

PENNSTATE



**The Pennsylvania State University
School of Nursing**

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

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Revised: Summer 2008

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Mission/Goals

Mission

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

Goals

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

Revised: July 2008

Philosophy

The School of Nursing 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: 01/99

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: 02/04

A. SCHOOL OF NURSING COMMITTEES

Students are represented on the following School of Nursing committees:

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

Student representatives are appointed for each committee.

B. ACADEMIC POLICIES

Students Experiencing Academic Difficulty

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

Plan for Early Identification of Academic Difficulty and Follow-up

1. All students must achieve a “C” or better (75% or greater) in all required nursing courses in the program.
2. The Chair of the Student Admissions and Standards Subcommittee will request that all nursing faculty identify at mid-semester (week 7–8) any student earning less than 75% in the theory portion of a course, or any student performing below satisfactory levels in clinical. Faculty who have a course following an alternative time frame (e.g., 8-week) are responsible for 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 and the Associate Dean for Undergraduate Programs and Outreach (PIC) of Undergraduate Nursing will be informed of all final grades for students earning a “D” or “F” in a nursing course. With the first failure, a letter will be

sent to the student reviewing the academic progression policy and suggestions for success in future nursing courses. With a second failure, a letter from the PIC will be sent notifying the student of dismissal from the Nursing program and will provide advisement information and other options available.

Revised: Summer 2007

Academic Grievance Procedures

The following assumptions are acknowledged:

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

Grade Mediation and Adjudication

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

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.

Definition of Grades and School of Nursing Grading Scale

Definition of Grades

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

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

Disability Statement

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

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

Functional Abilities Policy

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

C. ADVISING INFORMATION, ACADEMIC PLAN, COURSES

Advising

All students will be assigned an academic adviser, who should be consulted with questions or concerns about courses, clinical experiences, and/or career options. All students will be assigned a nursing faculty member who will be their adviser until graduation.

Recommended Academic Plan for RN to BS

Semester 1	Credits	Semester 2	Credits
<i>Biol 141 (GN) Physiology</i>	3	<i>Biol 129 (GN) Anatomy</i>	4
<i>Biol 142 Physiology lab</i>	1	<i>HDFS 129 (GS) Human Dev & Family Studies</i>	3
<i>Psych 100 (GS) Intro to Psychology</i>	3	<i>NUTR 251 (GHA) Nutrition</i>	3
ENGL 015, 030 (GWS)	3	Quantification (GQ)	3
Humanities (GH)	3	CAS 100 (GWS)	3
Arts (GA)	3		
Total Credits -	16	Total credits -	16
Semester 3	Credits	Semester 4	Credits
<i>Chem 101 or Chem 110, 111 (GN for chem 110,111)</i>	3-4	<i>Soc 001 (GS) Intro to Sociology or Soc 005 (GS) Social Problems</i>	3
<i>Micrb 106 (GN) Microbiology</i>	3	<i>Stat 200 (GQ) Elementary Statistics</i>	4
<i>Micrb 107 (GN) Micro lab</i>	1	Humanities (GH)	3
<i>Nurs 390 (US) Transition to Professional Nursing</i>	3	<i>Nurs 351 Health Assessment</i>	3
<i>Nurs 457 Introduction to Informatics</i>	3	<i>Nurs Elective</i>	3
Total Credits -	13-14	Total credits -	16
Semester 5	Credits	Semester 6	Credits
<i>Nurs 465 Medical/Surgical</i>	3	<i>Nurs 200W - Nursing Research</i>	3
Arts (GA)	3	<i>Nursing Elective</i>	4
free elective	3	ENGL 202 A,B,C or D (GWS)	3
Total Credits -	9	Total credits -	10
Semester 7	Credits	Semester 8	Credits
<i>Nurs 417 (US,IL) Family & Community Health</i>	3	<i>Portfolio credits - for RN license</i>	33
<i>Nurs 418 Application of Family/Comm Health</i>	4		
Total Credits -	7	Total Credits -	33

Bold type indicates courses requiring a quality grade of "C" or better

Bold Italics indicates courses that satisfy both major and General Education requirements
GWS, GHA, GQ, GN, GA, GH, GS, FYS are codes used to identify General Education requirements

US and IL are codes used to designate courses that satisfy university United States/International Cultures requirements

W is the code used to designate courses that satisfy university Writing Across the Curriculum requirements

Y is the code used to designate courses that satisfy the university W and US/IL requirements

Program Notes:

Typically, students entering NURN have General Education major requirements completed and will receive transfer credits

Please speak to an adviser to have transfer transcripts evaluated

Academic Advising Notes:

Stat 100, 200, 250 or Ed Psy 101 are pre-requisites for Nurs 200W

Nurs 390 should be taken in the first semester

Nurs 418 should be taken in the final semester

Recommended Academic Plan for RN to BS in Nursing (NURN at Altoona, Fayette, Harrisburg, Mont Alto, New Kensington, Shenango, World Campus, Worthington Scranton) Effective Summer 2006

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 (refer to the credit by portfolio form for the required 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 (33 credits):

- Nurs 205**
- Nurs 215**
- Nurs 225**
- Nurs 230**
- Nurs 301**
- Nurs 302**
- Nurs 310**
- Nurs 320**
- Nurs 406**
- Nurs 420**

Adviser or RN/BS Program Coordinator Signature

Date

Revised Summer 2007

EXAMPLE

Directions: Please use this “EXAMPLE” form to request “*Employer Documentation of Hours of Hours of Practice as a RN Nurse*”

Employer Form Letter

Insert Date

Employer
Address
City, State Zip

To Whom it May Concern:

I, _____ (*student name*) _____ have been admitted to The Pennsylvania State University’s RN to BS 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 adviser 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 adviser. 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 adviser.
 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. Six transfer credits can be used toward two of the three required nursing categories: granted with adviser recommendation and approval from the RN to BS Student Admission and Standards Subcommittee.
 - a) One transfer elective that supports the nursing elective.
 - b) One transfer nursing course for a core theory course.
 - c) One transfer clinical nursing course for a core clinical course.
3. Transfer nursing course credits will not be accepted for Nursing 418; which is the recognized RN to BS capstone course.
4. It is suggested that you make an appointment with your adviser to review credit evaluations and plan toward completing of the program.

5. Courses accepted by Penn State from other accredited colleges and universities as general electives will need to be petitioned to substitute for specific 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

COURSES

RN to BS Course Descriptions

Key to Semester Hour Designation

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

Each semester hour in *lecture* = 50 minutes contact

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

Therefore, 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 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. Prerequisite: Ed Psy 101, STAT 100, STAT 200 or STAT 250, NURS 215, NURS 225, NURS 230, NURS 351; or STAT 200 and NURS 390 for NURN major. 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 101 or CHEM 111 and 112. 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 302-Nursing Care of the Client through the Adult Life Span requiring Surgical Intervention**-Practice and delivery of therapeutic nursing care to the adult patient in a variety of primarily surgical settings. Prerequisites: NURS 215, NURS 225, NURS 230, NURS 351; Prerequisite or concurrent: NURS 205. 4SH (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 402 (US;IL)-Holistic Health-Examination of emerging conceptualizations of health and therapy based on a holistic view of human beings. Prerequisites: NURS 401. 3SH (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 PSYCH 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 PSYCH 100. 3 SH (3,0)

NURS 458-Ethical Challenges in Healthcare Informatics. A case based collaborative 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: PSYCH 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 all 300-level courses prior to enrollment in NURS 495 (seventh-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 enrollment priority.
- Enrollment in NURS 495 must be approved by the sponsoring 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/and clinical hour equivalencies:

- | | | |
|------------------------|-------------------------|-------------------------|
| • 1 credit = 45 hours | • 5 credits = 225 hours | • 9 credits = 405 hours |
| • 2 credit = 90 hours | • 6 credits = 270 hours | • 9 credits = 450 hours |
| • 3 credit = 135 hours | • 7 credits = 315 hours | • 9 credits = 495 hours |
| • 4 credit = 180 hours | • 8 credits = 360 hours | • 9 credits = 540 hours |

In order to meet course objectives and agency requirements, students are encouraged to enroll in a maximum of 2 credits for a NURS 495. Faculty and student must be confident that this can be completed.

Procedures

1. Obtain a *Request for Assignment to NURS 495* from the School of Nursing's Undergraduate Academic Affairs Office at University Park (210 HHD East), Hershey Medical Center (1300 Academic Support Building), or print out a *Request for Assignment to NURS 495* (<http://www.hhdev.psu.edu/nurs/undergrad/forms.html>).
2. Student will confer with a faculty member on the specifics of the NURS 495 including credits, placement, objectives, and evaluation.

3. The sponsoring faculty member signs the request and the form is submitted to the SON's Associate Dean for Undergraduate Programs and Outreach.

Responsibilities

Faculty Preceptor

- In consultation with the Campus Coordinator and the Associate Dean for Undergraduate Programs and Outreach, initiate contact with the clinical preceptor and obtain curriculum vitae.
- Inform clinical preceptor of student's educational level.
- Provide and discuss with clinical preceptor and student the course objectives, desired learning experiences, and criteria for evaluation.
- Attend semester meetings with clinical preceptor and student as appropriate.
- Submit evaluations to the SON and enter final grades on e-Lion within 48 hours after last day of classes.

Student

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

Clinical Preceptor

1. Participate in the orientation of student(s) 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 students 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 preceptor and student.
7. Evaluate student progress continuously and provide feedback.

Criteria for Selection of a Clinical Preceptor

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

The Pennsylvania State University
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

Faculty: _____ Approved: _____ Denied: _____

Date: _____ Comments: _____

Associate Dean for Undergraduate Programs and Outreach: _____

Approved: _____ Denied: _____

Date: _____ Comments: _____

Processed: _____

The Pennsylvania State University
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: _____

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 Associate Dean for Undergraduate Programs and Outreach 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 Associate Dean for Undergraduate Programs and Outreach 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
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

Faculty: _____ Approved: _____ Denied: _____

Date: _____ Comments: _____

Associate Dean for Undergraduate Programs and Outreach: _____

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 Associate Dean for Undergraduate Programs and Outreach 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: _____

E. CLINICAL POLICIES

RN to BS Policy for Required Clinical Experiences

The RN to BS program of study includes several clinical experiences as well as a clinical capstone experience designed by the Registered Nurse (RN) student to meet personal professional goals. The RN, under the guidance of the course coordinator, selects a clinical site and a clinical preceptor specific to the requirements of the clinical course.

The clinical components of NURS 465, NURS 417, NURS 418 and NURS 495 (an elective) are arranged by the student in consultation with course coordinator. The following guidelines should be referenced when designing the clinical experience:

- The experiences should meet the course objectives outlined in the syllabus. NURS 417 and 418 require community based clinical experiences. Nurs 465 requires the care of adults with complex health problems in acute and/or community settings. Nurs 495 is an elective independent study that allows the student to choose of a variety of clinical experiences.
- Clinical experiences offer a broad range of opportunities to meet the course objectives and student developed behavioral objectives. For a focused growth experience a variety of agencies are available as clinical sites.
- Clinical experiences require the RN student to work directly or indirectly under the clinical preceptor's supervision. A clinical preceptor (see Criteria for Selection of Preceptor) may be the course coordinator. Required clinical hours include working collaboratively with health care team members.
- Clinical preparation hours, research, and clinical conferences may **not** constitute more than 25 % of total required clinical time.
- Professional conferences or seminars may **not** count for more than 10% of the total required clinical time associated with a course and requires prior approval of the course coordinator.
- Clinical experiences fulfill academic requirements and may **not** be part of the RN student's paid employment. Ideally, the student's experiences should be *outside* of her/his usual place of employment. However the student's employment location may offer *other* educationally appropriate experiences. Such opportunities should be selected in consultation with the course coordinator, and still must occur outside of the student's paid employment.

Criteria for Selection of a Preceptor

1. Currently licensed as a registered nurse in the United States, RNs outside the U.S. will be evaluated individually.

2. Minimal education at the baccalaureate degree in nursing.
3. Tangible evidence of commitment to further education and/or competency (workshops, conferences, certification, or enrollment in courses as documented on the Curriculum Vitae).
4. Experience as a registered nurse for at least one year in the clinical area of the present preceptorship.
5. Employment time in the setting should be sufficient for the clinical preceptor to be thoroughly familiar with the institution (the actual time can be determined jointly by the course coordinator, clinical preceptor and the agency).
6. Voluntary acceptance of preceptor role.

Evaluation of the Clinical Experience (Pass/Fail):

The clinical performance is evaluated by reviewing data from clinical logs and communication with preceptor(s) (see **Student Clinical Performance Evaluation** form in the RN to BS Handbook). Clinical log requirements are established by the course coordinator.

Approved Spring 2008

Confidentiality

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

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

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

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

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

Approved: Undergraduate Affairs 04/04

**The Pennsylvania State University
School of Nursing**

Student Confidentiality Agreement

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

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

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

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

Student Signature

Date

Approved: Undergraduate Affairs 04/04

Return to the School of Nursing Academic Affairs Office at your Campus Location.

The Pennsylvania State University
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.

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 Academic Affairs Office at your Campus Location

RN to BS Program Clinical Requirements

All students must submit the following documentation to the Academic Affairs Office at the appropriate campus location. All requirements must be current for the entire academic year and must be submitted prior to the start of clinical.

Major List of Requirements:

1. Annual Health Examination Form
All students are required to complete the admissions health form at this web site http://www.sa.psu.edu/uhs/immunization/reporting_instructions.cfm and the yearly health examination form when enrolled in nursing program.
2. Health Insurance
3. Malpractice Insurance (\$1,000,000/\$6,000,000)
4. CPR (ONLY the following are accepted)
American Heart Association Health Care Provider
5. Child Abuse History and Criminal Record Check (if required by agency)

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



THE PENNSYLVANIA STATE UNIVERSITY
SCHOOL OF NURSING

AGENCY LETTER OF AGREEMENT

The Pennsylvania State University School of Nursing offers a BS completion program for registered nurses (RN to BS program). The program of study includes several clinical experiences as well as a clinical capstone experience designed by the RN student to meet personal professional goals. The RN, under the guidance of the course professor, selects a clinical site and a preceptor for the course related clinical experiences and the capstone experience.

_____ RN is requesting approval to complete a clinical experience in the _____ area of your clinical facility under the clinical supervision of _____ (preceptor) during the _____ semester. The student and preceptor will mutually determine the specific dates and times of this experience.

All Penn State RN students are required to have current licenses to practice nursing, CPR certification, malpractice insurance and current health examination documentation on file prior to enrolling in a clinical course. Copies of these will be provided at your request.

Please complete the following:

We agree to permit above named student to complete a clinical experience in our facility. We understand that we may terminate this agreement at any time for poor performance or unprofessional conduct by the student.

Signatures: _____ Date _____

Director or Administrator _____

Title _____

Preceptor _____

Title _____

Student _____

Course Instructor _____

Submit original to the Academic Affairs Office at University Park. Maintain a copy.

Revised 02/07

**The Pennsylvania State University
School Of Nursing
RN to BS Program**

Preceptor Approval Form

Student Name Student ID Number

Mailing address

PSU Email Phone Home Work

Course Name and Number

Preceptor Name Specialty Area

Preceptor Email Phone

Academic Degrees

Certification (If Applicable)

Employment history related to preceptorship

Agency Name

Accreditation Status (if applicable)

Area to be used for the experience

Student: I request the School of Nursing approval for clinical experience with the above named preceptor.

Preceptor: I agree to provide the experience as described above in my agency.

Course Instructor: I approve the experience as described above.

Please Note: A copy of the preceptor's CV may be requested by the course instructor.

Routing: Student collects the information from the preceptor and initiates the approval form. The form may be forwarded electronically to the preceptor and then to the course instructor or it may be filled out and then printed for routing via US mailing. Students are not permitted to begin a precepted experience until the course instructor has granted approval.
Revised 10/05

THE PENNSYLVANIA STATE UNIVERSITY SCHOOL OF NURSING
ANNUAL HEALTH EXAMINATION

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

Last Name _____ First Name _____ MI _____ PSU # _____

Date of Birth _____ Email Address _____ Telephone Number _____

TB STATUS:

Tuberculin Skin Test (Required Annually)

Date _____ Results: Negative Positive

If Positive TST:

Chest X-Ray Date _____
Results _____

Isoniazid Prophylaxis: No Yes
Dates _____

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

Comments: _____



TO BE COMPLETED BY HEALTH CARE PROVIDER

In my opinion, _____

- is able to participate in clinical nursing experiences without restrictions.
- is able to participate in clinical nursing experiences with the following restrictions:

(Health Care Provider Printed Name) (Credentials)

Address: _____

Telephone #: _____ License # _____ State _____

Signature: _____ Date _____

Revised Spring 2008

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 individual 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)

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

Impaired Nursing Policy

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

I. POLICY

The intent of this Policy is to offer assistance to those who are in need, while sending a clear message that all students enrolled in the School of Nursing 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.

II. 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.*).

III. 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.

IV. 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. 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 assigned duty in a clinical program.

V. 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:

- a. 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
 - b. Inappropriate behavior, which may diminish the student's ability to safely and appropriately perform his or her duties or responsibilities; or
 - c. 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.

VI. 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:
 - a. Expiration of any academic suspension imposed by the Office of Judicial Affairs;
 - b. 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;
 - c. 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.

VII. 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 11/05

Cell Phone Policy

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

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

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

Students violating the Cell Phone Policy will be remediated accordingly.

Approved: 2/2008

Student Pregnancy Policy

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

Approved: 11/04

Infectious Disease Policy

Clinical Agencies

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

The clinical agency's infection control plan shall include:

A schedule and method of implementing the infection control plan.

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

A method of dealing with and documenting occupational exposure.

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

Standard Precautions and Isolation Practices

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

Accidental Exposure Post Exposure and Follow-up

Clinical agencies utilized by the School for clinical practice experiences are to have written post exposure plans including follow-up of the exposed faculty or student including antibody or antigen

testing, testing of the source patient, counseling, illness reporting, and safe and effective post-exposure prophylaxis, according to standard CDC recommendations and Pennsylvania State Law.

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

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

The clinical instructor will:

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

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

Revised 11/06

Transportation to Clinical Site Policy

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

Student Dress Code for Clinical Courses

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

- Students must purchase uniforms from an approved School of Nursing vendor.
- Various combinations of shirts, pants and skirts may be worn (requirements may vary by program e.g. BS students only wear navy pants). Only registered nurse students **may wear an all white uniform.**
- Lab coats with The Pennsylvania State University shield above the breast pocket, must be ordered through the approved School of Nursing’s vendor. When in the hospital setting for purposes other than patient care, the student must wear the PSU student nurse uniform with a name pin/photo ID, unless otherwise instructed.

- Name pin and photo ID (if required by the Hospital) should be worn and visible at all times while in any clinical setting. The student's given first name and last name with PSSN (Student Nurse) following will appear on the top line (example Susan Smith, PSSN) and "Penn State University" on the second line. Name pins must be purchased from the approved School of Nursing vendor.
- Shoes must be white, preferably a nurse shoe. Students are advised not to purchase clogs/crocs, because some institutions prohibit them. However, a white leather athletic shoe may be worn. High top athletic shoes may not be worn. The shoe of choice may not have any openings.
- White hosiery without patterns are to be worn by females when wearing skirts. White socks without patterns or decorations may be worn with slacks.
- Sweaters may be worn and must be cardigans, either navy or white.
- In the clinical area, the following is **not** acceptable: strong perfume or aftershave colognes, acrylic nails, dark colored nail polish, dangling earrings, bracelets, necklaces, and rings (other than wedding bands). All tattooing on the body needs to be concealed. There should not be any obvious body piercings except ears (limited to **one** pair of earrings). Heavy makeup should be avoided. Finger nails must be clean and short (not beyond the end of the finger) and no acrylic nails or dark colored nail polish is allowed. Hair must be neatly worn off the collar. Large ornamental hair attachments are not considered to be proper when in uniform. Male students should be clean-shaven or have neatly trimmed beards or mustaches. Chewing gum during the clinical experience is not acceptable.
- Students involved in some clinical courses such as family, community, mental health, and at times nursing care of children may wear appropriate street attire when approved by the faculty and facility. Blue jeans, sweatshirts, sweat-pants, tank tops, t-shirts, halter-tops, shorts, and tight or revealing clothing may not be worn.

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

Revised 09/07

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.

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
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

**THE PENNSYLVANIA STATE UNIVERSITY
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

**THE PENNSYLVANIA STATE UNIVERSITY
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

E. STUDENT ACTIVITIES

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.

F. 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.

Undergraduates Enrolling in Graduate Courses

Any senior with a 3.50 or higher cumulative grade-point average may be admitted to 500-level courses with only the consent of the instructor (i.e. form does NOT need to be returned to Graduate Enrollment Services). Any senior with a 3.00 to 3.49 cumulative grade-point average may be admitted to 500-level courses by completing the form “Undergraduate Students to Take 500-Level Courses”, obtaining all required signatures, and returning it to the Graduate Enrollment Services, 114 Kern Building. Schreyer Scholars need not complete this form.