

PENNSTATE



**The Pennsylvania State University
College of Health and Human Development
School of Nursing**

**Bachelor of Science Student Handbook
RN to BS Program**

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Mission/Goals

Mission

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

Goals

1. Recruit and retain the best qualified and most diverse student body for the undergraduate and graduate program.
2. Maintain and develop cutting edge academic programs.
3. Strengthen our research and scholarly productivity.
4. Strengthen external collaborations.
5. Focus Outreach Efforts.

Revised 2005

Philosophy

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

Human Beings

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

Environment

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

Health

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

Nursing

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

Beliefs about Learning/Nursing Education

Learning

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

Nursing Education

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

The faculty support the concept of educational mobility to provide opportunities for qualified students to enter new careers. The faculty recognize that students learn in many ways and their competencies may be validated by a variety of internal and external evaluative measures. Continuing education is a part of nursing education and supportive to the concept of lifelong learning.

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

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

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

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

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

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

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

Graduate education in nursing is characterized by a philosophy of expanding ideas and emphasis on knowledge development in nursing and health care. The primary goal of graduate nursing education is the development, transmission, and organization of nursing knowledge and the translation of that knowledge into practice in order to promote the health of individuals, families,

and communities throughout society. The graduate nursing programs are an integral part of the Graduate School and graduate education at Penn State.

Approved: 1/25/1999

Accreditation

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

National League for Nursing Accrediting Commission (NLNAC)
61 Broadway
New York, NY 10006
(212) 363-5555

and the

Commission on Collegiate Nursing Education (CCNE)
One Dupont Circle, NW
Suite 530
Washington, DC 20036
(202) 887-6791

End of Program Objectives

The nurse will:

- Evaluate principles, models, and theories from nursing and related disciplines for applicability in clinical practice.
- Apply the nursing process with individuals, families, and groups of diverse cultural, ethnic, and racial backgrounds in a variety of health care settings.
- Collaborate with colleagues from nursing, other disciplines, and consumers to facilitate desirable outcomes in clinical practice.
- Critically analyze research studies and apply to clinical practice.
- Demonstrate accountability in the delivery of professional nursing care.
- Participate in activities that advance nursing as a profession and the self as a professional.

Revised: February 2004

A. SCHOOL OF NURSING COMMITTEES

Students are represented on the following School of Nursing committees:

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

Student representatives are appointed for each committee.

B. ACADEMIC

Academic Integrity Statement

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. At the beginning of each course, it is the responsibility of the instructor to provide a statement clarifying the application of academic integrity criteria to that course. A student charged with academic dishonesty will be given oral or written notice of the charge by the instructor. If students believe they have been falsely accused, they should seek redress through informal discussion with the instructor, department head, dean, or campus executive officer. If the instructor believes that the infraction is sufficiently serious to warrant referral of the case to Judicial Affairs, or if the instructor will award a final grade of "F" in the course because of the infraction, the student and instructor will be afforded formal due process.

Academic Grievance Procedures

The following assumptions are acknowledged:

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

Grade Mediation and Adjudication

The School of Nursing follows Penn State's policies stated in Senate Policies on Grades (*Senate Policies 47-00; 48-00; 49-00*) and *Senate Resolution of Student Classroom Problems* at <http://www.psu.edu/ufs/policies>.

Definition of Grades and School of Nursing Grading Scale

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

Class and Clinical Attendance Policy

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

Disability Statement

The Pennsylvania State University welcomes students with disabilities into the University's educational programs. If you have a disability-related need for modifications or reasonable accommodations, contact the Office for Disability Services, ODS, located at 116 Boucke Building at 1-814-863-1807(V/TTY). For further information regarding ODS please visit their web site at <http://www.equity.psu.edu/ods/main.asp>. Instructors should be notified as early in the semester as possible regarding the need for modification or reasonable accommodations.

University Policy

Confirmed by faculty 06/04

Functional Abilities Policy

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

Advisement

All students will be assigned an academic adviser, who should be consulted with questions or concerns about courses, clinical experiences, and/or career options.

NURSING
RN to BS Program
Degree Requirements - Effective Summer 2003
(A minimum of 120 credits required)***

NAME _____

STUDENT I.D. _____ ADVISOR _____

I. General Education Requirements (45 credits)

A. Writing/Speaking (9 credits) (GWS)

_____ 3____
 _____ 3____
 _____ 3____

B. Quantification (6 credits) (GQ)

(Stat 200) 3____
 _____ 3____

C. Natural Sciences (9 credits)(GN)

(Micrb 106 & 107) (GN) 3____
 **(Biol 129) (GN) 3____
(Biol 141) (GN) 3____

D. Arts (6 credits) (GA)

_____ (GA) 3____
 _____ (GA) 3____

E. Humanities (6 credits) (GH)

_____ (GH) 3____
 _____ (GH) 3____

**F. Social and Behavioral Sciences
(6 credits) (GS)**

(Psy 100) (GS) 3____
(HD FS 129) (GS) 3____

G. General Health Activities (GHA)

(NUTR 251) 3____

**II. Common Requirements for the Major*
(84 Credits)**

A. Prescribed Courses (76 Credits)

Biol 129 (GN FA03) 4____
 Biol 141 (GN) 3____
 Biol 142 1____
 HD FS 129 (GS) 3____
 Micrb 106 (GN) 3____
 Micrb 107 (GN) 1____
 Nutr 251 (GHS) 3____
 Psy 100 (GS) 3____
 Stat 200 (GQ) 4____
 Nurs 200W 3____
 Nurs 205 3 †crp
 Nurs 215(US) 3 †crp
 Nurs 225 3 †crp
 Nurs 230 4 †crp
 Nurs 301 4 †crp

 Nurs 310 4 †crp
 Nurs 320 4 †crp
 Nurs 351 3____
 Nurs 406 4 †crp
 Nurs 417(US;IL) 4____
 Nurs 418 3____
 Nurs 420 4 †crp
 Nurs 457 3____
 Nurs 465 3____

B. Additional Courses (9-10 Credits)

Chem 101 or 012(3) and 014(1) (GN) 3____
 Soc 005 or Soc 001 (GS) 3____
 Nurs 390(US) 3____

**C. Supporting Courses and Related Areas
(6 Credits)**

Select 6 credits from courses on approved
 School list in consultation with adviser.

III. Electives (7-11 credits)

Credits Not Applied to Graduation

Math 001__ Engl 004__
 Math 004__ Engl 005__

Recorder Use Only

Credits

Earned to Date _____
 Currently Enrolled _____
 To Be Taken _____
 Total Required _____

*A student enrolled in this major must receive a grade of C or better, as specified in Senate Policy 82-44.

**To receive General Education Credits in Chemistry students must take both Chemistry 012 and 014.

***Every baccalaureate degree student must earn at least 36 of their last 60 credits from Penn State University, as specified in Senate Policy 83-80.

†crp (33 Credits Earned by Portfolio)

RN to BS Course Descriptions

Key to Semester Hour Designation

4 SH (2,2) = 4 Semester Hours 2hours in *lecture*, 2semester 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 6 hours of clinical (2 x 3 hours) per week over a 15-week semester.

Required Nursing Courses (All prerequisite courses must be successfully completed with a “C” or higher.)

NURS 200W-Introduction to Nursing Research—Introduction to methods and philosophy of empirical inquiry as applied to research in nursing. Prerequisites: NURS 215, NURS 225, NURS 230, NURS 351; or Prerequisite NURS 390 and STAT 200 for RN to BS majors. 3 SH (3,0)

***NURS 205-Introduction to Pharmacological Concepts**—Study of basic concepts of pharmacology and relevant nursing implications. Prerequisites: NURS 215, NURS 225, NURS 230, NURS 351; or approval of nursing program. 3 SH (3,0)

***NURS 215(US)-Health: Introduction to Wellness**—Designed to explore the wellness component of health, with emphasis on concepts of health, life-style patterns, and nursing intervention. Prerequisites: BIOL 129, BIOL 141. 3 SH (3,0)

***NURS 225-Health: Introduction to Illness**—Designed to explore the illness component of health with emphasis on the pathophysiological and psychosocial aspects. Prerequisites: NURS 215, NURS 351, BIOL 129, BIOL 141; prerequisite or concurrent, MICRB 106, MICRB 107, CHEM 11 or CHEM 12 and 14. 3 SH (3,0)

***NURS 230-Health: Nursing Process**—Analysis of the nursing process and introduction to clinical competencies and psychosocial skills. Prerequisites: NURS 215, NURS 351. 4 SH (2,2)

***NURS 301-Nursing Care of the Client through the Adult Life Span requiring Medical Intervention**-Therapeutic nursing care of the adult patient in a variety of primarily medical settings. Prerequisites: NURS 215, NURS 225, NURS 230, NURS 351; Prerequisite or concurrent: NURS 205. 4 SH (2,2)

***NURS 310-Nursing Care of the Elderly**—Nursing concerns and intervention in promoting the health of the elderly. Prerequisites: NURS 215, NURS 225, NURS 230, NURS 351; Prerequisite or concurrent: NURS 205. 4 SH (2,2)

***NURS 320-Nursing Care of Young Adults**—Methods of and practice in the delivery of therapeutic nursing care to young adults in the childbearing phase of life. Prerequisites: NURS 215, NURS 225, NURS 230, NURS 351; Prerequisite or concurrent: NURS 205. 4 SH (2,2)

NURS 351-Health Assessment—Designed to broaden the student’s knowledge and skills in health assessment and physical examination across the lifespan. Prerequisites: current and valid RN license for RN to BS majors. 3 SH (2,1)

NURS 390(US)-Transition and the Professional Nursing Role – Transition to baccalaureate education and professional nursing practice, emphasizing leadership, management, and issues influencing nursing education and practice. Prerequisite: current and valid RN license. 3 SH (3,0)

***NURS 406-Nursing Care of Children and Adolescents**—Common health problems and nursing intervention for children and adolescents. Prerequisites: NURS 205, NURS 301, NURS 302, NURS 310, and NURS 320. 4 SH (2,2)

NURS 417(US,IL)-Family and Community Health Concepts – Study of the concepts of family and community based nursing care emphasizing multicultural influences on health practices. Prerequisite: NURS 390, 457 and valid RN license. 4 SH (3,1)

NURS 418-Application of Family and Community Health Concepts – Application of family and community health concepts in a specialized practice setting. Prerequisite: NURS 390, 417 (US,IL) , 457, 465 and valid RN license. 3 SH (1,2)

***NURS 420-Mental Health Nursing**—Emphasizes the clinical application of mental health theory in nursing care of patients with acute and chronic mental health problems. Prerequisites: NURS 205, NURS 301, NURS 302, NURS 310, and NURS 320. 4 SH (2,2)

NURS 457-Introduction to Computing and Nursing Informatics -An introduction to computers and nursing informatics, focusing on applications to the nursing profession. Prerequisites: STAT 200, current and valid RN license. 3 SH (2,1)

NURS 465-Adult Health Concepts – In-depth study of the theory, principles, practice, and roles of adult health nursing. Prerequisite: NURS 390 and 457. 3 SH (2,1)

Nursing Electives (Please check course schedules for offerings. Electives are not offered every semester at each campus location.):

NURS 115-Medications and the Elderly Client-Nursing implications of medication therapy with the elderly client. 1 SH (1,0)

NURS 203-(GHA)-First Aid and CPR-An introductory first aid course designed to provide the basic knowledge and skills to provide assistance to someone injured/ill. Prerequisites: None. 3 SH (3,0)

NURS 303-Clinical Application of Laboratory Tests-A study of the background, meaning, and nursing implications of laboratory test results. Prerequisites: NURS 215, NURS 225, NURS 230. 1 SH (1)

NURS 304-Concepts of Pain Management-Nursing management of clients experiencing a variety of types of pain. Prerequisites: NURS 215, NURS 225, NURS 230, NURS 351. 1 SH (1,0)

NURS 401(IL)-Concepts of Health-Exploration of current and ancient concepts of health and their respective modes of intervention. Prerequisites: 6 credits in humanities and/or social sciences. 3 SH (3,0)

NURS 404-Cardiac Dysrhythmias: Interpretation, Treatment, and Nursing Management-An introductory course with a focus on dysrhythmia recognition and interpretation of abnormal 12-lead electrocardiograms (EKG, ECG). Diagnosis, medical treatment, and nursing management will be incorporated into the discussion of each dysrhythmia in order to provide the necessary knowledge and skills essential for accurate dysrhythmia identification and management. Prerequisites: BIOL 141, BIOL 129 or equivalent, or approval of the department. 1 SH (1,0)

NURS 407-Drugs of Abuse and Mental Health Issues-Examines the health care needs across the lifespan of clients who have an alcohol or other drug disorder in combination with a psychiatric disorder. Prerequisites: BBH 143 or PSY 100, or approval of the department. (1 SH (1,0)

NURS 408-Clinical Application of Pharmacological Concepts-Study of the application of pharmacological concepts to the clinical setting. Prerequisites: NURS 205, NURS 301, NURS 302, NURS 310, NUR 320. 1 Sh (1,0)

NURS 409-Introduction to Forensic Nursing-Provides an introduction to the forensic health sciences, clinical forensic nursing, and the nursing role in the scientific investigation of violence. Describes the principles and philosophy of forensic nursing in acute care and community settings. Roles of the forensic science professional and advanced practice forensic nurse are explored. Prerequisites: current and valid RN license or approval of the department. 3 SH (3,0)

NURS 430-Organization and Administration for the Nurse Manager-Introduction to organizational theory and principles of practice in the administration of nursing services and patient care. Prerequisites: current and valid RN license for RN to BS majors. 3 SH (3,0)

NURS 431-Data Management for Nurse Managers-Analysis of information systems to manage nursing service organizations. Includes financial management, the budget processes, and productivity measurement. Prerequisites: current and valid RN license for RN to BS majors. 3 SH (3,0)

NURS 432-Nursing Management of Human Resources-Human resource management and related factors in nursing service organizations. Prerequisites: current and valid RN license for RN to BS majors. 3 SH (3,0)

NURS 433-Seminar for Nurse Managers-Course focuses on the application of management principles in the role of the nurse manager. Prerequisites: current and valid RN license for RN to BS majors. 3 SH (3,0)

NURS 440-Trauma/Critical Care Nursing-Focuses on the impact of nursing care of persons experiencing acute trauma and/or critical illness. Prerequisites: approval of nursing program. 3 SH (3,0)

NURS 452-(US)(B BH; WNST) Women's Health Issues-Overview of major health issues concerning women today, with an emphasis on social, cultural, and medical influences. Prerequisites: BIOL 141 or PSY 100. 3 SH (3,0)

NURS 458-Ethical Challenges in Healthcare Informatics. A case based collaboratory designed for the exploration and analysis of the ethical dilemmas facing healthcare informatics practitioners. Prerequisite: NURS 457. 3 SH (3,0)

NURS 464-(US,IL) Dying and Death-Exploration of attitudes toward death and dying: concept of grief, responsibilities to the dying person and the family. Prerequisite: PSY 100 or SOC 001. 3 SH (3,0)

Variable Credit Independent Study or Special Topic Offerings (Consult with your adviser regarding these courses.)

NURS 197-Special Topics. 1–9 SH

NURS 296-Independent Studies. 1–18 SH

NURS 297-Special Topics. 1–9 SH

NURS 298-Special Topics. 1–9 SH

NURS 397-Special Topics. 1–9 SH

NURS 398-Special Topics. 1–9 SH

NURS 495-Nursing Study in Specialized Setting. Prerequisite: 7th semester standing.
1–12 SH

NURS 496-Independent Studies. 1–18 SH

NURS 497-Special Topics. 1–9 SH

NURS 499 (GI)-Foreign Study Nursing. 1–9 SH

(*indicates courses received by portfolio assessment)

Independent Study in Nursing

Nursing 495: Nursing Study in Specialized Setting (effective Fall Semester 1992)

Policies

The student has the responsibility of initiating a *Request for Assignment to NURS 495* in writing no later than the end of the seventh week of the semester immediately preceding the one for which the NURS 495 is requested. Students will have completed the junior year prior to enrollment in NURS 495 (sixth-semester standing). Additional requirements for enrollment in NURS 495 include:

- Students are limited to one **NURS 495** enrollment in their academic career at Penn State with the following exception: the student has faculty permission to enroll in a second **NURS 495** and all other first-time **NURS 495** requests have been granted.
- Students who are graduating the semester in which they have requested a NURS 495 will be given immediate priority.
- Enrollment in NURS 495 must be approved by the supporting faculty member prior to student enrollment.
- If clinical sites and/or clinical supervisors are unavailable or are inappropriate, it may not be possible to place students in the agencies of their choice.

Students should request the specific number of semester credits using the following credit/clinical hour equivalencies:

- 1 credit = 45 hours
- 2 credits = 90 hours
- 3 credits = 135 hours
- 4 credits = 180 hours
- 5 credit = 225 hours
- 6 credit = 270 hours
- 7 credit = 315 hours
- 8 credit = 360 hours

- 9 credit = 405 hours
- 9 credit = 450 hours
- 9 credit = 495 hours
- 9 credit = 540 hours

In order to meet course objectives and agency requirements, students are encouraged to enroll in a minimum of 3 credits for a NURS 495.

Procedures

Obtain a “Request for Assignment to NURS 495” from the Campus Coordinator, the School of Nursing Academic Affairs Office at University Park (Health & Human Development East), Hershey Medical Center (1300 Academic Support Building), from a Nursing Coordinator at a Commonwealth Campus, or print out a “Request for Assignment to NURS 495” from the School of Nursing web site.

Student will confer with a faculty member on the specifics of the NURS 495, including credits, placement, objectives, and evaluation. The sponsoring faculty member signs the request form is submits form to the Campus Nursing Coordinator.

Responsibilities

Faculty

1. In consultation with the Campus Coordinator and Professor-in-Charge of Undergraduate Programs, initiate contact with preceptor and obtain curriculum vitae.
2. Inform preceptor of student’s educational level.
3. Provide and discuss with preceptor and student the course objectives, desired learning experiences, and criteria for evaluation.
4. Attend beginning of semester meetings as appropriate.

Student

1. The student is responsible for registering for the course via eLion.
2. Once approval is received for NURS 495, develop with the assigned faculty member specific clinical objectives and desired learning experiences related to course objectives.
3. Maintain weekly contact with faculty.
4. Assume responsibility for seeking learning experiences in conjunction with preceptor and faculty.
5. Participate in her/his evaluation with preceptor and faculty.
6. Participate in evaluation of faculty preceptor and clinical agency.
7. Abide by agency policies.
8. Notify preceptor in advance of absence or tardiness.

Preceptor

1. Participate in the orientation of student to the clinical environment.
2. in conjunction with student, select learning experiences to meet the objectives of the course.
3. Engage in continuous on-site teaching of student.
4. Allow student to work in a collaborative relationship.
5. Provide the majority of the clinical guidance and/or supervision as dictated by the learning experience.
6. Maintain open dialogue with faculty and student.
7. Evaluate student progress continuously and provide feedback.

Criteria for Selection of a Preceptor

1. Currently licensed as a registered nurse.
2. Minimum of a baccalaureate degree in nursing.
3. Tangible evidence of commitment to further education and/or competency (workshops, conferences, certification, or enrollment in courses).
4. Experience as a nurse for at least one year.
5. Employment time in the setting sufficient to be thoroughly familiar with the institution. (The actual time can be determined jointly by the preceptor, agency, and faculty.)
6. Voluntary acceptance or preceptor role.

The *Record of Independent Study* form will be returned to the instructor at the end of the semester; Section II is then completed. Evaluations and final grades are due in the School of Nursing's Academic Affairs Office within 48 hours after the last day of classes in the semester.

The Pennsylvania State University`
College of Health and Human Development
School of Nursing

Request for Assignment to NURS 495

Name: _____
Last First Middle Initial

PSU ID: _____ Date: _____

Local Address: _____
_____ (Include Apt. #)
_____ (Include Zip Code)

Telephone: _____ Current Semester Standing: _____

First Choice

Second Choice

Agency

Geographic Location

Clinical Specialty Area

Instructor

Brief Justification for Request: _____

Number of Credits: _____ (see instructions) Semester: _____ Year: _____

Previous NURS 495? _____ (If yes, when _____, number of credits _____.)

For School Use Only

Instructor: _____ Approved: _____ Denied: _____

Date: _____ Comments: _____

Professor-in-Charge: _____ Approved: _____ Denied: _____

Date: _____ Comments: _____

Processed: _____

**The Pennsylvania State University
College of Health and Human Development
School of Nursing**

NURS 495—Evaluation

Name: _____ PSU ID: _____
 Last First Middle Initial

Preceptor Name: _____ Vita: Yes _____ No _____

Title: _____

Agency: _____ Unit: _____

1. Clinical evaluation by preceptor (telephone, in-person, written):

A. Student Strengths:

B. Student Areas Needing Improvement:

C. Overall Narrative Summary:

2. Recommended clinical evaluation (satisfactory/unsatisfactory): _____

3. How well were the program and/or student objectives achieved/not achieved?

Final Grade: _____

Preceptor Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Student Signature: _____ Date: _____

**The Pennsylvania State University
College of Health and Human Development
School of Nursing**

NURS 495—Proposed Course Schedule

Name: _____ PSU ID: _____
 Last First Middle Initial

Proposed Course Schedule for: Fall _____ Spring _____ Year _____

Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7-8							
8-9							
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							

Nursing 496: Independent Study

Policies

The Nursing 496 Independent Study (NURS 496) involves only independent theory course work (i.e., no clinical component). The student has the responsibility of initiating a *Request for Assignment to NURS 496* in writing before the beginning of the semester for which NURS 496 is requested. Exceptions to this policy must be cleared through the Professor-in-Charge of Undergraduate Programs. The student should request the specific number of semester credits to be assigned.

Procedures

Obtain a NURS 496 application packet from the School of Nursing's Academic Affairs Office at University Park (210 Health and Human Development East), Hershey Medical Center (1300 Academic Support Building), or print out a *Request for Assignment to NURS 496* from the School of Nursing web site. Make an appointment with the instructor. The student and instructor must complete the *Request for Assignment to NURS 496* and Section I of the *Record of Independent Study*, and submit both forms to the Professor-in-Charge of Undergraduate Programs. The student is responsible for registering for the course via eLion. A signed copy of the *Request for Assignment to NURS 496* and a copy of the *Record of Independent Study* will be returned to the student and instructor.

The *Record of Independent Study* form will be returned to the instructor at the end of the semester; Section II is then completed. Evaluations and final grades are due in the School of Nursing's Academic Affairs Office within 48 hours after the last day of classes in the semester.

The Pennsylvania State University
College of Health and Human Development
School of Nursing

Request for Assignment to NURS 496

Name: _____
Last First Middle Initial

PSU ID: _____ Date: _____

Local Address: _____
_____ (Include Apt. #)
_____ (Include Zip Code)

Telephone: _____ Area of Study: _____

Brief Justification for Request: _____

Number of Credits: _____ Semester: _____ Year: _____

Previous NURS 496? _____ (If yes, when _____, number of credits _____.)

For School Use Only

Instructor: _____ Approved: _____ Denied: _____

Date: _____ Comments: _____

Professor-in-Charge: _____ Approved: _____ Denied: _____

Date: _____ Comments: _____

Processed: _____

**The Pennsylvania State University
College of Health and Human Development
School of Nursing**

NURS 496—Record of Independent Study

This *Record of Independent Study* must be used for all independent or individually arranged student learning experiences. It is to be completed by the student and instructor, and submitted to the Professor-in-Charge of Undergraduate Programs before the beginning of the semester.

Section I:

1. Title or descriptive statement of the Independent Study.

2. Purpose of the Independent Study.

3. Program and/or student objectives and experiences for the Independent Study.

4. Method used to evaluate the objectives (e.g., oral/written examination, paper, report, observation, etc.).

Section II (to be completed at the end of the semester):

1. How well were the program and/or student objectives achieved/not achieved?

2. Number of credits: _____ Grade: _____

Signatures:

Instructor: _____ Student: _____

Date: _____ PSU ID: _____

Students Experiencing Academic Difficulty

One of the responsibilities of the Student Admissions and Standards Subcommittee is to monitor the academic progression of the students in the nursing curriculum. The committee believes that the student is ultimately responsible for seeking assistance when experiencing academic difficulty. However, the student may need to know that their progress is being monitored and that the faculty are committed to helping students achieve success. This plan for early identification and follow-up of students experiencing academic difficulties 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 RN to BS Student Admissions and Standards Subcommittee will request that all nursing faculty identify at mid-semester (week 7-8) any student earning less than 75% in a theory portion of a course, or any student performing below satisfactory levels in clinical. Faculty who have a course following an alternative time format (i.e., 8-week or front loading of a clinical) are responsible for notification of the committee of students in academic jeopardy at mid-semester corresponding to the course time frame.
3. The Chair of the Student Admissions and Standards Subcommittee will send a letter of concern to all students who have been identified in academic jeopardy.
4. A copy of the letter will be sent to the adviser and the course coordinator and placed in the student file.
5. In addition to a copy of the letter, advisers and coordinators will receive a form to be completed reporting student initiated contact and specific actions suggested. These forms will have a deadline for submission and will be placed in the student file.
6. The Chair of the Subcommittee will be informed of all final grades for students earning a “D” or an “F” in a nursing course.

Revised 11/02

Credit by Portfolio Assessment

The School of Nursing of the Pennsylvania State University awards up to 33 credits by portfolio assessment for fundamental nursing courses. Students must meet certain criteria to be eligible for the portfolio credit award. There is a fee payable at the time of the credit award. All students must earn at least 36 of their last 60 credits at Penn State in order to receive a degree from Penn State.

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

Credit by Portfolio

Student Name: _____ **PSU ID Number** _____

Date: _____

Current License: **State** _____ **Number** _____

Program Attended: _____

Year of Graduation: _____

Applicant has met the following criteria:

- ___ **A. Graduated within 3 years from basic program.**
- ___ **B. Has valid RN license**
- ___ **C. Graduated more than 3 years ago**
- ___ **D. 1,000 hours practice in last 3 years (documentation attached)**
- ___ **E. Earned credit in N390 and one of the 400 level clinical courses**
- ___ **F. Earned 3 credits in N495 – counts as nursing elective**
- ___ **G. Will earn 36 of last 60 credits at The Pennsylvania State University**

**Credit Granted for the Following
Combination of Criteria:**

- ___ **Type 1 A,B,G**
- ___ **Type 2 B, C, D, G**
- ___ **Type 3 B, E, F, G**

Portfolio Credits Awarded:

- Nurs 205** ___ 3
- Nurs 215** ___ 3
- Nurs 225** ___ 3
- Nurs 230** ___ 4
- Nurs 301** ___ 4
- Nurs 310** ___ 4
- Nurs 320** ___ 4
- Nurs 406** ___ 4
- Nurs 420** ___ 4

Total Credits

33

Adviser or RN/BS Program Coordinator Signature

Date

9/17/04

Employer Form Letter

Date

Employer
Address
City, State Zip

To Whom it May Concern:

_____ (*student name*) _____ is seeking admission to The Pennsylvania State University's baccalaureate nursing program as a registered nurse. The School of Nursing awards credits by portfolio assessment for a number of required nursing courses to students who have graduated from nursing programs which are approved by the State Board of Nursing and accredited by the National League.

As part of the process to validate that all criteria are met to allow us to award credit by portfolio assessment, the registered nurse must document that he/she has practiced at least 1,000 hours during the past three successive years. I am requesting your verification that this requirement is met by checking either (A) or (B) at the bottom of this letter and returning it to me in the envelope provided. For (B), please provide the number of hours practiced.

Sincerely,

RN/BS Program Coordinator

I verify that _____ has been employed as a registered nurse at my institution/agency as follows by indicating either item (A) or (B) below:

_____ (A) at least 1,000 hours total within the past three years

_____ (B) at this institution/agency for _____ hours in the past three years

(Signature)

(Institution/Agency)

(Printed Name)

(Address)

(Title)

(Phone Number)

Procedure for Obtaining Credit by Examination for Nursing 351

Registered nurse students who can demonstrate college level learning in Health Assessment content may request credit by examination (CRX) for NURS 351. The following procedure is to be used to request credit by examination for NURS 351.

1. The student will contact her/his advisor to initiate the Credit by Examination process.
2. The student will complete the University's Credit by Examination Application (form RG0615) and go to the Finance Office or Bursar to pay the \$35/credit fee. The testing department's budget is 223-13, 1001.
3. The student will submit the CRX form (with the paid stamp on it) white and yellow copies to the advisor. Student retains the pink copy.
4. The exam for the course is an essay examination. The student will prepare a comprehensive document that indicates how the course objectives have been met. The following **examples** of the types of documentation based on the course objectives that may indicate mastery of course objectives. The examples are not intended to be inflexible criteria for documentation as student experiences may vary through differing practice, on-the-job training, in-service education, or continuing education. Students may submit a record of in-service education from the employing institution, and/or copies of continuing education certificates.

Objective 1. Identify psycho-social, cultural, and developmental factors affecting the health assessment process.

- Performs health assessments in current work place on a variety of clients (list types).
- Identifies relevant issues directly related to the individual differences of these clients, provides case examples.

Objectives 2, 3, 4. Utilize appropriate communication and interviewing techniques.

- Gathers health history and current health status in a thorough and systematic manner.
- Documents the health history and current health status.
- Provide a completed copy of institutional health assessment form (names removed for confidentiality).
- Submit sample work from evaluation that covers assessment and states student performs this in a manner to meet requirements of her/his job.

Objectives 5, 6, 7. Performance of a physical exam.

- Provides copies of physical exams completed in the work place, sample forms.
- Documentation of classes attended that focus on developing techniques for focused systems exams, i.e., breath sounds class, how to conduct a neuro assessment,

performing a physical exam on a comatose patient, etc. May be in-service education or non-credit CE.

Objective 8. Demonstrates critical thinking in the analysis of physical findings.

- Provide case examples, sample forms, statements from supervisors, additional continuing education classes attended.
 - Provide evidence of critical analysis of findings and utilization in plan of care.
5. The student will gather the documenting information and submit it and the CRX form to the advisor.
 6. The RN to BS Admissions and Standards Subcommittee will review the content of the essay examination response and sign the CRX form.
 7. The essay response and the CRX form will be mailed to the School of Nursing's RN to BS Student Admissions and Standards Subcommittee for review and recommendation of action.
 8. The Chair of the Student Admissions and Standards Subcommittee will forward the completed CRX form along with a grade to the School's designee who will notify the Registrar of the approval of credit by examination for NURS 351 and request that the credits and grade be added to the student's transcript.
 9. The student is responsible for any fees attached to the process.

Credit Evaluation

1. Once the University has accepted your advanced standing credits and you have officially been admitted to the RN to BS degree program, your credits will be evaluated.
2. It is suggested that you make an appointment with your advisor to review credit evaluations and plan toward completing of the program.
3. Courses accepted by Penn State for transfer from other accredited colleges and universities will need to be petitioned to substitute for Penn State courses.

Re-enrollment

1. If your course of study has been interrupted, you will need to be re-enrolled into the program.
2. Fill out the re-enrollment form and attach a copy of your RN license and mail to your home campus. http://www.psu.edu/registration/form_for_students/reenrollment

Transfer of Nursing Course Credits

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

Use of nursing course transfer credits to meet baccalaureate degree requirements in nursing is done as follows:

1. All credits in nursing courses accepted in transfer from other colleges/universities meet the criteria for use as free electives.
2. Transfer credits for nursing courses taken elsewhere *may* be considered for use as supporting courses or in substitution for a nursing course required in the Penn State curriculum. The following procedures should be followed:
 - **Supporting Course:** The student must submit a petition requesting the use of transfer credits as a supporting course. Such requests may be granted with adviser recommendation and review and approval by the Professor-in-Charge.
 - **Required Nursing Course:** The student must submit a petition requesting the use of specified nursing course credits accepted in transfer to meet the requirements for a specified nursing course within the Penn State curriculum. This petition, with course syllabus and adviser recommendation, is sent to the Student Admissions and Standards Subcommittee for review and approval. Courses petitioned for use as required nursing courses should have been completed within the past seven years, but under extraordinary circumstances courses not meeting this requirement may be evaluated on an individual basis.

Policy and Guidelines for Completion of Faculty Evaluation of Graduating Student

1. Each graduating student is required to contact two nursing faculty members of their choice who would each complete a *Faculty Evaluation of Graduating Student* form (two forms).
2. The *Faculty Evaluation of Graduating Student* form is shared with the student and the student signs the completed form.
3. The two faculty evaluations will be placed with the student's School of Nursing record and kept for three years.

Faculty Evaluation of Graduating Student

As a graduating student from The Pennsylvania State University, School of Nursing, I
 _____ authorize _____ to complete the
 following evaluation for me.
 Graduating Student Signature _____ Date _____

Performance	Outstanding	Above Average	Average	Below Average
Knowledge of Nursing Theory				
Knowledge of Nursing Process				
Quality of Work				
Organizational Skills				
Oral Communication Skills				
Written Communication Skills				
Teaching Skills				
Initiative				
Motivation				
Creativity				
Flexibility-Adaptability				
Compatibility with Others				
Dependability				
Accountability				
Leadership Ability				
Problem Solving Ability				
Attendance and Punctuality				
Appearance				

How long have you known the student? _____ In what capacity? _____
 Comments:

Graduating Student Signature _____ Date _____

Faculty Signature _____

C. CLINICAL

Confidentiality

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

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

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

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

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

**The Pennsylvania State University
College of Health and Human Development
School of Nursing**

Student Confidentiality Agreement

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

“All nurses shall safeguard the patient’s dignity, the right to privacy and the confidentiality of patient information” (Pennsylvania Code, Title 49 Professional and Vocational Standards, 21, 18).

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

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

Student Signature

Date

The Pennsylvania State University
College of Health and Human Development
School of Nursing

Information Release

A Federal law (The Family Educational Rights and Privacy Act of 1974) prohibits The Pennsylvania State University from releasing information concerning your grades without your written permission. This includes your grade point average for potential employers, honor societies, and educational institutions.

If you anticipate needing a letter of reference, being considered for an honor society, or attending another school (undergraduate or graduate), you should check item #1, and sign this release. This form must be returned to the School of Nursing's Student Records Office even if item #2 is checked.

In addition, some clinical sites require copies of the various clearance forms. We must have your signature at the bottom of this page in order to release this information.

Grade Release

1. _____ Information from my record *may be* released to potential employers, educational institutions, and honor societies.
2. _____ Information from my record *may not be* released to potential employers, educational institutions, and honor societies.

Signature

PSU ID

Date

Clinical Release

This section is required to be signed for clinical placement.

Signature

PSU ID

Date

Return to School of Nursing Record's Office at Campus Location

RN to BS Clinical Requirements

To participate in **any** clinical experience, the student must have the following up-to-date in their file in the School of Nursing's Student Records Office at their designated campus location by August 1st each year.

- Health Examination Forms
(see pp. 30-31)
- Health Insurance (see p. 32)
- Malpractice Insurance (see p.32)
- CPR (see p. 32)
- Child Abuse History Clearance (see p.33)
- Criminal Record Check Clearance (see p.33)

The student will not be permitted to attend any clinical experience until all of the above forms are verified and in their file.

Health Examination Policy

The School of Nursing at Penn State subscribes to the Pennsylvania State Board of Nursing requirement that every undergraduate nursing student shall have a ***Pre-Entrance Health Examination*** (See *Pre-Entrance Health Examination* Form).

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

Note: Hepatitis B immunization and titre may be covered by your health insurance plan. Please check your insurance coverage.

ALL SECTIONS MUST BE COMPLETED

Last Name _____ First Name _____ M.I. _____ PSU ID _____
Date of Birth _____ Telephone Number _____

COMPLETE PHYSICAL EXAM:

Date _____ N = Normal or Baseline _____

TB STATUS:

PPD (Mantoux) Two-Step Skin Test

Date _____ Results: Negative _____ Positive _____

If Positive: Date of Chest X-ray _____ Results _____

Isoniazid Prophylaxis: No _____ Yes _____ Dates _____

IMMUNIZATIONS:

1. Measles, Mumps, and Rubella

1st Immunization _____ MMR **OR** Measles _____ Rubella _____

2nd Immunization _____ MMR **OR** Measles _____

OR

OR

Disease Diagnosed by Physician

Antibody Titre

Measles (Rubeola) Date _____ **OR** Date _____ Titre _____

Mumps Date _____ **OR** Date _____ Titre _____

Rubella Date _____ **OR** Date _____ Titre _____

2. Varicella

1st Immunization _____ (if under the age of 12 when immunization was administered, only one immunization is necessary)

2nd Immunization _____

OR

Disease Diagnosed by Physician

Antibody Titre

Varicella Date _____ **OR** Date _____ Titre _____

3. Tetanus/Diphtheria Date _____ (valid only if within the last 10 years)

For the following immunizations, three doses are needed for immunity:

4. Polio Date #1 _____ Date #2 _____ Date #3 _____

5. Hepatitis B Date #1 _____ Date #2 _____ Date #3 _____

Titre (1–4 months following the third immunization) Date _____ Results _____

To be Completed by Health Care Provider:

In my opinion _____ exhibits positive health and is able to participate in clinical nursing experiences. Additional Comments: _____

Signature of Physician or Nurse Practitioner _____ Date _____ Telephone _____

Date of Eye Examination _____ Signature Ophthalmologist/Optomtrist _____

Date of Dental Examination _____ Signature of Dentist _____

ANNUAL HEALTH EXAMINATION

ALL SECTIONS MUST BE COMPLETED

Last Name _____ First Name _____ M.I. _____ PSU ID _____

Date of Birth _____ Telephone Number _____

COMPLETE PHYSICAL Exam:

DATE _____ N = Normal or Baseline _____

TB STATUS:

PPD (Mantoux) Skin Test

Date _____ Results: Negative _____ Positive _____

IF Positive: Date of Chest X-ray _____ Results _____

Isoniazid Prophylaxis: No _____ Yes _____ Dates _____

Are any of the following symptoms present: persistent cough, hemoptysis, night sweats, weight loss, or persistent fatigue. NO _____ YES _____

In my opinion _____ exhibits positive health and is able to participate in clinical nursing experiences. Additional Comments: _____

Signature of Physician or Nurse Practitioner _____ Date _____ Telephone Number _____

NOTE: Each student in Penn State’s undergraduate nursing program is required by the Pennsylvania State Board of Nursing to have written verification of an annual health examination.

The student is responsible for supplying results of the annual health examination on the anniversary date of the last health examination.

Revised 10/2002

Health Insurance Requirement for Students Enrolled in Clinical Courses

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

Malpractice Requirement for Students Enrolled in Clinical Courses

All students must have current malpractice insurance. All records are audited prior to clinical courses. The minimal malpractice insurance requirements are \$1,000,000/\$6,000,000.

Cardiopulmonary Resuscitation (CPR) Requirements For Nursing Clinical Rotations

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

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

- American Heart Association: Health Care Provider Course (2-year certification)
- American Red Cross: CPR for Professional Rescuers (1-year certification)

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

Child Abuse History and Criminal Record Check for Registered Nurse (RN) Students

The Pennsylvania State University School of Nursing maintains child abuse and criminal background clearance policies and procedures to assure the safety of the public receiving services of students and to meet requirements of the agencies where students complete clinical requirements. In lieu of documentation of said clearances, when agencies have no specific clearance requirements, RN students are required to provide evidence that they have current license to practice in the state where the clinical practicum is conducted. Also it is required that the RN student has no disciplinary action in effect that limits her/his licensure to practice in that state. The following procedures must be followed to assure that all RN students meet clearance criteria:

1. All RN students participating in a clinical at any agency that requires Criminal and Child Abuse clearance will be required to have criminal background check and child abuse clearance completed before entry into the agency, and a copy of all clearance forms is to be kept in the student file.
2. The RN to BS program Campus Coordinator at each School of Nursing location will validate that all RN students have no outstanding disciplinary actions in effect prior to starting clinical at an agency where clearances are not required. Coordinators will assume the responsibility for checking the PA State Board of Nursing website for PA RN residents and out-of-state databases to validate that all RN students in clinical have no outstanding disciplinary action that would jeopardize the status of their license.
3. The RN to BS Coordinator will send a report (with all names of students involved in clinical) to the PIC of Undergraduate Nursing Programs by the second week of each semester validating that all RNs in clinical are cleared by the State Board of Nursing and are in full compliance with this clearance policy. The report will be kept on file in the Office of the PIC Undergraduate Programs, School of Nursing at University Park.

Unsuccessful Clearance Procedures:

Child Abuse

Procedure for Unsuccessful “Child Abuse Clearance”:

If the student clearance returns “Indicated”

1. A meeting between the student and Campus Coordinator will be arranged by the Campus Coordinator.
2. At the meeting, the policy will be reviewed and a plan will be developed which will include obtaining clinical agency permission for the student to practice in her/his facility and may include referral for career counseling based on the

implications of the report and if the student can not meet all course/program requirements.

3. Documentation of the meeting will be placed in the student's file.

If the student clearance returns "Founded"

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

Criminal

Procedure for unsuccessful "Criminal Clearance"

If a student clearance returns as "Summary"

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

If the student clearance returns as "Misdemeanor":

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

If the student clearance returns as "Felony":

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

Policy Regarding Drug or Alcohol Impairment of Nursing Students in Clinical Programs

Policy

The intent of this Policy is to offer assistance to those who are in need, while sending a clear message that all students enrolled in the School of Nursing at The Pennsylvania State University are strictly prohibited from possessing or being under the influence of alcohol or illegal drugs while engaged in any clinical program duties and/or while on the premises of any facility where the student engages in clinical duties.

Statement of Purpose and Intention

- A. Students enrolled in the School of Nursing at the undergraduate and graduate level engage in clinical rotations at various types of health care facilities, including 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 Pennsylvania State University and the School of Nursing require all nursing students engaged in clinical activities be free from the influence of illegal drugs and alcohol.
- D. This Policy is enacted in accordance with a position statement on the subject of substance abuse in nursing education published by the American Association of Colleges of Nursing, and also with the standards set forth in Pennsylvania's Professional Nursing Law, (63 P.S. § 224, *et. seq.*).

Definitions

- A. "Alcohol" means beer, wine and all forms of distilled liquor containing ethyl alcohol.
- B. "Clinical Duties," or "Clinical Activities" shall refer to those duties or activities required of School of Nursing students as part of a Clinical Program.
- C. "Clinical Program" shall refer to the assignment of nursing students to health care facilities for the purpose of gaining practical experience and/or engaging in patient care, in fulfillment of degree or course requirements.

- D. “Drug” means any substance that has known mind or function-altering effects on a human subject (i.e. psychoactive substances), including, but not limited to, substances controlled by State or Federal laws.
- E. “Drug Paraphernalia” means all equipment, products, and materials of any kind, which are used for injecting, ingesting, inhaling or otherwise introducing a drug into the human body. This includes, but is not limited to, all equipment, products and materials prohibited or controlled by State or Federal laws.
- F. “Premises,” “Facility,” or “Host Facility” shall mean any place where a student is engaged in clinical activities in fulfillment of degree or course requirements, including but not limited to health care facilities, hospitals, physician offices, long-term care facilities, clinics, schools and community agencies.
- G. “Student” is an undergraduate or graduate student enrolled in the School of Nursing.
- H. “Supervisor” is the person assigned to oversee a student while engaged in performance of a clinical program. This person may be a professor or instructor in the School of Nursing, or an employee of the facility at which the clinical program takes place.

Drug and Alcohol Possession and Use

A. Prohibitions. Except as provided in C below:

1. No student engaged in clinical activities shall use, consume, transport, promote or sell alcohol, drugs or drug paraphernalia while on the premises of the facility of a clinical program.
2. No student may report to the premises of a clinical program or remain on duty while under the influence of or impaired by alcohol or drugs, to any degree. This is a zero tolerance policy.

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

1. Prescribed and over-the-counter drugs. The use or possession of prescribed or over-the-counter drugs and/or drug paraphernalia is not prohibited by this Policy, if legally obtained, used for the purpose for which it was prescribed or manufactured, and if taken at the prescribed or authorized dosage; provided that use of the drug and/or drug paraphernalia does not interfere with the safe and efficient performance of the student’s clinical duties.

2. Job-related distribution of medications. The prohibitions set forth in this Policy does not apply to legitimate distribution of medication as may be an assigned duty in a clinical program.

Procedures and Penalties

- A. In order to assure compliance with this Policy and as a condition of continuing to participate in a clinical program, students are required to cooperate with the procedures outlined herein. Failure to do so may result in termination of a student's clinical program, which will carry with it serious consequences for the student's ability to complete his or her course of study in the School of Nursing.
- B. These procedures shall be implemented by an instructor in the School of Nursing, in consultation with the Director of the School of Nursing, upon a finding of reasonable suspicion that a student may have violated this Policy. A finding of reasonable suspicion may be based upon direct observation by a professor or instructor of the School of Nursing, or upon information provided by a clinical supervisor or other person who has observed the student in the clinical setting. Reasonable suspicion may be determined by various factors which may indicate drug or alcohol use, including the following:
 - (1) Symptoms or behavior which indicate that the student is, or may be, physically or mentally unable to safely and appropriately perform his or her clinical duties or responsibilities; or
 - (2) Inappropriate behavior, which may diminish the student's ability to safely and appropriately perform his or her duties or responsibilities; or
 - (3) Uncharacteristic behavior generally associated with intoxication, including but not limited to odor of alcohol, impaired mental ability, inability to maintain balance, slurred speech, drowsiness, dilated pupils, staggering, awkward movements or erratic behavior.
- C. Students who participate in clinical programs are subject to the rules and regulations of the host facility. This may include drug 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 Pennsylvania State University nor the School of Nursing 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 School of Nursing, this information will be forwarded to the Office of Judicial Affairs, per the procedure set forth in Paragraph E below.

- D. In cases where a professor or instructor in the School of Nursing becomes aware of information giving rise to reasonable suspicion of this Policy or that an employee has been given a drug or alcohol test while the student remains on the premises of the clinical program, the student shall be instructed to leave the premises immediately. The student shall also be instructed not to drive and will be given the opportunity to call friends or family to secure a ride. If necessary, transportation will be provided at the expense of the School of Nursing.
- E. When a finding of reasonable suspicion is made or when proof of a positive illegal drug or alcohol test is provided to the School of Nursing from a host facility, the matter will be referred to the Office of Judicial Affairs for processing, in consultation with the School of Nursing.
- (1) The Office of Judicial Affairs will investigate and process the matter in accordance with standard University procedures and the student Code of Conduct.
 - (2) After a potential violation of this Policy is reported to the Office of Judicial Affairs, and while the matter is pending, the student in question shall be suspended from his or her clinical program and shall not be permitted to participate in any clinical duties.
 - (3) If a student wishes to appeal any aspect of this process, the student may follow those appeal procedures applicable to Office of Judicial Affairs proceedings.
 - (4) As a condition of continuing as a student in the School of Nursing, the student shall fully participate in the disciplinary process and shall abide by any sanctions, treatment, or monitoring which may be ordered by the Office of Judicial Affairs.

Reinstatement to Clinical Program

- A. As a condition for being considered for reinstatement to a clinical program, students must consent to the release to the School of Nursing the outcome of the Office of Judicial Affairs, as well as physicians, psychiatrists, psychologists, and counselors.
- B. A student who has been referred to the Office of Judicial Affairs for a violation of this Policy shall be permitted to return to a clinical program upon fulfillment of the following conditions:
- (1) Expiration of any academic suspension imposed by the Office of Judicial Affairs;

- (2) Successful completion of all treatment programs ordered or recommendations by the Office of Judicial Affairs, with written certification of successful completion a drug or alcohol treatment regimen;
 - (3) Agreement to voluntarily participate in random drug or alcohol screening, the cost of which must be paid by the student.
- C. A student's return to a clinical program in which he or she was engaged when the violation of this Policy occurred shall be contingent upon acceptance by the facility.

Assistance to Students with Drug or Alcohol Problems

Students with drug or alcohol problems, whether or not engaged in a clinical program, are encouraged to voluntarily seek assistance through University's Center for Counseling & Psychological Services. Professors, instructors and advisors in the School of Nursing will assist students with referrals, as requested.

Approved November 5, 2005

Student Pregnancy Policy

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

Acquired Immunodeficiency Syndrome (AIDS)/ Hepatitis B Virus (HBV) Policy Statements

General Guidelines

In accordance with the Rehabilitation Act of 1973, The Pennsylvania State University's School of Nursing (the School) will not exclude any individual from participation in, deny any individual the benefits of, or otherwise subject any individual to discrimination under any of its programs or activities on the fact or perception that such individuals has contracted Acquired Immuno-deficiency Syndrome (AIDS), AIDS-related conditions, or Hepatitis B Virus (HBV).

The University has developed support services to allow individuals infected with or concerned about AIDS or HBV to receive counseling, assistance in locating and using social services, and referrals for further assistance. It is the policy of the School that these resources be made available to faculty, staff, and nursing students.

As a result of the formidable threat to nursing students and faculty from HBV, the School supports the administration of Hepatitis B vaccine to all nursing students and faculty who desire to be vaccinated.

Testing for AIDS and HBV

Testing should be voluntary. Mandatory testing of students, faculty, or staff should not be undertaken. The Centers for Disease Control do not recommend routine screening for AIDS and HBV since the risk of transmission from provider to patient is minimal.

The University Health Service should be familiar with sources of testing for HIV antibodies and HBV, and should be able to refer students, faculty, or staff electing to be tested. Health care providers should understand the capabilities and limitations of the tests, and should be able to counsel and educate persons who seek testing.

The School adopts the guidelines of the National League for Nursing recommending that whether tests are performed through the University Health Service or referred elsewhere, they should be done if, and only if, the following conditions are met:

- Confidentiality or anonymity can be strictly guaranteed.
- In the case of positive HIV antibody, results on the screening test are confirmed by a second procedure.
- Both pre-test and post-test counseling are an integral part of the program.

Clinical Agencies

Clinical agencies utilized by the School for clinical practice experiences are to have written infection control plans designed to minimize or eliminate HIV antibody and HBV exposure. The clinical agency's infection control plan shall include:

- a schedule and method of implementing the infection control plan.
- a schedule for reviewing and updating the plan to reflect significant changes in tasks, policies, and procedures.
- a method of dealing with and documenting occupational exposure.

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

Accidental Exposure

Post Exposure and Follow-up

Following a report of an exposure incident, the clinical agency shall make available to the faculty or student a confidential medical evaluation and follow-up, including at least the following elements:

- Documentation of the route(s) of exposure, HBV and HIV antibody status of the source patient(s), if known, and the circumstances under which the exposure occurred.

- If the source can be determined and permission is obtained, collection of the testing of the source patient's blood to determine the presence of HIV or HBV infection.
- Collection of blood from the exposed faculty or student as soon as possible after the exposure incident for the determination of HIV and/or HBV status. Actual antibody or antigen testing of the blood or serum sample may be done at that time or at a later date if the faculty or student so requests.
- Follow-up of the exposed faculty or student including antibody or antigen testing, counseling, illness reporting, and safe and effective post-exposure prophylaxis, according to standard CDC recommendations.

Information Provided to the Physician

The clinical agency shall provide the following information to the evaluating physician.

- A copy of this policy.
- A description of the affected faculty or student's duties as they relate to the faculty or student's occupational exposure.

Physician's Written Opinion

For each evaluation under this section, the clinical agency shall obtain and provide the faculty or student with a copy of the evaluating physician's written opinion within 15 days of the completion of the evaluation. The written opinion shall be limited to the following information:

- The physician's recommended limitations upon the faculty or student's ability to receive Hepatitis B vaccination.
- A statement that the faculty or student has been informed of the results of the medical evaluation and that the clinical agency has been told about any medical conditions resulting from exposure to blood or other potential infectious materials which require further evaluation or treatment.
- Specific findings or diagnoses, which are related to the faculty or student's ability to receive HBV vaccine. Any other findings and diagnoses shall remain confidential.

Confidentiality

Precautions should be taken when handling confidential information concerning any aspect of an HIV- and/or HBV-infected individual or anyone thought to be at risk of infection in order to reduce the potential for discrimination and mistreatment of the individual involved.

The following recommendations are suggested:

- Specific information concerning complaints or diagnosis is not to be provided to faculty, administrators, or parents without the prior written consent of the individual involved.
- Information is not to be released to any person, agency, insurer, employer, or institution including physician, health clinics, or hospitals without prior written consent of the individual involved.
- Specific information concerning HIV infection is to be discussed with the individual involved prior to entry in a medical record or any official document.
- Health officers or other administrators are not to keep lists or logs that identify individuals tested for the HIV antibody or known to be infected with HIV.
- Faculty, administrators, or other staff are not to disclose any information regarding the presence of The Pennsylvania State University employees with HIV infection to students in any setting.
- The duty of health care providers to protect the confidentiality of HIV-infected individuals or persons thought to be at risk of infection is superseded by the necessity to protect others only in very specific, life-threatening circumstances and should be considered on a case-by-case basis for legal reasons.
- Reporting of AIDS cases shall be governed by the reporting requirements of the Commonwealth of Pennsylvania and the Centers for Disease Control.

Education

Nursing professionals, including faculty, have a fundamental responsibility to provide care to all patients regardless of race, religion, creed, and/or medical diagnosis. Refusing to provide care to any patient for any reason is contrary to the ethics of the nursing profession.

Faculty will address any fear, misinformation, or prejudices students may be experiencing in regard to treating HIV-infected patients through the following measures:

- Providing the most current information on the modes of acquiring and transmitting the AIDS virus in the clinical setting.
- Providing thorough instruction in protective precautions for students in the care of AIDS patients in a community setting as well as in an institutional setting. The infection control guidelines included in Section VII of this policy statement are to be incorporated in these instructions.
- Providing close supervision and monitoring of the student's initial experience in AIDS care.
- Ensuring that equipment, supplies, and conditions are appropriate for minimizing the risk of infection and that disinfecting and disposal procedures are carefully monitored.

Standard Precautions

Infection Control Guidelines to be followed in the care of *ALL* clients are as follows:

- Gloves shall be worn when there is the potential for hands having direct skin contact with blood¹, other potentially infectious materials², *all* body fluids, mucous membranes, or if the patient or nursing student has broken skin. Gloves shall also be worn when in contact with items, such as bedpans and linens soiled with blood, body fluids, or any other potentially infectious material.
- Masks and protective eyewear, or chin-length face shields shall be worn during procedures that are likely to generate splashes, sprays, droplets or aerosols of blood, body fluids, or potentially infectious wastes³ to prevent exposure of mucous membranes of the mouth, nose, and eyes.
- Fluid-proof clothing such as plastic aprons, shoe covers, and other protective body clothing such as surgical caps or hoods shall be worn during procedures that are likely to generate splashes of blood, body fluids, or other potentially infectious wastes.
- Gowns, lab coats, aprons, or similar clothing shall be worn if there is potential for soiling clothes with blood, body fluids, or other potentially infectious wastes.
- Hands and other skin surfaces shall be washed immediately and thoroughly if contaminated with blood, body fluids, or other potentially infectious materials. Hands shall be washed immediately after gloves and other protective equipment are removed.
- Disposable gloves such as surgical or examination gloves, shall be replaced as soon as possible when visibly soiled, torn, punctured, or when their ability to function as a barrier is compromised.
- All personal protective equipment shall be removed immediately upon leaving the work area or as soon as possible, if overly contaminated, and placed in an appropriately designated container.
- To prevent needle stick injuries, needles should not be recapped, purposely bent or broken by hand, removed from disposable syringes, or otherwise manipulated by hand. After disposable needles and syringes are used, they should be placed in puncture-resistant containers for disposal; the puncture-resistant containers should be located as close as practical to the use area.

- To minimize the need for emergency mouth-to-mouth resuscitation, mouthpieces, resuscitation bags, or other ventilation devices should be available for use in areas where the need for resuscitation is predictable.
- Nursing students who have exudative lesions or weeping dermatitis should refrain from all direct patient care and from handling patient-care equipment until the condition resolves.
- Nursing students with transmissible infections shall not be assigned to clients who are immunocompromised.
- Students who are themselves immunocompromised will not be assigned to care for infectious individuals.
- Students who are pregnant will not be assigned to care for infectious individuals.
- Clinical agencies have the responsibility to communicate hazards through the use of signs and warning labels.
- Clinical agencies have the responsibility to provide the resources which enable students and faculty to comply with these guidelines for universal precautions.

This policy was written utilizing Parts 1910 of Title 29 of the Code of Federal Regulation's proposed guidelines in the Federal Register, Volume 54, No. 102, May 30, 1989, pp. 23134–23139.

1. Blood: any human blood, human blood components, and products made from human blood.

2. Other Potentially-Infectious Materials are (a) The following body fluids: semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, saliva, and any body fluid that is visibly contaminated with blood; (b) Any unfixed tissues or organs (other than intact skin) from a human (living or dead); and (c) HIV- or HBV-containing cell or tissue cultures, organ cultures, and culture medium or other solutions.

2. Infectious Waste: blood and blood products, contaminated sharps, pathological wastes, and microbiological wastes.

Travel/Use of Automobile Transportation

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

“Registration Not Complete” Status Policy

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

Clinical Failure Policy Statement

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

Student Dress Code for Clinical Courses

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

RN to BS Program

1. RN to BS students must wear a white lab coat while in the clinical area. A name pin identifying the RN as a Penn State student is a necessity.
2. Students involved in clinical courses, such as family, community, mental health, and, at times, nursing care of children, shall wear appropriate street attire. Blue jeans, sweat shirts or sweat pants, tank tops, T-shirts, halter tops, shorts, and tight or revealing clothing may not be worn. The name pin must be visible at all times.

Guidelines for Using the Clinical Evaluation Tool

- Faculty must address every objective on the *Student Clinical Performance Evaluation* tool, none may be left blank. Faculty are to review the course objectives and consult with other faculty in the same course to be sure that they are all interpreting the evaluation objectives similarly and in relation to the course objectives. The category “not observed” is to be utilized only if the individual evaluation objectives are interpreted to lie outside of the course objectives.
- Faculty are encouraged to include both positive and negative anecdotes in the comment sections of the evaluation tool. Both comments and anecdotes are to be dated.

- Faculty members must substantiate all failing grades with anecdotal information in the comment section.
- When a student receives a failing grade in any objective, the faculty member must identify measurable behaviors the student must demonstrate in order to bring the grade up to a passing level. A remediation plan to meet these objectives will be jointly prepared by the faculty member and the student. The faculty member and student must both sign the plan and it must be attached to the evaluation form.
- In the mid-semester and final evaluation sections of the tool, the faculty member must identify the strengths and weaknesses of the student. These comments must pertain to the listed objectives. Faculty members are to identify those students who are minimally meeting the clinical objectives of the course in these written sections, both for the benefit of the students and the benefit of other faculty members who may have cause to review the evaluations in the future.
- It is not necessary to wait until the mid-semester or final evaluation to identify areas of deficiency and initiate remediation plans. Faculty are encouraged to meet with students and develop remediation plans at any point in the semester. Such interactions are to be documented on remediation plans and attached to the evaluation form.
- In the event that the existing objectives fail to address specific course and/or clinical objectives, it is acceptable for faculty to attach an addendum with a few additional objectives, organized using the categories and format of the current tool. Faculty members will distribute all additional course-specific objectives to students at the beginning of the semester.

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

Student Clinical Performance Evaluation
Nursing 417 Family and Community Health Concepts

Name _____ Mid-Semester Evaluation Date _____
Final Evaluation Date _____

Clinical Site _____

Key:

- P Passing Clinical Performance
- F Failing Clinical Performance
- N.O. Not Observed

The evaluator is expected to comment on all items rated "F". An "F" grade on any one element at final evaluation denotes clinical failure and course failure.

The student is expected to:

	Mid-Semester	Final
1. Synthesize knowledge from nursing, public health, family and community theory as a foundation for culturally congruent community health nursing practice that is sensitive to race, religion, gender, disability and sexual orientation .	_____	_____
2. Utilize the nursing process and principles of primary, secondary, and tertiary prevention in the care of community based clients who differ in terms of health beliefs, values and practice.	_____	_____
3. Develop skill in the use independent-interdependent nursing actions to deliver care to clients across the life span.	_____	_____
4. Demonstrate the management of client, family, and Community care through appropriate use of concepts of leadership, case management, and group process.	_____	_____
5. Describe collaboration at the collegial level with nurses and other members of the health care team through culturally appropriate communication, consultation, and referral.	_____	_____
6. Use coherent, comprehensive, and culturally sensitive communication techniques in oral and written form.	_____	_____

7. Analyze biostatistical/epidemiological data and nursing
Research findings to improve/enhance the delivery of nursing
care to diverse populations in the community. _____

8. Analyze the impact of culture as a significant influence on
the health perceptions, interpretations, and behaviors of diverse
groups. _____

Mid-semester Evaluation Comments:

Student Signature: _____ Date _____

Instructor Signature: _____ Date _____

Final Evaluation Comments:

Student Signature: _____ Date _____

Instructor Signature: _____ Date _____

Approved 11/06/06

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

Student Clinical Performance Evaluation
Nursing 418 Application of Family and Population Health Concepts

Name _____ Mid-Semester Evaluation Date _____
Final Evaluation Date _____

Clinical Site _____

Key:

- P Passing Clinical Performance
- F Failing Clinical Performance
- N.O. Not Observed

The evaluator is expected to comment on all items rated "F". An "F" grade on any one element at final evaluation denotes clinical failure and course failure.

	Mid-Semester	Final
1. Student Objectives for Clinical Experience Negotiated by clinical contract with course instructor Add as a separate sheet.	_____	_____
The student will also be able to:		
2. Synthesize and apply the nursing process, community nursing theory, and principles of primary, secondary and tertiary prevention.	_____	_____
3. Demonstrate personal and professional growth by providing nursing care to clients across the life span in an independent-interdependent manner.	_____	_____
4. Demonstrate management of nursing care through appropriate use of concepts of leadership, change, systems and group process with families, population members, colleagues, and the multidisciplinary team.	_____	_____
5. Function on a collegial level in collaborating with nurses and other members of the health care team to provide continuity of care through appropriate communication, consultation, and referral.	_____	_____
6. Act to facilitate needed change in areas affecting the provision of nursing care to individuals, families, and aggregate populations.	_____	_____

7. Demonstrate the ability to communicate coherently, comprehensively, and systematically in oral and written form. _____
8. Apply research and clinical guidelines promoting evidence based practice to enhance community health using nursing care in emerging settings. _____
9. Makes significant contributions to seminar discussions on:
- Issues related to the theoretical basis of nursing practice in caring for families and populations . _____
 - Issues related to the professional nursing role in family and population health care. _____
 - Issues related to the application of theory in the Process of caring for families and populations. _____
 - Issues related to research based nursing practice. _____

Mid-semester Evaluation Comments:

Student Signature: _____ Date _____

Instructor Signature: _____ Date _____

Final Evaluation Comments:

Student Signature: _____ Date _____

Instructor Signature: _____ Date _____

Approved 11/06/06

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

Student Clinical Performance Evaluation
Nursing 465 Health Concepts for Adults with Complex Health Care Needs

Name _____ Mid-Semester Evaluation Date _____
Final Evaluation Date _____

Clinical Site _____

Key:

- P Passing Clinical Performance
- F Failing Clinical Performance
- N.O. Not Observed

The evaluator is expected to comment on all items rated "F". An "F" grade on any one element at final evaluation denotes clinical failure and course failure.

The student will:

	Mid-Semester	Final
1. Integrate knowledge from nursing theory, family theory, and related disciplines as a basis for professional nursing practice with clients that are experiencing complex health problems.	_____	_____
2. Demonstrate interpersonal skills to support and guide clients/ families/significant others in the selection of appropriate health patterns.	_____	_____
3. Utilize the nursing process to analyze complex health situations occurring in acute care and across multiple settings.	_____	_____
4. Apply critical thinking and analysis skills to nursing practice situations.	_____	_____
5. Collaborate with colleagues in the design, implementation and evaluation of nursing interventions.	_____	_____
6. Demonstrate professional nurse leadership in the roles of a change agent, advocate, and manager with complex adult clients/families/significant other(s).	_____	_____
7. Recognize opportunities for clinical research in complex adult health care setting(s).	_____	_____

8. Analyze legal and ethical responsibilities of professional nursing practice in complex health care settings. _____

9. Apply research and clinical guidelines promoting evidence based practice in the nursing care of adults with complex health problems. _____

Mid-semester Evaluation Comments:

Student Signature: _____ Date _____

Instructor Signature: _____ Date _____

Final Evaluation Comments:

Student Signature: _____ Date _____

Instructor Signature: _____ Date _____

Approved 11/06/06

C. OTHER

Alumni Association

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

Sigma Theta Tau, Beta Sigma Chapter Membership

Philosophy of Membership Eligibility

Sigma Theta Tau's philosophy of membership eligibility is based upon the purposes of the society. Membership is a reward for achievements of the membership criteria of Sigma Theta Tau. Awarding membership encourages, fosters, and actively supports further professional development, thus promoting nursing scholarship, leadership, creativity, and commitment to nursing, fulfilling the purposes of the honor society.

Sigma Theta Tau endeavors to seek out and reward all students in baccalaureate or higher degree nursing programs who have demonstrated ability in nursing as evidenced by superior academic achievement. Personal achievement, which is the purpose of Sigma Theta Tau, is a developmental process, therefore, individuals who do not meet the eligibility requirements as undergraduate students may emerge to meet the requirements later in their graduate program or professional careers as community nurse leaders. The growth of the society and its continued support of the purposes are reflected through the membership selection process. Chapters, which are the mechanisms for inducting eligible candidates, take an imperative position to seek and recognize all qualified candidates in their geographic area.

Purpose of Sigma Theta Tau

- 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

Sigma Theta Tau Achievement Award

Name

The name of this fund shall be the “Sigma Theta Tau Achievement Award.”

Purpose

The purpose of this fund shall be to offer recognition to graduating undergraduate nursing students within Penn State’s School of Nursing. Two awards will be conferred; one to an outstanding graduating resident instruction student and one to an outstanding graduating RN to BS student.

Source of Award

The money for this award has been donated for the above stated purpose by the Beta Sigma Chapter of the Sigma Theta Tau International, Inc., Honor Society of Nursing.

Eligibility

Consideration for this award shall be given to all graduating undergraduate nursing students who have been or will be inducted into Sigma Theta Tau by the end of their senior year. Within these parameters it will be awarded to students who have achieved superior academic records.

Selection Procedure

Recipients of this award shall be selected by the Beta Sigma Chapter of Sigma Theta Tau Scholarship Committee. The criteria for this award will be decided as follows: (1) academic record as determined by Fall Semester cumulative GPA; (2) leadership; and (3) service. *Membership Intent Forms* from the Sigma Theta Tau Eligibility Committee, will be utilized to elicit information for Leadership and Service criteria when necessary. The recipients will be recognized by the College of Health and Human Development at the Nursing Convocation in the spring.

Amount of Award

Two awards will be given each year and the amount of the awards shall be determined by the Beta Sigma Chapter of Sigma Theta Tau. The awards shall be conferred annually from available resources.