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# University of Scranton Department of Nursing

## IMPORTANT PHONE NUMBERS AT A GLANCE

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<tr>
<td>Dr. Patricia Harrington, Chairperson</td>
<td>941-7673</td>
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<tr>
<td>Dr. Barbara Buxton</td>
<td>941-7706</td>
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<tr>
<td>Dr. Dona Rinaldi Carpenter</td>
<td>941-4195</td>
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<tr>
<td>Dr. Teresa Conte</td>
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<tr>
<td>Dr. Mary Jane DiMattio</td>
<td>941-7628</td>
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<tr>
<td>Dr. Marian Farrell</td>
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<tr>
<td>Professor Ann Feeney</td>
<td>941-4118</td>
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<tr>
<td>Dr. Mary Jane Hanson</td>
<td>941-4060</td>
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<tr>
<td>Mrs. Colleen Heckman [Assistant Lab Director]</td>
<td>941-4196</td>
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<tr>
<td>Dr. Sharon Hudacek</td>
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<tr>
<td>Dr. Lisa Lesneski</td>
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<tr>
<td>Professor Linda Lewis</td>
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<tr>
<td>Dr. Catherine Lovecchio</td>
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<tr>
<td>Professor Wendy Manetti</td>
<td>941-6221</td>
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<tr>
<td>Dr. JoAnn Nicoteri</td>
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<tr>
<td>Professor Kimberly Subasic</td>
<td>941-6223</td>
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<tr>
<td>Professor Annette Tross</td>
<td>941-4508</td>
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<tr>
<td>Dr. Patricia Wright</td>
<td>941-6484</td>
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<tr>
<td>Dr. Margarete Zalon</td>
<td>941-7655</td>
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<tr>
<td>Mrs. Deborah Zielinski [Lab Director]</td>
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<td>Ms. Janet Bernick (Secretary)</td>
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<td>Ms. Dawn Mazurik (Secretary)</td>
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<td>Mrs. Donna Cochrane Kalinoski (Secretary)</td>
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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 also 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 provide excellence in the education of men and women desiring to become registered professional nurses and for nurses desiring to advance their education at the undergraduate and graduate level. The faculty is committed to enhancing the knowledge, clinical expertise and professional development of students and being responsive to the health care needs of society through the integration of service with learning and the provision of leadership in social justice through health care advocacy.
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, values and goals of the University and the mission 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 a unique being whose integrity 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 lifestyle. Health, at any given point throughout the life cycle, is relative to the person's adaptation to a changing internal and external environment.

The primary responsibility for health lies with the individual, and secondarily with the family and community. Nursing shares the responsibility with other health care professionals to assist individuals, families, communities and populations to assure optimal health, and to support the dignity of the individual when health cannot be sustained. Collaboration with members of the interdisciplinary health team assists in the promotion of optimal health for individuals, families, communities and populations while enriching the quality of care provided.

The professional nurse functions independently in assuming responsibility and accountability for nursing interventions and their outcomes. The professional nurse responds to the changing needs of individuals, families, communities and populations within society, and to the impact these changes have on nursing practice. Nursing is the pivotal health profession, highly valued for its specialized knowledge, skill and caring in improving the health status of the public and ensuring safe, effective quality care. In the leadership roles of caregiver, advocate, teacher and leader/manager, the professional nurse has knowledge of the research process and uses research evidence to clarify judgments and to modify and advance nursing practice. At the graduate level, the advanced practice nurse's role includes direct accountability for clinical judgment in the delivery of health care to specific populations.

Nursing is the protection, promotion and optimization of health and abilities; prevention of illness and injury; alleviation of suffering through the diagnosis and treatment of human responses; and advocacy in the care of individuals, families, communities and populations. The primary goal of nursing is to assist patients of all ages in a variety of settings, with those adaptive activities contributing to optimal health that the individuals or their families would normally initiate and perform unsupported if they had the necessary strength, judgment and motivation. The nursing process is an analytic and purposeful activity that is interpersonal in nature, and is utilized in the practice of professional nursing to promote, restore and maintain health. Professional nursing education is based on a broad foundation in the humanities and sciences, which is necessary for an appreciation of the holistic nature of a person, the person's well-being in general and health in particular. The nursing courses facilitate the synthesis of knowledge gained in the foundational courses and are designed to develop students’ core knowledge, professional values and competencies in nursing in order to integrate the roles that are critical to the practice of professional nursing. At the graduate level, courses are designed to provide advanced specialized clinical knowledge and skills that reflect greater depth and breadth of knowledge, greater synthesis of data, increased complexity of skills and interventions and greater role autonomy in the practice of professional nursing.

Learning involves a dynamic interaction between students and faculty. Opportunities to set goals, engage in the enterprise of seeking and sharing knowledge and evaluation of instructional methods are provided in the learning process. The need and ability to learn continue throughout life. The individual is capable of changing through the process of learning. The faculty considers students' personal interests, potential and cognitive styles in the teaching learning process. Self-directed learning is encouraged, with emphasis on periodic self-evaluation. At the graduate level, self-directed
learning is facilitated through precepted clinical practice, which provides the opportunity to develop and refine the competencies to function autonomously in an advanced practice role.

The faculty guides, instructs and facilitates learning by motivating students to make choices regarding learning needs. This climate encourages the development of intellectual curiosity, stimulates self-direction and enhances involvement both in professional activities and service to society. Faculty members serve as role models for the students as educators, researchers and clinicians, and are engaged in research and clinical practice.

**Purpose of the Baccalaureate Program in Nursing**

The nursing program reflects a curriculum that is responsive to health care needs of society. The purpose of the baccalaureate program is to prepare beginning professional nurses, who as generalists possess clinical competence to function in various settings. Education for the role of the nurse includes an emphasis on patient-centered care, preparation to function as members of an interdisciplinary health care team, the use of evidence in practice, quality improvement and informatics. The graduate is prepared to deliver nursing care services to individuals, families, communities and populations; participate in the advancement of the nursing profession through contributions to practice, education, administration and knowledge development; and provide leadership in social justice through health care advocacy. The baccalaureate program provides a foundation for graduate education in nursing.

**Purpose of the Graduate Program in Nursing**

The purpose of the graduate program is to prepare advanced practice nurses who assess, diagnose and treat complex individual and family health problems to improve health outcomes in a multi-cultural society. In addition, the advanced practice nurse is prepared to provide leadership, influence health care policy and translate research into practice. As a reflection of the University’s mission and commitment to its surrounding community, the program focuses on preparing advanced practice nurses who can understand and provide for the health needs of specific populations. The nurse practitioner is prepared to provide primary health care to individuals and families with a focus in rural settings. The clinical nurse specialist is prepared to provide advanced nursing management of adults in a variety of settings through direct patient care, education and leadership in organizations and systems. The nurse anesthetist is prepared to administer all types of anesthesia and anesthesia-related care to diverse populations in a variety of settings.

**Purpose of Continuing Education Programs in Nursing**

The Department of Nursing at the University of Scranton subscribes to the American Nurses’ Association beliefs that lifelong learning is the responsibility of the nurse and is essential to maintain and increase competence in nursing practice. The Department believes that a higher level of health care delivery can be maintained by fostering high standards of nursing practice and by promoting the educational and professional advancement of registered nurses. Therefore, the College of Graduate and Continuing Education and the Department of Nursing offer quality continuing education programs for registered nurses in northeast Pennsylvania and for nurses throughout the United States, to augment the knowledge, skills and attitudes of nurses, thus enriching nurses’ contributions to quality health care and their pursuit of professional career goals. These continuing education activities are offered in a variety of educational options, such as seminars and distance learning offerings, to meet the diverse needs of the nursing population. As part of our Jesuit identity, the College of Graduate and Continuing Education and the Department of Nursing are considered service units that assist in providing a mechanism of offering continuing education in a timely and professional manner.
Baccalaureate Program Objectives

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

1. Integrate a personal philosophy for nursing practice based on the uniqueness, worth, dignity and diversity of human beings.

2. Assume responsibility and accountability for one’s own practice in relationship to accepted standards of nursing practice.

3. Apply theoretical principles to professional nursing practice.

4. Utilize the nursing process to promote physiological and psychological adaptation of health patterns in individuals, families, communities and populations in a variety of settings throughout the life cycle.

5. Collaborate with health care recipients and professionals, and society to assure optimal health and well being.

6. Provide comprehensive health care consistent with ethical and legal principles.

7. Demonstrate effective interpersonal skills when communicating with individuals, families, communities and populations.

8. Incorporate pertinent research in refining and extending one’s own nursing practice.

9. Continue personal and professional growth and service to others.

10. Synthesize leadership skills in professional nursing practice.

11. Demonstrate critical thinking and decision making in professional nursing practice.
The Organizing Framework, which is derived from the Philosophy, provides direction for the nursing curriculum. Adaptation is the conceptual model for the development of the curriculum. Adaptation, as a process, is a patient’s response to a changing internal and external environment. As a state, adaptation is the result of a patient’s response to an altered internal and/or external environment. Inherent in the conceptual model of adaptation are developmental, interpersonal, role, family and systems theories.

The major concepts upon which the framework is based are health care recipient, health, nursing and health patterns. These concepts are the foundation of the curriculum and are viewed as horizontal strands that are given continuous emphasis throughout each learning level. The subconcepts are vertical strands, which develop the curriculum in a progressive, sequential manner as the student moves from one level of learning to another. From simple to complex, and from the awareness of concepts to the implementation of these concepts in clinical practice, the vertical strands receive increasing emphasis in the professional nursing courses and build upon previous learning.

The concept of health care recipient includes the subconcepts of individual, family, community and populations. The subconcepts of health are promotion, restoration and maintenance of health. Nursing role subconcepts include caregiver, advocate, teacher and leader/manager. Nursing process subconcepts are assessment, diagnosis, planning, implementation and evaluation. 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.

Health Care Recipient: The health care recipient is recognized as an individual, family, community and population. Consistent with a holistic view, adaptation is the process by which the health care recipient responds to changes in the physiological, psychological, sociocultural, cognitive and spiritual domains of human functioning.

Health: The state of health throughout the life cycle is relative to the process of adaptation; hence, the person is always at some point on the health continuum. The continuum includes optimal health, alterations in health, death and bereavement. Health care recipients may or may not require the interventions of promotion, restoration or maintenance, based on the health continuum position and the state of adaptation.

Nursing: The nursing goals of promotion, restoration and maintenance of health are achieved through use of the nursing process. The professional nurse has roles and responsibilities as caregiver implementing the nursing process; as advocate acting in the interest of the health care recipient; as teacher directing and guiding the learning process in health care recipients; as leader/manager directing the delivery of nursing care through judicious use of knowledge, ability, and power. Competencies in these roles include patient-centered care, interdisciplinary collaboration, using research in practice, quality improvement and informatics. These roles are implemented with respect to the uniqueness, worth, diversity and dignity of each health care recipient. Accountability in professional nursing practice requires that the professional nurse use research in practice, advocate to improve the public’s health status and demonstrate self-direction in maintaining continuing competence.

Health Patterns: Health patterns as described by Marjory Gordon are nursing oriented. 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 dimension 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.
Levels of the Curriculum

**Level One** of the nursing curriculum focuses on the health care recipient as individual. Adaptation of the health care recipient focuses on the following major concepts and subconcepts:

1. Promotion of health and the role of the professional nurse as care giver.
2. Introduction to the health patterns with emphasis on health perception-health management.
3. Introduction to the nursing process with emphasis on the assessment and diagnosis phases.
4. Physiological and psychological adaptation to functional health patterns.
5. The individual as health care recipient.

*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. Adaptation of the health care recipient focuses on the following major concepts and subconcepts:

1. Promotion and restoration of health in the role of care giver, advocate and teacher.
3. The use of the nursing process: assessment, diagnosis, outcome identification, planning, implementation and evaluation.
4. Physiological and psychological adaptation of dysfunctional health patterns.
5. Individual, families and communities as health care recipients.

*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 health nursing (N350, N371, N450), mental health nursing (N352), nursing care of the child bearing family (N373) and 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. Adaptation of the health care recipient focuses on the following major concepts and subconcepts:

1. Promotion, restoration and maintenance of health in the role of care-giver, advocate, teacher, leader/manager.
2. Health pattern synthesis.
3. The synthesis of the nursing process.
4. Physiological and psychological adaptation to complex dysfunctional health patterns.
5. Individuals, families, communities and populations as health care recipients.

*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).*

**Level Four** of the curriculum (Master’s Program) utilizes advanced practice nursing knowledge and skills to facilitate adaptation for health care recipients and focuses on the following:

1. Promotion, restoration and maintenance of health in the role of advanced practice care giver, advocate, teacher, leader/manager and researcher.
2. Health pattern synthesis based on advanced practice knowledge and principles from nursing and other disciplines.
3. Advanced practice knowledge and skills in the synthesis of the nursing process.
4. Physiological and psychological adaptation to health patterns with specific populations.
5. Specific populations as health care recipients.

*Courses in this level provide preparation for advanced practice as Family Nurse Practitioner, Adult Health Clinical Nurse Specialist, and Nurse Anesthetist.*
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<td>Sleep-Rest, Self-Perception-Self Concept, Activity-Exercise, Nutritional-Metabolic, Sexuality-Reproductive, Role-Relationship Elimination, Cognitive-Perceptual, Coping-Stress-Tolerance, Value-Belief</td>
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Level I Objectives

At the end of Level I, the student is prepared to:

1.1 Identify values and beliefs of self and health care recipients in relationship to professional nursing practice with culturally diverse populations.

1.2 Identify the standards and scope of professional nursing practice.

1.3 Develop a knowledge base and fundamental skills for professional nursing practice in a variety of settings in the role of caregiver.

1.4 Formulate nursing diagnoses based on individual health status assessment.

1.5 Collaborate with individuals to promote physiological and psychological adaptation to functional health patterns.

1.6 Provide health care to individuals.

1.7 Describe interpersonal skills necessary for communication with health care recipients.

1.8 Identify the contributions of nursing research to professional nursing practice.

1.9 Identify own strengths and needs in relationship to personal and professional growth and development of service to others.

1.10 Develop leadership skills in professional nursing practice.

1.11 Describe the importance of critical thinking within nursing practice.
Level II Objectives

At the end of Level II, the student is prepared to:

2.1 Participate in nursing practice consistent with personal and professional values with culturally diverse populations.

2.2 Utilize the standards of practice as a basis for professional nursing.

2.3 Incorporate theoretical principles of nursing as they apply to individuals, families and communities in the role of caregiver, advocate and teacher.

2.4 Use the nursing process in promoting and restoring health for individuals, families and communities.

2.5 Collaborate with individual, families and communities to promote physiological and psychological adaptation to dysfunctional health patterns.

2.6 Provide health care to individuals, families and communities in a variety of settings.

2.7 Utilize principles of therapeutic communication with individuals, families and communities.

2.8 Identify nursing research and clinical outcomes applicable to professional practice.

2.9 Demonstrate responsibility and accountability for personal and professional growth and service to others.

2.10 Incorporate leadership skills in professional nursing practice.

2.11 Utilize critical thinking when providing nursing care to individuals, families and communities.
Level III Objectives

At the end of Level III, the student is prepared to:

3.1 Incorporate knowledge of values and beliefs of self and health care recipients in the practice of professional nursing with culturally diverse populations.

3.2 Synthesize elements of professional nursing roles and responsibilities to assure optimal health.

3.3 Synthesize theoretical principles of nursing in the provision of comprehensive care to individuals, families, communities and populations in the role of caregiver, advocate, teacher and leader/manager.

3.4 Synthesize the nursing process in the promotion, restoration and maintenance of health in individuals, families, communities and populations.

3.5 Collaborate with a variety of health care providers in the promotion of physiological and psychological adaptation of complex dysfunctional health patterns, restoration and maintenance of health for individuals, families, communities and populations.

3.6 Provide comprehensive health care for individuals, families, communities and populations in a variety of settings.

3.7 Communicate significant information to the health care team regarding the health status of individuals, families, communities and populations.

3.8 Incorporate nursing research and clinical outcome criteria in professional nursing practice.

3.9 Establish immediate and long term goals for personal and professional development and service to others.

3.10 Refine leadership skills in professional nursing practice.

3.11 Incorporate critical thinking within professional nursing practice.
Level IV Objectives (Master’s Program Objectives)

Upon completion of the master’s program, the graduate is prepared to:

4.1 Evaluate issues relative to advanced practice nursing consistent with personal and societal values and beliefs.

4.2 Engage in advanced practice nursing in accordance with specific specialty standards of practice.

4.3 Evaluate theoretical principles from nursing and other disciplines for their contribution to advanced practice nursing.

4.4 Demonstrate knowledge and skills necessary for entry into an advanced practice nursing role.

4.5 Initiate collaborative relationships with other health care professionals to mobilize resources and facilitate quality health care.

4.6 Provide quality health care to diverse populations consistent with advanced practice nursing preparation and ethical/legal principles.

4.7 Demonstrate the ability to communicate ideas both in written and oral forms in an articulate and scholarly manner.

4.8 Critically examine issues relevant to advanced practice nursing and participate in research.

4.9 Implement plans for continuous professional development and service to others.

4.10 Apply leadership skills in advanced practice nursing.

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### Undergraduate Progression of Objectives

<table>
<thead>
<tr>
<th>PROGRAM OBJECTIVES</th>
<th>LEVEL I</th>
<th>LEVEL II</th>
<th>LEVEL III</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Integrate a personal philosophy for nursing practice based on the uniqueness, worth and dignity of human beings.</td>
<td>1.1 Identify values and beliefs of self and client in relationship to professional nursing practice within culturally diverse settings.</td>
<td>2.1 Participate in nursing practice in a manner that is consistent with personal and professional values and beliefs.</td>
<td>3.1 Incorporate knowledge of values and beliefs of self and recipients of health care in the practice of professional nursing within culturally diverse settings.</td>
</tr>
<tr>
<td>2. Assume responsibility and accountability for evaluating one’s own practice in relationship to accepted standards of nursing practice.</td>
<td>1.2 Identify the standards and scope of professional nursing practice.</td>
<td>2.2 Utilize the standards of practice as a basis for professional nursing.</td>
<td>3.2 Synthesize elements of professional nursing roles and responsibilities to improve quality of health care.</td>
</tr>
<tr>
<td>3. Synthesize theoretical principles applicable to professional nursing practice.</td>
<td>1.3 Develop a knowledge base and beginning skills for professional nursing practice in a variety of settings in the role of caregiver.</td>
<td>2.3 Utilize theoretical principles of nursing as they apply to individuals, families and groups in the role of care giver, advocate, and teacher.</td>
<td>3.3 Synthesize theoretical principles of nursing in the provision of comprehensive care to individuals, families, groups and communities in the role of care giver, advocate, teacher, and leader/manager.</td>
</tr>
<tr>
<td>4. Utilize the nursing process to promote, physiological and psychological adaptation of health patterns in individuals, families, communities, and groups throughout the life cycle.</td>
<td>1.4 Formulate nursing diagnoses based on individual health status assessment.</td>
<td>2.4 Use the nursing process in promoting and restoring health for individuals, families, and groups.</td>
<td>3.4 Synthesize the nursing process in the promotion, restoration, and maintenance of health in individuals, families, groups, and communities.</td>
</tr>
<tr>
<td>5. Collaborate with health care recipients, professionals and society to assure optimal health and welfare of clients.</td>
<td>1.5 Collaborate with individuals to promote physiological and psychological adaptation to functional health patterns.</td>
<td>2.5 Collaborate with individual, families, and groups to promote physiological and psychological adaptation to dysfunctional health patterns.</td>
<td></td>
</tr>
<tr>
<td>6. Assume responsibility and accountability for providing comprehensive health care.</td>
<td>1.6 Provide health care to individuals.</td>
<td>2.6 Provide health care to individuals, families and groups in a variety of settings.</td>
<td>3.6 Provide comprehensive health care for individuals, families, groups, and communities in a variety of settings.</td>
</tr>
<tr>
<td>7. Evaluate interpersonal skills when communicating with individuals, families, communities, and groups.</td>
<td>1.7 Describe interpersonal skills necessary for communication with recipients of health care.</td>
<td>2.7 Utilize principles of therapeutic communication with individuals, families, and groups.</td>
<td>3.7 Communicate significant information to the health care team regarding recipients of health care, families, groups, and communities.</td>
</tr>
<tr>
<td>8. Incorporate pertinent research findings in refining and extending one’s own nursing practice.</td>
<td>1.8 Identify the contributions of nursing research to professional nursing practice.</td>
<td>2.8 Identify nursing research and clinical outcomes applicable to professional practice.</td>
<td>3.8 Incorporate nursing research findings and clinical outcome criteria in professional nursing practice.</td>
</tr>
<tr>
<td>9. Continue personal and professional growth.</td>
<td>1.9 Identify own strengths and needs in relationship to personal and professional growth and development of service to others.</td>
<td>2.9 Demonstrate responsibility and accountability for personal and professional growth and development of service to others within culturally diverse settings.</td>
<td>3.9 Establish immediate and long-term goals for professional development and service to others.</td>
</tr>
<tr>
<td></td>
<td>1.10 Develop leadership skills in professional nursing practice.</td>
<td>2.10 Incorporate leadership skills in professional nursing practice.</td>
<td>.10 Refine leadership skills in professional nursing practice.</td>
</tr>
<tr>
<td></td>
<td>1.11 Describe the importance of critical thinking within nursing practice.</td>
<td>2.11 Utilize critical thinking when providing nursing care to individuals, families, and groups.</td>
<td>3.11 Incorporate critical thinking within professional nursing practice.</td>
</tr>
</tbody>
</table>
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 objectives 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 objectives.

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.
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 and the following criteria:

1) Combined College Board scores of 1000 with a minimum score of 450 in each sub score.
2) High School rank in the top two quintiles.

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.

It is recommended that students desiring to enroll in the nursing program include chemistry, biology, mathematics, and physics in their high school program. The number of high school units required and the preferred distribution of secondary courses are the same for the nursing program as for the programs in the science and engineering programs described in the Undergraduate Catalog.

One class is admitted each year in the fall. The number of candidates admitted to each class is determined by the educational and clinical resources available. Applicants are considered on the basis of their qualifications regardless of age, race, national origin, religion, or sex.

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.

Adult students are admitted through application to The College of Graduate and Continuing Education [CGCE], where part-time study is also available. A part-time student should inform the Chairperson of the Department of Nursing of the need to enroll in Nursing 140 one year in advance. The Chairperson of the Department of Nursing will discuss the specific year of enrollment in the nursing sequence with CGCE students. CGCE 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).
The University of Scranton department of nursing is committed to admitting students without regard to race, color, age, ethnicity, disability, sex, marital status or religion. The Department of Nursing at the University of Scranton has identified essential functions and safety standards critical to the successful preparation of nursing students and to success in their future 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 objectives and requirements. The University of Scranton Department of Nursing or its affiliated agencies may identify additional critical behaviors or abilities.
<table>
<thead>
<tr>
<th>Essential Functions</th>
<th>Related Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. General Abilities</strong>: 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.</td>
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<table>
<thead>
<tr>
<th><strong>Visual Ability</strong></th>
<th>Sufficient to independently assess patients and their environments.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples of relevant activities</strong></td>
<td></td>
</tr>
<tr>
<td>- Detect changes in skin color or condition.</td>
<td></td>
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<tr>
<td>- Collect data from recording equipment and measurement devices used in patient care.</td>
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<tr>
<td>- Detect a fire in a patient area and initiate emergency action.</td>
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<tr>
<td>- Draw up the correct quantity of medication into a syringe.</td>
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<tr>
<td>- Fill a syringe with medication</td>
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<tr>
<td>- Measure blood pressure</td>
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<tr>
<td>- Clearly observe a person and objects at a near and far distance.</td>
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<tr>
<td>- Read fine print (Ex. medication or nutrition labels).</td>
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<tr>
<th><strong>Tactile Ability</strong></th>
<th>Sufficient to independently assess patients and implement the nursing care developed from such assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples of relevant activities</strong></td>
<td></td>
</tr>
<tr>
<td>- Detect changes in skin temperature.</td>
<td></td>
</tr>
<tr>
<td>- Detect unsafe temperature levels in heat-producing devices used in patient care.</td>
<td></td>
</tr>
<tr>
<td>- Detect anatomical abnormalities (i.e. subcutaneous crepitus, edema, or infiltrated intravenous fluid).</td>
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<tr>
<td>- Feel differences in temperature</td>
<td></td>
</tr>
<tr>
<td>- Detect changes in surfaces (e.g. skin)</td>
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<tr>
<td>- Feel pulses</td>
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<table>
<thead>
<tr>
<th><strong>Hearing Ability</strong></th>
<th>Sufficient to physically monitor and assess health care needs of clients/patients.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples of relevant activities</strong></td>
<td></td>
</tr>
<tr>
<td>- Hear sounds within normal range.</td>
<td></td>
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<tr>
<td>- Effectively listen with a stethoscope.</td>
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<tr>
<td>- Hearing faint body sounds (i.e. blood pressure sounds, assess placement of tubes).</td>
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<tr>
<td>- Hear auditory alarms (i.e. monitors, fire alarms, call bells).</td>
<td></td>
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<tr>
<td>- Hear normal speaking level sounds (i.e. person-to-person report)</td>
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<tr>
<td><strong>Olfactory Ability</strong></td>
<td><strong>Critical Thinking Ability</strong></td>
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<tr>
<td>------------------------</td>
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</tr>
<tr>
<td>Sufficient to detect significant environment and odors.</td>
<td>Sufficient to collect, analyze, integrate, and generalize information and knowledge to make clinical judgments and management decisions that promote positive patient outcomes.</td>
</tr>
<tr>
<td><strong>Example of relevant activity</strong>*</td>
<td><strong>Examples of relevant activities</strong>*</td>
</tr>
<tr>
<td>- Detect odors from patient and environment.</td>
<td>- Evaluate outcomes.</td>
</tr>
<tr>
<td></td>
<td>- Transfer knowledge from one situation to another.</td>
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<tr>
<td></td>
<td>- Process information.</td>
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<tr>
<td></td>
<td>- Use long and short term memory.</td>
</tr>
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<td></td>
<td>- Problem solves.</td>
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<tr>
<td></td>
<td>- Prioritize tasks.</td>
</tr>
<tr>
<td></td>
<td>- Transfer knowledge to accomplish application of theory information to the practice setting.</td>
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</tbody>
</table>

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<tr>
<th><strong>II. Observational Skills:</strong> 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]</th>
<th><strong>Communication Ability</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication Ability</strong></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td><strong>Examples of relevant activities</strong>*</td>
</tr>
<tr>
<td></td>
<td>- Give clear oral reports.</td>
</tr>
<tr>
<td></td>
<td>- Provide clear and concise written documentation of the patients' condition</td>
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<tr>
<td></td>
<td>- Direct activities of others by providing clear written and oral instructions to others.</td>
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<tr>
<td></td>
<td>- Influence people's actions.</td>
</tr>
<tr>
<td></td>
<td>- Be able to communicate effectively on the telephone.</td>
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<td></td>
<td>- Legibly convey information through writing.</td>
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<tr>
<th><strong>III. Communication Skills:</strong> 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.</th>
<th><strong>Reading Ability</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Ability</strong></td>
<td>Sufficient to comprehend the written word.</td>
</tr>
<tr>
<td></td>
<td><strong>Examples of relevant activities</strong>*</td>
</tr>
<tr>
<td></td>
<td>- Read graphs (i.e. vital signs sheets).</td>
</tr>
<tr>
<td></td>
<td>- Read and understand English print and cursive documents.</td>
</tr>
<tr>
<td></td>
<td>- Speak, read, write and understand the English language written at the 12th grade level.</td>
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<tr>
<td></td>
<td>- Professionally express and exchange ideas in verbal or written form using the English language.</td>
</tr>
</tbody>
</table>
**Math Ability**

Sufficient to do accurate computations.

*Examples of relevant activities*:

- 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.

**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.

**Gross Motor/Physical Endurance**

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.

*Examples of relevant activities*:

- 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.

**Fine Motor**

Sufficient to perform manual psychomotor skills integral to patient care.

*Examples of relevant activities*:

- Manipulate small equipment and containers (i.e. syringes, vials, ampules, and medication packages) to administer medications.
IV. Behavioral and Social Abilities:
Students must possess the 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.

Psychological/Social/Cultural Functions
- Function within the ethical and legal standards of nursing practice settings.
- 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.

Emotional Stability
Sufficient to assume responsibility/accountability for actions.
Examples of relevant activities*
- 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.

Interpersonal Skills
Sufficient to interact with individuals, families and groups respecting social, cultural and spiritual diversity.
Examples of relevant activities*
- Negotiate interpersonal conflict.
- Establish positive rapport with clients, co-workers, and faculty.
- Interact with others effectively.

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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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-requisite Statistics, (Psych 210), Microbiology (Bio 210) and Nutrition (NUTR 220). An average grade of “C” must be attained in Biology 110-111 and Chemistry 110-111. Failure to attain a minimum grade of “C” in a nursing course will result in dismissal from the nursing program. If readmitted to the program; only one nursing course may be repeated and only one time.

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.

Approved 5/06

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

*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.
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 College of Graduate and Continuing Education.

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 "C+" (2.5) or better, following approval by the Department of Nursing.

Applicants transferring from other generic accredited nursing programs must take Nursing 140. They may transfer other nursing credits from an accredited generic 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 C+ 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 then 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) Call Admissions Office for an 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 ON A SPACE AVAILABLE BASIS 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.

WITHDRAWAL POLICY

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

Freshman, Sophomore and Junior students are advised by the Academic Advising Center of the Panuska College of Professional Studies (CPS) or The College of Graduate and Continuing Education where appropriate. 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing 250 (3)</td>
<td>Physical Assessment Related to Health Patterns</td>
</tr>
<tr>
<td>✦ Nursing 251 (4)</td>
<td>Nursing Related to Health Patterns</td>
</tr>
<tr>
<td>✦ Nursing 262 (1)</td>
<td>Pharmacology I*</td>
</tr>
<tr>
<td>Biology 210 (3)</td>
<td>Microbiology</td>
</tr>
<tr>
<td>✦ Exsc 220 (3)</td>
<td>Nutrition for Health Professions*</td>
</tr>
<tr>
<td>GE Course (3)</td>
<td></td>
</tr>
</tbody>
</table>

Total 17 credits

* Courses regularly scheduled in Sophomore Spring semester

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.

Approved 2/27/04
Revised 9/07
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). Courses which are completed in one semester (Biology 210, and Psych 210) will be evaluated at the end of the semester. Courses which extend over two semesters (Biology 110-111 and Chemistry 110-111) will be evaluated at the end of the second semester by averaging the grades of the two semesters together.

The lecture grade and the laboratory grade are pro-rated according to the quality points achieved and the number of credits allotted to the lecture and laboratory portion of the science courses. For example:

Introductory Medical Microbiology is a 3 credit course with 2 credits allotted to lecture and 1 credit allotted to laboratory. If a student achieves a grade of "C" in the lecture, and a "D+" in the laboratory, the grade is pro-rated as follows:

"C" = 2.0 quality points x 2 credits = 4.0
"D+" = 1.33 quality points x 1 credit = 1.33
5.33 quality points achieved for 3 credits
5.33 divided by 3 credits = 1.77

1.77 is less than a grade of "C" or 2.0. Therefore, the student has not achieved a grade of "C" in that science course and must successfully repeat the course as described under "Admission and Promotion" Policy.

Failure to attain the grade of C in the combined courses (Biology 110-111 or Chemistry 110-111) or in Biology 210, or Psych 210, will result in the student being placed on departmental probation for a limit of one year. During this time the course must be repeated with a grade of C or better. 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. During the Departmental probation period, the student may continue to take the sophomore level nursing courses but may not take the junior year nursing courses. 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.

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>QUALITY POINTS</th>
<th>NUMERICAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>96-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>92-95</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>89-91</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>86-88</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>83-85</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>80-82</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>77-79</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>74-76</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td>72-73</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>70-71</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>Below 70</td>
</tr>
</tbody>
</table>
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. The student will review on a weekly basis and sign the Anecdotal Record.

It is the faculty's belief that while a student should not be in a test situation during every clinical laboratory period, his/her 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 midsemester 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.
THE UNIVERSITY OF SCRANTON  
DEPARTMENT OF NURSING

Professional Nursing Behaviors Policy

**Purpose:** The Nursing Department reviews the progress (academic and clinical) of every nursing student every semester. The purpose and goal of the evaluation process is to review the professional development of students.

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 and 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.

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

________________________________   ________________________________  
Date                                    Signature

Course:

Approved Sept. 2011

One Copy to: Enrollment Management Committee
  Faculty
  Undergraduate Program Director
  Chairperson
  Student
  Student File
Professional Nursing Behaviors Evaluation Form

Student: _______________________________________________________

Instructor: ___________________________ Course: _________________

Semester: ___________________________ Year ____________________

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

<table>
<thead>
<tr>
<th>Nursing Behaviors</th>
<th>Areas of Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical behavior according to the American Nurses Association Code of Ethics</td>
<td></td>
</tr>
<tr>
<td>Maintenance of a safe environment for the patient in the clinical setting</td>
<td></td>
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</tr>
<tr>
<td>Adherence to policies and standards established in the University of Scranton’s student handbooks.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Date ___________________________ Faculty Signature ________________________

Date ___________________________ Student Signature ________________________
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.

May 4, 2012

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.)

ATTENDANCE POLICY FOR CLASS

Regular class attendance 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 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. The fee for each clinical make-up day is $100.00.
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

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

1. Satisfactory performance in theory and clinical. Student must produce letter of reference from present instructor. Previous instructor may be utilized if present instructor has not had sufficient time to evaluate student.

2. Experience may not be part of service learning hours, but may include structured volunteer work performed above service learning hours (e.g., peer education).

3. Experience must be related to nursing course work.

4. Experience must meet approval of full time faculty member who is in charge of clinical course.

5. Allowable experiences include:
   - Nursing conferences
   - Presentations
   - Health fairs
   - Peer education presentations
   - Special projects

6. Student will write three objectives for the day.

7. Student will write one page (250 words) reflection journal on experience and hand it in to clinical instructor.

8. Student will discuss experience with peers at appropriate post-conference.

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.

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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.
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 the 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 tests are required of traditional baccalaureate nursing students:

1. Psychiatric Nursing: first semester, Junior year.
2. Maternal-Child: Second Semester Junior Year or First Semester Senior Year.
3. Pediatrics: Second Semester Junior Year or First Semester Senior Year.
4. Medical-Surgical Nursing: First semester Senior year.
5. Nursing Assessment Test (NAT): Beginning second semester Senior year.

Most tests will be administered at the end of the semester. The NAT 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 comprehensive exam (NAT) 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 and the Kaplan Review Course.
Constitution of the
Nursing Association of the University of Scranton

ARTICLE I - NAME
The name of this organization shall be the Nursing Association of the University of Scranton, hereafter referred to as the Nursing Association.

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 his/her junior year to be eligible for election. The 2nd Vice President shall be in either his/her freshman or sophomore year. The 1st Vice President shall either be in his/her 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 Nursing Association membership annually 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.
I. 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.

II. Honor Society Definition and Policies

1. 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.

2. General Membership Policies

A) Members are inducted to encourage and recognize superior scholarship and/or leadership achievement in Nursing.
B) Chapters elect members from the highest 35% of the undergraduate class in general scholarship.
C) Election to membership is irrespective of membership in or affiliation with other organizations or associations.
D) Membership is conferred solely on the basis of specified eligibility.
E) A community nurse leader, with a minimum of a baccalaureate degree, who has demonstrated marked achievement in nursing education, practice, research, or publication, shall be eligible for membership. Majorities have degrees in nursing, but exception can be made for bachelor's in other fields if achievement is outstanding.

III. Criteria

1) Approximately one-half of the nursing curriculum completed.
2) Top 35% of the class, and
3) Cumulative grade point average of at least 3.0 on a 4.0 scale.
4) Transcripts of credits.
Policies and Procedures
for the
Registered Nurse and the Licensed Practical Nurse Student
in the Baccalaureate
Nursing Program
at the
University of Scranton
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.
Policies and Procedures of the RN to BS Program

College of Graduate and Continuing Education
Sharon Hudacek, Ed D, Director, RN Track

To apply for admission to the RN to B.S. 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 484.
- 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.
- College of Graduate and Continuing Education students will meet the service-learning requirements by completing major courses that have a service-learning component.
- 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 3.3 or higher and completed 96 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 484, 493 and electives. Additional information is available from Dr. Hudacek, Director of the RN Track.
# NURSING CREDITS

## Nursing Courses Taken by RN Students

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Nursing 241</td>
<td>Perspectives in Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 242</td>
<td>Assessment of Health Patterns</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 471</td>
<td>Community Health Nursing</td>
<td>3.5</td>
</tr>
<tr>
<td>Nursing 484</td>
<td>Special Topics in Nursing Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Nursing Elec.</td>
<td>Nursing Elective</td>
<td>3</td>
</tr>
<tr>
<td>Nursing 493</td>
<td>Nursing Research</td>
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**Total 18.5 Credits**

## Credits Earned by Validation

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Nursing 251</td>
<td>Nursing Related to Health Patterns</td>
<td>4</td>
</tr>
<tr>
<td>Nursing 262</td>
<td>Pharmacology I</td>
<td>1</td>
</tr>
<tr>
<td>Nursing 360</td>
<td>Pharmacology II</td>
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<tr>
<td>Nursing 361</td>
<td>Pharmacology III</td>
<td>1</td>
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<tr>
<td>Nursing 350</td>
<td>Nursing Care of the Adult I</td>
<td>5.5</td>
</tr>
<tr>
<td>Nursing 352</td>
<td>Mental Health Nursing</td>
<td>5.5</td>
</tr>
<tr>
<td>Nursing 371</td>
<td>Nursing Care of the Adult II</td>
<td>5.5</td>
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<tr>
<td>Nursing 373</td>
<td>Nursing Care of the Child Bearing Family</td>
<td>5</td>
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<tr>
<td>Nursing 452</td>
<td>Nursing Care of Children and Adolescents</td>
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<tr>
<td>Nursing 450</td>
<td>Nursing Care of the Adult III</td>
<td>5.5</td>
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</table>

**Total 38.5 Credits**

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## RN to B.S. in Nursing Curriculum

<table>
<thead>
<tr>
<th>Department and Number</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COGNATE</td>
<td>CHEM 110-111 - (E) Introductory Chemistry</td>
<td>6</td>
</tr>
<tr>
<td>COGNATE</td>
<td>BIOL 110-111 - (E) Structure and Function of the Human Body</td>
<td>8</td>
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<tr>
<td>GE SPCH–WRTG</td>
<td>COMM 100 - Public Speaking –WRTG 107 - Composition</td>
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<td>GE C/IL</td>
<td>C/IL 102 - Computing and Information Literacy¹</td>
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<td>GE PHIL</td>
<td>PHIL 120 - Introduction to Philosophy¹</td>
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<td>GE S/BH</td>
<td>S/BH ELECT–Social/Behavioral Science Elective¹,²</td>
<td>3</td>
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<td><strong>Second Year</strong></td>
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<tr>
<td>MAJOR</td>
<td>NURS 241 - (W) Perspectives in Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>MAJOR</td>
<td>NURS 242 - Health, Illness and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>COGNATE</td>
<td>BIOL 210 - Introductory Medical Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>COGNATE</td>
<td>NUTR 220 - Nutrition for the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>COGNATE</td>
<td>PSYC 210 - (Q) Statistics in the Behavioral Sciences or EDUC 120 - (Q,W) Applied Statistics</td>
<td>3</td>
</tr>
<tr>
<td>GE T/RS</td>
<td>T/RS 121 - (P) Theology I: Introduction to the Bible</td>
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</tr>
<tr>
<td>GE PHIL–T/RS</td>
<td>PHIL 210 - Ethics –T/RS 122 - (P) Theology II: Introduction to Christian Theology</td>
<td>6</td>
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<tr>
<td>GE HUMN</td>
<td>HUMN ELECT - Humanities Electives</td>
<td>9</td>
</tr>
<tr>
<td>GE S/BH</td>
<td>S/BH ELECT - Social/Behavioral Science Elective²</td>
<td>3</td>
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<tr>
<td><strong>Third Year</strong></td>
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<td>36</td>
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<tr>
<td>MAJOR</td>
<td>NURS - Nursing Validation Credits</td>
<td>38.5</td>
</tr>
<tr>
<td>GE PHIL-T/RS</td>
<td>PHIL-T/RS ELECT - Philosophy or T/RS Elective¹</td>
<td>3</td>
</tr>
<tr>
<td>GE ELECT</td>
<td>FREE ELECT - Free Electives²</td>
<td>6</td>
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<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td>47.5</td>
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<tr>
<td>MAJOR</td>
<td>NURS 471 - (D) Community Health Nursing ³,⁴</td>
<td>3.5</td>
</tr>
<tr>
<td>MAJOR</td>
<td>NURS 484: Special Topics in Nursing Leadership⁵</td>
<td>3</td>
</tr>
<tr>
<td>MAJOR</td>
<td>NURS ELECT - Nursing Elective⁵</td>
<td>3</td>
</tr>
<tr>
<td>MAJOR</td>
<td>NURS 493 - (W) Research in Nursing⁵</td>
<td>3</td>
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<tr>
<td>GE HUMN</td>
<td>HUMN ELECT - Humanities Elective</td>
<td>3</td>
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<tr>
<td>GE ELECT</td>
<td>FREE ELECT - Free Elective ⁵,⁶</td>
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<tr>
<td><strong>Total: 131 Credits</strong></td>
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</tbody>
</table>

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.
Policies for Precepted Experiences [RN to BS 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 484 (Special Topics in Nursing Leadership) in the RN to BS 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, N484). 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 BS 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 BS 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)

Chairperson of the Department of Nursing (570.941.7673 Harringtonp1@scranton.edu)
RN to BS program director (570.941.4197 Hudaceks1@scranton.edu)
Dr. Sharon Hudacek, Director
LPN to BS in Nursing Program Option

The LPN to BS in Nursing option is for students who have completed an 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 College of Graduate and Continuing Education.

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 of Nursing" described in the Policy Handbook of the Department of Nursing.

LPN to BS Program Prerequisites (23 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)
- C/IL 102: Computer/Information Literacy (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-BS: 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-BS 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] *NLN ACE II Exams - minimum decision score 120*  
Maternity & Pediatric Nursing – Advanced Placement Exams [6cr] N373, N452  
Medical Surgical Nursing – I and II Advanced Placement Exam (8cr) N251, N350, N371  
**Clinical Labs - 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 (1.5cr)

**Post Graduation Requirement**


**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.**

4/7/11/ph

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# NURSING CURRICULUM
## LPN to BSN

### FIRST YEAR

<table>
<thead>
<tr>
<th>Dept. and No.</th>
<th>Descriptive Title of Course</th>
<th>Credits</th>
<th>FALL</th>
<th>SPRING</th>
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<tbody>
<tr>
<td>GE NSCI CHEM 110-111</td>
<td>Introduction to Chemistry</td>
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<td>3</td>
<td></td>
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<tr>
<td>GE NSCI BIOL 110-111</td>
<td>Structure &amp; Function</td>
<td>4</td>
<td>4</td>
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<tr>
<td>GE WRTG-SPCH WRTG 107-108 COMM 100</td>
<td>Composition-Public Speaking</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GE C/IL C/IL 102</td>
<td>Computing and Information Literacy</td>
<td>3</td>
<td></td>
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<tr>
<td>GE PHIL-T/RS PHIL 120</td>
<td>Introduction to Philosophy</td>
<td>3</td>
<td></td>
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<tr>
<td>GE S/BH PSYC 110</td>
<td>Fundamentals of Psychology</td>
<td>3</td>
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<tr>
<td>GE QUAN PSYC 210</td>
<td>Psychological Statistics</td>
<td>3</td>
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<td><strong>16</strong></td>
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### SECOND YEAR

| MAJOR NURS 241 | Perspectives in Professional Nursing         | 3       |      |        |
| MAJOR NURS 242 | Health, Illness and Assessment                 | 3       |      |        |
| MAJOR NURS 251* | 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 1 | Abnormal Psychology                         | 3       |      |        |
| **TOTAL**: |                                    | **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 1 | Medical Ethics                          | 3       |      |        |
| GE ELECT FREE ELECT | Free Elective                             | 3       |      |        |
| **TOTAL**: |                                    | **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 1 | Advanced Nursing Concepts                   | 6       |      |        |
| MAJOR NURS 491 | Senior Seminar                             | 1.5     |      |        |
| GE HUMN HUMN ELECT | Humanities Elective                     | 3       | 3    |        |
| GE ELECT FREE ELECT | Free Elective                           | 3       |      |        |
| **TOTAL**: |                                    | **16** | 17   |        |

**TOTAL:** 131 CREDITS

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*Credit by Exam Optional
1 Fall or spring semester
2 ROTC option available
3 Recommended by the department
4 Service Learning

4/7/11ph
HEALTH PROGRAM

A policy of the University of Scranton is that all freshman students submit a history and physical exam to the student health center. Since there are no clinical requirements during the freshman academic year, a
The sophomore level pre-entrance health examination shall include:

- A complete 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. For subsequent yearly PPD tests, a one-step Mantoux test is adequate. If the PPD test is positive, or the student has a history of a positive PPD, a chest x-ray is required.
- Evidence of current immunizations for diphtheria/tetanus (within the past 10 years), poliomyelitis, and evidence of immunity (titer level) or immunization for measles and mumps. A onetime dose of Tdap (Adacel or Boostrix) is required.
- A rubella IGG and varicella IGG titer must be submitted by all students; if the rubella titer is negative or indeterminate, the student must be vaccinated. If the varicella titer is negative, the student should be vaccinated but if they refuse to be vaccinated a varicella immunization declination form must be signed.
- Hepatitis B immunization is strongly recommended. If the student has not received the vaccine and does not intend to, a hepatitis B declination form must be signed and submitted to the department of nursing. A Hepatitis B surface antibody titer level must also be submitted post vaccination for proof of immunity to hepatitis B in the event of an exposure.
- Evidence of health insurance coverage.
- A drug screening test is required prior to each semester through Certified Background.com.

Persons born in 1957 or later are considered immune to measles and mumps if they meet one or more of the following requirements: a) physician diagnosed measles or mumps disease; or b) laboratory evidence of measles, or mumps immunity (persons who have an indeterminate level upon testing are considered nonimmune); or c) appropriate vaccination, administration on or after the first birthday of two doses of live measles vaccine separated by 28 days or greater, and at least one dose of live mumps vaccine.

Adults born prior to 1957 are considered immune to measles and mumps, but if believed to be susceptible, can be vaccinated.

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: a complete physical exam, a recent PPD (within the past 3 months), and other diagnostic examinations which are deemed necessary for the promotion of health; evidence of completed immunizations as indicated previously; and health insurance coverage. The student WILL NOT be able to attend clinical if all appropriate completed physical exams, required evidence of immunity and/or results of screening tests are not submitted to the Clinical Coordinator by the due date.

Copies of each student health record will be on file for a minimum of five years after 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 and 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 has a negative Hepatitis B surface antibody level he/she must sign a Hepatitis B vaccine declination form.

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.

7/01

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 “BLS for Healthcare Providers” with AED CPR card, or an American Red Cross “CPR/AED for the Professional Rescuer” card. Students can take PHED 112, First Aid/CPR/AED offered on campus or seek CPR certification for the Health Care Provider on their own. Current CPR certification will be verified prior to initial clinical experience each year.

6/02

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 251, and yearly thereafter. Out of state residents must also complete an FBI background check through the Department of Aging. A yearly PA criminal background check, PA child abuse background check and an FBI background check through the department of Public Welfare are required after the sophomore year prior to the start of the academic school year.

Drug Testing is required by clinical agencies and students will be tested every six months while enrolled in clinical courses prior to the start of each semester.

The forms can be obtained from the Director of the Nursing Lab. A student will not be allowed to attend clinical without submitting appropriate background checks and drug test results to the Lab Director.

Background checks will be kept on file in the nursing department and may be shared with the clinical agencies at their request.

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.

8/09

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UNIFORM POLICY

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 their lab coats and name pins for clinical preparation.

Students will wear the uniform in all in-patient clinical settings. In the pediatric clinical setting, students may wear colorful print tops with their scrub pants. 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.

At the end of each clinical day, students must wash uniforms/scrubs prior to the next clinical day.

The attire for community health clinical is a white top and navy or khaki pants/skirt with lab coat and name pin.

The attire for psychiatric clinical will be determined by the course coordinators for psychiatric nursing according to the specifications of each clinical agency.

When students are assigned to agencies in which uniforms are not required, it is expected that they wear slacks, dresses or skirts, all of which should allow for safety and freedom of movement in clinical activities. Jeans are not allowed under any circumstances.

Name pins are to be worn on the left side. 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 or fragrances are to be worn in the clinical area. Artificial nails are not permitted in clinical laboratory. 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 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.

8/09

Uniform Policy for Obtaining Clinical Assignments

While obtaining assignments a lab coat/jacket 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.

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.
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.

**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.

**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.
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, between 8:30 a.m. and 9:00 p.m. each regular school day and when a Lab instructor is available for evening hours. 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 single time so that good order, safety and security of equipment and supplies are maintained.

3) The student must submit their Royal Card to the available lab personnel prior to the use of a video or CD-rom. When the student hands in the video/CD-rom their Royal Card will be returned to them.

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 must 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.
COMPUTER LABORATORY POLICIES AND PROCEDURES

Purpose:
The Helene Fuld Nursing Computer Laboratory is a facility for instruction and research. It may be used by registered students, faculty, and staff from the Department of Nursing and by University students at allocated times.

Administration:
The Helene Fuld Nursing Computer Laboratory is under the administration of the Department of Nursing and University Computing Systems (UCS). The Department Resources Committee will make policy recommendations to the Department of Nursing as deemed necessary, and will exercise discretion and flexibility where formal policy is not established.

The Nursing Department can assist in the acquisition of most course-related software. Acquisitions will be done in conjunction with faculty members who will participate in a review process with the Department Resources Committee and the University Academic Computing Center.

Use:
The following principles regulate the use of the computer laboratory:

1. User priority: THE COMPUTER LABORATORY IS RESERVED FOR NURSING STUDENTS, FACULTY AND STAFF. First priority for use of the laboratory is for nursing course instructors who may schedule the laboratory for use with specific classes. Nursing students, faculty and staff have second priority. All other authorized students, faculty, and staff may use the laboratory when it is open and unoccupied by first and second priority users.

2. Access can be gained to the computer laboratory from 8:30 AM to 9:00 PM, Monday through Thursday, and 8:30 am to 4:30 pm on Friday during the Fall and Spring semesters. It is also open for several hours on the weekend during Fall and Spring semesters; check the lab for posted times because they may vary. Reservations for the computer laboratory are to be made with the Nursing Lab Director at 941-7761.

3. Software protection: **READ THIS COPYRIGHT NOTICE**

Copying proprietary software is prohibited in this computer laboratory in accordance with Sections 106, 107, 117 of Public Law 94, the Federal Copyright Act. Violation of copyright or other applicable laws may subject you to criminal prosecution, civil damages, penalties, University discipline, and loss of computer lab service. IT IS YOUR RESPONSIBILITY TO OBSERVE THESE RESTRICTIONS!

4. For further software and hardware protection:

EATING, DRINKING, AND SMOKING ARE NOT PERMITTED IN THE LABORATORY!

Those who cause food, liquid, or other damage will assume repair and replacement costs of any audio, visual, video, or computer equipment. Laboratory use privileges may be revoked.
5. **Software lending:** The laboratory maintains a comprehensive and costly library of software. Software and associated instruction manuals are loaned to users for use in the laboratory only. Students may not take such software or manuals from the Laboratory. To access some software students must submit their Royal Card to laboratory staff, department secretaries or faculty. When the software is returned, the Royal Card will be returned to the user.

6. **Personal supplies:** Users of the Computer Laboratory are expected to obtain their own supply of “flash drives”. These may be purchased at the University Bookstore or the Computer Center.

7. **Printing:** The laser printers ARE AVAILABLE TO NURSING FACULTY AND NURSING STUDENTS ONLY.

### 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.

### 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 exam will be administered to all nursing students in the courses that follow. Each student must successfully achieve the grade specified in the table in order to safely administer medications.

<table>
<thead>
<tr>
<th>Course</th>
<th>Minimum Score Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sophomore Level</strong></td>
<td></td>
</tr>
<tr>
<td>Nursing 251</td>
<td>90%</td>
</tr>
<tr>
<td>Nursing Related to the Health Patterns</td>
<td></td>
</tr>
<tr>
<td><strong>Fall of the Junior Year</strong></td>
<td></td>
</tr>
<tr>
<td>Nursing 350</td>
<td>95%</td>
</tr>
<tr>
<td>Nursing Care of the Adult I</td>
<td></td>
</tr>
<tr>
<td><strong>Spring of the Junior Year</strong></td>
<td></td>
</tr>
<tr>
<td>Nursing 371</td>
<td>95%</td>
</tr>
<tr>
<td>Nursing Care of the Adult II</td>
<td></td>
</tr>
<tr>
<td><strong>Fall of the Senior Year</strong></td>
<td></td>
</tr>
<tr>
<td>Nursing 450</td>
<td>95%</td>
</tr>
<tr>
<td>Nursing Care of the Adult III</td>
<td></td>
</tr>
</tbody>
</table>

- Students will have three opportunities to pass the exam.
- The exam dates are determined by the course coordinator, published in the course syllabi, and are not subject to change.
- The score received on the first exam will be the grade assigned for the course. Grades achieved on dosage calculation exams will be documented on the students clinical evaluation form and will become a part of the permanent record.
- If a student fails the dosage calculation on the third attempt, the student will fail the clinical course and may not proceed to the next level.
- Readmission to the nursing program will require documentation that provides evidence of math remediation. Readmission to the nursing major is not guaranteed.

**PROCEDURES**

**Sophomore nursing majors** will take exams as scheduled by the course coordinator. All **Junior and Senior Nursing Majors** will take the first dosage calculation exam during the first week of the course. Students who do not achieve the established passing grade will be required to remediate. Remediation will consist of:

1. Weekly meetings with a graduate assistant to review dosage calculation questions.
2. Independent Self-paced computer program review in the nursing lab.

The second dosage calculation exam will be administered at midsemester. The exam date will be determined by the course coordinator. Objective evidence of weekly remediation must be presented to the course coordinator prior to taking the second exam. Failure to pass the second exam will require additional remediation on a weekly basis.

The third and final opportunity to pass the drug calculation exam will take place during final exam 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.

**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 Confidentiality Policy. Failure to comply with the Confidentiality 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.
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)
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

NURSING STUDENTS' GUIDELINES FOR

66
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., needlestick 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 bloodborne pathogens. (CDC, 6/29/01)

Student Responsibility

It is the responsibility of the student to immediately report the exposure incident to her/his 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.
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 needlestick: ______________________________

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.
Other hours: Dr. Harrington at 857-0974

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

__________________________  ________________
Student Signature                     Date

2012/2013 Handbook

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