



**THE UNIVERSITY OF SCRANTON
DEPARTMENT OF NURSING**

**UNDERGRADUATE STUDENT HANDBOOK
2020-2021**

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Revised and Approved Fall 2020

**University of Scranton
Department of Nursing
IMPORTANT PHONE NUMBERS AT A GLANCE**

Dr. Barbara Buxton	941-7706
Dr. Dona Rinaldi Carpenter	941-4195
Dr. Teresa Conte [Undergraduate Program Director]	941-7647
Dr. Ann Culp [Program Administrator, Nurse Anesthesia]	941-5588
Dr. Mary Jane DiMattio	941-7628
Dr. Susan Elczyna [Assistant Program Administrator, Clinical Director, Nurse Anesthesia]	941-5583
Dr. Marian Farrell	941-4117
Dr. Ann Feeney	941-4118
Professor Autumn Forgione	941-4788
Dr. Mary Jane Hanson [Graduate Program Director]	941-4060
Professor Colleen McGoff [Assistant Lab Director]	941-4196
Dr. Sharon Hudacek	941-4197
Professor Mimi Kovaleski	941-5832
Dr. Lisa Lesneski	941-4346
Professor Linda Lewis	941-7755
Dr. Wendy Manetti	941-6221
Dr. Jo Ann Nicoteri	941-4345
Dr. Kimberly Subasic [Chairperson]	941-6223
Professor Annette Tross	941-4508
Professor Laurie Valunas	941-5833
Dr. Cristen Walker	941-7928
Dr. Patricia Wright	941-6484
Dr. Margarete Zalon	941-7655
Professor Deborah Zielinski [Lab Director]	941-7761
Mrs. Janet Bernick [Secretary]	941-7673
Mrs. Donna Cochrane-Kalinoski [Secretary]	941-6658
Mrs. Jill Lear [Administrative Assistant, Nurse Anesthesia]	941-5530
Ms. Dawn Mazurik [Secretary]	941-7673
Bookstore	941-7454
Cafeteria	941-7456
Campus Ministry	941-7419
Career Services	941-7640
Center for Teaching and Learning Excellence [CTLE]	941-4038
Counseling Center	941-7620
CPS Academic Advising	941-6390
Financial Aid Office	941-7700
Library	941-7451
Security	941-7888
Security - Emergencies	941-7777
Student Health Center	941-7667
Tech Support	941-4357

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WELCOME

The purpose of this handbook is to provide you with guidelines for policies, procedures and core information that will be needed while you are enrolled as a student in the Department of Nursing at the University of Scranton. These policies and procedures have been approved by the Nursing Faculty Organization and will be the basis for decision-making with regard to student matters. Policy changes are communicated to students via announcement in class and distribution of handbook updates. The handbook is available online at <http://academic.scranton.edu/department/nursing/current-students.shtml>.

The provisions of this handbook are not to be regarded as an irrevocable contract between the student and the Department of Nursing at the University of Scranton. The Nursing Department reserves the right to change any provision or requirement at any time within the student's term of attendance. Each nursing student is responsible for adhering to the policies and procedures contained in the "STUDENT HANDBOOK". All policies are reviewed annually and revised as needed.

PREAMBLE TO THE POLICIES OF THE DEPARTMENT OF NURSING

The educational policies of the University of Scranton are published in the Undergraduate Catalog of The University of Scranton. The policies governing admission of students to the University are also found in the Catalog. The University's policies regarding the advisement and counseling of students are in both the Catalog and in the University of Scranton Student Handbook. The following policies are those specific to the Department of Nursing and have been approved by the Dean of the Panuska College of Professional Studies. Policies may be changed or added during the time that students are enrolled in the University.

MISSION STATEMENT

The Mission of the Department of Nursing at The University of Scranton is to prepare professional nurses grounded in Jesuit ideals, who are committed to excellence in practice for the 21st century. These nurses will have the knowledge and competencies to deliver safe, evidence-based, holistic person-centered care.

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The University of Scranton

Department of Nursing

PHILOSOPHY

The Department of Nursing is an integral part of the J. A. Panuska College of Professional Studies of The University of Scranton and reflects the heritage, mission, values and goals of the University and of the College.

The philosophy of the Department of Nursing is based on a holistic view of the person who has inherent worth, dignity and human rights. The individual is recognized as a total entity, with consideration given to the interdependent functioning of the physiological, psychological, cognitive, social, cultural, and spiritual domains. Every person is unique and demands the respect of free choice. The person is in constant interaction with a changing environment. The integrity of an individual's potential for growth is maintained through adaptation.

Each person has the right and responsibility to determine and participate in decisions affecting health and deserves access to health care. Health is viewed on a continuum, as a dynamic state of physiological, psychological, sociocultural and developmental adaptation. One's state of health is influenced by genetic endowment, sociocultural background, environmental forces and life style. The primary responsibility for health lies with the individual, and secondarily with the family and community

The professional nurse accepts responsibility and accountability for the practice of nursing based upon sound clinical judgment. Nurses collaborate with members of the interprofessional health team to promote optimal health for individuals, families, communities and populations. The professional nurse responds to the changing needs of individuals, families, communities and populations within society. Professional nurses adhere to an established framework of ethical principles, legal regulations and standards of practice, and use clinical judgment to provide high quality, safe and competent care. The professional nurse uses knowledge of the research process and evidence to advance nursing practice. Grounded in faith, evidence-based practice, and clinical expertise, graduates are prepared to advocate for individuals, and provide leadership in the delivery of safe, comprehensive nursing care.

Learning involves a dynamic interaction between students and faculty. Self-directed learning is expected. The faculty guides, instructs and facilitates student learning by encouraging development of intellectual curiosity, stimulating self-direction and enhancing involvement both in professional activities and service to society. Faculty members serve as role models for the students as educators, leaders, researchers, clinicians, and advocates.

PURPOSE OF THE BACCALAUREATE PROGRAM IN NURSING

The purpose of the baccalaureate program is to prepare professional nurses, who as generalists, possess clinical competence to function in a variety of settings. The program prepares graduates to deliver holistic nursing care to individuals, families, communities and populations, and to participate in the advancement of the nursing profession.

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BACCALAUREATE PROGRAM OUTCOMES

Upon completion of the baccalaureate program the graduate is prepared to:

1. Integrate a personal philosophy into nursing practice and service to others, based on the uniqueness, worth, dignity and diversity of human beings.
2. Synthesize concepts of leadership, quality improvement and safety in the provision of evidence-based, person centered care
3. Assess, plan, implement and evaluate professional nursing practice through the integration of scientific evidence, and the application of clinical judgement.
4. Utilize informatics and other patient care technologies to inform, improve, and create an environment for safe and effective delivery of quality nursing care.
5. Advocate for patient's rights using an understanding of healthcare systems, regulation policies, and scope of practice.
6. Apply interprofessional communication and collaboration to deliver safe, evidence-based, person centered care.
7. Synthesize evidence to promote health and prevent disease in individuals, families, communities, and populations across the lifespan.
8. Demonstrate responsible and accountable behavior that reflects standards of professional nursing practice.
9. Engage in critical thinking, ethical reasoning and lifelong learning to support excellence in professional nursing practice.

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Undergraduate Progression of Student Learning Outcomes and Program Outcomes

AACN Essentials	LEVEL I Outcomes	LEVEL II Outcomes	LEVEL III Outcomes	Program Outcomes
I. Liberal Education for Baccalaureate Generalist Nursing Practice.	Apply knowledge from prerequisite courses to support critical thinking and independent/interdependent decision making in patients with predictable outcomes.	Deliver nursing care congruent with one's personal philosophy and professional values to culturally diverse populations.	Integrate a personal philosophy for nursing practice and service to others, based on the uniqueness, worth, dignity and diversity of human beings.	Integrate a personal philosophy into nursing practice and service to others, based on the uniqueness, worth, dignity and diversity of human beings.
II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety.	Demonstrate beginning nursing leadership roles in the provision of safe, quality health care.	Practice leadership roles in the provision and coordination of safe, quality health care through collaboration with other health professionals in a variety of settings.	Synthesize leadership concepts, quality improvement and patient safety in the provision of safe, evidence-based, patient centered care.	Synthesize concepts of leadership, quality improvement and safety in the provision of evidence-based, person centered care.
III. Scholarship for Evidence-Based Practice.	Develop a knowledge base and fundamental skills for evidence based practice in a variety of settings in the role of caregiver.	Apply research evidence and theoretical principles in the delivery of nursing care as they relate to individuals, families, and communities in the role of caregiver, advocate and teacher.	Integrate current evidence and clinical reasoning in the use of the nursing process for the delivery of care.	Assess, plan, implement and evaluate professional nursing practice through the integration of scientific evidence, and the application of clinical judgement.
IV. Information Management and Application of Patient Care Technology.	Use the nursing process and patient care technologies in promoting health and providing care for individuals.	Use the nursing process and information technology in promoting and restoring health for individuals, families, and communities.	Utilize informatics and other patient care technologies to inform, improve, and create an environment for the safe and effective delivery of quality patient care.	Utilize informatics and other patient care technologies to inform, improve, and create an environment for safe and effective delivery of quality nursing care.
V. Healthcare Policy, Finance, and Regulatory Environments.	Describe the impact of health care delivery system on patients and families.	Articulate an understanding of healthcare systems, regulation policies, standards of practice and patient's rights.	Articulate an understanding of healthcare systems, regulation policies, scope of practice and patient's rights.	Advocate for patient rights with the understanding of healthcare systems, regulation policies, and scope of practice.
VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes.	Develop communication skills to collaborate with patients and the health care team.	Demonstrate communication skills to facilitate collaboration with individuals, families and communities to promote physiological and psychological adaptation to dysfunctional health patterns.	Use Interprofessional communication and collaboration to deliver safe, evidence-based, patient-centered care.	Apply interprofessional communication and collaboration to deliver safe, evidence-based, person centered care.
VII. Clinical Prevention and Population Health	Demonstrate an understanding of health promotion and disease prevention in promoting health and wellness for individuals.	Use promotion and restoration principles to prevent and treat illness and promote wellness for individuals, families and groups.	Integrate evidence based practices to promote health and prevent disease in individuals, families, communities, and populations across the lifespan.	Synthesize evidence to promote health and prevent disease in individuals, families, communities, and populations across the lifespan.
VIII. Professionalism and Professional Values	Identify the roles, functions, and values [altruism, autonomy, dignity, integrity, and social justice] of the professional nurse in the health care system.	Demonstrate responsibility and accountability for personal and professional growth, attributes of leadership and service to others within an ethical and legal framework.	Consistently demonstrate responsibility and accountability for one's own personal and professional growth in relationship to standards of nursing practice and the roles, functions and values that reflect excellence in nursing practice.	Demonstrate responsible and accountable behavior that reflects standards of professional nursing practice.
IX. Baccalaureate Generalist Nursing Practice.	Perform nursing skills and interventions safely and with compassion.	Practice caring, competent and holistic care grounded in critical thinking, ethical reasoning and lifelong learning that supports and maintains excellence in professional nursing practice.	Engage in critical thinking, ethical reasoning and lifelong learning to support excellence in professional nursing.	Engage in critical thinking, ethical reasoning and lifelong learning to support excellence in professional nursing.

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ORGANIZING FRAMEWORK BACCALUAREATE NURSING PROGRAM

The Organizing Framework provides direction for the nursing curriculum. The major concepts upon which the framework is based are ***Person, Health, Nursing, Environment and Functional Health Patterns***. These concepts are the foundation of the curriculum and are given continuous emphasis throughout each learning level. The subconcepts develop the curriculum in a progressive, sequential manner as the student moves from one level of learning to another. The curriculum progresses from simple to complex and from the awareness of concepts to the implementation of these concepts in clinical practice.

Person: Person is a holistic being that reflects developmental, physiological, psychological and sociocultural dimensions, who is simultaneously an individual, a family member, part of a constantly changing environment and an actual or potential recipient of health care. The concept of person includes the subconcepts of individual, family, community and populations.

Health: Health is a dynamic state of physiological and psychological adaptation that constitutes a patient's well-being. The state of health, at any given point in time throughout the life cycle, is relative to the patient's adaptation. The subconcepts of health are promotion, restoration and maintenance of health.

Environment: Environment is all internal and external factors, i.e., physiological, sociocultural, psychological and developmental, with which the individual, family, community and populations interact.

Nursing: Nursing is the diagnosis and treatment of human responses to actual or potential health problems. Nursing is further defined within the curriculum through the nursing process and nursing role. The nursing goals of promotion, restoration and maintenance of health are achieved through use of the ***nursing process***. The professional ***nursing role*** is that of caregiver - implementing the nursing process; advocate -acting in the interest of the person; teacher -directing and guiding the learning process; and leader/manager - directing the delivery of care.

Functional Health Patterns: Health patterns as described by Marjory Gordon are the organizing framework for the health history of the person. A systems approach organizes physical assessment data. A health pattern is defined as a complex of human behaviors forming inconsistent and/or characteristic forms of adaptation to the environment occurring in sequence, across time. Behaviors refer to the developmental, physiological, psychological and sociocultural dimensions of human functioning. These patterns form the basis for the assessment and identification of altered health in patients and assist the student in the analysis of data. The subconcepts of health patterns are health perception-health management, sleep-rest, self-perception-self-concept, activity-exercise, nutritional-metabolic, sexuality-reproductive, role-relationship, elimination, cognitive-perceptual, coping-stress-tolerance and value-belief.

The University of Scranton
Department of Nursing
Foundations of Organizing Framework

		LEVEL
PERSON	Individual, Family, Community and Populations	3
	Individual, Family and Community	2
	Individual	1
HEALTH	Physiological and Psychological Adaptations to Complex Dysfunctional Health Patterns	3
	Physiological and Psychological Adaptations to Dysfunctional Health Patterns	2
	Physiological and Psychological Adaptations to Functional Health Patterns	1
NURSING 	Care-giver, Advocate, Teacher, Leader/Manager	3
	Care-giver, Advocate, Teacher	2
	Care-giver	1
	Synthesis of the Nursing Process	3
	Assessment, Diagnosis, Outcome Identification, Planning, Implementation, and Evaluation	2
	Assessment and Diagnosis	1
FUNCTIONAL HEALTH PATTERNS	Synthesis of Complex Dysfunctional Health Patterns	3
	Dysfunctional Health Patterns	2
	Functional Health Patterns: Sleep-Rest, Self-Perception-Self Concept, Activity-Exercise, Nutritional-Metabolic, Sexuality-Reproductive, Role-Relationship Elimination, Cognitive-Perceptual, Coping-Stress-Tolerance, Value-Belief	1
ENVIRONMENT	All Internal and External factors that impact the Individual, Family, Community and Populations	3
	All Internal and External factors that impact the Individual, Family, Community	2
	All Internal and External factors that impact the Individual	1

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LEVELS OF THE CURRICULUM

Level One of the nursing curriculum focuses on the person as individual. Critical thinking is used to identify knowledge from the natural and behavioral sciences and humanities as it relates to professional nursing practice with individuals. Level one introduces the steps of the nursing process and physiological and psychological alterations in functional health patterns. The focus in level one is on adaptation of the person with a focus on health promotion.

Foundation nursing courses in this level are taken in the freshman and sophomore years (Nursing 140, 250, 251, & 262)

Level Two of the nursing curriculum builds upon the concepts of level one. Critical thinking is used to identify knowledge from the natural and behavioral sciences and humanities as it relates to professional nursing practice with individuals, families and communities. Level two uses the steps of the nursing process in the care of the individual, families and communities experiencing dysfunctional health patterns. The focus in level two is on adaptation of the person to illness with an emphasis on promotion and restoration of health.

Nursing courses in this level encompass both semesters of the junior year and the first semester of the senior year and include three courses in adult-geriatric health nursing (N350, N371, N450), mental health nursing (N352), nursing care of the child bearing family (N373, nursing care of children and adolescents (N452), pharmacology (N360, N361) and nursing research (N493).

Level Three of the nursing curriculum synthesizes the major concepts of adaptation. Critical thinking is used to identify knowledge from the natural and behavioral sciences and humanities as it relates to professional nursing practice with individuals, families, communities and populations experiencing wellness and critical illness. Synthesis of the nursing process in the care of patients with complex dysfunctional health patterns is emphasized. The focus in level three is on adaptation of the individual, family, community and populations with emphasis on promotion, restoration and maintenance of health.

Nursing courses in this level, which consists of the last semester of the program, include community health nursing (N471), synthesis of advanced nursing concepts (N472) and senior seminar (491).

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BSN PROGRAM CURRICULUM

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
FIRST YEAR				
FYOC/FYDT MAJOR ⁶	NURS 140 ^{1&2}	Introduction to Nursing Concepts		3
GE NSCI	CHEM 110-111	Introduction to Chemistry	3	3
GE NSCI	BIOL 110-111	Structure & Function	4	4
FYW GE WRTG-SPCH ⁷	WRTG 107	Composition	3	
GE ELECT	FREE ELECTIVE	FREE ELECTIVE		3
GE PHIL-T/RS	PHIL 120	Introduction to Philosophy	3	
GE S/BH	PSYC 110	Fundamentals of Psychology	3	
GE HUMN	HUMN ELECT	Humanities Elective		3
First year total credits			16	16
SECOND YEAR				
EPW MAJOR ⁸	NURS 250 ²	Physical Assessment/Health Patterns	3	
MAJOR	NURS 251 ²	Fundamentals of Nursing		4
MAJOR	NURS 262	Pharmacology I		1.5
COGNATE	NUTR 220 ¹	Nutrition for Health Professions		3
COGNATE	BIOL 210	Introductory Medical Microbiology	3	
GE QUAN	PSYC 210	Psychological Statistics		3
GE PHIL-T/RS	PHIL 210	Ethics	3	
GE PHIL-T/RS	T/RS 121-122	Theology I-II	3	3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE S/BH	PSYC ELECT	Psychology Elective		3
Second year total credits			15	17.5
THIRD YEAR				
MAJOR	NURS 350-371	Nursing Care of the Adult I, II	5.5	5.5
EPW MAJOR ⁸	NURS 352	Mental Health Nursing	5.5	
MAJOR	NURS 373 ³	Nursing Care of the Childbearing Family		5
MAJOR	NURS 360-361	Pharmacology II, III	1.5	1.5
GE PHIL-T/RS	PHIL 212 ⁴	Medical Ethics	3	
GE ELECT	FREE ELECT	Free Elective		3
Third year total credits			15.5	15
FOURTH YEAR				
EPO MAJOR ⁹	NURS 450	Nursing Care of the Adult III	5.5	
MAJOR	NURS 452 ³	Nursing Care of Children & Adolescents	4.5	
EPW/EPD MAJOR ^{8, 10}	NURS 493	Research in Nursing	3	
MAJOR	NURS 471	Community Health Nursing		3.5
EPO/EPD MAJOR ^{9, 10}	NURS 472 ⁵	Advanced Nursing Concepts		6
MAJOR	NURS 491	Senior Seminar		1
GE HUMN	HUMN ELECT	Humanities Elective	3	3
GE ELECT	FREE ELECT	Free Electives		3
Fourth year total credits			16	16.5

TOTAL:

127.5 CREDITS

***Eloquentia Perfecta* Requirements**

¹Fall or spring semester

²Service Learning

³Junior Spring or Senior Fall semester

⁴Recommended by the department

⁵ROTC option available

⁶FYOC = First-year Oral Communication/FYOD = First-year Digital Technology

⁷FYW = First-year Writing

⁸EPW = EP Level II Writing

⁹EPO = EP Level II Oral

¹⁰EPD = EP Level II Digital

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RN TO BSN NURSING CURRICULUM

Department and Number	Descriptive Title of Course	Credits
First Year		
COGNATE	CHEM 110-111 - (E) Introductory Chemistry	6
COGNATE	BIOL 110-111 - (E) Structure and Function of the Human Body	8
GE WRTG	WRTG 107 – (FYW) Composition	3
GE PHIL	PHIL 120 - Introduction to Philosophy ¹	3
GE S/BH	S/BH ELECT–Social/Behavioral Science Elective ^{1,2}	3
GE Elective	Eloquentia Perfecta	3
		26
Second Year		
MAJOR	NURS 241 - (W) Perspectives in Professional Nursing	3
MAJOR	NURS 242 - Health, Illness and Assessment	3
COGNATE	BIOL 210 - Introductory Medical Microbiology	3
COGNATE	NUTR 220 - Nutrition for the Health Professions	3
COGNATE	PSYC 210 - (Q) Statistics in the Behavioral Sciences or EDUC 120 - (Q,W) Applied Statistics	3
GE T/RS	T/RS 121 - (P) Theology I: Introduction to the Bible	3
GE PHIL–T/RS	PHIL 210 - Ethics –T/RS 122 - (P) Theology II: Introduction to Christian Theology	6
GE HUMN	HUMN ELECT - Humanities Electives	9
GE S/BH	S/BH ELECT - Social/Behavioral Science Elective ²	3
		36
Third Year		
MAJOR	NURS - Nursing Validation Credits	38.5
GE PHIL-T/RS	PHIL-T/RS ELECT - Philosophy or T/RS Elective ¹	3
GE ELECT	FREE ELECT - Free Electives ²	6
		47.5
Fourth Year		
MAJOR	NURS 471 - (D) Community Health Nursing ^{3,4}	3.5
MAJOR	NURS 474: Nursing Leadership and Management ⁵	3
MAJOR	NURS ELECT - Nursing Elective ⁵	3
MAJOR	NURS 493 - (W) Research in Nursing ⁵	3
GE HUMN	HUMN ELECT - Humanities Elective	3
GE ELECT	FREE ELECT - Free Elective ^{5,6}	3
		18.5
		Total: 128 Credits

1 Fall or spring

2 Department recommendation: PSYC 110 , PSYC 221 or PSYC 225

3 Portfolio option available

4 Clinical Practicum Fee

5 Optional B.S./M.S. course substitution

6 Department recommendation: PHIL 212

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LPN to BSN NURSING CURRICULUM

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
FIRST YEAR				
GE NSCI	CHEM 110-111	Introduction to Chemistry	3	3
GE NSCI	BIOL 110-111	Structure & Function	4	4
GE Elective	EP	Eloquentia Perfecta		3
GE WRTG	WRTG 107	(FYW) Composition		3
GE PHIL-T/RS	PHIL 120	Introduction to Philosophy	3	
GE S/BH	PSYC 110	Fundamentals of Psychology	3	
GE QUAN	PSYC 210	Psychological Statistics		3
			13	16
SECOND YEAR				
MAJOR	NURS 241	Perspectives in Professional Nursing	3	
MAJOR	NURS 242	Health, Illness and Assessment		3
MAJOR	NURS 251 ^{4*}	Fundamentals of Nursing		4
MAJOR	NURS 262	Pharmacology I		1.5
COGNATE	NUTR 220 ¹	Nutrition for Health Professions		3
COGNATE	BIOL 210	Introductory Medical Microbiology	3	
GE PHIL-T/RS	PHIL 210	Ethics	3	
GE PHIL-T/RS	T/RS 121-122	Theology I-II	3	3
GE HUMN	HUMN ELECT	Humanities Elective	6	
GE S/BH	PSYC 225 ³	Abnormal Psychology		3
			18	17.5
THIRD YEAR				
MAJOR	NURS 350*-371*	Nursing Care of the Adult I-II	5.5	5.5
MAJOR	NURS 352	Mental Health Nursing	5.5	
MAJOR	NURS 373*	Nursing Care of the Childbearing Family		5
MAJOR	NURS 360-361	Pharmacology II-III	1.5	1.5
GE PHIL-T/RS	PHIL 212 ³	Medical Ethics	3	
GE ELECT	FREE ELECT	Free Elective		3
			15.5	15
FOURTH YEAR				
MAJOR	NURS 450	Nursing Care of the Adult III	5.5	
MAJOR	NURS 452*	Nursing Care of Children & Adolescents	4.5	
MAJOR	NURS 493	Research in Nursing	3	
MAJOR	NURS 471	Community Health Nursing		3.5
MAJOR	NURS 472 ²	Advanced Nursing Concepts		6
MAJOR	NURS 491	Senior Seminar		1
GE HUMN	HUMN ELECT	Humanities Elective	3	3
GE ELECT	FREE ELECT	Free Elective		3
			16	16.5
TOTAL:			127.5	CREDITS

*Credit by Exam Optional

¹Fall or spring semester

²ROTC option available

³Recommended by the department

⁴Service Learning

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ACADEMIC POLICIES AND PROCEDURES

ADMISSION, PROGRESSION, AND READMISSION POLICY

Admission to the Nursing Major

Applicants seeking admission to the Panuska College of Professional Studies and enrollment in the Nursing Program will be admitted through the Undergraduate Admissions Office according to the requirements described in the Admissions section of the Catalog. With the approval of the Chairperson of the Department of Nursing special consideration may be given to certain applicants who do not meet these standards.

One class is admitted each year in the fall. All students enrolled in the nursing program through the Panuska College of Professional Studies must be full time students, i.e., carry a minimum of 12 credits each semester. Exceptions to this policy must be approved by the Dean of the Panuska College of Professional Studies in consultation with the Chairperson of the Department.

A part-time student should inform the Chairperson of the Department of Nursing of the need to enroll in Nursing 140. The Chairperson of the Department of Nursing will discuss the specific year of enrollment in the nursing sequence with PCPS students. PCPS students who have accelerated their course of study need to meet with the Chairperson of the Department of Nursing or designated representative to re-evaluate the date for beginning the nursing sequence. (See Transfer Policy).

Progression in the Nursing Major

All required courses must be taken in sequence. For progression through the nursing program, a minimum grade of “C” must be attained in each nursing course and in pre-requisites: Biology 110-111 and Chemistry 110-111 Statistics, (Psych 210), Microbiology (Bio 210) and Nutrition (NUTR 220).

Failure to attain a minimum grade of “C” in a nursing course will result in dismissal from the nursing program. Students may request to be readmitted to the program. Refer to the Readmission Policy.

The GPA requirements at the completion of sophomore nursing courses are:

Overall GPA of 2.50

Nursing GPA of 2.70

Students who do not meet the GPA requirements will be dismissed from the nursing major.

During freshman year and sophomore fall semester, students with GPA's less than 2.5 (overall) and 2.7 (major) will be placed on academic probation.

Readmission Policy

The readmission process for the student who has been dismissed from the Department of Nursing for academic reasons is comprised of the following steps:

1. The student must initiate the process a minimum of three (3) weeks prior to pre-registration for the semester the student is seeking readmission by sending a letter of request for readmission to the Chairperson.
2. The student must request a minimum of two (2) written recommendations from nursing faculty members.
3. The members of the Enrollment Management Committee will review the student's academic file and letters of reference and make a recommendation to the Chairperson.
4. A final decision for readmission is made by the Chairperson of the Department of Nursing and the Dean of the Panuska College of Professional Studies.

*Readmission to the Nursing Department is on a space available basis.

- ▶ Minimum overall GPA for readmission is 2.50

***A student may repeat only one nursing course and only one time. Failure to pass the course will result in a permanent dismissal from the program.**

- ▶ If a student is unable to meet the time constraints identified in this policy because of the scheduling of a course that needs to be repeated and the waiting period for a grade (e.g. a summer course that finishes early August) the student may petition the Chairperson to review their case without going through the formal review process with the Enrollment Management Committee. The Chairperson will consult the Enrollment Management Committee, before making a decision.

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Essential Functions and Safety Standards For Completion of Pre-Licensure and Nurse Practitioner Programs

Faculty in the Department of Nursing at the University of Scranton identified essential functions and safety standards that are critical to the successful preparation of nursing students and to future success in their career as nurses. These essential functions establish performance levels required to provide safe patient care, with or without reasonable accommodations.

A professional nurse is expected by the employer, consumers, and other health care providers to assume specific role responsibilities in a safe and competent manner. Therefore, all skills taught and evaluated in the nursing program are required for successful completion of the program. Qualified applicants to the University of Scranton Department of Nursing are expected to meet all admission criteria, including these essential functions with or without reasonable accommodations.

No qualified individual with a disability shall, on the basis of that disability, be excluded from the University of Scranton Nursing Program. In accordance with the applicable law and University policy, the University shall provide reasonable accommodation to a qualified individual with a disability. To request accommodations, individuals must contact the University's Center for Teaching and Learning Excellence.

To enroll in the pre-licensure nursing courses, a student must meet the essential functions for the nursing major, with or without reasonable accommodations, and maintain related satisfactory demonstration of these functions for progression through the program. Reasonable accommodations must be arranged through the University's Center for Teaching and Learning Excellence. The essential functions to meet nursing curriculum performance standards include, but are not necessarily limited to the information in **Table I: Essential Functions and Safety Standards for Pre-Licensure and Nurse Practitioner Students.**

These essential functions are not intended to be a complete listing of all nursing behaviors, but they are a sampling of the types of abilities needed by nursing students to meet program outcomes and requirements. The University of Scranton, Department of Nursing or its affiliated agencies may identify additional critical behaviors or abilities.

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Table 1: Essential Functions and Safety Standards for Admission, Progression, and Completion of Pre- Licensure and Nurse Practitioner Programs	
Essential Functions	Related Examples
<p>I. General Abilities: In order to provide safe and effective nursing care, an applicant and/or student in the University of Scranton nursing program is expected to possess functional use of the senses of vision, touch, hearing, taste, and smell. All information received by the senses must be integrated, analyzed, and synthesized in a consistent and accurate manner. The applicant/student must be able to observe a patient accurately at a distance and close at hand. In addition, the individual is expected to possess the ability to perceive pain, pressure, temperature, position, equilibrium, and movement.</p>	<p><u>Visual Ability</u> Sufficient to independently assess patients and their environments.</p> <p><u>Examples of relevant activities*</u></p> <ul style="list-style-type: none"> ▪ Detect changes in skin color or condition. ▪ Collect data from recording equipment and measurement devices used in patient care. ▪ Detect a fire in a patient area and initiate emergency action. ▪ Draw up the correct quantity of medication into a syringe. ▪ Fill a syringe with medication ▪ Measure blood pressure ▪ Clearly observe a person and objects at a near and far distance. ▪ Read fine print (Ex. medication or nutrition labels).
	<p><u>Tactile Ability</u> Sufficient to independently assess patients and implement the nursing care developed from such assessment.</p> <p><u>Examples of relevant activities*</u></p> <ul style="list-style-type: none"> ▪ Detect changes in skin temperature. ▪ Detect unsafe temperature levels in heat-producing devices used in patient care. ▪ Detect anatomical abnormalities (i.e. subcutaneous crepitus, edema, or infiltrated intravenous fluid). ▪ Feel differences in temperature ▪ Detect changes in surfaces (e.g. skin) ▪ Feel pulses
	<p><u>Hearing Ability</u> Sufficient to physically monitor and assess health care needs of clients/patients.</p> <p><u>Examples of relevant activities*</u></p> <ul style="list-style-type: none"> ▪ Hear sounds within normal range. ▪ Effectively listen with a stethoscope. ▪ Hearing faint body sounds (i.e. blood pressure sounds, assess placement of tubes). ▪ Hear auditory alarms (i.e. monitors, fire alarms, call bells). ▪ Hear normal speaking level sounds (i.e. person-to-person report)

	<p><u>Olfactory Ability</u></p> <p>Sufficient to detect significant environment and odors.</p> <p><u>Example of relevant activity*</u></p> <ul style="list-style-type: none"> ▪ Detect odors from patient and environment.
<p>II. Observational Skills: Students require the functional use of vision, hearing and somatic sensations. A student must be able to observe lectures, lecture and laboratory demonstrations, and observe microscopic studies of tissues. The student must be able to observe a patient accurately, observe digital and waveform readings, and other graphic images to determine a patient's/client's condition. Integral to the observation process is the functional uses of the senses and adequate motor capability to conduct assessment activities. [See related examples for General Abilities]</p>	<p>Critical Thinking Ability</p> <p>Sufficient to collect, analyze, integrate, and generalize information and knowledge to make clinical judgments and management decisions that promote positive patient outcomes.</p> <p><u>Examples of relevant activities*</u></p> <ul style="list-style-type: none"> ▪ Evaluate outcomes. ▪ Transfer knowledge from one situation to another. ▪ Process information. ▪ Use long and short term memory. ▪ Problem solves. ▪ Prioritize tasks. ▪ Transfer knowledge to accomplish application of theory information to the practice setting.
<p>III. Communication Skills: Students must be able to communicate in many forms; these include: speech, language, reading, writing and computer literacy (including keyboarding skills). Students must be able to communicate in English in oral and written form with faculty and peers in classroom and laboratory settings. Students must be able to communicate effectively and sensitively with patients/clients, maintain written records, elicit information regarding mood and activities, as well as perceive non-verbal communications. Students must also be able to communicate effectively and efficiently with other members of the health care community to convey information for safe and effective care.</p>	<p>Communication Ability</p> <p>Sufficient ability to speak, comprehend, and write (print and cursive) in English at a level that meets the need for accurate, clear, and effective communication.</p> <p><u>Examples of relevant activities*</u></p> <ul style="list-style-type: none"> • Give clear oral reports. • Provide clear and concise written documentation of the patients' condition • Direct activities of others by providing clear written and oral instructions to others. • Influence people's actions. • Be able to communicate effectively on the telephone. • Legibly convey information through writing. <p><u>Reading Ability</u></p> <p>Sufficient to comprehend the written word.</p> <p><u>Examples of relevant activities*</u></p> <ul style="list-style-type: none"> • Read graphs (i.e. vital signs sheets). • Read and understand English print and cursive documents. • Speak, read, write and understand the English language written at the 12th grade level. • Professionally express and exchange ideas in verbal or written form using the English language.

	<p><u>Math Ability</u></p> <p>Sufficient to do accurate computations.</p> <p><u>Examples of relevant activities*</u></p> <ul style="list-style-type: none"> • Read measurement marks. • Count rates. • Calculate intake and output. • Read digital displays. • Tell and measure time (i.e. count duration of contractions, etc.). • Accurately calculate medication dosages. • Perform math calculations (basic algebra) • Use cognitive (thinking) abilities to measure, calculate, reason, and analyze information and data. • Prioritize data to make decisions. • Utilize computers to access and store information.
<p>IV. Psychomotor Skills: Students, in the classroom, must have the ability to sit, stand, and/or walk, for up to 4 hours daily. In the clinical setting, students must have the ability to sit, stand or walk for at least twelve hours daily—modified according to the schedule of the specific facility to which a student is assigned. Students must possess sufficient motor function to elicit information from the patient/client examination, by palpation, auscultation, percussing, and other examination maneuvers. Students must be able to execute movements (including twist, bend, stoop and/or squat) required to provide general and therapeutic care, such as positioning, lifting, transferring, exercising or transporting patients; to perform or assist with technical procedures, treatments, administration of medications, and emergency interventions. These skills require coordination of both gross and fine muscular movement, equilibrium, physical strength and stamina, and the integrated use of touch, hearing and vision.</p>	<p><u>Gross Motor/Physical Endurance</u></p> <p>Sufficient physical endurance, strength and mobility to perform required client care activities in a safe and effective manner for the entire length of the clinical experience.</p> <p><u>Examples of relevant activities*</u></p> <ul style="list-style-type: none"> • Working 8 or 12-hour shifts, days, evenings or nights, weekends, holidays. • Standing, walking, bending, squatting, lifting or moving clients or objects weighing 25 to 50 pounds or more. Stand and walk without assistance. • Walk between patient rooms and/or respond to emergencies. • Provide active nursing care over an entire shift (8-12 hours). • Stand for long periods of time. • Have sufficient strength to push, pull, turn and position equipment and persons. <p><u>Fine Motor</u></p> <p>Sufficient to perform manual psychomotor skills integral to patient care.</p> <p><u>Examples of relevant activities*</u></p> <ul style="list-style-type: none"> ▪ Manipulate small equipment and containers (i.e. syringes, vials, ampules, and medication packages) to administer medications.
<p>IV. Behavioral and Social Abilities: Students must possess the</p>	<p><u>Psychological/Social/Cultural Functions</u></p> <ul style="list-style-type: none"> ▪ Function within the ethical and legal standards of nursing practice settings.

<p>psychological ability required for the utilization of their intellectual abilities, for the exercise of good judgment, for the prompt completion of responsibilities inherent to the diagnosis and care of patients/clients, and for the development of mature, sensitive, and effective relationships with patients. Students must be able to tolerate physically and mentally taxing workloads and function effectively under stress. They must be able to tolerate and adapt to a changing, unfamiliar (and perhaps, uncomfortable) environment, display flexibility, respect individual differences, and learn to function in the face of ambiguities inherent in the clinical problems of patients/clients. Concern for others, honesty, integrity, accountability, interest and motivation are necessary personal qualities. As a component of their education and practice, students must demonstrate ethical behavior. Examples include recognizing and appropriately reacting to one's own immediate emotional responses to situations while maintaining a professional demeanor.</p>	<ul style="list-style-type: none"> ▪ Effectively function in stressful situations. ▪ Maintain control of emotions. ▪ Respond professionally to angry or unpleasant persons. ▪ Interact therapeutically to angry or unpleasant persons. ▪ Work effectively in a group or as part of a team. ▪ Concentrate on a task without being distracted. ▪ Effectively manage time and respond to schedules/deadlines. ▪ Manage two or more activities or sources of information without becoming confused. ▪ Utilize problem-solving and decision-making skills. ▪ Adapt to change. ▪ Assume responsibility for own actions. <p>Emotional Stability</p> <p>Sufficient to assume responsibility/accountability for actions.</p> <p><u>Examples of relevant activities*</u></p> <ul style="list-style-type: none"> • Establish therapeutic relationships and communicate in a supportive manner. • Deal with the unexpected (i.e. client becoming critical, crisis). • Handle strong emotions. • Adapt to changing environment/stress. • Focus attention on task. • Monitor own emotions and be able to keep emotional control. <p>Interpersonal Skills</p> <p>Sufficient to interact with individuals, families and groups respecting social, cultural and spiritual diversity.</p> <p><u>Examples of relevant activities*</u></p> <ul style="list-style-type: none"> ▪ Negotiate interpersonal conflict. ▪ Establish positive rapport with clients, co-workers, and faculty. ▪ Interact with others effectively.
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The nursing program reserves the right to dismiss a student who fails to meet the essential functions or whose physical fitness, work, or personal/professional behavior demonstrates lack of fitness to continue in the program.

* Indicates that the examples provided are not comprehensive. Additional criteria may apply at the discretion of the University of Scranton, Department of Nursing.

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TRANSFER POLICY

Transfer students are admitted into the Nursing program on a space available basis and must meet the admission requirements of the Department of Nursing. Part time study can be initiated through application to The Panuska College of Professional Studies.

In addition to the statement on Transfer Students published in the current catalog of the University of Scranton, the following are applicable to candidates from another accredited college desiring to transfer into the Nursing program:

- 1) The courses being transferred, especially courses in the sciences and courses in nursing are equivalent to the courses in the Nursing program at the University of Scranton
- 2) Credit will be given to equivalent science courses with a grade of "C" (2.0) or better
- 3) Credit will be given to equivalent nursing courses with a **"B" (3.0)** or better, following approval by the Department of Nursing.

Applicants transferring from other accredited nursing programs must take Nursing 140. They may transfer other nursing credits from an accredited baccalaureate nursing program under two conditions: 1) The course is, in the judgment of the University's nursing faculty, equivalent in organizational framework and content, to the University course, and 2) The course(s) to be transferred must carry a grade of B or higher.

Students, who have been admitted to the Panuska College of Professional Studies and desire to change their major to Nursing, must meet the admission requirements of the Department.

Individuals with a baccalaureate degree in a major other than Nursing may be admitted as nursing majors on a space-available basis provided they meet all the above requirements.

STUDENTS SEEKING TRANSFER INTO THE NURSING PROGRAM FROM ANOTHER COLLEGE

- 1) Contact the Admissions Office regarding application to transfer.
- 2) College board scores, high school transcripts, class rank, official current college transcripts, and GPA will be reviewed for admission into and placement in the Nursing program after received in Admissions Office.
- 3) Transfer is based on a space availability only.
- 4) A current college catalog (where currently enrolled) including course descriptions should also be sent to the Admissions Office. Photo copies of pages will suffice.

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CREDIT BY EXAMINATION FOR ADVANCED PLACEMENT

The Department of Nursing requires that the University Policy on Credit by Examination and the statements on Advanced Placement published in the Undergraduate Catalog be followed, with the exception that the examination need not be taken in the first academic year of attendance at the University. Validation examination for credit in nursing will be available to allow students with previous educational background the opportunity for advanced placement.

Students are admitted with Advanced Placement on a space-available basis only.

The Department of Nursing does not grant credit for CLEP examinations in nursing courses or required natural science courses. The CLEP examinations do not include clinical experiences or laboratory work which is essential for the attainment of the goals and outcomes of the Nursing Program.

CREDIT FOR EXPERIENTIAL LEARNING CLINICAL PRACTICE

A portfolio is an assessment of prior learning. It requires clear, current and sustained, course related clinical practice that demonstrates theoretical knowledge and clinical practice competencies. College level learning in nursing requires achievement of theoretical content as well as mastery of its application to clinical practice. Practice alone does not constitute college level learning. Students may have had work experience in a particular area, but may not have the requisite theoretical knowledge. In some instances students may have had exceptional experiences which may be evaluated for portfolio by college faculty.

The portfolio process must be completed prior to the semester in which the course begins.

The student must adhere to the college policy for assessment of prior learning in the college catalogue and:

1. All requests must be made in writing the semester prior to the start of the course in which the student is seeking credit for experiential learning. Submit a letter of intent in October for the Spring semester and in March for the Fall semester to the chairperson and a copy to the course professor. The letter must include:
 - a. Evidence of recent, sustained, course related clinical experience (a minimum of 5 years within the last 10 years).
 - b. A rationale for why portfolio assessment is appropriate for the student.
 - c. Documentation from each employer that validates prior experience.
 - d. Current GPA of 3.0 (total)
2. Once determined eligible, the portfolio is prepared by the student and must include:
 - a. An autobiographical narrative that relates life experiences to identified learning outcomes.
 - b. A learning outcome essay for each course for which credit is requested.
 - c. Documentation that the accomplishment identified in the learning outcome essay was achieved.

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ADVISEMENT

Freshman, Sophomore, Junior and Senior students are advised by the Academic Advising Center of the Panuska College of Professional Studies (CPS). Students are encouraged to make appointments for advisement early in the semester. It is the student's responsibility to know the requirements for the baccalaureate degree in nursing.

STUDY ABROAD OPTIONS FOR NURSING MAJORS

Overview

Nursing majors have an option to study abroad in the spring of the sophomore year. To stay on track in the curriculum, students are advised to enroll in the following courses during the fall sophomore semester. Completing the sophomore nursing requirements prior to the study abroad experience will allow students freedom to select from a variety of study abroad options

A GPA of 3.0 is required to be eligible for study abroad

Sophomore Fall

- | | |
|-------------------|--|
| • Nursing 250 (3) | Physical Assessment Related to Health Patterns |
| • Nursing 251(4) | Nursing Related to Health Patterns |
| • Nursing 262 (1) | Pharmacology I* |
| • Biology 210 (3) | Microbiology |
| • Exsc 220 (3) | Nutrition for Health Professions* |
| • GE Course(3) | |

Total 17 credits

Implementation

- Freshman majors will be notified of this option and advised during their freshman year.
- Students are scheduled to complete Chemistry 110/111 in freshman year.
- Completion of the freshman year science requirements is required for the study abroad option.

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GRADING OF SCIENCE COURSES

The Department of Nursing requires that each student enrolled in the Nursing Program achieve a grade of "C" or better in all the required science & statistics courses (Biology 110-111, Chemistry 110-111, Biology 210, and Psych 210). Coursework and grades are evaluated each semester. Students are required to repeat any coursework where a grade of C or better was not earned prior to the start of the sophomore year. Permission of the Dean of the Panuska College of Professional Studies is required to repeat a course, in which a grade of C-, D, or D+ was received.

A grade below C in Bio 110-111 will prevent student from admission into NURS 250 and therefore the student may not advance to sophomore level nursing courses. A grade below C in either BIOL 210 or NURS 250 will prevent the student from admission into NURS 251 and therefore the student may not advance to the sophomore level Spring nursing courses. A grade of C must be obtained in PSYC 210 prior to taking senior nursing courses.

Students will be allowed one course with a grade below C under this policy. A second course with grade below C will result in academic dismissal from the program.

<u>UNDERGRADUATE GRADING SYSTEM</u>		
<u>LETTER GRADE</u>	<u>QUALITY POINTS</u>	<u>NUMERICAL GRADE</u>
A	4.00	96-100
A-	3.67	92-95
B+	3.33	89-91
B	3.00	86-88
B-	2.67	83-85
C+	2.33	80-82
C	2.00	77-79
C-	1.67	74-76
D+	1.33	72-73
D	1.00	70-71
F	0.00	Below 70

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SAFE CLINICAL PRACTICE

A student who does not demonstrate safe clinical practice is subject to immediate review by the faculty member(s). The outcome of the review may be immediate dismissal from the program. Safe clinical practice is defined as:

- 1) Performs therapeutic nursing interventions (procedures, medications, and other treatments) consistent with the ANA Standards of Clinical Nursing Practice and the Pennsylvania Nurse Practice Act.
- 2) Takes nursing actions to correct, minimize and/or prevent risks to client.

The clinical grade is given by the faculty member(s) responsible for supervising the student in the clinical laboratory.

Anecdotal notes will be kept on the student throughout the course. It is suggested that at least one note on each student be made following each clinical laboratory experience. The faculty member is responsible for keeping anecdotal records.

It is the faculty's belief that while a student should not be in a test situation during every clinical laboratory period, their general performance, depth of preparation, and transfer of learning must be considered and evaluated throughout the clinical experience. This type of on-going evaluation provides a basis for individual and group guidance for the specific rotation. A formative evaluation will be completed at mid-semester.

The faculty member(s) during each clinical course will complete both a mid-semester and final clinical evaluation and discuss them with the student. The student will have the opportunity to comment in writing on the form. Both faculty and the student will sign the form.

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**THE UNIVERSITY OF SCRANTON
DEPARTMENT OF NURSING**

Undergraduate Professional Nursing Behaviors Policy

Nursing faculty and professional staff will review students in lecture and clinical courses. If a concern is raised regarding the professional behavior of a student, the faculty or staff member will complete a Professional Nursing Behaviors Evaluation Form. The form will be reviewed with the student and a copy will be placed in the student's file. The signed form will be submitted to the Undergraduate Program Director. The Undergraduate Program Director will relate the information to course coordinators and clinical faculty. Professional behaviors policy violations will be reviewed in executive session of the Faculty Organization meeting. Repeated occurrences will necessitate a meeting with the Undergraduate Program Director and the Chairperson of the Nursing Department to develop a remediation plan. Continued violations will necessitate a meeting with the Chairperson of the Nursing Department and may result in dismissal from the Nursing major.

The nursing students are expected to consistently demonstrate the following professional nursing behaviors:

- Ethical behavior according to the American Nurses Association Code of Ethics
- Maintenance of a safe environment for the patient in the clinical setting
- Punctuality for lecture, classroom, and clinical laboratories
- Consistent preparation for lecture, classroom and clinical laboratories
- Completion of assignments within allotted parameters
- Positive relationships with peers, faculty, patients, and staff
- Compliance with the clinical dress code
- Acceptance and incorporation of faculty feedback
- Adherence to policies and standards established in the University of Scranton's student handbooks.

One Copy of the form to: Course Coordinator
Undergraduate Program Director
Student
Student File

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Professional Nursing Behaviors Evaluation Form

Student: _____ Date: _____

Instructor: _____ Course: _____

Please complete this form for any student whose actions indicate poor professional conduct in the following areas:

Nursing Behaviors	Areas of Concern
Ethical behavior according to the American Nurses Association Code of Ethics	
Maintenance of a safe environment for the patient in the clinical setting	
Punctuality for lecture, classroom, and clinical laboratories	
Consistent preparation for lecture, classroom and clinical laboratories	
Completion of assignments within allotted parameters	
Positive relationships with peers, faculty, patients, and staff	
Compliance with the clinical dress code	
Acceptance and incorporation of faculty feedback	
Adherence to policies and standards established in the University of Scranton's student handbooks.	

Please write comments on the back of this form or attach separately

Date _____ Faculty Signature _____

I have received a copy of this form and have had the opportunity to discuss it with the faculty member.

Date _____ Student Signature _____

One Copy to: Course Coordinator, Undergraduate Program Director, Student, Student File

STUDENT APPEAL POLICIES

Appeal of a course grade

Students who wish to appeal a final grade in a course must make a written appeal to the instructor within five (5) business days of the date the course grade becomes available to the student from the University, explaining why the grade should be changed. If the instructor agrees that a change of grade is warranted, the student will be notified in writing and a Change of Grade form will be completed and submitted to the appropriate Dean. If the instructor finds that the grade is correct as originally submitted, the student will be notified in writing, specifically addressing the student's reason for the appeal. The instructor's response must take place within five (5) business days of the receipt of the appeal from the student. If the student is not satisfied with the written response of the instructor, the student has the right to appeal in writing to the Chairperson of the Department of Nursing within five (5) business days of the instructor's response, providing a complete explanation of the appeal and supporting documentation. The Chairperson will attempt to facilitate a reasonable solution at the department level and will make written recommendation to both the student and faculty member within five (5) business days of receiving the appeal. If the matter is not resolved at the department level, the student, within five (5) business days of the Chairperson review, may request in writing that the Dean review the matter. The request to the appropriate Dean shall include complete documentation explaining why the student believes the grade should be changed and any responses the student received from the instructor and Chairperson. The Dean will conduct a review and provide a written decision to the student and faculty member within ten (10) business days of receiving the written appeal. The Dean's decision is final.

Grievances

A student who has a grievance should first appeal the matter to the faculty member involved. The student has the right to appeal to the faculty member's chairperson, who will make a recommendation to his or her dean. The student may request the dean to review the matter.

(Note: Procedures set forth in the University of Scranton Academic Code of Honesty, Change of Grade and Sexual Harassment Policies will be followed where applicable.)

WITHDRAWAL POLICY

Students who wish to withdraw from the nursing program should follow University policies and procedures as outlined in the undergraduate catalog.

ATTENDANCE POLICY FOR CLASS

Attendance at all classes is expected. It is the responsibility of the students to report absences from class to the individual faculty member prior to the scheduled class.

ATTENDANCE POLICY FOR CLINICAL LAB EXPERIENCE

1. Attendance is **expected and** required. All clinical absences must be made up.
2. It is mandatory for students to meet the clinical objectives of the course.
3. The student must notify instructor and/or clinical facility as directed by instructor during clinical orientation if absence occurs.
4. The faculty will meet with the student to discuss fulfillment of unmet objectives.
5. Ordinarily, a \$100 fee is applied for each clinical make-up day.
6. Make-up requirements will be determined by the faculty.

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ALTERNATE CLINICAL EXPERIENCES FOR JUNIORS AND SENIORS

Purpose: The purpose of allowing alternate clinical experiences is to provide students with the opportunity to participate in a course-specific area of interest in lieu of one clinical day.

PRE-APPROVAL IS REQUIRED

Students must submit requests for alternate clinical experiences at least 2 weeks prior to the proposed experience. Requests are to be submitted to the **Course Coordinator**.

Requirements:

In order to participate, students must meet the following criteria:

1. Satisfactory performance in theory and clinical.
2. The alternate clinical experience may not be part of **community-based** learning hours, but may include structured volunteer work performed above **community-based** learning hours (e.g., peer education).
3. The alternate clinical experience must be related to nursing course work.
4. The alternate clinical experience must be **approved by the Course Coordinator who will consult with the Undergraduate Program Director for final approval.**
5. Examples of allowable experiences include:
 - ☐ Health fairs
 - ☐ Nursing conferences or student nursing conventions
 - ☐ Peer education presentations
 - ☐ Presentations
 - ☐ Special projects
6. The student will write three objectives for the day. The objectives must be linked to one or more course or program learning outcomes as found in the course syllabus and Undergraduate Nursing Handbook.
7. The student will write a one-page (250 words) reflection journal noting how the objectives were met through the alternate clinical experience and submit it simultaneously to the course coordinator and the clinical instructor within 5 days of the alternate clinical experience.
8. The student will discuss the experience with peers **per the direction of the course coordinator.**

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ALTERNATE CLINICAL EXPERIENCE FORM

Student Name _____ Date: _____

Date(s) of alternate clinical experience: _____

Proposed Experience: _____

Student Objectives for Alternate Experience (3) that are linked to course or program learning outcomes

(Attach or list on back of this page)

Note: Once the alternate clinical experience is completed, a 250 word reflection journal addressing the specific student objectives is to be submitted to the course faculty within 5 days of the planned experience.

Student Signature: _____ Date: _____

Approved : ☐ Yes ☐ No

Signature of Course Coordinator: _____ Date: _____

Signature of Undergraduate Program Director: _____ Date: _____

NURSING LICENSURE RESTRICTIONS

The Pennsylvania Board of Nursing will not issue a license or certificate to an applicant who has been:

- 1) 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
- 2) 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:
 - A. at least 10 years have elapsed from the date of the conviction;
 - B. the applicant satisfactorily demonstrates to the Board significant progress in personal rehabilitation since the conviction such that licensure should not create a substantial risk of further violations; and
 - C. the applicant otherwise satisfies the qualifications contained in this Act.

A person convicted of any felonious act may be prohibited from licensure by the Board of Nursing at any time.

*Convicted includes a judgment, an admission of guilt or a plea of nolo contendere.

STUDENT EMPLOYMENT POLICY

Students enrolled in the nursing programs that are in good academic standing are permitted to be employed during the academic year. Non-employment may be advised as a condition of academic probation.

Those students who are employed in health agencies may not be employed as professional or practical nurses unless they are currently licensed in the state in which they are employed.

Students employed as nurse aides or nursing assistants prior to the completion of the baccalaureate nursing program must work under the supervision of a professional registered nurse. Students employed in this capacity may not wear their student uniforms nor be specifically identified as students enrolled in the nursing program of the University of Scranton. Students must work within the job description outlined by the individual health agency. Students are responsible for their own acts, and should not accept assignments beyond their level of competence.

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PERMISSION FOR REVIEW OF STUDENT PAPERS

The purpose of this form is to secure written permission from students to keep a copy of any paper or assignment to serve as an example for review by representatives of accrediting agencies.

I, _____, GIVE MY PERMISSION FOR MY
_____ TO BE AVAILABLE FOR REVIEW BY
NURSING STUDENTS AND FACULTY AND BY REPRESENTATIVES OF ACCREDITING AGENCIES.

DATE: _____

STUDENT: _____

FACULTY: _____

GUIDELINES FOR INDEPENDENT STUDY

Students have the option to take 1-3 credits in independent study in any semester of the junior and senior year. Through tutorial instruction, the student will be able to do an in-depth investigation/study of a nursing area of special interest. The student may select a nursing faculty member, with the approval of the Chairperson, to direct this independent study.

Additional opportunity for independent study is offered to those students enrolled in the University who qualify for the ***Honors Program***.

In nursing courses, the students may take advantage of the campus learning laboratory or the Media Center to either study independently, or to supplement the knowledge acquired from lectures and tests.

INDEPENDENT STUDY

Course Number & Title	N484 - Independent Study in Nursing
Placement:	Junior and Senior Year
Credits:	1-3 credits
Prerequisites:	Junior or Senior status in the nursing curriculum.
Faculty:	Student's selection with Chairperson's approval
Methods of Teaching:	Tutorial instruction, independent research
Methods of Evaluation:	Written proposal and report project. Others as determined by the faculty member directing the independent study.
Course Description:	Designed for advanced student capable of pursuing independent study under the guidance of a faculty member. Registration requires approval of the Chairperson of the Department and the professor directing the study.
Overview of Course:	This course provides an opportunity for the individual student to pursue independent study of a special area of interest within nursing. The student will develop a written proposal and present it to a faculty member of the Department of Nursing. Upon approval of the proposal, the student will implement the proposal.
Objectives of Course:	To be developed by the student with the approval of the faculty member directing the study.
Outline of Content:	Design to be developed by the student and the faculty member directing the independent study.

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STANDARDIZED TESTING POLICY

The following Kaplan tests are required of traditional baccalaureate nursing students and will be taken throughout the curriculum:

1. Psychosocial A, B, C
2. Psychosocial Math A, B, and C
2. OB A and OB Growth and Development
3. Pediatric A Nursing Care of Children Math
4. Medical-Surgical Nursing Comprehensive A
5. Diagnostic A

Most tests will be administered at the end of the semester. Students must remediate following each test. The Kaplan Diagnostic A exam will be administered at the beginning of the Spring semester. Other tests may be required at the discretion of the faculty. Fees for these tests will be included in semester costs. Tests may be administered during dead week.

Scores on the Kaplan Diagnostic A exam at the start of the senior spring semester will determine whether or not students are required to complete any additional tutoring along with Nursing 491: Nursing Senior Seminar, and the Kaplan Review Course.

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Constitution of the Student Nursing Association of the University of Scranton

ARTICLE I - NAME

The name of this organization shall be the Student Nursing Association of the University of Scranton, hereafter referred to as the Student Nursing Association (SNA).

ARTICLE II - PURPOSE

The purpose of this Association shall be:

- a) To foster interest in and knowledge of the current trends and issues in the profession of Nursing
- b) To create an atmosphere of collegiality between and among students and faculty
- c) To broaden the interest of the University community and the Community at large in health related issues

ARTICLE III - MEMBERSHIP

Membership in the Nursing Association will be open to all students enrolled in the University of Scranton regardless of race, sex, color, or national origin.

ARTICLE IV - DUES

Dues will be paid in this Association on an incoming basis, as the student wishes to join the Association. A set price for dues will be decided by vote among members and officers.

ARTICLE V - OFFICERS

Section 1: The officers will be:

- a) President
- b) 1st Vice President
- c) 2nd Vice President
- d) Secretary
- e) Treasurer
- f) Signs and Symptoms Editor

Section 2: As of the nominations and elections for the 1995-1996 school year the President shall be in their junior year to be eligible for election. The 2nd Vice President shall be in either their freshman or sophomore year. The 1st Vice President shall either be in their sophomore or junior year. The Secretary, Treasurer, and Newsletter Editor will be in their freshman, sophomore, or junior year.

Section 3: A candidate for office must be in good standing, i.e., dues paid, satisfactory attendance record, and good scholastic record.

- Section 4: During the regular April meeting any students meeting the afore-stated qualifications may nominate themselves for the office of their choice. Nominations must be presented in writing to the secretary one week in advance of the April meeting. The membership will then vote by secret ballot on the offices in order of their importance. Both nominations and elections will take place at the same regularly scheduled meeting.
- Section 5: The votes cast by members of the Nursing Association shall be counted by the current Vice Presidents and the Faculty Moderators. Numerical results will be available to the candidates.
- Section 6: Installation of all officers shall take place at the regularly scheduled meeting in May following their election. The term of office shall be one year.
- Section 7: The duties of the officers shall be:
- (a) President:
 - (1) To preside at all meetings, both regular and special
 - (2) To preserve order and decorum during meetings
 - (3) To enforce due observance of the Constitution
 - (4) To appoint the majority of members to committees
 - (5) To plan, initiate and conduct programs/activities for the Association
 - (6) To serve as a member ex-officio of all committees
 - (7) To represent the Association at public functions
 - (b) 1st Vice President:
 - (1) To aid and assist the President in the discharge of his/her duties
 - (2) To preside over meetings in the absence of the President in rotation
 - (3) To appoint the majority of members to committees
 - (4) To arrange the publicity for the Association
 - (c) 2nd Vice President:
 - (1) To aid and assist the 1st Vice President with the above mentioned functions
 - (2) To maintain effective communication of all association functions to underclassmen students
 - (3) To communicate all underclassmen concerns, suggestions, and questions to all other officers

(d) Secretary:

- (1) To record and maintain the proceedings of meetings
- (2) To call the roll of all officers and members present at all meetings and record the attendance in the minute book
- (3) To read the minutes at the following meeting
- (4) To keep a record of all the names and addresses of members of the Association
- (5) To keep a complete record of all committees
- (6) To conduct all correspondence of the Association
- (7) To post notice of regularly scheduled meetings one week in advance of the meeting

(e) Treasurer:

- (1) To collect and record all monies due the Association from any and all sources
- (2) To pay all valid bills, by check, at the order of the President and Faculty Moderators
- (3) To maintain and submit an annual financial report to the Nursing Association officers at each regular meeting and at the last meeting of the academic year

(f) Signs and Symptoms Editor:

- (1) Will assume printing and editing responsibilities associated with this position.
- (2) Will set deadlines necessary for bisemester publications of Signs and Symptoms in October, December, February, April, and make the President, Class Representatives, Committee Chairs and others interested aware of these deadlines prior to the 1st meeting of each semester
- (3) Will ensure that content of Signs and Symptoms includes updated information on local chapter, state, and national student nurses association activities
- (4) Will appoint a variety of newsletter committee members and writers

Section 8:

(a) Class Representatives:

- (1) Maintain lines of communication between the officers of the Nursing Association and the freshman, sophomore, junior and senior nursing majors

- (2) The Class Representatives must attend two of the three semester meetings or send an alternate in their place
- (3) Nominations will be held the Third week in September

(b) The Advisory Board:

- (1) The Advisory Board will consist of the President, 1st and 2nd Vice Presidents, Secretary, Treasurer, Class Representatives, and Faculty Moderators. Any member of the Advisory committee may call for a meeting of this board prior to Association meetings in order to discuss ideas or concerns regarding the Association.

ARTICLE VI - VACANCIES

Section 1: The vacancy of any office shall be filled according to the procedures in ARTICLE V, Sections 4 and 5 at the meeting immediately following the vacancy. The election will be effective immediately.

Section 2: If the vacancy occurs in any office within sixty (60) days prior to the date of the regular election, the President shall appoint someone who fulfills the qualifications to fill the unexpired term.

ARTICLE VII - RESIGNATIONS

Officers shall have the privilege of resigning at any meeting. Their resignation must be submitted in writing.

ARTICLE VIII - IMPEACHMENT

Section 1: Failure to carry out duties, cheating members of personal satisfaction, failure to enforce the constitution, and lack of interest in the affairs of the Association shall be cause for impeachment of any officer.

Section 2: Three-fourths vote of the Association membership with the approval of the Faculty Moderators shall be required for impeachment.

ARTICLE IX - FACULTY MODERATORS

- Section 1:
- (a) Two Faculty Moderators of the Nursing Association shall serve as advisors to it.
 - (b) The Faculty Moderators will be elected by the Student Nursing Association membership on an every other year basis.
 - (c) The Faculty Moderators serve two (2) year terms.

Section 2: Duties of the Faculty Moderators shall be:

- (a) To provide guidance, counsel and encouragement to the membership and officers
- (b) To ensure that all activities and programs of the Association are in keeping with general policies and traditions of the University
- (c) To encourage the selection of capable leadership to insure continuity of the Association and the maintenance of an effective program of activities of benefit to the membership, the University Community and the Community at large.

ARTICLE X - MEETINGS

Section 1: There shall be at least one regular meeting per month during the academic year. The time and place of the meeting shall be determined at the beginning of each academic year.

Section 2: Special meetings may be called at any time by the President, the Faculty Moderators or two-thirds of the membership.

Section 3: All meetings shall be governed by Robert's Rules of Order, Revised.

Section 4: A quorum shall consist of two-thirds of the Association membership at any meeting, regular or special.

ARTICLES XI - AMENDMENTS

The Constitution may be amended by a two-thirds vote of the members present and voting at any regular scheduled meeting.

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NURSING HONOR SOCIETY OF THE UNIVERSITY OF SCRANTON
SIGMA THETA TAU
IOTA OMEGA CHAPTER

- I. Definition – An association of primarily collegiate members and chapters whose purposes are to encourage and recognize superior scholarship and/or leadership achievement at the undergraduate level.
- II. Mission
Sigma's mission is advancing world health and celebrating nursing excellence in scholarship, leadership, and service.
- III. Purposes
 - 1. Recognize superior achievement.
 - 2. Recognize the development of leadership qualities.
 - 3. Foster high professional standards.
 - 4. Encourage creative work.
 - 5. Strengthen commitment to the ideals and purposes of the profession.
- IV. Undergraduate Student Membership Criteria
 - 1. Completed at least ½ of the nursing curriculum.
 - 2. Rank in the upper 35% of the graduating class.
 - 3. Must have a cumulative GPA of at least 3.0 on a 4.0 scale.
 - 4. Meet the expectation of academic integrity.
- V. A nurse in the community, with a minimum of a baccalaureate degree, who has demonstrated marked achievement in nursing education, practice, research, or publication, is eligible for membership.
- VI. Benefits of Membership:
 - 1. Career Assistance to advance your career, expand your knowledge, or take the next step along your career path.
 - 2. Connect with other members in person or electronically. Become involved by participating in your chapter, volunteering, or attending events.
 - 3. Develop your professional skill set while earning continuing nursing education credits.
 - 4. Read Sigma publications to stay up to date with the latest research and nursing trends.
 - 5. Take advantage of services, products, and partnerships developed to support you throughout your career.
 - 6. Recognize those who have contributed to nursing, and receive recognition for your successes.

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POLICIES AND PROCEDURES FOR THE
REGISTERED NURSE AND THE LICENSED PRACTICAL NURSE STUDENT
IN THE BACCALAUREATE NURSING PROGRAM
AT THE UNIVERSITY OF SCRANTON

All RN and LPN to BSN students must adhere to the same clinical requirements as traditional undergraduate students (see university catalog).

Registered Nurse Students and the Baccalaureate Nursing Program

Professional nursing education is based on a broad foundation in the humanities and sciences necessary for an appreciation of the holistic nature of a person, the person's well-being in general, and health in particular. Based on a synthesis of these foundational courses, the nursing courses are designed to expand student's knowledge base and facilitate the comprehension of complex concepts, skills, and attitudes relevant to the practice of professional nursing.

The program for the registered nurse student capitalizes on the strengths and availability of its existing generic curriculum while recognizing the unique needs of the registered nurse student. The registered nurse student is recognized as an adult learner who comes with a diversity of life experiences, education and clinical expertise, as well as motivation and ability to learn independently and collaboratively. To facilitate advanced placement, opportunity is provided for students to validate previously acquired educational and clinical competencies.

As facilitators, faculty guide registered nurse students in dealing with issues which prepare them to function in an evolving role in a changing society. The roles and functions of nurses in professional practice demand decision-making that is independent as well as collaborative, in the care of individuals, families, groups, and communities. As a promoter of healthy behaviors and a provider of care for the ill, professional nurses utilize concepts and theories from the natural and social sciences, the humanities, and nursing. Advanced education for leadership positions in practice, education, research, administration, and consultation build on baccalaureate nursing preparation.

The nursing program, accredited by the Commission on Collegiate Nursing Education, is open to all registered nurses who meet admission requirements. The registered nurse student may enroll on either a full- or part-time basis.

An accelerated track is available for qualified students interested in graduate education.

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Policies and Procedures of the RN to BSN Program

To apply for admission to the RN to BSN program, students should follow the regular admissions process and submit the following with completed application forms and fees:

- Official transcripts from high school, nursing school and other colleges attended.
- A copy of current Pennsylvania Registered Nurse License.
- A letter of recommendation from the nursing supervisor.

Transcripts are individually reviewed and evaluated. Transfer courses, especially courses in the sciences, must be equivalent to courses in the nursing program at The University of Scranton (science courses taken at a non-degree program are accepted if they were taken at an affiliated college and received college credit); a grade of C or better must have been earned.

Student Policies: RN Track

- Ordinarily, to continue in the nursing program, the RN student must enroll in a minimum of one course in each regular semester.
- The RN student is expected to complete the degree requirements within seven years from the date of admission. 57 credits in Nursing are required for the degree, 38.5 of which may be earned by verifying current employment or graduation through an original RN program less than 10 years prior to acceptance. The 38.5 validation credits are posted on the student's official transcript.
- Students must have completed at least 100 credits prior to enrollment in NURS 493. Completion of all course work toward the baccalaureate degree is suggested prior to enrollment in NURS 474.
- Nursing students must achieve a grade of C or better in the major and cognate courses. Once the student is enrolled, all Nursing courses must be taken at The University of Scranton.
- Before students begin clinical work, they must submit copies of their professional malpractice-liability insurance policy, evidence of current licensure, CPR certification, Pennsylvania Criminal Background Check, FBI Background Check for students living outside of Pennsylvania, Pennsylvania Child Abuse Background check. In addition a current physical exam and two step PPD test are required prior to clinical courses.
- Registered nurse students must take Nursing 241, 242, 493 and a nursing elective or designated options with faculty advisor approval. Nursing 241 and Nursing 242 are designed as bridge courses for the registered nurse student.

Students who have earned an overall GPA of 3.2 or higher and completed 90 undergraduate credit hours including NURS 241 and NURS 242 may choose an accelerated track toward the M.S.N. Graduate course substitutions can be made for undergraduate NURS 474, 493 and electives. Additional information is available from the Program Coordinator.

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NURSING CREDITS

Nursing Courses Taken by RN Students

Nursing 241	Perspectives in Professional Nursing	3
Nursing 242	Assessment of Health Patterns	3
Nursing 471	Community Health Nursing	3.5
Nursing 474	Special Topics in Nursing Leadership	3
Nursing Elec.	Nursing Elective	3
Nursing 493	Nursing Research	3

Total 18.5 Credits

Credits Earned by Validation

Nursing 251	Nursing Related to Health Patterns	4
Nursing 262	Pharmacology I	1
Nursing 360	Pharmacology II	1
Nursing 361	Pharmacology III	1
Nursing 350	Nursing Care of the Adult I	5.5
Nursing 352	Mental Health Nursing	5.5
Nursing 371	Nursing Care of the Adult II	5.5
Nursing 373	Nursing Care of the Child Bearing Family	5
Nursing 452	Nursing Care of Children and Adolescents	4.5
Nursing 450	Nursing Care of the Adult III	5.5

Total 38.5 Credits

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RN to BSN in Nursing Curriculum

Department and Number	Descriptive Title of Course	Credits
First Year		
COGNATE	CHEM 110-111 - (E) Introductory Chemistry	6
COGNATE	BIOL 110-111 - (E) Structure and Function of the Human Body	8
GE WRTG	WRTG 107 – (FYW) Composition	3
GE PHIL	PHIL 120 - Introduction to Philosophy ¹	3
GE S/BH	S/BH ELECT–Social/Behavioral Science Elective ^{1,2}	3
GE Elective	Eloquentia Perfecta	3
		26
Second Year		
MAJOR	NURS 241 - (W) Perspectives in Professional Nursing	3
MAJOR	NURS 242 - Health, Illness and Assessment	3
COGNATE	BIOL 210 - Introductory Medical Microbiology	3
COGNATE	NUTR 220 - Nutrition for the Health Professions	3
COGNATE	PSYC 210 - (Q) Statistics in the Behavioral Sciences or EDUC 120 - (Q,W) Applied Statistics	3
GE T/RS	T/RS 121 - (P) Theology I: Introduction to the Bible	3
GE PHIL–T/RS	PHIL 210 - Ethics –T/RS 122 - (P) Theology II: Introduction to Christian Theology	6
GE HUMN	HUMN ELECT - Humanities Electives	9
GE S/BH	S/BH ELECT - Social/Behavioral Science Elective ²	3
		36
Third Year		
MAJOR	NURS - Nursing Validation Credits	38.5
GE PHIL-T/RS	PHIL-T/RS ELECT - Philosophy or T/RS Elective ¹	3
GE ELECT	FREE ELECT - Free Electives ²	6
		47.5
Fourth Year		
MAJOR	NURS 471 - (D) Community Health Nursing ^{3,4}	3.5
MAJOR	NURS 474: Nursing Leadership and Management ⁵	3
MAJOR	NURS ELECT - Nursing Elective ⁵	3
MAJOR	NURS 493 - (W) Research in Nursing ⁵	3
GE HUMN	HUMN ELECT - Humanities Elective	3
GE ELECT	FREE ELECT - Free Elective ^{5,6}	3
		18.5

Total: 128 Credits

¹ Fall or spring

² Department recommendation: PSYC 110 , PSYC 221 or PSYC 225

³ Portfolio option available

⁴ Clinical Practicum Fee

⁵ Optional B.S./M.S. course substitution

⁶ Department recommendation: PHIL 212

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POLICY FOR VALIDATION CREDITS

Registered nurses accepted into the RN-BSN Track at the University of Scranton will earn 38.5 credits valid only toward the baccalaureate degree at the University of Scranton. The following criteria must be met to receive the 38.5 credits:

- a. The applicant graduated from their nursing program no more than ten years prior to acceptance into the program
and/or
- b. The applicant is directly involved in professional nursing practice and is currently licensed as a registered nurse.

Registered nurses who graduated more than 10 years ago and have not been practicing will need to complete an examination process.

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Policies for Precepted Experiences [RN to BSN Program]

Formal arrangements are made between The University of Scranton and preceptors. An agreement specifying the exact arrangements will be sent to each preceptor or preceptor designee. Preceptors may be utilized for Nursing 471 (Community Health Nursing) and Nursing 474 Nursing Leadership and Management in the RN to BSN Program. Precepted experiences will provide RN students with the knowledge and principles necessary to be leaders in the community.

The role & requirements of the preceptor includes:

- ★ Orienting the student to the clinical site
- ★ Facilitating a mutually respectful environment for learning
- ★ Serving as an excellent role model.
- ★ Observing and reviewing clinical management
- ★ Providing on-going feedback and evaluation to the student
- ★ Directing the student to resources and readings
- ★ Having a bachelor's degree in nursing with 3 years of experience in the specialty role.

Nursing faculty will visit the precepted student at the clinical site at least one time during the clinical rotation. Preceptors will work with University of Scranton faculty and may serve as clinical instructors, supervisors, and evaluators. The nursing faculty member is chiefly responsible for grading each student in conjunction with input from the preceptor who has observed the student while in the clinical setting.

Ongoing and immediate feedback by the preceptor and U. of S. faculty will be provided to the student throughout the experience. The nursing faculty member and the preceptor are expected to provide written evaluation of the student's progress utilizing evaluation tools provided by the faculty. The nurse faculty member will complete the course specific clinical behavior evaluation form (N471, N474). The preceptor will complete a narrative preceptor evaluation form (PEF). The student will have the opportunity to discuss, read and sign both written evaluations. If the preceptor has concerns about a student's performance or conduct at the clinical site, the preceptor should contact the student's faculty instructor, the RN to BSN program director or the chairperson of the Department of Nursing.

Preceptors are encouraged to maintain active communication with the student's faculty instructor, the RN to BSN program director or the chairperson of the Department of Nursing should questions or concerns arise. Although not a requirement, preceptors are encouraged to give their input on course content, learning activities and other aspects of instruction. Preceptors are also welcome to attend on-campus student conferences and serve as guest lecturers.

Contact information for the Department of Nursing (570.941.7673; nursing@scranton.edu)

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The University of Scranton Department of Nursing

The LPN to BSN in Nursing option is for students who have completed an National League for Nursing ACEN accredited Licensed Practical Nurse program.

The licensed practical nurse (LPN) student is recognized as an adult learner who comes with diverse life experiences, education and clinical skills, as well as motivation and ability to learn independently. To facilitate advanced placement, opportunity is provided for students to validate, by examination, previously acquired educational and clinical competencies.

Licensed practical nurses seeking admission to the baccalaureate nursing program must meet the admission criteria for the University and submit a valid Pennsylvania LPN license. LPNs enroll as students in The Panuska College of Professional Studies.

Planning for Enrollment

During the final 4 semesters, a full-time student normally attends on-campus classes during the day 2-3 days per week, in addition to either on-campus labs or off-campus clinical labs two days per week. Clinical experiences typically occur during day or evening shifts. Most clinical sites are located within 10 to 30 minutes of the campus by car.

Nursing students are advised not to work during their course of study in the nursing program. Time management is crucial throughout the program; students who choose to work while attending school full-time often experience difficulty coordinating their educational, work, and personal commitments.

Minimum Criteria for Enrollment in Nursing Courses

- Completion of specified prerequisite course work.
- A minimum of 2.00 [grade of C] in each prerequisite course.
- No more than one repeat of a prerequisite course.
- Students who score less than 13 on the math placement exam will be advised to take a remedial math course.
- Submit required civil, administrative, and criminal history clearance records.
- Must demonstrate the ability to meet the "Essential Functions and Safety Standards of Nursing" described in the Policy Handbook of the Department of Nursing.

LPN to BSN Program Prerequisites (20 credits) must be completed with a C or higher:

- Bio 110w/lab: Structure & Function I (4 credits)
- Bio 111w/lab: Structure & Function II (4 credits)
- Chem 110/111: Introductory Chemistry (6 credits)
- Psych 210: Statistics in the Behavioral Sciences (3 credits)
- Writing 107: Composition (3 credits)

NOTE: *'Prerequisite' courses must be completed prior to enrolling in nursing courses, while 'co-requisite' courses may be completed concurrently with some nursing courses.*

LPN-BSN: Criteria for Progression in the Nursing Program

- A minimum cumulative grade point average of **2.70** in sophomore nursing course work (N241, N242, and N262).
- A cumulative grade point average of **2.50** or higher.

Credit by Examination [14cr lecture & 10.5cr lab/total of 24.5 credits]

All LPN-BSN students are eligible to earn credits for clinical courses in the content areas of Fundamental Skills, Maternity, Pediatrics, and Basic Medical-Surgical Nursing. The Clinical Skills Challenge Exams are offered in June and July of each year. Enrollment in the Clinical Skills Challenge is required for the extended summer session.

Advanced Placement Options: [14cr lecture]

***Kaplan Integrated Testing raw score of 68 required on all tests.**

Maternity & Pediatric Nursing – Advanced Placement Exams [6cr] N373, N452

Nursing Care of the Adult–I and II Advanced Placement Exam (8cr) N251, N350, N371

Clinical Skills Challenge - Practicum Testing: [10.5cr lab]

Maternity/Pediatrics & Basic Medical-Surgical Skills [10.5cr- 251L, 350L, 371L, 373L, 452L]

All LPNs are required to enroll in Nursing 450 and Nursing 450 Lab

Advanced Placement examination credits are only applicable to the nursing major at the University of Scranton, are not calculated in the GPA, and are not transferrable to another major. Additional transfer or portfolio credits for other course work may be earned as per university and departmental policy.

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In addition to major courses, students must complete required General Education Courses that may be taken at any level of the curriculum.

Course of Study in the Nursing Major (Upon completion of pre-requisite courses)

Level I

Fall

Bio 210w/lab: Introductory Medical Microbiology (3 cr)
Nursing 241 – Perspectives in Professional Nursing (3cr)
Nursing 262 - Pharmacology I (1.5cr)

Spring

Nursing 242/lab – Health, Illness & Assessment (3cr)
Nutrition 220 - Nutrition for the Health Professions (3cr)

Level II

Fall

Nursing 350 - **Nursing Care of the Adult I (3cr)
Nursing 352 - Mental Health Nursing/Lab (5.5cr)
Nursing 360 - Pharmacology II (1.5cr)

Spring

Nursing 371 - **Nursing Care of the Adult II (3cr)
Nursing 373- **Nursing Care of the Childbearing Family (3cr)
Nursing 361 - Pharmacology III (1.5cr)

Fall

Nursing 450w/lab - Nursing Care of the Adult III (5.5cr)
Nursing 452** - Nursing Care of Children & Adolescents (3cr)
Nursing 493 Research in Nursing (3cr)

Level III

Nursing 471w/lab - Community Health Nursing (3.5cr)
Nursing 472w/lab – Advanced Nursing Concepts (6cr)
Nursing 491 – Senior Seminar (1cr)

Post-Graduation Requirement

NCLEX Four [4] Day Review Course - After graduation

** Nursing Care of the Adult I & II (N350 and 371) - Nursing Care of the Childbearing Family (N373 and N452) can be challenged by Advanced Placement examinations.

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NURSING CURRICULUM LPN to BSN

	Dept. and No.	Descriptive Title of Course	Credits	
			FALL	SPRING
FIRST YEAR				
GE NSCI	CHEM 110-111	Introduction to Chemistry	3	3
GE NSCI	BIOL 110-111	Structure & Function	4	4
GE Elective	EP	Eloquentia Perfecta		3
GE WRTG	WRTG 107	(FYW) Composition		3
GE PHIL-T/RS	PHIL 120	Introduction to Philosophy	3	
GE S/BH	PSYC 110	Fundamentals of Psychology	3	
GE QUAN	PSYC 210	Psychological Statistics		3
			13	16
SECOND YEAR				
MAJOR	NURS 241	Perspectives in Professional Nursing	3	
MAJOR	NURS 242	Health, Illness and Assessment		3
MAJOR	NURS 251 ^{4*}	Fundamentals of Nursing		4
MAJOR	NURS 262	Pharmacology I		1.5
COGNATE	NUTR 220 ¹	Nutrition for Health Professions		3
COGNATE	BIOL 210	Introductory Medical Microbiology	3	
GE PHIL-T/RS	PHIL 210	Ethics	3	
GE PHIL-T/RS	T/RS 121-122	Theology I-II	3	3
GE HUMN	HUMN ELECT	Humanities Elective	6	
GE S/BH	PSYC 225 ³	Abnormal Psychology		3
			18	17.5
THIRD YEAR				
MAJOR	NURS 350*-371 [*]	Nursing Care of the Adult I-II	5.5	5.5
MAJOR	NURS 352	Mental Health Nursing	5.5	
MAJOR	NURS 373 [*]	Nursing Care of the Childbearing Family		5
MAJOR	NURS 360-361	Pharmacology II-III	1.5	1.5
GE PHIL-T/RS	PHIL 212 ³	Medical Ethics	3	
GE ELECT	FREE ELECT	Free Elective		3
			15.5	15
FOURTH YEAR				
MAJOR	NURS 450	Nursing Care of the Adult III	5.5	
MAJOR	NURS 452 [*]	Nursing Care of Children & Adolescents	4.5	
MAJOR	NURS 493	Research in Nursing	3	
MAJOR	NURS 471	Community Health Nursing		3.5
MAJOR	NURS 472 ²	Advanced Nursing Concepts		6
MAJOR	NURS 491	Senior Seminar		1
GE HUMN	HUMN ELECT	Humanities Elective	3	3
GE ELECT	FREE ELECT	Free Elective		3
			16	16.5

TOTAL:

127.5 CREDITS

***Credit by Exam Optional**

¹Fall or spring semester

²ROTC option available

³Recommended by the department

⁴Service Learning

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CLINICAL POLICIES AND PROCEDURES

HEALTH PROGRAM

It is the policy of the University of Scranton that all freshman students submit a history and physical exam to the student health center. There are no clinical requirements during the freshman academic year. Student's entering the sophomore year are required to submit a pre-entrance health examination to the Department of Nursing. The following documentation must be submitted prior to the first day of class in the fall semester of the sophomore year.

The sophomore level pre-entrance health examination shall include:

- ✓ A complete health history and physical examination administered by a physician or qualified specialized nurse clinician of the student's choice.
- ✓ A tuberculin skin test; the PPD or Mantoux test is the only acceptable test. The initial PPD done prior to the onset of the sophomore level must be a two-step PPD. If the PPD test is positive, or the student has a history of a positive PPD, a chest x-ray is required with a completed "Tuberculosis Symptom Screening Questionnaire".
- ✓ Evidence of receiving the series of three immunizations for poliomyelitis is required.
- ✓ Students must also show evidence of immunity to measles, mumps, and rubella by providing:
a) documentation of receiving the series of two vaccinations of MMR, OR b) laboratory evidence of immunity as indicated by positive IgG titers for measles, mumps, and rubella. If the student was never vaccinated and provides evidence of a negative or equivocal IgG titer to measles and/or mumps, the student must provide documentation of having received two doses of the MMR vaccine 28 days or greater apart. If the student is not immune to rubella one documented dose of MMR is required or one dose of live rubella vaccine.
- ✓ Students must provide evidence of immunization for tetanus/diphtheria within the past 10 years. A onetime dose of Tdap (Adacel or Boostrix) is required.
- ✓ Immunity to varicella is required and proof of immunity is evidenced by: providing documentation of receiving two doses of the varicella vaccine, OR submitting a positive IgG titer for varicella.
- ✓ Hepatitis B immunization is strongly recommended. Students are required to submit documentation of receiving the three dose series of the hepatitis B vaccine. In lieu of providing evidence of receiving the hepatitis B vaccine series the student can submit a hepatitis B surface antibody titer level indicative of immunity. If the student has not received the vaccine and/or is not immune to hepatitis B as indicated by their hepatitis B surface antibody titer level, it is strongly recommended that the student receive the vaccine series, if the student does not intend to receive the vaccine series, he/she must sign and submit a hepatitis B vaccine declination form to the department of nursing.

- ✓ Evidence of health insurance coverage annually, that is accepted in the State of Pennsylvania, while enrolled in the nursing program.
- ✓ A drug screening test is required **prior to each semester** enrolled in a course with a clinical component through Castlebranch.com.
- ✓ An influenza vaccine is required each year for the current flu season. The deadline date to receive the flu vaccine is October 15th.

Prior to the beginning of each subsequent academic year in which the student is enrolled in the nursing program, the student will submit the following:

1. A recent PPD (within the past 3 months). Students with a history of a positive PPD test must complete a "Tuberculosis Symptom Screening Questionnaire" annually. If there are any positive findings on the questionnaire a repeat chest x-ray is required. Any students who's PPD has converted to positive since the previous PPD must provide a chest x-ray and a completed "Tuberculosis Symptom Screening Questionnaire."
2. Other diagnostic examinations which are deemed necessary for the promotion of health.
3. Evidence of completed immunizations as indicated previously.
4. Health insurance coverage that is acceptable in the State of Pennsylvania.
5. Drug testing per policy.

The student must upload their health record, which includes all of the above mentioned requirements, to their Castle Branch account. It is the responsibility of the student to keep their account up-to-date.

The student **WILL NOT** be able to attend clinical if all appropriate completed physical exams, diagnostic studies and immunizations, and documented health insurance coverage are not uploaded to their Castle Branch account for viewing by the Clinical Coordinator by the due date. Health documents may be provided to clinical agencies upon request with student approval.

Student health records will remain on the Castle Branch site for a minimum of five years post-graduation.

HEPATITIS B IMMUNIZATION

Prior to the first clinical experience in the sophomore year, students will be required to submit proof of Hepatitis B immunization or a Hepatitis B surface antibody titer level. If the results of the Hepatitis B antibody titer indicate lack of immunity the student is encouraged to repeat the vaccination series, if the student refuses the vaccine and/or has a negative Hepatitis B surface antibody level he/she must sign a Hepatitis B vaccine declination form.

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INFLUENZA VACCINE

The influenza vaccine is required yearly for all sophomore, junior, and senior nursing majors for the current flu season. The deadline to receive the flu vaccine is October 15th.

INSURANCE

Students enrolled in the nursing program are responsible to have health and accident insurance. In addition, students are required to purchase professional liability insurance prior to the second semester of the sophomore year, i.e., prior to the first clinical nursing course, Nursing 251. The University purchases this liability insurance and the student pays the annual premium, which is included in the Laboratory Fees. Each student must then maintain liability insurance throughout enrollment in the nursing courses. If an incident occurs, the University Report Form will be utilized and placed in the students file, with a copy sent to the Dean and the original sent to the Treasurer's office.

CPR CERTIFICATION POLICY

Prior to initial clinical experience in the sophomore year, and continuously through graduation, students enrolled in the nursing program must be certified in Cardiopulmonary Resuscitation (CPR) and AED for health care providers. All students must have a current American Heart Association Basic Life Support, "BLS Provider" CPR, and Automated External Device (AED) two-year certification card. Current CPR certification will be verified prior to initial clinical experience each year.

BACKGROUND CHECKS AND DRUG TESTING

A Pennsylvania criminal background check (Act 169) and child abuse background check (Act 34) are required prior to enrollment in Nursing 250, additionally, *out of state* residents must also complete an FBI background check through the **Pennsylvania Department of Aging**, and *in-state* residents must complete an FBI background check through the **Pennsylvania Department of Human Services**. All students **must** be fingerprinted in Pennsylvania. Afterwards, a **yearly** PA criminal background check, PA child abuse background check and FBI background check through the **Pennsylvania Department of Human Services** are required prior to the start of the junior and senior academic school years.

Students will receive instructions from the Lab Director to register online at CastleBranch. Further instructions on obtaining background checks will be provided to the student from CastleBranch. The results of some background checks are mailed to the student's residence and need to be uploaded to CastleBranch by the students before the deadline.

Students and the Lab Director are able to view results on CastleBranch's secure website. Background check results may be shared with clinical agencies upon request. A positive background check may prohibit a students from participating in the clinical requirements of the course.

Drug Testing is required by clinical agencies and students will be tested prior to the start of each semester with a clinical component starting at the sophomore level. Drug testing is coordinated

through CastleBranch. Students will register and pay for a drug test at CastleBranch. CastleBranch provides information on obtaining a drug test and automatically posts the results to the student's account to be viewed by the student and Lab Director. A positive drug test may prohibit the student from participating in the clinical requirements for the course.

Students should be aware that Pennsylvania law prohibits licensure of individuals convicted of felonies related to controlled substances, and may prohibit licensure if there is a conviction for a felonious act.

A STUDENT WILL NOT BE ALLOWED TO ATTEND CLINICAL WITHOUT SUBMITTING THE REQUIRED BACKGROUND CHECKS AND DRUG TESTING RESULTS BY THE ASSIGNED DUE DATE.

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UNIFORM POLICY

It is expected that students will attend clinical sites in clean and presentable uniforms as indicated per the clinical setting and adhere to the uniform policy. Failure to do so will result in the student being sent home, require the student to makeup the clinical day, and to assume additional clinical fees associated with the makeup day. Students will wear the school uniform in designated clinical agencies. Students must change from their uniforms to street dress as soon as possible following completion of their laboratory assignment.

During the sophomore year, students will purchase two sets of the uniform scrubs, and a lab coat to be worn in the clinical setting. Students will wear the school nursing uniform in all medical-surgical and adult nursing settings, unless otherwise specified. Students must wear business casual attire (no jeans or leggings), or their nursing uniform, as well as their lab coat for clinical preparation.

Students will wear a designated uniform in all in-patient clinical settings. Students may wear a white t-shirt under their scrubs. In the maternity clinical setting students must wear appropriate dress for travel to and from clinical and change into their scrubs in the clinical setting. The attire for community health and mental health clinical rotations is a white oxford shirt with University of Scranton embroidered logo, navy pants, and a lab coat.

When students are assigned to agencies in which uniforms are not required, it is expected that they dress professionally in dress pants and shirt. The attire should allow for safety and freedom of movement in clinical activities. Jeans, yoga pants/leggings, or low-cut shirts are not allowed under any circumstances.

Your name should be visible on the left side of the lab coat and scrub top. Students are expected to be neat, clean and well groomed. Hair should be appropriate in style and color for professional practice. No jewelry is allowed except a wedding band and small pierced ear studs (one stud per ear lobe). Jewelry may not be worn on any other pierced body part. Tattoos must be covered. No visible tattoos are permitted. No nail polish, artificial nails, or fragrances are to be worn in the clinical area. Nails must be neat, trimmed, and finger-tip length as not to interfere with the provision of safe nursing care in the clinical setting.

Students should wear a non-skid approved nursing shoe, and are **not** permitted to wear clogs, sneakers, or sling backs in the clinical area. Students are expected to wear a watch with a second hand, and carry a pair of bandage scissors.

Uniform Policy for Obtaining Clinical Assignments

While obtaining assignments a lab coat with a nametag must be worn over clothing. The clothing should be professional. Failure to follow this policy will result in the student's dismissal from clinical.

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Department of Nursing Social Media Policy

Social media is defined as mechanisms for communication designed to be disseminated through social interaction, created using easily accessible and scalable publishing techniques. Social media is commonly thought of as a group of Internet-based applications that allow for the creation and exchange of user-generated content. Examples include but are not limited to LinkedIn, Wikipedia, Flickr, blogs, podcasts, RSS feeds, Twitter, Facebook, YouTube, and MySpace. In addition to the following guidelines, students are expected to adhere to the American Nurses Association Code of Ethics¹ and the National Council of State Boards of Nursing's Guide to the Use of Social Media², while engaging in the use of social media. Students must represent The University of Scranton (University) and the Department of Nursing (Department) in a fair, accurate and legal manner while protecting the brand and reputation of the University.

- Students may use social media to discuss, among other things, other students. But they are restricted as Nursing students from doing so when it would reveal information that is otherwise confidential to the Program.
- Students may not post confidential or proprietary information about the University, staff, students, clinical facilities, patients, or others with whom students have contact in the role of a University student.
- Students must be mindful of copyright and fair use and must not violate intellectual property rights.
- No University or Department marks, such as logos and graphics may be used on personal social media sites.
- Computers or cell phones in the clinical setting will be used only as authorized by faculty and in accordance with agency policies.
- No personal phone conversations or texting are allowed at any time while in patient areas or in the classroom.
- Use of computers (PDAs, Notebooks, etc.) during class shall be restricted to note taking and classroom activities. Further use of computers in the classroom setting is at the discretion of the instructor.
- Students may not record (audio or video) professors, guest speakers, or fellow students for personal or social media use without the expressed permission of the faculty, guest, or fellow student.
- Students may not photograph or record patients nor may students post or otherwise transcribe or transfer any recordings of patients, whether legitimate or not, via social networking.
- Students may not post or share clinical or class materials developed by Department faculty or staff without express written permission.

Violation of the Social Media Policy will result in disciplinary action in accordance with the Department's Professional Behaviors Policy, up to and including dismissal from the program.

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Guidelines for Selection for Non-Traditional Clinical Experiences, Travel Courses and Service Trips

The following guidelines outline the selection process for non-traditional clinical experiences, travel courses and service trips. Students may be responsible for providing and paying for their own transportation and accommodations for these experiences. This will be communicated before the selection process occurs.

Some experiences require an application or interview. Not all students are guaranteed a spot for an experience.

Students must meet the following requirements to be considered eligible for an experience:

1. No repeated violations of The University of Scranton, Department of Nursing policies, or University Code of Conduct
2. Clinical clearances without infractions

Lottery Process

In the event where there are more qualified student applicants (students) interested in participating in an experience then there are available slots, selection will occur via a lottery. The lottery procedure will occur as follows:

1. All eligible student names will be placed in a receptacle.
2. A meeting will be held where the names will be drawn from the receptacle. Students are invited to attend the meeting; however, attendance is not mandatory for selection.
3. Students whose names were drawn will typically be notified within two weeks and will receive further directives regarding the experience from the Nursing Lab Staff and/or the Faculty Coordinator.
4. Five additional names will be drawn and these students will be placed on a waiting list (in the order they were drawn). There may not be a need to select anyone from the waiting list.
5. Although selected via lottery for the experience, the selection is conditional. If any of the following that occur after the selection process has taken place, the student may be in jeopardy of being removed from the experience:
 - Violation of a University of Scranton or Department of Nursing policy
 - Academic difficulty
 - Any unprofessional behavior as outlined in the Department of Nursing's Undergraduate Student handbook and course specific policies when applicable.
6. Students may also be removed from the experience if they fail to hand in required documentation and clearances on time or do not complete specific learning requirements within directed deadlines.

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UNSAFE BEHAVIOR

Unsafe behavior is that which places the client or staff in either physical or emotional jeopardy. Physical jeopardy is the risk of causing physical harm. Emotional jeopardy means the student creates an environment of anxiety, distress, or uneasiness for the client or family. Unsafe behavior may be a single occurrence of a very serious nature or may be a pattern of behavior involving unacceptable risk.

TRAVEL POLICY

Students are responsible for travel to and from assigned clinical laboratories and field trips and must have access to a car for community-based experiences during the junior and senior years.

CLINICAL TRANSPORTATION POLICY

The student is advised to avoid walking alone to clinical. The student should work with other students to arrange transportation or organize groups of students to walk together. If a situation develops that necessitates walking alone, the student should call University Police, identify yourself as a nursing student, and request an escort to or from the hospital. If unable to plan safe transportation to the clinical facility, contact the Lab Director.

POLICY FOR SNOW DAYS

If the Vice President for Academic Affairs cancels day or evening class because of inclement weather on a day that is scheduled for clinical laboratory, the clinical laboratory for that day is canceled. The faculty will notify the agency to which they are assigned as soon as possible. If there is an afternoon clinical laboratory scheduled, and evening classes are not canceled, it is expected that the clinical laboratory will be held as scheduled.

If, in the judgment of the faculty, the weather would impede safe travel to an agency in which a clinical laboratory is scheduled, the faculty, after consultation with the Chairperson, may cancel the clinical laboratory for that day. The faculty would notify the agency and the students assigned to the canceled clinical laboratory.

Since cancellation of the clinical laboratory involves the entire clinical group, every effort possible will be exercised to re-schedule that canceled laboratory at a time convenient for the agency, students, and faculty. If the laboratory cannot be rescheduled within the agency, faculty will provide alternate learning experiences to meet the objectives for the canceled laboratory.

There is a compressed snow day schedule in effect each semester posted on the bulletin board in the Department of Nursing. On compressed snow days, morning clinical may be cancelled. Students must confirm with their clinical instructor.

SUGGESTED CLINICAL EXPERIENCE FOR NURSING MAJORS

The clinical laboratory component of the Nursing Major begins during the sophomore year of the program. It is suggested that all nursing majors consider employment or at least volunteer experience in a hospital or nursing home setting in order to become familiar with the nature of the work environment prior to the junior year clinical experience.

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REGULATIONS FOR THE NURSING LEARNING LABORATORY

The Nursing Learning Laboratory is designed for the use of students enrolled in clinical nursing courses in the Panuska College of Professional Studies. The Laboratory contains complicated and expensive equipment. The Director of the Nursing Laboratory is responsible for the security and maintenance of all equipment and supplies for independent assignments, practice or review. In view of this, the following regulations are to be followed:

- 1) The Nursing Laboratory may be used only when the Director of the Laboratory or designee is present. Check the Lab schedule each semester.
- 2) The Director of the Nursing Laboratory shall limit the number of students allowed in the Laboratory at any time to provide order, safety and security of equipment and supplies.
- 3) The student must submit their Royal Card to the available lab personnel prior to the use of any lab equipment or audiovisual aids.
- 4) No equipment or supplies may be removed from the Nursing Learning Laboratory without permission from the Director of Nursing Laboratory and after submitting a signed responsibility form.
- 5) No eating, drinking, or smoking is allowed in the Laboratory.
- 6) Any student found maliciously defacing or damaging laboratory equipment will incur the cost to replace the equipment and may face disciplinary action.
- 7) If a student cannot make their assigned appointment, it is important for that student to call the lab (941-6303) and cancel, so that the time becomes available to another student.

SKILL COMPETENCY POLICY

Students are required to achieve appropriate levels of clinical behaviors. These behaviors are learned in a progressive and cumulative manner in both clinical and campus laboratories throughout the program.

Students are responsible for developing and maintaining competence in nursing skills at their expected achievement level. They are expected to augment lecture and lab experiences with readings, audiovisual and self-motivated practice to acquire the appropriate cognitive and psychomotor competency. Students are encouraged to confer with their clinical and/or campus laboratory instructor if they are experiencing any difficulties, and all students are encouraged to utilize the nursing lab to practice their skills as frequently as possible.

Students who fail to maintain competency are in danger of failing the respective course

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POLICY ON STUDENTS AS LEGAL WITNESSES

In order to avoid unnecessary legal entanglements and involvement in situations that are possibly beyond the student's competence, the nursing students of the University of Scranton, while assigned to clinical agencies as part of course requirements, are prohibited: 1) to solicit signature of clients and/or family members on consent forms, 2) to sign as a witness or to witness the signing of consent forms or any other legal documents including will/contracts, etc.

This policy does not prohibit the student from asking the client's consent to invasive procedures which the student is to perform as part of his/her assignment.

Dosage Calculation Competency Policy

A dosage calculation competency examination will be administered to all nursing students in the courses that follow. Each student must successfully achieve the grade specified in the table.

Course	Minimum Score Required
Sophomore Level	
Nursing 251 Nursing Related to the Health Patterns	95%
Fall of the Junior Year	
Nursing 350 Nursing Care of the Adult I	95%
Spring of the Junior Year	
Nursing 371 Nursing Care of the Adult II	95%
Nursing 452* Nursing Care of Children and Adolescents	95%
Fall of the Senior Year	
Nursing 450 Nursing Care of the Adult III	95%
Nursing 452* Nursing Care of Children and Adolescents	95%
Spring of the Senior Year	
Nursing 472 Advanced Nursing Concepts	95%

* Taken in semester of enrollment in N452

- All exams will have 20 questions.
- Calculators may be used during all drug calculation exams.
- Students will have 3 opportunities to pass the competency exam.
- The initial examination date is published in the syllabus. The course coordinator determines subsequent make-up examination dates.

- Students who fail the dosage competency test will have a notation to that effect placed in their departmental file on a professional behaviors form.
- If the student fails the dosage calculation examination on the third attempt, the student will fail the course and may not proceed to the next course.
- Readmission to the nursing program will follow the normal policies for readmission. Documentation that requires evidence of math remediation will be required. Readmission to the nursing major is not guaranteed.

Procedures

Nursing majors will take examinations in a lab or classroom setting with a proctor as scheduled by the course coordinator. For sophomores, this will be after the content has been covered in class. For juniors and seniors, this will generally be during the second week of the semester. Students who do not achieve the passing grade of 95% will be required to remediate. An individualized remediation plan will be developed by the course coordinator and/or lecture class instructor for each student that is based upon the identified areas of weakness.

Remediation may include any or all of the following:

1. Review meetings with a laboratory instructor
2. Review meetings with the math specialist at CTLE
3. Completion of a self-directed computer program.

The second dosage calculation examination will be scheduled based upon satisfactory evidence of remediation. Failure to pass the second dosage competency examination will require the completion of regularly scheduled remediation before a third examination will be made available to the student.

The third and final remediation examination will be scheduled based upon additional evidence of remediation. This examination will be scheduled before dead week.

STUDENT ILLNESS/INJURY POLICY

Any student who sustains a physical injury, has surgery, or acquires any other illness deemed serious by the Department of Nursing is required to provide written documentation from the appropriate healthcare provider stating any activity limitations imposed by the injury or illness. This must be given to the Director of the Nursing Learning Laboratory prior to the student attending clinical.

If restrictions or limitations are indicated, the Chairperson will make the final determination as to whether the student can meet the clinical objectives of the course without jeopardizing patient care or the health of the student. There will be circumstances when the student will be restricted from attending clinical and will be required to make up clinical days when fully recovered.

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HEALTH INSURANCE AND PORTABILITY ACT (HIPAA)

Every University of Scranton nursing student has a legal and ethical responsibility to safeguard the privacy of patients and to protect the confidentiality of their health and social information in all clinical settings.

University of Scranton nursing students will be informed of the HIPAA regulations and their role in maintaining patient privacy and confidentiality as delineated by the HIPAA regulations. Students will sign a Confidentiality Policy (see p.63) stating that they are informed of the HIPAA regulations and that they will comply with all of the terms of the AConfidentiality Policy. Failure to comply with the AConfidentiality Policy can result in clinical failure, and subsequent failure from the Department of Nursing at the University of Scranton.

POLICY FOR PREGNANT STUDENTS

It is necessary that students notify their academic advisor, clinical instructor and department chairperson if they are /or become pregnant. Pregnant students should be aware of potential risks associated with some learning experiences such as, but not limited to, caring for clients with infectious diseases, strenuous activity, toxic substances, including radiation and chemotherapy, and the potential for bodily harm. It is the responsibility of the nursing student to consult with the department chairperson and her clinical instructor prior to her clinical experience to identify clinical agency policies related to pregnant individuals and the impact of these policies on the student's ability to meet all course outcomes satisfactorily. Students must have the approval of their primary health care provider to remain in the clinical courses during pregnancy. A written statement to that effect must be submitted to the Chair of the Nursing Program. A copy of the statement shall be provided to current faculty so that the student is not assigned to situations potentially hazardous for a pregnant woman or the fetus. Neither the University of Scranton nor its affiliating clinical agencies assume responsibility for any harm that might occur to a fetus or pregnant student.

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STUDENT PREGNANCY/HEALTH RELEASE FORM

I, _____, release the University of Scranton from any liability related to health consequences to myself or the fetus as a result of my clinical experiences.

I have presented written consent from my physician regarding my participation in the nursing program. (See attached)

I have presented written confidential confirmation of my pregnancy to the Department of Nursing. (See attached)

I understand that the clinical faculty will not knowingly assign me to a situation that poses a recognized potential threat to the welfare of myself or the fetus. I understand that it is my responsibility to discuss any concerns regarding my clinical assignment with my instructor.

I understand that I must follow all mandated universal precautions.

I understand that pregnancy-related injuries sustained from improper body mechanics will not be the responsibility of the University of Scranton.

I understand the above restrictions and responsibilities that have been placed upon me. I accept responsibility for complying with them.

Student Signature

Date

Student (Printed Name)

The University of Scranton - OT/PT and Nursing Programs

CONFIDENTIALITY POLICY

HIPAA stands for Health Insurance Privacy and Portability Act. Although this legislative act includes a wide subject range relating to health insurance, a main focus of this legislative act is the protection, security and privacy of patients' medical records. The University of Scranton has a legal and ethical responsibility to safeguard the privacy of patients and to protect the confidentiality of their health and social information.

Confidentiality of patient information and patient records is of utmost priority in any health care setting. While participating in clinical education experiences, students will have access to information that must remain confidential. Patients have the right to privacy and confidentiality of their medical information.

- 1 No patient information may be disclosed (verbally or in writing) to unauthorized persons such as friends, family, or other patients.
- 2 Any request by the patient to release medical information must be handled by the appropriate departmental representative. No student will accept responsibility to release patient information.
- 3 Students will not discuss patient information in public areas of the facility. This may include therapy offices, if discussion in the office may be overheard by patients in the clinic.
- 4 Students will not leave medical charts in unrestricted areas of the facility.
- 5 Under no condition may samples of documentation such as evaluations, discharge summaries, or letters to physicians be removed from the premises of the health care facility.
- 6 The student's obligation to keep information confidential continues outside of work hours and after the clinical experience concludes.
- 7 Any activity which is in violation of this agreement will be reported to the appropriate clinical and academic supervisor.

By signing this document, I understand and agree that I have read and will comply with all of the terms of the above policy. I am aware that my individual clinical site will have a Confidentiality Policy and I agree to honor its terms.

Student name (please print neatly)

Student signature

Date

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NURSING STUDENTS' GUIDELINES FOR BLOOD AND BODY FLUID PRECAUTIONS

In keeping with current recommendations by the Center for Disease Control, Universal Precautions should be consistently used in the care of ALL clients. Based upon recognition that the status of persons capable of transmitting blood borne pathogens may not be known to health care workers, the following specific guidelines for prevention of HIV transmission in health-care settings will be followed whenever contact with body fluids can be anticipated.

- A. Assignment of students to care for clients.
 - 1. An initial orientation of student nurses before caring for any client shall include:
 - A. Basic information on the epidemiology, modes of transmission and prevention of HIV and other infectious diseases and the need for routine use of universal precautions for all patients.
 - B. Students will have laboratory practice in the use of universal precautions.
 - 2. Before a student is required to handle or to dispose of needles and other sharp instruments in a clinical area, the student will have laboratory practice in the correct technique of handling and disposal of such equipment.
- B. Universal Precautions to avoid transmission of disease through transfer of infected blood or body fluids.
 - 1. Use of Gloves

Wear gloves when in contact with any moist body surface and when in contact with blood, body fluids, mucous membranes, and non-intact skin is anticipated. This may include, but is not limited to, the following situations:

 - A. Injections
IV tubing change
Glucometers
Oral hygiene
Oral pharyngeal and endotracheal suctioning
Perineal care
Diaper changes
Wound care
 - B. Emptying drainage containers, e.g.:

Urine collection bags
Suction bottles
T-tube drainage bags
Jackson Pratt, hemovac drains
 - C. Change gloves between clients and wash hands

2. Handwashing
Handwashing is to be done before and after client care.
3. Use of masks and protective eyewear
 - A. Wear masks and protective eyewear or face shields during procedures which are likely to generate droplets of blood or other body fluids thus preventing exposure to mucous membranes of the mouth, nose and eyes. This protection is also necessary when caring for a client with a cough who is unable to cover his mouth and nose properly, and clients needing tracheostomy suctioning.
4. Use of gowns or aprons
 - A. Wear gown or apron during procedures where contamination of clothing with blood or other body fluids is anticipated.
5. Handling of laboratory specimens
 - A. Laboratory specimens of blood and body fluids should be placed in a well-constructed container with a secure lid to prevent leaking during transport.
 - B. Handle laboratory specimens with gloves and label according to agency policy for management of blood and body fluid specimens.
 - C. Be sure that the outside of specimen containers and the laboratory form accompanying the specimen are protected from contamination.
6. Handling of soiled linen
 - A. Handle soiled linen as little as possible and with minimum agitation to prevent gross microbial contamination of the air and of persons handling the linen.
 - B. Linen soiled with blood or body fluids should be handled with gloves and placed in bags that prevent leakage, at the bedside.
7. Prevention of injury by needle or sharp instrument.
 - A. Do not recap needles.
Do not purposely bend or break needles.
Do not remove needles from disposable syringes.
 - B. Dispose of used disposable syringes and needles, scalpel blades and other sharp items in puncture-resistant containers which are located as close as is practical to the area of use.
8. Provision of direct care
 - A. Do not provide direct patient care or handle patient-care equipment if you have exudative lesions or weeping dermatitis.
 - B. Wear gloves to protect cuts, scrapped or chafed areas on hands.

9. Mouth-to-mouth resuscitation
 - A. To minimize the need for emergency mouth-to-mouth resuscitation, mouthpieces, resuscitation bags, or other ventilation devices should be available for use in areas in which the need for resuscitation is predictable. Use these whenever possible in an emergency.
10. Provision of care by pregnant students and students with altered immune status
 - A. Pregnant students should adhere strictly to the above precautions, and should not care for any client where transmission of a pathogen could be harmful to the fetus.
 - B. Decisions to retain students in the clinical setting who have a diagnosed condition affecting the immune system response, will be made on an individualized basis.
11. Managing Spills of Blood or Other Body Fluids
 - A. Visible material should first be removed and the area decontaminated with a fresh (prepared daily) solution of 1:10 household bleach or other approved decontaminant provided by the agency or hospital. Gloves should be worn during the cleaning or decontaminating procedure.
12. Management of Exposures
 - A. If a student has a parenteral (e.g., needle stick or cut) or mucous-membrane (e.g., splash to the eye or mouth) exposure to blood or other body fluids or has a cutaneous exposure involving large amounts of blood or prolonged contact with blood--especially when exposed skin is chapped, abraded, or afflicted with dermatitis, the student should notify the clinical instructor and the affiliating agency or hospital. The incident should be documented and appropriate post-exposure follow-up initiated.
 - B. Policies of the affiliating agency or hospital should be followed related to exposure of a health-care worker.
 - C. Management of the health-care worker with exposure to body fluids should follow the protocol outlined by Center for Disease Control (6/29/01). Refer to Policy on Exposure to Blood and/or Body Fluids in the Clinical Setting pages 67-71.

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Policy on Exposure to Blood and/or Body Fluids in the Clinical Setting

The purpose of this policy is to provide a protocol for action when a student is exposed to bodily fluids in the clinical laboratory setting. The Centers for Disease Control and Prevention (CDC) definition of occupational exposure is used as the basis for this policy and is defined as:

a percutaneous injury (e.g., a needle stick or cut with a sharp object), or contact of mucous membranes, or nonintact skin (e.g. when the exposed skin is chapped, abraded, or afflicted with dermatitis) or when contact with intact skin is prolonged or involving an extensive area with blood, tissues, or other body fluids to which universal precautions apply, including: a) semen, vaginal secretions, or other body fluids contaminated with visible blood, because these substances have been implicated in the transmission of HIV infection;... b) cerebral spinal fluid, synovial fluid, pleural fluid, peritoneal fluid, pericardial fluid, and amniotic fluid, because the risk of transmission of HIV from these fluids has not been determined...; and c) laboratory specimens that contain HIV (e.g., suspensions of concentrated virus) (CDC, 1998). For human bites, the clinical evaluation must include the possibility that both the person bitten and the person, who inflicted the bite, were both exposed to blood borne pathogens. (CDC, 6/29/01)

Student Responsibility

It is the responsibility of the student to immediately report the exposure incident to their clinical instructor, as certain interventions are most effective when initiated promptly.

Faculty Responsibility

It is the responsibility of the clinical instructor to report the exposure incident according to the clinical agency's policy, and to facilitate and expedite the student's access to post exposure evaluation and treatment as per the agency's policy when appropriate (e.g. hospital setting, agency's policy may include emergency treatment in the ER). If an exposure occurs in a clinical setting where facilities are not available for the prompt evaluation and treatment of an exposure, it is the clinical instructor's responsibility to facilitate student access to the nearest facility equipped to evaluate and treat an exposure (e.g. the closest emergency department).

The instructor should contact the appropriate Agency person (e.g., Infection Control Nurse or head nurse) and the chairperson of the Department of Nursing without delaying the initiation of appropriate evaluation and treatment. It is also the responsibility of the clinical faculty to initiate the "Exposure Follow-Up Form" (page 71) and submit it to the chairperson at the Department of Nursing within 24 hours of incident.

Evaluation of the Exposure

The exposure should be evaluated for potential to transmit hepatitis B, hepatitis C, and HIV based on the type of body substance, and the route and severity of the exposure by the designated person (emergency room physician/infectious disease physician) at the Agency or other facility to which the student was sent for evaluation and treatment.

Testing

All testing should be based on the initial risk evaluation by an agency representative of the exposure and the student's immunity status. It is recommended that hepatitis B and hepatitis C virus testing be performed as indicated by the clinical agency where the exposure occurred, or the other designated facility where the student was evaluated and treated, or at a laboratory of the student's choice. It is recommended that HIV testing of the student be performed at a location where the results of testing will remain confidential between the student and the testing site. It is the student's right to choose the testing site. Testing for HIV and hepatitis B and C infection should be done at the time of exposure and for specific intervals thereafter, as recommended by the CDC.

Record Keeping

Information about the exposure incident will be kept in the student's file in the Department of Nursing, and in the CPS Dean's office on the following forms: 1) A University of Scranton Accident Report and 2) the Exposure Follow-Up Form. The results of HIV testing will not be reported to, nor kept by the University. It is recommended that all HIV testing results remain the confidential property of the student. Student Health Services will be notified of student exposure.

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University of Scranton Department of Nursing
Exposure Follow-up Form

Name: _____

Date of Exposure: _____ Time of exposure: _____

Type of Exposure: (percutaneous, mucous membrane, nonintact skin) _____

Type of Device (needle, scalpel, etc.) _____

Explain procedure being performed during time of exposure: _____

Type of fluid: (blood; fluids containing blood; potentially infectious fluid or tissue; such as semen, vaginal secretions, and cerebrospinal, synovial, pleural, peritoneal, pericardial and amniotic fluids) _____

Amount of fluid: (a few drops, a major blood splash) _____

Duration of contact: _____

Depth of needle stick: _____

Was fluid injected and estimated amount: _____

Condition of skin exposed (chapped, abraded, intact) _____

Source Patient Record #: _____ Age: _____

Diagnosis and significant medical history: _____

Infectious Status of Source

Source patient, history of HIV infection: Yes _____ No _____

Results & date of HIV test: _____

If yes what is source's viral load count? _____

Stage of disease (asymptomatic, end stage): _____

Current anti-retroviral therapy: _____

Previous anti-retroviral therapy: _____

Does patient have known anti-retroviral drug resistance Yes _____ No _____

If yes, to what drugs _____

Hepatitis B surface antigen status Positive _____ Negative _____
Hepatitis C antibody status Yes _____ No _____
Presence of any risk factors (blood transfusions, hemophilia, IV drug abuse, etc.) _____

Status of Source unknown:

Consent received from source for HIV testing: Yes _____ No _____
Results of HIV test: _____
Patient unconscious, follow state laws for testing: _____

Susceptibility of Exposed Person

Hepatitis B vaccine status: _____
Hepatitis B surface antibody status: Immune _____ Not Immune _____
Hepatitis C antibody status: Negative _____ Positive _____
HIV antibody status: Negative _____ Positive _____

Immediate Follow-up

Cleansed site: Yes _____ No _____
Completed incident report: Yes _____ No _____
Evaluated in ER: Yes _____ No _____
Baseline HIV test: Yes _____ No _____
Prophylactic Drug Therapy Initiated: N/A _____ Yes _____
If yes: What drugs or immunizations were given: _____
Pregnancy testing offered (if placed on drug therapy): Yes _____ No _____
Results of pregnancy testing _____

Recommended follow-up with clinician/infectious disease physician for initial and follow-up testing of HIV, HBV and HCV status: Yes _____ No _____

Referral for counseling: _____

Report the incident to The Department of Nursing ASAP and no later than 24 hours!

Mon-Friday 8:30 - 4:30 at 941-7673.

*Note: Department of Nursing Accident Form must be completed also.

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Glossary of Terms

Accountability - ultimate responsibility of own actions.

Adaptation - as a process, it is a patient's response to a changing internal and external environment.
As a state, it is the result of a patient's response to an altered internal and/or external environment.

Advocate - one who acts in the interest of the health care consumer.

Alteration in Health Pattern - change in any dimension of one or more health patterns.

Altered State of Health - a condition that changes one's usual position on the wellness-illness continuum.

Benchmark - a standard set in the Evaluation Plan for measuring the outcome criteria or expected results of the nursing program.

Care-giver - one who implements the nursing process in directing and providing the care of the patient.

Clinical Associate - a representative of a clinical agency who serves as a clinical resource person for a student.

Clinical Competence - the student's ability to demonstrate complex decision making abilities, technical nursing skill and competence in communication.

Common Health Problem - the most frequently occurring alterations in health of a particular population based on mortality and morbidity of that population.

Community - social groups of people with common characteristics, locations or interests, living together within a larger society.

Competencies - the content and learning experiences designed to facilitate student achievement of the outcomes of the program.

Discipline (of Nursing) - a field of study in which there is a focus on the practice of the discipline as well as the generation of new knowledge to be applied in the practice.

Environment - all internal and external factors, i.e., physiological, sociocultural, psychological and developmental, with which the individual, family, community and group interacts.

Evaluation Plan - an ordered set of activities designed to monitor the effectiveness, the efficiency, and the quality of attainment toward meeting the goals of the program. The plan includes evaluation of all elements necessary for the conduct of the program, i.e., faculty, students, curriculum, resources and outcomes.

Expected Results - the attainment of nursing knowledge, clinical competence, service to others and program satisfaction, which stem from the mission statement of the University and philosophy and purpose of the Department of Nursing.

Faculty - the collective group (body) of professional persons learned in the discipline, who direct and guide the learning process to enable students to attain the goals of the program.

Faculty member - the individual professional person.

Family - a social system comprised of two or more interdependent persons, which remains united over time and serves as a mediator between needs of its members and the forces, demands and obligations of society.

First Professional Degree - academic preparation in a senior college or university preparing the student for professional generalist practice in nursing (baccalaureate and generic masters in nursing)

Goal - a desired outcome of the program in general, rather than the more specific outcome of instructional process.

Governance - the government of an institution that includes the shared responsibility for general education and administrative policy, long-range planning, allocation of resources and determinations of faculty status.

Group - a collection of individuals who interact with each other.

Health - a dynamic state of physiological and psychological adaptation that constitutes a patient's well-being. The state of health, at any given point in time throughout the life cycle, is relative to the patient's adaptation.

Health Care - services provided, which enhance the well-being of individuals, families, communities and groups.

Health Care Recipient - recipients (individuals, families, communities and groups) of professional nursing care regardless of the state of health.

Health Pattern - a complex of human behaviors forming consistent and/or characteristic forms of adaptation to the environment occurring in sequence across time. Behaviors refer to developmental, physiological, psychological and sociocultural dimensions of human functioning.

Health Promotion - activities directed toward developing the resources of patients that maintain or enhance well-being.

Holistic - recognition of the individual as a total entity; considering the interdependent functioning of the affective physiological, psychological, cognitive, social and spiritual domains.

Knowledge - the student's ability to demonstrate a grasp of theoretical concepts necessary for competent nursing practice.

Leader - one who influences others in a specific direction through the judicious use of one's knowledge, ability and power.

Leadership - the activities of coordination, collaboration and consultation utilized in the interactive processes to provide nursing care.

Learning Experience - a planned activity of the curriculum that is used by students to achieve learning outcomes.

Manager - one responsible for the direction and delivery of nursing care to patients.

Mission - the services that the program in nursing and/or the parent institution is chartered to provide as defined by its governing body.

Nursing - the diagnosis and treatment of human responses to actual or potential health problems.

Optimal Health - achievement of adaptation relative to a patient's potential.

Organizing Framework - basic components that unify the curriculum into a functional whole.

Performance Measures - tools used to evaluate the expected results of the program.

Person - a holistic being that reflects developmental, physiological, psychological and sociocultural dimensions, who is simultaneously an individual, a family member, part of a constantly changing society and an actual or potential recipient of health care.

Program - the educational and/or administrative unit (i.e. department, school, division) that provides planned studies in nursing leading to the first or second professional degrees.

Program satisfaction - the program has met the expectations of the senior level student and its graduates.

Service - activities serving the university, profession, community and/or department.

Sociocultural - factors that divide people into groups within the community, such as ethnicity, religion, social class, occupation, place of residence, language, education, sex, race, age and political orientation.

Teacher - one who directs and guides the learning process.

Wellness - an integrated state of optimal function with diverse developmental, physiological, psychological and sociocultural dimensions that are manifested by adaptation to the impact of complex individual and environmental factors.

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Undergraduate Nursing Student Handbook Verification Form

Your signature on this form indicates that you have read and understand your responsibilities with regard to policies, procedures and core information set forth in the Undergraduate Nursing Student Handbook and includes the following:

- I understand that I am subject to the policies described in the Undergraduate Nursing Student Handbook, Department of Nursing, The University of Scranton and the guidelines for policies, procedures and core information set forth in this document.
- I understand that the Undergraduate Nursing Student Handbook policies, procedures and core information will be needed while I am enrolled as a student in the Department of Nursing at the University of Scranton.
- I understand that these policies and procedures have been approved by the Nursing Department Faculty Organization and will be the basis for decision making with regard to student matters.
- I understand that the provisions of this handbook are not to be regarded as an irrevocable contract between the student and the Department of Nursing at the University of Scranton.
- I understand that the Nursing Department at the University of Scranton reserves the right to change any provision or requirement at any time within my term of attendance.
- I am responsible for adhering to the policies and procedures contained in the "Undergraduate Nursing Student Handbook".
- I also understand that the policies are available on the nursing web page at:
<http://academic.scranton.edu/department/nursing/current-students.shtml>

Student Name (please print)

Student Signature

Date

Copy to Student's File