 30th to complete the CPR certification requirement. (Includes CPR for the infant and child, and one-person and two-person CPR for the adult)

_____ Read the Student Handbook https://www.nursing.psu.edu/student-handbooks/

MAY 1:

_____ Go to https://www.castlebranch.com/ to create and purchase your *myCB* account. All necessary documents are located here. You will upload all final documents to this site

_____ Download all required forms from https://www.castlebranch.com/ (e.g. Entrance to Health Examination form). Read and understand each document and follow instructions to complete each requirement

_____ Complete FBI Criminal Background Check and Fingerprinting – Visit the Idemia (MorphoTrust) website for Pennsylvania at: https://www.identogo.com/locations/pennsylvania

Please note: Once registration is complete, you may go to **any location throughout the state of Pennsylvania ONLY** to have your fingerprints electronically scanned. **Fingerprint cards are the only option for out-of-state applicants or optional for applicants who are unable to be printed electronically at a Livescan system within Pennsylvania. Instructions on "How to Submit a Fingerprint Card" – Complete online registration with fingerprint provider Idemia MorphoTrust via IdentoGO following the instructions on your *myCB* To Do List and print the Service Summary page at the end of your registration.**

_____ Health Examination – Bring your "Entrance Health Examination Form" to your appointment. Your healthcare provider must complete all medical requirements (titers, 2-step TB, etc. dates and results) and document all data <u>on this form</u> (no attached or separate sheets of paper permitted)

_____ CPR certification card – Complete [American Heart Association Basic Life Support (BLS) Provider](#) certification course. Upload front and back of CPR card.

_____ Professional Liability Malpractice Insurance – Obtain and upload your policy

_____ Student Notification of Program Requirements – Read and sign

_____ Student Consent for Release of Information to Authorized Third Parties – Read and sign

_____ Confidentiality, Safe Environment and Fiction Contract for Nursing Simulation – Read and sign

_____ Photo Release Form – Read and sign

_____ Student Data Sheet – Please remember to put your local Penn State address.

_____ PA Child Abuse History Clearance and the Criminal Background Check – Complete according to guidelines provided at
https://www.castlebranch.com/
** You are not required to purchase the CastleBranch Student Badge**

_____ Personal Health Insurance Card – Upload front and back of card

_____ Drug Test – Upload your results

_____ Upload all completed documents to your *myCB* account by June 30th. You may also fax or mail copies of these forms. Office Max or Office Depot can provide scan/fax service
IMPORTANT NOTE FOR FAX/MAIL: You must use the cover sheet provided by CastleBranch for **each** requirement. **__Any documents received without a cover sheet will be destroyed and you will be listed as non-compliant.__**

_____ Make and keep a copy of all documentation for your own records.
The College of Nursing is not able to provide copies to you now or in the future.

JUNE 30th: COMPLIANCE DEADLINE

_____ All forms must be completed and uploaded to your *myCB* account at this time

_____ CastleBranch will send you an email if any requirement is not completed by the deadline.

_____ Will receive email from the Nursing Office when requirements are verified. (Nursing Office is the final indication that student is compliant)

_____ Keep a copy of all documents for your records, both at home and at school.
PLEASE NOTE: The College of Nursing does not retain copies of your documents.

SEPT 1st – OCT 31st:

_____ Receive a flu vaccination during the current flu shot season. Before November **1st**, scan and upload vaccination documentation or obtain a signed Declination Waiver from your healthcare provider.

TIMELINE FOR YEAR TWO

The Compliance timeline is as follows for Year Two:

Spring (Semester of Year One)

_____ Schedule a health examination appointment no later than February 28th. **Remember medical testing may take several weeks to be completed. Scheduling your appointment early allows this process to be initiated early enough for all compliance materials to be completed and submitted by May 1.

_____ Schedule American Heart Association Basic Life Support (BLS) Provider certification course offered between February 1st and February 28th to complete the CPR certification requirement if you need to renew. (Includes CPR for the infant and child, and one-person and two-person CPR for the adult)

_____ Read the Student Handbook online at: http://www.nursing.psu.edu/undergrad/handbooks/

FEBRUARY 1:

_____ Go to https://www.castlebranch.com/ to create and purchase your *myCB* account. All necessary documents are located here. You will upload all final documents to this site

_____ Download all required forms from https://www.castlebranch.com/ (e.g. Annual Health Examination form). Read and understand each document and follow instructions to complete each requirement

_____ Complete FBI Criminal Background Check and Fingerprinting – Visit the Idemia (MorphoTrust) website for Pennsylvania at: https://www.identogo.com/locations/pennsylvania

Please note: Once registration is complete, you may go to **any location throughout the state of Pennsylvania ONLY** to have your fingerprints electronically scanned. **Fingerprint cards are the only option for out-of-state applicants or optional for applicants who are unable to be printed electronically at a Livescan system within Pennsylvania. Instructions on "How to Submit a Fingerprint Card" – Complete online registration with fingerprint provider Idemia MorphoTrust via IdentoGO following the instructions on your *myCB* To Do List and print the Service Summary page at the end of your registration.**

> _____ Health Examination – Bring your "Annual Health Examination Form" to your appointment. Your healthcare provider must complete all medical requirements (1-step TB, etc. date and results) and document all data <u>on this form</u> (no attached or separate sheets of paper permitted)
> _____ CPR certification card – Complete American Heart Association Basic Life Support (BLS) Provider certification course if needed. Upload front and back of CPR card.

_____ Professional Liability Malpractice Insurance – Obtain and upload your policy

_____ Student Notification of Program Requirements – Read and sign

_____ Student Consent for Release of Information to Authorized Third Parties – Read and sign

_____ Photo Release Form – Read and Sign

_____ Confidentiality, Safe Environment and Fiction Contract for Nursing Simulation – Read and sign

_____ Student Data Sheet – Please remember to put your local Penn State address.

_____ PA Child Abuse History Clearance and the Criminal Background Check – Complete according to guidelines provided at https://www.castlebranch.com/
** You are not required to purchase the CastleBranch Student Badge**

_____ Personal Health Insurance Card – Upload front and back of card

_____ Drug Test – Upload your results

_____ Upload all completed documents to your *myCB* account by May 1st. You may also fax or mail copies of these forms. Office Max or Office Depot can provide scan/fax service
IMPORTANT NOTE FOR FAX/MAIL: You must use the cover sheet provided by CastleBranch for **each** requirement. **Any documents received without a cover sheet will be destroyed and you will be listed as non-compliant.**

_____ Make and keep a copy of all documentation for your own records.
The College of Nursing is not able to provide copies to you now or in the future.

MAY 1st : COMPLIANCE DEADLINE

_____ All forms must be completed and uploaded to your *myCB* account at this time

_____ CastleBranch will send you an email if any requirement is not completed by the deadline.

_____ Will receive email from the Nursing Office when requirements are verified. (Nursing Office is the final indication that student is compliant)

_____ Keep a copy of all documents for your records, both at home and at school.
PLEASE NOTE: The College of Nursing does not retain copies of your documents.

SEPT 1st – OCT 31st:

_____ Receive a flu vaccination during the current flu shot season. Before November 1st, scan and upload vaccination documentation or obtain a signed Declination Waiver from your healthcare provider.

PROCESS IF NOT COMPLIANT

What Happens If My Compliances Are Not Completed On Time?

(*effective SUMMER 2018)

Annual completion of compliances is a professional responsibility that will be required as long as you are in the nursing profession. Not completing your compliances by the established deadline jeopardizes our relationship with the clinical sites who graciously agree to host and assist in teaching the nursing students each year; places a lot of stress on you; and creates an enormous amount of work for the nursing staff who are required to verify compliances and meet the clinical facility submission deadline. The College of Nursing cannot risk losing even one clinical facility. Bottom line is without clinical facilities, Penn State has no nursing program.

- **June 30 is the annual deadline for compliances.**

- **All documentation must be uploaded to CastleBranch between May 1 and June 30**

If you don't have all of your compliances uploaded to CastleBranch by June 30:

- ➤ **It's serious:** **Not meeting the compliances deadline is potentially life-changing.**
- ➤ This notification is the only warning you will receive.
- ➤ **Nursing courses will be dropped from your schedule** without notice in July and will not be reinstated for an entire academic year.
- ➤ **Scheduling of nursing courses will be blocked for one full academic year**, **preventing your progression in the nursing program.**
- ➤ During this year, students may:
  - o Take a leave of absence **(necessary if you will be taking the year off)**
  - o Work towards a minor
  - o Complete general education requirements
- ➤ Every student should talk with their advisor to consider the ramifications (i.e. financial aid) of not progressing.
- ➤ Extenuating circumstances will **not** be considered unless the Advising Office is contacted by April 1st to develop a plan that address your difficulty. The student must initiate this contact; confidentiality prohibits College of Nursing staff from talking about your compliances with anyone except you!
- ➤ **Examples of circumstances that are not legitimate** are: study abroad, summer camp, vacation, out of the country, forgetting, lack of knowledge about deadline, did not receive the emails, finances, etc.
- ➤ Annual compliance requirements have been discussed in Accepted Student Programs, New Student Orientation, First-Year Seminar, many nursing classes, in the CONcierge Newsletter, on Facebook, and in numerous listserv emails.
- ➤ **Plan ahead!** **You are responsible for completing your compliances on time, and will be held accountable.**

COMPLIANCE REQUIREMENTS (CR) #1-13

CR #1: Student Notification of Program Requirements Form

- The student is responsible for all information listed on this form

- The Student Notification of Program Requirements form must be submitted to student's CastleBranch *myCB* account. This form will remain in effect until student's graduation

CR #2: Student Consent for Release of Information to Authorized Third Parties

- The student is responsible for all information listed on this form

- The Student Consent for Release of Information to Authorized Third Parties form must be submitted to student's CastleBranch *myCB* account. This form will remain in effect until student's graduation

CR #3: Confidentiality, Safe Environment and Fiction Contract for Nursing Simulation

- The student is responsible for all information listed on this form

- The Confidentiality, Safe Environment and Fiction Contract for Nursing Simulation form must be submitted to student's CastleBranch *myCB* account. This form will remain in effect until student's graduation

CR #4: Entrance Health Exam Form
(for first year students)

OR:

Annual Health Exam Form
(for second year students)

- The College of Nursing subscribes to the Pennsylvania State Board of Nursing requirement that every undergraduate nursing student shall have an **Entrance Health Examination/Annual Health Examination**
- Copies of Doctor's records are not accepted as the health examination. All information must be documented on the CON form. This form must be completed and signed by the healthcare provider
- The Entrance Health Examination form or the Annual Health Examination form must be submitted to student's CastleBranch *myCB* account

CR #5: Personal Health Insurance
        (Copy of Card – Front and Back)
- Students must retain proof of health insurance throughout the academic year
- Students may be asked to provide proof of current health insurance by the clinical agencies before being permitted to provide patient care in those agencies, and failure to do so will result in the student's failure to meet clinical requirements
- Students have the option to enroll in the Penn State insurance plan, to maintain a private insurance policy, or, if eligible, to continue under their parent's or spouse's coverage
- The student is 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
- A copy of student's personal health insurance card must be submitted annually to student's CastleBranch *myCB* account

CR #6: Liability/Malpractice Insurance

- Current Liability/Malpractice Insurance is required of all students by the clinical facilities
- Policy coverage dates must be from May 1 through April 30
- Most sites require a minimum coverage of $1,000,000/$3,000,000
- A copy of student's malpractice/liability policy must be submitted annually to student's CastleBranch *myCB* account
- Students must select their own insurance carrier

Penn State University does not provide liability insurance for students engaging in internships nor extend its insurance to students. Penn State also does not recommend specific insurance providers. Insurance is available from many insurance providers, possibly including the student's own insurance provider(s) and/or some professional association-sponsored insurance programs. It is the student's responsibility to purchase liability insurance that meets the host sites' insurance requirements.

CR #7: Cardiopulmonary Resuscitation (CPR) Certification
        (Copy of Card – Front and Back)
- Only the American Heart Association Basic Life Support (BLS) Provider certification course will be accepted. CastleBranch will not accept, for example, American Red Cross Lifeguard CPR or American Heart Association Heartsaver Courses.
- Online certification is only accepted if renewing the certification.
- A copy of current CPR certification at the appropriate Basic Life Support (BLS) level (CPR for the infant and child, and one-person and two-person CPR for the adult) is required.
- The certification is valid for two years and costs approximately $70.
- For information on class sessions, call the American Heart Association (877-242-4277**)** or go online to http://www.heart.org/HEARTORG/CPRAndECC/CPR_UCM_001118_SubHomePage.jsp

Upload (scan) a <u>copy</u> of your certification card (front AND back) to your *myCB* account

CR #8 - #10: Clearance Checks

General Information

The College of Nursing maintains child abuse, PA and Federal criminal history 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.
- The student is responsible for all fees associated with the clearance checks
- Clearance checks are required annually
- Progression in the Nursing Program may be dependent upon the clearance check results
- All program decisions related to child abuse and criminal history clearances 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. 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.
  2. Even if there are multiple clinical 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.
  3. 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.
  4. 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.

CR #8: PA Child Abuse History Clearance (Act 151)
                          and
CR #9: PA Criminal Record Check (Act 34)

Students are required to have **both** Act 151 (Pennsylvania Child Abuse History) and Act 34 (Pennsylvania State Police Request for Criminal Record Check) clearances prior to beginning any nursing course.

  1. The annual Pennsylvania Child Abuse History Clearance is obtained by completing the included Pennsylvania Child Abuse History Clearance form and following the instructions on the form:

a. For electronic submission: https://www.compass.state.pa.us/CWIS
   OR
b. For mail submission (print, complete, and mail form):
   http://keepkidssafe.pa.gov/cs/groups/webcontent/documents/form/s_001762.pdf

2. The annual criminal background check is completed through CastleBranch. A form outlining all pertinent information is included for use in completing this request.

NOTE:

- In order to be compliant for the entire academic year, you must request clearances each year **between <u>May 1 and May 15</u>, as clearances take 4-6 weeks to be processed**

- When completing the Pennsylvania Child Abuse History Certification Application, the **Purpose of Certification** is "Volunteer having direct volunteer contact with children". Check the box "Other" and write in "Nursing Student". The Agency/Organization Name is "Penn State University College of Nursing".

- The student is responsible for all fees associated with both background checks

- Clearances are required on a **<u>yearly</u>** basis while the student is enrolled in clinical nursing courses

- Use ONLY the providers listed above for certification of required background checks. Other agencies that provide clearances are <u>not accepted</u>

- Call the Department of Human Services (877-371-5422) if you have questions

Clearances must be completed and uploaded to your *myCB* account

CR #10: Federal Criminal History Clearance (Act 73) and Fingerprinting (Act 171)

General Information

- It is a federal regulation that anyone who potentially comes in contact with children requires fingerprinting and a Federal Criminal History Clearance (national criminal history) report completed
- This requirement is done through the **Department of Human Services** (NOT the Department of Education or the Department of Aging, for example)
- Currently the complete process takes approximately 4-6 weeks
- Students may use any Pennsylvania site that is listed – the student's home address does not determine the site which must be used
- The IdentoGO center operated by Idemia (MorphoTrust) will identify the Pennsylvania locations, hours of operation, appointment instructions, and identification materials that you are required to bring to the site where fingerprinting will be completed. Contact IdentoGO (855-845-7434) if you have questions.

General Instructions

- Completion of this requirement involves two steps: (1) registration, and (2) actual fingerprinting
- Registration must be done online at the Idemia (MorphoTrust) website for Pennsylvania at: https://www.identogo.com/locations/pennsylvania
- Select "Digital Fingerprinting"
- Enter the "Service Code" and select "Go"
- The "Service Code" is provided in the "To Do List Requirement" from your CastleBranch *myCB* account
- Select "Schedule or Manage Appointment"
- Payment ($22.60) is made ONLY at the time of fingerprinting
- Credit card, debit card, cashier's check or money order are the ONLY payment methods Cash, personal checks or electronic payments will NOT be accepted at the site
- **You must have your payment with you when you go to your scheduled fingerprint scan appointment**
- **Make sure that you bring both your document ID and payment method with you to your session**
- Follow instructions for the specific site you plan to use and make an appointment. If you show up without an appointment, you will be turned away.
- A letter with the results will be mailed to the student
- A copy of the letter must be submitted annually to student's CastleBranch myCB account

Pennsylvania Fingerprint (Ink Card) Instructions

(For out of state applicants or optional for applicants who are unable to be printed within Pennsylvania)

- Complete online registration with fingerprint provider Idemia MorphoTrust via IdentoGO following the instructions on your myCB To Do List **and print the Service Summary page** at the end of your registration.
- Ask the location if they can perform printed fingerprints for you on the **FD-258 fingerprint cards.**
- You will need to obtain two sets of physical fingerprint cards to submit for processing. Fingerprints MUST be submitted on the official FD-258 fingerprint cards, which are included in the packet that you downloaded from your *myCB* account.
- Some states have limited resources for this process. If you are having trouble locating an agency to perform fingerprints, we suggest trying the following alternative solutions:
    - Some shipping/mailing stores may offer this service
    - College/Universities may have on campus police departments that can offer this service

Unsuccessful Clearance Procedures

Child Abuse
Procedure for Unsuccessful "Child Abuse Clearance"

If the student clearance returns "Indicated":

1. A meeting between the student and Nursing Program Campus Coordinator will be arranged by the Nursing Program Campus Coordinator.
2. At the meeting, the policy will be reviewed and a plan will be developed which may include obtaining clinical agency permission for the student to practice in their facility. If the student cannot meet all clinical program requirements, the student will be referred for career counseling.
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, Nursing Program Campus Coordinator, Associate Dean for Undergraduate Education, and the Dean of the College of Nursing will be arranged by the Nursing Program Campus Coordinator.
2. Meeting will include discussion of policy and development of a plan which may include obtaining clinical agency permission for the student to practice in their facility. If the student cannot meet all clinical program requirements, the student will be referred for career counseling.
3. Documentation of the meeting will be placed in the student's file.

Criminal
Procedure for Unsuccessful "Criminal Clearance"

If the student clearance returns as "Summary":

1. A meeting between the student and Nursing Program Campus Coordinator will be arranged by the Nursing Program 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 Campus Coordinator will be arranged by the Nursing Program Campus Coordinator.
2. Meeting will include discussion of policy and development of a plan which may include obtaining clinical agency permission for the student to practice in their facility. If the student cannot meet all clinical program requirements, the student will be referred for career counseling.
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 Campus Coordinator, Associate Dean for Undergraduate Education, and the Dean of the College of Nursing will be arranged by the Nursing Program Campus Coordinator.
2. Meeting will include discussion of policy and development of a plan which may include obtaining clinical agency permission for the student to practice in their facility. If the student cannot meet all clinical program requirements, the student will be referred for career counseling.
3. Documentation of the meeting will be placed in the student's file.

Approved: BS Council 11/02
Revised 1/10/18

CR #11: Student Data Form

The Student Data Form provides local and emergency contact information. This information is kept on file and made available only to College of Nursing faculty and staff for purposes of College of Nursing notifications or student emergency situations.

It is the student's responsibility to notify the Academic Advising Office (210 Nursing Sciences Building) or the appropriate CON Commonwealth campus Nursing office of any changes during the academic year.

The Student Data form must be submitted annually to student's CastleBranch *myCB* account.

CR #12: Influenza (Flu) Immunization
   (Due each November)

An annual influenza (Flu) 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 vaccination is contraindicated for a student's health. The waiver must be written by the nursing student's physician/healthcare provider.

Approved: Undergraduate Affairs – Fall 2011
Revised: Undergraduate Affairs – Fall 2012

Documentation of influenza vaccination or waiver must be submitted annually to student's CastleBranch *myCB* account. Students will be sent an email notification later in the fall semester with instructions and due dates.

CR #13: Drug Testing

- Students are required to complete drug testing as one of the compliances. All drug testing is coordinated through CastleBranch.
- All students will place an order for the drug testing package with CastleBranch as per instructions from their campus.
- Within 48 hours, you will receive a registration form.
- The registration form must be taken to the drug testing facility assigned to you (location is dependent on zip code provided at the time of the order).
- Once the specimen is collected, it takes 3-5 business days for results.
- Drug retesting protocol is dependent on the clinical agency policy (e.g. dilute or positive results) and will require further testing and/or evaluation.
- Drug testing reports are securely posted on your myCB account and are available to the student and the CON only.
- Students are responsible for the cost of all initial drug testing and any retesting.
- Students are responsible for completing the drug screen, checking their results through CastleBranch and completing any follow-up testing if required.

If screening results are **negative or dilute negative**, no further action is needed.

If screening results are **positive or dilute positive**, the following steps will be taken:

1. The student will be contacted by the Medical Review Officer from CastleBranch to determine any legitimate explanation for the results.
2. If no explanation can be verified by the Medical Review Officer, the positive results will be posted by CB. The student will be dismissed from the nursing major.
3. With a positive or dilute positive result, the student may request the original sample to be retested at their own expense.
   a. If this re-testing of the original sample produces a negative result, no further action is needed.
   b. If this re-testing of the original sample, produces a positive or dilute positive result, the student will be dismissed from the nursing major.

NOTE:
1. The results of the retesting will be considered the final result, not the result from the first test.
2. If a student declines to take a re-test at own expense then results will be treated as confirmed and verified positive result.

<div align="right">Approved: BSN Council - Spring 2018
Revised 9/2018</div>

Upload/Scan results to your myCB account

CR #14:   Photo Release Form

- The student is responsible for all information listed on this form
- The Photo Release Form must be submitted to student's CastleBranch myCB account. This form will remain in effect until student's graduation

COMPLIANCE REQUIREMENT FORMS
(Some forms available on the College of Nursing website)

CR #1: Student Notification of Program Requirements Form

<div align="center">

STUDENT NOTIFICATION OF PROGRAM REQUIREMENTS

</div>

Directions: Please read and complete this form.

1. **HANDBOOK:** The student is accountable for all policies and information contained within the Student Handbook. The student handbook can be found online/

2. **CONFIDENTIALITY:** All students must keep strictly confidential, and shall not divulge to anyone, the identity of any patient, their medical condition, or their treatment. All students are required to be familiar with all Standards of Nursing Conduct regarding confidentiality (Pennsylvania Code, Title 49 Professional and Vocational Standards, 21.18).

   Students who violate patient confidentiality in any format (verbally, email, text, social media, pictures, etc.) will fail the course. Also, the clinical facility reserves the right to terminate any student's clinical experience if the facility's confidentiality (HIPAA) policies are violated. This would result in course failure because course objectives cannot be met without clinical experience.

3. **ASSESSMENT TECHNOLOGY INSTITUTE (ATI):** As part of the pre-licensure nursing curriculum, the College of Nursing utilizes materials and services provided by ATI. An ATI yearly fee will be posted to the student's tuition account. There is a "NO REFUND" policy, and financial aid may be applied toward the charges.

4. **PERSONAL HEALTH INSURANCE**: Current health insurance is required of all students, and proof of coverage must be provided if the clinical facility requests proof prior to providing patient care. Therefore, students should carry a copy of their insurance card.

Your signature on this form signifies that you have read and understand these requirements. Failure to complete and submit this form will result in noncompliance which will impact progression in the nursing program. This form is in effect until the student's graduation.

PRINT NAME_____

SIGNATURE_____DATE_____
    Handwritten (NOT TYPED) signatures only

Upload (Scan) Completed Form to Your *myCB* Account

CR #2: Student Consent for Release of Information to Authorized Third Parties

Student Consent for Release of Information to Authorized Third Parties

The Family Educational Rights and Privacy Act (FERPA) and/or Pennsylvania law protects the privacy of student education records (including their personal health information) by prohibiting their disclosure without the student's written consent, except under limited circumstances. In order to participate in some clinical rotations, clinical facilities may request access to certain education records. In order for the University to provide clinical facilities with copies of such records, students will need to complete and sign the form.

Authorized Third Party:	Clinical facilities where the student may be completing a clinical rotation.
Purpose of Disclosure:	Requirement or condition of a clinical facility in order for student to participate in clinical learning experiences, if requested by the facility.
Duration of Authorization:	Effective during the Student's enrollment in the College of Nursing unless otherwise revoked by the Student.

Records to be Released:

Entrance Health Exam Form
Annual Health Exam Form
Proof of Personal Health Insurance (copy of insurance card)
Liability/Malpractice Insurance Policy
Cardiopulmonary Resuscitation (CPR) Certification
Pennsylvania Child Abuse History Clearance Results
Criminal Background Check Results
FBI Criminal Background Check Results and Fingerprints
Proof of Flu Immunization
Drug Testing results

I am signing this authorization/consent form voluntarily. I understand that I have the right to: (1) not to consent to the release of my education records, (2) inspect any written records released pursuant to this consent, and (3) revoke this consent at any time by delivering a written revocation, in person or through U.S. Certified Mail, to the College of Nursing Coordinator for my campus.

_____   _____
Student Signature   Date

_____   _____
Student Legal Name (Last, First, Middle Initial)   Date

Upload (Scan) Completed Form to Your *myCB* Account

Revised March 2019

CR #3: Confidentiality Agreement, Safe Environment and Fiction Contract

The Pennsylvania State University
College of Nursing
CONFIDENTIALITY AGREEMENT, SAFE ENVIRONMENT & FICTION CONTRACT
for Nursing Simulation

As a patron of the Nursing Simulation Lab, I understand the significance of confidentiality with respect to information concerning simulated patients and fellow students. I will uphold the requirements of the Health Insurance Portability and Accountability Act (HIPAA) and any other federal or state laws regarding confidentiality. I agree to report any violations of confidentiality that I become aware of to my facilitator or instructor. I understand and agree to being videotaped during the course of simulations and skill demonstration to be viewed by faculty and fellow students related to the course of instruction.

I agree to adhere to the following guidelines:
- I will be open to reflection during the debriefing and care for the Human Patient Simulators (HPS) in the same way I would care for any patient, acting with the patient's best interest in mind with the intention to provide safe and accurate patient care.
- All patient information is confidential and any inappropriate viewing, discussion, or disclosure of this information is a violation of the Penn State College of Nursing policy.
- This information is privileged and confidential regardless of format: electronic, written, overheard or observed.
- I may view, use, disclose, or copy information only as it relates to the performance of my educational duties. Any inappropriate viewing, discussion, or disclosure of this information is a violation of policy and may be a violation of HIPAA and other state and federal laws.
- The use of the Electronic Medical Record is intended for the simulated clinical environment for the purpose of student education only and will not involve storing actual, live, or realistic protected health information including any actual patient information or student health information.
- The simulation lab is a learning environment. All scenarios, regardless of their outcome, should be treated in a professional manner. The student running the scenario should have everyone's respect and attention. Situations simulated in the lab are to be used as a learning tool and not to be used for humiliation of fellow students.
- The simulators are to be used with respect and be treated as if they were live patients.
- No Betadine, no ink pens (near simulators), 22g IV or smaller for IV starts.

Student Signature: _____

Printed Name: _____

Date: _____

Upload (Scan) Completed Form to Your *myCB* Account

THE PENNSYLVANIA STATE UNIVERSITY COLLEGE OF NURSING
ENTRANCE HEALTH EXAMINATION

NOTICE:	**All sections must be completed.**
	Form must be signed by a licensed healthcare provider.
	Copies of medical records, lab reports and incomplete forms will <u>NOT</u> be accepted.

Last Name _____   First Name _____ MI _____

Date of Birth _____

<u>TUBERCULIN STATUS</u>:
2-Step Tuberculin Skin Test (TST)
      Step One   Date _____   Results: □ Negative □ Positive

      <u>**Then, within 1-3 weeks after Step One:**</u>
      Step Two   Date _____   Results: □ Negative □ Positive

If Positive TST:
Chest X-Ray   Date_____
      Results_____

Isoniazid Prophylaxis:□ No   □ Yes   Dates_____

Comments:_____

<u>ANTIBODY TITERS</u>: Must be completed and interpreted by the healthcare provider. If titers indicate not immune or equivocal—booster vaccination(s) is/are required.

1. **Measles (Rubeola) Titer**   Date:_____ □ Immune □ Not Immune
   <u>If not immune, Booster Vaccine</u> Dates: 1_____ 2_____ (two doses at least 4 weeks apart)

2. **Mumps Titer**   Date:_____ □ Immune □ Not Immune
   <u>If not immune, Booster Vaccine</u> Dates: 1_____ 2_____ (two doses at least 4 weeks apart)

3. **Rubella Titer**   Date:_____ □ Immune □ Not Immune
   <u>If not immune, Booster Vaccine</u> Dates: 1_____ 2_____ two doses at least 4 weeks apart)

4. **Varicella (Chicken Pox) Titer** Date:_____ □ Immune □ Not Immune
   <u>If not immune, Booster Vaccine</u> Dates: 1_____ 2_____ (two doses at least 4 weeks apart)

(Reverse Side must be completed also!)

CR #4:   Entrance Health Exam Form (2 of 2 Pages)

IMMUNIZATIONS:

1. **HEPATITIS B**   Date #1_____   Date #2_____   Date #3_____

2. **POLIO VACCINE** Date #1_____   Date #2_____   Date #3_____

3. **TETANUS/DIPTHERIA/PERTUSSIS VACCINE (TDaP):**

   Date of Vaccine_____ **(Valid only if within the last 10 years)**

TO BE COMPLETED BY HEALTHCARE 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_____

   _____

Healthcare Provider Information

Name (printed) _____   **Telephone #**_____

Signature _____   **Date**_____

License # _____   **State**_____

Upload (Scan) Completed Form to Your *myCB* Account by JUNE 30TH

Revised Spring 2014

CR #4: **Annual Health Exam Form**

<div align="center">

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF NURSING
(814) 863-2229
ANNUAL HEALTH EXAMINATION

</div>

NOTICE:	**All sections must be completed.**
	Form must be signed by a licensed healthcare provider.
	Copies of medical records, lab reports and incomplete forms will NOT be accepted.

Last Name _____ First Name _____ MI _____

Date of Birth _____

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: _____

TO BE COMPLETED BY HEALTHCARE 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:_____

    _____

Healthcare Provider Information

  Name (printed) _____Telephone #_____

  Signature _____Date_____

  License # _____ State_____

Upload (Scan) Completed Form to Your *myCB* Account by May 1st

<div align="right">

Revised Spring 2014

</div>

CR #7:   **Cardiopulmonary Resuscitation (CPR) Certification (Copy of Card – Front and Back)**

Wallet-sized eCard

CR#8: PA Child Abuse History Certification (2 Pages)

Type or print clearly in ink. If obtaining this certification for non-volunteer purposes or if, as a volunteer having direct volunteer contact with children, you have obtained a certification free of charge within the previous 57 months, enclose an $8.00 money order or check payable to the PENNSYLVANIA DEPARTMENT OF HUMAN SERVICES or a payment authorization code provided by your organization. **DO NOT send cash.**

Certifications for the purpose of "volunteer having direct volunteer contact with children" may be obtained free of charge once every 57 months.

Send to CHILDLINE AND ABUSE REGISTRY, PA DEPARTMENT OF HUMAN SERVICES, P.O. BOX 8170 HARRISBURG, PA 17105-8170.

APPLICATIONS THAT ARE INCOMPLETE, ILLEGIBLE OR RECEIVED WITHOUT THE CORRECT FEE WILL BE RETURNED UNPROCESSED. IF YOU HAVE QUESTIONS CALL 717-783-6211, OR (TOLL FREE) 1-877-371-5422.

PURPOSE OF CERTIFICATION (Check one box only)

- Foster parent
- Prospective adoptive parent
- Employee of child care services
- School employee governed by the Public School Code
- School employee not governed by the Public School Code
- Self-employed provider of child-care services in a family child-care home
- An individual 14 years of age or older applying for or holding a paid position as an employee with a program, activity, or service
- An individual seeking to provide child-care services under contract with a child care facility or program
- An individual 18 years or older who resides in the home of a foster parent for children for at least 30 days in a calendar year
- An individual 18 years or older who resides in the home of a certified or licensed child-care provider for at least 30 days in a calendar year

- Volunteer having direct volunteer contact with children
  - **If purpose is volunteer having direct volunteer contact with children, choose SUB PURPOSE:**
    - Big Brother/Big Sister and/or affiliate
    - Domestic violence shelter and/or affiliate
    - Rape crisis center and/or affiliate
    - Other: _____
- PA Department of Human Services Employment & Training Program participant (signature required below)

_____   _____
SIGNATURE OF OIM/CAO REPRESENTATIVE   OIM/CAO PHONE NUMBER

- An individual 18 years or older, excluding individuals receiving services, who resides in a family living home, community home for individuals with an intellectual disability, or host home for children for at least 30 days in a calendar year
- An individual 18 years or older who resides in the home of a prospective adoptive parent for at least 30 days in a calendar year

AGENCY/ORGANIZATION NAME:	PAYMENT AUTHORIZATION CODE, IF APPLICABLE:

- Consent/Release of Information Authorization form is attached. Applicant must fill in the "Other Address" sections. By completing the other address sections, you are agreeing that the organization will have access to the status and outcome of your certification application.

APPLICANT DEMOGRAPHIC INFORMATION (DO NOT USE INITIALS)

FIRST NAME	MIDDLE NAME	LAST NAME	SUFFIX
SOCIAL SECURITY NUMBER	GENDER Male Female Not reported	DATE OF BIRTH (MM/DD/YYYY)	AGE

Disclosure of your Social Security number is voluntary. It is sought under 23 Pa.C.S. §§ 6336(a)(1) (relating to information in statewide database), 6344 (relat- ing to employees having contact with children; adoptive and foster parents), 6344.1 (relating to information relating to certified or licensed child-care home residents), and 6344.2 (relating to volunteers having contact with children). The department will use your Social Security number to search the statewide database to determine whether you are listed as the perpetrator in an indicated or founded report of child abuse.

HOME ADDRESS	MAILING ADDRESS (if different from home address)	OTHER ADDRESS (if Consent/Release of Information Authorization form is attached)
ADDRESS LINE 1	ADDRESS LINE 1	ADDRESS LINE 1
ADDRESS LINE 2	ADDRESS LINE 2	ADDRESS LINE 2
CITY	CITY	CITY
COUNTY	COUNTY	COUNTY
STATE/REGION/PROVINCE	STATE/REGION/PROVINCE	STATE/REGION/PROVINCE
ZIP/POSTAL CODE	ZIP/POSTAL CODE	ZIP/POSTAL CODE
COUNTRY	COUNTRY	COUNTRY
Different mailing address	ATTENTION	ATTENTION

CONTACT INFORMATION

HOME TELEPHONE NUMBER	WORK TELEPHONE NUMBER	MOBILE TELEPHONE NUMBER

EMAIL (By submitting an email contact, you are agreeing to ChildLine contacting you at this address.)

PREVIOUS NAMES USED SINCE 1975 (Include maiden name, nickname and aliases.)

First	Middle	Last	Suffix
1.			
2.			
3.			
4.			
5.			

PREVIOUS ADDRESSES SINCE 1975 (Please list all addresses since 1975, partial address acceptable; attach additional pages if necessary.)
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

HOUSEHOLD MEMBERS
(Please list everyone who lived with you at any time since 1975 to present.
Please include parent, guardian or the person(s) who raised you; attach additional pages as necessary.)

Name (First, Middle, Last)	Relationship			Present Age	Gender
1.	Parent	Guardian	person(s) who raised you		
2.	Parent	Guardian	person(s) who raised you		
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

I affirm that the above information is accurate and complete to the best of my knowledge and belief and submitted as true and correct under penalty of law (Section 4904 of the Pennsylvania Crimes Code). If I selected volunteer, I understand that I can only use the certificate for volunteer purposes.

APPLICANT'S SIGNATURE	DATE

CHILDLINE USE ONLY		
DATE RECEIVED BY CHILDLINE	SUFFICIENT PAYMENT INFORMATION RECEIVED YES NO VALID PAYMENT AUTHORIZATION CODE WAIVED (supervisor initials) _____	CERTIFICATION ID #

College of Nursing

STUDENT DATA SHEET

Date: _____

Name: _____

PSU 9-Digit #: _____

PSU Email Address: _____

PSU Local Address: ☐ **Yes, I know my address.**

_____

_____

_____

☐ **No, I don't know my address yet. Upload (scan) this form <u>again</u> upon receipt of your final PSU Housing address.**

Cell Phone #: _____

Emergency Phone #: _____

Upload (Scan) Completed Form to Your *myCB* Account

CR #14 Photo Release Form

PHOTO RELEASE FORM

I, _____ do hereby consent to allowing

the Penn State College of Nursing ("the college") to record photographs, video, and/or audio clips of me and/or my child (if applicable) to use on their web pages, in promotional materials or publications, and for educational purposes.

In giving this consent, I release the college and those acting directly on its behalf from all claims, demands, actions, complaints, suits, or other forms of liability that shall arise out of or by reason of the use of my and/or my child's photo/video image or recording on television, radio or motion pictures, in any print medium, on the Internet, or in any other electronic/digital medium.

It is further understood and I agree that no monies or other consideration in any form will become due to me at any time because of the above-described use of my likeness or voice.

Signature_____

Printed
Name_____

Title_____

Address_____

Date_____

Name of child, if parent is signing for a participant under age 18: _____

CLINICAL POLICIES

All students in the B.S.N. Program will be required to complete clinical learning experiences to fulfill the requirements of the baccalaureate degree in nursing. Please be advised that the following policies are applicable to all students, and failure to meet any clinical requirements will impact progression and timely completion of the program. Policies may represent requirements of the clinical facilities, the College of Nursing and/or the University.

PRECLUDED STUDENTS FROM CLINICAL INSTITUTION

All students will be expected to comply with all requirements set forth by the clinical institution, including their code of conduct. The institution reserves the right to prevent entry or request withdrawal from the clinical site any student the institution believes constitutes a risk of harm to patients, visitors or employees or who fails to follow the institution's policies and procedures.

If students are precluded from a clinical site by an institution, the College of Nursing has no obligation to find an alternative clinical site for the student, and this may prevent the student from progressing in the Nursing Program.

PATIENT CARE

The student nurse will not discriminate while providing nursing services on the basis of age, marital status, sex, sexual preference, race, religion, diagnosis, socioeconomic status or disability. This is in accordance with Pennsylvania Code Title 49. Professional and Vocational Standards 21.18.

CLINICAL SAFETY POLICY

When health issues (physical or psychological) are involved, both student and client safety will be considered.
- Student is advised to consult with the nursing faculty member or adviser regarding health-related issues that may put either student or client in danger
- All requirements of the clinical institution will be followed. Clinical institutions may require the student to provide evidence from his/her healthcare provider that the student may participate without restriction in all clinical activities, and that the student's health concerns will not negatively impact students and clients
  - The student may need to withdraw from nursing courses in order to allow time to receive treatment and improve his/her health condition and to maintain the safety of clients. Refer to University Leave of Absence (http://www.registrar.psu.edu/leaving_university/leave_absence.cfm) and Withdrawal policies (http://www.registrar.psu.edu/leaving_university/withdrawal.cfmt)
- Specific policies related to health follow

Approved Fall 2011

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 College of Nursing ("CON") at The Pennsylvania State University ("The University") are strictly prohibited from possessing or being under the influence of alcohol or drugs while engaged in any Clinical Activities.

II.   **STATEMENT OF PURPOSE AND INTENTION**

A. Students enrolled in the CON at the undergraduate and graduate level engage in clinical rotations and training on the campus of The University and at various types of healthcare 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 CON require all nursing students engaged in Clinical Activities be free from the influence of 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 the standards set forth in Pennsylvania's Professional Nursing Law (63 P.S. § 224, *et. seq.*).

E. This policy is not intended to apply to the use or possession of prescribed or over-the-counter drugs and/or drug paraphernalia, if legally obtained, used for the purpose for which it was prescribed or manufactured, and if taken at the prescribed or authorized dosage; <u>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.</u>

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 CON 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 CON students to healthcare 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 hallucinogenic or narcotic drugs or other drugs/substances which tend to impair judgment or coordination 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 healthcare facilities, hospitals, physician offices, long-term care facilities, clinics, schools and community agencies.

G. "Student" is an undergraduate or graduate student enrolled in the CON.

H. "Clinical Instructor/Supervisor" is the person the CON assigned to oversee a student while engaged in performance of a Clinical Program and/or while engaged in Clinical Activities. Clinical Instructors are faculty employed by Penn State CON. Supervisors are employees 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, possess 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 CON 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 do 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 and Penn State College of Nursing. 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 CON 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 CON, 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 CON.

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 Clinical Instructor/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 Clinical Instructor/Supervisor may take into account observations of lay persons, other staff or faculty of the CON and/or healthcare professionals.

C. When finding of reasonable suspicion is made, the following steps will be implemented by the CON.

1. If the student appears to be medically unstable (i.e. is obtunded, falling down, lashing out at people, etc.), the student will be sent to the nearest emergency room. If no emergency room is in the clinical site, an ambulance will be called.

2. If the student appears medically stable, the Clinical Instructor/Supervisor shall instruct the student to leave the clinical area and will address the student in private to discuss the behavior(s) observed. If the supervisor is a non-PSU preceptor or supervisor, contact the course or clinical instructor assigned to the student.

3. If at any time during this process, the Clinical Instructor is not able to adequately manage other students in the clinical group, they should be sent home, citing an emergency situation that requires the Clinical Instructor-attention.

4. The Clinical Instructor will specifically inquire about whether the student has used drugs or alcohol and if so, the details of such use.

5. The Clinical Instructor shall consult with the Campus Nursing Program Coordinator for undergraduate students or the Graduate Option Coordinator, for graduate students, as practicable, and shall make a determination as to whether to refer the Student for Drug and Alcohol testing. If the program coordinator is not available, the Clinical Instructor will consult with another nursing administrative person or faculty member at the CON or campus. The decision to send the student for testing will preferably be made with consultation of at least one other administrative person who has assessed the student face to face or has consulted via phone. In the event that another person is not available, the clinical instructor will make the decision independently.

6. If the decision is made 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. The CON will incur costs associated with the initial testing only. A student who refuses to undergo testing shall be presumed to have violated this policy. Transportation for both the student and the faculty person to and from the location for testing (see Urine Drug Screen Clinic Sites) will be arranged and paid for by the CON. The Student will be accompanied by a CON representative and one other person at all times during transportation to the testing site.

7. Each location will determine appropriate safe travel arrangements keeping in mind that two responsible adults must be in the vehicle with the student.
8. After testing is completed, the CON will arrange for the student to be transported home or to the home of a family member or friend. The student will be counseled against driving and encouraged to arrange to be accompanied by a family member or friend. If the student is unable or unwilling to call a family member or friend to transport them home, transportation will be arranged and paid by the CON. The PSU representative will remain with the student until transportation is obtained.
9. 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 clinical agency or the University's Office of Occupational Medicine. Samples shall be collected by the clinical agency or the designated screening clinic of the University's Office of Occupational Medicine. A split sample shall be collected. 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 appropriate Associate Dean of the CON of testing results. NOTE: If testing is necessary during a time that the screening clinic is closed, testing will be done at the Clinical agency, if possible, and results will be obtained by the University's Office of Occupational Medicine.
10. The University will make reasonable efforts to maintain confidentiality in the administrative handling of matters relating to Student Drug and Alcohol testing.
11. The Clinical Instructor/Supervisor will prepare a written report documenting the observed Student behaviors and submit same to the Campus Nursing Program Coordinator for undergraduate students or the Graduate Option Coordinator, for graduate students, and the appropriate Associate Dean of the CON.

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 appropriate Associate Dean of the CON. 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 Clinical Instructor-involved and the Campus Nursing Program Coordinator for undergraduate students or the Graduate Option Coordinator, for graduate students 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 CON.

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 appropriate Associate Dean of the CON. 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 CON. 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 CON curriculum.

3. The fact of a positive test result shall be conveyed by the CON to the Office of Student Conduct for evaluation of whether the behavior has violated the Student Code of Conduct. The Office of Student Conduct 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 Student Conduct 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 CON will be notified of the outcome of this process.

4. Any student who has a positive drug screen confirmed must contact the Pennsylvania Nurse Peer Assistance Program (PNAP) as part of the evaluation process. If the student is diagnosed with abuse or dependence of a substance, the student must enroll with PNAP monitoring.

VI. APPEALS

A. A Student may appeal sanctions by sending a written statement of the basis for the appeal to the appropriate Associate Dean of the CON, 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 appropriate Associate Dean of the CON shall convene a meeting with the Student in an attempt to amicably resolve the matter. If no resolution can be reached, the appropriate Associate Dean of the CON shall convene a hearing committee, consisting of three (3) faculty members from the CON, 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 Clinical Instructor 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 Clinical Instructor will address the committee first, followed by the Student. The committee may ask questions of the Clinical Instructor and the Student. The Clinical Instructor 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 CON the findings, reports and/or recommendations of any drug and alcohol counselors, physicians, psychiatrists, psychologist, etc. as well as the outcome of any actions undertaken by the Office of Student Conduct.

B. A Student who has been removed from a Clinical Program for a violation of this Policy shall be permitted to return to the Clinical Program upon fulfillment of the following conditions:
   1. 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 Student Conduct.
   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 advisers in the CON will assist Students with referrals, as requested.

NOTE: Any situation that may arise that does not fall within the policy guidelines will be addressed on a case by case basis, in consultation with the College of Nursing, University Occupational Medicine and University Risk Management.

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Approved Fall 2005
Revised Fall 2009
Revised Spring, 2013
Revised Spring 2018

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INFECTIOUS DISEASE POLICY

Clinical Agencies

A. Clinical agencies utilized by the College for clinical practice experiences are to have written infection control plans designed to minimize or eliminate exposure to infectious disease.
B. The clinical agency's infection control plan shall include:
   1. A schedule and method of implementing the infection control plan.
   2. A schedule for reviewing and updating the plan to reflect significant changes in tasks, policies, and procedures.
   3. A method of dealing with and documenting occupational exposure.
C. Clinical agencies are required to make the infection control plan available to the College'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

A. Clinical agencies utilized by the College 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.
B. In the event of significant exposure to blood or body fluid, defined by the CDC as: "a percutaneous injury (e.g., needlestick 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 and thoroughly wash or rinse (if mucous membrane) the exposed area
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.

Revised: 11/06

RETURN TO CLINICAL

Students enrolled in clinical courses who require surgery, hospitalization, under the care of a physician post-accident, or sick for an extended period of time (5 or more days) must provide verification from a physician that the student may return to clinical activities without restrictions. In addition, any student with limitations or the use of an assisted device will be required to follow the clinical institution's policy.

Approved: 10/2009
Revised 12/2017

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

TRANSPORTATION TO AND FROM CLINICAL AGENCIES POLICY

All nursing majors have clinical experiences in a variety of settings that involve travel to a clinical site. The College of Nursing requires that students assume responsibility for providing their own transportation to and from clinical sites. The use of a car and/or carpooling is a necessity.

STUDENT DRESS CODE POLICY

The College of Nursing has adopted the following dress code guidelines for students while in the clinical or simulation lab setting:

1. Students must purchase uniforms from the College's designated uniform vendor.
2. Various shirts and ONLY navy skirts/pants may be worn.
3. Plain white or navy tee shirts or turtlenecks may be worn under current uniform.
4. Lab coats and Penn State polo shirts may be required for some clinical experiences. If lab coats or polo shirts are required, they must be purchased through the College's approved vendor and have the College's logo on them.
5. A PSU name pin and/or site specific photo ID should be worn and visible above the waist. 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.

6. Shoes must be mostly white, with white laces only. Professional shoes or leather athletic shoes with neutral color accents are acceptable. Students are advised not to purchase clogs or crocs because they are prohibited in some institutions. High-top athletic shoes may not be worn. The shoe of choice may not have any openings.

7. White hose without patterns are to be worn by females when wearing navy blue skirts. White socks without patterns or decorations may be worn with slacks.

8. Cardigan sweaters (only) may be worn, either navy or white (as ordered from the vendor).

9. In the clinical area, the following is **not** acceptable:

- Smelling of strong perfume, aftershave, colognes, and/or cigarette smoke
- Chewing gum
- Heavy make-up
- Fingernails must be kept short and well-groomed. No acrylic nails, gel tips or dark colored nail polish is permitted.
- Jewelry - no dangling earrings, bracelets, necklaces, and rings (other than wedding bands) are permitted. Medical Alert bracelets are permitted. No obvious body piercings, including nose, eyebrows, tongue, and lip are permitted. Ears are limited to one post earring per ear. Flesh tone plugs instead of jewelry is permitted.
- Hair must be neatly worn off the collar. No unnatural hair color (ex. bright green, bright blue) is permitted (. Large ornamental hair attachments are not considered proper when in uniform. Hairbands are limited to 2 inches in width and must be white, navy blue, or black in color. Male students should be clean shaven or have neatly trimmed beards or mustaches.
- Tattoos may be visible unless a clinical site has a policy of no visible tattoos: then the student must abide by that policy and conceal any tattoos. Tattoos that may be offensive to patients, co-workers, or visitors or that contain the following must be covered: profanity, nudity, violence, racial references, alcohol, and/or controlled substances.

10. Students involved in clinical courses (for example: Community Health, Mental Health, Care of Children) will sometimes 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, yoga / exercise pants and other 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
Revised: Spring 2015
Revised: Spring 2019; Effective Summer 2019

SOCIAL MEDIA POLICY

The Social Media policy provides Penn State College of Nursing (CON) students with rules to participate in social media, including Penn State College of Nursing social media and in non-Penn State CON social media.

Definition: Social Media is a conventional term of electronic communication through which users create online communities to share information, ideas, personal messages, email, or video hosting sites.

First and foremost, all nursing students must recognize their ethical and legal obligation to maintain patient privacy and confidentiality at all times. As a nursing student it is important to represent Penn State College of Nursing in a fair, accurate and legal manner while protecting the College's reputation.

1. Students may be held personally liable for proprietary, defamatory or libelous material posted on any form of social media.
2. Students will face sanctions for posting of materials that is defamatory, profane, threatening, harassing, hateful or humiliating to patient, students, hospital staff, preceptors, nurses, Penn State faculty and staff, employers and co-workers included. Sanction will be determined by the University Office of Student Conduct, the CON Academic Integrity Committee, or the appropriate CON Academic Administrator.
3. Improper use of social media may result in being sued for defamation, invasion of privacy or harassment.
4. Occurrences of inappropriate use of social and electronic media may be submitted to the State Board of Nursing, which may affect licensure or eligibility for licensure.
5. The use of pseudonymous email addresses or online identities can be investigated and traced, so their use does not protect the student from responsibility and any liabilities related to posting online materials and or social media.
6. Students must promptly report any identifiable breach of confidentiality of privacy in regard to self, other nurses and /or other nursing students.
7. Students must be knowledgeable of hospital and healthcare institution policies, relevant state and federal laws and professional standards regarding patient privacy and confidentiality and their application to social and electronic media.
8. The CON may take action to dismiss any student from the Nursing Program who violates the social media statement.
9. Students may not transmit any electronic media of any patient-related information or image that violates patient rights to confidentiality or privacy or to otherwise degrade or embarrass the patient and/or families.
10. Students must not share, post or otherwise disseminate any information (including images) about a patient or information gained in the nurse-patient relationship with anyone, unless there is care-related need to disclose the information or other legal obligation to do so.
11. Students must not use social media during clinical hours or at any time on the clinical agency's equipment or property.

References:
ANA (2011). Principles for social networking and the nurse.
ANA (2011). Six tips for nurses using social media.
Carlow University School of Nursing, Social Media Policy (with permission)
National Council State Board of Nursing (2011). White paper: A nurse's guide to the use of social media.

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Approved by Undergraduate Affairs: Fall 2013
Approved by Graduate Affairs: June 2013

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USE OF ELECTRONIC DEVICES IN CLINICAL POLICY

This policy is to establish guidelines for appropriate and professional use of electronic devices (e.g. cell phones, smart phones, tablets, computers) during clinical by nursing students. "Clinical" is defined as the various settings utilized in any clinical nursing course (for example, skills laboratory, acute care facilities, sub-acute care and rehabilitation facilities, long-term care facilities, clinics and physician offices, and community settings). Students **must first adhere to the policies of the clinical facility**, as well as this CON policy, regarding the use of electronic devices in clinical settings.

If electronic devices are approved for use according to clinical facility policy, the following restrictions apply:

- Electronic devices may only be used for clinically-related reasons as approved by each clinical instructor and/or course coordinator.
- All devices must be kept on "silent" or "vibrate" mode in the clinical setting.
- Use of electronic devices for personal communication (e.g. email, text, social media) or other personal reasons unrelated to clinical is strictly prohibited.
- Taking any voice recordings, photographs or videos during clinical is strictly prohibited.
- Students are responsible for adhering to the federal Health Insurance Portability and Accountability Act (HIPAA) and Information Technology for Economic and Clinical Health (HITECH) regulations regarding protected health information. Students may not download or store any confidential client data on a personal electronic device.

Violations of this CON policy and/or the policy of the clinical facility may result in clinical remediation or failure.

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Approved: Spring 2008
Revised: Fall 2015
(Formerly Clinical Cell Phone Policy)

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CLINICAL CANCELLATION GUIDELINES
(Includes: Inclement weather, other disasters)

1. Penn State's decision to delay or cancel classes is almost always because of hazardous travel conditions. If bad weather requires the University to cancel classes, the local radio and television stations are informed.
2. Decisions are campus-specific (e.g. cancellation of classes at Altoona Campus but not Harrisburg). Students will need to use their best judgement and communicate about clinical attendance with their clinical preceptors.
3. If your campus cancels the next day's classes the day or night <u>before</u> clinical, then clinical is cancelled. For example, if on Tuesday the University cancels classes for Wednesday, then Wednesday clinical is cancelled.
4. If faculty and students are already at the clinical facility when the campus classes are cancelled, then the instructor will decide, based on current and anticipated weather/travel conditions, whether clinical should be cancelled.
5. If the campus has not cancelled classes, clinical may still be cancelled if hazardous travel conditions exist. In this instance, Faculty will evaluate the weather and travel situation of their specific clinical facility/location and notify students according to an established student notification process previously communicated with the class.
6. Students must additionally 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.
7. Bottom line—Safety First!

SIMULATION LABORATORY PRACTICE OPTION

Students are able to schedule times in the simulation laboratory to practice specific skills. Prior to attending, students should contact the simulation coordinator and/or simulation laboratory assistant to inform them of the skills that need to be reviewed and to arrange a time.

Approved April 2018

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 denote clinical failure and subsequent course failure.

Students who fail a clinical course will be required to repeat the clinical course at a different campus site. Assignments for repeat course work will be scheduled at the site based on the specific learning experience needed by the student. Exceptions must be approved by the Associate Dean for Undergraduate Education and the Nursing Program Coordinator.

If a required nursing course is not successfully completed, academic progression in the Nursing Program will be affected and the student may need to step out of the Nursing Program for an entire academic year based on the course offering schedule (nursing courses are offered during specific semesters). Please consult the Suggested Academic Plan.

GUIDELINES FOR USING THE CLINICAL EVALUATION TOOL AND REMEDIATION FORM

- 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 constructive anecdotal information in the comment sections of the evaluation tool. Both comments and anecdotal information 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, a copy is given to the student and the original is 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.

For detailed information on the Clinical Performance Evaluation Remediation Forms process, refer to the Clinical Performance Evaluation Remediation Forms Index.

ACADEMIC SUCCESS

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:

College of Nursing Grading Scale

Grade	Grade-Point Equivalent	College 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

NURSING COURSE EXAMINATION ROUNDING POLICY

Purpose: To provide a consistent method of calculating individual grades that utilizes standard rounding practices and is equitable and fair for all students in all courses in the CON.

A student must achieve a minimal final course grade of [75% for UG and 83% for Grad] for successful completion of the course. Each individual examination score is reported to the hundredth place, e.g. 92.76 and not rounded up. Only the final course grade will be rounded up. A final course grade of X.50 will be rounded to the next highest whole number (example 72.50 = 73). A final course grade of X .49 would not round up (example 72.49 = 72).

Procedure:
- All individual course grades are recorded throughout the semester to the nearest 100th (2 decimal places with no rounding)
- Individual grades are then added and weighted for a final grade
- Only the final course grade is rounded to the nearest whole number using standard mathematical rounding
  Note: Standard mathematical rounding requires at least 0.50 to round up, so for example 74.49 would <u>not</u> round up to 75 it would round down to 74. Rounding 74.49 up to 75 is referred to as double rounding and is not mathematically correct.

Effective Spring 2016

ACADEMIC SUCCESS PROGRAM

Academic Success Program

Overview:

The College of Nursing's Academic Success Plan is a proactive approach to support academic achievement. Students, in collaboration with the Academic Success Coach and the nursing faculty, are strongly encouraged to actively participate in the Academic Success Plan for nursing courses beginning at the sophomore level. The Academic Success Coach is a faculty member who has a particular interest in the areas of student retention and academic support. The Academic Success Coach acts as a resource to students and can be accessed directly by the student at any time. Additionally, a course coordinator or clinical instructor may refer a student to the Academic Success Coach for assistance based on course or clinical performance.

The Academic Success Coach works in conjunction with the student to address specific academic performance issues such as test taking strategies, study skills, and class preparation. Because clinical performance is an important aspect of nursing education, a Clinical Success Plan can be developed to help support clinical skill acquisition. In addition, the Academic Success Coach works with the individual student to identify any specific barriers to performance such as finances, time management, and social supports. The Academic Success Coach will guide the student in accessing University resources to address any identified concerns.

Participation in the Academic Success Plan is **voluntary** and student accountability is recognized as an important characteristic of academic success. The student is responsible for follow through and completion of an Academic Success Plan.

The Success Team:

The Academic Success Team consists of the student, course coordinators and clinical faculty, the Academic Success Coach and professionals from a variety of campus resources. The roles are defined as follows:

> **Student - The Academic Success Plan is student driven.** Students desire success and at times may need support to reach their fullest potential. Students have the option to initiate an Academic Success Plan to address any need impacting their academic performance. In addition, participation in the Academic Success Plan will be encouraged by faculty and the Success Coach, but ultimately the decision to participate in this program is up to the student. Because everyone's time and resources are valuable, it is expected that students will be clear regarding their commitment to follow through with an Academic Success Plan. It is the student's responsibility to schedule and attend appointments and to maintain communication with faculty and others involved in their Academic Success Plan.

> **Course Coordinators -** The Course Coordinator in all nursing courses will encourage students who earn less than a 77% on an examination or assignment worth 10% or more of the final course grade to develop an Academic Success Plan. The Course Coordinator is the **content expert** and will work with the student to review exams and identify gaps in knowledge and test taking skills. The Course Coordinator will be available to students by

appointment and at designated times. It is the student's responsibility to set up and attend appointments and to maintain communication related to the Academic Success Plan.

Clinical Faculty - The Clinical Faculty in all nursing courses may recommend a Clinical Success Plan at any time during a clinical course. The Clinical Faculty will recommend areas for review and practice. The student will schedule time for review, practice, and demonstration during available Simulation and Skills Lab times. It is the student's responsibility to review and come to these sessions prepared for focused practice and demonstration. It is important to note that a Clinical Success Plan **IS NOT** a Clinical Remediation Plan.

Academic Success Coach - The Academic Success Coach is a faculty member with a special interest in supporting students to achieve their academic goals. The Academic Success Coach is a resource available to all nursing students through scheduled appointments and designated office hours. The Academic Success Coach can assist in areas such as test-taking strategies, identifying barriers to learning, accessing resources to enhance academic performance, and contributing to the support system of the student. It is the student's responsibility to schedule and attend appointments and to maintain communication with the Coach.

6/1/2016
Revised 8/1/2016, 8/1/2017

Types of Plans:

Course Assignment or Assessment Grade <77% - Students earning a grade of <77% on any assignment or assessment worth 10% or more of the final grade will be referred to the Academic Success Coach. This referral occurs through an email process originating from the Course Coordinator to the Student and Academic Success Coach.

General – Any faculty can refer a student to the Academic Success Coach for concerns regarding academic performance even if the student has not earned a grade <77%. In addition, a student may do a self-referral to the Academic Success Coach at any time.

Clinical- The Clinical Success Plan is designed to support the development of clinical skill performance (i.e. PPE, aseptic technique, catheterization). A clinical instructor may refer a student for further assistance with skill acquisition. **THIS PLAN IS NOT A CLINICAL REMEDIATION PLAN.**

Academic Success Coaches – Coaches are located on each campus and will be a valuable resource as you learn the process of the Academic Success Plan. The Academic Success Coaches include:

Altoona – Cindy Bowman; Paula Kustenbauder
Harrisburg – Ann Swartz

Academic Success Plan:

The College of Nursing Academic Success Plan is designed to support academic achievement. Students, in collaboration with the Academic Success Coach and the nursing faculty, are strongly encouraged to actively participate in the Academic Success Plan for theory and clinical components of this course. An Academic Success Plan can be initiated by the course coordinator, clinical faculty, or the student in conjunction with the Academic Success Coach for unsuccessful assessment level of your Critical Thinking examination, an exam grade <77%, clinical skill performance, or any other academic performance issues. Your Academic Success Plan will differ based on the reason for the referral. For the purposes of the Academic Success Plan, an exam constitutes any assessment worth 10% or more of the final course grade. **Participation in the Academic Success Plan is voluntary, and the student is responsible for follow through and completion of the Academic Success Plan.**

For detailed information on the Academic Success Plan process, please refer to the Academic Success Plan Index.

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6/1/2016
Revised 8/1/2016, 8/1/2017; 8/14/17

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ACADEMIC PROGRESSION

The Nursing curriculum is designed to move the student from a fundamental understanding of basic concepts to complex critical thinking and application in clinical settings. Academic progression is designed to support educational success, licensure and transition to practice.

ACADEMIC PROGRESSION POLICY

This policy delineates the academic standards required of students admitted to the pre-licensure* undergraduate nursing program, which includes two options: the General Bachelor of Science (GEN B.S.N.) and the Second Degree Bachelor of Science (SCND DEG). A student is limited to two attempts for any prerequisite or required nursing course.

**Attempts are defined as earning a grade in a course or late-dropping the course.

A course attempt in one pre-licensure option (GEN B.S.N., SCND DEG) applies to all pre-licensure options. Academic Renewal does not negate previously attempted nursing courses. In a situation where the student withdraws from the University (Policy 56-30) courses will not be counted as one of the two attempts for the prerequisite or nursing course.

Overall Academic Requirements:
1. Successful completion of the following major requirements (BIOL 161, BIOL 162, BIOL 163, BIOL 164, PSYCH 100, HDFS 129, NUTR 251, CHEM 130 or CHEM 110 and CHEM 111, MICRB 106, MICRB 107, SOC 001 or SOC 005, STAT 200 or STAT 250) is defined as a grade of "C" or better according to the University grading scale.
2. Successful completion of required Nursing courses is defined as a "C" or better according to the College of Nursing Grading Scale.

3. All major requirements and required Nursing courses may only be attempted two times.
4. A student who attempts or earns a "D" or "F" in the same major requirement or required Nursing course for a second time will be dismissed from the Nursing major. Academic advising relative to other majors/options will be provided.
5. A student who attempts or earns a "D" or "F" in two different required Nursing courses will be dismissed from the Nursing major. Academic advising relative to other majors/options will be provided.
6. Students who wish to return to the University after a leave of absence or re-enroll after withdrawing from the University will follow the CON Re-enrollment/Re-entry policy available in the Student Handbook (https://www.nursing.psu.edu/student-handbooks/).
7. Any exceptions to the two-attempt limit must be approved by the Dean of the College of Nursing.

* Pre-licensure refers to students who do not have an RN license.

<div align="right">Senate approval, Spring 2016
Senate approval of revisions, Fall 2016</div>

STUDENT ACADEMIC DIFFICULTY

One of the responsibilities of the Undergraduate Admissions and Standards Committee 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 should know that their progress is being monitored and that the faculty is committed to helping the student achieve success. This plan for early identification and follow-up of students experiencing academic difficulty is designed to ensure 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 Undergraduate Admissions and Standards Committee 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., 7-week or front loading of clinical) are responsible for notifying the committee about students in academic difficulty at mid-course.
3. The Chair of the Undergraduate Admissions and Standards Committee will send a letter of concern to all students who have been identified in academic difficulty.
4. A copy of the letter will be sent to the adviser and course coordinator. The letter will be placed in the student's file.
5. Students are responsible for contacting the course coordinator and/or adviser within one week and for returning the signed form (attached to the letter) to the Academic Affairs Office (210 Nursing Sciences Building) for students at University Park, the Nursing Office (A110 ASB) for students at Hershey, or the appropriate CON Commonwealth Campus Nursing office.
6. The Chair of the Committee and the Associate Dean for Undergraduate Education will be informed of all students earning a "D" or "F" in a nursing course. With the first failure, a letter

will be sent to the student from the Chair of the Committee 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 Education will be sent notifying the student of dismissal from the Nursing Program and will provide advisement information and other options available.

For detailed information on the Academic Difficulty Notification Letter, please refer to the Academic Difficulty Notification Letter Index.

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Revised: Summer 2012
Revised: Summer 2015
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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 and Rules for Undergraduate Students* at http://senate.psu.edu/policies-and-rules-for-undergraduate-students/

GRADE MEDIATION AND ADJUDICATION

The College of Nursing follows Penn State's policies stated in Senate Policies on Grades (*Senate Policies 47-00; 48-00; 49-00*), and *Senate Resolution of Student Classroom Problems* at http://senate.psu.edu/policies-and-rules-for-undergraduate-students/

NURSING OPPORTUNITIES

PROTOCOL FOR STUDENTS WHO SEEK OUTSIDE EMPLOYMENT

- 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.

- The College of Nursing personnel are not to promise student services to outside persons or agencies. This relieves the College of Nursing of liability for contracting independent, unsupervised student services.

- Faculty or staff who receive job opportunities or inquiries from outside agencies (e.g. summer camps, internships, clinical facilities) may send the request to the student listservs with the following disclaimer on all emails:

  "The Penn State College of Nursing has no knowledge of, nor affiliation with, the organization named herein. We can assume no liability in the referral for short- or long-term employment, nor does this constitute an endorsement."

  Approved Fall 2015

PENN STATE ALUMNI ASSOCIATION / COLLEGE OF NURSING ALUMNI SOCIETY

Students who graduate from Penn State University receive a complimentary, one-year membership in the Penn State Alumni Association (and then have the option to renew annually or with a lifetime membership at any time). Membership in the Penn State Alumni Association automatically confers membership in the College of Nursing Alumni Society for Nursing graduates. The College of Nursing Alumni Society Board provides support and guidance for alumni events, awards, and programming, which includes mentoring, professional development, and CE credit programs at this time.

PROFESSIONAL CAREER DEVELOPMENT

NATIONAL STUDENT NURSES' ASSOCIATION

Sometimes Nursing students are interested in becoming involved with professional associations, which may enhance their career development.

At a national level, students can become involved with the National Student Nurses' Association (NSNA).

Some of the benefits with NSNA may include:
- Leadership Opportunities
- Nursing Journal Subscription Discounts
- Convention and Conference Discounts
- Financial Services
- Scholarship Program
- Malpractice/Liability Insurance
- Publication Resources

At Penn State, students are encouraged to become involved with SNAPS.

STUDENT NURSES' ASSOCIATION OF PENN STATE (SNAPS)

Student Nurses' Association of Penn State (SNAPS) is an organization open to all nursing students at Penn State that provides opportunities to broaden the student's awareness of professional and service experiences in the community. SNAPS organizes and encourages student participation in interdisciplinary activities, represents Penn State at the national and state student nursing conventions and provides a great chance to get involved socially with others in your major.

First-year Nursing students should plan to attend the College Dean's Meeting the Sunday prior to the start of classes. All Nursing students are contacted during the first week of classes with information on the date for the first SNAPS meeting and the SNAPS officers' contact information. SNAPS meetings are held at UP and HMC campuses throughout the academic year. Additional information can be found on the SNAPS website at www.snap.psu.edu

The College of Nursing faculty strongly encourage participation in SNAPS events, such as the National Student Nursing Association (NSNA) Convention or the Student Nurses' Association of Pennsylvania (SNAP) Convention. The following rules apply:
- The student will notify clinical instructor and course coordinator of their intent to attend an event as soon as possible, but not less than 4 weeks ahead of scheduled event.
- Faculty discretion is based upon course grade, previous attendance in clinical, remediation in any

course, and/or general academic standing.
- Students must attend educational sessions and at least one business meeting or resolutions hearing. Delegates are required to attend all business meetings.
- Attendance at an approved SNAPS event excuses student from one clinical day per nursing course. Capstone clinical days are not excused by this policy.
- Students may be required to write a brief report on the activity or provide a brief 10-minute verbal report in post-conference about their experience.

Approved: March 2001
Revised: February, 2006; Spring 2018; Spring 2019

SIGMA THETA TAU INTERNATIONAL SOCIETY OF NURSING

BETA SIGMA CHAPTER MEMBERSHIP

Philosophy of Membership Eligibility

Sigma Theta Tau International Society membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing. Sigma Theta Tau encompasses more than 150 chapters located at colleges and universities throughout the world. Penn State is home to the Beta Sigma chapter.

Purpose of Sigma Theta Tau International

- Recognize superior achievement and scholarship
- Recognize the development of leadership qualities
- Foster high professional standards
- Encourage creative work
- Strengthen commitment to the ideals and purposes of the profession

Membership Invitation

Candidates for membership from all baccalaureate programs are reviewed annually in late August. Invitations are extended to all B.S.N. students who meet the Sigma Theta Tau International's membership criteria, which include *portion of the nursing curriculum completed, cumulative GPA and rank in clas*s. An induction ceremony is held in November of that year for all new members.

SIGMA THETA TAU ACHIEVEMENT AWARD

The Sigma Theta Tau Achievement Award was created by donations from the Beta Sigma Chapter to recognize undergraduate Nursing students upon graduation. One award will be presented to a newly inducted Undergraduate member during the Spring Commencement Ceremony. The amount of the award is determined by the Beta Sigma Chapter of Sigma Theta Tau. The awards shall be conferred annually from available resources.

Consideration for this award is given to all undergraduate nursing students who have been or will be inducted into Sigma Theta Tau by the end of their senior year. Recipients of this award are selected by the Beta Sigma Chapter of the Sigma Theta Tau Scholarship Committee. Eligibility is based on the student's academic record as determined by Fall Semester cumulative GPA

SCHOLARSHIPS AND AWARDS

Penn State awards a number of scholarships to undergraduate students each year. In addition, grants, loans, and the College Work-Study program are available for those who qualify. For more information on undergraduate financial aid, contact the Office of Student Aid, 314 Shields Building, University Park, PA 16802-6508, phone: (814) 865-6301, or visit the Web site at: http://studentaid.psu.edu/

Listed below are some possible sources of scholarships and financial assistance:

ROTC Scholarships. All branches of the military are located in Wagner Building at the University Park campus and can be contacted for additional information. Air Force: (814) 865-5453; Army: (814) 863-0368; Marines: (814) 865-6289; and Navy: (814) 865-6289.

The American Association of Colleges of Nursing often has information on scholarship programs for nursing students. They are located at One Dupont Circle, NW, Suite 530, Washington, DC 20036, phone: (202) 463-6930, or visit the World Wide Web home page at: http://www.aacn.nche.edu/students/financial-aid

The National League for Nursing has information on scholarship resources: 61 Broadway, 33rd Floor, New York, NY 10006, phone: (800) 669-1656 or (212) 812-0300, or visit the World Wide Web home page at: http://www.nlnfoundation.org/Scholarship_Resources.cfm http://www.nln.org/professional-development-programs/grants-and-scholarships

The Hospital Council of Western Pennsylvania has scholarship information. They are located at 500 Commonwealth Drive, Warrendale, PA 15086-7513, phone: (800) 704-8434, or visit the World Wide Web home page at: http://hcwp.org/

The Nightingale Awards of Pennsylvania has scholarship information. They are located at 2400 Ardmore Blvd, Ste 302, Pittsburgh, PA 15221. Phone: (412) 871-3353. Web page at: http://www.nightingaleawards.org/

The College of Nursing has scholarship information. Visit the web Scholarships and Financial Aid page at: http://www.nursing.psu.edu/undergraduate/financial-aid

Many hospitals and other healthcare institutions offer their own scholarship programs. For example, a hospital offers a tuition stipend with the understanding that a student will commit two or three years of continuous employment following graduation. It is the student's responsibility to seek out outside scholarship opportunities.

GRADUATING SENIORS: NCLEX EXAMINATION AND RN LICENSURE

INFORMATION FOR GRADUATING SENIORS

All students must complete the following steps for RN Licensure (instructions below):

>**Complete the Post-Graduation Contact Survey**
>
>**Register for National Council Licensure Examination (NCLEX)**
>
>**Submit Application for Licensure to ONE State**
>
>**Submit Application for Temporary Practice Permit (TPP)**
>(if applicable)
>
>**NOTE: For students at the Commonwealth Campuses, the following process will be coordinated by the Nursing Program Campus Coordinator.**

1. Complete the Post-Graduation Contact Survey

ALL STUDENTS must complete the Post-Graduation Contact Survey, which is sent via email

- Complete the survey with your "**post-graduation**" contact information

- Enter your name as it appears on the official identification you will use for admittance to NCLEX examination (indicating first, middle, last and any suffixes such as Jr, II, etc.)

- If you have a name that may have special spacing, please be careful to enter it as such e.g. McDonald or Mc_Donald; DeBrenna or Debrenna; two first names such as Mary Jo (first), Elaine (middle) McDonald (last)

2. Register for the NCLEX Examination

- You may register to take the NCLEX examination *anywhere* in the United States – does not have to be in the state in which you apply for licensure

- Print a copy of the NCLEX Candidate Bulletin at www.pearsonvue.com/nclex – Click on *Candidate Bulletin and Information* under "Downloads"

- Follow the directions provided to register for the NCLEX examination (Pearson VUE)

- Your **Education Program Code** is: **US25506800**

- If your State Board of Nursing (SBN) is still requiring the old 5-digit code, use 25-568

3. Submit Application for Licensure

General Information
- **REMEMBER – This is a <u>separate</u> process from NCLEX examination registration**

- Submit your application materials <u>no earlier</u> than 90 days prior to the date you complete your nursing education program

- Submit your application materials for licensure to **one** state only. Visit that state's SBN website for detailed information and instructions https://www.ncsbn.org/contactbon.htm

- Follow the directions from the specific SBN to complete the registration process

- **Mandatory Child Abuse Continuing Education**

  - Effective January 1, 2015 – ALL persons applying for licensure must complete 3 hours of Department of Human Services (DHS)-approved training in child abuse
  - You may complete the education prior to program completion
  - Use this link to find an approved course: https://www.reportabusepa.pitt.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_49_1
  - The approved provider of the course electronically sends verification of completion to the SBN
  - A license will not be issued until the course is completed

4. Submit Application for Temporary Practice Permit (TPP) (if applicable)

- IF you plan to work as a graduate nurse before taking the NCLEX, you must have a TPP

- Refer to the SBN where you apply for licensure for specific instructions

- Complete the TPP application as soon as you know that you have a job as a graduate nurse

- Allow a minimum of 4-6 weeks from the date of program completion to the issuance of the TPP

LICENSURE PROCESS

Licensure – Pennsylvania
- Obtain information and application at
  http://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/Nursing/Pages/General-Information.aspx#.VPhV5uFFx1B

- Choose the link "Online Application Forms." Under the heading "New Graduates," print and read the Online Application Instructions and then complete the Online Application using the link provided. Take time to read "Frequently Asked Questions for Student/Graduate Nurses applying for Exam/TPP" by choosing the link provided at the end of the "New Graduates" section

- You must apply online – there is no hard copy mail option. (Exception—A social security number (SSN) is required for an online application submission. Applicants without a SSN should submit a paper application and waiver form using the "Paper Application Forms" link)

- Licensure and Temporary Practice Permit are two SEPARATE applications and two SEPARATE fees

- Allow 14 business days for processing applicant materials once application packet is complete

- Do NOT request Nursing Education Verification (NEV) form from the CON – this is an automatic process and will be submitted by the CON once all program requirements have been confirmed as met.

- NEV form is submitted electronically after Nursing confirms all program requirements have been met. (Note: Pennsylvania allows NEV submission prior to degree conferral if all programs requirements have been met.)

Licensure - States Other Than Pennsylvania

- Locate your state board of nursing's website https://www.ncsbn.org/contactbon.htm
- Read and follow instructions carefully
- Anything needed from the CON should be included in an email to Lynda Bennett (lgb15@psu.edu) as soon as possible with very specific instructions.
  Note: If a transcript is needed, the student must order the Official Transcript from the Registrar's Office (http://registrar.psu.edu) and select Hold for Degree (unless order is placed after degrees are conferred).

  o Education Verification Letters
  o Forms requiring the Dean's signature
  o Forms requiring a University seal
  o Verification of clinical hours
  o Mailing address(es)
  o Your contact information (phone and email)

Confirmation

- When the CON has been notified that degrees have been conferred*:

    o Processes at Altoona and Harrisburg may vary. Contact the appropriate CON Nursing office for further information.

Helpful Tips and Notes

- Education Program Code – **US25506800**

    o If your SBN is still requiring the old 5-digit code, use 25-568

- There are NO refunds of NCLEX examination fees for ANY reason

- All correspondence from Pearson VUE will arrive ONLY by email

- Identification and YOUR NAME

    o Use the exact name as it appears on your official identification you will use for admittance to the NCLEX examination and for your Post-Graduation Contact Information form, NCLEX examination registration and licensure application

- Social Security Numbers – Most SBNs will require your full Social Security number

- Transcripts must be ordered through the Office of the Registrar

    o Make sure to specify AFTER conferral

    o Provide address where it should be mailed – pay particular attention to the directions in your application materials for specific mailing instructions

- When in doubt, or if you have questions, call the SBN or Pearson VUE directly. The CON staff cannot provide licensure or exam application information.

- Allow ample time for form completion, signatures, seals, etc.

REMEMBER – The NCLEX **examination** registration (with Pearson VUE) and state **licensure** application (state where you want to be licensed and practice nursing) are **two separate** process; however, these two entities communicate with each other to coordinate the process.

LICENSURE

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 06

RESOURCES

LINKS TO OTHER IMPORTANT INFORMATION

Academic Advising Portal:
   http://advising.psu.edu/

Academic Advising
A: http://www.altoona.psu.edu/advising/
H: https://harrisburg.psu.edu/division-undergraduate-studies-advising-center

Academic Calendar
A: http://www.altoona.psu.edu/registrar/calendar.php
H: https://harrisburg.psu.edu/academic-calendar

Admissions
A: http://www.altoona.psu.edu/admissions/
H: https://harrisburg.psu.edu/admissions

Bookstore
A: https://psu.bncollege.com/shop/psu-altoona/home
H: https://psu.bncollege.com/shop/psu/home

Bursar
A: http://www.altoona.psu.edu/bursar/
H: https://harrisburg.psu.edu/bursar

Career Services
A: http://www.altoona.psu.edu/career/
H: https://harrisburg.psu.edu/career-services

College of Nursing Website
   http://www.nursing.psu.edu/

Counseling Services (CAPS)
A: https://altoona.psu.edu/offices-divisions/student-affairs/health-wellness/counseling-psychological-services
H: https://harrisburg.psu.edu/counseling-services

Disability Services
A: https://altoona.psu.edu/offices-divisions/student-affairs/health-wellness/student-disability-resources
H: https://harrisburg.psu.edu/disability-services

Health Services
A: http://www.altoona.psu.edu/healthwellness/
H: https://harrisburg.psu.edu/student-health-services

Housing
A: http://www.altoona.psu.edu/housing/
H: https://harrisburg.psu.edu/housing

Housing and Food Services
A: http://altoonacampusliving.psu.edu/
H: http://harrisburgcampusliving.psu.edu/

ID Cards
A: https://idcard.psu.edu
H: https://harrisburg.psu.edu/academics/registration-instructions

Information Technology Services
A: https://altoona.psu.edu/offices-divisions/information-technology
H: https://harrisburg.psu.edu/its

Learning Resources Center
A: http://www.altoona.psu.edu/lrc/
H: https://harrisburg.psu.edu/learning-center

Nursing Student Mental Health Guide
A: http://www.cnaclasses.org/nursing-student-mental-health/.
H: http://www.cnaclasses.org/nursing-student-mental-health/.

Parking and Transportation
A: http://www.altoona.psu.edu/downtown/parking.php
H: https://harrisburg.psu.edu/news/parking-campus

Police Services
A: http://www.altoona.psu.edu/police/
H: https://harrisburg.psu.edu/safety-police-services

Registrar
A: http://www.registrar.psu.edu/
H: https://harrisburg.psu.edu/registrar

Residence Life
A: http://www.altoona.psu.edu/reslife/
H: https://harrisburg.psu.edu/residence-life

Student Affairs
A: http://www.altoona.psu.edu/stuaffairs/
H: https://harrisburg.psu.edu/student-affairs

Student Aid
A: http://www.altoona.psu.edu/stuaid/staff.php
H: https://harrisburg.psu.edu/financial-aid

Scheduling Information

A: https://altoona.psu.edu/offices-divisions/academic-affairs/registrar/registration-timetables

H: https://harrisburg.psu.edu/division-undergraduate-studies/for-current-students#Scheduling_Courses_and_Registration

Tuition

A: http://www.altoona.psu.edu/tuition/

H: https://harrisburg.psu.edu/tuition-and-financial-aid

CLINICAL PERFORMANCE EVALUATION REMEDIATION FORMS INDEX

PENNSYLVANIA STATE UNIVERSITY
College of Nursing

[NURS 230 Student Clinical Performance Evaluation](#)

Student Name _____ Course Number _____ Semester _____

Clinical Site(s) _____

Mid-Course Evaluation: Passing_____ Failing_____ Needs Improvement_____ Date: _____

Final Evaluation: Pass_____ Fail_____ Date: _____

Definition of Clinical Grades:

P = Pass	*Passing: Clinical performance* which **consistently** demonstrates **safe** and **adequate** application of the clinical course objectives within a defined time frame with minimal verbal or nonverbal cues or assistance in integrating knowledge and skills.
F = Fail	*Failing: Clinical performance* which demonstrates **unsafe** or **inadequate** application of the clinical objectives within a defined time frame; requires **frequent verbal or nonverbal cues or assistance** to function on the clinical area, demonstrates gaps in necessary knowledge or critical thinking and requires frequent or almost constant assistance in integrating knowledge and skills.
*NI – Needs Improvement *only may be used at mid-course evaluation*	*Needs Improvement: Clinical performance* which is **inconsistent** in application of clinical course objectives within a defined time frame; functions **safely and adequately only with moderate assistance**, **verbal or nonverbal cues**, integrating knowledge with skills in the clinical area.
*N.A. – Not applicable	The N/A at final evaluation should only be utilized if none of the students in the course had the opportunity to meet the objective. Not applicable to students in this course **DO NOT USE N.A. FOR EVALUATION OF ANY CORE COMPETENCY**

Criteria for Passing Clinical:

Mid-Course   Passing requires pass (P) in all Core competencies and criteria. "Needs Improvement" (NI) on any one criteria at mid-course evaluation denotes "Needs Improvement" (NI) for the core competency and a "Needs Improvement" clinical grade at mid-course. "Fail" (F) on any one criteria at mid-course evaluation denotes "Fail" (F) for the core competency and a failing clinical grade at mid-course. The evaluator is expected to comment on ALL items rated: NI or F. Comments must include a plan for improvement for each criteria evaluated with a Fail (F) or Needs Improvement (NI).
A Remediation Plan will be written at mid-course if the student is failing and, at the discretion of the clinical instructor, may be written for a student who needs improvement.

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 by course faculty for failing grade at mid-course or any time during the course at the discretion of the clinical instructor. The plan will identify the clinical criteria that are of concern and will suggest resources and activities designed to assist the student in achieving a passing evaluation for the final course grade.

Instructions for faculty: Passing (P) for any core competency indicates that all criteria are also passing (P). If the core competency is graded F or NI, indicate with a check which criteria are F or NI. If even one criterion is F, the core competency is also F. Unchecked criterions are passing (P).

	MID-COURSE				FINAL		
Core competency 1	P	F	NI		P	F	
Patient Centered Care: Plan and provide competent, compassionate and coordinated care based on sound judgment and clinical reasoning and respect for patient's preferences, values, and need.							
Criteria		F	NI	NA		F	NA
1a. Demonstrates accurate, thorough, and systematic clinical assessments							
1b. Develops individualized, accurate and complete nursing care plans with rationales and outcome criteria							
1c. Provides patient-centered care compassionately and effectively							
1d. Maintains client privacy, confidentiality, and dignity							
1e. Identifies the need for the professional nurse to advocate for clients/families.							
1f. Prioritizes patient needs and care accurately.							

	MID-COURSE				FINAL		
Core competency 2	P	F	NI		P	F	
Safety: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.							
Criteria		F	NI	NA		F	NA
2a. Performs nursing skills safely, accurately, and without omission							
2b. Implements written plans of care safely and effectively							
2c. Complies with College of Nursing and clinical site policies for safety, security, infection control, and patient care							
2d. Administers medications safely with an understanding of the purpose, route, dose range, side effects, and precautions for each medication							
2e. Implements strategies to reduce risk of harm to self and others							
2f. Recognizes and acts to prevent unsafe, illegal, immoral or unethical practices by self and others							
2g. Monitors patient status and notify assigned nurse promptly of any changes in condition or concerning findings							
2h. Implements strategies related to National Patient Safety Goals that are appropriate for assigned client(s).							
2i. Organizes multiple responsibilities and provides safe client care in a effective, efficient and timely manner							

	MID-COURSE				FINAL		
Core competency 3	P	F	NI		P	F	
Evidence based Practice: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal healthcare.							
Criteria		F	NI	NA		F	NA
3a. Relates theoretical and evidence-based knowledge to practice							
3b. Utilizes appropriate resources and references for accurate and complete data collection							
3c. Delivers evidence based care that respects patient and family preferences							

Approved: 2005
Revised: Fall 2015

		MID-COURSE				FINAL		
Core competency 4		P	F	NI		P	F	
Teamwork & Collaboration: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care.								
Criteria			F	NI	NA		F	NA
4a. Develops and maintain constructive and cooperative working relationships with faculty, staff, peers, and facility employees								
4b. Listens carefully and communicate effectively with patients/families, members of the healthcare team, faculty, and those from diverse backgrounds, taking the time to understand and ask appropriate questions without interrupting								
4c. Assumes role of team member and functions competently within own scope of practice providing high quality, safe patient care, as a member of the healthcare team								
4d. Identifies the perspectives, expertise, and limitations of all healthcare team members including those of diverse background								
4e. Reports abnormal findings or changes in patient condition to appropriate members of the healthcare team in a timely, accurate, and thorough manner								
4f. Identifies the need for help, identifies appropriate resources and initiates requests when appropriate to the situation								
4g. Begins to incorporate effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships								
4h. Identifies the unique nursing perspective to inter-professional teams to optimize patient outcomes								

		MID-COURSE				FINAL		
Core competency 5		P	F	NI		P	F	
Quality Improvement: Monitor the outcomes of care processes and take steps to continuously improve the quality and safety care delivery.								
Criteria			F	NI	NA		F	NA
5a. Accepts guidance, supervision, and constructive criticism								
5b. Identifies strengths and weaknesses and uses feedback to formulate goals for personal and professional growth								
5c. Evaluates care based on client response, outcome, scientific knowledge, and begins to make appropriate revisions, as necessary								
5d. Shows a high level of dedication to quality								
5e. Promotes achievement of safe, quality outcomes of care for all clients and families								
5f. Realizes that continuous quality improvement is an essential part of the daily work of all members of the healthcare team.								
5g. Realizes that nursing and students of other health professions are part of systems of care and care processes that affect outcomes for clients and families.								

Approved: 2005
Revised: Fall 2015

	MID-COURSE				FINAL		
Core competency 6	P	F	NI		P	F	
Informatics: Manage data, information, knowledge and technology to effectively communicate, mitigate error and support decision making.							
Criteria		F	NI	NA		F	NA
6a. Maintains accurate & timely medical records and other documentation in accordance with clinical site & program policy utilizing appropriate medical terminology and professional communication.							
6b. Demonstrates fundamental skills in using patient care technologies, information & communication systems, that support safe nursing practice.							
6c. Recognizes the role of information technology in improving patient care outcomes and creating a safe care environment.							
6d. Upholds ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy.							
6e. Utilizes and responds appropriately to technologies and alerts that support clinical decision-making, error prevention, and care coordination.							
6f. Utilizes and begin to evaluate patient data and information.							

	MID-COURSE				FINAL		
Core competency 7	P	F	NI		P	F	
Professionalism and Professional Values: Applies the principles of altruism, excellence, caring, ethics, respect, communication, civility, and accountability.							
Criteria		F	NI	NA		F	NA
7a. Takes responsibility and accountability for learning, actions and quality of work without blaming others or making excuses.							
7b. Complies with Pennsylvania State University, College of Nursing, program & course policies, procedures and requirements.							
7c. Is honest and trustworthy and demonstrates the professional standards of moral, ethical, and legal conduct.							
7d. Demonstrates flexibility and tolerance for change, ambiguity, and unpredictability.							
7e. Performs effectively and maintains self-control during difficult or unexpected situations and conditions.							
7f. Maintains a culture of civility and kindness treating all individuals with dignity and respect.							
7g. Demonstrates professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families, staff and faculty.							
7h. Remains alert and attentive during clinical time.							
7i. Performs duties in a reliable, responsible, and dependable manner.							
7j. Provides evidence of preparation for clinical experiences							
7k. Arrives at clinical experiences and completes work on time.							

Approved: 2005
Revised: Fall 2015

<div align="center">Mid-Semester Evaluation</div>

Instructor Comments:

Student Comments:

Student's Signature:

_____Date_____

Instructor's Signature:

_____Date_____

<div align="center">Final Evaluation</div>

Instructor Comments:

Student Comments:

Student's Signature: _____Date_____

Instructor's Signature: __ _____Date_____

<div align="right">Approved: 2005
Revised: Fall 2015</div>

REMEDIATION PLAN AND OUTCOME
Please type this document

Criteria	Description of unsatisfactory behavior

Please use back of form if necessary for additional detail

PLAN

The SPECIFIC skills, knowledge, and COMPETENCIES that must be demonstrated to meet course objective(s) including time frame when appropriate:

_____
_____
_____
_____

Suggested resources and activities:

_____
_____
_____

Failure to meet the expectations of the remediation plan and all clinical objectives will result in a clinical failure for this course.

Instructor's Signature:_____ Date:_____

Student's Signature:_____ Date:_____

Date of Follow-up Conference:_____

OUTCOME

Follow-up conference (Please check one of the following):

☐   Has overcome deficiencies and now meets objective(s)
     Has not overcome deficiencies and does not meet objective(s)

Comments:

_____
_____
_____
_____

Instructor's Signature:_____ Date:_____

Student's Signature:_____ Date:_____

PENNSYLVANIA STATE UNIVERSITY
College of Nursing

NURS 251 Student Clinical Performance Evaluation

Student Name _____ Course Number _____ Semester _____

Clinical Site(s) _____

Mid-Course Evaluation: Passing____ Failing____ Needs Improvement_____ Date: _____

Final Evaluation: Pass____ Fail____ Date: _____

Definition of Clinical Grades:

P = Pass	*Passing: Clinical performance* which **consistently** demonstrates **safe** and **adequate** application of the clinical course objectives within a defined time frame with minimal verbal or nonverbal cues or assistance in integrating knowledge and skills.
F = Fail	*Failing: Clinical performance* which demonstrates **unsafe** or **inadequate** application of the clinical objectives within a defined time frame; requires **frequent verbal or nonverbal cues or assistance** to function on the clinical area, demonstrates gaps in necessary knowledge or critical thinking and requires frequent or almost constant assistance in integrating knowledge and skills.
NI – Needs Improvement only may be used at mid-course evaluation	*Needs Improvement: Clinical performance* which is **inconsistent** in application of clinical course objectives within a defined time frame; functions **safely and adequately only with moderate assistance**, **verbal or nonverbal cues**, integrating knowledge with skills in the clinical area.
*N.A. – Not applicable	Not applicable to students in this course **DO NOT USE N.A. FOR EVALUATION OF ANY CORE COMPETENCY**

Criteria for Passing Clinical:

Mid-Course   Passing requires pass (P) in all Core competencies and criteria. "Needs Improvement" (NI) on any one criteria at mid-course evaluation denotes "Needs Improvement" (NI) for the core competency and a "Needs Improvement" clinical grade at mid-course. "Fail" (F) on any one criteria at mid-course evaluation denotes "Fail" (F) for the core competency and a failing clinical grade at mid-course. The evaluator is expected to comment on ALL items rated: NI or F. Comments must include a plan for improvement for each criteria evaluated with a Fail (F) or Needs Improvement (NI).
A Remediation Plan will be written at mid-course if the student is failing and, at the discretion of the clinical instructor, may be written for a student who needs improvement.

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 by course faculty for failing grade at mid-course or any time during the course at the discretion of the clinical instructor. The plan will identify the clinical criteria that are of concern and will suggest resources and activities designed to assist the student in achieving a passing evaluation for the final course grade.

Instructions for faculty: Passing (P) for any core competency indicates that all criteria are also passing (P). If the core competency is graded F or NI, indicate with a check which criteria are F or NI. If even one criterion is F, the core competency is also F. Unchecked criterions are passing (P). "Patients" or "Clients" can be used in these clinical objectives to refer to students' peers, faculty, and/or standardized patients when clinical evaluation utilized in NURS 251

		MID-COURSE				FINAL		
Core competency 1		P	F	NI		P	F	
Patient Centered Care: Plan and provide competent, compassionate and coordinated care based on sound judgment and clinical reasoning and respect for patient's preferences, values, and need.								
Criteria			F	NI	NA		F	NA
1a. Demonstrates accurate, thorough, and systematic clinical assessments								
1b. Develops individualized, accurate and complete nursing care plans with rationales and outcome criteria					x			x
1c. Provides patient-centered care compassionately and effectively								
1d. Maintains client privacy, confidentiality, and dignity								
1e. Identifies the need for the professional nurse to advocate for clients/families.								
1f. Prioritizes patient needs and care accurately.								

		MID-COURSE				FINAL		
Core competency 2		P	F	NI		P	F	
Safety: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.								
Criteria			F	NI	NA		F	NA
2a. Performs nursing skills safely, accurately, and without omission								
2b. Implements written plans of care safely and effectively					x			x
2c. Complies with College of Nursing and clinical site policies for safety, security, infection control, and patient care								
2d. Administers medications safely with an understanding of the purpose, route, dose range, side effects, and precautions for each medication					x			x
2e. Implements strategies to reduce risk of harm to self and others								
2f. Recognizes and acts to prevent unsafe, illegal, immoral or unethical practices by self and others								
2g. Monitors patient status and notify assigned nurse promptly of any changes in condition or concerning findings								
2h. Implements strategies related to National Patient Safety Goals that are appropriate for assigned client(s).								
2i. Organizes multiple responsibilities and provides safe client care in a effective, efficient and timely manner								

		MID-COURSE				FINAL		
Core competency 3		P	F	NI		P	F	
Evidence based Practice: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal healthcare.								
Criteria			F	NI	NA		F	NA
3a. Relates theoretical and evidence-based knowledge to practice								
3b. Utilizes appropriate resources and references for accurate and complete data collection								
3c. Delivers evidence based care that respects patient and family preferences								

Approved: 2005
Revised: 11/2015
Revised: 02/2016

Core competency 4	MID-COURSE				FINAL		
Teamwork & Collaboration: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care.	P	F	NI		P	F	
Criteria							
Develops and maintain constructive and cooperative working relationships with faculty, staff, peers, and facility employees		F	NI	NA		F	NA
4a. Listens carefully and communicate effectively with patients/families, members of the healthcare team, faculty, and those from diverse backgrounds, taking the time to understand and ask appropriate questions without interrupting							
4b. Assumes role of team member and functions competently within own scope of practice providing high quality, safe patient care, as a member of the healthcare team							
4c. Identifies the perspectives, expertise, and limitations of all healthcare team members including those of diverse background				x			x
4d. Reports abnormal findings or changes in patient condition to appropriate members of the healthcare team in a timely, accurate, and thorough manner				x			x
4e. Identifies the need for help, identifies appropriate resources and initiates requests when appropriate to the situation				x			x
4f. Begins to incorporate effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships							
4g. Identifies the unique nursing perspective to inter-professional teams to optimize patient outcomes							
Core competency 5							
Quality Improvement: Monitor the outcomes of care processes and take steps to continuously improve the quality and safety care delivery.	P	F	NI		P	F	
Criteria							
Accepts guidance, supervision, and constructive criticism		F	NI	NA		F	NA
5a. Identifies strengths and weaknesses and uses feedback to formulate goals for personal and professional growth							
5b. Evaluates care based on client response, outcome, scientific knowledge, and begins to make appropriate revisions, as necessary							
5c. Shows a high level of dedication to quality				x			x
5d. Promotes achievement of safe, quality outcomes of care for all clients and families							
5e. Realizes that continuous quality improvement is an essential part of the daily work of all members of the healthcare team.							
5f. Realizes that nursing and students of other health professions are part of systems of care and care processes that affect outcomes for clients and families.				x			x

		MID-COURSE				FINAL		
Core competency 6		**P**	**F**	**NI**		**P**	**F**	
Informatics: Manage data, information, knowledge and technology to effectively communicate, mitigate error and support decision making.								
Criteria			**F**	**NI**	**NA**		**F**	**NA**
6a.	Maintains accurate & timely medical records and other documentation in accordance with clinical site & program policy utilizing appropriate medical terminology and professional communication.							
6b.	Demonstrates fundamental skills in using patient care technologies, information & communication systems, that support safe nursing practice.							
6c.	Recognizes the role of information technology in improving patient care outcomes and creating a safe care environment.							
6d.	Upholds ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy.							
6e.	Utilizes and responds appropriately to technologies and alerts that support clinical decision-making, error prevention, and care coordination.				x			x
6f.	Utilizes and begin to evaluate patient data and information.							

		MID-COURSE				FINAL		
Core competency 7		**P**	**F**	**NI**		**P**	**F**	
Professionalism and Professional Values: Applies the principles of altruism, excellence, caring, ethics, respect, communication, civility, and accountability.								
Criteria			**F**	**NI**	**NA**		**F**	**NA**
7a.	Takes responsibility and accountability for learning, actions and quality of work without blaming others or making excuses.							
7b.	Complies with Pennsylvania State University, College of Nursing, program & course policies, procedures and requirements.							
7c.	Is honest and trustworthy and demonstrates the professional standards of moral, ethical, and legal conduct.							
7d.	Demonstrates flexibility and tolerance for change, ambiguity, and unpredictability.							
7e.	Performs effectively and maintains self-control during difficult or unexpected situations and conditions.							
7f.	Maintains a culture of civility and kindness treating all individuals with dignity and respect.							
7g.	Demonstrates professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families, staff and faculty.							
7h.	Remains alert and attentive during clinical time.							
7i.	Performs duties in a reliable, responsible, and dependable manner.							
7j.	Provides evidence of preparation for clinical experiences							
7k.	Arrives at clinical experiences and completes work on time.							

Approved: 2005
Revised: 11/2015
Revised: 02/2016

<p style="text-align:center;">Mid-Semester Evaluation</p>

Instructor Comments:

Student Comments:

Student's Signature:

_____Date_____

Instructor's Signature:

_____Date_____

<p style="text-align:center;">Final Evaluation</p>

Instructor Comments:

Student Comments:

Student's Signature: _____ Date_____

Instructor's Signature: _____ Date_____

REMEDIATION PLAN AND OUTCOME
Please type this document

Criteria	Description of unsatisfactory behavior

Please use back of form if necessary for additional detail

PLAN

The SPECIFIC skills, knowledge, and COMPETENCIES that must be demonstrated to meet course objective(s) including time frame when appropriate:

_____
_____
_____
_____

Suggested resources and activities:

_____
_____
_____

Failure to meet the expectations of the remediation plan and all clinical objectives will result in a clinical failure for this course.

Instructor's Signature:_____ Date:_____

Student's Signature:_____ Date:_____

Date of Follow-up Conference:_____

OUTCOME

Follow-up conference (Please check one of the following):

☐ Has overcome deficiencies and now meets objective(s)
    Has not overcome deficiencies and does not meet objective(s)

Comments:

_____
_____
_____
_____

Instructor's Signature:_____ Date:_____

Student's Signature:_____ Date:_____

PENNSYLVANIA STATE UNIVERSITY
College of Nursing
300 LEVEL Student Clinical Performance Evaluation

Student Name _____ Course Number _____ Semester _____

Clinical Site(s) _____

Mid-Course Evaluation: Passing_____ Failing_____ Needs Improvement_____ Date: _____

Final Evaluation: Pass_____ Fail_____ Date: _____

Definition of Clinical Grades:

P = Pass	***Passing: Clinical performance*** which **consistently** demonstrates **safe** and **adequate** application of the clinical course objectives within a defined time frame with minimal verbal or nonverbal cues or assistance in integrating knowledge and skills.
F = Fail	***Failing: Clinical performance*** which demonstrates **unsafe** or **inadequate** application of the clinical objectives within a defined time frame; requires **frequent verbal or nonverbal cues or assistance** to function on the clinical area, demonstrates gaps in necessary knowledge or critical thinking and requires frequent or almost constant assistance in integrating knowledge and skills.
*NI – Needs Improvement only may be used at mid-course evaluation	***Needs Improvement: Clinical performance*** which is **inconsistent** in application of clinical course objectives within a defined time frame; functions **safely and adequately only with moderate assistance**, **verbal or nonverbal cues**, integrating knowledge with skills in the clinical area.
*N.A. – Not applicable	The N/A at final evaluation should only be utilized if none of the students in the course had the opportunity to meet the objective. Not applicable to students in this course **DO NOT USE N.A. FOR EVALUATION OF ANY CORE COMPETENCY**

Criteria for Passing Clinical:

Mid-Course   Passing requires pass (P) in all Core competencies and criteria. "Needs Improvement" (NI) on any one criteria at mid-course evaluation denotes "Needs Improvement" (NI) for the core competency and a "Needs Improvement" clinical grade at mid-course. "Fail" (F) on any one criteria at mid-course evaluation denotes "Fail" (F) for the core competency and a failing clinical grade at mid-course. The evaluator is expected to comment on ALL items rated: NI or F. Comments must include a plan for improvement for each criteria evaluated with a Fail (F) or Needs Improvement (NI) .
A Remediation Plan will be written at mid-course if the student is failing and, at the discretion of the clinical instructor, may be written for a student who needs improvement.

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 by course faculty for failing grade at mid-course or any time during the course at the discretion of the clinical instructor. The plan will identify the clinical criteria that are of concern and will suggest resources and activities designed to assist the student in achieving a passing evaluation for the final course grade.

Instructions for faculty: Passing (P) for any core competency indicates that all criteria are also passing (P). If the core competency is graded F or NI, indicate with a check which criteria are F or NI. If even one criterion is F, the core competency is also F. Unchecked criterions are passing (P).

Approved: 2005
Revised: Fall 2015

		MID-COURSE				FINAL		
Core competency 1	**P**	**F**	**NI**			**P**	**F**	
Patient Centered Care: Plan and provide competent, compassionate and coordinated care based on sound judgment and clinical reasoning and respect for patient's preferences, values, and need.								
Criteria		**F**	**NI**	**NA**			**F**	**NA**
1a. Demonstrates accurate, thorough, and systematic clinical assessments								
1b. Develops individualized, accurate and complete nursing care plans with rationales and outcome criteria								
1c. Provides patient-centered care compassionately and effectively								
1d. Maintains client privacy, confidentiality, and dignity								
1e. Identifies the need for the professional nurse to advocate for clients/families.								
1f. Prioritizes patient needs and care accurately.								
1g. Identifies educational needs and provides education to enhance client well-being								

		MID-COURSE				FINAL		
Core competency 2	**P**	**F**	**NI**			**P**	**F**	
Safety: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.								
Criteria		**F**	**NI**	**NA**			**F**	**NA**
2a. Performs nursing skills safely, accurately, and without omission								
2b. Implements comprehensive, individualized written plans of care safely and effectively and revises as needed								
2c. Complies with College of Nursing and clinical site policies for safety, security, infection control, and patient care								
2d. Administers medications safely with an understanding of the purpose, route, dose range, side effects, and precautions for each medication								
2e. Identifies and implements strategies to reduce risk of harm to self and others								
2f. Recognizes and acts to prevent unsafe, illegal, immoral or unethical practices by self and others								
2g. Monitors patient status and notify assigned nurse promptly of any changes in condition or concerning findings								
2h. Identifies and implements strategies related to National Patient Safety Goals that are appropriate for assigned client(s).								
2i. Organizes multiple responsibilities and provides safe client care in a effective, efficient and timely manner								

		MID-COURSE				FINAL		
Core competency 3	**P**	**F**	**NI**			**P**	**F**	
Evidence based Practice: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal healthcare.								
Criteria		**F**	**NI**	**NA**			**F**	**NA**
3a. Applies theoretical and evidence-based knowledge to practice								
3b. Utilizes appropriate resources and references for accurate and complete data collection and analysis								
3c. Delivers evidence based care that respects patient and family preferences								
3d. Identifies and implements evidence-based practice to enhance patient outcomes								

Approved: 2005
Revised: Fall 2015

		MID-COURSE				FINAL		
Core competency 4		P	F	NI		P	F	
Teamwork & Collaboration: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care.								
Criteria			F	NI	NA		F	NA
4a. Develops and maintain constructive and cooperative working relationships with faculty, staff, peers, and facility employees								
4b. Listens carefully and communicates effectively with patients/families, members of the healthcare team, faculty, and those from diverse backgrounds, taking the time to understand and ask appropriate questions without interrupting								
4c. Assumes role of team member and functions competently within own scope of practice providing high quality, safe patient care, as a member of the healthcare team								
4d. Incorporates the perspectives, expertise, and limitations of all healthcare team members including those of diverse background								
4e. Identifies and reports abnormal findings or changes in patient condition to appropriate members of the healthcare team in a timely, accurate, and thorough manner								
4f. Identifies the need for help, identifies appropriate resources and initiates requests when appropriate to the situation								
4g. Incorporates effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships								
4h. Begins to contribute the unique nursing perspective to inter-professional teams to optimize patient outcomes								

		MID-COURSE				FINAL		
Core competency 5		P	F	NI		P	F	
Quality Improvement: Monitor the outcomes of care processes and take steps to continuously improve the quality and safety care delivery.								
Criteria			F	NI	NA		F	NA
5a. Accepts guidance, supervision, and constructive criticism								
5b. Identifies strengths and weaknesses and uses feedback to formulate goals for personal and professional growth								
5c. Evaluates care based on client response, outcome, scientific knowledge, makes appropriate revisions, as necessary								
5d. Contributes to a high level to quality								
5e. Contributes to achievement of safe, quality outcomes of care for all clients and families								
5f. Contributes to continuous quality improvement as an essential part of the daily work of all members of the healthcare team.								
5g. Demonstrates how the role of nursing and students of other health professions in systems of care and care processes that affect outcomes for clients and families								

Approved: 2005
Revised: Fall 2015

	MID-COURSE				FINAL		
Core competency 6	P	F	NI		P	F	
Informatics: Manage data, information, knowledge and technology to effectively communicate, mitigate error and support decision making.							
Criteria		F	NI	NA		F	NA
6a. Maintains accurate & timely medical records and other documentation in accordance with clinical site & program policy utilizing appropriate medical terminology and professional communication.							
6b. Demonstrates fundamental skills in using patient care technologies, information & communication systems, and that support safe nursing practice.							
6c. Recognizes the role of information technology in improving patient care outcomes and creating a safe care environment.							
6d. Upholds ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy.							
6e. Utilizes and respond appropriately to technologies and alerts that support clinical decision-making, error prevention, and care coordination.							
6f. Utilizes and begin to evaluate patient data and information.							

	MID-COURSE				FINAL		
Core competency 7	P	F	NI		P	F	
Professionalism and Professional Values: Applies the principles of altruism, excellence, caring, ethics, respect, communication, civility, and accountability.							
Criteria		F	NI	NA		F	NA
7a. Takes responsibility and accountability for learning, actions and quality of work without blaming others or making excuses.							
7b. Complies with Pennsylvania State University, College of Nursing, program & course policies, procedures and requirements.							
7c. Is honest and trustworthy and demonstrates the professional standards of moral, ethical, and legal conduct.							
7d. Demonstrates flexibility and tolerance for change, ambiguity, and unpredictability.							
7e. Performs effectively and maintains self-control during difficult or unexpected situations and conditions.							
7f. Maintains a culture of civility and kindness treating all individuals with dignity and respect.							
7g. Demonstrates professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families, staff and faculty.							
7h. Remains alert and attentive during clinical time.							
7i. Performs duties in a reliable, responsible, and dependable manner.							
7j. Provides evidence of preparation for clinical experiences							
7k. Arrives at clinical experiences and completes work on time.							

Approved: 2005
Revised: Fall 2015

<u>Mid-Semester Evaluation</u>

Instructor Comments:

Student Comments:

Student's Signature:

_____Date_____

Instructor's Signature:

_____Date_____

<u>Final Evaluation</u>

Instructor Comments:

Student Comments:

Student's Signature: _____Date_____

Instructor's Signature: _____ Date_____

Approved: 2005

Revised: Fall 2015

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REMEDIATION PLAN AND OUTCOME
Please type this document

Criteria	Description of unsatisfactory behavior

Please use back of form if necessary for additional detail

PLAN

The SPECIFIC skills, knowledge, and COMPETENCIES that must be demonstrated to meet course objective(s) including time frame when appropriate:

_____
_____
_____
_____
_____

Suggested resources and activities:

_____
_____
_____

Failure to meet the expectations of the remediation plan and all clinical objectives will result in a clinical failure for this course.

Instructor's Signature:_____ Date:_____

Student's Signature:_____ Date:_____

Date of Follow-up Conference:_____

OUTCOME

Follow-up conference (Please check one of the following):

☐ Has overcome deficiencies and now meets objective(s)
Has not overcome deficiencies and does not meet objective(s)

Comments:

_____
_____
_____
_____

Instructor's Signature:_____ Date:_____

Student's Signature:_____ Date:_____

400 LEVEL Student Clinical Performance Evaluation

Student Name _____ Course Number _____ Semester _____

Clinical Site(s) _____

Mid-Course Evaluation: Passing_____ Failing_____ Needs Improvement_____ Date: _____

Final Evaluation: Pass_____ Fail_____ Date: _____

Definition of Clinical Grades:

P = Pass	***Passing: Clinical performance*** which **consistently** demonstrates **safe** and **adequate** application of the clinical course objectives within a defined time frame with minimal verbal or nonverbal cues or assistance in integrating knowledge and skills.
F = Fail	***Failing: Clinical performance*** which demonstrates **unsafe** or **inadequate** application of the clinical objectives within a defined time frame; requires **frequent verbal or nonverbal cues or assistance** to function on the clinical area, demonstrates gaps in necessary knowledge or critical thinking and requires frequent or almost constant assistance in integrating knowledge and skills.
NI – Needs Improvement only may be used at mid-course evaluation	***Needs Improvement: Clinical performance*** which is **inconsistent** in application of clinical course objectives within a defined time frame; functions **safely and adequately only with moderate assistance**, **verbal or nonverbal cues**, integrating knowledge with skills in the clinical area.
N.A. – Not applicable	The N/A at final evaluation should only be utilized if none of the students in the course had the opportunity to meet the objective. Not applicable to students in this course **DO NOT USE N.A. FOR EVALUATION OF ANY CORE COMPETENCY**

Criteria for Passing Clinical:

Mid-Course   Passing requires pass (P) in all Core competencies and criteria. "Needs Improvement" (NI) on any one criteria at mid-course evaluation denotes "Needs Improvement" (NI) for the core competency and a "Needs Improvement" clinical grade at mid-course. "Fail" (F) on any one criteria at mid-course evaluation denotes "Fail" (F) for the core competency and a failing clinical grade at mid-course. The evaluator is expected to comment on ALL items rated: NI or F. Comments must include a plan for improvement for each criteria evaluated with a Fail (F) or Needs Improvement (NI) .
A Remediation Plan will be written at mid-course if the student is failing and, at the discretion of the clinical instructor, may be written for a student who needs improvement.

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 by course faculty for failing grade at mid-course or any time during the course at the discretion of the clinical instructor. The plan will identify the clinical criteria that are of concern and will suggest resources and activities designed to assist the student in achieving a passing evaluation for the final course grade.

Instructions for faculty: Passing (P) for any core competency indicates that all criteria are also passing (P). If the core competency is graded F or NI, indicate with a check which criteria are F or NI. If even one criterion is F, the core competency is also F. Unchecked criterions are passing (P).

Approved: 2005
Revised: Fall 2015

	MID-COURSE				FINAL		
Core competency 1	P	F	NI		P	F	
Patient Centered Care: Plan and provide competent, compassionate and coordinated care based on sound judgment and clinical reasoning and respect for patient's preferences, values, and need.							
Criteria		F	NI	NA		F	NA
1a. Demonstrates accurate, thorough, and systematic clinical assessments							
1b. Develops individualized, accurate and complete nursing care plans with rationales and outcome criteria							
1c. Provides patient-centered care compassionately and effectively							
1d. Maintains client privacy, confidentiality, and dignity							
1e. Identifies the need for the professional nurse to advocate for clients/families.							
1f. Prioritizes patient needs and care accurately.							
1g. Identifies educational needs and provides education to enhance client well-being							
1h. Develops and implements appropriate discharge plans for the client							

	MID-COURSE				FINAL		
Core competency 2	P	F	NI		P	F	
Safety: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.							
Criteria		F	NI	NA		F	NA
2a. Performs nursing skills safely, accurately, and without omission							
2b. Implements comprehensive, individualized written plans of care safely and effectively and revises as needed							
2c. Complies with College of Nursing and clinical site policies for safety, security, infection control, and patient care							
2d. Administers medications safely with an understanding of the purpose, route, dose range, side effects, and precautions for each medication							
2e. Identifies, implements and evaluates strategies to reduce risk of harm to self and others							
2f. Recognizes and acts to prevent unsafe, illegal, immoral or unethical practices by self and others							
2g. Monitors patient status and notify assigned nurse promptly of any changes in condition or concerning findings							
2h. Identifies, implements and evaluates strategies related to National Patient Safety Goals that are appropriate for assigned client(s).							
2i. Organizes multiple responsibilities and provides safe client care in a effective, efficient and timely manner							

	MID-COURSE				FINAL		
Core competency 3	P	F	NI		P	F	
Evidence based Practice: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal healthcare.							
Criteria		F	NI	NA		F	NA
3a. Applies theoretical and evidence-based knowledge to practice							
3b. Utilizes appropriate resources and references for accurate and complete data collection, analysis and synthesis							
3c. Delivers evidence based care that respects patient and family preferences							
3d. Identifies, implements, evaluation evidence-based practice to enhance patient outcomes							

Approved: 2005
Revised: Fall 2015

		MID-COURSE				FINAL		
Core competency 4	P	F	NI			P	F	
Teamwork & Collaboration: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care.								
Criteria		F	NI	NA			F	NA
4a. Develops and maintain constructive and cooperative working relationships with faculty, staff, peers, and facility employees								
4b. Listens carefully and communicates effectively with patients/families, members of the healthcare team, faculty, and those from diverse backgrounds, taking the time to understand and ask appropriate questions without interrupting								
4c. Assumes role of team member or leader as appropriate and functions competently within own scope of practice providing high quality, safe patient care, as a member of the healthcare team								
4d. Incorporates the perspectives, expertise, and limitations of all healthcare team members including those of diverse background								
4e. Identifies and reports abnormal findings or changes in patient condition to appropriate members of the healthcare team in a timely, accurate, and thorough manner								
4f. Identifies the need for help, identifies appropriate resources and initiates requests when appropriate to the situation								
4g. Demonstrates effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships								
4h. Contributes the unique nursing perspective to inter-professional teams to optimize patient outcomes								
4i. Delegates and oversees care appropriately recognizing the expertise and limitations of team members								

		MID-COURSE				FINAL		
Core competency 5	P	F	NI			P	F	
Quality Improvement: Monitor the outcomes of care processes and take steps to continuously improve the quality and safety care delivery.								
Criteria		F	NI	NA			F	NA
5a. Accepts guidance, supervision, and constructive criticism								
5b. Identifies strengths and weaknesses and uses feedback to formulate a plan for personal and professional growth utilizing appropriate resources								
5c. Evaluates care based on client response, outcome, scientific knowledge, makes appropriate revisions, as necessary								
5d. Contributes to a high level of quality								
5e. Proposes methods to enhance achievement of safe, quality outcomes of care for all clients and families								
5f. Contributes to continuous quality improvement as an essential part of the daily work of all members of the healthcare team.								
5g. Analyze the role of nursing and students of other health professions in systems of care and care processes that affect outcomes for clients and families.								

Approved: 2005
Revised: Fall 2015

	MID-COURSE				FINAL		
Core competency 6	P	F	NI		P	F	
Informatics: Manage data, information, knowledge and technology to effectively communicate, mitigate error and support decision making.							
Criteria		F	NI	NA		F	NA
6a. Maintains accurate & timely medical records and other documentation in accordance with clinical site & program policy utilizing appropriate medical terminology and professional communication.							
6b. Demonstrates fundamental skills in using patient care technologies, information & communication systems, and that support safe nursing practice.							
6c. Recognizes the role of information technology in improving patient care outcomes and creating a safe care environment.							
6d. Upholds ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy.							
6e. Utilizes and respond appropriately to technologies and alerts that support clinical decision-making, error prevention, and care coordination.							
6f. Utilizes and begin to evaluate patient data and information.							

	MID-COURSE				FINAL		
Core competency 7	P	F	NI		P	F	
Professionalism and Professional Values: Applies the principles of altruism, excellence, caring, ethics, respect, communication, civility, and accountability.							
Criteria		F	NI	NA		F	NA
7a. Takes responsibility and accountability for learning, actions and quality of work without blaming others or making excuses.							
7b. Complies with Pennsylvania State University, College of Nursing, program & course policies, procedures and requirements.							
7c. Is honest and trustworthy and demonstrates the professional standards of moral, ethical, and legal conduct.							
7d. Demonstrates flexibility and tolerance for change, ambiguity, and unpredictability.							
7e. Performs effectively and maintains self-control during difficult or unexpected situations and conditions.							
7f. Maintains a culture of civility and kindness treating all individuals with dignity and respect.							
7g. Demonstrates professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families, staff and faculty.							
7h. Remains alert and attentive during clinical time.							
7i. Performs duties in a reliable, responsible, and dependable manner.							
7j. Provides evidence of preparation for clinical experiences							
7k. Arrives at clinical experiences and completes work on time.							

Approved: 2005
Revised: Fall 2015

<u>Mid-Semester Evaluation</u>

Instructor Comments:

Student Comments:

Student's Signature: _____ Date _____

Instructor's Signature: _____ Date _____

<u>Final Evaluation</u>

Instructor Comments:

Student Comments:

Student's Signature: _____ Date _____

Instructor's Signature: _____ Date _____

Approved: 2005
Revised: Fall 2015

REMEDIATION PLAN AND OUTCOME
Please type this document

Criteria	Description of unsatisfactory behavior

Please use back of form if necessary for additional detail

PLAN

The SPECIFIC skills, knowledge, and COMPETENCIES that must be demonstrated to meet course objective(s) including time frame when appropriate:

_____
_____
_____
_____
_____

Suggested resources and activities:

_____
_____
_____

Failure to meet the expectations of the remediation plan and all clinical objectives will result in a clinical failure for this course.

Instructor's Signature:_____ Date:_____

Student's Signature:_____ Date:_____

Date of Follow-up Conference:_____

OUTCOME

Follow-up conference (Please check one of the following):

☐ Has overcome deficiencies and now meets objective(s)
Has not overcome deficiencies and does not meet objective(s)

Comments:

_____
_____
_____
_____

Instructor's Signature:_____ Date:_____

Student's Signature:_____ Date:_____

ACADEMIC SUCCESS PLAN INDEX

Academic Success Plan Process – Course Exam Grade <77%

1. The following statement is to be included in the course syllabus:
The College of Nursing Academic Success Plan is designed to support academic achievement. Students, in collaboration with the Academic Success Coach and the nursing faculty, are strongly encouraged to actively participate in the Academic Success Plan for theory and clinical components of this course. An Academic Success Plan can be initiated by the course coordinator, clinical faculty, or the student in conjunction with the Academic Success Coach for unsuccessful assessment levels of your Critical Thinking examinations, an exam grade <77%, clinical skill performance, or any other academic performance issues. Your Academic Success Plan will differ based on the reason for the referral. For the purposes of the Academic Success Plan, an exam constitutes any assessment worth 10% or more of the final course grade. **Participation in the Academic Success Plan is voluntary, and the student is responsible for follow through and completion of the Academic Success Plan.**

2. The Academic Success Plan is initiated by the Course Coordinator for any student who receives <77% on a nursing course exam worth 10% or more of the final course grade. This plan will be generated immediately upon grade availability. The course coordinator will contact the student via the PSU email account using the student notification email template (see attachment). The Academic Success Coach will be copied on this email message. The student and Course Coordinator will determine a mutually agreeable meeting time within five business days.

3. The Course Coordinator initiates one Academic Success Plan per course following the first grade received of < 77% on an exam worth 10% or more of the final course grade. It is the student's responsibility to continue to track progress and to seek assistance from the Academic Success Coach and Course Coordinator.

4. The student meets with the Course Coordinator within five business days to complete a content and exam review and identify any test-taking areas of concern **(Refer to Step 1: Student and Course Coordinator)**.

5. Upon completion of Step 1, the Course Coordinator electronically forwards the Academic Success Plan to the Academic Success Coach.

6. The student then schedules an appointment with the Academic Success Coach within five business days to discuss additional strategies for success **(Refer to Steps 2 and 3: Student and Academic Coach)**.

7. Upon completion of Steps 2 and 3, an electronic copy of the form is given to the student. The Academic Success Coach places the original document in the student's file.

8. Follow-up appointment(s) are at the discretion of the Student and Academic Success Coach. A MINIMUM of one additional follow-up meeting is recommended prior to the end of the course.

9. The Academic Success Coach places a brief note in Starfish advising notes indicating that an Academic Success Plan has been initiated for the course.

<div align="right">6/01/2016
Revised 8/1/2016</div>

Academic Success Plan – Course Exam Grade<77%

Student's Name: _____   **Date Initiated:** _____

Course: _____

Purpose of the academic success plan:
The College of Nursing's Academic Success Program is a proactive approach to support academic achievement. Students, in collaboration with the Academic Success Coach and the nursing faculty, are strongly encouraged to actively participate in the Academic Success Program. Participation in the Academic Success Program is voluntary and student accountability is recognized as an important characteristic of academic success. The student is responsible for follow through and completion of an Academic Success Plan.

Reasons for contact:
Exam score in a nursing course of less than 77% on an examination or assignment worth 10% or more of the final course grade. **Examination/Assignment Score =** _____

Outcome: Student will achieve a grade of 75% or higher in all future exams/assignments.

Plan:
Step 1: Student and Course Coordinator – will meet within approximately 5 days of grade availability.
- Meet with Course Coordinator and identify content requiring review and remediation.
- Complete exam review with Course Coordinator and identify content and test taking areas of concern.

     __ Needs to understand information more thoroughly

     __ Needs to read stem more carefully and not miss key words

     __ Needs to review all options before answering a question

     __ Needs to complete required learning activities & practice assessments in ATI

     __ Needs to pace self through exam and not hurry

     __ Needs to be prepared for exam by:

         __completing all assigned readings

         __studying every day

         __not cramming the night before the exam

         ___Other:

- Review performance in the ATI Self-Assessment Inventory **PRIOR** to meeting with the Academic Success Coach.

Step 2 is to be scheduled by: _____ **(within approximately 5 days of Step 1)**

Course Coordinator Signature: _____ Date: _____

Academic Success Plan – Course Exam Grade<77%

Step 2: Student and Academic Coach.
- ●Review the ATI Self-Assessment Inventory and identify learning style
- ●Identify barriers to learning:

  ___ Academic Factors (inability to meet academic demands, lack of a daily study routine, insufficient note taking, lack of self-testing prior to exams etc.)

  ___ Environmental Factors (i.e. finances, support systems, family responsibilities, employment, housing etc.)

  ___ Affective Factors (i.e. cultural values & beliefs, self-efficacy, motivation etc.)

  ___ Psychological Factors (i.e. stress, anxiety, mental well-being etc.)

  ___ Physical Factors (i.e. physical health, etc.)

  ___ Student Characteristics (i.e. age, prior experiences with school and work, language, first generation college student etc.)
  Adapted from: Jeffries (2004) Model of Nursing UG Retention and Success.

  ___Other:

- ●Methods to improve study habits and test-taking skills:
  ___ Complete class prep

  ___ Identify & capitalize on individualized learning style(s)

  ___ Participate in class discussions

  ___ Implement test-taking strategies as discussed with Academic Success Coach

  ___ Identify and participate in a study group

  ___ Seek peer-to-peer or other tutoring

  ___ Implement more effective study habits as discussed with Academic Success Coach

  ___ Other:

- ● Access the Learning Resource Center for additional assistance with_____
- ● Referral to Counseling and Psychological Services (CAPS)_____
- ● Other referrals_____

Books/Written Materials given/lent to student:_____

_____

Academic Success Plan – Course Exam Grade<77%

Step 3: Student Goals for Success
Student is recommended to identify a minimum of two goals for success.

1.

2.

Student Signature: _____ **Date**: _____

Date of follow-up meeting: _____**Time:** _____
            _____ **Copy to Student**   _____ **Copy to Student File**

Follow-Up Evaluation:
● Student meeting desired outcome; course grade currently greater than 75%.

●Student not meeting desired outcome:
_____ Continue with current plan.
_____ Continue with revised plan as indicated below.
_____ Additional meetings with Academic Coach.

Revised Plan:

Student's Goals for Success:

Student Signature: _____ **Date:** _____

Continued Planning:

Clinical Success Plan Process – Clinical Skills

1. A Clinical Success Plan is **NOT** a Clinical Remediation Plan. Faculty and students should review the clinical evaluation tool and policy on clinical remediation. The purpose of the Clinical Success Plan is to proactively support the development of clinical skill performance (e.g. PPE, aseptic technique, catheterization). Student participation is voluntary.

2. A Clinical Success Plan **does not** indicate a clinical failure.

3. When a clinical instructor identifies a need for further practice in a clinical skill, he or she provides the student with immediate feedback and advises the student that a clinical success plan is recommended.

4. The clinical instructor and student develops a clinical success plan using the appropriate form and communicates it to the lab coordinator, course coordinator, academic success coach, and student within 24 hours via Penn State email accounts.

5. Within 48 hours the student contacts the lab coordinator or designee and schedules a practice session. It is the responsibility of the student to come prepared to the practice session and carry out the plan as recommended with the assistance of the Lab Coordinator or designee.

6. Upon completion of the scheduled practice session, the Lab Coordinator or designee forwards a copy of the completed Clinical Success Plan to the Academic Success Coach. The student receives a copy of the completed form and shares this with the Clinical Instructor on the next scheduled clinical day.

7. A brief note indicating that a Clinical Success Plan has been initiated is entered into Starfish advising notes by the Academic Success Coach.

CLINICAL SUCCESS PLAN

Student's Name: Clinical Date:

Course:

Reason for Plan:

Expected Student Outcome:

Referring Faculty Signature: Date:

Clinical Plan Steps:

1. The student will follow the process of scheduling time in the lab for the specified review.
2. The student will complete a self-guided review related to the identified clinical issue within 5 business days of meeting with clinical faculty. This review will utilize resources such as ATI skills modules, textbooks, lab modules, etc., used previously in the program to teach this skill.
3. The student will come to the lab prepared for an effective practice session at the scheduled time.
4. At the completion of the practice session, the student will demonstrate proficiency of the skill to the Lab Coordinator/designee. If unsuccessful, additional practice time should be scheduled.
5. A copy of the completed form will be forwarded to the Academic Success Coach by the Lab Coordinator. The Academic Success Coach will place the form in the student file and will document a brief note in Starfish.
6. The student will share a copy of the completed plan with the Clinical Instructor.

Lab Coordinator/Designee Comments:

☐ No further practice time required.

☐ Further practice time recommended. The next practice session is scheduled on: _____

Lab Coordinator's/designee signature: _____ Date: _____

Student's Signature: _____ Date: _____

Academic Success Plan - General

STUDENT'S NAME: **DATE:**

COURSE:

PURPOSE OF THE ACADEMIC SUCCESS PLAN:
The College of Nursing's Academic Success Program is a proactive approach to support academic achievement. Students, in collaboration with the Academic Success Coach and the nursing faculty, are strongly encouraged to actively participate in the Academic Success Program. Participation in the Academic Success Program is voluntary and student accountability is recognized as an important characteristic of academic success. The student is responsible for follow through and completion of an Academic Success Plan.

REASON FOR CONTACT:

PLAN:

EXPECTED OUTCOMES:

STUDENT GOALS:

The next meeting date is: _____

The Academic Success Plan is designed to support academic achievement. Students are strongly encouraged to actively participate in the Academic Success Plan.

___**I agree to actively participate in the Academic Success Plan.**
___**I choose not to participate in the Academic Success Plan.**

_____   _____   _____
Student Signature   **Academic Success Coach Signature   Date**

6/01/2016
Revised 8/1/2016

ACADEMIC DIFFICULTY NOTIFICATION LETTER INDEX

<div align="center">

Academic Difficulty Notification Letter

</div>

Date

Dear (Student's Name):

One of the charges of the College of Nursing's (CON) Undergraduate Admissions and Standards Committee is the mid-course identification of students experiencing academic difficulty. Data collected over the years indicate that those who seek help early successfully complete the course. We are committed to helping you succeed in the nursing program.

We have been notified that you are experiencing difficulty in the (Theory / Clinic) portion of (Course). While the ultimate responsibility for success in a course is yours, we suggest the following steps to assist you in attaining that success:

- ➢ Meet with the Course Coordinator and/or clinical instructor for specific suggestions related to your success in the course.

- ➢ Obtain suggestions from your faculty adviser and/or the CON Academic Success Coach about University resources such as counseling services, testing assistance, study skills, or peer tutoring.

- ➢ If either one of the above actions is unsatisfactory to you, you may contact me for the assignment of an advocate from the Committee.

Any student who unsuccessfully attempts the same required nursing course or two different required nursing courses will be dismissed from the nursing major. Please review the complete Academic Progression Policy in the student handbook, which is located on the CON website: https://www.nursing.psu.edu/student-handbooks/

Please let us know if we can be of further assistance to you. We wish you success in the future.

Sincerely,

Mary Anne Ventura, RN, MEd, MS
Chair, Undergraduate Admissions and Standards Committee

cc: (Academic or Faculty Adviser & Course Coordinator)

Rev. 3/6/2016, 2/26/18, 10/5/18