Second Degree
Bachelor of Science
Nursing Student Handbook

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

Revised: 3/9/2017
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WELCOME FROM THE DEAN

On behalf of the faculty and staff, I welcome you as you begin your studies at Penn State’s College of Nursing. We are pleased that you have chosen to major in nursing and believe it is an exciting time to enter the nursing profession. The nursing faculty and I are committed to preparing you in the best way possible for leadership roles alongside health care workers from other disciplines to improve both local and global health.

As a member of the nursing profession, you will have countless opportunities to affect the lives of the patients with whom you come in contact. Nurses, as the most trusted professional, have a responsibility to be knowledgeable and highly competent in the delivery of care. You also will be expected to provide leadership in the transformation of health care. You will develop clinical competence and leadership skills if you commit to investing time and effort in the academically rigorous curriculum we have prepared for you. You will also be expected to be caring, compassionate, and empathetic. Your investment in learning now will yield a lifetime of rewards as you grow as a professional nurse.

In addition to your classroom learning, you will have the opportunity to gain clinical experiences at multiple hospitals and community facilities that offer rich clinical opportunities. We hope that you choose to become involved in the faculty’s research related to critical health issues such as care of childbearing women with diabetes; end of life care; health care in prisons; care of elders; and care of cardiovascular patients in the context of their families. More than 80 highly qualified masters and doctorally prepared nursing faculty members stand ready to guide your learning experiences. I would encourage you to think of your classmates and the people you care for as rich resources, from whom you will gain invaluable knowledge and personal insights. Remember, there is much to learn outside the classroom.

The College of Nursing and the University have assembled numerous resources to help you gain the most from your time here. We encourage you to use these resources to make this program work for you. Based on the experience of prior students, we have put together this handbook to help you access and use resources; however, please know that the faculty and staff of the College of Nursing are always available to provide additional assistance.

Wishing you a wonderful Penn State experience,

Paula Milone-Nuzzo, RN, PhD, FHHC, FAAN
Dean and Professor
College of Nursing
COLLEGE OF NURSING CONTACT INFORMATION

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COLLEGE OF NURSING

MISSION

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

Revised: June 2014

VISION

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

Revised: June 2014

CORE VALUES

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

PHILOSOPHY

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

Human Beings

Human beings are unique and unitary. They are constantly evolving in the direction of increasing complexity as the individual accumulates experiences. Important dimensions of human beings
include: growth and development across the life span; communications and relationships that develop between individuals and within families, groups, and communities; and those characteristics identified with human consciousness such as values, creativity, feelings, choices, and will. The capacity for thought and emotion enables individuals to be introspective, purposeful, and self-directed. His/her learning behaviors are motivated in response to perceived needs.

**Environment**

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

**Health**

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

**Nursing**

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

Learning

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

Nursing Education

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

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

The focus of associate of science 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 for his/her practice, (2) utilize nursing process in providing care, (3) collaborate and consult with other health team members, and (4) practice in a variety of health care settings.

The Associate of Science 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 of Science in Nursing follows the same pattern as that of 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 for his/her own nursing practice, (2) accept responsibility for the provision of nursing care through others, (3) develop methods of working collaboratively with other health professionals, and (4) practice in a variety of health care settings.

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

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

The focus of master’s education in nursing is to prepare beginning nursing scholars and advanced practice nurses with a specialty focus in clinical nursing. The master’s degree specialities include nurse educator, nurse administrator, clinical nurse specialists, and acute and primary care nurse practitioners who serve individuals, families, and aggregate groups within diverse populations and settings.

The focus of the practice doctoral degree in nursing is on the translation of research into practice, transformational leadership, and advanced nursing practice across health care settings.

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

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

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

ACCREDITATION

The College of Nursing’s Bachelor of Science, Associate of Science, and Master of Science Programs are approved by the Pennsylvania State Board of Nursing and accredited by the:

Commission on Collegiate Nursing Education (CCNE)
One DuPont Circle, NW
Suite 530
Washington, DC 20036
(202) 887-6791 - Phone
(202) 887-8476 – Fax
http://www.aacn.nche.edu

COLLEGE OF NURSING COMMITTEES

Students are represented on the following College of Nursing Committees:

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

Student representatives are appointed for each committee.
The graduate nurse will:

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

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

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

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

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

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

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

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

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

Revised: 02/04
Reviewed: 2014
Revised Spring 2016: Effective Fall 2016
STANDARDS OF CONDUCT

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

A nursing student is expected to maintain a high standard of behavior by adhering to Penn State’s Code of Conduct (http://studentaffairs.psu.edu/conduct/codeofconduct/) and respecting the rights of others.

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

ACADEMIC INTEGRITY STATEMENT

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

Attendance is essential. The student is expected to attend all classes and to willingly participate in class discussions. Attendance for each class will be taken and missing classes may be reflected in your grade. The lecture objectives for each week shall be reviewed and the assigned readings completed prior to the lecture for that material. Unexcused clinical absences will result in failure of the course. Examples of unexcused clinical absences would include vacation, medical and dental appointments and job interviews.

ESSENTIAL FUNCTIONAL STANDARDS REQUIRED FOR CLINICAL PRACTICE:

I. POLICY

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

II. STATEMENT OF PURPOSE AND INTENTION

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

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

C. Per the Pennsylvania State Board of Nursing, "in addition to character and academic qualifications, students desirous of becoming nurses must have the necessary behavioral, communication, sensory and physical requirements to be able to practice nursing as it is defined in the law." "He/she must have adequate cognitive, sensory and psychomotor functioning to effectively implement nursing care." Additionally, "a student must be able to tolerate physically taxing activities and exercise restraint during stressful situations in order to meet the demands of the profession." (Memo from the PA State Board of Nursing, Factors which Impact on Nursing Education Program Policies, February 28, 2001.) Students who meet the criteria for standard nursing practice with or without reasonable accommodations will not be excluded on the basis of disability.

D. Students enrolled in the CON at the undergraduate level engage in clinical rotations and training on the campus of The University and at various types of health care facilities, including, but not limited to University skills or simulation laboratories, hospitals, private practice offices, long-term care facilities, clinics, schools and community agencies.
### III. DEFINITIONS:
A. Essential Functions: The following are the functional domains and abilities, as well as examples of those abilities, necessary to perform the essential functions established for the clinical experience. Supportive evaluation criteria from the student clinical evaluation tool are provided. Please note, descriptions of abilities and examples are not exhaustive, but only serve as samples.

<table>
<thead>
<tr>
<th>Functional Domain And Clinical Evaluation Tool Correlates</th>
<th>Necessary Abilities</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Cognitive 1.a, 1.b, 1.c, 1.f (prioritizing), 1.g (education needs), 1.h (discharge planning), 2.a (skills), 2.b (implements), 2.d (meds), 2.e (evaluation), 2.f (safety), 2.g (complex), 2.h, 2.i (process and complex), 3.a (theory & EBP), 3.b (resources / documents), 3.d (process), 4.e (accurate interpretation), 5.c (evaluation / outcomes), 6.a (timely records), 6.e & f (respond to tech alerts, use in process), 7.j & k (prepared, on time) | - Demonstrate progressive ability to assess and evaluate patient status and care.  
- Read, understand, and interpret documents.  
- Problem solve, perform required mathematical calculations, evaluate numerical data  
- Evaluate unfolding complex information in a rapidly changing environment.  
- Students must be able to formulate and enact plans of care to meet patient needs. | Master nursing skills and describe the rationale for use of interventions, and expected outcomes. Perform accurate mathematical calculations. Demonstrate appropriate priority setting and critical thinking. Basic understanding of statistical significance in reading research reports relevant to nursing practice. Basic enumeration in research results: means, medians, modes. Calculate safe dosages, maintenance fluids, drip rates, absolute neutrophil count, body mass index, pain and other assessment scales, body surface area, growth and developmental assessments, intake and output, burn assessment, pulse pressure. Calculation of cardiac rates (manual counting < 1 minute) estimation from data on EKG, rhythm strip, including rate, regularity, PR intervals, RR intervals, and changes from isoelectric line (estimating mV changes for evaluation criteria). |
<table>
<thead>
<tr>
<th>Communication*</th>
<th>Medication supply estimation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.c (compassion)</td>
<td>Engage in professional, goal directed communication with respect, sensitivity, honesty, and fairness.</td>
</tr>
<tr>
<td>1.d (privacy, dignity)</td>
<td>Demonstrate respect for diversity as it relates to communication styles.</td>
</tr>
<tr>
<td>3.c (respects preferences)</td>
<td></td>
</tr>
<tr>
<td>7.f (civility, kindness, dignity, respect)</td>
<td></td>
</tr>
<tr>
<td>7.g (professionalism)</td>
<td></td>
</tr>
<tr>
<td><strong>Behavioral/Emotional Stability</strong>*</td>
<td></td>
</tr>
<tr>
<td>1.c (compassion)</td>
<td>Students must consistently demonstrate the emotional and behavioral skills required to meet all professional responsibilities related to the care of individuals, families, and communities. Empathy is a requisite quality which must be demonstrated by students.</td>
</tr>
<tr>
<td>2.c (complies)</td>
<td></td>
</tr>
<tr>
<td>2.f (prevent unethical)</td>
<td></td>
</tr>
<tr>
<td>4.a (cooperative working relationships)</td>
<td></td>
</tr>
<tr>
<td>4.b (listens &amp; communicates, diversity)</td>
<td></td>
</tr>
<tr>
<td>4.d (inclusive, team)</td>
<td></td>
</tr>
<tr>
<td>4.g (communication negotiate, conflict resolution)</td>
<td></td>
</tr>
<tr>
<td>5.a (guidance, criticism)</td>
<td>Students must possess the emotional maturity to engage in professional interactions with faculty, staff, professionals, the public, and other students under a wide range of circumstances, including highly stressful situations.</td>
</tr>
<tr>
<td>5.b (reflect/ personal growth)</td>
<td></td>
</tr>
<tr>
<td>6.a (comply, professional communication)</td>
<td>Students must have the emotional stability to cope and function in stressful environments. The ability to be flexible and adaptive in demanding situations is imperative.</td>
</tr>
<tr>
<td>6.d (ethical data security)</td>
<td></td>
</tr>
<tr>
<td>7. a (responsible for self, no blaming)</td>
<td>Students must demonstrate a willingness and ability to examine and adapt his/her behavior when behavior interferes with productive and harmonious professional relationships.</td>
</tr>
<tr>
<td>7. b (comply)</td>
<td></td>
</tr>
<tr>
<td>7. c,d,e (honest, ethical, flexible, self-control)</td>
<td></td>
</tr>
</tbody>
</table>

Accurately follow verbal and written instructions. Share pertinent information with Joint Commission (JCAHO) regulatory guidelines. Demonstrate appropriate use of therapeutic communication skills. Utilize appropriate verbal and non-verbal language and responses.

Demonstrate integrity, adaptability, honesty, and flexibility. Respect patient rights. Maintain all professional standards and codes of ethics. Follow all federal and state laws related to the practice of nursing. Consistently demonstrate mastery over affective responses. Students must demonstrate appropriate responses to receiving feedback from faculty and or staff regarding clinical performance and level of functioning.
| 7.g (professional / boundaries) 7.h (alert & attentive) 7. i (reliable, dependable) 7. j & k (prepared, on time) | • Students must follow all university, College of Nursing, and clinical agency policies. |
| Motor Skills 1.c (provide care effectively) 2. a (skills safe, accurate, no omission) 2. d (med admin) 6. b (skill in care technologies) 6. e (use & respond to technology) 7.h (alert & attentive) | • Students must possess the needed motor skills, physical abilities/strength, mobility, flexibility, coordination, and dexterity to perform all patient care activities in all healthcare settings in a safe timeframe.  
• Students must be able to sustain all necessary motor skills for the duration of the clinical experience. Examples of needed motor skills include the ability to perform CPR, support and transfer patients. Manual dexterity sufficient to carry out procedures and operate medical equipment. Prepare and administer medications. |
| Interpersonal Skills* Refer to Communication & Behavioral/Emotional Criteria | • Students must demonstrate the ability to initiate and sustain positive, professional relationships with a diverse group of patients, families, community members, peers, and professionals under a wide range of circumstances, including stressful, demanding situations.  
• Students must effectively and appropriately express thoughts and feelings and be able to effectively manage conflictual interactions. Respond appropriately to individuals and/or groups experiencing distress physically or psychologically. Provide appropriate care to individuals or groups of different cultures/ethnicity. Establish and maintain positive rapport with others. Respond to conflict in a mature, professional manner. |
| Sensory 1. a (accurate & thorough assess) 2. a (perform skills accurately) 2. g (monitor patient status and report to RN) 4. b (listen carefully, ask questions) | • Students must demonstrate the ability to collect data about the patient through visual, auditory, and tactile senses.  
• Students must possess the ability to accurately assess and interpret verbal and non-verbal forms of communication. Ability to interpret non-verbal communication such as facial expression, sounds, and body movement. Correctly perform physical health assessment procedures. Identify accurately heart, lung, and bowel sounds. Respond to cues for intervention, such as patient requests or change |
4.e (identify & report abnormal findings accurately)  
4.g (demonstrate effective communication)  

- They must be able to correctly interpret information gained through physical examination and observation.  
in health status, and monitor alarms.

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

<table>
<thead>
<tr>
<th>V. Evaluation Referral and Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Documentation of the student’s ability and appropriateness for clinical work may be necessary prior to the student’s return to clinical experiences. The College of Nursing Associate Dean, Assistant Dean or Clinical Facility may request an evaluation conducted by the appropriate professional or agency (e.g., Physical or Mental Health Professional, Student Disability Resources, Office of Student Conduct, etc.) to document the student’s ability to return to the clinical site and enact the required essential functions. The cost of the evaluation will be the responsibility of the student.</td>
</tr>
<tr>
<td>B. The student must sign a release of information to enable the evaluator to inform the appropriate Associate or Assistant Dean of the student’s ability to return to the clinical site and render safe care to patients. CON will provide a copy of this policy and expectations</td>
</tr>
</tbody>
</table>
of the student in the clinical site to the identified provider in order to facilitate an appropriate evaluation of the student.

C. Students in need of treatment beyond the initial evaluation may be referred to an appropriate psychological and counseling campus resource, an outside mental or physical health provider, or appropriate agency or office. Costs for treatment services are the responsibility of the student.

D. Failure to comply with the requested assessment, recommended treatment and/or monitoring may result in dismissal from the nursing program.

VI. Return to Clinical Practice

A. In the event that the student has been referred for assessment and/or treatment, a written evaluation by the service provider, which includes an endorsement of the student’s ability to enact the essential functions, must be received by the appropriate CON Associate or Assistant Dean prior to the student’s return.

B. All medical information will be treated as confidential and maintained according to Penn State University policy and relevant State and Federal regulations. It is only with the student’s expressed written consent that information will be shared between CON and service provider. No information shall be shared with CON faculty or personnel unless there is a clear need to know.

C. The student and CON representative(s) will review and sign a return to clinical practice agreement, which is reflective of the student’s individual needs.

D. CON and/or clinical facility have the right to place conditions on the student’s return to clinical experiences.

E. CON faculty will provide direct, on-going supervision of the student’s ability to meet the expected essential functions upon the student’s return to practice. Appropriate oversight will be maintained by CON.

F. Additional behaviors indicative of unsafe clinical practice may be cause for dismissal from the nursing program.

VII. APPEALS

A. Student may appeal any aspect of the application of this policy by sending a written statement of the basis for the appeal to the appropriate Associate or Assistant Dean of the CON, within ten (10) days after the action which is being appealed. The Student’s written appeal shall succinctly set forth the basis for the appeal, with supporting documentation, as appropriate.

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

Approved Undergraduate Affairs: 1/30/2017

**DISABILITY STATEMENT**

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

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: [http://equity.psu.edu/student-disability-resources/guidelines](http://equity.psu.edu/student-disability-resources/guidelines). If the documentation supports your request for reasonable accommodations, your campus’s SDR will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. You must follow this process for every semester that you request accommodations.

University Policy Confirmed by faculty 06/04
DIVERSITY STATEMENT

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

Approved by Faculty: 2/15/2010

POLICY FOR REQUESTING STUDENT RECORDS

Applies to all records retained by the College of Nursing.

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

Approved Spring 2012
ACADEMIC ADVISING

ACADEMIC ADVISER

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

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

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

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

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

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

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

**To get the most out of your advising sessions:**

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

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

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

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

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

2. Know your Adviser’s responsibilities:
   a. Maintain posted Walk-In Hours and provide time for scheduling in-person meetings.
   b. Respond to e-mail and phone messages within 3 business days of receiving them.
   c. Effectively communicate the curriculum and graduation requirements for the Nursing program. Help you monitor your progression towards degree completion. Provide insight into appropriate course sequencing.
   d. Clearly explain University and College policies relating to your course of study.
   e. Guide and support you in your exploration of personal, career, and academic goals; your assessment of your own interests and abilities; and your development of short- and long-term goals.
   f. Help you develop an understanding of the purpose and goals of higher education, your roles and opportunities in the University community, and the connection between your University experience and your career and personal goals.
   g. Provide accurate information on the University resources available to help you with academic, career and life planning. Refer you to support services to help you address academic or non-academic needs that arise.
   h. Maintain confidentiality of your records and our conversations as required by law.
   i. Assist you with developing wellness habits to practice effective self-care.
COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

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

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

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

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

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

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

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

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

**LGBTQA Student Resource Center:**
The Lesbian, Gay, Bisexual, Transgender, Queer and Ally (LGBTQA) Student Resource Center provides a comprehensive range of education, information, and advocacy services to create and maintain an open, safe, confidential and inclusive environment for lesbian, gay, bisexual, transgender, and queer students at The Pennsylvania State University.

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

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

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

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

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

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

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

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

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

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

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

Initial Math Competency Assessment:

1. Initial math competency assessment will be done at the beginning of NURS 230 in the Second Degree B.S.N. Program. The comprehensive examination will include drug dosage calculations and abbreviations.
   a. Passing is defined as 90% and above; failure is defined as less than 90%.
   b. The student will have a maximum of three attempts to pass the examination with a grade of 90%.
   c. A first examination failure (less than 90%) requires mandatory remediation before subsequent examination scheduling, which will be determined by the faculty.
   d. A second examination failure (less than 90%) will result in an F (P/F- rating) on the clinical evaluation tool, and the student will receive an academic jeopardy notification.
   e. The second examination failure also requires mandatory completion of all recommended remediation, in addition to seeking direction from the instructor, course coordinator, and/or adviser on any particular problem areas.
   f. Scheduling of the third examination will be determined by the faculty.
   g. A third examination failure (less than 90%) constitutes a course clinical failure. The student would receive an F (P/F - rating) on the clinical evaluation tool for the drug calculation clinical objective and thus fail the course with an “F” based on not meeting all clinical objectives.

Subsequent Math Competency Assessment:

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

1. Mandatory Yearly Testing (related to clinical objective):
   Yearly testing will occur in the following courses:
   - SEC DEG—NURS 405B
     a. Passing is defined as 90% and above; failure is defined as less than 90%.
     b. The student will have a maximum of three attempts to pass the examination with a grade of 90%.
     c. A first examination failure (less than 90%) requires mandatory remediation before second examination scheduling, which will be determined by the faculty and occur before mid-course evaluations.
d. The second examination failure also requires mandatory completion of a remediation plan, in addition to seeking direction from the instructor, course coordinator, and/or adviser on any particular problem areas.

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

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

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

2. Faculty guidelines for mandatory yearly testing:

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

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

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

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

Approved: 8/26/2013
Editorial Changes: 9/2013
Effective Date: 1/2014 (Spring 2014)
## Recommended Academic Plan for Second Degree in Nursing (NURS/SCND at Penn State Altoona and Penn State Harrisburg)  
**Effective Spring 2011**

<table>
<thead>
<tr>
<th>Semester 1 (Fall)</th>
<th>Credits</th>
<th>Semester 2 (Spring)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 250 (US) Professional Role Dev I: Intro to Professional Issues in Nursing Practice and Nursing Informatics</td>
<td>2</td>
<td>NURS 350 Professional Role Development II: Ethics, Legal and Genetic Issues</td>
<td>2</td>
</tr>
<tr>
<td>NURS 225 Pathophysiology</td>
<td>3</td>
<td>NURS 301 Nursing Care of the Adult Client Requiring Medical-Surgical Intervention</td>
<td>4</td>
</tr>
<tr>
<td>NURS 230 Introduction to the Fundamentals of Nursing</td>
<td>4</td>
<td>NURS 310 Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings</td>
<td>3</td>
</tr>
<tr>
<td>NURS 305 Introduction to Pharmacological Concepts</td>
<td>3</td>
<td>NURS 415 (US;IL) Community and Family Health Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 251 Health Assessment</td>
<td>3</td>
<td>NURS 405A Nursing Care of the Adult Client with Complex Health Problems: Part A</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 15

<table>
<thead>
<tr>
<th>Semester 3 (Summer)</th>
<th>Credits</th>
<th>Semester 4 (Fall)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 320 Nursing Care of the Childbearing Family and Gynecological Client</td>
<td>3</td>
<td>NURS 450A Professional Role Development III: Leadership and Management</td>
<td>2</td>
</tr>
<tr>
<td>NURS 306 Nursing Care of Children and Adolescents</td>
<td>3</td>
<td>NURS 450B Professional Role Development III: Clinical Capstone</td>
<td>3</td>
</tr>
<tr>
<td>NURS 420 Mental Health Nursing</td>
<td>4</td>
<td>NURS 495 Nursing study in Specialized Setting</td>
<td>6</td>
</tr>
<tr>
<td>NURS 405B Nursing Care of the Adult Client with Complex Health Problems: Part B</td>
<td>4</td>
<td>NURS 200W Understanding and Applying Nursing Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 14

Overall Total Credits 60

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

**Academic Advising Notes:**
- All General Education and prerequisite courses are completed with first degree and prior to admission.
  - Course sequencing may vary by campus because of clinical site availability.
  - Each semester’s Courses must be successfully completed prior to progressing to subsequent semester courses; see course sequencing; consult your academic adviser.
- N495-6 credits required in place of 3 credits of supporting courses and 3 credits of general elective; clinical immersion practicum.

Revised Summer 2011
NURSING COURSE REQUIREMENTS AND COURSE DESCRIPTIONS

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

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

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

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

Key to Semester Hour Designation

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

Each semester hour in lecture = 50 minutes contact

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

Therefore, this 4 credit course would meet for two (2) 50-minute lecture periods and six hours of clinical (2 x 3 hours) per week over a semester.

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

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

**NURS 225 Pathophysiology** – 3 SH (3,0) Designed to explore the illness component of health with emphasis on the pathophysiological and psychosocial aspects. Prerequisite: NURS 250, NURS 251, BIOL 129, BIOL 141

**NURS 230 Introduction to the Fundamentals of Nursing** – 4 SH (2,2) Introduction to the nursing process, clinical competencies and psychosocial skills. Prerequisite: NURS 250, NURS 251
NURS 250 (US) Professional Role Dev I: Intro to Professional Issues in Nursing Practice and Nursing Informatics – 2 SH (2,0) Introduction to professional nursing practice and health-related issues emphasizing application of nursing informatics. Prerequisite: BIOL 129, BIOL 141

NURS 251 Health Assessment – 3 SH (2,1) Designed to broaden the student's knowledge and skills in health assessment and physical examination across the lifespan. Effective: Spring 2011 Prerequisite: BIOL 129, BIOL 141; or NURS 111S and NURS 112 for Associate Degree Majors; or eligibility for NURN major for RNs.

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

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

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

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

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

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

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

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

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

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

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

NURS 495 Nursing study in Specialized Setting (1-12) Designed to provide student with in-depth study and practice in clinical specialty area of choice. Prerequisite: seventh-semester standing* and all 300-level required NURS courses must be completed

*Note of Clarification: For Second Degree Nursing students, the NURS 495 Clinical Immersion Practicum is 6 credits during the final semester
NURS 450B, clinical capstone course, is designed to expand the scope of nursing practice of senior nursing students.

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

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

Learning objectives for the clinical capstone experience include:

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

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

Course Title/Number______________________________ Date_________________
Preceptor____________________________

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

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

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

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

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

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

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

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

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

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

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

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

_____ 12. The preceptor communicated as needed with the student and faculty to discuss student progress and maintain open communication.
ASSESSMENT TECHNOLOGIES INSTITUTE (ATI)

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

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

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

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

ATI Cost Fees are **NOT** refundable

**TEAS**
Measures basic essential skills in the academic content area domains of reading, mathematics, science, & English/language usage. Objectives assessed are what nurse educators deemed most appropriate & relevant to measure entry academic readiness of Nursing Program applicants.

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

Students benefit from a wide array of case studies, applied learning examples, and learning resources that support student success throughout the curriculum. The depth and breadth of the content provides beginning and advanced students valuable information that can used in classroom and clinical settings.
**SKILLS MODULES SERIES**
ATI’s Skills Modules Series gives the student the opportunity to apply critical-thinking skills to patient care before entering the skills lab. This online assessment-driven, self-study learning package is continually updated and includes how-to videos of nursing skills, practice challenges, evidence-based research summaries and much more. Additionally, the program covers situations that may not arise in actual clinical time, so nursing students will be prepared for the unexpected as well as the expected.

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

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

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

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

**CUSTOMIZED LIVE NCLEX REVIEW**
This NCLEX review is based on the class performance on the Comprehensive Predictor, one of the final exams used within the Comprehensive Assessment and Review Program (CARP). This three-day live review is designed to improve competency on topics that need additional instruction. The review is highly interactive and is closely aligned with the NCLEX blueprint. Test-taking strategies, critical thinking and Q&A are presented. Upon completion of the review, students receive a customized, individual study plan to continue examination preparation. The live NCLEX review will be scheduled your final semester.
DOSAGE AND CALCULATIONS 2.0: RATIO AND PROPORTION
Interactive drills, embedded videos, and new case studies enrich real-life scenarios, providing valuable experience for building competence to administer drugs safely. Mathematical equations are simplified through step-by-step animations that demonstrate the dosage calculation process. Ratio and Proportion method allows a nurse to calculate dosages by using the amount of medication prescribed and the dose available.

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

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

Learning System provides students with practice in content-specific areas, which allows students to focus on their strengths as well as identify areas of need. Faculty can identify which areas to direct students’ attention to for remediation using ATI practice assessments and tutorials.
ATI PLACEMENT IN 2nd DEGREE B.S.N. CURRICULUM

GENERAL INFORMATION

Course Specific Proctored Exams
- Administered Week 15 during regularly scheduled class time or Week 7 in half-semester courses.
  - Exceptions: Critical Thinking Entrance Exam (Fall Term - Week 3)
- Paper/pencil exams
- 40-95 minutes in length

TEAS (Test of Essential Academic Skills)
- Administered by the 5th week in the Fall Term
- Specific testing times determined by campus and resource/room availability
- 209 minutes in length
- Assessment of general English and language, Mathematics, Reading and Science knowledge

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

RN Comprehensive Predictor
- RN Comprehensive Predictor, which takes approximately 180 minutes, is administered twice in the final semester
  - Fall – Week 8 (basis of focused ATI LIVE REVIEW)
  - Fall – Finals Week (After remediation and ATI LIVE REVIEW)
  - 180 questions

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

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

NURS 251:
- Incorporate Skills Modules
- No examination is administered
NURS 225:  
- Incorporate Pharmacology tutorials as appropriate to link Patho and Pharm content  
- No examination is administered

NURS 230:  
- Incorporate tutorials included in the ATI package  
- Nurse Logic – 2.0 and Learning Systems  
- Use more tutorials that are included in the ATI package  
- Use the Dosage Calculation Tutorials  
- **Fundamentals (Proctored) – Fall – Week 15 (70 minutes)**

NURS 305:  
- Incorporate Pharmacology tutorials  
- **Pharmacology (Proctored) – Fall – Week 15 (70 minutes)**

NURS 301:  
- Targeted Assessments  
  - Cardiovascular, Respiratory, Perioperative  
  - Faculty determines when testing occurs relative to course content

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

NURS 306:  
- **Nursing Care of Children (Proctored) – Summer – Week 6-7 (70 minutes)**

NURS 320:  
- **Maternal Newborn (Proctored) – Summer – Week 6-7 (70 minutes)**

NURS 450A:  
- **RN Comprehensive Predictor Practice A- Online- Week 12**  
- **Leadership and Management (Proctored) – Fall – Week 15 (70 minutes)**

NURS 405A:
• Targeted Assessments
  o Fluid/Electrolyte/Acid Base, Immune
  o Gastrointestinal
• Nutrition (Non-Proctored) – Form A rationales enabled (which gives immediate feedback and explains why a response is correct or incorrect). Form B rationales disabled
• Students complete same process as with a proctored assessment
  o Week 10 - Complete Form A
  o Spend three hours in focused review and complete a required activity
  o Week 12 - Achieve a 75% or better on Form B
• Faculty awards points for completion of all required elements (should not exceed 5% of course grade)

NURS 405B:
• Adult Medical Surgical (Proctored) – Summer – Week 15 (100 minutes)
• Critical Thinking Exit (Proctored) – Spring – Week 15 (40 minutes)

NURS 415:
• Community Health (Proctored) – Spring – Week 15 (65 minutes)

NURS 420:
• Mental Health (Proctored) – Summer – Week 15 (70 minutes)

NURS 450B:
• RN Comprehensive Predictor (Form A-Proctored) – Fall – Week 8 (180 minutes)
  o Information is used to develop ATI Live (NCLEX) review course and the students’ individual plan of study used for remediation prior to the final RN Comprehensive Predictor (Form B)
• ATI NCLEX Live Review – Fall – Week 11 (Three 8-hour days)
• Remediation—students will receive an individualized plan of study following the Live Review and are expected to complete the plan, take the RN Comprehensive Practice B, and take the Nutrition Practice Exams Form A and B
• RN Comprehensive Predictor (Form B-Proctored) - Finals Week (180 minutes)

NURS 495:
• RN Comprehensive Predictor Practice A – Online – Fall – Week 12
Welcome
It takes a special person to be a nurse. Some say it’s a calling, others, an epiphany. Whatever the reason, it’s one of the most giving career paths one can take. However, it’s not an easy path, which is where ATI can help. We have the comprehensive and adaptive learning systems to prepare you for what you need to know to pass the NCLEX® and to become a compassionate, skilled nurse.

Getting Started with ATI
Go to www.atitesting.com.
Download free Silverlight software (if necessary).
Click “Create an account” and keep track of your username and password.
My Username ____________________
My Password ____________________

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

Student Home Page

How To

ATI-Plan: Orientation videos to help you get started using ATI. View each video one-by-one to ensure understanding of the ATI website.

Product Training: Offers detailed instructions on specific webpage functions like accessing assessments, tutorials, results and Focused Review®.

Product Support Materials

Online Review Modules: Include all content areas covered on NCLEX and contain hundreds of videos, animations and images to enhance your learning experience. Review Modules are directly linked to Focused Review to remediate areas of weakness based on your results on ATI assessments.

Drug Guide Term Search: Enter a drug term into the search box, and the interactive tool will automatically populate the drug’s Information.

Active Learning Templates: Graphic organizers designed to review concepts you missed on ATI assessments.

Publications: Include online versions of Ready Set RN/PN.
ATI-Plan® - Getting Started with ATI

My Products

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

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

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

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

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

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

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

My Results

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

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

NCLEX facts

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

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

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

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

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

Follow us on Facebook and Twitter.
COURSE AND CLINICAL SCHEDULING

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

UNDERGRADUATE PROGRAM ENROLLMENT

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

Approved: Fall 2011

RE-ENROLLMENT/RE-ENTRY POLICY

The time to complete the Nursing Program depends on the sequence of courses, plan of study and clinical placement availability. Optimally, students should complete the program (SEC DEG – 16 months) according to the designated Recommended Academic Plan (RAP).

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

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

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

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

Students re-entering:

1. Must 1). provide the Nursing Program Coordinator with a written intent to return to the program, and 2). Complete the University’s re-enrollment requirement ([http://www.registrar.psu.edu/returning_university/re_enrollment.cfm](http://www.registrar.psu.edu/returning_university/re_enrollment.cfm)) 3 months prior to the semester when they will return (see the following table).

<table>
<thead>
<tr>
<th>Returning Semester</th>
<th>Notification Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Semester</td>
<td>October 1\textsuperscript{st} of the preceding year</td>
</tr>
<tr>
<td>Summer Semester</td>
<td>February 1\textsuperscript{st} of the same year</td>
</tr>
<tr>
<td>Fall Semester</td>
<td>April 1\textsuperscript{st} of the same year</td>
</tr>
</tbody>
</table>

2. Are responsible for any fees associated with re-entry (i.e. re-enrollment fee).
3. Will return under the current curriculum requirements.
4. May be required to complete additional course work, repeat ATI testing/review course requirements and/or demonstrate competency of skills.
5. Must meet all program compliance requirements at least one month prior to the start of the semester of return.
6. The Associate Dean for Undergraduate Programs may approve exceptions in extreme situations. The exception would require student review and development of an individualized plan of study.

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

Effective Spring, 2015
AS Council Approval – 12/8/14
BS Council Approval – 12/1/14
Undergraduate Affairs Approval – 12/8/14
Revised: 10/2015, 1/30/2017
CREDIT BY PORTFOLIO FOR THE LICENSED PRACTICAL NURSE (LPN)

Baccalaureate Program
Education/Experience Verification

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

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

  OR

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

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

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

Responsibilities of Undergraduate Nursing Program Coordinator:

1. Verify all documents submitted by the student
2. Sign and date the Credit by Portfolio form*
3. Submit the form to the Academic Affairs Office for processing
4. No grade will be awarded nor credits earned for grades of “D” or “F”
5. Remind student about ATI exam responsibilities

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

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

* Examples of these forms are found in the LPN Credit by Portfolio Forms Index.
A major requirement of the Nursing Program is compliances. “Compliances” is the blanket term used for all the medical and legal information required by the College of Nursing (CON), the State Board of Nursing (SBN) and the clinical institutions to be eligible to complete your clinical experiences and ultimately work as a Registered Nurse.

- Compliances are required ANNUALLY. Compliance documentation (exams, results, certifications) must be dated/completed between May 1 and June 30

- For Altoona, first year students will receive a packet in the mail in early spring with the clinical compliance requirements for the June 30 deadline. Each student will receive a packet in class at the start of the spring semester with requirements for the May 1 deadline.

- For Harrisburg, first year students will receive a packet via email in early spring with the clinical compliance requirements for the June 30 deadline. Each student will receive a packet via email at the start of the spring semester with requirements for the May 1 deadline.

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

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

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

- **Students not meeting the June 30th upload deadline may be removed from the nursing program**

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

- Some clinical institutions may have additional requirements (e.g. drug testing requirements) that are not part of the standard compliances. You will be notified prior to the start of your clinical if you must complete the additional requirements
All compliance requirements are listed below in **Table 1**. Please refer to the compliance timeline for information on when to complete the requirements. Detailed information and a snapshot of each requirement follow the timeline.

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

Once email notification is received during Spring semester:

_____ Review the CastleBranch Student Instructions that are provided in the email.

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

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

_____ Read the Student Handbook online at: https://sites.psu.edu/collegeofnursing/files/2016/10/Second-Degree-General-Bachelor-of-Science-Student-Handbook-lizn8q5.pdf

MAY 1:

_____ Go to castlebranch.com to create and purchase your myCB account (for first year students) or sign into your previous myCB account (for second year students). All necessary documents are located here. You will upload all final documents to this site

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

_____ Health Examination – Bring your “Entrance Health Examination Form” (for first year students) or “Annual Health Exam Form” (for second year students) to your appointment. Your healthcare provider must complete all medical requirements (e.g. titers, 2-step TB, etc. dates and results) and document all data on this form

_____ CPR certification card – Complete American Heart Association: Healthcare Professional Basic Life Support (BLS) certification course. Sign CPR card and upload front and back of card

_____ Professional Liability Malpractice Insurance – Obtain and upload your policy

_____ Student Notification of Program Requirements form – Read and sign

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

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

44
Student Data Sheet – Please remember to put your local Penn State address

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

Complete FBI Criminal Background Check and Fingerprinting – Cogent Systems online using: [https://www.pa.cogentid.com/index_dpw.htm](https://www.pa.cogentid.com/index_dpw.htm)

*Please note: Once registration is complete, you may go to any location throughout the state of Pennsylvania ONLY to have your fingerprints electronically scanned. Because this can be done **ONLY in Pennsylvania**, if you are leaving the state immediately following Spring semester (e.g. non-PA resident, attending summer semester abroad, going on vacation, etc.), this should be completed **before** leaving campus for the summer break.

Personal Health Insurance Card – Upload front and back of card

Drug Test, if required. You will receive additional information if you need this step for your assigned clinical location

Upload all completed documents to your myCB account by June 30th. You may also fax or mail copies of these forms. Office Max or Office Depot can provide scan/fax service

**IMPORTANT NOTE FOR FAX/MAIL:** You must use the cover sheet provided by CastleBranch for each requirement. *Any documents received without a cover sheet will be destroyed and you will be listed as non-compliant*

**JUNE 30th: COMPLIANCE DEADLINE**

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

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

Keep a copy of all documents for your records, both at home and at school

**PLEASE NOTE:** The College of Nursing does not retain copies of your documents

**SEPT 1st - NOV 4th:**

Receive a flu vaccination during the current flu shot season. Before November 4th, scan and upload vaccination documentation or obtain a signed Declination Waiver from your healthcare provider
What Happens If My Compliances Are Not Completed On Time?

- The upload deadline for compliance requirements is June 30th. No exceptions and no excuses.

- Failure to meet the June 30th upload deadline will result in the following:
  - All nursing clinical courses will be removed from your schedule effectively immediately.
  - A hold will be placed on your account. This will prevent you from adding and dropping courses and may impact your financial aid.
  - You will not be able to progress in the nursing program until all compliances are completed.

- You may rectify this situation by:
  - Uploading all your compliance documentation to CastleBranch.
  - It is then your responsibility to notify the College of Campus Coordinator.
  - Once your compliances are verified by the CON, your account hold will be removed.
  - You will then be permitted to add ONLY the same nursing course sections that were previously dropped.
COMPLIANCE REQUIREMENTS (CR) #1-13

CR #1: Student Notification of Program Requirements Form

- The student is responsible for all information listed on this form
- The Student Notification of Program Requirements form must be submitted to student’s CastleBranch myCB account. This form will remain in effect until student’s graduation

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

- The student is responsible for all information listed on this form
- The Student Consent for Release of Information to Authorized Third Parties form must be submitted to student’s CastleBranch myCB account. This form will remain in effect until student’s graduation

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

- The student is responsible for all information listed on this form
- The Confidentiality, Safe Environment and Fiction Contract for Nursing Simulation form must be submitted to student’s CastleBranch myCB account. This form will remain in effect until student’s graduation

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

**OR:**

Annual Health Exam Form (for second year students)

- The College of Nursing subscribes to the Pennsylvania State Board of Nursing requirement that every undergraduate nursing student shall have an Entrance Health Examination/Annual Health Examination
- Copies of Doctor’s records are not accepted as the health examination. All information must be documented on the CON form. This form must be completed and signed by the healthcare provider
- The Entrance Health Examination form or the Annual Health Examination form must be submitted to student’s CastleBranch myCB account
CR #5: Personal Health Insurance (Copy of Card – Front and Back)

- Students must retain proof of health insurance throughout the academic year
- Students may be asked to provide proof of current health insurance by the clinical agencies before being permitted to provide patient care in those agencies, and failure to do so will result in the student’s failure to meet clinical requirements
- Students have the option to enroll in the Penn State insurance plan, to maintain a private insurance policy, or, if eligible, to continue under their parent’s or spouse’s coverage
- The student is responsible for all costs related to emergency or follow-up care associated with any injury sustained while on clinical that is not covered by their health insurance
- A copy of student’s personal health insurance card must be submitted annually to student’s CastleBranch myCB account

CR #6: Liability/Malpractice Insurance

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

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

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

- Only Healthcare Professional Basic Life Support (BLS) through the American Heart Association (CPR for the infant and child, and one-person and two-person CPR for the adult) is accepted
- The certification is for two years, and certification may not be dated before May 1
  - For information on class sessions, call the American Heart Association (877-AHA-4CPR) or go online to http://cpr.heart.org/AHAHECC/CPRAndECC/Training/HealthcareProfessional/BasicLifeSupportBLS/UCM_481711_BLS---Instructor-Led-Training.jsp
- A copy of student’s American Heart Association CPR card (front and back) must be submitted annually to student’s CastleBranch myCB account
CR #8 - #10: Clearance Checks

General Information

The College of Nursing maintains child abuse, PA and Federal criminal history clearance policies and procedures to assure the safety of the public receiving services of students and to meet requirements of the agencies where students complete clinical requirements.

- The student is responsible for all fees associated with the clearance checks
- Clearance checks are required annually
- Progression in the Nursing Program may be dependent upon the clearance check results
- All program decisions related to child abuse and criminal history clearances are consistent with the recommendations of the National League of Nursing, The Commonwealth of Pennsylvania, Department of State, Bureau of Professional and Occupational Affairs, and the State Board of Nursing. These include but are not limited to the following:
  1. All clinical facilities have the right and/or responsibility to preclude students who have a history of child abuse or criminal activity from the facility. If experience in such a facility is required to achieve the clinical objectives, the student will not be able to complete the required course.
  2. Even if there are multiple clinical course sections and the student is able to have clinical experience for the course at another agency and thus complete the program, the student should know that the State Board may deny licensure based on the applicant’s child abuse or criminal history. Students also should know that if the student does become licensed, various laws may preclude the individual from employment in a wide variety of settings.
  3. In addition, students should be aware of the following State Board of Licensure policy: To determine whether an applicant with a criminal record will be permitted to take the examination, the Board will review the facts of the applicant’s case including the type of conviction(s), the length of time that has elapsed since the conviction(s), whether or not drugs were involved, whether the crime could be classified as one involving moral turpitude, etc. Generally, the less egregious the crime, the greater the amount of time that has elapsed since the offense, the more persuasive the evidence than an individual can practice nursing with reasonable skill and safety and that there is a low likelihood of recidivism, the greater the chance of receiving approval to take the licensure examination.
  4. In the past, the Board has concluded that an indicated report of child abuse is evidence than an applicant is not of good moral character.

CR #8: PA Child Abuse History Clearance (Act 151)

- Students have two options to submit – electronic or mail. The forms are available at https://www.compass.state.pa.us/CWIS (electronic submission) or http://www.dhs.pa.gov/provider/childwelfareservices/childabusehistoryclearanceforms/#.Vzo06eRgiXw (mail submission)
- A copy of student’s PA Child Abuse History Clearance must be submitted annually to student’s CastleBranch myCB account
CR #9: Criminal Background Check (Act 34)

- CastleBranch is the only accepted provider for the criminal background check – other agencies that provide clearances are not accepted
- A Castle Branch Student Instruction Sheet, outlining all pertinent information for use in completing this requirement, is included in the Spring email notification
- Students should submit the application for criminal background check between May 1 and May 15 as it may take 4-6 weeks for clearances to be processed
- Criminal Background Check results must be submitted annually to student’s CastleBranch myCB account

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

General Information

- **This requirement is for juniors and seniors only**
- It is a federal regulation that anyone who potentially comes in contact with children requires fingerprinting and a Federal Criminal History Clearance (national criminal history) report completed
- This requirement is done through the **Department of Human Services** (NOT the Department of Education or the Department of Aging, for example)
- Currently the complete process takes approximately 4-6 weeks
- This requirement MUST be completed in Pennsylvania only; therefore, if student is leaving the state immediately following Spring semester (e.g. non-PA resident, attending summer semester abroad, going on vacation, etc.), this process should be completed before leaving campus for the summer break.
- Students may use any Pennsylvania site that is listed – the student’s home address does not determine the site which must be used

**NOTE:** University Park (UP) Police is an accepted Cogent System site. Pennsylvania has entered into a contract with Cogent Systems ([https://www.pa.cogentid.com/index_dpw.htm](https://www.pa.cogentid.com/index_dpw.htm)) to be the provider for conducting the fingerprinting based national criminal history record checks.

- The Cogent website listed above will identify the Pennsylvania locations, hours of operation, appointment instructions, and identification materials that you are required to bring to the site where fingerprinting will be completed
- If student has already completed fingerprinting and an FBI background check for employment, and it does not expire before the last day of Spring semester classes for the upcoming academic year, it is not necessary to have the national background check completed again. Student may submit a copy of these results
General Instructions

- Completion of this requirement involves two steps: (1) registration, and (2) actual fingerprinting
- Registration can be done online at the Cogent website listed above OR by calling (888) 439-2486
- During registration, select “Employment with a significant likelihood of regular contact with children” in the “Reason Fingerprinted” category

Online Registration

- Click on “Registration Procedures” for instructions
- Then click on “Register Online” to complete the application process
- Complete the optional social security number section on the online application to expedite results
- Payment ($27.50) may be made:
  a. With a credit card online at registration
  OR
  b. At the site with a Money Order or Cashier’s Check made payable to COGENT SYSTEMS.
  c. Cash, personal checks or electronic payments will NOT be accepted at the site.
- Once registration is complete:
  a. The student may go to any location throughout the state of Pennsylvania ONLY to have fingerprints electronically scanned (refer to the website listed above for locations and site-specific information).
  b. Follow instructions for the specific site you plan to use and make an appointment. If you show up without an appointment, you will be turned away.
- A letter with the results will be mailed to the student
- A copy of the letter must be submitted annually to student’s CastleBranch myCB account

Unsuccessful Clearance Procedures

Child Abuse
Procedure for Unsuccessful “Child Abuse Clearance”

If the student clearance returns “Indicated”:

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

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

Criminal

Procedure for Unsuccessful “Criminal Clearance”

If the student clearance returns as “Summary”:

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

If the student clearance returns as “Misdemeanor”:

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

If the student clearance returns as “Felony”:

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

Approved: BS Council 11/02
CR #11:  Student Data Form

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

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

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

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

An annual influenza (Flu) vaccination is required of all nursing students prior to attendance at any clinical site utilized by the nursing program. Waivers can be granted only if the influenza vaccination is contraindicated for a student’s health. The waiver must be written by the nursing student’s physician/healthcare provider.

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

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

CR #13:  Drug Testing

Routine drug testing may be a compliance requirement of clinical sites used by the CON. In addition, various clinical sites may require additional drug testing or impose random drug screens after the initial testing.

- Students will be notified of drug testing requirements of clinical sites prior to the semester which will facilitate sufficient time to meet all compliance deadlines in order to participate in clinical experiences
- All drug testing is coordinated through CastleBranch
  - Students, once notified that drug testing is required, will place an order for the drug testing package with CastleBranch (EN56dt – Drug Test only order form)
  - Within 48 hours, students will receive a registration form
  - The registration form must be taken to the drug testing facility assigned to them (location is dependent on Zip Code provided at the time of the order)
  - Once the specimen is collected, it takes 3-5 business days for results
- Drug retesting protocol is dependent on the clinical agency policy (e.g. dilute or positive results) and will require further testing and/or evaluation
- Drug testing reports are securely posted on the student’s CastleBranch myCB account and are available to the student and CON only
- Students are responsible for the cost of all initial drug testing and any retesting
CR #1: Student Notification of Program Requirements Form

STUDENT NOTIFICATION OF PROGRAM REQUIREMENTS

Directions: Please read and complete this form.

1. **HANDBOOK:** The student is accountable for all policies and information contained within the Student Handbook. The student handbook can be found online at the following website: https://sites.psu.edu/collegeofnursing/files/2016/10/Second-Degree-General-Bachelor-of-Science-Student-Handbook-1izn8q5.pdf

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

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

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

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

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

PRINT NAME____________________________________________________

SIGNATURE___________________________________DATE_____________________

*Handwritten (NOT TYPED) signatures only

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

Revised Spring 2016
CR #2: Student Consent for Release of Information to Authorized Third Parties

Student Consent for Release of Information to Authorized Third Parties

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

<table>
<thead>
<tr>
<th>Student Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Legal Name (Last, First, Middle Initial):</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Records to be Released:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrance Health Exam Form</td>
</tr>
<tr>
<td>Annual Health Exam Form</td>
</tr>
<tr>
<td>Proof of Personal Health Insurance (copy of insurance card)</td>
</tr>
<tr>
<td>Liability/Malpractice Insurance Policy</td>
</tr>
<tr>
<td>Cardiopulmonary Resuscitation (CPR) Certification</td>
</tr>
<tr>
<td>Pennsylvania Child Abuse History Clearance Results</td>
</tr>
<tr>
<td>Criminal Background Check Results</td>
</tr>
<tr>
<td>FBI Criminal Background Check Results and Fingerprints</td>
</tr>
<tr>
<td>Proof of Flu Immunization</td>
</tr>
<tr>
<td>Drug Testing results</td>
</tr>
</tbody>
</table>

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

____________________________________________________________
Student Signature Date

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

Revised Spring 2016
As a patron of the Nursing Simulation Lab, I understand the significance of confidentiality with respect to information concerning simulated patients and fellow students. I will uphold the requirements of the Health Insurance Portability and Accountability Act (HIPAA) and any other federal or state laws regarding confidentiality. I agree to report any violations of confidentiality that I become aware of to my facilitator or instructor. I understand and agree to being videotaped during the course of simulations and skill demonstration to be viewed by faculty and fellow students related to the course of instruction.

I agree to adhere to the following guidelines:

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

Student Signature: _____________________________________________________

Printed Name: _______________________________________________________

Date: __________________________________________________________________

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

Original: Fall 2010 (Sharon A. Lacue, MSN, RN, CNE)
Revised: March 2013 (Sharon A. Lacue, MSN, RN, CNE)
Last Name __________________________  First Name __________________________  MI _________

Date of Birth ______________

TUBERCULIN STATUS:
2-Step Tuberculin Skin Test (TST)

Step One  Date ____________  Results:  □ Negative  □ Positive

Then, within 1-3 weeks after Step One:
Step Two  Date ____________  Results:  □ Negative  □ Positive

If Positive TST:
Chest X-Ray  Date___________
Results________________________________________

Isoniazid Prophylaxis: □ No  □ Yes  Dates____________

Comments:________________________________________

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

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

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

3.  Rubella Titer  Date:__________  □ Immune  □ Not Immune
    If not immune, Booster Vaccine  Dates: 1_____ 2_____ two doses at least 4 weeks apart

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

(Reverse Side must be completed also!)
CR #4: Entrance Health Exam Form (2 of 2 Pages)

IMMUNIZATIONS:

1. HEPATITIS B
   Date #1_________ Date #2_________ Date #3_________

2. POLIO VACCINE
   Date #1_________ Date #2_________ Date #3_________

3. TETANUS/DIPTHERIA/PERTUSSIS VACCINE (TDaP):
   Date of Vaccine____________________
   (Valid only if within the last 10 years)

TO BE COMPLETED BY HEALTHCARE PROVIDER

I have completed a health history and physical examination.

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

☐ is able to participate in clinical nursing experiences without restrictions.
☐ is able to participate in clinical nursing experiences with the following restrictions:
  Restrictions______________________________________________________________
  ____________________________________________________________

Healthcare Provider Information

Name (printed) ________________________________ Telephone #_____________________

Signature ________________________________ Date __________________________

License # ________________________________ State __________________________

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

Revised Spring 2014
NOTICE: All sections must be completed. Form must be signed by a licensed healthcare provider. Copies of medical records, lab reports and incomplete forms will NOT be accepted.

Last Name _________________________ First Name ___________________ MI _________

Date of Birth ______________

TB STATUS:
*Tuberculin Skin Test (Required Annually)*

Date____________ Results: □ Negative □ Positive

If Positive TST:

Chest X-Ray Date__________

Results________________________________________________________

Isoniazid Prophylaxis: □ No □ Yes

Dates__________________________________________________________

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

Comments: ____________________________________________________

TO BE COMPLETED BY HEALTHCARE PROVIDER

I have completed a health history and physical examination.

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

□ is able to participate in clinical nursing experiences without restrictions.

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

Restrictions: ____________________________________________________

Healthcare Provider Information
Name (printed) _________________________ Telephone # _______________________
Signature ___________________________ Date ____________________________
License # _____________________________ State ____________________________

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

Revised Spring 2014

CR #7: Cardiopulmonary Resuscitation (CPR) Certification (Copy of Card – Front and Back)
Sophomores-Juniors-Seniors

CR#8: PA Child Abuse History Clearance (2 Pages)
# PENNSYLVANIA CHILD ABUSE HISTORY CLEARANCE

**COMPLETE SECTION 1 ONLY.** Print clearly in ink. Enclose $10.00 money order only, payable to DEPARTMENT OF PUBLIC WELFARE. DO NOT send cash or personal check.

Send to CHILDLINE AND ABUSE REGISTRY, DEPARTMENT OF PUBLIC WELFARE, P.O. BOX 8170

HARRISBURG, PA 17105-8170

APPLICATIONS THAT ARE INCOMPLETE, ILLEGIBLE OR RECEIVED WITHOUT FEE WILL BE RETURNED UNPROCESSED. IF YOU HAVE QUESTIONS CALL 717-783-6211, OR (TOLL FREE) 1-877-371-6422.

## SECTION I: APPLICANT IDENTIFICATION

<table>
<thead>
<tr>
<th>NAME</th>
<th>STREET</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITY, STATE ZIP CODE</td>
<td></td>
</tr>
</tbody>
</table>

Disclosure of your Social Security number is voluntary. It is sought under 23 Pa.C.S. §§ 6336(e)(1)(relating to information in statewide central register), 6344 (relating to information relating to prospective child care personnel), 6344.1 (relating to information relating to family day-care home residents), and 6344.2 (relating to information relating to others having contact with children). The Department will use your Social Security number to search the statewide central register to determine whether you are listed as the perpetrator of a known or suspected report of child abuse.

## PURPOSE OF CLEARANCE (Check ONE block ONLY)

- [ ] Child Care Services Employee
- [ ] Foster Care
- [ ] Adoption
- [ ] School Employee
- [ ] Employment with a significant likelihood of regular contact with children
- [ ] Volunteers - A copy of your PROCESSED "Request for Criminal Record" (Form SP4-164) must be attached. Out-of-state residents must also attach a copy of their PROCESSED FBI clearance (Form FD-250).
- [ ] DFW Employment & Training Program Participant

<table>
<thead>
<tr>
<th>PREVIOUS NAMES USED SINCE 1975 (Include middle name, nickname, alias, etc.)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PREVIOUS ADDRESSES SINCE 1975 (Attach additional pages if necessary):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
</tbody>
</table>

## HOUSEHOLD MEMBERS (List everyone who lived with you at any time since 1976 to the present)

<table>
<thead>
<tr>
<th>NAME (First, Middle)</th>
<th>RELATIONSHIP</th>
<th>PRESENT AGE</th>
<th>SEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
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<td></td>
<td></td>
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<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I certify that the above information is accurate and complete to the best of my knowledge and belief and submitted as true and correct under penalty of law (Section 4904 of the Pennsylvania Crimes Code).

Applicants are required to show the administrator the original document. Administrators are required to keep a copy of this child abuse history record on file. Any person altering the contents of this document may be subject to civil, criminal or administrative action.

<table>
<thead>
<tr>
<th>APPLICANT'S SIGNATURE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CY 113 (LF) 6/11</td>
</tr>
</tbody>
</table>
DO NOT WRITE IN THIS SECTION - CHILDLINE USE ONLY

<table>
<thead>
<tr>
<th>SECTION II</th>
<th>RESULTS OF HISTORY CHECK</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Applicant is not listed in a report of child abuse or a report for school employee.</td>
<td></td>
</tr>
<tr>
<td>□ Applicant is listed in a report of child abuse or a report for school employee (see below).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STATUS OF REPORT</th>
<th>DATE OF INCIDENT</th>
<th>STATUS OF REPORT</th>
<th>DATE OF INCIDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>-</td>
<td>3.</td>
<td>-</td>
</tr>
<tr>
<td>2.</td>
<td>-</td>
<td>4.</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VERIFIER</th>
<th>DATE</th>
<th>VERIFIER’S SUPERVISOR</th>
<th>DATE</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SECTION III</th>
<th>VOLUNTARY CERTIFICATION FOR CHILD CARE SERVICES</th>
</tr>
</thead>
</table>

[Signature] has requested a certification which includes a clearance of his/her name against the child abuse, school employee, and criminal history reports.

The results of the child abuse and school employee report clearances are listed in Section II on the reverse side. The results of the criminal history reports are listed below. Out-of-state residents must have criminal history clearance from both the Pennsylvania State Police and the FBI. The voluntary certification may be obtained every two years.

It is the responsibility of parents and guardians to review this information to determine the suitability of the applicant as a substitute caregiver.

<table>
<thead>
<tr>
<th>PENNSYLVANIA CHILD ABUSE HISTORY CLEARANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Applicant is named as the perpetrator of a found child abuse or school employee report which occurred in the last five years.</td>
</tr>
<tr>
<td>□ Applicant is named as the perpetrator of a found child abuse or school employee report which occurred over five years ago.</td>
</tr>
<tr>
<td>□ Applicant is named as the perpetrator of an indicated child abuse or school employee report.</td>
</tr>
<tr>
<td>□ Applicant is not named as the perpetrator of any child abuse or school employee report contained in the Statewide Central Register.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PENNSYLVANIA STATE POLICE CLEARANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Record exists and contains convictions which prohibit hire in a child care position. Report attached.</td>
</tr>
<tr>
<td>□ Record exists, but convictions do not prohibit hire in a child care position. Report attached.</td>
</tr>
<tr>
<td>□ Record exists, but no convictions are shown. This does not prohibit hire in a child care position. Report attached.</td>
</tr>
<tr>
<td>□ No record exists. Report attached.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FBI CLEARANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Record exists and contains convictions which prohibit hire in a child care position. Report attached.</td>
</tr>
<tr>
<td>□ Record exists, but convictions do not prohibit hire in a child care position. Report attached.</td>
</tr>
<tr>
<td>□ Record exists, but no convictions are shown. This may not prohibit hire in a child care position. Report attached.</td>
</tr>
<tr>
<td>□ No record exists. Report attached.</td>
</tr>
<tr>
<td>□ No FBI clearance required.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VERIFIER</th>
<th>DATE</th>
<th>VERIFIER’S SUPERVISOR</th>
<th>DATE</th>
</tr>
</thead>
</table>
College of Nursing

STUDENT DATA SHEET

Date: 

Name: 

PSU 9-Digit #: 

PSU Email Address: 

Local School Address: 

Cell Phone #: 

Emergency Phone #: 

Upload (Scan) Completed Form to Your myCB Account by JUNE 30TH
All students in the B.S.N. Program will be required to complete clinical learning experiences to fulfill the requirements of the baccalaureate degree in nursing. Please be advised that the following policies are applicable to all students, and failure to meet any clinical requirements will impact progression and timely completion of the program. Policies may represent requirements of the clinical facilities, the College of Nursing and/or the University.

PRECLUDED STUDENTS FROM CLINICAL INSTITUTION

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

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

PATIENT CARE

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

CLINICAL SAFETY POLICY

When health issues (physical or psychological) are involved, both student and client safety will be considered.

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

Approved Fall 2011
IMPAIRED STUDENT NURSE POLICY

I. POLICY
All students enrolled in the College of Nursing (“CON”) at The Pennsylvania State University (“The University”) are strictly prohibited from possessing or being under the influence of alcohol or illegal drugs while engaged in any Clinical Activities.

II. STATEMENT OF PURPOSE AND INTENTION
A. Students enrolled in the CON at the undergraduate and graduate level engage in clinical rotations and training on the campus of The University and at various types of health care facilities, including, but not limited to, University skills or simulation laboratories, hospitals, private practice offices, long-term care facilities, clinics, schools and community agencies.
B. Drug and alcohol use may adversely affect the educational process and the quality of care provided by students in the clinical setting. Drug and alcohol use may also pose serious safety and health risks to the student, patients and others.
C. The University and the CON require all nursing students engaged in Clinical Activities be free from the influence of illegal drugs and alcohol.
D. This Policy is enacted in accordance with a position statement on the subject of substance abuse in nursing education published by the American Association of Colleges of Nursing, and also with the standards set forth in Pennsylvania’s Professional Nursing Law (63 P.S. § 224, et. seq.).

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

Note: Defined terms are capitalized herein.

IV. DRUG AND ALCOHOL POSSESSION AND USE

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

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

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

V. PROCEDURES

A. Failure to cooperate with the procedures set forth herein may result in termination of a Student’s clinical program, which will carry with it serious consequences for the Student’s ability to complete his or her course of study in the CON.

B. In order to assure compliance with this Policy and as a condition of continuing to participate in Clinical Activities and/or a Clinical Program, Students are required to cooperate with the procedures outlined herein, including Drug and Alcohol testing. Such tests may be administered upon a finding of reasonable suspicion that a Student has used Drugs or Alcohol while engaged in Clinical Activities. Reasonable suspicion shall be determined by the Supervisor, based upon various factors, including but not limited to
observation of signs or symptoms commonly associated with intoxication, such as: impaired mental ability, inability to maintain balance, odor of alcohol, boisterous or slurred speech, drowsiness, dilated pupils, staggering, awkward movements or erratic behavior. In making a determination of reasonable suspicion, the Supervisor may take into account observations of lay persons, other staff or faculty of the CON and/or health care professionals.

C. When finding of reasonable suspicion is made, the following steps will be implemented by the CON.
   1. The Supervisor shall instruct the Student to leave the clinical area and will address the Student in private to discuss the behavior(s) observed. The Supervisor will specifically inquire about whether the Student has used Drugs or Alcohol and if so, the details of such use. The Supervisor shall consult with the Campus Nursing Program Coordinator for undergraduate students or the Graduate Option Coordinator, for graduate students, as practicable, and shall make a determination as to whether to refer the Student for Drug and Alcohol testing.
   2. If the Supervisor and/or Campus Nursing Program Coordinator for undergraduate students or the Graduate Option Coordinator, for graduate students, decides to send the Student for testing, the Student shall be notified that he or she will be tested for the presence of Drugs and/or Alcohol. The CON will incur costs associated with the initial testing only. A Student who refuses to undergo testing shall be presumed to have violated this policy. Transportation to and from the location for testing (see Urine Drug Screen Clinic Sites) will be arranged and paid for by the CON. The Student will be accompanied by a CON representative at all times to the testing site. Tests shall be accomplished via urine sample, or other reliable method. The testing process will be carried out pursuant to the testing protocols of the clinical agency or the University’s Office of Occupational Medicine. Samples shall be collected by the clinical agency or the designated screening clinic of the University’s Office of Occupational Medicine. A split sample shall be collected. Test results will be interpreted by the University’s Medical Review Officer, who shall verify documentation of appropriate chain of custody and shall make the determination of whether a test is positive for the presence of Drugs or Alcohol. A negative result on a test will not necessitate further testing and no further action shall be taken. In the case of a positive test, the Student shall be contacted by the Medical Review Officer, who shall determine whether there is any legitimate explanation for the positive test. If no legitimate explanation can be verified by the Medical Review Officer, the Student shall be given the option of having the second sample tested, at the expense of the Student. If testing of the second sample yields a negative result, no further action shall be taken. The Medical Review Officer shall advise the appropriate Associate Dean of the CON of testing results.
   
   NOTE: If testing is necessary during a time that the screening clinic is closed, testing will be done at Clinical agency, and results will be obtained by the University’s Office of Occupational Medicine.
   3. After testing is complete, the student will be counseled against driving and if unable or unwilling to call a family member or friend to transport them home, transportation will be arranged and paid for by the CON.
   4. The University will make reasonable efforts to maintain confidentiality in the administrative handling of matters relating to Student Drug and Alcohol testing.
5. The Supervisor will prepare a written report documenting the observed Student behaviors and submit same to the Campus Nursing Program Coordinator for undergraduate students or the Graduate Option Coordinator, for graduate students, and the appropriate Associate Dean of the CON.

D. A Student who has been sent for a Drug and Alcohol test shall be suspended from participation in Clinical Activities until the results are returned. Test results shall be provided by the Medical Review Officer to the appropriate Associate Dean of the CON. If the results are negative, the Student shall be permitted to resume his or her regular Clinical Activities immediately. If the test results are positive for the presence of Drugs or Alcohol, or if the Student refused to submit to testing, the following steps shall be followed.

1. A meeting will be held, within a reasonable period of time, with the Student, the Supervisor involved and the Campus Nursing Program Coordinator for undergraduate students or the Graduate Option Coordinator, for graduate students to discuss the incident, allow all parties to provide any relevant information, and to discuss sanctions and/or academic consequences related to the alleged violation. Sanctions may include suspension from all Clinical Programs, a failing grade for a given course, or for repeat offenders, dismissal from the CON.

2. The Student will execute a written agreement to seek an initial drug and alcohol consultation at Counseling and Psychological Services (CAPS) and/or a drug and alcohol evaluation with a certified or licensed professional capable of providing this service. The Student must sign an informed consent form to allow release of the evaluation results to be provided to the appropriate Associate Dean of the CON. The Student shall be required to follow any treatment plan which may be recommended as a result of the substance abuse evaluation. Refusal to undergo substance abuse evaluation or failure to comply with any recommended treatment may result in the Student’s dismissal from the CON. Following successful completion of any such treatment plan and/or upon certification by an appropriate substance abuse counselor that the Student is fit to return to Clinical Activities, the Student shall be permitted to resume full participation in the CON curriculum.

3. The fact of a positive test result shall be conveyed by the CON to the Office of Student Conduct for evaluation of whether the behavior has violated the Student Code of Conduct. The Office of Student Conduct will investigate and process the matter in accordance with standard University procedures and the Student Code of Conduct. The Designee or staff from the Office of Student Conduct will investigate the allegation and when it appears that a violation may have occurred, the Student will be subject to the University’s disciplinary process. The CON will be notified of the outcome of this process.

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

VI. APPEALS

A. A Student may appeal any aspect of the application of this policy by sending a written statement of the basis for the appeal to the appropriate Associate Dean of the CON, within ten (10) days after the action which is being appealed. The Student’s written appeal shall
succinctly set forth the basis for the appeal, with supporting documentation, as appropriate.

B. Within a reasonable period of time after the filing of an appeal, the appropriate Associate Dean of the CON shall convene a meeting with the Student in an attempt to amicably resolve the matter. If no resolution can be reached, the appropriate Associate Dean of the CON shall convene a hearing committee, consisting of three (3) faculty members from the CON, one of whom shall serve as committee chair. The hearing shall be convened as soon as practicable. The following rules shall apply to the hearing:

11. The purpose of the hearing is one of fact finding.
12. The committee shall have full authority to conduct the hearing in a manner that is fair, efficient, and respectful.
13. Formal rules of evidence do not apply, but irrelevant, immaterial or unduly repetitious evidence may be excluded at the discretion of the committee.
14. In light of the nature and spirit of the proceeding, representation by legal counsel is prohibited.
15. The hearing shall be closed, meaning that no one beyond the persons involved in the hearing will be admitted.
16. Participants shall include the Student and the Supervisor who observed or was involved in the incident in question. Others with knowledge of the circumstances in question may be permitted to participate, with the permission of the chair of the committee.
17. The Supervisor will address the committee first, followed by the Student. The committee may ask questions of the Supervisor and the Student. The Supervisor or faculty member and the Student may also ask questions of each other, in a polite and respectful manner.
18. Requests for additional information may be made by the committee to the faculty member and the Student.
19. At the conclusion of the hearing, the committee shall dismiss the participants and deliberate in private. The committee members shall then vote on the outcome of the hearing, with each member having one vote. The chair of the committee will inform the Student of committee’s decision within one business day after the hearing.
20. The decision of the committee shall be final.

VII. REINSTATEMENT TO CLINICAL PROGRAM/ACTIVITIES

A. As a condition for being considered for reinstatement to a Clinical Program and/or participation in Clinical Activities, Students must consent to release to the CON the findings, reports and/or recommendations of any drug and alcohol counselors, physicians, psychiatrists, psychologist, etc. as well as the outcome of any actions undertaken by the Office of Student Conduct.

B. A Student who has been removed from a Clinical Program for a violation of this Policy shall be permitted to return to the Clinical Program upon fulfillment of the following conditions:
1. Expiration of any academic suspension or disciplinary suspension.
2. Written documentation of successful completion of all drug and alcohol services recommended or any recommendations by the Office of Student Conduct.
3. Agreement to voluntarily participate in random Drug or Alcohol screening, the cost of which must be paid by the Student.
C. A Student’s return to any Clinical Program at a non-Penn State Host Facility will be contingent upon re-acceptance by the Host Facility.

VIII. ASSISTANCE TO STUDENTS WITH DRUG OR ALCOHOL PROBLEMS
Students with drug or alcohol problems, whether or not engaged in Clinical Activities, are encouraged to voluntarily seek assistance through University’s Center for Counseling & Psychological Services. Professors, instructors and advisers in the CON will assist Students with referrals, as requested.

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

Approved Fall 2005
Revised Fall 2009
Revised Spring, 2013
Revised Fall, 2013
INFECTIONOUS DISEASE POLICY

Clinical Agencies

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

B. The clinical agency’s infection control plan shall include:
   1. A schedule and method of implementing the infection control plan.
   2. A schedule for reviewing and updating the plan to reflect significant changes in tasks, policies, and procedures.

C. Clinical agencies are required to make the infection control plan available to the College’s administration for examination and copying.

Standard Precautions and Isolation Practices

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

Accidental Exposure, Post Exposure, and Follow-up

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

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

The nursing student will:
1. Immediately and thoroughly wash or rinse (if mucous membrane) the exposed area
2. Report the incident to the clinical instructor

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

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

Revised: 11/06
POST-SURGICAL RETURN TO CLINICAL

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

Approved: 10/2009

STUDENT PREGNANCY POLICY

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

Approved: 11/04

TRANSPORTATION TO AND FROM CLINICAL AGENCIES POLICY

All nursing majors have clinical experiences in a variety of settings that involve travel to a clinical site. The College of Nursing requires that students assume responsibility for providing their own transportation to and from clinical sites. The use of a car and/or carpooling is a necessity.
The College of Nursing has adopted the following dress code guidelines for students while in the clinical or simulation lab setting:

1. Students must purchase uniforms from the College’s designated uniform vendor.
2. Various shirts and ONLY navy skirts/pants may be worn. ONLY registered nurse students may wear an all-white uniform.
3. Plain white or navy tee shirts or turtlenecks may be worn under current uniform.
4. Lab coats (optional) must be ordered through the College of Nursing’s vendor. Lab coats have the Pennsylvania State University shield above the breast pocket. When in the hospital setting for purposes other than patient care, students may be required to wear PSU student uniforms.
5. A PSU name pin and/or site specific photo ID should be worn and visible above the waist. The student’s given first name and last name with PSSN (Student Nurse) following will appear on the top line and “Penn State University” on the second line. Name pins must be purchased from a designated campus vendor.
6. Shoes must be mostly white, with white laces only. Professional shoes or leather athletic shoes with neutral color accents are acceptable. Students are advised not to purchase clogs or crocs because they are prohibited in some institutions. High-top athletic shoes may not be worn. The shoe of choice may not have any openings.
7. White hose without patterns are to be worn by females when wearing navy blue skirts. White socks without patterns or decorations may be worn with slacks.
8. Cardigan sweaters (only) may be worn, either navy or white (as ordered from the vendor).
9. In the clinical area, the following is not acceptable: strong perfume or aftershave colognes, acrylic nails, dark colored nail polish, dangling earrings, necklaces, and rings (other than wedding bands). Tattooing needs to be concealed. No obvious body piercings except ears (limited to one pair of earrings). Heavy makeup should be avoided. Finger nails must be short and hair must be neatly worn off the collar. Male students should be clean shaven or have neatly trimmed beards or mustaches. Large ornamental hair attachments are not considered proper when in uniform. Chewing gum during the clinical experience is not acceptable.
10. Students involved in clinical courses such as family, community mental health, and at times nursing care of children shall wear appropriate street attire as defined by the faculty and/or facility. Blue jeans, sweat shirts, sweat pants, tank tops, t-shirts, halter tops, shorts, and tight or revealing clothing may not be worn. The name pin must be visible at all times.

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

Approved: Summer 2008
Revised: Summer 2009
Revised: Spring 2015
SOCIAL MEDIA POLICY

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

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

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

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

References:
USE OF ELECTRONIC DEVICES IN CLINICAL POLICY

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

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

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

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

Approved: Spring 2008
Revised: Fall 2015
(Formerly Clinical Cell Phone Policy)
CLINICAL CANCELLATION GUIDELINES
(Includes: Inclement weather, other disasters)

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

7. Bottom line—Safety First!

CLINICAL FAILURE POLICY

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

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

If a required nursing course is not successfully completed, academic progression in the Nursing Program will be affected and the student may need to step out of the Nursing Program for an entire academic year based on the course offering schedule (nursing courses are offered during specific semesters). Please consult the Recommended Academic Plan at [https://rap.psu.edu/recommended-academic-plan-second-degree-nursing-nursscdn-penn-state-altoona-and-penn-state](https://rap.psu.edu/recommended-academic-plan-second-degree-nursing-nursscdn-penn-state-altoona-and-penn-state).
GUIDELINES FOR USING THE CLINICAL EVALUATION TOOL AND REMEDIATION FORM

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade-Point Equivalent</th>
<th>College of Nursing Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>75-76</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>68-74</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Below 68</td>
</tr>
</tbody>
</table>

NURSING COURSE EXAMINATION ROUNDED POLICY

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

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

Procedure:

- All individual course grades are recorded throughout the semester to the nearest 100th (2 decimal places with no rounding)
- Individual grades are then added and weighted for a final grade
- Only the final course grade is rounded to the nearest whole number using standard mathematical rounding

Note: Standard mathematical rounding requires at least 0.50 to round up, so for example 74.49 would not round up to 75 it would round down to 74. Rounding 74.49 up to 75 is referred to as double rounding and is not mathematically correct.

Effective Spring 2016
ACADEMIC SUCCESS PROGRAM

Academic Success Program

The College of Nursing’s Academic Success Program is a proactive approach to support academic achievement. Students, in collaboration with the Academic Success Coach and the nursing faculty, are strongly encouraged to actively participate in the Academic Success Program for nursing courses beginning at the sophomore level. The Academic Success Coach is a faculty member who has a particular interest in the areas of student retention and academic support. The Academic Success Coach acts as a resource to students and can be accessed directly by the student at any time. Additionally, a course coordinator, a clinical instructor, or an academic adviser may refer a student to the Academic Success Coach for assistance based on course or clinical performance. This referral is made by emailing the Academic Success Coach at the student’s home campus. The Academic Success Coach will make an initial contact; thereafter, the student is responsible for driving the process.

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

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

The Success Team

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

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

**Course Coordinators** - The Course Coordinator in all nursing courses encourages students who earn less than a 77% on an exam or quiz worth 10% or more of the final course grade to
develop an academic success plan. The Course Coordinator is the content expert and works with the student to review exams and identify gaps in knowledge and test-taking skills. The Course Coordinator is available to students by appointment and at designated times. It is the student’s responsibility to set up and attend appointments and maintain communication related to the Academic Success Plan.

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

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

6/01/2016
Revised 8/1/2016

**ACADEMIC SUCCESS PLAN:**

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

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

6/01/2016
Revised 8/1/2016
ACADEMIC PROGRESSION

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

ACADEMIC PROGRESSION POLICY

This policy delineates the academic standards required of students admitted to the pre-licensure* undergraduate nursing program, which includes three options: the General Bachelor of Science (GEN B.S.N.), the Second Degree Bachelor of Science (SEC DEG) and the Associate of Science (AS). A student is limited to two attempts for any prerequisite or required nursing course. Attempts are defined as earning a grade in a course or late-dropping the course. A course attempt in one pre-licensure option (GEN B.S.N., SEC DEG, AS) applies to all pre-licensure options. Academic Renewal does not negate previously attempted nursing courses. In a situation where the student withdraws from the University (Policy 56-30) courses will not be counted as one of the two attempts for the prerequisite or nursing course.

Overall Academic Requirements:

1. Successful completion of the following major requirements (BIOL 129, BIOL 141, BIOL 142, PSYCH 100, HD FS 129, NUTR 251, CHEM 101 or CHEM 110 and CHEM 111, MICRB 106, MICRB 107, SOC 001 or SOC 005, STAT 200 or STAT 250) is defined as a grade of “C” or better according to the University grading scale.
2. Successful completion of required Nursing courses is defined as a “C” or better according to the College of Nursing Grading Scale.
3. All major requirements and required Nursing courses may only be attempted two times.
4. A student who attempts or earns a “D” or “F” in the same major requirement or required Nursing course for a second time will be dismissed from the Nursing major. Academic advising relative to other majors/options will be provided.
5. A student who attempts or earns a “D” or “F” in two different required Nursing courses will be dismissed from the Nursing major. Academic advising relative to other majors/options will be provided.
6. Students who wish to return to the University after a leave of absence or re-enroll after withdrawing from the University will follow the CON Re-enrollment/Re-entry policy available in the Student Handbook (http://nursing.psu.edu/cms/nursing/undergraduate/handbooks).
7. Any exceptions to the two-attempt limit must be approved by the Dean of the College of Nursing.

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

Senate approval, Spring 2016
Senate approval of revisions, Fall 2016
STUDENT ACADEMIC DIFFICULTY

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

Plan for Early Identification of Academic Difficulty and Follow-up

1. All students must achieve a “C” or better (75% or greater) in all required nursing courses in the program.
2. The Chair of the Undergraduate Admissions and Standards Committee will request that all nursing faculty identify at mid-semester (week 7–8) any student earning less than 75% in the theory portion of a course, or any student performing below satisfactory levels in clinical. Faculty who have a course following an alternative time frame (e.g., 7-week or front loading of clinical) are responsible for notifying the committee about students in academic difficulty at mid-course.
3. The Chair of the Undergraduate Admissions and Standards Committee will send a letter of concern to all students who have been identified in academic difficulty.
4. A copy of the letter will be sent to the adviser and course coordinator. The letter will be placed in the student’s file.
5. Students are responsible for contacting the course coordinator and/or adviser within one week and for returning the signed form (attached to the letter) to the Academic Affairs Office (210 Nursing Sciences Building) for students at University Park, the Nursing Office (A110 ASB) for students at Hershey, or the appropriate CON Commonwealth Campus Nursing office.
6. The Chair of the Committee and the Associate Dean for Undergraduate Programs will be informed of all students earning a “D” or “F” in a nursing course. With the first failure, a letter will be sent to the student from the Chair of the Committee reviewing the academic progression policy and suggestions for success in future nursing courses. With a second failure, a letter from the Associate Dean for Undergraduate Programs will be sent notifying the student of dismissal from the Nursing Program and will provide advisement information and other options available.

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

Revised: Summer 2012
Revised: Summer 2015
ACADEMIC GRIEVANCE PROCEDURES

The following assumptions are acknowledged:

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

GRADE MEDIATION AND ADJUDICATION

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

**PROTOCOL FOR STUDENTS WHO SEEK OUTSIDE EMPLOYMENT**

- Employment of students in health agencies, in keeping with the State Board of Nursing regulations, is as follows:
  - When students are employed in health agencies, they may not be employed as Registered or Practical Nurses unless they are currently licensed.
  - Student employment shall be on a voluntary basis and not a requirement of the institution.

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

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

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

Approved Fall 2015

**PENN STATE ALUMNI ASSOCIATION / COLLEGE OF NURSING ALUMNI SOCIETY**

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

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

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

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

Student Nurses’ Association of Pennsylvania (SNAP at Penn State)

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

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

The College of Nursing faculty strongly encourages attendance at SNAP events such as the National Student Nursing Association Convention (NSNA) or the state-level SNAP Convention. Students may request pre-approval from faculty for other events. When a scheduled SNAP event occurs at the same time as a previously scheduled clinical, the following rules apply:

- Approval must be obtained in advance for a missed clinical
- Faculty discretion is used based upon course grade, previous attendance in clinical, remediation in any course, and/or general academic standing. Faculty determines if make-up is required
• Attendance at an approved SNAP event may allow a student to be excused from a maximum of one 6-hour clinical day per Nursing course, for a maximum of two Nursing courses
• Students may be required to do the following for the clinical instructor:
  • Write a short 1- to 2-page report on the activity
  • Provide a brief 10-minute verbal report in post-conference
• Course syllabus attendance policy overrides this option. Students should be aware that their grades could be adversely impacted and should communicate with their instructor about their course grade in advance

Approved: March 2001
Revised: February, 2006
BETA SIGMA CHAPTER MEMBERSHIP

Philosophy of Membership Eligibility

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

Purpose of Sigma Theta Tau International

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

Membership Invitation

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

SIGMA THETA TAU ACHIEVEMENT AWARD

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

Consideration for this award is given to all undergraduate nursing students who have been or will be inducted into Sigma Theta Tau by the end of their senior year. Recipients of this award are selected by the Beta Sigma Chapter of the Sigma Theta Tau Scholarship Committee. Eligibility is based on the student’s academic record as determined by Fall Semester cumulative GPA.
Penn State awards a number of scholarships to undergraduate students each year. In addition, grants, loans, and the College Work-Study program are available for those who qualify. For more information on undergraduate financial aid, contact the Office of Student Aid, 314 Shields Building, University Park, PA 16802-6508, phone: (814) 865-6301, or visit the Web site at: http://studentaid.psu.edu/

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

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

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

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

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

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

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

Many hospitals and other health care institutions offer their own scholarship programs. For example, a hospital offers a tuition stipend with the understanding that a student will commit two or three years of continuous employment following graduation.
INFORMATION FOR GRADUATING SENIORS

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

1. Complete the Post-Graduation Contact Survey
2. Register for National Council Licensure Examination (NCLEX)
3. Submit Application for Licensure to ONE State
4. If applicable: Submit Application for Temporary Practice Permit (TPP)

NOTE: For students at the Commonwealth Campuses (Altoona, Erie, Fayette, Mont Alto and Worthington Scranton), the following process will be coordinated by the Nursing Program Campus Coordinator.

1. Complete the Post-Graduation Contact Survey
   ALL STUDENTS must complete the Post-Graduation Contact Survey, which is sent via email
   • Complete the survey with your “post-graduation” contact information
   • Enter your name as it appears on the official identification you will use for admittance to NCLEX examination (indicating first, middle, last and any suffixes such as Jr, II, etc.)
   • If you have a name that may have special spacing, please be careful to enter it as such e.g. McDonald or Mc_Donald; DeBrenna or Debrenna; two first names such as Mary Jo (first), Elaine (middle) McDonald (last)

2. Register for the NCLEX Examination
   • You may register to take the NCLEX examination anywhere in the United States – does not have to be in the state in which you apply for licensure
   • Print a copy of the NCLEX Candidate Bulletin at www.pearsonvue.com/nclex – Click on Candidate Bulletin and Information under “Downloads”
   • Follow the directions provided to register for the NCLEX examination (Pearson VUE)
   • Your Education Program Code is: US25506800
If your State Board of Nursing (SBN) is still requiring the old 5-digit code, use 25-568

3. Submit Application for Licensure

General Information
- REMEMBER – This is a separate process from NCLEX examination registration
- Submit your application materials no earlier than 90 days prior to the date you complete your nursing education program
- Submit your application materials for licensure to one state only. Visit that state’s SBN website for detailed information and instructions https://www.ncsbn.org/contactbon.htm
- Follow the directions from the specific SBN to complete the registration process
- Mandatory Child Abuse Continuing Education
  - Effective January 1, 2015 – ALL persons applying for licensure must complete 3 hours of Department of Human Services (DHS)-approved training in child abuse
  - You may complete the education prior to program completion
  - Use this link to find an approved course: https://www.reportabusepa.pitt.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_49_1
  - The approved provider of the course electronically sends verification of completion to the SBN
  - A license will not be issued until the course is completed

4. Submit Application for Temporary Practice Permit (TPP) (if applicable)
- IF you plan to work as a graduate nurse before taking the NCLEX, you must have a TPP
- Refer to the SBN where you apply for licensure for specific instructions
- Complete the TPP application as soon as you know that you have a job as a graduate nurse
- Allow a minimum of 4-6 weeks from the date of program completion to the issuance of the TPP
LICENSURE PROCESS

Licensure – Pennsylvania

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

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

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

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

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

- Do NOT request Nursing Education Verification (NEV) form from the CON – this is an automatic process and will be submitted by the CON immediately upon degree conferral

- NEV form is submitted electronically after PSU confers your degree

Licensure - States Other Than Pennsylvania

- Locate your state board of nursing’s website https://www.ncsbn.org/contactbon.htm

- Read and follow instructions carefully

- Anything needed from the CON should be included in an email as soon as possible with very specific instructions. Contact the appropriate CON Nursing office.
  - Education Verification Letters
  - Forms requiring the Dean’s signature
  - Forms requiring a University seal
  - Verification of clinical hours
  - Mailing address(es)
Your contact information (phone and email)

**Confirmation**

- When the CON has been notified that degrees have been conferred*:
  - Processes at Altoona and Harrisburg may vary. Contact the appropriate CON Nursing office for further information.

**Helpful Tips and Notes**

- Education Program Code – **US25506800**
  - If your SBN is still requiring the old 5-digit code, use 25-568

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

- All correspondence from Pearson VUE will arrive ONLY by email

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

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

- Transcripts must be ordered through the Office of the Registrar
  - Make sure to specify AFTER conferral
  - Provide address where it should be mailed – pay particular attention to the directions in your application materials for specific mailing instructions

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

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

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

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

**Section 6: Fees; Qualifications for Licensure**—No application for licensure as a registered nurse shall be considered unless accompanied by fee determined by the Board by regulation. Every applicant, to be eligible for examination for licensure as a registered nurse, shall furnish evidence satisfactory to the Board that he or she is of good moral character, has completed work equal to a standard high school course as evaluated by the Board and has satisfactorily completed an approved program of professional nursing.

The Board shall not issue a license or certificate to an applicant who has been convicted of a felonious act prohibited by the act of April 14, 1972 (P.L. 233, No. 64), known as “The Controlled Substance, Drug, Device, and Cosmetic Act,” or convicted of a felony relating to a controlled substance in a court of law of the United States or any other state, territory, or country unless:

- At least ten (10) years have elapsed from the date of conviction;
- The applicant satisfactorily demonstrates to the Board that he/she has made significant progress in personal rehabilitation since the conviction such that licensure of the applicant should not be expected to create a substantial risk of harm to the health and safety of patients or the public or a substantial risk or further criminal violations; and
- The applicant otherwise satisfies the qualifications contained in or authorized by this act.

As used in this subsection the term “convicted” shall include a judgment, an admission of guilt, or a plea of nolo contendere. An applicant’s statement on the application declaring the absence of a conviction shall be deemed satisfactory evidence of the absence of a conviction, unless the Board has some evidence to the contrary.

The Professional Nursing Law Act of May 22, 1951 (P.L. 317, No. 69), Section 6 as amended 06
RESOURCES

LINKS TO OTHER IMPORTANT INFORMATION

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

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

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

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

Bookstore
A: http://www.altoona.psu.edu/aboutus/bookstore.php
H: https://harrisburg.psu.edu/place/bookstore

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

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

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

Counseling Services (CAPS)
A: http://www.altoona.psu.edu/healthwellness/counseling_students.php
H: https://harrisburg.psu.edu/counseling-services

Disability Services
A: http://www.altoona.psu.edu/healthwellness/disability_students.php
H: https://harrisburg.psu.edu/disability-services

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

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

ID Cards
A: http://www.altoona.psu.edu/soar/idcards.php
H: https://harrisburg.psu.edu/academics/registration-instructions

Information Technology Services
A: http://www.altoona.psu.edu/oit/students.php
H: https://harrisburg.psu.edu/its

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

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

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

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

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

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

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

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

Scheduling Information
A: http://www.altoona.psu.edu/registrar/scheduling.php
H:  https://harrisburg.psu.edu/division-undergraduate-studies/for-current-students#Scheduling_Courses_and_Registration

Tuition
A:  http://www.altoona.psu.edu/tuition/
H:  https://harrisburg.psu.edu/search?search=tuition&submit.x=0&submit.y=0
The Pennsylvania State University
College of Nursing

Credit by Portfolio LPN Education/Experience Verification Form

Student Name: ____________________________________________________

PSU ID: __________________________________________________________

LPN License: State __________ License Number: ______________________

Expiration Date:

Practical Nursing Program Name:

Address:

Employer(s):

Student Applicant Signature: _______________________________ Date: ________

Undergraduate Nursing
Program Coordinator Signature: _______________________________ Date: ________

NOTE: Please forward this form to the Campus Coordinator who will forward to the Academic Affairs Office (210 Nursing Sciences Building) at University Park for recording.
Directions: Please use this “EXAMPLE” with the attached form to request “Employer Documentation of Hours of Practice as a Licensed Practical Nurse”

Employer Form Letter

Insert Date

Employer
Address
City, State ZIP

To Whom It May Concern:

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

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

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

Sincerely,

Student’s Name/Signature
I, ________________________________, have been admitted to The Pennsylvania State University’s Baccalaureate Nursing Program. The College of Nursing will award Credit by Portfolio if certain criteria are met. I am requesting employer documentation of practice hours as part of this process. I give permission for you to release this information to The Pennsylvania State University’s College of Nursing.

Applicant Signature: __________________________________________ Date: __________

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

Place of Employment: ________________________________________________

Address: __________________________________________________________

Please check and/or complete the following:

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

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

Signature: ___________________________________________________________________

Printed Name: ____________________________ Title: ________________________________

Phone Number and/or Email Address
   for Verification Purposes: _____________________________________________________
PENNYSYLVANIA STATE UNIVERSITY
College of Nursing

NURS 230 STUDENT CLINICAL PERFORMANCE EVALUATION

Student Name ______________________ Course Number __________ Semester __________

Clinical Site(s) ________________________________________________________________

Mid-Course Evaluation: Passing____ Failing____ Needs Improvement____ Date: __________

Final Evaluation: Pass____ Fail____ Date: __________

Definition of Clinical Grades:

P = Pass

Passing: Clinical performance which consistently demonstrates safe and adequate application of the clinical course objectives within a defined time frame with minimal verbal or nonverbal cues or assistance in integrating knowledge and skills.

F = Fail

Failing: Clinical performance which demonstrates unsafe or inadequate application of the clinical objectives within a defined time frame; requires frequent verbal or nonverbal cues or assistance to function on the clinical area, demonstrates gaps in necessary knowledge or critical thinking and requires frequent or almost constant assistance in integrating knowledge and skills.

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

Needs Improvement: Clinical performance which is inconsistent in application of clinical course objectives within a defined time frame; functions safely and adequately only with moderate assistance, verbal or nonverbal cues, integrating knowledge with skills in the clinical area.

*N.A. – Not applicable

The N/A at final evaluation should only be utilized if none of the students in the course had the opportunity to meet the objective.

Not applicable to students in this course

DO NOT USE N.A. FOR EVALUATION OF ANY CORE COMPETENCY

Criteria for Passing Clinical:

Mid-Course

Passing requires pass (P) in all Core competencies and criteria. “Needs Improvement” (NI) on any one criterion at mid-course evaluation denotes “Needs Improvement” (NI) for the core competency and a “Needs Improvement” clinical grade at mid-course. “Fail” (F) on any one criterion at mid-course evaluation denotes “Fail” (F) for the core competency and a failing clinical grade at mid-course. The evaluator is expected to comment on ALL items rated: NI or F. Comments must include a plan for improvement for each criteria evaluated with a Fail (F) or Needs Improvement (NI).

A Remediation Plan will be written at mid-course if the student is failing and, at the discretion of the clinical instructor, may be written for a student who needs improvement.

Final:

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

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

Instructions for faculty: Passing (P) for any core competency indicates that all criteria are also passing (P). If the core competency is graded F or NI, indicate with a check which criteria are F or NI. If even one criterion is F, the core competency is also F. Unchecked criterions are passing (P).
### Core competency 1

**Patient Centered Care:** Plan and provide competent, compassionate and coordinated care based on sound judgment and clinical reasoning and respect for patient’s preferences, values, and need.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>P</th>
<th>F</th>
<th>NI</th>
<th>P</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Demonstrates accurate, thorough, and systematic clinical assessments</td>
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<tr>
<td>1b. Develops individualized, accurate and complete nursing care plans with rationales and outcome criteria</td>
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<tr>
<td>1c. Provides patient-centered care compassionately and effectively</td>
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<tr>
<td>1d. Maintains client privacy, confidentiality, and dignity</td>
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<tr>
<td>1e. Identifies the need for the professional nurse to advocate for clients/families.</td>
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<tr>
<td>1f. Prioritizes patient needs and care accurately.</td>
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</tbody>
</table>

### Core competency 2

**Safety:** Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

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

### Core competency 3

**Evidence based Practice:** Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>P</th>
<th>F</th>
<th>NI</th>
<th>P</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Relates theoretical and evidence-based knowledge to practice</td>
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<tr>
<td>3b. Utilizes appropriate resources and references for accurate and complete data collection</td>
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<tr>
<td>3c. Delivers evidence based care that respects patient and family preferences</td>
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</tbody>
</table>

Approved: 2005
Revised: Fall 2015

MID-COURSE | FINAL
### Core competency 4

**Teamwork & Collaboration:** Function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care.

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

### Core competency 5

**Quality Improvement:** Monitor the outcomes of care processes and take steps to continuously improve the quality and safety care delivery.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>P</th>
<th>F</th>
<th>NI</th>
<th>P</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>5a. Accepts guidance, supervision, and constructive criticism</td>
<td>F</td>
<td>NI</td>
<td>NO</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>5b. Identifies strengths and weaknesses and uses feedback to formulate goals for personal and professional growth</td>
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<tr>
<td>5c. Evaluates care based on client response, outcome, scientific knowledge, and begins to make appropriate revisions, as necessary</td>
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<tr>
<td>5d. Shows a high level of dedication to quality</td>
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<tr>
<td>5e. Promotes achievement of safe, quality outcomes of care for all clients and families</td>
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<tr>
<td>5f. Realizes that continuous quality improvement is an essential part of the daily work of all members of the healthcare team.</td>
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<td>5g. Realizes that nursing and students of other health professions are part of systems of care and care processes that affect outcomes for clients and families.</td>
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Approved: 2005
Revised: Fall 2015

### Core competency 6

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

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

Approved: 2005
Revised: Fall 2015
Mid-Semester Evaluation

Instructor Comments:

Student Comments:

Student’s Signature: ___________________________ Date____________________

Instructor’s Signature: ______________________ Date____________________

Final Evaluation

Instructor Comments:

Student Comments:

Student’s Signature: ___________________________ Date____________________

Instructor’s Signature: ______________________ Date____________________

Approved: 2005
Revised: Fall 2015
REMEDIATION PLAN AND OUTCOME

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description of unsatisfactory behavior</th>
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Please use back of form if necessary for additional detail

PLAN

The skills, knowledge, and COMPETENCIES that must be demonstrated to meet course objective(s):

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Suggested resources and activities:

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Instructor’s Signature: __________________________ Date: ________________
Student’s Signature: __________________________ Date: ________________

Date of Follow-up Conference: __________________________

OUTCOME

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

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

Comments:

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Instructor’s Signature: __________________________ Date: ________________

Student’s Signature: __________________________ Date: ________________
PENNSYLVANIA STATE UNIVERSITY
College of Nursing

NURS 251 STUDENT CLINICAL PERFORMANCE EVALUATION

Student Name __________________________________________ Course Number ________ Semester ________

Clinical Site(s) __________________________________________

Mid-Course Evaluation: Passing____ Failing____ Needs Improvement____ Date: ________________

Final Evaluation: Pass____ Fail____ Date: ________________

Definition of Clinical Grades:

P = Pass

Passing: Clinical performance which consistently demonstrates safe and adequate application of the clinical course objectives within a defined time frame with minimal verbal or nonverbal cues or assistance in integrating knowledge and skills.

F = Fail

Failing: Clinical performance which demonstrates unsafe or inadequate application of the clinical objectives within a defined time frame; requires frequent verbal or nonverbal cues or assistance to function on the clinical area, demonstrates gaps in necessary knowledge or critical thinking and requires frequent or almost constant assistance in integrating knowledge and skills.

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

Needs Improvement: Clinical performance which is inconsistent in application of clinical course objectives within a defined time frame; functions safely and adequately only with moderate assistance, verbal or nonverbal cues, integrating knowledge with skills in the clinical area.

*N.A. – Not applicable

Not applicable to students in this course

DO NOT USE N.A. FOR EVALUATION OF ANY CORE COMPETENCY

Criteria for Passing Clinical:

Mid-Course

Passing requires pass (P) in all Core competencies and criteria. “Needs Improvement” (NI) on any one criteria at mid-course evaluation denotes “Needs Improvement” (NI) for the core competency and a “Needs Improvement” clinical grade at mid-course. “Fail” (F) on any one criteria at mid-course evaluation denotes “Fail” (F) for the core competency and a failing clinical grade at mid-course. The evaluator is expected to comment on ALL items rated: NI or F.

Comments must include a plan for improvement for each criteria evaluated with a Fail (F) or Needs Improvement (NI).

A Remediation Plan will be written at mid-course if the student is failing and, at the discretion of the clinical instructor, may be written for a student who needs improvement.

Final:

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

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

Instructions for faculty: Passing (P) for any core competency indicates that all criteria are also passing (P). If the core competency is graded F or NI, indicate with a check which criteria are F or NI. If even one criterion is F, the core competency is also F. Unchecked criterions are passing (P). “Patients” or “Clients” can be used in these clinical objectives to refer to students’ peers, faculty, and/or standardized patients when clinical evaluation utilized in NURS 251
<table>
<thead>
<tr>
<th>Core competency 1</th>
<th>MID-COURSE</th>
<th>FINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Patient Centered Care:</strong> Plan and provide competent, compassionate and coordinated care based on sound judgment and clinical reasoning and respect for patient’s preferences, values, and need.</td>
<td>P F NI</td>
<td>P F</td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1g. Demonstrates accurate, thorough, and systematic clinical assessments</td>
<td>F NI NA</td>
<td>F NA</td>
</tr>
<tr>
<td>1h. Develops individualized, accurate and complete nursing care plans with rationales and outcome criteria</td>
<td></td>
<td>x x</td>
</tr>
<tr>
<td>1i. Provides patient-centered care compassionately and effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1j. Maintains client privacy, confidentiality, and dignity</td>
<td></td>
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<tr>
<td>1k. Identifies the need for the professional nurse to advocate for clients/families.</td>
<td></td>
<td></td>
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<tr>
<td>1l. Prioritizes patient needs and care accurately.</td>
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<thead>
<tr>
<th>Core competency 2</th>
<th>MID-COURSE</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety:</strong> Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.</td>
<td>P F NI</td>
<td>P F</td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2j. Performs nursing skills safely, accurately, and without omission</td>
<td>F NI NA</td>
<td>F NA</td>
</tr>
<tr>
<td>2k. Implements written plans of care safely and effectively</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>2l. Complies with College of Nursing and clinical site policies for safety, security, infection control, and patient care</td>
<td></td>
<td>x x</td>
</tr>
<tr>
<td>2m. Administers medications safely with an understanding of the purpose, route, dose range, side effects, and precautions for each medication</td>
<td></td>
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<tr>
<td>2n. Implements strategies to reduce risk of harm to self and others</td>
<td></td>
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</tr>
<tr>
<td>2o. Recognizes and acts to prevent unsafe, illegal, immoral or unethical practices by self and others</td>
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<tr>
<td>2p. Monitors patient status and notify assigned nurse promptly of any changes in condition or concerning findings</td>
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<tr>
<td>2q. Implements strategies related to National Patient Safety Goals that are appropriate for assigned client(s).</td>
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<tr>
<td>2r. Organizes multiple responsibilities and provides safe client care in an effective, efficient and timely manner</td>
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<table>
<thead>
<tr>
<th>Core competency 3</th>
<th>MID-COURSE</th>
<th>FINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence based Practice:</strong> Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</td>
<td>P F NI</td>
<td>P F</td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3d. Relates theoretical and evidence-based knowledge to practice</td>
<td>F NI NA</td>
<td>F NA</td>
</tr>
<tr>
<td>3e. Utilizes appropriate resources and references for accurate and complete data collection</td>
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<tr>
<td>3f. Delivers evidence based care that respects patient and family preferences</td>
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</tbody>
</table>

Approved: 2005
Revised: 11/2015
Revised: 02/2016
### Core competency 4

**Teamwork & Collaboration:** Function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>MID-COURSE</th>
<th>FINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops and maintain constructive and cooperative working relationships with faculty, staff, peers, and facility employees</td>
<td>F NI NA</td>
<td>F NA</td>
</tr>
<tr>
<td>4i. Listens carefully and communicate effectively with patients/families, members of the healthcare team, faculty, and those from diverse backgrounds, taking the time to understand and ask appropriate questions without interrupting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4j. Assumes role of team member and functions competently within own scope of practice providing high quality, safe patient care, as a member of the healthcare team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4k. Identifies the perspectives, expertise, and limitations of all healthcare team members including those of diverse background</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>4l. Reports abnormal findings or changes in patient condition to appropriate members of the healthcare team in a timely, accurate, and thorough manner</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>4m. Identifies the need for help, identifies appropriate resources and initiates requests when appropriate to the situation</td>
<td>x</td>
<td>x</td>
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<tr>
<td>4n. Begins to incorporate effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships</td>
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<tr>
<td>4o. Identifies the unique nursing perspective to inter-professional teams to optimize patient outcomes</td>
<td>x</td>
<td>x</td>
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</table>

### Core competency 5

**Quality Improvement:** Monitor the outcomes of care processes and take steps to continuously improve the quality and safety care delivery.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>P F NI</th>
<th>P F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepts guidance, supervision, and constructive criticism</td>
<td>F NI NA</td>
<td>F NA</td>
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<tr>
<td>5i. Identifies strengths and weaknesses and uses feedback to formulate goals for personal and professional growth</td>
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</tr>
<tr>
<td>5j. Shows a high level of dedication to quality</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>5k. Promotes achievement of safe, quality outcomes of care for all clients and families</td>
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<tr>
<td>5l. Realizes that continuous quality improvement is an essential part of the daily work of all members of the healthcare team</td>
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<tr>
<td>5m. Realizes that nursing and students of other health professions are part of systems of care and care processes that affect outcomes for clients and families</td>
<td>x</td>
<td>x</td>
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<tr>
<td>5n.</td>
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### Core competency 6

**Informatics:** Manage data, information, knowledge and technology to effectively communicate, mitigate error and support decision making.

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<th>Criteria</th>
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<tbody>
<tr>
<td>6g. Maintains accurate &amp; timely medical records and other documentation in accordance with clinical site &amp; program policy utilizing appropriate medical terminology and professional communication.</td>
<td>F NI NA</td>
<td>F NA</td>
</tr>
<tr>
<td>6h. Demonstrates fundamental skills in using patient care technologies, information &amp; communication systems, that support safe nursing practice.</td>
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<td>6i. Recognizes the role of information technology in improving patient care outcomes and creating a safe care environment.</td>
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<td>6j. Upholds ethical standards related to data security, regulatory requirements, confidentiality, and clients’ right to privacy.</td>
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<td>6k. Utilizes and responds appropriately to technologies and alerts that support clinical decision-making, error prevention, and care coordination.</td>
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<td>6l. Utilizes and begin to evaluate patient data and information.</td>
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### Core competency 7

**Professionalism and Professional Values:** Applies the principles of altruism, excellence, caring, ethics, respect, communication, civility, and accountability.

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<tr>
<td>7l. Takes responsibility and accountability for learning, actions and quality of work without blaming others or making excuses.</td>
<td>F NI NA</td>
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<td>7m. Complies with Pennsylvania State University, College of Nursing, program &amp; course policies, procedures and requirements.</td>
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<td>7n. Is honest and trustworthy and demonstrates the professional standards of moral, ethical, and legal conduct.</td>
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<td>7o. Demonstrates flexibility and tolerance for change, ambiguity, and unpredictability.</td>
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<td>7p. Performs effectively and maintains self-control during difficult or unexpected situations and conditions.</td>
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<td>7q. Maintains a culture of civility and kindness treating all individuals with dignity and respect.</td>
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<td>7r. Demonstrates professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families, staff and faculty.</td>
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<td>7s. Remains alert and attentive during clinical time.</td>
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<td>7t. Performs duties in a reliable, responsible, and dependable manner.</td>
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<tr>
<td>7u. Provides evidence of preparation for clinical experiences</td>
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<tr>
<td>7v. Arrives at clinical experiences and completes work on time.</td>
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Approved: 2005
Revised: 11/2015
Revised: 02/2016
Mid-Semester Evaluation

Instructor Comments:

Student Comments:

Student’s Signature: ___________________________ Date____________________

Instructor’s Signature: ______________________ Date____________________

Final Evaluation

Instructor Comments:

Student Comments:

Student’s Signature: ___________________________ Date____________________

Instructor’s Signature: ______________________ Date____________________
### REMEDIATION PLAN AND OUTCOME

<table>
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<tr>
<th>Criteria</th>
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**Please use back of form if necessary for additional detail**

**PLAN**

The skills, knowledge, and COMPETENCIES that must be demonstrated to meet course objective(s):

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Suggested resources and activities:

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Instructor’s Signature: __________________________ Date: __________

Student’s Signature: __________________________ Date: __________

Date of Follow-up Conference: __________________________

**OUTCOME**

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

- [ ] Has overcome deficiencies and now meets objective(s)
- [ ] Has not overcome deficiencies and does not meet objective(s)

Comments:

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Instructor’s Signature: __________________________ Date: __________

Student’s Signature: __________________________ Date: __________
Student Name ______________________  Course Number ______  Semester _______

Clinical Site(s) ________________________________________________________________

Mid-Course Evaluation:  Passing____  Failing____  Needs Improvement____ Date: ____________

Final Evaluation:  Pass____  Fail____  Date: ______________

Definition of Clinical Grades:

P = Pass  

Passing: Clinical performance which consistently demonstrates safe and adequate application of the clinical course objectives within a defined time frame with minimal verbal or nonverbal cues or assistance in integrating knowledge and skills.

F = Fail  

Failing: Clinical performance which demonstrates unsafe or inadequate application of the clinical objectives within a defined time frame; requires frequent verbal or nonverbal cues or assistance to function on the clinical area, demonstrates gaps in necessary knowledge or critical thinking and requires frequent or almost constant assistance in integrating knowledge and skills.

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

Needs Improvement: Clinical performance which is inconsistent in application of clinical course objectives within a defined time frame; functions safely and adequately only with moderate assistance, verbal or nonverbal cues, integrating knowledge with skills in the clinical area.

*N.A. – Not applicable  

The N/A at final evaluation should only be utilized if none of the students in the course had the opportunity to meet the objective.

Not applicable to students in this course

DO NOT USE N.A. FOR EVALUATION OF ANY CORE COMPETENCY

Criteria for Passing Clinical:

Mid-Course  

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

Final:  

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

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

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

Approved: 2005
Revised: Fall 2015
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<tr>
<th>Core competency 1</th>
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<tr>
<td><strong>Patient Centered Care:</strong> Plan and provide competent, compassionate and coordinated care based on sound judgment and clinical reasoning and respect for patient’s preferences, values, and need.</td>
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</tr>
<tr>
<td><strong>Criteria</strong></td>
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<tr>
<td>1m. Demonstrates accurate, thorough, and systematic clinical assessments</td>
<td>F NI NA</td>
<td>F NA</td>
</tr>
<tr>
<td>1n. Develops individualized, accurate and complete nursing care plans with rationales and outcome criteria</td>
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<tr>
<td>1o. Provides patient-centered care compassionately and effectively</td>
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<td>1p. Maintains client privacy, confidentiality, and dignity</td>
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<tr>
<td>1q. Identifies the need for the professional nurse to advocate for clients/families</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1r. Prioritizes patient needs and care accurately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1s. Identifies educational needs and provides education to enhance client well-being</td>
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<thead>
<tr>
<th>Core competency 2</th>
<th>MID-COURSE</th>
<th>FINAL</th>
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<tbody>
<tr>
<td><strong>Safety:</strong> Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.</td>
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<tr>
<td><strong>Criteria</strong></td>
<td></td>
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<tr>
<td>2s. Performs nursing skills safely, accurately, and without omission</td>
<td>F NI NA</td>
<td>F NA</td>
</tr>
<tr>
<td>2t. Implements comprehensive, individualized written plans of care safely and effectively and revises as needed</td>
<td></td>
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<tr>
<td>2u. Complies with College of Nursing and clinical site policies for safety, security, infection control, and patient care</td>
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<tr>
<td>2v. Administers medications safely with an understanding of the purpose, route, dose range, side effects, and precautions for each medication</td>
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<tr>
<td>2w. Identifies and implements strategies to reduce risk of harm to self and others</td>
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<td></td>
</tr>
<tr>
<td>2x. Recognizes and acts to prevent unsafe, illegal, immoral or unethical practices by self and others</td>
<td></td>
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<tr>
<td>2y. Monitors patient status and notify assigned nurse promptly of any changes in condition or concerning findings</td>
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<tr>
<td>2z. Identifies and implements strategies related to National Patient Safety Goals that are appropriate for assigned client(s).</td>
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<tr>
<td>2aa. Organizes multiple responsibilities and provides safe client care in a effective, efficient and timely manner</td>
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<table>
<thead>
<tr>
<th>Core competency 3</th>
<th>MID-COURSE</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence based Practice:</strong> Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</td>
<td></td>
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<tr>
<td><strong>Criteria</strong></td>
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</tr>
<tr>
<td>3g. Applies theoretical and evidence-based knowledge to practice</td>
<td>F NI NA</td>
<td>F NA</td>
</tr>
<tr>
<td>3h. Utilizes appropriate resources and references for accurate and complete data collection and analysis</td>
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</tr>
<tr>
<td>3i. Delivers evidence based care that respects patient and family preferences</td>
<td></td>
<td></td>
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<tr>
<td>3j. Identifies and implements evidence-based practice to enhance patient outcomes</td>
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</table>

Approved: 2005
Revised: Fall 2015
## Core competency 4

**Teamwork & Collaboration:** Function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care.

<table>
<thead>
<tr>
<th>Criteria</th>
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</thead>
<tbody>
<tr>
<td>4q.</td>
<td>F NI NA</td>
<td>F NA</td>
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<tr>
<td>4r.</td>
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<td>4s.</td>
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<td>4u.</td>
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<td>4v.</td>
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<td>4w.</td>
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## Core competency 5

**Quality Improvement:** Monitor the outcomes of care processes and take steps to continuously improve the quality and safety of care delivery.

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<tbody>
<tr>
<td>5o.</td>
<td>F NI NA</td>
<td>F NA</td>
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<tr>
<td>5p.</td>
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Approved: 2005
Revised: Fall 2015
Core competency 6
Informatics: Manage data, information, knowledge and technology to effectively communicate, mitigate error and support decision making.

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<td>6m. Maintains accurate &amp; timely medical records and other documentation in accordance with clinical site &amp; program policy utilizing appropriate medical terminology and professional communication.</td>
<td>F NI NA</td>
<td></td>
</tr>
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<td>6n. Demonstrates fundamental skills in using patient care technologies, information &amp; communication systems, and that support safe nursing practice.</td>
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<td>6o. Recognizes the role of information technology in improving patient care outcomes and creating a safe care environment.</td>
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<tr>
<td>6p. Upholds ethical standards related to data security, regulatory requirements, confidentiality, and clients’ right to privacy.</td>
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<td>6q. Utilizes and respond appropriately to technologies and alerts that support clinical decision-making, error prevention, and care coordination.</td>
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<td>6r. Utilizes and begin to evaluate patient data and information.</td>
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Core competency 7
Professionalism and Professional Values: Applies the principles of altruism, excellence, caring, ethics, respect, communication, civility, and accountability.

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<td>7w. Takes responsibility and accountability for learning, actions and quality of work without blaming others or making excuses.</td>
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<td>7x. Complies with Pennsylvania State University, College of Nursing, program &amp; course policies, procedures and requirements.</td>
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<td>7bb. Maintains a culture of civility and kindness treating all individuals with dignity and respect.</td>
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<td>7dd. Remains alert and attentive during clinical time.</td>
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<td>7ee. Performs duties in a reliable, responsible, and dependable manner.</td>
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<td>7ff. Provides evidence of preparation for clinical experiences</td>
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<td>7gg. Arrives at clinical experiences and completes work on time.</td>
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Approved: 2005
Revised: Fall 2015
REMEDIATION PLAN AND OUTCOME

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Please use back of form if necessary for additional detail

PLAN

The skills, knowledge, and COMPETENCIES that must be demonstrated to meet course objective(s):

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Suggested resources and activities:

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Instructor’s Signature:___________________________ Date:____________________
Student’s Signature:____________________ Date:____________________
Date of Follow-up Conference:__________________________

OUTCOME

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

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

Comments:

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Instructor’s Signature:___________________________ Date:____________________
Student’s Signature:_____________________________ Date:____________________

Approved: 2005
Revised: Fall 2015

PENNSYLVANIA STATE UNIVERSITY
118
College of Nursing

400 LEVEL STUDENT CLINICAL PERFORMANCE EVALUATION

Student Name ___________________________ Course Number _______ Semester _________

Clinical Site(s) ____________________________

**Mid-Course Evaluation:**
- Passing____
- Failing____
- Needs Improvement______ Date: ______________

**Final Evaluation:**
- Pass____
- Fail____ Date: __________

**Definition of Clinical Grades:**

- **P = Pass**: *Passing: Clinical performance* which **consistently** demonstrates **safe** and **adequate** application of the clinical course objectives within a defined time frame with minimal verbal or nonverbal cues or assistance in integrating knowledge and skills.

- **F = Fail**: *Failing: Clinical performance* which demonstrates **unsafe** or **inadequate** application of the clinical objectives within a defined time frame; requires **frequent verbal or nonverbal cues or assistance** to function on the clinical area, demonstrates gaps in necessary knowledge or critical thinking and requires frequent or almost constant assistance in integrating knowledge and skills.

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

- **Needs Improvement: Clinical performance** which is **inconsistent** in application of clinical course objectives within a defined time frame; functions **safely and adequately only with moderate assistance, verbal or nonverbal cues**, integrating knowledge with skills in the clinical area.

- ***N.A. – Not applicable**

The N/A at final evaluation should only be utilized if none of the students in the course had the opportunity to meet the objective.

Not applicable to students in this course

**DO NOT USE N.A. FOR EVALUATION OF ANY CORE COMPETENCY**

**Criteria for Passing Clinical:**

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

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

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

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

Approved: 2005
Revised: Fall 2015
### Core competency 1

**Patient Centered Care: Plan and provide competent, compassionate and coordinated care based on sound judgment and clinical reasoning and respect for patient’s preferences, values, and need.**

**Criteria**

1. Demonstrates accurate, thorough, and systematic clinical assessments
2. Develops individualized, accurate and complete nursing care plans with rationales and outcome criteria
3. Provides patient-centered care compassionately and effectively
4. Maintains client privacy, confidentiality, and dignity
5. Identifies the need for the professional nurse to advocate for clients/families.
6. Prioritizes patient needs and care accurately.
7. Identifies educational needs and provides education to enhance client well-being
8. Develops and implements appropriate discharge plans for the client

<table>
<thead>
<tr>
<th>MID-COURSE</th>
<th>FINAL</th>
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<tbody>
<tr>
<td>P</td>
<td>F</td>
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</tbody>
</table>

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### Core competency 2

**Safety: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.**

**Criteria**

1. Performs nursing skills safely, accurately, and without omission
2. Implements comprehensive, individualized written plans of care safely and effectively and revises as needed
3. Complies with College of Nursing and clinical site policies for safety, security, infection control, and patient care
4. Administers medications safely with an understanding of the purpose, route, dose range, side effects, and precautions for each medication
5. Identifies, implements and evaluates strategies to reduce risk of harm to self and others
6. Recognizes and acts to prevent unsafe, illegal, immoral or unethical practices by self and others
7. Monitors patient status and notify assigned nurse promptly of any changes in condition or concerning findings
8. Identifies, implements and evaluates strategies related to National Patient Safety Goals that are appropriate for assigned client(s).
9. Organizes multiple responsibilities and provides safe client care in an effective, efficient and timely manner

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<tr>
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<tr>
<td>P</td>
<td>F</td>
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</table>

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### Core competency 3

**Evidence based Practice: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.**

**Criteria**

1. Applies theoretical and evidence-based knowledge to practice
2. Utilizes appropriate resources and references for accurate and complete data collection, analysis and synthesis
3. Delivers evidence based care that respects patient and family preferences
4. Identifies, implements, evaluation evidence-based practice to enhance patient outcomes

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<td>P</td>
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Approved: 2005
Revised: Fall 2015
### Core competency 4

**Teamwork & Collaboration:** Function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care.

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<tr>
<th>Criteria</th>
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</tr>
</thead>
<tbody>
<tr>
<td>4y. Develops and maintains constructive and cooperative working relationships with faculty, staff, peers, and facility employees</td>
<td>P F NI</td>
<td></td>
</tr>
<tr>
<td>4z. Listens carefully and communicates effectively with patients/families, members of the healthcare team, faculty, and those from diverse backgrounds, taking the time to understand and ask appropriate questions without interrupting</td>
<td>P F NI</td>
<td></td>
</tr>
<tr>
<td>4aa. Assumes role of team member or leader as appropriate and functions competently within own scope of practice providing high quality, safe patient care, as a member of the healthcare team</td>
<td>P F NI</td>
<td></td>
</tr>
<tr>
<td>4bb. Incorporates the perspectives, expertise, and limitations of all healthcare team members including those of diverse background</td>
<td>P F NI</td>
<td></td>
</tr>
<tr>
<td>4cc. Identifies and reports abnormal findings or changes in patient condition to appropriate members of the healthcare team in a timely, accurate, and thorough manner</td>
<td>P F NI</td>
<td></td>
</tr>
<tr>
<td>4dd. Identifies the need for help, identifies appropriate resources and initiates requests when appropriate to the situation</td>
<td>P F NI</td>
<td></td>
</tr>
<tr>
<td>4ee. Demonstrates effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships</td>
<td>P F NI</td>
<td></td>
</tr>
<tr>
<td>4ff. Contributes the unique nursing perspective to inter-professional teams to optimize patient outcomes</td>
<td>P F NI</td>
<td></td>
</tr>
<tr>
<td>4gg. Delegates and oversees care appropriately recognizing the expertise and limitations of team members</td>
<td>P F NI</td>
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### Core competency 5

**Quality Improvement:** Monitor the outcomes of care processes and take steps to continuously improve the quality and safety care delivery.

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<th>Criteria</th>
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<tbody>
<tr>
<td>5v. Accepts guidance, supervision, and constructive criticism</td>
<td>F NI NA</td>
<td></td>
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<tr>
<td>5w. Identifies strengths and weaknesses and uses feedback to formulate a plan for personal and professional growth utilizing appropriate resources</td>
<td>F NI NA</td>
<td></td>
</tr>
<tr>
<td>5x. Evaluates care based on client response, outcome, scientific knowledge, makes appropriate revisions, as necessary</td>
<td>F NI NA</td>
<td></td>
</tr>
<tr>
<td>5y. Contributes to a high level of quality</td>
<td>F NI NA</td>
<td></td>
</tr>
<tr>
<td>5z. Proposes methods to enhance achievement of safe, quality outcomes of care for all clients and families</td>
<td>F NI NA</td>
<td></td>
</tr>
<tr>
<td>5aa. Contributes to continuous quality improvement as an essential part of the daily work of all members of the healthcare team.</td>
<td>F NI NA</td>
<td></td>
</tr>
<tr>
<td>5bb. Analyze the role of nursing and students of other health professions in systems of care and care processes that affect outcomes for clients and families.</td>
<td>F NI NA</td>
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Approved: 2005
Revised: Fall 2015
### Core competency 6

**Informatics: Manage data, information, knowledge and technology to effectively communicate, mitigate error and support decision making.**

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<td>6s. Maintains accurate &amp; timely medical records and other documentation in accordance with clinical site &amp; program policy utilizing appropriate medical terminology and professional communication.</td>
<td>F NI NA</td>
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<tr>
<td>6t. Demonstrates fundamental skills in using patient care technologies, information &amp; communication systems, and that support safe nursing practice.</td>
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<tr>
<td>6u. Recognizes the role of information technology in improving patient care outcomes and creating a safe care environment.</td>
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<td>6v. Upholds ethical standards related to data security, regulatory requirements, confidentiality, and clients’ right to privacy.</td>
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<td>6w. Utilizes and respond appropriately to technologies and alerts that support clinical decision-making, error prevention, and care coordination.</td>
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<td>6x. Utilizes and begin to evaluate patient data and information.</td>
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### Core competency 7

**Professionalism and Professional Values: Applies the principles of altruism, excellence, caring, ethics, respect, communication, civility, and accountability.**

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<tr>
<td>7hh. Takes responsibility and accountability for learning, actions and quality of work without blaming others or making excuses.</td>
<td>F NI NA</td>
<td>F NA</td>
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<tr>
<td>7ii. Complies with Pennsylvania State University, College of Nursing, program &amp; course policies, procedures and requirements.</td>
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<tr>
<td>7jj. Is honest and trustworthy and demonstrates the professional standards of moral, ethical, and legal conduct.</td>
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<tr>
<td>7kk. Demonstrates flexibility and tolerance for change, ambiguity, and unpredictability.</td>
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<tr>
<td>7ll. Performs effectively and maintains self-control during difficult or unexpected situations and conditions.</td>
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<tr>
<td>7mm. Maintains a culture of civility and kindness treating all individuals with dignity and respect.</td>
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<td>7nn. Demonstrates professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families, staff and faculty.</td>
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<tr>
<td>7oo. Remains alert and attentive during clinical time.</td>
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<tr>
<td>7pp. Performs duties in a reliable, responsible, and dependable manner.</td>
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<td>7qq. Provides evidence of preparation for clinical experiences</td>
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<td>7rr. Arrives at clinical experiences and completes work on time.</td>
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Approved: 2005
Revised: Fall 2015
Mid-Semester Evaluation

Instructor Comments:

Student Comments:

Student’s Signature: ___________________________________________ Date ______________________

Instructor’s Signature: _________________________________________ Date ______________________

Final Evaluation

Instructor Comments:

Student Comments:

Student’s Signature: ___________________________________________ Date ______________________

Instructor’s Signature: _________________________________________ Date ______________________

Approved: 2005
Revised: Fall 2015
REMEDIATION PLAN AND OUTCOME

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Please use back of form if necessary for additional detail

PLAN

The skills, knowledge, and COMPETENCIES that must be demonstrated to meet course objective(s):

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Suggested resources and activities:

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Instructor’s Signature:___________________________ Date:____________________
Student’s Signature:_____________________________ Date:____________________
Date of Follow-up Conference:_____________________

OUTCOME

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

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

Comments:

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Instructor’s Signature:___________________________ Date:____________________
Student’s Signature:_____________________________ Date:____________________

Approved: 2005
Revised: Fall 2015
1. The ATI Test of Essential Academic Skills (TEAS) and Critical Thinking exams will be administered prior to the start or within the first four weeks of the fall semester of the sophomore level in the B.S.N. program.

2. All students will be notified of their performance with a formal letter generated by the Academic Success Coach and the Program Coordinator (see sample letter template). The letter will include a brief explanation of the purpose of the TEAS and Critical Thinking exams along with the student’s individual scores. This letter will also introduce students to the Academic Success Coach’s role, contact information and availability.
   a. Students who score in the Basic or Developmental Proficiency Levels are instructed to schedule an appointment with the Academic Success Coach.
   b. All students are encouraged to schedule an appointment with the Academic Success Coach if they have any questions or concerns regarding their performance.

3. The Academic Success Coach meets with all students in the Basic and Developmental Proficiency Levels. The Academic Success Coach reviews the scores and potential implications with the student. An Academic Success Plan specific to the student’s proficiency level and performance is initiated using the designated form.

4. A general Academic Success Plan is initiated for any student scoring above the TEAS Basic Proficiency Level. Students meet with the Academic Success Coach to discuss their TEAS performance.

5. The Academic Success Coach provides a copy of the plan for the student and the original is placed in the student’s file.

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

6/01/2016
Revised 8/1/2016
Sample Template – TEAS Letter

Date:

Dear [insert student name],

This letter is to inform you of important information related to your baseline knowledge and performance. You recently completed several evaluations including the ATI TEAS exam and ATI Critical Thinking exam. Your results are as follows:

TEAS: --% Developmental/Basic Category
Critical Thinking: --%

The benchmark for the ATI TEAS Exam is to score at or above the Proficient Category. Scoring at or above this level correlates with increased levels of success within the Nursing Program. The TEAS Categories include:
   - Exemplar
   - Advanced
   - Proficient - The established benchmark for the Penn State College of Nursing
   - Basic
   - Developmental

As a result of scoring below the established benchmark on the ATI TEAS exam, you are required to schedule an appointment with the Academic Success Coach. The Coach’s contact information is:
[Insert name of Coach, email, office phone, and office hours]

There are many resources at Penn State [campus] to help you succeed in your pursuit of a nursing degree. You are strongly encouraged to utilize these resources and the Academic Success Coach can assist you in identifying the resources best suited to your individual needs. Some resource options include [adapt this list to reflect your campus’ offerings]:

1. Meeting with your individual course instructor(s) to discuss questions on content. Each faculty member has posted office hours.
2. Meeting with your assigned academic adviser to discuss progress with your academic plan and options at Penn State [campus].
3. Attending Open Lab sessions.
4. Utilizing ATI Resources (Achieve, NurseLogic 2.0, Skills Modules)
5. Scheduling an appointment at the Learning Center for non-nursing course tutors, time management skills, study tips or the Online Writing Lab (OWL).
6. Utilizing the services of the Library (e.g. reference librarian, study rooms and computers).

Addressing your learning needs in a proactive manner can lead to improved academic success. Please contact the Campus Coordinator or Academic Success Coach for additional information.

Sincerely,
[Insert Campus Coordinator and Academic Success Coach name/title/etc.]

6/01/2016
Revised 8/1/2016
TEAS Academic Preparedness Categories: DEVELOPMENTAL and BASIC

Student’s Name: __________________________ Date Initiated: ______________

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

Implication (as defined by ATI) – “Developmental scores generally indicate a very low level of overall academic preparedness necessary to support learning of nursing-related content. Students at this level will require additional preparation for many objectives assessed on TEAS.”

STEP 1: Within 2 weeks of receiving the ATI TEAS results, the student will:
- Print and review ATI TEAS results
- Schedule and meet with the Academic Success Coach to review TEAS results
- Review previous academic performances:
  - College experience – classes taken, grades earned, study skills utilized, courses planned
  - High School experience – class size, GPA, program of study, study skills utilized, length of time since high school
- Complete the ATI Self-Assessment Inventory and bring a copy of the results to the meeting with the Academic Success Coach
  Date Completed: __________
- Complete ATI Achieve Modules: Test-Taking, Study Skills, and Classroom Skills within 4 weeks of receiving the ATI TEAS results
  Date Completed: __________

STEP 2: Together with the Academic Success Coach, the student will:
- Review TEAS results and identify areas for additional preparation.
  - Reading (28% of TEAS)
    - Schedule an appointment with the Learning Center for further evaluation and planning
    - Implement study strategies that address learning needs and styles as indicated on the ATI Self-Assessment Inventory
    - Refer to http://istudy.psu.edu/tutorials/ for additional tutorials as appropriate.
  - Mathematics (20% of TEAS)
    - Schedule an appointment with the Learning Center for further assistance with basic math skills
  - Science (32% of TEAS)
    - Schedule an appointment with the Learning Center for further assistance with science content
    - Consider an individual tutor for specific science courses or for review of science concepts
  - English and Language (20% of TEAS)
    - Schedule an appointment with the Learning Center for further assistance with
English and Writing Skills

- ESL students should access campus and University resources and complete the ATI Achievement Modules tutorial: Challenges for ESL Students

- Review additional issues that may impact academic performance
  - Academic Factors (e.g. inability to meet academic demands, lack of a daily study routine, insufficient note-taking, lack of self-testing prior to exams, etc.)
  - Environmental Factors (e.g. finances, support systems, family responsibilities, employment, housing, etc.)
  - Affective Factors (e.g. cultural values & beliefs, self-efficacy, motivation, etc.)
  - Psychological Factors (e.g. stress, anxiety, mental well-being, etc.)
  - Physical Factors (e.g. physical health, etc.)
  - Student Characteristics (e.g. age, prior experiences with school and work, language, first generation college student, etc.)


Additional Resources:

Student goal(s) for implementation:

STEP 3: The student and Academic Success Coach will meet a MINIMUM of one additional time during the semester to review progress.
The next meeting date(s) will be: ____________

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

___I agree to actively participate in the Academic Success Plan.
___I choose not to participate in the Academic Success Plan.

______________________________  ____________________________  ___________
Student Signature            Academic Success Coach Signature  Date

Follow-Up Meeting 1:
Progress to Date:

Student’s Future Plan:

The next meeting date(s):

______________________________  ____________________________  ___________
Student Signature            Academic Success Coach Signature  Date
Follow-Up Meeting 2:
Progress to Date:

Student’s Future Plan:

The next meeting date(s):

_______________________

Student Signature

Academic Success Coach Signature

Date

Follow-Up Meeting 3:
Progress to Date:

Student’s Future Plan:

The next meeting date(s):

_______________________

Student Signature

Academic Success Coach Signature

Date

6/01/2016
Revised 8/1/2016
1. The following statement is to be included in the course syllabus:
The College of Nursing Academic Success Plan is designed to support academic achievement. Students, in collaboration with the Academic Success Coach and the nursing faculty, are strongly encouraged to actively participate in the Academic Success Plan for theory and clinical components of this course. An Academic Success Plan can be initiated by the course coordinator, clinical faculty, or the student in conjunction with the Academic Success Coach for unsuccessful assessment levels of your TEAS or Critical Thinking examinations, an exam grade <77%, clinical skill performance, or any other academic performance issues. Your Academic Success Plan will differ based on the reason for the referral. For the purposes of the Academic Success Plan, an exam constitutes any assessment worth 10% or more of the final course grade. **Participation in the Academic Success Plan is voluntary, and the student is responsible for follow through and completion of the Academic Success Plan.**

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

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

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

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

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

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

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

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

6/01/2016
Revised 8/1/2016
The Course Coordinator will:

Review the Academic Success Plan process for Course Exam Grade <77%.

Use the email template below when notifying a student of the FIRST course exam grade of <77% on an exam worth 10% or more of the final course grade.

Send the notification email to the student with the Academic Success Coach copied to the email.

Attach a copy of the Academic Success Plan process – Course Exam Grade <77% to the email for student reference.

Dear ____________.

You have scored ___________ on the most recent course exam. To support future success in this course, it is recommended that you work in conjunction with the Course Coordinator and the campus Academic Success Coach to develop an Academic Success Plan. The steps in developing a plan include:

**STEP 1: Meet with the Course Coordinator.** Schedule an appointment with the Course Coordinator within 5 business days of receiving this message. During this appointment, you will review your exam and identify any content and test-taking areas of concern.

**STEP 2: Meet with the Academic Success Coach.** Following the appointment with the Course Coordinator, you will schedule an appointment within 5 business days to meet with the Academic Success Coach to discuss additional strategies for success. The Academic Success Coach on our campus is _____________________. The Academic Success Coach has been copied to this email.

Although development of an Academic Success Plan is voluntary, it is highly recommended that you participate in this valuable resource. It is our desire to provide resources and supports to help you achieve your educational goals. If you have any questions regarding the Academic Success Program, please contact the campus Academic Success Coach.

Sincerely,

6/01/2016
Revised 8/1/2016
ACADEMIC SUCCESS PLAN – Course Exam Grade <77%

STUDENT’S NAME: ___________________________ DATE INITIATED: ___________________________

COURSE: __________________________________________________________________________________________

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

REASONS FOR CONTACT:
Exam score in a nursing course of less than 77% on an exam worth 10% or more of the final course grade. EXAM SCORE = __________

OUTCOME: Student will demonstrate the skills, knowledge and competencies necessary to meet course objectives. A final grade of 75% or higher must be achieved in order to pass this course. Failure to pass this course will result in a failure to progress into the next required course.

PLAN:
STEP 1: Within 5 business days of grade availability, the student will:

● Meet with Course Coordinator and identify content requiring review and remediation

● Complete exam review with Course Coordinator or testing expert and identify content and test-taking areas of concern
  __ Did not understand information
  __ Did not read stem carefully, missed key words
  __ Did not review all options
  __ Did not complete learning activities and practice assessments in ATI
  __ Hurried through test
  __ Was not prepared for test
    __ did not complete all readings
    __ did not study
    __ studied or “crammed” night before test
  __ Other:

● Complete the ATI Self-Assessment Inventory PRIOR to meeting with the Academic Success Coach. Take a copy of the assessment to the meeting

STEP 2 is to be scheduled by: ___________________________ (within 5 business days of STEP 1)

Course Coordinator Signature: ___________________________________________ Date: __________

Student Signature: ______________________________________________________ Date: __________
STEP 2: Together with the Academic Success Coach, the student will:

- Review the ATI Self-Assessment Inventory and identify learning style
- Identify barriers to learning:
  - ___ Academic Factors (e.g. inability to meet academic demands, lack of a daily study routine, insufficient note-taking, lack of self-testing prior to exams, etc.)
  - ___ Environmental Factors (e.g. finances, support systems, family responsibilities, employment, housing, etc.)
  - ___ Affective Factors (e.g. cultural values & beliefs, self-efficacy, motivation, etc.)
  - ___ Psychological Factors (e.g. stress, anxiety, mental well-being, etc.)
  - ___ Physical Factors (e.g. physical health, etc.)
  - ___ Student Characteristics (e.g. age, prior experiences with school and work, language, first generation college student, etc.)
  - ___ Other:

- Methods to improve study habits:
  - ___ Complete class prep
  - ___ Identify learning gaps
  - ___ Participate in class discussions
  - ___ Identify and participate in a study group
  - ___ Seek peer-to-peer or other tutoring
  - ___ Other:
- Access the Learning Resource Center for additional assistance with:
- Other:

STEP 3: Student Goals for Success

Student is recommended to identify a minimum of two goals for success.

1.
2.

Student Signature: _____________________________________________ Date: __________

Academic Success Coach Signature: ________________________________ Date: __________

Date of follow-up meeting: ___________________________ Time: __________

_____ Copy to Student _______ Copy to Student File
STEP 4: **The student** and Academic Success Coach will meet **a MINIMUM** of one additional time during the semester to review progress.

**FOLLOW-UP EVALUATION:**
- Student meeting desired outcome; course grade currently greater than 75%.
- Student not meeting desired outcome:
  - _____ Continue with current plan
  - _____ Continue with revised plan as indicated below
  - _____ Additional meetings with Academic Coach

**Revised Plan:**

**Student’s Goals for Success:**

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

- _____ I agree to actively participate in the Academic Success Plan.
- _____ I choose not to participate in the Academic Success Plan.

Student Signature: ______________________________________ Date: __________

Academic Success Coach Signature: __________________________ Date: __________

**Continued Planning:**

**Follow-Up Meeting 1:**
Progress to Date:
Follow-Up Meeting 1:
Progress to Date:

Student’s Future Plan:

The next meeting date(s):

_______________________

Student Signature

Academic Success Coach Signature

_________

Date

Follow-Up Meeting 2:
Progress to Date:

Student’s Future Plan:

The next meeting date(s):

_______________________

Student Signature

Academic Success Coach Signature

_________

Date

Follow-Up Meeting 3:
Progress to Date:

Student’s Future Plan:

The next meeting date(s):

_______________________

Student Signature

Academic Success Coach Signature

_________

Date

6/01/2016
Revised 8/1/2016
1. A Clinical Success Plan is **NOT** a Clinical Remediation Plan. Faculty and students should review the clinical evaluation tool and policy on clinical remediation. The purpose of the Clinical Success Plan is to proactively support the development of clinical skill performance (e.g. PPE, aseptic technique, catheterization). Student participation is voluntary.

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

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

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

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

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

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

Student’s Name:  

Clinical Date:

Course:  

Reason for Plan:  

Expected Student Outcome:

Referring Faculty Signature:  

Date:  

Clinical Plan Steps:

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

Lab Coordinator/Designee Comments:

☐ No further practice time required.
☐ Further practice time recommended. The next practice session is scheduled on: _______

Lab Coordinator’s/designee signature: ____________________________ Date: ____________

Student’s Signature: ____________________________ Date: ____________

6/01/2016
Revised 8/1/2016
ACADEMIC SUCCESS PLAN - GENERAL

STUDENT'S NAME: _________________________   DATE: _________________________

COURSE: ________________________________

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

REASON FOR CONTACT:

PLAN:

EXPECTED OUTCOMES:

STUDENT GOALS:

The next meeting date is: ________________________________

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

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

_________________________________  _______________________________
Student Signature  Academic Success Coach Signature   Date

6/01/2016
Revised 8/1/2016
Academic Difficulty Notification Letter

DATE

Dear STUDENT NAME:

One of the charges of the Undergraduate Admissions and Standards Committee of the College of Nursing is the mid-semester identification of students experiencing academic difficulty. We are committed to helping you succeed in the nursing curriculum.

We have been notified that you are experiencing difficulty in the LECTURE/CLINICAL portion of NURS XXX. While the ultimate responsibility for success in a course is yours, we suggest the following steps to assist you in attaining that success:

- Meet with your Course Coordinator and/or clinical instructor for specific suggestions related to your success in the course (have them sign the form at the bottom of this letter).
- Meet with your faculty adviser to review progress and to get suggestions for seeking help from other University resources such as counseling services, testing assistance, study skills, or peer tutoring (have them sign the form at the bottom of this letter).
- If either one of the above actions is unsatisfactory to you, you may contact me to be assigned a Committee advocate.

Special Note: For any major courses, any student who earns a “D” or “F” twice in the same course or once in any two required NURS courses will be dismissed from the nursing major. Please review the complete Academic Progression Policy in the student Handbook, which is also located on the CON website. (https://sites.psu.edu/collegeofnursing/files/2016/10/Second-Degree-General-Bachelor-of-Science-Student-Handbook-lizn8q5.pdf).

Please submit the signed form at the bottom of this letter to the Records Office at your campus. Please let us know if we can be of further assistance to you.

Sincerely,

Chair, Student Admissions and Standards Committee

cc: ADVISER, COURSE COORDINATOR

Rev. 10/20/2014; 8/10/2016

Please meet with your Course Coordinator and/or Adviser within one week of receiving this letter. Submit this portion of the form to the Academic Affairs Office (210 NSB) for students at UP, the Nursing Office (1300 ASB/A110) for students at HMC, or the appropriate CON Commonwealth Campus office.

Student Signature: ____________________________________________ Date: __________
Course Coordinator Signature: ____________________________________ Date: __________
Adviser Signature: _____________________________________________ Date: __________