

Bachelor of Science in Nursing

STUDENT HANDBOOK

Second Degree Option



PennState
Ross and Carol Nese
College of Nursing



PennState
Ross and Carol Nese
College of Nursing

The Pennsylvania State University
Ross and Carol Nese College of Nursing
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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: 2/17/26

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WELCOME FROM THE DEAN

Welcome to the Second Degree Bachelor of Science in Nursing (BSN) program at the Penn State Ross and Carol Nese 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 Ross and Carol Nese College of Nursing. The future of nursing will be in your capable hands---make us Penn State proud!

Be Well,

A handwritten signature in cursive script that reads "Laurie Badzek".

Laurie Badzek, LLM, JD, MS, RN, FNAP, FAAN
Dean and Professor
Ross and Carol Nese College of Nursing

WELCOME FROM THE ASSOCIATE DEAN FOR UNDERGRADUATE NURSING 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 doctoral prepared nursing faculty members are ready to guide your learning experiences.

The Ross and Carol Nese 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 Ross and Carol Nese 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 Brown, PhD, RN, CNE
Associate Dean for Undergraduate Nursing Education
Ross and Carol Nese College of Nursing

ROSS AND CAROL NESE COLLEGE OF NURSING – ABOUT US

MISSION

WE ARE creating nurse leaders to transform lives and health around the world.

Revised: April 2020

VISION

WE WILL redesign the landscape of health and nursing science through education, research, innovation, practice, and service.

Revised: April 2020

VALUES

The Ross and Carol Nese College of Nursing values align with [the Penn State Values](#) and are our shared ideals about how people should act toward one another, the standards to which we hold ourselves, and those beliefs we find important. While aspirational in nature, the Penn State Values articulate nursing's ethical principles and should guide our actions and decisions as members of the Penn State community.

Integrity: We act with integrity and honesty in accordance with the highest academic, professional, and ethical standards.

Respect: We respect and honor the dignity of each person, embrace civil discourse, and foster a diverse and inclusive community.

Responsibility: We act responsibly, and we are accountable for our decisions, actions, and their consequences.

Discovery: We seek and create new knowledge and understanding, and foster creativity and innovation, for the benefit of our communities, society, and the environment.

Excellence: We strive for excellence in all our endeavors as individuals, an institution, and a leader in higher education.

Community: We work together for the betterment of our University, the communities we serve, and the world.

Align with Penn State Values April 2020
Revised Summer 2020

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.ccnaccreditation.org>

CONTACT INFORMATION

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Campuses offering the Second Degree program option are:

Penn State Altoona; Penn State Erie, The Behrend College; and Penn State Harrisburg

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***NOTE:** Director/Chair for Undergraduate Nursing Education is referred to as Director throughout the student handbook.

COUNCILS AND COMMITTEES

Students are represented on the following Ross and Carol Nese College of Nursing Councils and Committees:

BSN Council
RN to BSN Council
Equity and Inclusion Committee
Graduate Affairs Committee
Undergraduate Affairs Committee

Student representatives are appointed for each committee.

END OF PROGRAM LEARNING OUTCOMES

The Bachelor of Science Degree in Nursing (B.S.N.) prepares professional practitioners in areas of health promotion and maintenance, illness care, and rehabilitation.

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

Revised: 02/04
Reviewed: 2014
Revised Spring 2016: Effective Fall 2016
Revised: Spring 2024

UNDERGRADUATE NURSING PROGRAM 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

According to Penn State policy G-9: Academic Integrity, an academic integrity violation is “an intentional, unintentional, or attempted violation of course or assessment policies to gain an academic advantage or to advantage or disadvantage another student academically.” Unless your instructor tells you otherwise, you must complete all coursework entirely on your own, using only sources your instructor has permitted. You may not assist other students with papers, quizzes, exams, or other assessments. If your instructor allows you to use ideas, images, or word phrases created by another person (e.g., from Course Hero or Chegg) or by generative technology, such as ChatGPT, you must identify their source and specific queries, words, question, or phrases utilized.

You may not submit false or fabricated information, use the same academic work for credit in multiple courses, or share instructional content. Students with questions about academic integrity should ask their instructor before submitting work.

Students facing allegations of academic misconduct may not drop/withdraw from the affected course unless they are cleared of wrongdoing (see G-9: Academic Integrity). Attempted drops will be prevented or reversed, and students will be expected to complete coursework and meet course deadlines. Students who are found responsible for academic integrity violations face academic outcomes, which can be severe, and put themselves in jeopardy for other outcomes, which may include ineligibility for Dean's List, pass/fail elections, and grade forgiveness. Students may also face the consequences from the Ross and Carol Nese College of Nursing and/or The Schreyer Honors College.

University Academic Integrity Leadership Community, Spring 2023

STUDENT ETHICAL BEHAVIOR POLICY

The Pennsylvania State University Ross and Carol Nese College of Nursing (Nese CON) Student Ethical Behavior Policy provide specific details for students, faculty and administrators relative to student ethical behaviors, documentation and the appeal process.

I. Student Ethical Behaviors

Penn State Nese CON students are expected to display behaviors that reflect the American Nursing Associations' Code of Ethics for Nurses* as well as the [Penn State Student Code of Conduct](#) and the [University and Nese CON Values](#). Students will be held accountable for exhibiting these Values of integrity, respect, responsibility, discovery, excellence and community.

- A. Student Ethical Behavior Policy is available in the [student handbooks](#).
 - 1. All students in the Nese CON Nursing programs acknowledge that they have read and understand all policies and information contained within the Student Handbook by submission of the Student Notification of Program Requirements form as part of the annual required compliance package.
- B. Students will comply with the Penn State Student Code of Conduct.
- C. Students will comply with all policies and restrictions of clinical partners, affiliated facilities and the nursing program (e.g., dress code, cell phone policy, parking, tattoos, body art, etc.)
- D. Students will employ communication skills (e.g., verbal, non-verbal, written) that respect the dignity and worth of others.
- E. Students will practice integrity and honesty in all actions and communications and avoid deceit, deception, lying, and any attempt to derail or mislead others.
- F. Students will use nonviolent communication while discussing facilities and resolving conflicts with faculty and peers. Students are encouraged to reference the conflict resolution resources available in the [student handbooks](#).
- G. Students will demonstrate appreciation for the various backgrounds and perspectives of others.
- H. Students will treat everyone with dignity and respect including peers, faculty, patients, and others.
- I. Students will honor confidentiality and privacy of patients, faculty, staff and peers (e.g., no social media posts, no in-class discussions).
- J. Students will avoid defamation of clinical partners, faculty, and peers.
- K. Any form of verbal, psychological, stalking and physical intimidation or aggression will not be tolerated.
- L. Students are expected to be accountable, to be on time for classroom and clinical experiences, and to submit all assignments on time and as requested by faculty.
- M. Students will submit program clearances and compliances as requested and within the established timeframe.
- N. Substance abuse and intoxication (classroom, clinical, Nese CON affiliated activities) will not be tolerated and will be addressed through appropriate channels.
- O. Students should be proud of their status as a Nese CON student and use these privileges appropriately. Students should neither represent themselves as a student nurse nor provide care unless in a scheduled student clinical experience.

II. Definitions

- A. “Incident”: An event that is reported and includes behaviors that may or may not be consistent with the American Nursing Associations’ Code of Ethics for Nurses* as well as the [Penn State Student Code of Conduct](#) and the [University and Nese CON Values](#).
- B. “Violation”: Behavior that is determined to be inconsistent with the American Nursing Associations’ Code of Ethics for Nurses* as well as the [Penn State Student Code of Conduct](#) and the [University and Nese CON Values](#).
- C. “Sanction”: A disciplinary action taken against a student for violating the American Nursing Associations’ Code of Ethics for Nurses* as well as the [Penn State Student Code of Conduct](#) and the [University and Nese CON Values](#).
- D. “Program Director”: Chair for Undergraduate Nursing Education at Penn State Behrend or Penn State Harrisburg, or Director for Undergraduate Nursing Education at a Penn State campus that offers the BSN program.
- E. “BSN Council Student Ethical Behavior Policy Violation Ad-hoc Committee”: Three members appointed by the council chair annually to provide consultation regarding student ethical behavior policy violations.

III. Evaluating Student Behaviors

If a person observes a student displaying behavior that does not align with expected standards of Student Ethical Behavior, follow these steps:

- A. The person(s) who observes the behavior must notify a faculty member in the Program that the student is assigned.
NOTE: Criminal behavior must be reported immediately to the appropriate authorities.
- B. The faculty member will assess whether the behavior may warrant a sanction.
 - 1. The faculty member will meet and discuss with the student either in person or via video conferencing (Zoom/Teams) the suspected or alleged violation and possible sanction(s).
 - 2. The faculty member will follow up the discussion with an email to the student summarizing the discussion.
 - a. If the Faculty member determines that the behavior does not warrant a sanction, the inquiry ends, and the faculty member may complete the Student Ethical Behavior Documentation form as “Unfounded” but does not document the incident in the student’s file.
 - b. If appropriate, the faculty member may refer student for counseling or other services that can be found at [Red Folder at Penn State](#) .
- C. Automatic sanctions will be imposed for criminal violations, Penn State Code of Conduct violations, and founded academic integrity violations†.

IV. Actions When a Sanction is Warranted

- A. The Program Director and the faculty member must determine if suspected or alleged incident is a violation of the Student Ethical Behavior Policy. The faculty member or Program Director may request consultation from the BSN Council Student Ethical Behavior Policy Violation ad-hoc committee..
 - 1. If the incident is determined to be a violation, the level of the sanction must be determined, and the faculty member will document in Starfish as “Ethical Behavior Sanction Level ___.” No details about the incident will be added in Starfish.
 - 2. Sanctions are not required to progress from level 1 to level 3. Serious violations may necessitate immediate dismissal from the program and will be determined by the faculty member(s) and the Program Director after consultation with the Assistant Dean(s). The immediate dismissal action must be approved by the Nese CON Dean.
 - 3. Levels of violations:

- a. Ethical Behavior Sanction Level 1 (FIRST VIOLATION):
 - i. Students will receive a written warning which will include documentation that will be placed in the student file and purged upon graduation.
 - ii. For any first-time found Academic Integrity violation in a non-nursing or nursing course, the academic integrity sanctions will be documented as an Ethical Behavior Sanction level 1 (FIRST VIOLATION).
 - iii. For any sanctions reported by the Office of Student Accountability and Conduct Response (OSACR), in most cases, the sanction level will be documented as an ethical behavior violation level 1. More severe incidents may be elevated to a violation level 2 (SECOND VIOLATION) or level 3 (THIRD VIOLATION) sanction.
- b. Ethical Behavior Sanction Level 2 (SECOND VIOLATION): Student will receive a second written warning. The Program Director will consult with the Assistant Dean(s) prior to meeting with the student. The warning will include documentation that will be placed in the student file and purged upon graduation.
- c. Ethical Behavior Sanction Level 3 (THIRD VIOLATION): Student will receive a third written warning which will be reviewed by the Assistant Dean(s) for consideration of dismissal from the program. The warning will include documentation that will be placed in the student file and will be retained for three years' post-graduation.
4. †Criminal violations must be reported immediately to the appropriate authorities and will be subject to the Nese CON Student Ethical Behavior Policy and result in sanctions up to and including dismissal from the Program.
5. †Penn State Student Code of Conduct violations are to be reported to the University's Office of Student Accountability and Conflict Response (OSACR). In addition, these violations will be subject to the Nese CON Student Ethical Behavior Policy and will result in sanctions up to and including dismissal from the Program.
6. †Any first-time founded Academic Integrity violation in a credit-bearing course (non-nursing or nursing course) in addition to the academic integrity sanctions will be documented as an Ethical Behavior Sanction level 1 (FIRST VIOLATION). Subsequent founded academic integrity violations may necessitate immediate dismissal from the program and will be determined by the Program Director after consultation with the Assistant Dean(s). The immediate dismissal action must be approved by the Nese CON Dean.

V. Documentation

The Student Ethical and Behavior Documentation Form must be completed as follows:

- A. Student name and PSU ID number
- B. Description of Incident: Enter the description of the incident; include pertinent information such as dates, times, and places.
- C. Documentation of Initial Meeting/Discussion with Student:
 1. Complete after initial discussion with the student. Include student response to the allegation.
- D. Outcome
 1. The faculty member(s) will document the outcome of the meeting and sanction determination in the appropriate area on the form.
 2. If the faculty member determined that the behavior does not warrant further inquiry, the faculty member enters a comment under "Unfounded" and sends the form to the Program Director.

- E. Sanctions: Select the appropriate level of sanction and enter a comment and the date.
- F. Signatures: The faculty members involved in determining the sanction level will sign the form.
- G. Documentation of Meeting with Student to Communicate Sanction Level: Faculty member(s) will meet with the student, communicate the level of the sanction to be imposed, and document pertinent information on the form.
 - 1. More than one faculty member is recommended to attend the meeting with the student.
 - 2. The Program Director is not required to be present; however, they must sign the Student Ethical Behavior Documentation form.
 - 3. The student will be referred to counseling services and/or other resources found at [Red Folder at Penn State](#).
- H. Student Comments: The student will be offered the opportunity to add written comments and sign the form. Should the student refuse to sign the form, the faculty member will enter "Refused" in the signature line.
- I. After the Student Ethical Behavior Policy form is completed and signed, the faculty member will complete documentation in Starfish and file the form in pdf format.
 - 1. The faculty will document information in Starfish regarding the sanction.
 - a. For levels 1-3, enter "Ethical Behavior Sanction Level ___."
 - b. For program dismissal, enter "After consultation with the Dean, student dismissed due to Student Ethical Behavior Policy violation."
 - i. The Program Director will notify involved faculty members, the faculty adviser, the Assistant and/or Associate Dean and the Dean (if applicable) of the outcome.
 - 2. The completed form will be filed as follows:
 - a. Forms that reflect program dismissals will be filed in the Dean's office. The forms will be purged after three years.
 - b. Forms that reflect Ethical Behavior Sanction Level 3 (THIRD LEVEL) will be placed in the student file. The forms will be purged after three years.
 - c. Forms that reflect an Ethical Behavior sanction Level 1 or Level 2 (FIRST or SECOND LEVEL) will be placed in the student file. The forms will be purged upon graduation.
 - d. Program Directors will maintain a record of the Ethical Behavior violations and sanctions (without student names). The record will be submitted annually to the Associate Dean or designee for review, trending, and quality improvement purposes.

VI. Appeal Process

Students may appeal the Ethical Behavior violation and sanction by following the appeal process below.

- A. The student may appeal the ethical behavior decision/sanction within 10 business days of receiving the Student Ethical Behavior Documentation form.
- B. The written appeal letter must specify the reason the student believes this was not a violation.
- C. The student will send the written appeal letter via hard copy or email to their Associate Dean.
- D. The Associate Dean will review the student appeal letter and provide a written response to the student within 5 business days of receiving the student's letter of appeal.

1. The Associate Dean's letter will indicate whether the violation/sanction(s) documentation will be upheld or purged from the student record.
 2. This decision is final.
- E. All appeal documentation will be filed with the original Ethical Behavior Documentation Form.
- F. If the student ethical behavior sanction is program dismissal, the student may appeal the dismissal.

***American Nurses Association Code of Ethics for Nurses**

- Provision 1: The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
- Provision 2: A nurse's primary commitment is to the recipient of nursing care, whether an individual, family, group, community, or population.
- Provision 3: The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.
- Provision 4: Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.
- Provision 5: The nurse has moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.
- Provision 6: Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.
- Provision 7: Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.
- Provision 8: Nurses build collaborative relationships and networks with nurses, other healthcare and non-healthcare disciplines, and the public to achieve greater ends.
- Provision 9: Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.
- Provision 10: Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

Source: American Nurses Association. (2025). Code of ethics For nurses.
<https://codeofethics.ana.org/provisions>

Approved May 4, 2021
Revised Spring 2023; edited Summer 2023
Revised Spring 2025; edited Summer 2025

**Penn State University
 Ross and Carol Nese College of Nursing
 Student Ethical Behavior Documentation Form**

Student Name:	PSU ID:
Description of Incident (include date, time, and place):	
Documentation of Initial Meeting/Discussion with the Student:	
Outcome:	

Sanctions:

Level	Comment	Date
Unfounded		
First Level		
Second Level		
Third Level		
Program Dismissal		

Faculty Signature: _____
 Faculty Signature: _____
 Program Director's Signature: _____

Date: _____
 Date: _____
 Date: _____

Documentation of Meeting with Student to Communicate Sanction Level:

Faculty Signature: _____
 Faculty Signature: _____
 Program Director's Signature: _____

Date: _____
 Date: _____
 Date: _____

Student Comments:

**Further Violations will result in further sanctions up to and including dismissal from the nursing major.
 (Program dismissal will be documented in Starfish)**

Student's Signature: _____

Date: _____

CLASS AND CLINICAL ATTENDANCE POLICY

Attendance in class 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 missed classes may be reflected in your grade as outlined in the course syllabus. Students are expected to review the class objectives and complete any assigned readings or other pre-work prior to each class.

Attendance at all scheduled clinical activities is mandatory. Students who must miss a clinical event for unavoidable reasons **must** communicate with the appropriate faculty member **prior to the scheduled event** as directed in the course syllabus. Make-up assignments for missed clinical experiences are mandatory clinical hours that will be determined by the course faculty. If a student fails to report to a clinical experience and has not notified the appropriate instructor prior to the event this will be considered an unexcused absence. **An unexcused clinical absence may result in failure of the course.**

Approved: BSN Council 12/2017
Revised: 2/2024

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 Ross and Carol Nese 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 Nese 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
<u>Cognitive</u> 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)	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

<p><u>Communication*</u></p> <p>1.c (compassion) 1.d (privacy, dignity) 3.c (respects preferences) 7.f (civility, kindness, dignity, respect) 7.g (professionalism)</p>	<ul style="list-style-type: none"> Engage in professional, goal directed communication with respect, sensitivity, honesty, and fairness Demonstrate respect for diversity as it relates to communication styles 	<ul style="list-style-type: none"> Accurately follow verbal and written instructions. Share pertinent information with Joint Commission (JCAHO) regulatory guidelines Demonstrate appropriate use of therapeutic communication skills. Utilize appropriate verbal and non-verbal language and responses
<p><u>Behavioral/Emotional Stability*</u></p> <p>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)</p>	<ul style="list-style-type: none"> 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, Ross and Carol Nese 	<ul style="list-style-type: none"> 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

	College of Nursing, and clinical agency policies	
<u>Motor Skills</u> 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)	<ul style="list-style-type: none"> • Students must possess the needed motor skills, physical 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 	<ul style="list-style-type: none"> • Examples of needed motor skills include the ability to perform CPR, support and transfer patients. Manual dexterity sufficient to carry out procedures and operate medical equipment. Prepare and administer medications
<u>Interpersonal Skills*</u> Refer to Communication & Behavioral/Emotional Criteria	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<u>Sensory</u> 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)	<ul style="list-style-type: none"> • 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 • Students must be able to correctly interpret information gained through physical examination and observation 	<ul style="list-style-type: none"> • 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 Ross and Carol Nese College of Nursing (Nese CON) for an immediate meeting with the campus Director for Undergraduate Nursing Education. If the Director is unavailable, a meeting will be held within one business day with an appropriate administrative representative of Nese CON.
3. Transportation of the student from the clinical site to the Nese CON or healthcare facility shall be determined by the resources available to the specific Nese CON campus policy and resources. Possible resources may include transportation by ambulance, public transportation (student will be responsible to cover cost), family, or friend. Faculty will consult with Nese 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 Nese CON 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 Accountability and Conflict Response, 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. Nese 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 Nese 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 Nese CON and service provider. No information shall be shared with Nese CON faculty or personnel unless there is a clear need to know.
3. The student and Nese CON representative(s) will review and sign a return to clinical practice agreement, which is reflective of the student's individual needs.
4. Nese CON and/or clinical facility have the right to implement a remediation plan on the student's return to clinical experiences.
5. Nese 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 Nese 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 Nese 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 Nese 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 Nese CON shall convene a hearing committee, consisting of three (3) faculty members from the Nese 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

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 actual or perceived age, race, color, ancestry, national origin, sex, sexual orientation, gender, gender identity, physical or mental disability, religion, creed, service in the uniformed services (as defined in state and federal law) veteran status, marital or family status, pregnancy, pregnancy-related conditions, genetic information or political ideas are not tolerated and can be reported through Educational Equity at the Report Bias site: <https://equity.psu.edu/report-bias>.

Approved: Fall 2017
Revised: Spring 2024

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. Student Disability Resources (SDR) website provides [contact information for every Penn State campus](#). For further information, please visit the [Student Disability Resources website](#).

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 [See documentation guidelines](#). If the documentation supports your request for reasonable accommodations, your campus disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early as possible. You must follow this process for every semester that you request accommodations.

Students with disabilities participating in internship, practicum, student teaching, or other experiential learning opportunities as part of their degree requirements may also be eligible for reasonable accommodations to ensure equal access and opportunity. These accommodations are determined through an interactive process involving the student, their University supervisor, and the site supervisor. Student Disability Resources can assist students with identifying potential barriers, facilitating accommodation requests, and coordinating with University supervisors to promote inclusive learning experiences.

University Policy, Confirmed by faculty 06/04
Revised Spring 2026

EQUITY AND INCLUSION STATEMENT

The faculty and staff of the Ross and Carol Nese College of Nursing are dedicated to fostering an inclusive and equitable environment in the classroom, within the University, and throughout the nursing profession. We respect and value the unique perspectives and experiences shaped by differences in culture, age, race, color, ancestry, national origin, sex, sexual orientation, gender identity, physical or mental ability, religion, creed, service in the uniformed services, veteran status, marital or family status, pregnancy or pregnancy-related conditions, genetic information, political beliefs, and other characteristics. By embracing these differences, we enrich the learning experience, advance the nursing profession, and support both personal and professional growth for all individuals.

Approved by BSN Council: 4/15/2025

POLICY FOR REQUESTING STUDENT RECORDS

Applies to all records retained by the Ross and Carol Nese College of Nursing (Nese CON).

1. All students are to retain a copy of all compliance records prior to online submission to American DataBank. All compliance documentation is stored through American DataBank. The Nese CON 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 Nese CON.
3. The Nese CON will provide a copy of records such as evaluations and remediation plans upon request by the student.

Approved: Spring 2012
Edited: 2/2020
Reviewed: Fall 2023

ACADEMIC ADVISING

ACADEMIC ADVISER

The advisers in the Ross and Carol Nese 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 Director for Undergraduate Nursing Education.

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-in Hours 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. Check with your campus Nursing office to find out if you may schedule an appointment online through [Starfish](#).
- 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, cancel online, 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, 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 Suggested Academic Plan and degree audit, 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 in a timely manner.
 - 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.

STUDENT WELLNESS AND RESOURCES

STUDENT WELLNESS

The Ross and Carol Nese College of Nursing (Nese CON) is committed to supporting the personal health and well-being of all students. Maintaining wellness is essential for success in the nursing program and for preparing to provide safe, compassionate, and effective patient care. At the Nese CON, wellness is integrated into the curriculum through the professional development course series (First-year Seminar or campus equivalent, NURS 250, NURS 350, and NURS 450).

Wellness is emphasized nationally through the American Association of Colleges of Nursing (AACN) Essentials Domain 10: Personal, Professional, and Leadership Development, which highlight self-care, resilience, and well-being as core competencies. The American Nurses Association (ANA) Code of Ethics affirms the nurse's responsibility to safeguard their own health as a professional obligation. Competency-Based Education (CBE) recognizes wellness as a foundational element for lifelong learning and the development of professional identity.

Student wellness has many dimensions, including physical, emotional, intellectual, social, spiritual, financial, cultural, creative, digital, environmental, career, and service. Healthy practices, such as getting adequate sleep, maintaining proper nutrition, staying hydrated, engaging in regular physical activity, and managing stress, are encouraged as part of these dimensions. By developing healthy habits, students strengthen their ability to manage challenges, maintain balance, and thrive academically, professionally, and personally.

Resources available to nursing students include Nese CON wellness initiatives, Student Affairs resources, University Health Services, and Counseling and Psychological Services (CAPS). These services and activities are designed to enhance student well-being and address challenges that may arise during academic and clinical experiences. Together, these supports provide a foundation for balance, resilience, and success as a nursing student.

BSN Council 9.8.25

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

The Ross and Carol Nese College of Nursing is pleased to offer counseling services to all students. These services are aimed at providing time-limited professional counseling for personal and academic difficulties. Medication evaluations and assessment of required referrals can also be completed. There is no cost to students who use this service, and all records are confidential. They are NOT part of your school file. They are treated as health records and therefore are protected under federal law from being disclosed without your permission.

The CAPS staff specialize in working with undergraduate and graduate students to help address 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 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.cnaclases.org/nursing-student-mental-health/>.

Penn State Crisis Line (24 hours/7days/week): 877-229-6400
Crisis Text Line (24 hours/7days/week): Text LIONS to 741741
National Suicide and Crisis Lifeline: Call 988

For more information on the services offered at your campus, please refer to the following:

Altoona:

Visit [Penn State Altoona Counseling and Psychological Services \(CAPS\)](#) 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

Behrend:

Visit [the Counseling Center](#) for more information.

Or for immediate crisis information, see the following information:

Emergencies – Call 911

CAPS Main Phone Number – 814-898-6504

CAPS Location – 212 Erie Hall

Harrisburg:

Visit [Counseling and Psychological 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 by 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.

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.

BSN PROGRAM CURRICULUM

ESTIMATED ADDITIONAL COST FOR NURSING STUDENTS

Students in the undergraduate nursing program will incur expenses including uniform and clinical items, compliance expenses, expenses related to course work, and transportation to clinical sites. These expenses are in addition to costs borne by all students such as tuition and fees, room and board, textbooks and non-NURS classroom expenses or materials, and other living expenses. (Note that University costs may vary by campus.)

Two expenses that are required but vary greatly in price are:

- a car (or reliable transportation), and
- a laptop which meets the system requirements for ATI and ExamSoft (**NOT** a Chromebook, iPad, tablet, or phone as they do not support Nursing software packages)

Estimated Cost sheet for incoming Undergraduate SCND Nursing Students 2025-26

ITEM	1 st year	2 nd year
Uniform and Clinical Items (one time)	\$611.00	-
Estimated Compliance Expenses	\$364.95	\$189.95
Assessment Technologies Institute (ATI)*	\$1,590.00	\$1,559.00
ExamSoft (\$33.34 /semester)**	\$66.68	\$33.34
TOTAL	\$2,632.63	\$1,782.29

NOTE: Estimated costs are based on information effective June 2025 and are subject to change. Total does not include the cost of a laptop or a car (or the expenses associated with a car).

*The total ATI Complete Package fee is determined by resources included at the time the student enters the program and is spread out over two years. Fees are subject to change.

**Spring payment for ExamSoft covers summer access – no additional fee for summer.

June 2025

NURSING ACADEMIC REQUIREMENTS/DEGREE AUDIT

The *Academic Requirements* is how the Ross and Carol Nese College of Nursing tracks progress towards graduation. Your Academic Requirements can be accessed through LionPATH: (<https://lionpathsupport.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 Integrative Studies, 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 BSN 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:

NURS 306; 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. Exams may be faculty made or derived from ATI Dosage Calculations 3.0. Note: Only exams 1 and 2 may be taken from ATI Dosage Calculations 3.0.
- d. 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.
- e. 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. ATI Dosage Calculations 3.0 may be used for remediation and practice.

Approved: 8/26/2013
Editorial Changes: 9/2013
Effective Date: 1/2014 (Spring 2014)
Revised Spring 2019
Revised Summer 2021

**SUGGESTED ACADEMIC PLAN for Second Degree in Nursing (NURS/SCND)
for students at Penn State Altoona, Penn State Behrend, and Penn State Harrisburg**

Effective Fall 2021: NEW Curriculum & Integrative Studies. See IMPORTANT NOTES below.

Semester 1 (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	3
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
		NURS 302 Clinical Judgement in Nursing (MED-SURG Immersion)	1
		NURS 480 Preparation for Nursing Licensure Exam (NCLEX Prep)	2
Total Credits:	14	Total Credits:	14
		Overall Total Credits	60

See IMPORTANT NOTES below See IMPORTANT NOTES below See IMPORTANT NOTES below

IMPORTANT NOTES

1. The SCND curriculum is sequential and prescribed. All courses must be successfully completed, in sequence, with a grade of “C” or higher to progress to the next semester.
2. All courses require a quality grade of C or better. All **NURS** courses define “C” as 75% or higher.
 - a) See the Nese College of Nursing Grading Scale and Nursing Progression Policy in the *Second Degree BSN Nursing Handbook* available on the [Nese CON website](#).
3. “US, IL”, and “US; IL” are attributes used to designate courses that satisfy University United States/International Cultures requirements. “W” is the attribute used to designate courses that satisfy University Writing Across the Curriculum requirement. These University requirements are integrated into the Nursing curriculum (NURS 250, NURS 415, and NURS 200W) and do not require additional courses to be taken.

Revised: Fall 2021
Notes Revised: Spring 2024 BSN Council

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

Each semester hour in *lecture* = 50 minutes contact

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

Therefore, 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. Enforced Prerequisite: STAT 200 or STAT 250, NURS 225

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

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

Enforced 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.

Enforced Prerequisite: NURS 225, NURS 230

NURS 302 Clinical Judgement in Nursing 1 SH (0,1) 45 hour faculty supervised clinical experience that focuses on the care of the adult medical surgical patient population

Enforced Prerequisite: NURS 225; NURS 301; NURS 305

NURS 305 Introduction to Pharmacological Concepts – 3 SH (3,0) Study of basic concepts of pharmacology and relevant nursing implications.

Enforced Prerequisite: NURS 225, NURS 230 ; or approval of program

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

Enforced Prerequisite: 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.

Enforced 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.

Enforced Prerequisite: 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.

Enforced Prerequisite: NURS 225; NURS 230

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.

Enforced Prerequisite: NURS 305

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.

Enforced Prerequisite: NURS 305

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.

Enforced Prerequisite: NURS 305

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.

Enforced Prerequisite: NURS 305

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.
Enforced Prerequisite: NURS 305

NURS 450B Professional Role Development III: Clinical Capstone – 3 SH (0,3) 400 level clinical capstone course that emphasizes the integration and application of theory and evidence based practice. Enforced Prerequisite: NURS 305; 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.
Enforced Prerequisite: all 300-level required NURS courses must be completed

NURS 480 Preparation for Nursing Licensure Exam - 2(SH 2,0) Preparation for NCLEX® Nursing Licensure Exam: Critical Thinking and Exam Preparation Strategies
Enforced Prerequisite: NURS 405A; Concurrent: NURS 450B

CLINICAL CAPSTONE

NURS 450B, clinical capstone course, is designed to expand the scope of nursing practice of 400 level 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. Utilize therapeutic communication in the health care setting to enhance patient care
2. Synthesize the process of a multidisciplinary approach to enhance patient care
3. Apply critical thinking skills to prioritize care management
4. Demonstrate safety and accountability with all aspects of patient care
5. Describe aspects of evidence based practice with patient diagnoses and care
6. Provide culturally competent care—physically, emotionally, and spiritually

Revised Spring 2022

Student Evaluation of Preceptor

THE PENNSYLVANIA STATE UNIVERSITY COLLEGE OF NURSING
Student Evaluation of Preceptor/Mentor

Preceptor/Mentor Name: _____ Date: _____

Please answer the questions below using the rating scale that follows:

7 = strongly agree

3 = mildly disagree

6 = agree

2 = disagree

5 = mildly agree

1 = strongly disagree

4 = neutral

0 = not applicable or cannot evaluate

____ 1. The preceptor/mentor was able to support the student in meeting the objectives identified by the student/faculty for the assignments and/or experiences.

Comment: _____

____ 2. The preceptor/mentor assisted with selecting assignments and/or experiences which enhanced student learning.

Comment: _____

____ 3. The preceptor/mentor assisted with selecting assignments and/or experiences which were challenging and within the scope of the student's ability.

Comment: _____

____ 4. The preceptor/mentor was available for assistance.

Comment: _____

____ 5. The preceptor/mentor was a positive role model for professionalism.

Comment: _____

____ 6. The preceptor/mentor was able to relate the assignments and/or experiences to evidence based practices.

Comment: _____

____ 7. The preceptor/mentor demonstrated respect for the student, and if applicable clients and clinical personnel.

Comment: _____

____ 8. The preceptor/mentor provided meaningful and objective feedback to the student regarding assignments and/or experiences.

Comment: _____

____ 9. The preceptor/mentor communicated as needed with the student and course faculty (if applicable) to discuss student progress and maintain open communication.

Comment: _____

Regardless of how you rated your experience, we value your feedback. Please take a moment to share with us how your preceptor/mentor experience went. We will use this to improve future preceptor/mentor experiences.
Comments:

ASSESSMENT TECHNOLOGIES INSTITUTE (ATI)

ATI (Assessment Technologies Institute®) Complete Partnership is a technology-based educational assessment and testing program. The program focuses on helping students succeed in the development of essential skills needed to excel in the classroom throughout the program and ultimately pass the licensure examination (NCLEX). All graduates must pass the NCLEX 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.

ATI secure testing will be implemented either in the classroom with a faculty proctor or using ATI's remote proctoring partner, Proctorio. Students will be required to meet all computer requirements for Proctorio and ATI's [minimum technical requirements](#).

The following is a summary of the ATI testing that students are exposed to across the nursing curriculum.

NOTE: To provide students with the best technology based education assessment package and contain cost, each year the Nese CON negotiates with ATI to establish a set fee for the new cohort of students. That fee is divided across year one and two and is charged to the students' tuition account, which is an eligible cost covered by financial aid.

All ATI materials and resources are available to students at the beginning of their second year. Additional materials are available for purchase through ATI as well as numerous resources that are available on the ATI website at no additional cost.

The cost associated with the ATI Complete Package bundle (Review books, skills modules, handouts, tutorials, quiz banks, adaptive quizzing, remediation, virtual simulations, electronic health record, practice and proctored online assessments, and the NCLEX live review and virtual-ATIa) is the student's responsibility, and all students are required to purchase the package and utilize the resources throughout the nursing program as detailed in each course. Students will have access to the majority of their ATI bundle for one year post graduation.

ATI assessment testing results are a designated portion of the course grade, identifies content areas needing further study for mastery of the content and supports successful completion of the licensure examination (NCLEX).

Annual ATI Fees are NOT refundable after the first day of classes of the fall semester.

Revised Summer 2020; Nov 2021; Summer 2022
Summer 2023

ATI Placement in the SCND BSN Curriculum

GENERAL INFORMATION

Course Specific Proctored Exams

- Administered end of course during regularly scheduled class time.
 - Exceptions: Critical Thinking Entrance and Exit Exams
- Online proctored exams with NGN questions (all students must have a laptop)
- 40-120 minutes in length

Targeted Assessments

- Divided between NURS 225, 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 240 minutes, is administered twice in the final semester
 - Last semester, mid-course – (basis of focused ATI LIVE REVIEW)
 - Last semester – After remediation and ATI LIVE REVIEW
 - 180 questions

ATI Testing Placement in the Curriculum*

NURS 250:

- Self-Assessment Inventory (Non-Proctored)
- **Critical Thinking Entrance (Proctored) – Fall – No later than Week 3 (40 minutes)**

NURS 225:

- **Targeted Med Surg–**
 - Gas Exchange and Oxygenation
 - Fluid, Electrolyte, and Acid-Base Regulation

NURS 301:

- **Fundamentals (Proctored) – Week 13 (90 minutes)**
- **Fundamentals (Proctored Retake if needed) – Week 15 (90 minutes)**
- **Targeted Med Surg**
 - Cardiovascular, Perioperative, Respiratory

NURS 310:

- Targeted Med Surg Assessments
 - Endocrine, Neurosensory/Musculoskeletal, Renal/Urinary, Gastrointestinal

NURS 306:

- **Nursing Care of Children (Proctored) – Summer (90 minutes)**
- **Nursing Care of Children (Proctored Retake if needed) – Summer – Last week 15 (90 minutes)**

NURS 320:

- **Maternal Newborn (Proctored) – Summer – (90 minutes)**
- **Maternal Newborn (Proctored Retake if needed) – Summer – Last week (90 minutes)**

NURS 450A:

- **Leadership and Management (Proctored) – Week 13 (70 minutes)**
- **Leadership and Management (Proctored Retake if needed) – Week 15 (70 minutes)**
- **Critical Thinking Exit (Proctored) – Week 15 (40 minutes)**

NURS 405A:

- **Nutrition Practice Assessments A & B**
- **Targeted Med Surg**
 - Immune

NURS 405B:

- **Adult Medical Surgical (Proctored) – Summer – Week 13 (120 minutes)**
- **Adult Medical Surgical (Proctored Retake if needed) – Summer – Last week (120 minutes)**

NURS 415:

- **Community Health (Proctored) – Week 13 (65 minutes)**
- **Community Health (Proctored Retake if needed) – Week 15 (65 minutes)**

NURS 420:

- **Mental Health (Proctored) – Summer (90 minutes)**
- **Mental Health (Proctored Retake if needed) – Summer-Last week (90 minutes)**

NURS 200W:

- **Critical Thinking Exit (Proctored) – 2nd Fall – End of course (40 minutes)**

NURS 450A:

- **Leadership and Management (Proctored) – 2nd Fall – 1-2 weeks before End of course (70 minutes)**
- **Leadership and Management (Proctored Retake if needed) – 2nd Fall –End of course (70 minutes)**

NURS 450B:

- **RN Comprehensive Practice Assessments A & B – A ~week 5; B ~ week 8**
 - 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 – Approx. Week 11 (Three 8-hour days)**
 - **Remediation**—students will receive an individualized plan of study following the Live Review and are expected to complete the plan, take the RN Comprehensive Retake
- **RN Comprehensive Predictor - Week 13 (240 minutes)**
- **RN Comprehensive Predictor (Proctored Retake) - Finals Week (240 minutes)**

NURS 480:

- **Pharmacology (Proctored) – Week 13 (90 minutes)**
- **Pharmacology (Proctored Retake if needed) – Week 15 (90 minutes)**
- **RN ATI Capstone Pre-Assessment (Proctored) – week 1-2**
- **RN ATI Capstone Post-Assessment (Proctored) —~ week 7**

***NOTE:** The time frames listed for ATI Proctored exams and retakes are **recommended**.

Faculty may administer the exams as best meets the needs of their students in the listed courses.

Revised 11/20/17
Revised 06/08/23; 2/16/2026

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 rationales OFF and earn at least a 75%. (10 points if completed and submitted on time and 10 points for 75%)	Proficiency Level on ATI Proctored Assessment A	Points Awarded for Achievement on ATI Proctored Assessment A	REMEDIATION: ATI Proctored Assessment (retake)	Points Awarded for Achievement on ATI Proctored Assessment (retake)	TOTAL POINTS POSSIBLE OUT OF 100
10	20	20	Proficiency Level 2 or 3 on ATI Proctored Assessment A	50			100
10	20	20	Proficiency Level 1 or Below Level 1 on ATI Proctored Assessment A	25	Proficiency Level 2 or 3 on ATI Proctored Assessment (retake)	25	100 ** 75 total points if no remediation

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.

****If a benchmark of 1 or below 1 is obtained on the proctored assessment, students are expected to conduct a focused review (topic to review, chapter level content area, complete active learning template for each deficient topic area) based on the proctored assessment and will retake the proctored assessment during Week 15 to earn additional points.**

****This grading scale is to be used in NURS 301, 305, 306, 320, 415, 405A, 405B, N450A and 420. To be worth 5% of overall course grade.**

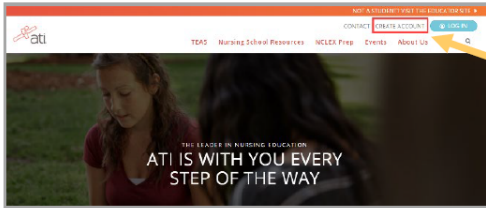
****All other courses, except NURS 480, where ATI resources are suggested to be incorporated per the ATI placement table (including Swift River) will be worth no more than 5% of the overall course grade. Recommended to have assigned due dates/achievement levels**

**** NURS 480 will follow the ATI/PSU Capstone Grading Scale**

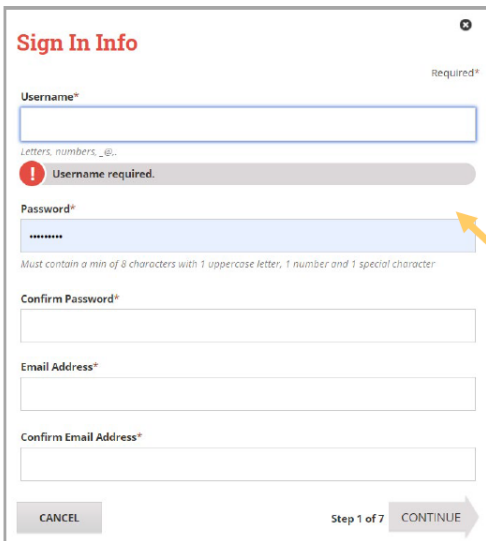
Approved BSN Council: March 2023

HOW TO CREATE A NEW ACCOUNT

If you are not a current user on www.atitesting.com, you must create a new account to access the student portal or to make a purchase from ATI's online store. Follow the steps below to create a new account.




From the atitesting.com home page, click **Create Account**.
The Sign In Info page displays.



On the Sign In Info page, enter the account information that you will use to sign in to your account or to recover your account.

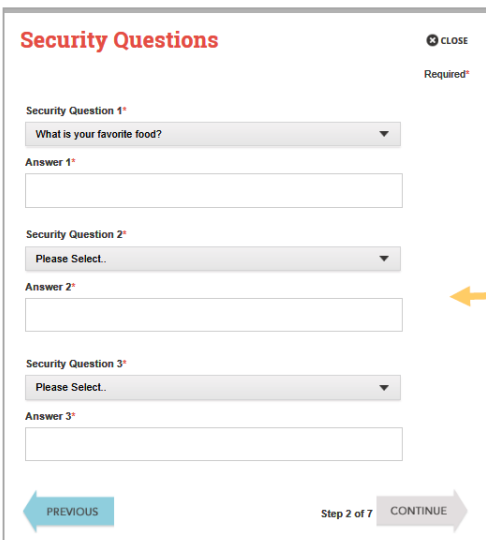
You must enter valid information into all the fields on this screen before you can proceed.

If your entry is not accepted, an error message similar to the one pictured below will display.



Reenter your information. When your entry is accepted, the message will disappear.

After you have entered all your account information, click **Continue** to go to the Security Questions page.



On the Security Questions page, select three different security questions, one from each list and enter your answer for each. Be sure to record your questions and answers for your future reference, in case you need to recover your account or you cannot remember your password.

Click **Continue** to enter your personal information.

Personal Info

Required*

First Name* MI Last Name*

Address 1* Address 2

City* Country*

State/Province* ZIP/Postal Code*

Mobile Phone*

PREVIOUS Step 3 of 7 CONTINUE

On the Personal Info page, enter your contact information. The following fields are required:

- First Name
- Last Name
- Address 1
- City
- Country
- State/Province
- ZIP/Postal Code
- Mobile Phone

Click **Continue** to enter your Institution information.

Institution Info

Required*

Institution*

Student ID

Credentials

Non-degree seeking

Expected Graduation Date*

PREVIOUS Step 4 of 7 CONTINUE

On the Institution Info page, select an Institution from the list and if you are seeking a degree, enter a date in *Expected Graduation Date*. All other fields are optional.

Click **Continue** to enter your Demographic Info.

Demographic Info

Required*

Which of the following describes your current gender identity?

Which of the following categories describe you? (Select all that apply.)

- White or European American
- Black or African American
- American Indian or Alaska Native
- Hispanic, Latino, or Spanish origin
- Asian
- Middle Eastern or North African
- Native Hawaiian or Other Pacific Islander
- Some other race, ethnicity, or origin

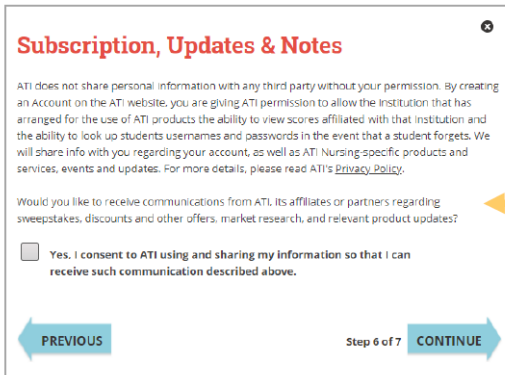
Birth Date*

What is your primary language?

PREVIOUS Step 5 of 7 CONTINUE

On the Demographic Info page, enter your *Gender*, *Birth Date*, *Race*, and *Primary Language* information. Only *Birth Date* is required.

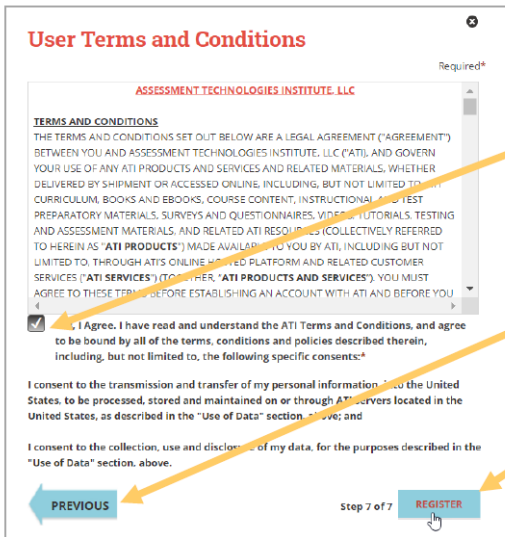
Click **Continue** to go to Subscription, Updates & Notes.



On the Subscription, Updates & Notes page, read the Subscription, Updates & Notes information.

If you agree to allow ATI to share your information under the terms presented on this screen, select the **Yes, I consent** check box.

Click **Continue** to go to User Terms and Conditions.

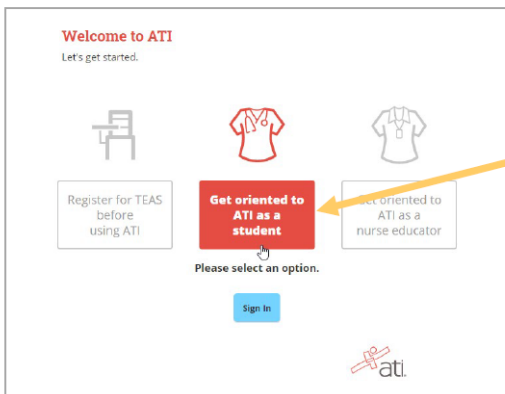


On the User Terms and Conditions page, read the information under User Terms and Conditions.

Then select the **Yes, I Agree** check box to acknowledge that you have read the ATI User Terms and Conditions and agree to be bound by them.

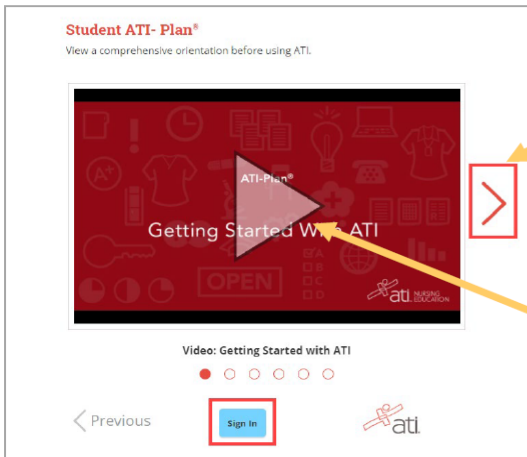
Click **Previous** if you want to change any of the information you have entered for your new account.


Click **Register** when you are finished creating your account.



The Welcome to ATI window displays.

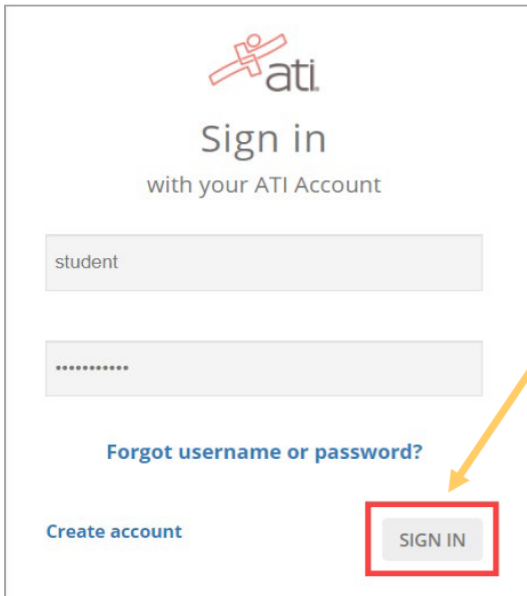
- Click **Get oriented to ATI as a student** to view orientation videos.
- Click **Sign In** to go directly to the student portal. (Skip the next step.)



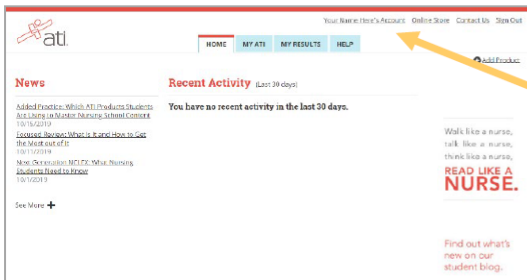
A number of videos are available to help you get started. Click the **Red Arrow**  icon to display titles to introduce you to ATI.

Click the video window to start a video. When you are finished viewing the videos, click **Sign In**.

Note: All the introductory videos, as well as other resources, are available on the **HELP** tab on the student portal.



Enter your Username and password and then click **Sign In**.



The Home page for the Student portal displays and your new Username displays in the upper right corner.

[Go back to the top](#)

EXAMSOFT POLICY

Overview: The Ross and Carol Nese College of Nursing (Nese CON) 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 or on ExamSoft's [website](#).

Note: Chromebooks and iPads are not compatible with ExamSoft.

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 Nese CON. 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 director 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. Students who experience technical difficulties while attempting to download the examination are to notify the instructor via email as soon as the problem is identified and before the end of the download period.
4. Students are expected to have a functioning computer for all examinations. Students who experience technical difficulties after successful download of an examination are expected to notify the instructor via email as soon as the problem is identified. These instances will be handled on a case by case basis by the instructor administering the examination.
5. 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.
6. 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.
7. Students are expected to upload their completed examinations immediately upon completion of testing.
8. 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.

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

Revised: April 2025

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.
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.

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 must 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 must 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 Spring 2019
Revised BSN Council Spring 2020
Edited Summer 2021; Summer 2023

COURSE AND CLINICAL SCHEDULING

1. Classes and/or clinical experiences may vary according to campus.
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 Ross and Carol Nese 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 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.
5. 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.).

Revised Jan 2020

UNDERGRADUATE PROGRAM OPTION ENROLLMENT

Each pre-licensure undergraduate option has enrollment limits. Completing nursing courses intended for other Penn State Nursing options is not permitted (e.g., GNURS students completing summer courses in Second Degree program).

Revised Spring 2025

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 Ross and Carol Nese 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 campus Director for Undergraduate Nursing Education 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 1 st of the preceding year
Summer Semester	February 1 st of the same year
Fall Semester	January 1 st of the same year

2. Must complete the University's re-enrollment requirement prior to re-entering the program. (<https://www.registrar.psu.edu/enrollment/returning/reenrollment/index.cfm>)
3. Will return under the current curriculum requirements.
4. May be required to complete additional course work, repeat ATI testing/review course requirements and/ or demonstrate competency of skills.
5. Must meet all program compliance requirements at least one month prior to the start of the semester of return or by agreed upon deadline.
6. The Associate Dean for Undergraduate Nursing 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 director for nursing program/s for military exception to this policy.
- All exceptions must be approved by the Associate Dean for Undergraduate Nursing 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
Revised: 9/20/2022 (fee removed)
Editorial changes 6/2023

REINSTATEMENT FOLLOWING DRUG SCREENING VIOLATION

Students who have been dismissed from the nursing major due to a violation of the drug screening policy have the option to pursue reinstatement to the nursing major. A minimum of one calendar year from the date of dismissal must have elapsed.

The following process outlines the steps that are required:

1. Provide the Associate Dean and the campus Director with written intent to pursue reinstatement to the nursing program three (3) months prior to the returning semester (see following table).

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

2. The student will meet with the Associate Dean and the campus Director to discuss the violation, sanctions, and academic progression.
3. Student must provide proof of completing the following prior to reinstatement:
 - a. Drug and alcohol consultation/evaluation at Counseling and Psychological Services (CAPS), and/or a drug and alcohol evaluation with a certified or licensed professional capable of providing this service.
 - b. The student shall provide proof that they have followed all substance abuse evaluation and treatment recommendations.
 - c. Any student who has a positive drug screen confirmed is encouraged to contact the Nurses Health Program (NHP) as part of the evaluation process.
 - d. If the student is diagnosed with abuse or dependence of a substance as a result of the evaluation, the student is required to enroll with NHP monitoring, consent to coordination with the associate dean or designee and follow all NHP regulations. All NHP screening requirements will be completed through a designated vendor and at the student's expense.
4. Prior to start of the returning semester, the student:
 - a. will complete the University's re-enrollment requirement prior to re-entering the program. (<https://www.registrar.psu.edu/enrollment/returning/reenrollment/index.cfm>).
 - b. will return under the current curriculum requirements.
 - c. may be required to complete additional course work, repeat ATI testing/review course requirements and/ or demonstrate competency of skills.
 - d. must meet all program compliance requirements at least one month prior to the start of the semester of return or by agreed upon deadline.
5. Any additional drug screening violation will result in dismissal from the nursing major without recourse.

Approved BSN council 4.2023; UGA 4.24.2023
Revised 4.10.24

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

Credit by Portfolio for the Licensed Practical Nurse (LPN)

Baccalaureate Program - Education/Experience Verification

The Pennsylvania State University's Ross and Carol Nese College of Nursing will award four (4) credits for Nursing 230, a fundamentals course, and two (2) credits for Nursing 250, a basic nursing course, to the Licensed Practical Nurse (LPN) applicant who is deemed eligible for admission to the Baccalaureate Program in Nursing, provided they can meet the following additional requirements:

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

OR

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

Responsibilities of the LPN applying for Credit by Portfolio to the Baccalaureate Program:

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

Responsibilities of campus Director for Undergraduate Nursing Education:

1. Verify all documents submitted by the student.
2. Sign and date the Credit by Portfolio form* and store in student's digital or paper file.
3. Submit a CSRS requesting the LPN portfolio for the student. As it is based on licensure, there is **no fee charged** for the LPN portfolio.
4. No grade will be awarded, nor credits earned for grades of "D" or "F".
5. Remind student about ATI exam responsibilities.

ATI Exam Responsibilities for the LPN Awarded Credit by Portfolio to the Baccalaureate Program:

Any LPN applicant who is awarded credit for NURS 230 and NURS 250 must still complete any proctored ATI exams associated with those courses or semesters (e.g. the Critical Thinking and the Fundamentals examinations).

*Examples of these forms are found in the [LPN Credit by Portfolio Forms Index](#).

Revised Summer 2025

INFECTION RISK AND PRECAUTION STATEMENT

Infection Risk and General Guidance

Students participating in classroom instruction or clinical/practicum placements may be exposed to infectious diseases, including COVID-19 and its variants. To help reduce infection risk and prevent the spread of transmissible illnesses, students are expected to stay informed and follow all relevant University and clinical site policies.

Resources:

- University information on Respiratory Symptoms
- CDC Guidance on Respiratory Illnesses
- CDC Guidance on COVID-19

COVID-19 Vaccination Requirements

- The University no longer requires COVID-19 vaccination.
- As of August 4, 2023, the Centers for Medicare and Medicaid Services (CMS) no longer mandates COVID-19 vaccination for healthcare workers.
- Clinical sites may still require students to provide proof of vaccination per current CDC recommendations. Lack of proof may impact a student's ability to complete clinical coursework at specific sites.

Religious Accommodation for Clinical Placement

- Students seeking religious accommodation must comply with clinical site policies.
- The University no longer processes religious accommodation requests for clinical placement purposes.
- For questions, contact Lonnie Allbaugh at lja5276@psu.edu or the Office of Equal Opportunity and Access at oeoa@psu.edu

Precautions If You Are Sick (COVID-19, Flu, or Respiratory Viruses)

1. Stay Home if you have symptoms (e.g., fever, cough, sore throat, fatigue).
2. Resume normal activities only after 24 hours of:
 - Improving symptoms, and
 - No fever without the use of fever-reducing medications.
3. For the following 5 days:
 - Wear a well-fitting mask
 - Maintain distance from others
 - Consider testing to guide your decisions
4. If symptoms worsen or fever returns, restart precautions.

Contact and Support

- Contact University Health Services, your campus nurse or your healthcare provider as needed.
- Notify instructors of absences due to illness.
- Nursing students must meet annual compliance requirements as outlined in the Student Handbook.
- COVID-19 vaccination documentation may still be required by some clinical sites. Refer to the Nese College of Nursing (CON) compliance package for details.

Revised July 2025

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 Ross and Carol Nese College of Nursing (Nese 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.

ATTENTION: Any change in compliance status (e.g., Criminal background) between annual checks is to be reported by the student to the campus Director for Undergraduate Nursing Education. Not reporting a change in status could result in loss of access to clinical opportunities and the inability to progress and/or complete the nursing program.

Compliances are required ANNUALLY. Compliance documentation (exams, results, certifications) must be dated and completed by the established campus deadline. 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. All compliance data collection is completed through American DataBank. All Compliance questions should be directed to American DataBank/Complio at: 800-200-0853 or submit a request to Complio@americandatabank.com
- 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 will be established by the campus. All compliance data collection is completed through American Databank. All Compliance questions should be directed to American DataBank/Complio at: 800-200-0853 or submit a request to Complio@americandatabank.com
- **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
- Compliance documents are submitted to student’s account. **You will not be able to download forms or upload data until the established campus deadline.** To submit documents, scan original documents and upload to the secured site.
- **Students not meeting the upload deadline may have nursing courses dropped from their schedule.**
- Forms and instructions for completion and submission may 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 Per Campus Deadline
1	Student Notification of Program Requirements Form	X	X
2	Clinical Experiences Acknowledgment of Risk	X	X
3	Student Consent for Release of Information to Authorized Third Parties	X	X
4	Confidentiality, Safe Environment and Fiction Contract for Nursing Simulation	X	X
5	Initial Health Exam Form	X	
	Health Examination Annual Update Form		X
6	Personal Health Insurance (Copy of Card-front and back)	X	X
7	Liability/Malpractice Insurance (Copy of Policy)	X	X
8	Cardiopulmonary Resuscitation (CPR) Certification (Copy of Card-front and back)	X	X
	Clearance Checks:		
9	PA Child Abuse History Clearance (Copy of Results)	X	X
10	Criminal Background Check (Copy of Results)	X	X
11	FBI Criminal Background Check/Fingerprints (Copy of Results)	X	X
12	Student Data Sheet Form	X	X
13	Flu Immunization (Due each fall)	X	X
14	Drug Screening (Specific to clinical institution)	X	X
15	Consent, License and Release Agreement	X	X
16	Covid-19 Vaccination	X	
17	International Student Background Checks (if applicable)	X	X

Revised Spring 2020;
Summer 2020; 4/2021;10/2022;2/2024;8/2025

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 first week of May.
**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. CPR Certification must be completed only through AHA BLS for Healthcare Providers, unable to accept other organizations)
- _____ Read the Student Handbook <https://www.nursing.psu.edu/student-handbooks/>

MAY 1:

- _____ Go to the American DataBank website to create your account and purchase your package. All necessary documents are located here. You will upload all final documents to this site.
- _____ Download all required forms from the American DataBank website (e.g., Initial 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 To Do List and print the Service Summary page at the end of your registration.**
A copy of the letter and, if applicable, any associated pages that include a Record of Arrest and Prosecution (RAP sheet), must be submitted annually to the student's American DataBank account.
- _____ Health Examination – Bring your “Initial 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 on this form (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
 - _____ Clinical Experiences Acknowledgment of Risk – 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
 - _____ Consent, License and Release Agreement – 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 on the American DataBank website
 - _____ Personal Health Insurance Card – Upload front and back of card
 - _____ Drug Test – Upload your results
 - _____ COVID-19 Vaccination Card – Upload front and back of card
 - _____ Upload all completed documents to your account by June 30th.
 - _____ Make and keep a copy of all documentation for your own records.
- The Ross and Carol Nese College of Nursing (Nese CON) 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 account at this time
 - _____ American DataBank will send you an email if any requirement is not completed by the deadline.
 - _____ The Nursing Office will send you an email when requirements are verified.
 - _____ Keep a copy of all documents for your records, both at home and at school.
- PLEASE NOTE:** The Nese CON does not retain copies of your documents.

EARLY IN FALL SEMEMSTER

- _____ Receive a flu vaccination during the current flu shot season by the deadline (campus specific). 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)

- _____ Recommend scheduling a health examination appointment. 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 the established campus deadline.
- _____ Schedule [American Heart Association Basic Life Support \(BLS\) Provider](#) certification course 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 the American DataBank website to purchase your renewal package. All necessary documents are located here. You will upload all final documents to this site.
- _____ Download all required forms from American DataBank (e.g., Health Examination Annual Update 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 ADB To Do List and print the Service Summary page at the end of your registration.**
A copy of the letter and, if applicable, any associated pages that include a Record of Arrest and Prosecution (RAP sheet), must be submitted annually to the student's American DataBank account.
- _____ Health Examination – Bring your “Health Examination Annual update Form” to your appointment. Your healthcare provider must complete all medical requirements (1-step TB, etc. date and results) and document all data on this form (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
- _____ Clinical Experiences Acknowledgment of Risk – Read and sign

- _____ Student Consent for Release of Information to Authorized Third Parties – Read and sign
 - _____ Consent, License and Release – 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 on the American DataBank website
 - _____ Personal Health Insurance Card – Upload front and back of card
 - _____ Drug Test – Upload your results
 - _____ COVID-19 Vaccination Card (if not already in ADB)– Upload front and back of card
 - _____ Upload all completed documents to your American DataBank account by the established campus deadline.
 - _____ Make and keep a copy of all documentation for your own records.
- The Ross and Carol Nese College of Nursing (Nese CON) is not able to provide copies to you now or in the future.***

COMPLIANCE DEADLINE (per Campus)

- _____ All forms must be completed and uploaded to your American DataBank account at this time
 - _____ American DataBank will send you an email if any requirement is not completed by the deadline.
 - _____ The Nursing Office will send you an email when requirements are verified.
 - _____ Keep a copy of all documents for your records, both at home and at school.
- PLEASE NOTE:** The Nese CON does not retain copies of your documents.

EARLY IN FALL SEMESTER:

- _____ Receive a flu vaccination during the current flu shot season by the deadline (campus specific). Scan and upload vaccination documentation or obtain a signed Declination Waiver from your healthcare provider. Documentation must reflect that the vaccination was administered by a licensed healthcare professional to be considered valid proof of compliance.

PROCESS IF NOT COMPLIANT

What Happens If My Compliances Are Not Completed On Time?

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 Ross and Carol Nese College of Nursing (Nese CON) 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 for incoming students.**
- **The deadline for students expecting to graduate in December is established by individual campuses.**

If you do not have all of your compliances uploaded by the deadline:

- **It is serious:** Not meeting the compliances deadline is potentially life-changing.
- Nursing courses may be dropped from your schedule without notice 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 take a leave of absence (necessary if you will be taking the year off)
- Students should talk with their advisor to consider the ramifications (i.e., financial aid) of not progressing.
- A student with extenuating circumstances must notify the Campus Program Director or designee to develop a plan that addresses their circumstance. The student must initiate this contact; confidentiality prohibits Nese CON 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, 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.**

Effective: Summer 2018
Revised: Spring 2024; Summer 2025

COMPLIANCE REQUIREMENTS (CR) #1-15

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 account. This form will remain in effect until student's graduation

CR #2: Clinical Experiences Acknowledgment of Risk

- The student is responsible for all information listed on this form
- The Clinical Experiences Acknowledgment of Risk form must be submitted to student's account. This form will remain in effect until student's graduation

Added Aug 2020

CR #3: 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 account. This form will remain in effect until student's graduation

CR #4: 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 account. This form will remain in effect until student's graduation

CR #5: Initial Health Exam Form

(for first year students)

OR:

Health Exam Annual Update Form

(for second year students)

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

Revised 4/2021

CR #6: 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 account

CR #7: 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 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 #8: 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. American DataBank 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.
- 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 copy of your certification card (front AND back) to your account

CR #9 - #11: Clearance Checks

General Information

The Ross and Carol Nese 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 is dependent on the clearance check results. Failure to disclose any violation including summary offense, misdemeanor, and/or felonies may result in a student not progressing in the nursing program or immediate dismissal from the program.
- 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 #9: PA Child Abuse History Clearance (Act 151) and

CR #10: 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 American DataBank. A form outlining all pertinent information is included for use in completing this request.

NOTE:

- **Clearances can 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 **yearly** 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 not accepted.
- Call the Department of Human Services (877-371-5422) if you have questions.

Clearances must be completed and uploaded to your account

CR #11: 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"
- Select "Schedule or Manage Appointment"
- Payment 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 and, if applicable, any associated pages that include a Record of Arrest and Prosecution (RAP sheet), must be submitted annually to the student’s American DataBank 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 IdentGO following the instructions on your American DataBank account **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 American DataBank 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 the campus director will be arranged by the campus director.
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 academic/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, campus director, associate dean for undergraduate nursing education, and the dean of the Ross and Carol Nese College of Nursing will be arranged by the campus director.
2. The 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. academic/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 campus director for undergraduate nursing education will be arranged by the campus director.
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 campus director for undergraduate nursing education will be arranged by the campus.
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 academic/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, campus director for undergraduate nursing education, associate dean, and the dean of the Ross and Carol Nese College of Nursing will be arranged by the campus director.
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 academic/career counseling.
3. Documentation of the meeting will be placed in the student’s file.

Approved: BSN Council 11/02

Revised: 1/10/18; 11/13/23

CR #12: Student Data Form

- The Student Data Form provides local and emergency contact information. This information is kept on file and made available only to Ross and Carol Nese College of Nursing faculty and staff for purposes of Nese CON notifications or student emergency situations.
- It is the student’s responsibility to notify the appropriate Nese CON Commonwealth campus Nursing office of any changes during the academic year.
- The Student Data form must be submitted annually to student’s account.

CR #13: Influenza (Flu) Immunization

(Due each fall)

- An annual influenza (Flu) vaccination is required of all nursing students prior to attendance at any clinical site utilized by the nursing program. Waivers may be considered in

extenuating circumstances. The Center for Disease Control (CDC) recommends that everyone 6 months of age and older receive a flu vaccine every year.

Approved: Undergraduate Affairs – Fall 2011

Revised: Undergraduate Affairs – Fall 2012

Revised: BSN Council 10.14.24

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

Reviewed Spring 2024

***NOTE: Self-administered influenza vaccines** (e.g., FluMist) are not accepted by our clinical partners. Documentation must reflect that the vaccination was administered by a licensed healthcare professional to be considered valid proof of compliance, to ensure proper validation meets all clinical site requirements.

Credentialing Specialist; Summer 2025

CR #14: Drug Screening

Penn State complies with the Federal Drug-Free Schools and Communities Act Amendments of 1989 (<https://policy.psu.edu/policies/ad87>). Pursuant to this Act, all forms of marijuana, including medical marijuana, are classified as prohibited controlled substances. Additionally, alcohol, illegal drugs, and legal drugs obtained without a prescription, or which may impair a student's ability to perform his/her educational responsibilities are strictly prohibited. Students are subject to drug screening as part of their required nursing compliances. A positive drug screening for marijuana will be deemed a positive screen and will result in a student being dismissed from the program, even if the student has been lawfully certified to use medical marijuana and/or possesses a valid medical marijuana identification card issued in accordance with applicable state law.

Procedure:

- A. Students are required to complete drug screening as one of the nursing compliance requirements. All drug screening is coordinated through American DataBank
- B. All students will place an order for the drug screening package with American DataBank as per instructions from their campus
 1. Within 48 hours, the student will receive a registration form via email
 2. The registration form must be taken to the drug screening facility assigned to the student (location is dependent on zip code provided at the time of the order)
 3. Once the specimen is collected, it takes 3-5 business days for results
 4. Drug screening reports are securely posted on your American DataBank account and are available to the student and the Nese CON only.
 5. Students are responsible for the cost of all drug testing (initial and any retesting).

6. Students are responsible for completing the drug screen and checking for the results through American DataBank and completing any follow-up screening if required.
 - a. If screening results are negative or dilute negative, no further action is needed.
 - b. 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 American DataBank 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 American DataBank and 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.
 - i. If this re-testing of the original sample produces a negative result, no further action is needed.
 - ii. 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.
3. The student may pursue reinstatement to the nursing major. Please refer to the Reinstatement to the Nursing Major(link).

Approved: BSN Council - Spring 2018
 Revised 9/2018; 10/2021; 5/2023
 OGC review 05.22.2023

Upload/Scan results to your account

CR #15: Consent, License and Release Agreement

- The student is responsible for all information listed on this form
- The Consent, License and Release Agreement Form must be submitted to student's American DataBank account. This form will remain in effect until the student's graduation
 Added Jan 2020

Upload/Scan results to your account

CR #16: Covid-19 Vaccination card
 (Copy of Card – Front and Back)

Added Spring 2022

Upload/Scan results to your account

CR #17: International Student Background Checks

- **This requirement is for International Students only** (Non-U.S. citizens or students that require any type of visa or are applying for a green card. This does not include non-U.S.

citizens who live in the U.S. on a full-time basis). When submitting the application, the international student must use their permanent address from their homeland country (where they have lived within the past year). ***Areas considered domestic and not international include** U.S. Territories - Puerto Rico, American Samoa, the Northern Mariana Islands, and the U.S. Virgin Islands.

- The **International Background Check** package is purchased annually in addition to the compliance packages in the student's American DataBank (ADB) account. The student follows the instructions provided in ADB to activate the search request. Background clearances are required for clinical participation at the Ross and Carol Nese College of Nursing's partner healthcare facilities and agencies.
- The student is responsible for all fees associated with the International Background Check. The Country Fee varies based on the student's country of origin. International criminal searches are conducted through the local courts or police within that jurisdiction. The pricing, requirements, and agency responsible for record-keeping depend on the country being searched.

Added 10/17/22
Edited 8/18/25

COMPLIANCE REQUIREMENT FORM EXAMPLES

CR #1: Student Notification of Program Requirements Form

STUDENT NOTIFICATION OF PROGRAM REQUIREMENTS

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 on the [Nese CON website](#)
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. **MANDATORY REPORTING OF COMPLIANCE CHANGE:** All students are required to report within two business days any change in their compliance status to their Campus Nursing Program Director and the Nese College of Nursing (CON) Compliance Coordinator if they are arrested or charged with any criminal offense, regardless of type or severity. Prompt reporting enables the Nese CON to take appropriate action, including required notification of clinical partners. Please be aware that legal charges may impact your eligibility to participate in clinical rotations or continue in clinical placements. Failure to report may result in a violation of the Ethical Behavior Policy and may impact your progression in the nursing program
4. **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.
5. **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 Account

Revised Spring 2017; Spring 2026

CR #2: Clinical Experiences Acknowledgment of Risk

Ross and Carol Nese College of Nursing Clinical Experiences Acknowledgment of Risk

Clinical experiences (practicum, clinical rotations, supervised practice, internships, or observations) are a required component of academic nursing programs in The Pennsylvania State University (“Penn State”) Ross and Carol Nese College of Nursing (“Nese CON”). These experiences allow students to practice skills and techniques learned in didactic and laboratory courses as well as develop clinical judgement skills that are important for health care providers. Clinical experiences occur in hospitals, clinics, schools, community organizations, and other settings where students can interact with patients and clients.

Clinical facilities are responsible for taking reasonable and appropriate measures to protect students’ health and safety in the clinical setting and may have more stringent policies than the Nese CON. Where the clinical facility’s health and safety policies are more stringent than the Nese CON’s policies, the clinical facility’s policies must be followed. From time to time, Nese CON faculty will develop policies and procedures relating to student safety and prevention, which will be communicated to students and to which students are required to adhere; however, risks inherent to clinical experiences remain.

Such inherent risks, include, but are not limited to:

- Exposure to infectious diseases through blood or other body fluids via skin, mucus membranes or parenteral contact;
- Exposure to infectious diseases through droplet or air-borne transmission (such as COVID-19);
- Hazardous chemical exposure;
- Radiation exposure;
- Environmental hazards, including slippery floors and electrical hazards;
- Physical injuries, including back injuries;
- Psychosocial hazards;
- Offensive, inappropriate, or dangerous conduct by patients or clients, including violence, harassment, and sexual harassment.

These and other risks inherent in clinical experiences can lead to serious complications, trauma, personal injury, illness, permanent disability, and/or death.

Appropriate personal protective equipment (PPE) will be utilized during the student’s clinical experiences. In addition to compliance with both Nese CON and clinical facility policies and procedures, students will receive academic training from the Nese CON and training from the clinical facility related to potential hazards and prevention techniques. Students have the responsibility to report any potential exposures to inherent risks, as described above, to the clinical facility supervisor at their clinical site and their faculty clinical instructor (if any).

ACKNOWLEDGMENT: In consideration of my participation in a clinical experience as a part of the nursing degree program at Penn State:

1. I understand that my degree program requires participation in clinical experiences as a critical component of the academic nursing programs at Penn State. I acknowledge that clinical experiences carry inherent risks, some of which I may not fully appreciate, and which cannot be eliminated.

2. I understand that it is my sole responsibility to follow nursing instructor and clinical supervisor instructions and take available precautions to minimize risk. I will follow program-specific directives relating to prevention of injury, illness, disease, and any other type of damages.
3. I am freely and willingly pursuing my chosen nursing degree program and participating in a clinical experience.
4. I acknowledge that there is risk associated with my participation in clinical experiences, and understand the contagious nature of COVID-19, and assume any risks of exposure to or infection by it or any variant thereof, including, without limitation, personal injury, illness, severe complications, permanent disability, and/or death which may result from such exposure.

I HAVE CAREFULLY READ AND REVIEWED THIS ACKNOWLEDGMENT OF RISK AND BY SIGNING AGREE I HAVE READ AND UNDERSTAND THE RISKS AND MY RESPONSIBILITIES.

Student Signature

Date

Student Printed Name

Approved 8/6/2020

Revised 2/26/2022 (OGC reviewed 2.25.2022); BSN Council 3/14/2022

Upload (Scan) Completed Form to Your Account

CR #3: 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. To participate in clinical rotations, students must meet all clinical facility requirements, including providing clinical facilities with access to certain health/educational records. In order for the University to provide clinical facilities with copies of such records, students must complete and sign this Release.

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

RECORDS TO BE RELEASED:

All records required by the Clinical facility, which may include but are not limited to the following:
 Initial Health Exam Form
 Health Examination Annual Update 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
 Proof of Covid-19 Vaccination

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 to the Nese College of Nursing director of undergraduate nursing education for my campus in person, via email provided that the email is acknowledged by the director for undergraduate nursing education for my campus, or through U.S. Certified Mail.

 Student Signature

 Date

 Student Legal Name (Last, First, Middle Initial)

 Date

Revised March 2019; Spring 2021
 OGC Review Spring 2022

CR #4: Confidentiality Agreement, Safe Environment and Fiction Contract

**The Pennsylvania State University
Ross and Carol Nese 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 Account

Original: Fall 2010 (Sharon A. Lacue, MSN, RN, CNE)
Revised: March 2013 (Sharon A. Lacue, MSN, RN, CNE)
Revised December 2017; March 2022

Initial Health Exam Form (1 of 2 Pages)



PennState
 Ross and Carol Nese
 College of Nursing

University Park Campus (814) 863-2229
 Altoona Campus (814) 949-5423
 Behrend Campus (814) 898-7583
 Fayette Campus (724) 430-4220
 Harrisburg Campus (717) 948-6735
 Mont Alto Campus (717) 749-6137
 Schuylkill Campus (570) 385-6266
 Scranton Campus (570) 963-2645

The Pennsylvania State University Ross and Carol Nese College of Nursing
 Initial Health Examination

ALL SECTIONS MUST BE COMPLETED AND SIGNED BY A HEALTHCARE PROVIDER.
Copies of medical records, lab reports, and incomplete forms will **NOT be accepted.*

Name: _____ Date of Birth: _____
Last First Middle (mm/dd/yyyy)

TUBERCULOSIS TESTING – Students are required to have annual TB testing while in the nursing program. This may be with either an IGRA blood test **OR** a PPD. If opting for a PPD, students must have a two-step PPD this year and may then have a 1 step PPD thereafter. **Two-step PPD process: 1st PPD placed, read 48-72 hours later. If negative, a 2nd PPD is placed 1-3 weeks after first negative result and read 48-72 hours later.*

	Date	Result		
IGRA <small>(Interferon-Gamma Release Assay)</small>		<input type="checkbox"/> Negative <input type="checkbox"/> Positive		
	Date Placed	Date Read	Result	Interpretation
PPD Step 1:			_____ mm	<input type="checkbox"/> Negative <input type="checkbox"/> Positive
PPD Step 2:			_____ mm	<input type="checkbox"/> Negative <input type="checkbox"/> Positive

If the reading is positive, a chest x-ray is required.

	Date	Result	Comments:
Chest X-ray:		<input type="checkbox"/> Normal <input type="checkbox"/> Abnormal	

Isoniazid Prophylaxis: No Yes, Dates: _____

TB ATTESTATION FORM - Check only if a documented positive TB test and negative chest x-ray are uploaded and the provider is not ordering a new TB test, then the TB attestation form must be completed.

IMMUNIZATIONS – Students must provide proof of immunity as defined by the US Center for Disease Control and Prevention (CDC) for the following diseases.

Measles Mumps Rubella	Dose #1 Date:	Dose #2 Date:	
	OR		
	Titer Date:	Titer Results: <input type="checkbox"/> Immune <input type="checkbox"/> Not Immune	
	If not immune, booster doses	Dates: 1 _____ 2 _____	
Varicella (Chicken Pox)	Dose #1 Date:	Dose #2 Date:	
	OR		
	Titer Date:	Titer Results: <input type="checkbox"/> Immune <input type="checkbox"/> Not Immune	
	If not immune, booster doses	Dose Dates: 1 _____ 2 _____	

IMMUNIZATIONS (CONTINUED)			
Hepatitis B	Dose #1 Date:	Dose #2 Date:	Dose #3 Date:
OR (if records are unavailable)	Titer Date:	Titer Results: <input type="checkbox"/> Immune <input type="checkbox"/> Not Immune	If not immune, document at least one booster dose Dose Date: _____
Polio	Dose #1 Date:	Dose #2 Date:	
	Dose #3 Date:	Dose #4 Date:	
Tdap	Date:		
If the last Tdap vaccine is 10 years or more, a single dose of the Td (Tetanus) vaccine is required.			
Td	Date:		
COVID-19	Manufacturer:		
	Dose #1 Date:	Dose #2 Date:	<input type="checkbox"/> N/A
	Booster Date:		

ADDITIONAL VACCINES <i>*Section not required</i>			
Vaccine	Date	Date	Date
		<input type="checkbox"/> N/A	<input type="checkbox"/> N/A
		<input type="checkbox"/> N/A	<input type="checkbox"/> N/A

TO BE COMPLETED BY THE HEALTHCARE PROVIDER	
<p>I have completed a health history and physical examination. In my opinion, _____ is free of communicable diseases and is able to meet the physical <small>(Printed Name of Student)</small> and mental demands associated with typical clinical nursing experiences.</p> <p><input type="checkbox"/> is able to participate in clinical nursing experiences without restrictions.</p> <p><input type="checkbox"/> is able to participate in clinical nursing experiences with the following restrictions: _____</p> <p>_____</p> <p>Provider's Signature: _____ Date: _____</p> <p>Provider's Printed Name: _____</p> <p>Phone: (____) _____</p> <p>License Number: _____ State: _____</p>	

STUDENT: Upload the completed form to your Complio account by JUNE 30th.

Revised: Spring 2014; Spring 2018; Spring 2021; Spring 2022; Spring 2023; Spring 2025

Health Exam Annual Update Form



PennState
Ross and Carol Nese
College of Nursing

University Park Campus (814) 863-2229
Altoona Campus (814) 949-5423
Behrend Campus (814) 898-7583
Fayette Campus (724) 430-4220
Harrisburg Campus (717) 948-6735
Mont Alto Campus (717) 749-6137
Schuylkill Campus (570) 385-6266
Scranton Campus (570) 963-2645

The Pennsylvania State University Ross and Carol Nese College of Nursing
Health Examination Annual Update

ALL SECTIONS MUST BE COMPLETED AND SIGNED BY A HEALTHCARE PROVIDER.
***Copies of medical records, lab reports, and incomplete forms will NOT be accepted.**

Name: _____ **Date of Birth:** _____
Last First Middle (mm/dd/yyyy)

TUBERCULOSIS TESTING – Students are required to have annual TB testing while in the nursing program. This may be with either an IGRA blood test OR a PPD. *One-step PPD process: PPD placed, read 48-72 hours later.

	Date	Result		
IGRA <small>(Interferon-Gamma Release Assay)</small>		<input type="checkbox"/> Negative	<input type="checkbox"/> Positive	
	Date Placed	Date Read	Result	Interpretation
PPD Step 1:			_____ mm	<input type="checkbox"/> Negative <input type="checkbox"/> Positive

If reading is positive, chest x-ray is required.

	Date	Result		Comments:
Chest X-ray:		<input type="checkbox"/> Normal	<input type="checkbox"/> Abnormal	

Isoniazid Prophylaxis: No Yes, Dates: _____

TB ATTESTATION FORM - Check only if a documented positive TB test and negative chest x-ray are uploaded and the provider is not ordering a new TB test, then the TB attestation form must be completed.

TO BE COMPLETED BY THE 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
(Printed Name of Student)
 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: _____

Provider's Signature: _____ **Date:** _____

Provider's Printed Name: _____

Phone: (____) _____

License Number: _____ **State:** _____

STUDENT: Upload completed form to your Complio account by JUNE 30th.

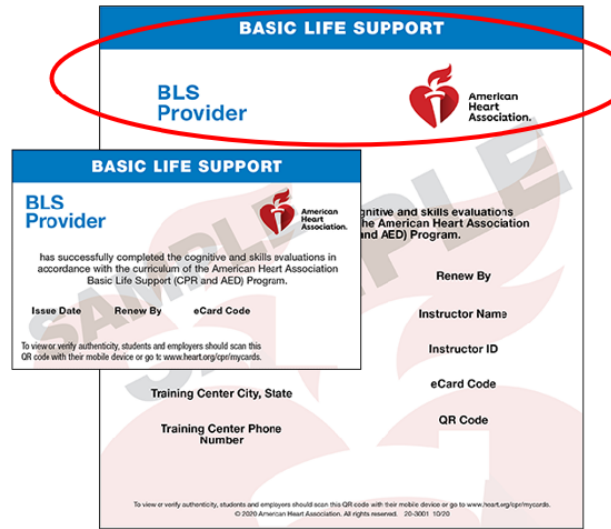
Revised: Spring 2014; Spring 2021; Spring 2022; Spring 2025

CR #8: Cardiopulmonary Resuscitation (CPR) Certification (Copy of Card – Front and Back)

CPR Certification

- **ONLY** the **American Heart Association Basic Life Support (BLS) Provider** certification will be accepted.
- **Not Accepted:**
American Red Cross Lifeguard CPR, American Heartsaver Courses, or any training site NOT listed on the certified training site list found on American Heart Association's website.
NO EXCEPTIONS!!!!
- Two training options available:

Blended learning course (Heartcode BLS online training + a hands-on skills session training)
OR
Full in-person classroom course.
- Schedule a training course in **MAY or early JUNE** to ensure you receive your certification card by the **June 30** compliance upload deadline.
- Certification valid for **2 years**.



CR#9: 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)

<p>Foster parent</p> <p>Prospective adoptive parent</p> <p>Employee of child care services</p> <p>School employee governed by the Public School Code</p> <p>School employee not governed by the Public School Code</p> <p>Self-employed provider of child-care services in a family child-care home</p> <p>An individual 14 years of age or older applying for or holding a paid position as an employee with a program, activity, or service</p> <p>An individual seeking to provide child-care services under contract with a child care facility or program</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p>	<p>Volunteer having direct volunteer contact with children</p> <p>If purpose is volunteer having direct volunteer contact with children, choose SUB PURPOSE:</p> <p>Big Brother/Big Sister and/or affiliate</p> <p>Domestic violence shelter and/or affiliate</p> <p>Rape crisis center and/or affiliate</p> <p>Other: _____</p> <p>PA Department of Human Services Employment & Training Program participant (signature required below)</p> <p>_____</p> <p style="text-align: center;">SIGNATURE OF OIM/CAO REPRESENTATIVE</p> <p style="text-align: right;">OIM/CAO PHONE NUMBER</p>
--	--

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 (relating 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 #

CR #12: Student Data Sheet Form

STUDENT DATA SHEET

Today's Date

First Name

Preferred First Name

PSU ID (9- digits)

Date of Birth (mm/dd/yyyy)

N/A

Middle

Last

PSU Email

Cell Phone Number

EMERGENCY CONTACT INFORMATION

Emergency Contact Name

Relationship

Phone Number

HOUSING

PSU Local Address:

- I do not know my local address yet.
* Please update and reupload the form upon receipt of your final PSU housing address.

Permanent Home Address:

_____ **County**

VEHICLE INFORMATION - Vehicle you will drive to clinicals only

Make

Model

Color

Year

License Plate Number

State Issued

CR #15 Consent, License and Release Agreement



CONSENT, LICENSE AND RELEASE AGREEMENT

I, the undersigned, hereby grant my permission and consent to The Pennsylvania State University (“Penn State”) and its affiliates, officers, agents, and employees (together, “Penn State Representatives”) to photograph, video record, or audio record me.

I hereby grant an irrevocable, world-wide, royalty-free right and license to Penn State and Penn State Representatives to utilize, adapt, modify, reproduce, distribute, publicly perform and display the photographs, video, and/or audio (collectively “Media”) taken of me for use in promotional, educational, informational, advertising or commercial materials and communications in any form now known or later developed, including but not limited to publications, websites, articles, brochures, books, magazines, newsletters, exhibits, videos, films, social media, advertisements, and training programs (collectively “Materials”). Furthermore, I hereby authorize and consent to the use of my name, image, likeness, and voice (collectively, “Likeness”) in the Media for all Materials or any other purposes deemed appropriate by Penn State.

I hereby waive any right to be notified or to inspect or approve the Media or any Materials that are created using my Likeness, now or in the future, whether that use is known or unknown to me. I hereby waive any right to royalties or other compensation arising from or related to the use of the Media or Materials. I hereby release and hereby agree to indemnify and hold harmless Penn State and its trustees, Penn State Representatives, and their licensees and assigns for any and all claims that I or any third party may have now or in the future for invasion of privacy, right of publicity, copyright infringement, defamation, or any other cause of action arising of the use, utilization, adaptation, modification, reproduction, distribution, publicly performance or display of my Likeness in the Media or Materials. In accordance with this complete release of all rights in my Likeness used in the Media and Materials, I hereby waive any and all claims, damages, or liability arising from or related to the use of the Media, including but not limited to any misuse, distortion, blurring, alteration, optical illusion, or use in composite form, either intentionally or otherwise, of my Likeness that may occur or be produced in taking, processing, reducing, adapting, modifying, producing, reproducing of the Media and Materials and their publication, distribution, display or performance.

I understand and agree that Penn State is and shall be the exclusive owner of all right title and interest, including any copyright, in the Media and Materials.

I have read this Consent, License and Release before signing below, and I fully understand the contents, meaning, and impact of this Consent, License and Release. This Consent, License and Release shall be binding upon and inure to the benefit of my successors and assigns, and contains the entire understanding of the parties with regards to the Media and Materials.

I hereby represent that I am eighteen (18) years of age or older and I am competent to contract in my own name.

_____	_____	_____
Name (print)	Email (non PSU)	Phone Number
_____	_____	_____
Signature		Date

I hereby certify that I am the parent and/or legal guardian of the above-named minor and do hereby give my consent without reservation to Penn State on behalf of such minor child.

_____	_____	_____
Name (print)	Signature of Parent or Legal Guardian	Date

Communicable Disease Update



PennState
Ross and Carol Nese
College of Nursing

University Park Campus (814) 863-2229
Altoona Campus (814) 949-5423
Behrend Campus (814) 898-7583
Fayette Campus (724) 430-4220
Harrisburg Campus (717) 948-6735
Mont Alto Campus (717) 749-6137
Schuylkill Campus (570) 385-6266
Scranton Campus (570) 963-2645

The Pennsylvania State University Ross and Carol Nese College of Nursing Communicable Disease Update

NOTICE: This form is only to be used as an update in the middle of the academic year. It does not replace the annual physical form that is to be completed with the yearly compliances.

All applicable sections must be completed.
Form must be signed by a licensed healthcare provider.

Last Name _____ First Name _____ MI _____

Date of Birth ____/____/____

TETANUS, DIPHTHERIA, AND PERTUSSIS VACCINE UPDATE

TO BE COMPLETED BY THE HEALTHCARE PROVIDER

Vaccine administered (check one): **TD BOOSTER** **TDAP BOOSTER**

Date of Vaccination: ____/____/____

Printed Name and Title: _____

Signature: _____ Date: ____/____/____

Provider's Facility Name: _____

Provider's Facility Address: _____

Telephone: () _____ - _____ Ext: _____

(Scan and upload the completed form to YOUR Complio account.)

CLINICAL POLICIES

All students in the BSN 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 Ross and Carol Nese College of Nursing and/or the University.

MINORS IN CLINICAL

Nursing students must be 18 years of age by September 1st of their second year in the nursing program in order to participate in the required nursing clinical experiences.

PEER PRACTICE LEARNING

All Peer Practice Learning is limited to non-invasive procedures (e.g., heart and lung sounds) and requires the consent of all parties involved. Invasive procedures (e.g., intravenous insertion, blood sugar testing, injections) are not allowed.

Approved BSN Council 2.10.2025

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 Ross and Carol Nese 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.

Approved: 2/27/2017
Reviewed: 11/13/2023

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 (<https://www.registrar.psu.edu/enrollment/leaving/leave-absence.cfm>) and Withdrawal (<https://www.registrar.psu.edu/enrollment/leaving/withdrawal.cfm>) policies
- Specific policies related to health follow.

Approved Fall 2011
Reviewed Fall 2023

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 Ross and Carol Nese College of Nursing (“Nese 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 Nese 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 Nese 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; provided that use of the drug and/or drug paraphernalia does not violate any federal law or interfere with the safe and efficient performance of the Student's Clinical Activities.
- F. Penn State complies with the Federal Drug-Free Schools and Communities Act Amendments of 1989 (<https://policy.psu.edu/policies/ad87>). Pursuant to this Act, all forms of marijuana, including medical marijuana, are classified as prohibited controlled substances. Additionally, alcohol, illegal drugs, and legal drugs obtained without a prescription or which may impair a student's ability to perform his/her educational responsibilities are strictly prohibited. Students are subject to drug screening as part of their required nursing compliances. A positive drug screening for marijuana will be deemed a positive test and may result in a

student being dismissed from the program, even if the student has been lawfully certified to use medical marijuana and/or possesses a valid medical marijuana identification card issued in accordance with applicable state law.

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 Nese 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 Nese 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 Nese CON.
- H. "Clinical Instructor/Supervisor" is the person the Nese 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 Nese 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 Nese 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 violate any federal law or 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 the Nese CON. 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 Nese 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 Nese 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 their course of study in the Nese 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 Nese CON and/or healthcare professionals.
- C. When finding of reasonable suspicion is made, the following steps will be implemented by the Nese 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-Penn State 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, the other students should be dismissed, citing an emergency situation that requires the Clinical Instructor's-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 director for undergraduate nursing education for undergraduate students or the graduate option director, for graduate students, as practicable, and shall make a determination as to whether to refer the Student

for Drug and Alcohol testing. If the campus director for undergraduate nursing education is not available, the clinical instructor will consult with another nursing administrative person or faculty member at the Nese 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 they will be tested for the presence of Drugs and/or Alcohol. The Nese 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 Nese CON. The Student will be accompanied by two Nese CON representatives at all times during transportation to the off-site testing facility.
 7. Each location will determine appropriate safe travel arrangements keeping in mind that two Nese CON representatives must be in the vehicle with the student.
 8. After testing is completed, the Nese 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 Nese CON. The Nese CON 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 Nese 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 director for undergraduate nursing education for undergraduate students or the graduate option director, for graduate students, and the appropriate Associate Dean of the Nese 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 Nese CON. If the results are negative, the student shall be permitted to resume 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 director for undergraduate nursing education for undergraduate students or the graduate option director, 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 dismissal from the Nese 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 Nese 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 Nese 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 Nese CON curriculum.
3. The fact of a positive test result shall be conveyed by the Nese CON to the Office of Student Accountability and Conflict Response for evaluation of whether the behavior has violated the Student Code of Conduct. The Office of Student Accountability and Conflict Response 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 Accountability and Conflict Response 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 Nese CON will be notified of the outcome of this process.
4. Any student who has a positive drug screen confirmed is encouraged to contact the [Nurses' Health Program](#) (NHP) as part of the evaluation process. If the student is diagnosed with abuse or dependence of a substance as a result of the evaluation, the student is required to enroll with NHP monitoring, consent to coordination with the Associate Dean or designee and follow all NHP regulations. All NHP screening requirements will be completed through a designated vendor and at the student's expense.

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 Nese CON, within ten (10) business 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 ten (10) business days after the filing of an appeal, the appropriate Associate Dean of the Nese 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 Nese CON shall convene a hearing committee, consisting of three (3) faculty members from the Nese 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

Refer to [Reinstatement Following Drug Screening Violation](#) in the student handbook <https://www.nursing.psu.edu/student-handbooks/>

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 Nese 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 Ross and Carol Nese College of Nursing, University Occupational Medicine and University Risk Management.

Approved Fall 2005
Revised Fall 2009; Spring, 2013; 1/2018; 10/2021; 4.10.24 (NHP); 4/14/25

INFECTION CONTROL GUIDELINES FOR CLINICAL AGENCIES

Clinical Agencies

- A. Clinical agencies utilized by the Ross and Carol Nese 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 are under the care of a healthcare provider (e.g., require surgery, hospitalization, post-accident, or sick) and will be absent for 5 or more days must provide verification from the healthcare provider (e.g. physician, nurse practitioner, physicians assistant) 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; 2/2024

STUDENT PREGNANCY POLICY

All students of childbearing age should be aware of potential risks related to some learning experiences such as, but not limited to, exposure to communicable disease[s] and toxic substances (including radiation and chemotherapeutic agents), and the potential for injury related to the physical nature of clinical work. All students who are pregnant should consult with faculty in each clinical course prior to the clinical experience to develop an appropriate plan of clinical experiences for that course. Neither Penn 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
Revised: 2/2024

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 Ross and Carol Nese 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 Ross and Carol Nese 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 blue or white 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, navy, or black. Professional shoes or leather athletic shoes may be worn. and neutral color accents are acceptable. Students are advised not to purchase open heel or open toes shoes (e.g., clogs or crocs) because they are prohibited in some institutions. High-top athletic shoes

may not be worn.

7. White nylons without logos or decoration may be worn while wearing navy blue skirts. White, navy blue, or black socks without logos or decoration may be worn while wearing navy blue pants.
8. Cardigan sweaters may be worn, either navy or white (as ordered from the approved vendor).
9. In the clinical area, the safety of patients is paramount. The following guidelines must be followed:
 - Use of unscented personal care products only. Avoid unnatural odors such as smelling of cigarettes or vapes
 - Gum or chewing tobacco is not permitted.
 - If students wear make-up, it should be natural/neutral colors. False eyelashes are not permitted due to patient safety concerns.
 - Fingernails must be kept short (tips not visible from behind finger), natural (no artificial applications) and well-groomed (neutral nail colors and polish that is not chipped).
 - Jewelry - no dangling earrings, bracelets, necklaces, and rings (other than wedding bands) are permitted. Medical Alert bracelets are permitted. Body piercings are limited to ears and to one post earring per ear. Flesh tone plugs instead of jewelry is permitted.
 - Hair must be neatly worn off the collar. Only natural hair color is permitted. Large ornamental hair attachments are not permitted. 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. 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. Dress code violations will be reflected in the student's clinical evaluation.

Approved: Summer 2008
Revised: Summer 2009; Spring 2015
Revised Spring 2019; Effective Summer 2019
Revised: Spring 2023; Effective Fall 2023

SOCIAL MEDIA POLICY

The Social Media policy provides Penn State Ross and Carol Nese College of Nursing (Nese CON) students with rules to participate in social media, including Penn State Nese CON's social media and in non-Penn State Nese 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 Ross and Carol Nese 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 Accountability and Conflict Response, the Nese CON Academic Integrity Committee, or the appropriate Nese 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 Nese 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.

<https://www.ncsbn.org/brochures-and-posters/nurses-guide-to-the-use-of-social-media>

Approved by Undergraduate Affairs: Fall 2013

Approved by Graduate Affairs: June 2013

Revised 1/2024

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

Approved: Spring 2008
Revised: Fall 2015
(Formerly Clinical Cell Phone Policy)
Reviewed: Fall 2023

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 before 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
Reviewed: Jan 2024

CLINICAL FAILURE POLICY

At mid-course or at the completion of the course, if a student who receives an unsatisfactory or failing clinical performance rating in the mid-course or 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 or failing rating will denote clinical failure and subsequent course failure. A clinical failure can result at anytime during the clinical rotation.

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.

Revised 2/2024

GUIDELINES FOR USING THE CLINICAL EVALUATION TOOL AND REMEDIATION FORM

The faculty of record will complete Student Clinical Performance Evaluation forms electronically through the Canvas course. To review competencies evaluated, please refer to the [Clinical Performance Evaluation Remediation Forms Index](#).

- 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.

ACADEMIC SUCCESS

GRADE REQUIREMENT

Students must achieve a letter grade of C or better (based on the Nese College of Nursing grading scale) in both theory and clinical components of all required nursing courses in order to pass the course and progress in the nursing program. The faculty of record is responsible for assigning the final grade the student earns in the course and for ensuring the grade is recorded into the official University grade reporting system (LionPATH).

Ross and Carol Nese College of Nursing (Nese CON) Grading Scale

Grade	Grade-Point Equivalent	Nese CON 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

A student must achieve a minimal final course grade of 75% 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).

Effective: Spring 2016
Revised: Summer 2025

ACADEMIC SUCCESS PROGRAM

Academic Success Plan

Overview:

The Ross and Carol Nese College of Nursing's Academic Success (AS) Plan is a proactive approach to support academic achievement. Students, in collaboration with the Academic Success Coach (ASC) and the nursing faculty, are **strongly encouraged** to actively participate in the AS Plan for nursing courses beginning at second-year level. The four main categories of a referral for the Academic Success Program (ASP) in Starfish are: **academic performance for a course exam or assignment, professional performance, clinical performance, and student self-referral**. The ASC is a faculty or staff member who has a particular interest in the areas of student retention and academic support. The ASC acts as a resource to students and can be accessed directly through Starfish or email by the student at any time. Additionally, any faculty member/course coordinator or clinical instructor may refer a student to the ASC for assistance based on course or clinical performance.

The ASC 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 ASC works with the individual student to identify any specific barriers to performance such as finances, time management, and social support. The ASC will guide the student in accessing University resources to address any identified concerns.

Participation in the AS Plan, although **strongly encouraged, is voluntary**. Student accountability is recognized as an important characteristic of academic success. The student is responsible for follow through and completion of an AS Plan.

The Success Team:

The AS Team consists of the student, faculty member/course coordinator and clinical faculty, the ASC and professionals from a variety of campus resources. The roles are defined as follows:

Student - The AS 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 AS Plan to address any need impacting their academic performance. Participation in the AS Plan is encouraged by faculty and the ASC, but ultimately the participation is the student's decision. Because everyone's time and resources are valuable, it is expected that students will be clear regarding their commitment to follow through with an AS Plan. The student is responsible for scheduling and attending all appointments and maintaining communication with faculty and others involved in their AS Plan. Students may self-refer at any time during the semester.

Course Coordinators - The nursing course coordinator encourages students who earn < 77% on an examination or assignment worth 10% or more of the final course grade to develop an AS Plan. The course coordinator is the **content expert** and works 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 (e.g., office hours, group reviews). It is the student's responsibility to set up and attend appointments and to maintain communication related to the AS Plan.

Clinical Faculty - nursing clinical faculty 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 schedules the time for review, practice, and demonstration during available Simulation and Skills Lab times. The student is responsible for reviewing and attending these sessions prepared for focused practice and demonstration. Please note that a Clinical Success Plan **IS NOT** a Clinical Remediation Plan.

Academic Success Coach - The ASC is a resource person available to all nursing students through scheduled appointments and designated office hours. The ASC 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. The student is responsible for scheduling and attending appointments and to maintain communication with the ASC.

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 is referred to the ASC. This referral occurs through an electronic process originating from the course coordinator to the Student and ASC.

Professional Performance– Any faculty member may refer a student to the ASC for concerns regarding academic performance even if the student has not earned a grade <77%.

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. **The clinical success plan is NOT A CLINICAL REMEDIATION PLAN.**

Self-Referral- Any student may choose to make a self-referral at any time with an Academic Success Coach for various reasons including but not limited to study techniques to improve academic performance and time management.

Academic Success Coaches:

ASC are available on each campus and are a valuable resource as student embrace all the factors involved in academic success. The ASC include:

Altoona – Joan Krug; Paula Kustenbauder

Behrend – Heidi Rich; Kimberly Streiff

Harrisburg– Lisa Albert; Melissa Cary; Talisha Sneeringer

6/1/2018

Revised 7/18/2016; 5/8/17; 8/14/17; 8/12/21; 12/01/23,2/12/24; 8/18/25

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.

NURSING PROGRESSION POLICY

This policy delineates the academic and ethical standards required of students admitted to the pre-licensure* undergraduate nursing program, which includes two options: the General Bachelor of Science in Nursing (GNURS) and the Second Degree Bachelor of Science in Nursing (SCND). Academically, the student is limited to two attempts for any prerequisite course requirement or two attempts of the same required nursing course or one attempt of two different required nursing courses. Ethically, a violation of the Student Ethical Behavior policy which is based on the Nursing Code of Ethics and/or [Penn State Academic Integrity Policy G-9](#) may result in dismissal from the nursing major.

Definitions:

1. Pre-licensure* refers to nursing students who do not have an RN license.
2. Course attempt** is defined as earning a grade or late dropping the course.

A course attempt** in one pre-licensure option (GNURS or SCND) applies to all pre-licensure options. Academic renewal and grade forgiveness do not negate previously attempted required prerequisite or 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 required prerequisite course or nursing course.

Overall Program Requirements of the Nursing Major:

A. Prerequisite Course Requirements:

1. Successful completion of the following required prerequisite courses (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 syllabus and department offering the course; e.g., nursing requires a 75 for a “C”, but a prerequisite course such as BIOL may define a “C” as 70 or another set parameter.
2. All required prerequisite courses must be taken for a quality grade. Pass/Fail is not an option.
3. Any required prerequisite course may be attempted only two times.
4. A student who attempts (see definition above) or earns a “D” or “F” in the same required prerequisite course for a second time will be dismissed from the Nursing major.
5. One time failure of two different required prerequisite courses does not result in dismissal from the major.

Clarification Note: Attempts/failures PRIOR to admission into the GNURS or SCND programs do NOT count toward academic progression.

B. Nursing Course Requirements:

1. Successful completion of required Nursing courses is defined as a “C” or higher according to the Nese College of Nursing Grading Scale. The faculty of record is responsible for assigning the final grade the student earns in the course and for ensuring the grade is recorded into the official University grade reporting system (LionPATH).
2. All required Nursing Courses must be taken for a quality grade. Pass/Fail is not option.
3. A student who attempts or earns a “D” or “F” in the same required Nursing course for a second time will be dismissed from the Nursing major. Academic advising relative to other majors/options will be provided.
4. 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.
5. Students who wish to return to the University after a leave of absence or re-enroll after withdrawing from the University will follow the Nese CON Re-enrollment/Re-entry policy available in the student handbook.
6. Required prerequisite courses and nursing course dismissal criteria are separate categories. For example, students can be dismissed by attempting/failing the same required prerequisite course twice; or attempting/failing the same required nursing course twice or two different required nursing courses. Students cannot be dismissed by attempting/failing one required prerequisite course and one required nursing course.

C. Ethical Behavior:

A student may be dismissed from the nursing major for a violation of Student Ethical Behavior Policy which is based on the Nursing Code of Ethics and/or Penn State Academic Integrity Policy G-9.

Appeal Process for the Nursing Progression Policy:

1. Students are required to meet with their Academic Adviser to discuss their progression plan and the appeal process.
2. Any exceptions to the Nursing Progression Policy must be approved by the Dean of the Nese College of Nursing.
3. Students may petition for an exception to the Nursing Progression Policy by emailing the Dean no later than ten (10) business days after the date on the dismissal letter.
4. Students should work with their academic adviser to prepare their appeal letter, explaining any extenuating circumstances and changes that will be made to support future success.
5. If the exception request is approved, the student will be issued an updated Plan of Study which

- will assist the student in scheduling their remaining curriculum.
6. All decisions related to the exception request to the Nursing Progression Policy are made by the Dean and are final and cannot be appealed further.

Senate approval: Spring 2016
Senate approval of revisions: Fall 2016
Senate approval of revision: Summer 2022
Reorganized to clarify process Fall 2022
Revised to include Nursing Code Fall 2022
Revised Spring 2023
Approved Senate Fall 2023

STUDENT ACADEMIC DIFFICULTY

One of the responsibilities of the BSN Admissions and Standards Sub-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 BSN Admissions and Standards Sub-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 BSN Admissions and Standards Sub-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 appropriate Nese CON Commonwealth Campus Nursing office.
6. The Chair of the BSN Admissions and Standards Sub-Committee and the Associate Dean for Undergraduate Nursing 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 Sub-Committee reviewing the Nursing Progression Policy and suggestions for success in future nursing courses. With a second failure, a letter from the Associate Dean for Undergraduate Nursing 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](#).

Revised: Summer 2012
Revised: Summer 2015
Updated Committee name Spring 2026

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 basis for grades, as stated in [Senate Policy 47-20](#), is "...the instructor's professional judgment of the student's scholastic achievement..." Occasionally, a disagreement arises in the assignment of a grade. A student who wishes to question or challenge the grade assigned in a course must follow the G-10: Grade Mediation and Adjudication Policy (<https://undergrad.psu.edu/aappm/G-10-grade-mediation-adjudication.htm>) .

Nursing's accreditation standards require that the Nese CON must ultimately be responsible for assigning the nursing course grade. The following is interpretation of grade adjudication for nursing students:

1. Meet and discuss grading practices and assignments with the course instructor. It is expected that the student and instructor will try to eliminate any misunderstandings and will attempt to work out any disagreements over grades.
2. If unresolved, the student should meet with campus director to review the issue and seek resolution
3. If unresolved, the student should seek formal grade adjudication:
 - a. Complete a Grade Adjudication Petition Form (found here https://undergrad.psu.edu/aappm/grademed_2020.pdf)
 - b. For non-UP campus students, submit form to the campus associate dean or director of academic affairs, who will consult with nursing.
 - c. For UP/HY students, submit the form to the associate dean of the Nese CON.
4. The petition must be submitted no later than ten weeks following the end date of the course (as it appears in the schedule of courses).
5. The petition must present clear evidence that the assignment of the grade was based upon factors other than the academic judgment of the instructor.
6. After review of the petition, the associate dean/director of academic affairs will consult with nursing and provide the student and the instructor with the recommended course of action.
7. If either the student or the instructor do not accept the recommended course of action from the associate dean/director of academic affairs, they may appeal the determination within ten (10) business days.
8. The associate dean at the campus and nursing and/or director of academic affairs will appoint an ad hoc committee of three (3) faculty with appropriate expertise to determine a grade, which concludes the adjudication process.

Students should review the G-10 policy (<https://undergrad.psu.edu/aappm/G-10-grade-mediation-adjudication.htm>) in its entirety and seek clarification if needed.

Revised January 2020

SIGMA THETA TAU INTERNATIONAL HONOR SOCIETY OF NURSING

BETA SIGMA CHAPTER MEMBERSHIP

Philosophy of Membership Eligibility

Sigma 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

- 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 BSN students who meet the Sigma's membership criteria, which include *portion of the nursing curriculum completed, cumulative GPA and rank in class*. An induction ceremony is held in November of that year for all new members.

SIGMA THETA TAU ACHIEVEMENT AWARD

The Sigma 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. 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 final year. Recipients of this award are selected by the Beta Sigma Chapter of the Sigma Scholarship Committee. Eligibility is based on the student's academic record as determined by fall semester cumulative GPA.

Revised Spring 2020

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 655 K Street, NW, Suite 750, Washington, DC 20001, phone: (202) 463-6930

[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

[The Nightingale Awards of Pennsylvania](#) has scholarship information. They are located at 2400 Ardmore Blvd, Ste 302, Pittsburgh, PA 15221. Phone: (412) 871-3353

The Ross and Carol Nese College of Nursing has scholarship information on the [Scholarships and Financial Aid page](#).

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.

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 Ross and Carol Nese College of Nursing personnel are not to promise student services to outside persons or agencies. This relieves the Ross and Carol Nese 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 Ross and Carol Nese 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
Reviewed: Fall 2023

PENN STATE ALUMNI ASSOCIATION / ROSS AND CAROL NESE 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 Ross and Carol Nese College of Nursing Alumni Society. The Ross and Carol Nese 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. More information is available at <http://www.nursing.psu.edu/alumni/>

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.

The Ross and Carol Nese 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

GRADUATION AND RN LICENSURE

INFORMATION FOR GRADUATING STUDENTS

Professional Licensure/Certification Disclosure by State

Many US states and territories require professional licensure/certification to be employed. If you plan to pursue employment in a licensed profession after completing this program, please review the [Professional Licensure/Certification Disclosures by State](#) interactive map.

Professional licensure is the culmination of your educational journey in the Ross and Carol Nese College of Nursing (Nese CON). Licensure allows you to practice as a registered nurse (RN). Licensure requirements vary from state to state **and** the most up to date information can be found at the [National Council of State Board of Nursing's website](#) for each state.

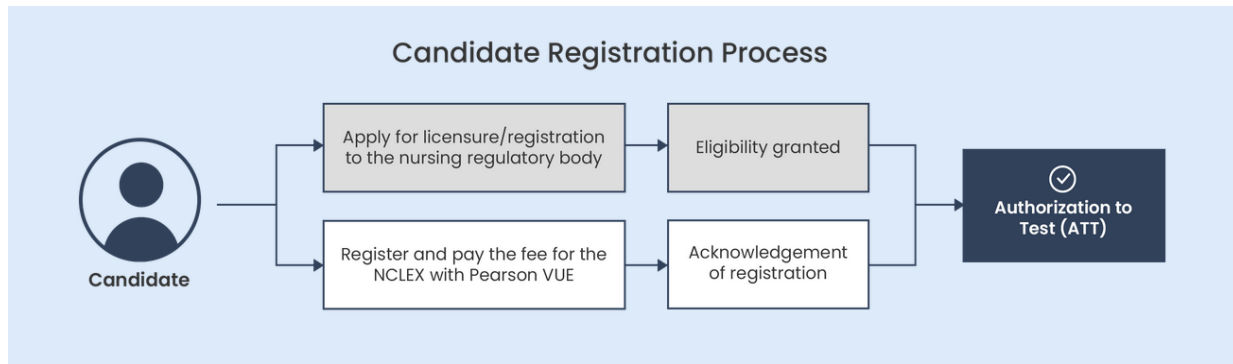
RN Licensure Candidate Registration Process

The following information is to assist you in completing the licensure candidate registration process.

All students must:

1. Complete the Post-Graduation Contact Survey. The Nese CON will send specific instructions and deadlines for completion to your PSU email approximately three months before graduation.
2. Apply for RN Licensure through the State Board of Nursing in the state where you plan to live.
3. Register with Pearson to take the NCLEX.

Licensure Application and NCLEX-RN Registration Schematic



NCLEX-RN EXAMINATION REGISTRATION PROCESS OVERVIEW

1. Download and review the [Candidate Bulletin](#)

NOTE: “This resource is the start to finish NCLEX-RN Examination guide, including important contact information, details on how to register, the NCLEX-RN Examination Candidate Rules and results processing. Be sure to review this bulletin before registering to take the NCLEX-RN Examination.”

2. **Submit an application for licensure** to the nursing regulatory body (NRB) of state (also known as the State Board of Nursing [SBN]) that you wish to be licensed/registered.

3. **Meet all the NRB/SBN's eligibility** requirements to take the NCLEX-RN Examination.
4. **If applicable**, submit application for Temporary Practice Permit (TPP).
5. **Register to take the NCLEX-RN with Pearson.**
6. **Receive NCLEX-RN Registration Acknowledgement email from Pearson.**
7. **The NRB/SBN reviews your application for licensure and makes you eligible in the Pearson system.**
8. **Receive Authorization to Test (ATT) email from Pearson.**
9. **Schedule your examination date and time with Pearson.**

GENERAL INFORMATION and TIPS:

1. **REMEMBER** Licensure application and NCLEX-RN registration are separate processes (see above Schematic).
2. **ACCURACY** is required in completing the licensure application and NCLEX-RN registration.
 - a. Errors in names (e.g., entering first name in the "Last Name" field) or errors in required data (e.g., date of birth) will result in delays.
 - b. Identification that you will use for the licensure application, and the NCLEX-RN registration must match.
3. **Your Education Program Code is: US25506800**
(If your SBN requires the 5-digit code, use 25-568)
4. **NCLEX-RN** registration fee paid to Pearson is **non-refundable** for ANY reason.
TIP: Pearson correspondence is ONLY by email
5. **When you receive your authorization to test:** You may schedule to take the NCLEX-RN anywhere in the US - it does not need to be in the State that you are applying for licensure.
6. **Licensure applications**---Do not submit more than 90 days prior to graduation.
7. **Locate your [State Board of Nursing's](#)** website
8. **Read and follow the RN Licensure by Examination application instructions.**
9. State Boards of Nursing will require education verification:
 - a. **For Pennsylvania**
 - i. Nursing Education Verification (NEV) form will be sent automatically and electronically by the Nese CON to the PA SBN the Monday after graduation.
 - ii. All students will receive an email confirmation from the Nese CON when the NEV form has been submitted to the PA SBN.
 - b. **For other states**
 - i. SBNs generally require an official transcript for education verification.
 - ii. **Official transcripts must be sent directly from the PSU Registrar's Office to the SBN.** You may order your official transcript through Lion PATH following the directions on the [PSU Registrar's website](#):
 - iii. If your SBN requires documentation from the Nese CON other than, or in addition to, an official transcript, email the required form, etc. to Lynda Bennett (lgb15@psu.edu) with specific instructions. Examples include forms that need the Dean or Program Director's signature, University Seal, and clinical hours verification.

NOTE: Students will receive an email confirmation when their documentation request is completed. Letters, confirmations, etc. (if request sent to Nese CON), are mailed/submitted per the student's instructions.

10. All SBNs require applicants to submit:

- a. Mandatory Child Abuse Continuing Professional Development Education (CE) course - Follow the directions on the SBN website.

TIP: You MUST register for the course using the information you will provide on your application for licensure. A license will not be issued until the course is completed.

- b. Mandatory FBI Background Check –Follow the directions on the SBN website.

TIP: Review the identification documents accepted by IdentoGO. You will receive a confirmation receipt after you are fingerprinted, which you must upload to your application before submitting it.

11. Complete information plus videos explaining the application process for **PA SBN** are posted on the Board's [webpage](#).

12. Questions?

For licensure questions, please contact the State Board of Nursing where you are applying.

- For NCLEX-RN Examination registration questions, please contact Pearson.

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

Revised Spring 2026

NCLEX Retake Policy -from National Council of State Boards of Nursing, Inc (NCSBN)

“Candidates who need to retake an NCLEX exam can start their reregistration process after receiving their results. They will need to notify their nursing regulatory body (NRB) that they plan on retaking the examination, fulfill any necessary requirements and reregister with Pearson VUE. Per NCSBN policy, candidates are permitted to take the NCLEX eight times per year and there must be 45 test-free days between each examination.

Some jurisdictions have stricter limits on the number of NCLEX exams a candidate can take annually. Candidates are encouraged to [contact the NRB](#) of the jurisdiction in which they are seeking licensure for their specific NCLEX retake policy.”

QUALIFICATIONS for LICENSURE in PA

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

ADDITIONAL RESOURCES

Links to Additional Resources for Students

Ross and Carol Nese College of Nursing Website

<http://www.nursing.psu.edu/>

Academic Advising Portal:

<http://advising.psu.edu/>

Academic Advising

A: <http://www.altoona.psu.edu/advising/>

B <https://behrend.psu.edu/academics/academic-services/academic-advising>

H: <https://harrisburg.psu.edu/division-undergraduate-studies-advising-center>

Academic Calendar

A: <http://www.altoona.psu.edu/registrar/calendar.php>

B <https://behrend.psu.edu/academics/academic-services/college-registrar/courses-and-registration>

H: <https://harrisburg.psu.edu/academic-calendar>

Admissions

A: <http://www.altoona.psu.edu/admissions/>

B <https://behrend.psu.edu/admission>

H: <https://harrisburg.psu.edu/admissions>

Bookstore

A: <https://psu.bncollege.com/shop/psu-altoona/home>

B <https://behrend.psu.edu/directory/bookstore>

H: <https://psu.bncollege.com/shop/psu/home>

Bursar

A: <http://www.altoona.psu.edu/bursar/>

B <https://behrend.psu.edu/academics/academic-services/bursar>

H: <https://harrisburg.psu.edu/bursar>

Career Services

A: <http://www.altoona.psu.edu/career/>

B <https://behrend.psu.edu/academics/academic-services/career-services>

H: <https://harrisburg.psu.edu/career-services>

Counseling Services (CAPS)

A: <https://altoona.psu.edu/offices-divisions/student-affairs/health-wellness/counseling-psychological-services>

B <https://behrend.psu.edu/student-life/student-services/counseling-center>

H: <https://harrisburg.psu.edu/counseling-services>

Disability Services

A: <https://altoona.psu.edu/offices-divisions/student-affairs/health-wellness/student-disability-resources>

B <https://behrend.psu.edu/student-life/educational-equity-and-diversity/services-for-students-with->

[disabilities-and-learning-differences](#)

H: <https://harrisburg.psu.edu/disability-services>

Health Services

A: <http://www.altoona.psu.edu/healthwellness/>

B <https://behrend.psu.edu/student-life/student-services/health>

H: <https://harrisburg.psu.edu/student-health-services>

Housing

A: <http://www.altoona.psu.edu/housing/>

B <https://behrend.psu.edu/student-life/housing-and-residence-life>

H: <https://harrisburg.psu.edu/housing>

Housing and Food Services

A: <http://altoonacampusliving.psu.edu/>

B <https://behrend.psu.edu/student-life/housing-and-residence-life>

H: <http://harrisburgcampusliving.psu.edu/>

ID Cards

A: <https://idcard.psu.edu>

B <https://idcard.psu.edu/id-card>

H: <https://harrisburg.psu.edu/academics/registration-instructions>

Information Technology Services

A: <https://altoona.psu.edu/offices-divisions/information-technology>

B <https://behrend.psu.edu/general-services/information-technology-services>

H: <https://harrisburg.psu.edu/its>

Learning Resources Center

A: <http://www.altoona.psu.edu/lrc/>

B <https://behrend.psu.edu/academics/academic-services/center-for-learning-excellence>

H: <https://harrisburg.psu.edu/learning-center>

Nursing Student Mental Health Guide

<http://www.cnaclasses.org/nursing-student-mental-health/>

Parking and Transportation

A: <http://www.altoona.psu.edu/downtown/parking.php>

B <https://behrend.psu.edu/general-services/parking>

H: <https://harrisburg.psu.edu/news/parking-campus>

Police Services

A: <http://www.altoona.psu.edu/police/>

B <https://behrend.psu.edu/general-services/police>

H: <https://harrisburg.psu.edu/safety-police-services>

Registrar

A: <https://altoona.psu.edu/offices-divisions/academic-affairs/registrar>

B <https://behrend.psu.edu/academics/academic-services/college-registrar>

H: <https://harrisburg.psu.edu/registrar>

Residence Life

A: <http://www.altoona.psu.edu/reslife/>

B <https://behrend.psu.edu/student-life/housing-and-residence-life/residence-life>

H: <https://harrisburg.psu.edu/residence-life>

Student Affairs

A: <http://www.altoona.psu.edu/stuaffairs/>

B <https://behrend.psu.edu/student-life/student-affairs>

H: <https://harrisburg.psu.edu/student-affairs>

Student Aid

A: <http://www.altoona.psu.edu/stuaid/staff.php>

B <https://behrend.psu.edu/admissions-financial-aid/financial-aid/current-students>

H: <https://harrisburg.psu.edu/financial-aid>

Scheduling Information

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

B <https://behrend.psu.edu/academics/academic-services/college-registrar/courses-and-registration>

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

Tuition

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

B <https://behrend.psu.edu/tuition-and-financial-aid>

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

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LPN CREDIT BY PORTFOLIO FORMS

**The Pennsylvania State University
Ross and Carol Nese College of Nursing**

Credit by Portfolio LPN Education/Experience Verification Form

Student Name: _____

PSU ID: _____

LPN License: State _____ License Number: _____

Expiration Date:

Practical Nursing Program Name:

Address:

Employer(s):

Student Applicant Signature: _____ Date: _____

Undergraduate Nursing
Program Director Signature: _____ Date: _____

NOTE: Please forward this form to the campus director for undergraduate nursing education who will forward to the records specialist office (112 Nursing Sciences Building) at the University Park campus for recording.

EXAMPLE

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

Employer Form Letter

Insert Date

Employer
Address
City, State ZIP

To Whom It May Concern:

I, _____ (*student name*), have been admitted to The Pennsylvania State University’s Baccalaureate Program in Nursing. The Ross and Carol Nese College of Nursing will award up to six (6) credits for basic nursing education courses to the Licensed Practical Nurse applicant who meets certain criteria.

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

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

Sincerely,

Student’s Name/Signature

**The Pennsylvania State University
Ross and Carol Nese College of Nursing**

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

I, _____, have been admitted to The Pennsylvania State
(printed name)
University's Baccalaureate Nursing Program. The Ross and Carol Nese College of Nursing will award Credit
by Portfolio if certain criteria are met. I am requesting employer documentation of practice hours as part of
this process. I give permission for you to release this information to The Pennsylvania State University's Ross
and Carol Nese College of Nursing.

Applicant Signature: _____ Date: _____

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

Place of Employment: _____

Address: _____

Please check and/or complete the following:

_____ The applicant has been employed as a Licensed Practical Nurse for a minimum of 1,000 hours
within the past three (3) years.

_____ The applicant has been employed as a Licensed Practical Nurse for _____ hours within the
past three (3) years.

Signature: _____

Printed Name: _____ Title: _____

Phone Number and/or Email Address
for Verification Purposes: _____

STUDENT CLINICAL PERFORMANCE EVALUATION REMEDIATION FORMS

PENNSYLVANIA STATE UNIVERSITY
Ross and Carol Nese College of Nursing

NURS 230 Student Clinical Performance Evaluation

Student Name _____ Course Number _____ Semester _____

Clinical Site(s) _____

Mid-Course Evaluation: Passing _____ 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. A clinical failure can result at **any time** during the clinical rotation.

*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 criterion at mid-course evaluation denotes “Needs Improvement” (NI) for the core competency and a “Needs Improvement” clinical grade at mid-course. The evaluator is expected to comment on ALL items rated “NI”. A Remediation Plan will be written at mid-course if the student or needs improvement. The student will also receive an academic difficulty letter.

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 Needs Improvement 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 on 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: 11/2015
Updated: 2/2019; 8/2021;
Revised: 12/2025

Core competency 1	MID-COURSE			FINAL		
	P	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.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Criteria		NI	NA		F	NA
1a. Demonstrates accurate, thorough, and systematic clinical assessments		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
1b. Develops individualized, accurate and complete nursing care plans with rationales and outcome criteria		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
1c. Provides patient-centered care compassionately and effectively		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
1d. Maintains client privacy, confidentiality, and dignity		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
1e. Identifies the need for the professional nurse to advocate for clients/families.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
1f. Prioritizes patient needs and care accurately.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

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

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

Core competency 4	MID-COURSE			FINAL		
	P	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.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Criteria		NI	NA		F	NA
4a. Develops and maintain constructive and cooperative working relationships with faculty, staff, peers, and facility employees		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
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		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
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		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
4d. Identifies the perspectives, expertise, and limitations of all healthcare team members including those of diverse background		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
4e. Reports abnormal findings or changes in patient condition to appropriate members of the healthcare team in a timely, accurate, and thorough manner		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
4f. Identifies the need for help, identifies appropriate resources and initiates requests when appropriate to the situation		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
4g. Begins to incorporate effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
4h. Identifies the unique nursing perspective to inter-professional teams to optimize patient outcomes		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

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

Core competency 6	MID-COURSE			FINAL		
	P	NI		P	F	
Informatics: Manage data, information, knowledge and technology to effectively communicate, mitigate error and support decision making.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Criteria		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.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
6b. Demonstrates fundamental skills in using patient care technologies, information & communication systems, that support safe nursing practice.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
6c. Recognizes the role of information technology in improving patient care outcomes and creating a safe care environment.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
6d. Upholds ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
6e. Utilizes and responds appropriately to technologies and alerts that support clinical decision-making, error prevention, and care coordination.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
6f. Utilizes and begin to evaluate patient data and information.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

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

Approved: 2005
Revised: 11/2015
Updated: 2/2019; 8/2021; Revised: 12/2025

Mid-Semester Evaluation

Instructor Comments:

Student Comments:

Student's Signature: _____ Date _____

Instructor's Signature: _____ Date _____

Final Evaluation

Instructor Comments:

Student Comments:

Student's Signature: _____ Date _____

Instructor's Signature: _____ Date _____

Approved: 2005
Revised: Fall 2015, Spring 2024

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: _____

Approved: 2005; 11/2017
Revised: Fall 2015, 1/2018, 2/2024

PENN STATE UNIVERSITY
Ross and Carol Nese College of Nursing

NURS 251 Student Clinical Performance Evaluation

Student Name _____ Course Number _____ Semester _____

Clinical Site(s) _____

Mid-Course Evaluation: Passing _____ 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. A clinical failure can result at **any time** during the clinical rotation.

*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 Passing requires pass (P) in all Core competencies and criteria. “Needs Improvement” (NI) on any one criterion at mid-course evaluation denotes “Needs Improvement” (NI) for the core competency and a “Needs Improvement” clinical grade at mid-course. The evaluator is expected to comment on ALL items rated “NI”. A Remediation Plan will be written at mid-course if the student or needs improvement. The student will also receive an academic difficulty letter

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 Needs Improvement 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 on 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.

Approved: 2005
Revised: 11/2015
Updated: 2/2019; 8/2021; 3/2022
Revised 12/2025

Core competency 1	MID-COURSE			FINAL		
	P	NI	NA	P	F	NA
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.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Criteria		NI	NA		F	NA
1a. Demonstrates accurate, thorough, and systematic clinical assessments		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
1b. Develops individualized, accurate and complete nursing care plans with rationales and outcome criteria		<input type="checkbox"/>	X		<input type="checkbox"/>	X
1c. Provides patient-centered care compassionately and effectively		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
1d. Maintains client privacy, confidentiality, and dignity		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
1e. Identifies the need for the professional nurse to advocate for clients/families.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
1f. Prioritizes patient needs and care accurately.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

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

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

Core competency 4	MID-COURSE			FINAL		
	P	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.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Criteria		NI	NA		F	NA
4a. Develops and maintain constructive and cooperative working relationships with faculty, staff, peers, and facility employees		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
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		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
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		<input type="checkbox"/>	X		<input type="checkbox"/>	X
4d. Identifies the perspectives, expertise, and limitations of all healthcare team members including those of diverse background		<input type="checkbox"/>	X		<input type="checkbox"/>	X
4e. Reports abnormal findings or changes in patient condition to appropriate members of the healthcare team in a timely, accurate, and thorough manner		<input type="checkbox"/>	X		<input type="checkbox"/>	X
4f. Identifies the need for help, identifies appropriate resources and initiates requests when appropriate to the situation		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
4g. Begins to incorporate effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
4h. Identifies the unique nursing perspective to inter-professional teams to optimize patient outcomes		<input type="checkbox"/>	X		<input type="checkbox"/>	X

Core competency 5	P	NI		P	F	
	Quality Improvement: Monitor the outcomes of care processes and take steps to continuously improve the quality and safety care delivery.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Criteria		NI	NA		F	NA
5a. Accepts guidance, supervision, and constructive criticism		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
5b. Identifies strengths and weaknesses and uses feedback to formulate goals for personal and professional growth		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
5c. Evaluates care based on client response, outcome, scientific knowledge, and begins to make appropriate revisions, as necessary		<input type="checkbox"/>	X		<input type="checkbox"/>	X
5d. Shows a high level of dedication to quality		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
5e. Promotes achievement of safe, quality outcomes of care for all clients and families		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
5f. Realizes that continuous quality improvement is an essential part of the daily work of all members of the healthcare team.		<input type="checkbox"/>	X		<input type="checkbox"/>	X
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.		<input type="checkbox"/>	X		<input type="checkbox"/>	X

Core competency 6	MID-COURSE			FINAL		
	P	NI	NA	P	F	NA
Informatics: Manage data, information, knowledge and technology to effectively communicate, mitigate error and support decision making.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Criteria		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.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
6b. Demonstrates fundamental skills in using patient care technologies, information & communication systems, that support safe nursing practice.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
6c. Recognizes the role of information technology in improving patient care outcomes and creating a safe care environment.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
6d. Upholds ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
6e. Utilizes and responds appropriately to technologies and alerts that support clinical decision-making, error prevention, and care coordination.		<input type="checkbox"/>	X		<input type="checkbox"/>	X
6f. Utilizes and begin to evaluate patient data and information.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

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

Approved: 2005
Revised: 11/2015
Updated: 2/2019; 8/2021; 3/2022
Revised 12/2025

Mid-Semester Evaluation

Instructor Comments:

Student Comments:

Student's Signature: _____ Date _____

Instructor's Signature: _____ Date _____

Final Evaluation

Instructor Comments:

Student Comments:

Student's Signature: _____ Date _____

Instructor's Signature: _____ Date _____

Approved: 2005
Revised: 11/2015
Revised: 02/2016
Revised: 02/2024

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: _____

Approved: 2005; 11/2017
Revised: Fall 2015; 1/2018, 2/2024

PENNSYLVANIA STATE UNIVERSITY
Ross and Carol Nese College of Nursing

300 LEVEL Student Clinical Performance Evaluation

Student Name _____ Course Number _____ Semester _____

Clinical Site(s) _____

Mid-Course Evaluation: Passing _____ 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. A clinical failure can result at **any time** during the clinical rotation.

*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 criterion at mid-course evaluation denotes “Needs Improvement” (NI) for the core competency and a “Needs Improvement” clinical grade at mid-course. The evaluator is expected to comment on ALL items rated “NI”. A Remediation Plan will be written at mid-course if the student or needs improvement. The student will also receive an academic difficulty letter.

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 Needs Improvement 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 on 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, Spring 2024; 12/2025

Core competency 1	MID-COURSE			FINAL		
	P	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.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Criteria		NI	NA		F	NA
1a. Demonstrates accurate, thorough, and systematic clinical assessments		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
1b. Develops individualized, accurate and complete nursing care plans with rationales and outcome criteria		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
1c. Provides patient-centered care compassionately and effectively		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
1d. Maintains client privacy, confidentiality, and dignity		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
1e. Identifies the need for the professional nurse to advocate for clients/families.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
1f. Prioritizes patient needs and care accurately.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
1g. Identifies educational needs and provides education to enhance client well-being		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

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

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

Core competency 4	MID-COURSE			FINAL		
	P	NI	NA	P	F	NA
Teamwork & Collaboration: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Criteria		NI	NA		F	NA
4a. Develops and maintain constructive and cooperative working relationships with faculty, staff, peers, and facility employees		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
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		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
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		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
4d. Incorporates the perspectives, expertise, and limitations of all healthcare team members including those of diverse background		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
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		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
4f. Identifies the need for help, identifies appropriate resources and initiates requests when appropriate to the situation		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
4g. Incorporates effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
4h. Begins to contribute the unique nursing perspective to inter-professional teams to optimize patient outcomes		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

Core competency 5	P	NI	NA	P	F	NA
	Quality Improvement: Monitor the outcomes of care processes and take steps to continuously improve the quality and safety care delivery.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Criteria		NI	NA		F	NA
5a. Accepts guidance, supervision, and constructive criticism		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
5b. Identifies strengths and weaknesses and uses feedback to formulate goals for personal and professional growth		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
5c. Evaluates care based on client response, outcome, scientific knowledge, makes appropriate revisions, as necessary		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
5d. Contributes to a high level to quality		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
5e. Contributes to achievement of safe, quality outcomes of care for all clients and families		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
5f. Contributes to continuous quality improvement as an essential part of the daily work of all members of the healthcare team.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
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		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

Core competency 6	MID-COURSE			FINAL		
	P	NI		P	F	
Informatics: Manage data, information, knowledge and technology to effectively communicate, mitigate error and support decision making.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Criteria		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.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
6b. Demonstrates fundamental skills in using patient care technologies, information & communication systems, and that support safe nursing practice.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
6c. Recognizes the role of information technology in improving patient care outcomes and creating a safe care environment.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
6d. Upholds ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
6e. Utilizes and respond appropriately to technologies and alerts that support clinical decision-making, error prevention, and care coordination.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
6f. Utilizes and begin to evaluate patient data and information.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

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

Approved: 2005 Revised: 11/2015
Updated: 2/2019; 8/2021;
Revised: 12/2025

Mid-Semester Evaluation

Instructor Comments:

Student Comments:

Student's Signature: _____ Date _____

Instructor's Signature: _____ Date _____

Final Evaluation

Instructor Comments:

Student Comments:

Student's Signature: _____ Date _____

Instructor's Signature: _____ Date _____

Approved: 2005
Revised: Fall 2015, Spring 2024

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: _____

Approved: 2005; 11/2017
Revised: Fall 2015, 1/2018, 2/2024

PENNSYLVANIA STATE UNIVERSITY

Ross and Carol Nese College of Nursing

400 LEVEL Student Clinical Performance Evaluation

Student Name _____ Course Number _____ Semester _____

Clinical Site(s) _____

Mid-Course Evaluation: Passing _____ 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. A clinical failure can result at **any time** during the clinical rotation.

*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 criterion at mid-course evaluation denotes “Needs Improvement” (NI) for the core competency and a “Needs Improvement” clinical grade at mid-course. The evaluator is expected to comment on ALL items rated “NI”. A Remediation Plan will be written at mid-course if the student or needs improvement. The student will also receive an academic difficulty letter.

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 Needs Improvement 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 on 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: 11/2015;
Updated: 2/2019;
Revised: 12/2025

Core competency 1	MID-COURSE			FINAL		
	P	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.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Criteria		NI	NA		F	NA
1a. Demonstrates accurate, thorough, and systematic clinical assessments		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
1b. Develops individualized, accurate and complete nursing care plans with rationales and outcome criteria		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
1c. Provides patient-centered care compassionately and effectively		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
1d. Maintains client privacy, confidentiality, and dignity		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
1e. Identifies the need for the professional nurse to advocate for clients/families.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
1f. Prioritizes patient needs and care accurately.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
1g. Identifies educational needs and provides education to enhance client well-being		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
1h. Develops and implements appropriate discharge plans for the client		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

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

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

Core competency 4	MID-COURSE			FINAL		
	P	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.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Criteria		NI	NA		F	NA
4a. Develops and maintain constructive and cooperative working relationships with faculty, staff, peers, and facility employees		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
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		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
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		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
4d. Incorporates the perspectives, expertise, and limitations of all healthcare team members including those of diverse background		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
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		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
4f. Identifies the need for help, identifies appropriate resources and initiates requests when appropriate to the situation		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
4g. Demonstrates effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
4h. Contributes the unique nursing perspective to inter-professional teams to optimize patient outcomes		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
4i. Delegates and oversees care appropriately recognizing the expertise and limitations of team members		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

Core competency 5	P	NI		P	F	
	Quality Improvement: Monitor the outcomes of care processes and take steps to continuously improve the quality and safety care delivery.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Criteria		NI	NA		F	NA
5a. Accepts guidance, supervision, and constructive criticism		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
5b. Identifies strengths and weaknesses and uses feedback to formulate a plan for personal and professional growth utilizing appropriate resources		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
5c. Evaluates care based on client response, outcome, scientific knowledge, makes appropriate revisions, as necessary		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
5d. Contributes to a high level of quality		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
5e. Proposes methods to enhance achievement of safe, quality outcomes of care for all clients and families		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
5f. Contributes to continuous quality improvement as an essential part of the daily work of all members of the healthcare team.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
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.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

Core competency 6	MID-COURSE			FINAL		
	P	NI		P	F	
Informatics: Manage data, information, knowledge and technology to effectively communicate, mitigate error and support decision making.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Criteria		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.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
6b. Demonstrates fundamental skills in using patient care technologies, information & communication systems, and that support safe nursing practice.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
6c. Recognizes the role of information technology in improving patient care outcomes and creating a safe care environment.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
6d. Upholds ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
6e. Utilizes and respond appropriately to technologies and alerts that support clinical decision-making, error prevention, and care coordination.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
6f. Utilizes and begin to evaluate patient data and information.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

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

Approved: 2005
Revised: 11/2015;
Updated: 2/2019;
Revised: 12/2025

Mid-Semester Evaluation

Instructor Comments:

Student Comments:

Student's Signature: _____ Date _____

Instructor's Signature: _____ Date _____

Final Evaluation

Instructor Comments:

Student Comments:

Student's Signature: _____ Date _____

Instructor's Signature: _____ Date _____

Approved: 2005
Revised: Fall 2015, Spring 2024

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

Academic Success Plan – Course Exam Grade < 77%

Student's Name: _____ Date Initiated: _____

Course: _____

Purpose of the academic success plan:

The Ross and Carol Nese 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:

06.01.15
Rev. 07.18.16
Rev. 09.07.17
Rev. 09.26.18

Academic Success Plan - General

STUDENT'S NAME:

DATE:

COURSE:

PURPOSE OF THE ACADEMIC SUCCESS PLAN:

The Ross and Carol Nese 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

Academic Difficulty Notification Letter

Date

Dear (Student Name):

One charge of the Ross and Carol Nese College of Nursing's (Nese CON) BSN Admissions and Standards Sub-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 Nese 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 repeats or attempts the same required nursing course or two different required nursing courses will be dismissed from the nursing major. Please review the complete Nursing Progression Policy in the [Student Handbook](#).

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

Sincerely,

Chair, BSN Admissions and Standards Sub-Committee

cc: (Adviser & Course Coordinator)

Rev. 3/6/2016, 2/26/2018, 10/5/2018
Updated: 6/5/2019, 10/8/2021;6/28/24;8/2025