

PENNSSTATE



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

**Associate Degree in Nursing
Student Handbook**

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College of Health and Human Development
School of Nursing

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Mission/Goals

Mission

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

Goals

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

Revised 2005

Philosophy

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

Human Beings

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

Environment

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

Health

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

Nursing

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

Beliefs about Learning/Nursing Education

Learning

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

Nursing Education

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

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

Continuing education is a part of nursing education and supportive to the concept of lifelong learning.

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

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

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

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

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

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

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

Graduate education in nursing is characterized by a philosophy of expanding ideas and emphasis on knowledge development in nursing and health care. The primary goal of graduate nursing

education is the development, transmission, and organization of nursing knowledge and the translation of that knowledge into practice in order to promote the health of individuals, families, and communities throughout society. The graduate nursing programs are an integral part of the Graduate School and graduate education at Penn State.

Approved: 1/25/1999

Accreditation

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

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

End of Program Objectives

The nurse will:

1. Evaluate the wellness-illness status of the individual, family, and groups within the community in relationship to life span, development, communications, relationships, multiple health needs, adaptation and diversity.
2. Appraise environmental factors, which influence the health and health care of clients in a variety of settings.
3. Support optimal levels of wellness of individuals, families and groups within the community.
4. Integrate concepts related to the role of the associate degree nurse as provider of care, manager of care, and member within the discipline of nursing.
5. Relate interpreted research findings to nursing practice situations.
6. Value the nursing process as means of providing a comprehensive plan of care for select clients, families and groups within the community.

A. SCHOOL OF NURSING COMMITTEES

Students are represented on the following School of Nursing Committees:

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

Student representatives are appointed for each committee.

B. ACADEMIC

Academic Progression Policy

The policy delineates the academic standards for pre-licensure* students admitted to the undergraduate nursing program. The following requirements are necessary for progression in the nursing program.

Overall Criteria:

- All prerequisite courses and required Nursing courses may only be repeated one time.
- Successful completion of prerequisite courses is defined as a grade of “C” or better according to the University grading scale.
- Successful completion of required nursing courses is defined as a “C” or better according to the School of Nursing Grading Scale.
- A student who earns a “D” or “F” in the **same** required nursing course for a second time will be dismissed from the nursing major and counseling relative to other majors/options will be provided.
- A student who earns a “D” or “F” in any two required nursing courses will be dismissed from the nursing major and counseling relative to other majors/options will be provided.
- Late course drop, with the designation of withdraw failing (WF), from a prerequisite or required nursing course is considered a failure.
- Students who wish to return to the University after a leave of absence or re-enroll after withdrawing will re-enter under the current curricular requirements. Based on demonstration of clinical skills, an independent study course may be advised. In addition, scheduling in clinical courses may depend on availability of clinical space.
- In very extreme situations, the Director of the School of Nursing may make exceptions to this policy.

*Pre-licensure--students without an RN license, which includes BS and AD students.

Academic Integrity Statement

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

Academic Grievance Procedures

The following assumptions are acknowledged:

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

Grade Mediation and Adjudication

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

Definition of Grades and School of Nursing Grading Scale

Definition of Grades

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

Definition of Grades and School of Nursing Grading Scale

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

Class and Clinical Attendance Policy

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

Disability Statement

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

University Policy

Confirmed by faculty 06/04

Functional Abilities Policy

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

Advisement

All students are expected/encouraged to follow their academic progression to assure all requirements are completed for graduation according to the AD Program sequence of courses.

Suggested Course Scheduling Pattern for Nursing

Associate Degree Requirements
(Minimum 68 credits required)

Year 1

Semester 1		Semester 2	
*Engl 015 (GWS)	3	*Biol 129 (GN) or	4
*Biol 129 (GN) or	4	*Biol 141 (GN) (3) and	
*Biol 141 (GN) (3) and		*Biol 142 (1)	
*Biol 142 (1)		*Soc 001 (GS) or Soc 005 (GS)	3
*HD FS 129 (GS) or Psy 213 (GS)	3	*Psy 002 (GS)	3
*Nurs 111 Nursing Roles	4	*Nurs 113 Childbearing Family	4
*Nurs 112 Health Patterns/ Nursing Interventions	4	*Nurs 114 Childrearing Family	4
Total	18	Total	18

Year 2

Semester 3		Semester 4	
*Quantification x (GQ)	3	Human x (GH)	3
*Micrb 106 (GN)	3	Arts (GA)	3
*Micrb 107 (GN)	1	*Nurs 213 Patho/Nursing Interventions III	5
*Nurs 211 Patho/Nursing Interventions I	5	*Nurs 214W Psychiatric Nursing/ Leadership Concepts	5
*Nurs 212 Patho/Nursing Interventions II	4		
Total	16	Total	16

FOR GRADUATION, ALL NURSING COURSES REQUIRE A "C" OR HIGHER GRADE.

**"C" or higher grade required.

Policy for Registering Required Nursing Clinical Courses

Students may not register for more than two required clinical nursing courses per semester and may not register for more than once clinical per day.

Course Descriptions

Key to Semester Hour Designation

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

Each semester hour in *lecture* = 50 minutes contact

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

Therefore, a 4 credit course would meet for (2) 50 minute lecture periods and 6 hours of clinical (2 x 3 hours).

Required Nursing Courses

NURS 111–Nursing Roles (4) Introduction to associate degree nursing roles and nursing process. Prerequisite: or concurrent: NURS 112, BIOL 142 or BIOL 129, HD FS 129 or PSY 213, ENGL 015. 4 SH (2,2)

NURS 112–Health Patterns/Nursing Interventions (4) Emphasis on individual health patterns and selected nursing interventions. Prerequisite: or concurrent: NURS 111, BIOL 141, or BIOL 129, HD FS 129 or PSY 213, ENGL 015. 4 SH (2,2)

NURS 113–Childbearing Family (4) Introduction to antepartum, intrapartum, postpartal, and neonatal nursing care. Prerequisite: NURS 111, NURS 112, ENGL 015, HD FS 129 or PSY 213. Prerequisite or concurrent: BIOL 129 or BIOL 141; BIOL 142, PSY 002, SOC 001 or SOC 005. 4 SH (2,2)

NURS 114-Childrearing Family (4) Emphasis on infancy through young adulthood with common and well defined health problems, with integrated nursing content. Prerequisite: NURS 111, NURS 112, ENGL 015, HD FS 129 or Psy 213, ENGL 015. Prerequisite or concurrent: BIOL 129 or BIOL 141; BIOL 142, PSY 002, SOC 001 or SOC 005. 4 SH (2,2)

NURS 211–Pathophysiology/Nursing Interventions I (5) Emphasis on middle-aged adults. Develop expanding competencies in caring for clients with acute or chronic dysfunctional health patterns. Prerequisite: NURS 113, NURS 114. Prerequisite or concurrent: MICRB 106, MICRB 107, Quantification elective. 5 SH (2,3)

NURS 212–Pathophysiology/Nursing Interventions II (4) Caring for middle-aged adults with acute or chronic dysfunctional health patters involving nutritional, metabolic, reproductive, oncological and immunological impairment. Prerequisite: NURS 113, NURS 114. Prerequisite or concurrent: MICRB 106, MICRB 107, Quantification elective. 4 SH (2,2)

NURS 213-Pathophysiology/Nursing Interventions III (5) Care of adults with complex physical dysfunctional health patterns. Prerequisite: NURS 211, NURS 212. Prerequisite or concurrent: Arts elective and Humanities elective. 5 SH (3,2)

NURS 214W-Psychiatric Nursing/Leadership Concepts (5) Care of older adults with complex emotional or physical dysfunctional health patterns while developing the management knowledge base. Prerequisite: NURS 211, NURS 212. Prerequisite or concurrent: Arts elective and Humanities elective. 5 SH (2,3)

Students Experiencing Academic Difficulty

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

Plan for Early Identification of Academic Difficulty and Follow-up

1. The Chair of the Student Admissions and Standards Subcommittee will request that all nursing faculty identify at mid-semester (week 7 & 8) any student earning less than 75% in the theory portion of a course, or any student performing below satisfactory levels in clinical. Faculty who have a course following an alternative time frame (e.g., 8-week or front loading of clinical) are responsible for notification of the committee of students in academic jeopardy at mid-semester corresponding to the course time frame.
2. The Chair of the Student Admissions and Standards Subcommittee will send a letter of concern to all students who have been identified in academic jeopardy.
3. A copy of the letter will be sent to the adviser and the course coordinator, and placed in the student file.
4. In addition to a copy of the letter, advisers and coordinators will receive a form to be completed reporting student initiated contact and specific actions suggested. These forms will have a deadline for submission and will be placed in the student file.
5. The Chair of the Subcommittee will be informed of all final grades for students earning a “D” or “F” in a nursing course.
6. All students must achieve a “C” or better (75% or greater) in all required nursing courses in the program.

Revised 11/02

Evaluation of Math Skills, Medication Administration/Math Policy for Baccalaureate Basic Degree and Associate Degree Students.

1. Concurrent with enrollment in the first nursing course, the students will be given an independent learning packet on the math needed for medication administration and common abbreviations.
2. A comprehensive math and abbreviation exam will be given at the beginning of NURS 230 (BS Program) or NURS 112 (AD Program). A passing grade of 90% must be achieved.
3. If a student fails this exam, he/she will be referred back to the independent learning packet and for remediation from the instructor or course coordinator as needed. The student may then schedule a second exam at a time determined by faculty.
4. If a student fails a second time, the student must seek math remediation direction from the instructor, course coordinator, and/or adviser on any particular problem areas.
5. After completion of remediation, the student will schedule the exam a third time at the discretion of faculty.
6. Failure of the math exam a third time constitutes failure in NURS 230 or NURS 112.
7. The comprehensive math exams will be written as a collective effort by faculty and will be individualized to meet the needs of the BS or AD program.
8. In subsequent semesters, individual course coordinators and clinical instructors will continue to monitor the math proficiency of students to assure competency in clinical practice. If they choose to do math testing for clinical, a minimum grade of 90% must be achieved.
9. When testing the math skills in any course, the use of calculators will be at the discretion of the instructor.

This policy excludes RN to BS students.

Approved: Undergraduate Curriculum: 2/3/97

Total Faculty: 3/10/97

Revised: 11/02

Revised: 3/05

Revised: 11/05

Revised: 2/06

Credit-by-Examination and Portfolio Assessment

A Licensed Practical Nurse, (LPN), who is admitted to the Associate Degree Program in Nursing is eligible to earn up to 16 credit hours of first-year nursing course work through a combination of successful portfolio assessment (NURS 111 and 112) and successful credit by examination (equivalent to NURS 113 and 114).

The procedure is as follows:

1. Students obtain a Credit-by Exam, (crx), form from the office of the student's college dean, campus executive officer, or Division of Undergraduate Studies (DUS) and provide the information requested.
2. Student secures the signatures of the student's college dean, campus executive officer, or director of DUS and the department head or campus representative offering the course.
3. Student pays the required fee at the college that will administer the exam. All three receipted copies of the application form are returned to the student.
4. Student presents receipted application form to the instructor, who will:
 - Sign form and administer examination only if fees have been paid and return third copy to the student.
 - Forward copies 1 and 2 of the form to the instructor's college dean or campus executive officer.
5. Instructor's college dean or campus executive officer signs the form and forwards both copies to the Registrar's Office for issuance of a Grade Reporting Form.
6. Grade form and copy 2 of the application form are returned to requesting college dean or campus executive officer.

Completed grade form is returned to the Registrar's Office through instructor's college dean or campus executive officer. Copy 2 of the application form is retained in the college (Ref: Senate Policy 42-50).

The Pennsylvania State University
College of Health and Human Development
School of Nursing
Credit by Portfolio By The Licensed Practical Nurse (LPN)
Education/Experience Verification Form

The School of Nursing of The Pennsylvania State University will award a total of 8 credits for Nursing 111 (Nursing Roles, 4 credits) and Nursing 112 (Health Patterns,4 credits), to the licensed practical nurse (LPN) applicant who is deemed eligible for admission to the second semester associate degree program in nursing and who can meet the following additional requirements;

1. Graduated from an approved program of practical nursing within the past three calendar years.

OR

2. Can document 1,000 hours of practice as a licensed practical nurse within the last 3 years as verified in writing by the employer(s).

RESPONSIBILITES OF THE LPN APPLYING FOR CREDIT BY PORTFOLIO TO THE 2NURS PROGRAM:

- _____1. Notify the Nursing Program Coordinator of your an intent to apply for Credit by Portfolio for Nursing 111 and Nursing 112.**
- _____2. Obtain this form from the Coordinator and complete and/or perform the following:**

Student Name: _____
Student Number: _____
- _____3. Submit a copy of your practical nurse program transcript to the Program Coordinator**
- _____4. Current PN State License Number _____
Date of Next License Renewal: _____**
- _____5. Submit a copy of your valid practical nurse license to the Nursing Program Coordinator.**
- _____6. If necessary, have your employer complete the Employer Form Letter. (Attached for your convenience) documenting 1,000 hours of practice as an LPN in the last three years and return it to the campus Nursing Program Coordinator.**

RESPONSIBILITES OF THE NURSING PROGRAM COORDINATOR:

- _____7. Sign and date this form.**
- _____8. Submit a copy of this form to the school's recorder for processing.**

Signature: _____ Date: _____

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

Employer
Address
City, State Zip

To Whom it May Concen:

_____ (*student name*) is seeking admission to The Pennsylvania State University associate degree nursing program. The School of Nursing will award four (4) credits in lieu of Nursing 111 (Nursing Roles) and four (4) credits in lieu of Nursing 112 (Health Patterns) to licensed practical nurses who have graduated from nursing programs that are approved by the State Board of Nursing.

As part of the process to validate that all criteria are met to allow us to award these credits, the licensed practical nurse must document that he/she has practiced at least 1000 hours during the past three successive years. I am requesting your verification that this requirement is met by checking either A or B at the bottom of this letter and returning it to me in the envelope provided or via fax at (campus site fax number).

I appreciate your assistance. Should you have questions or concerns, please do not hesitate to contact me at (Campus Coordinator phone and email address).

Sincerely,

Nursing Coordinator

I verify that _____ has been employed as a licensed practical nurse at my institution/agency as follows: Check **A or B**

_____ A. At least 1000 hours total within the past three years.

_____ B. At this institution/agency for _____ hours in the past three years.

(Signature)

(Institution/Agency)

(Printed Name)

(Address)

(Title)

(Phone Number)

Transfer of Nursing Course Credits

Students enrolled in the undergraduate associate degree nursing program at Penn State who have received college or university credit for nursing courses taken elsewhere may transfer those courses to their Penn State transcript. Transfer of credits is subject to university policies and procedures as outlined in “*General and Specific Credits*” <http://www.psu.edu/dus/handbook/transcredit.html#genandspecific>. All such credits are evaluated by the Office of Undergraduate Admissions for entry on the student transcript.

Transfer credits for nursing courses taken elsewhere *may* be considered for use in substitution for a nursing course required in the Penn State curriculum. Courses petitioned for use as required nursing courses should have been completed within the past seven years, but under extraordinary circumstances courses not meeting this requirement may be evaluated on an individual basis. All such requests need approval from the Associate Degree Student Admissions and Standards Subcommittee.

Policy and Guidelines for Completion of Faculty Evaluation of Graduating Student

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

Faculty Evaluation of Graduating Student

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

Graduating Student Signature _____ Date _____

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

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

Comments:

Graduating Student Signature _____ Date _____
 Faculty Signature _____

C. CLINICAL

Confidentiality

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

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

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

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

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

Approved: Undergraduate Affairs: 04/2004

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

Student Confidentiality Agreement

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

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

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

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

Student Signature

Date

Information Release

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

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

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

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

Grade Release

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

Signature

Student Number

Date

Clinical Release

This section is required to be signed for clinical placement.

Signature

Student Number

Date

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

Clinical Site Assignment Policy

Students are assigned to clinical sites on the basis of faculty and site availability to assure that maximum learning will be accomplished for each student in the program.

A student who fails a clinical course will not automatically repeat the clinical at the same clinical site. Assignments for repeat course work will be scheduled at the clinical site based on the specific learning experience needed by the student.

AD Program Requirements

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

- K Pre-entrance Health Examination/Annual Health Examination Forms
(see pp. 20-21)
- K Health Insurance Requirements for Students Enrolled in Clinical Courses (see p. 22)
- K Malpractice Insurance for Students Enrolled in Clinical Courses (see p.22)
- K CPR (see p. 22)
- K Child Abuse History (see p.23)
- K Criminal Record Check (see p.23)

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

Health Examination Policy

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

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

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

**THE PENNSYLVANIA STATE UNIVERSITY
SCHOOL OF NURSING
COLLEGE OF HEALTH AND HUMAN DEVELOPMENT**

Campus Phone

ANNUAL HEALTH EXAMINATION

(All Sections Must Be Completed)

Last Name First Name M.I. PSU ID

Date of Birth _____ Telephone Number _____

COMPLETE PHYSICAL EXAM:

Date _____ N = Normal or Baseline _____

TB STATUS:

PPD (Mantoux) Skin Test Date _____ (**required annually**)

Results: Negative _____ Positive _____

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

Isoniazid Prophylaxis: No _____ Yes _____ Dates _____

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

TO BE COMPLETED BY HEALTH CARE PROVIDER:

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

Signature of Physician or Nurse Practitioner _____ Date _____

Telephone Number _____

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

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

Revised 7/06

Health Insurance Requirement for Students Enrolled in Clinical Courses

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

Malpractice Requirement for Students Enrolled in Clinical Courses

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

Cardiopulmonary Resuscitation (CPR) Requirements for Nursing Clinical Rotations

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

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

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

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

Child Abuse History and Criminal Record Check

The Pennsylvania State University's School of Nursing maintains child abuse and criminal background clearance policies and procedures to assure the safety of the public receiving services of students and to meet requirements of the agencies where students complete clinical requirements.

Penn state Nursing students are required to have Pennsylvania Child Abuse History Clearance (Act 151) and Pennsylvania Criminal History Clearance (Act 34) prior to beginning clinical nursing courses, and *annually*, while the student is enrolled in clinical nursing courses. Out of state students are required to obtain clearances for their state of residence and Pennsylvania (state doing clinical). If the resident state and clinical state are the same then only one clearance is needed. (e.g., Pennsylvania residents). The student is responsible for all fees associated with the clearance checks and for providing the School of Nursing with documentation that the clearance checks were completed. Appropriate documentation must be kept on file in the School of Nursing's Student Academic Affairs Office. Progression in Penn State's nursing programs may be dependent upon clear child abuse and criminal background checks.

All program decisions related to child abuse and criminal clearance are consistent with the recommendations of the National League of Nursing. The Commonwealth of Pennsylvania, Department of State, Bureau of Professional and Occupations Affairs, and the State Board of Nursing. These include but are not limited to:

1. Students are required to provide Pennsylvania Child Abuse History Clearance (Act 151) and a Pennsylvania Criminal History Clearance (Act 34) each year during which a clinical course is taken.
2. All clinical facilities have the right and/or responsibility to preclude students who have a history of child abuse or criminal activity from the facility. If experience in such a facility is required to achieve the clinical objectives, the student will not be able to complete the required course.
3. Even if there are multiple course sections and the student is able to have clinical experience for the course at another agency and thus completes the program, the student should know that the State Board may deny licensure based on the applicant's child abuse or criminal history. Students also should know that if the student does become licensed, various laws may preclude the individual from employment in a wide variety of settings.
4. In addition, students should be aware of the following State Board of Licensure policy:

To determine whether an applicant with a criminal record will be permitted to take the examination, the board will review the facts of the applicant's case including the type of conviction(s), the length of time that has elapsed since the conviction(s), whether or not drugs were involved, whether the crime could be classified as one involving moral turpitude, etc. Generally, the less egregious the crime, the greater the amount of time that has elapsed since the offense, the more

persuasive the evidence that an individual can practice nursing with reasonable skill and safety and that there is a low likelihood of recidivism, the greater the chance of receiving the approval to take the licensure examination.

5. In the past, the Board has concluded that an *indicated* report of child abuse is evidence that an applicant is not of good moral character.

Unsuccessful Clearance Procedures

Child Abuse

Procedure for Unsuccessful “Child Abuse Clearance”

If the student clearance returns “Indicated”

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

If the student clearance returns “Founded”:

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

Criminal Record Check

Procedure for Unsuccessful “Criminal Clearance”

If the student clearance returns as “Summary”:

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

If the student clearance returns as “Misdemeanor”:

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

If the student clearance returns as “Felony”:

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

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

Policy

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

Statement of Purpose and Intention

- A. Students enrolled in the School of Nursing at the undergraduate and graduate level engage in clinical rotations at various types of health care facilities, including hospitals, private practice offices, long-term care facilities, clinics, schools and community agencies.
- B. Drug and alcohol use may adversely affect the educational process and the quality of care provided by students in the clinical setting. Drug and alcohol use may also pose serious safety and health risks to the student, patients and others.
- C. The Pennsylvania State University and the School of Nursing require all nursing students engaged in clinical activities be free from the influence of illegal drugs and alcohol.
- D. This Policy is enacted in accordance with a position statement on the subject of substance abuse in nursing education published by the American Association of Colleges of Nursing, and also with the standards set forth in Pennsylvania's Professional Nursing Law, (63 P.S. § 224, *et. seq.*).

Definitions

- A. "Alcohol" means beer, wine and all forms of distilled liquor containing ethyl alcohol.
- B. "Clinical Duties," or "Clinical Activities" shall refer to those duties or activities required of School of Nursing students as part of a Clinical Program.
- C. "Clinical Program" shall refer to the assignment of nursing students to health care facilities for the purpose of gaining practical experience and/or engaging in patient care, in fulfillment of degree or course requirements.
- D. "Drug" means any substance that has known mind or function-altering effects on a human subject (i.e. psychoactive substances), including, but not limited to, substances controlled by State or Federal laws.
- E. "Drug Paraphernalia" means all equipment, products, and materials of any kind, which are used for injecting, ingesting, inhaling or otherwise introducing a drug into the human body. This includes, but is not limited to, all equipment, products and materials prohibited or controlled by State or Federal laws.
- F. "Premises," "Facility," or "Host Facility" shall mean any place where a student is engaged in clinical activities in fulfillment of degree or course requirements, including but not limited to health care facilities, hospitals, physician offices, long-term care facilities, clinics, schools and community agencies.

- G. “Student” is an undergraduate or graduate student enrolled in the School of Nursing.
- H. “Supervisor” is the person assigned to oversee a student while engaged in performance of a clinical program. This person may be a professor or instructor in the School of Nursing, or an employee of the facility at which the clinical program takes place.

Drug and Alcohol Possession and Use

- A. Prohibitions. Except as provided in C below:
 - 1. No student engaged in clinical activities shall use, consume, transport, promote or sell alcohol, drugs or drug paraphernalia while on the premises of the facility of a clinical program.
 - 2. No student may report to the premises of a clinical program or remain on duty while under the influence of or impaired by alcohol or drugs, to any degree. This is a zero tolerance policy.
- B. Exceptions. The Following circumstances may constitute exceptions to this Policy:
 - 1. Prescribed and over-the-counter drugs. The use or possession of prescribed or over-the-counter drugs and/or drug paraphernalia is not prohibited by this Policy, if legally obtained, used for the purpose for which it was prescribed or manufactured, and if taken at the prescribed or authorized dosage; provided that use of the drug and/or drug paraphernalia does not interfere with the safe and efficient performance of the student’s clinical duties.

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

Procedures and Penalties

- A. In order to assure compliance with this Policy and as a condition of continuing to participate in a clinical program, students are required to cooperate with the procedures outlined herein. Failure to do so may result in termination of a student’s clinical program, which will carry with it serious consequences for the student’s ability to complete his or her course of study in the School of Nursing.
- B. These procedures shall be implemented by an instructor in the School of Nursing, in consultation with the Director of the School of Nursing, upon a finding of reasonable suspicion that a student may have violated this Policy. A finding of reasonable suspicion may be based upon direct observation by a professor or instructor of the School of Nursing, or upon information provided by a clinical supervisor or other person who has observed the student in the clinical setting. Reasonable suspicion

may be determined by various factors which may indicate drug or alcohol use, including the following:

- (1) Symptoms or behavior which indicate that the student is, or may be, physically or mentally unable to safely and appropriately perform his or her clinical duties or responsibilities; or
 - (2) Inappropriate behavior, which may diminish the student's ability to safely and appropriately perform his or her duties or responsibilities; or
 - (3) Uncharacteristic behavior generally associated with intoxication, including but not limited to odor of alcohol, impaired mental ability, inability to maintain balance, slurred speech, drowsiness, dilated pupils, staggering, awkward movements or erratic behavior.
- C. Students who participate in clinical programs are subject to the rules and regulations of the host facility. This may include drug or alcohol testing. Testing for illegal drugs or alcohol may be required by the host facility prior to commencement of a clinical program, on a random basis, following an accident, or upon observation of conduct which may be indicative of drug or alcohol use. Neither The Pennsylvania State University nor the School of Nursing has control over the manner in which testing is carried out by a host facility. If a test indicates the presence of illegal drugs or alcohol, and if the test results are provided to the School of Nursing, this information will be forwarded to the Office of Judicial Affairs, per the procedure set forth in Paragraph E below.
- D. In cases where a professor or instructor in the School of Nursing becomes aware of information giving rise to reasonable suspicion of this Policy or that an employee has been given a drug or alcohol test while the student remains on the premises of the clinical program, the student shall be instructed to leave the premises immediately. The student shall also be instructed not to drive and will be given the opportunity to call friends or family to secure a ride. If necessary, transportation will be provided at the expense of the School of Nursing.
- E. When a finding of reasonable suspicion is made or when proof of a positive illegal drug or alcohol test is provided to the School of Nursing from a host facility, the matter will be referred to the Office of Judicial Affairs for processing, in consultation with the School of Nursing.
- (1) The Office of Judicial Affairs will investigate and process the matter in accordance with standard University procedures and the student Code of Conduct.
 - (2) After a potential violation of this Policy is reported to the Office of Judicial Affairs, and while the matter is pending, the student in question shall be suspended from his or her clinical program and shall not be permitted to participate in any clinical duties.

- (3) If a student wishes to appeal any aspect of this process, the student may follow those appeal procedures applicable to Office of Judicial Affairs proceedings.
- (4) As a condition of continuing as a student in the School of Nursing, the student shall fully participate in the disciplinary process and shall abide by any sanctions, treatment, or monitoring which may be ordered by the Office of Judicial Affairs.

Reinstatement to Clinical Program

- A. As a condition for being considered for reinstatement to a clinical program, students must consent to the release to the School of Nursing the outcome of the Office of Judicial Affairs, as well as physicians, psychiatrists, psychologists, and counselors.
- B. A student who has been referred to the Office of Judicial Affairs for a violation of this Policy shall be permitted to return to a clinical program upon fulfillment of the following conditions:
 - (1) Expiration of any academic suspension imposed by the Office of Judicial Affairs;
 - (2) Successful completion of all treatment programs ordered or recommendations by the Office of Judicial Affairs, with written certification of successful completion a drug or alcohol treatment regimen;
 - (3) Agreement to voluntarily participate in random drug or alcohol screening, the cost of which must be paid by the student.
- C. A student's return to a clinical program in which he or she was engaged when the violation of this Policy occurred shall be contingent upon acceptance by the facility.

Assistance to Students with Drug or Alcohol Problems

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

Approved November 5, 2005

Student Pregnancy Policy

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

11/04

Infectious Disease Policy

Clinical Agencies

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

The clinical agency's infection control plan shall include:

A schedule and method of implementing the infection control plan.

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

A method of dealing with and documenting occupational exposure.

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

Standard Precautions and Isolation Practices

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

Accidental Exposure

Post Exposure and Follow-up

Clinical agencies utilized by the School for clinical practice experiences are to have written post exposure plans including follow-up of the exposed faculty or student including antibody or antigen testing, testing of the source patient, counseling, illness reporting, and safe and effective

post-exposure prophylaxis, according to standard CDC recommendations and Pennsylvania State Law.

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

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

The clinical instructor will:

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

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

11/06

Travel—Use of Automobile Transportation

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

“Registration Not Complete” Status Policy

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

Clinical Registration Policy

Students may not register for more than one required clinical per day. Back-to-back clinicals on the same day not permitted because of the educational and safety concerns associated with long hours.

Clinical Failure Policy Statement

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

A student who fails a clinical course may repeat the clinical at a different clinical site or campus. Assignments for repeat course work will be scheduled at the site based on the specific learning experience needed by the student. Exceptions must be approved by the Professor-in-Charge and the Campus Coordinator.

Student Dress Code for Clinical Courses

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

Associate Degree Program

- Students must purchase uniforms from a designated campus vendor.
- Various combinations of blouses and shirts with skirts or slacks may be worn, but the result must be a combination of navy and white or blue and navy. **Students may not wear an all white outfit or all navy outfit.**
- When wearing a staff jacket or lab coat, students must wear the staff jacket or lab coat with the School’s chevron on the breast pocket. When in the hospital setting for

purposes other than patient care, a lab coat and name pin over appropriate street attire should be worn.

- A name pin should be worn at all times. The student's given first name and last name with SN (Student Nurse) following will appear on the top line and "Penn State University" on the second line. Name pins for the Associate Degree program must be purchased from a designated vendor at each campus location.
- Photo ID must be worn and visible at all times.
- Shoes must be white, preferably a nurse shoe. However, a white leather athletic shoe may be worn. High top athletic shoes may not be worn.
- White hose without patterns are to be worn by females when wearing skirts. White socks without patterns or decorations may be worn with slacks.
- Sweaters may be worn and must be cardigans, either navy or white.
- In the clinical area, the following is **not** acceptable: strong perfume or aftershave colognes, acrylic nails, dark colored nail polish, dangling earrings, tattooing needs to be concealed, bracelets, necklaces, and rings (other than wedding bands). No obvious body piercings except ears (limited to one pair of earrings). Heavy makeup should be avoided. Fingernails must be short and hair must be neatly worn off the collar. Male students should be clean-shaven or have neatly trimmed beards or mustaches. Large ornamental hair attachments are not considered to be proper when in uniform. Chewing gum during the clinical experience is not acceptable.
- Students involved in clinical courses such as family, community mental health, and at times nursing care of children shall wear appropriate street attire. Blue jeans, sweat shirts, or sweat pants, tank tops, t-shirts, halter-tops, shorts, and tight or revealing clothing may not be worn. The name pin must be visible at all times.

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

Guidelines for Using the Clinical Evaluation Tool

- Faculty must address every objective on the *Student Clinical Performance Evaluation* tool, none may be left blank. Faculty are to review the course objectives and consult with other faculty in the same course to be sure that they are all interpreting the evaluation objectives similarly and in relation to the course objectives. The category "not observed"

is to be utilized only if the individual evaluation objectives are interpreted to lie outside of the course objectives.

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

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

STUDENT CLINICAL PERFORMANCE EVALUATION

NURS 111

Name _____

Mid-Course Evaluation

Date: _____ Instructor: _____ Passing__ Failing__

Final Evaluation

Date: _____ Instructor: _____ Pass__ Fail__

Clinical Site(s) _____

Absent Date(s)/Hour(s):

Make-up Date(s)/Hour(s):

Definition of Clinical Grades:

P = Pass

Passing clinical performance demonstrates **safe** and **adequate** application of the clinical course objectives within a defined time frame.

F = Fail

Failing clinical performance which is **unsafe** or **inadequate** application of the clinical course objectives within a defined time frame; requires continuous verbal or nonverbal cues to function on the clinical area, and does not demonstrate learning consistent with course objectives.

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

Clinical performance is not consistent in application clinical course objectives within a defined time frame; requires occasional verbal or nonverbal cues to function in the clinical area, and demonstrates learning inconsistent with course objectives.

*N.O. – Not observed
only may be used at mid-course evaluation

Not applicable, not seen, or unable to be assessed.

Criteria for Passing Clinical:

Mid-Course Pass in all elements. A “Needs Improvement” (NI) may be given in any area. “Fail” (F) on any one element at mid-course evaluation denotes a failing clinical grade at mid-course. The evaluator is expected to comment on all items rated: NI or F.

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

Remediation Plans will be developed for a student who needs to improve performance of a clinical objective. The clinical nursing faculty member, suggesting resources and activities designed to assist the student to achieve the identified areas for improvement, will write the remediation plan. A Remediation Plan will be written at mid-course if there is an F clinical grade.

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
1. Identify the following basic concepts related to the individual: life span development, basic development, communications, relationships, basic needs, adaptation and diversity.						
a. List developmental, psychosocial and multicultural influences on health care needs						
b. Consider client's cultural/psychosocial needs and expectations related to health care						
c. Identify relevance of developmental level of assigned clients						
d. Assist the client/family to adapt to health alterations						
e. Identify therapeutic communication techniques in the clinical setting						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
2. Identify physical and personal factors that contribute to a safe, therapeutic environment.						
a. Demonstrate knowledge to provide safe care to assigned client						
b. Administer nursing care safely, accurately, and without omissions						
c. Maintain client privacy and confidentiality						
d. Maintain client dignity and self-respect						
e. Identify significance of laboratory and/or diagnostic data to nursing care						
f. Report pertinent client care information in a timely manner						

Mid-Course Comments:

Final Comments:

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
3. Describe basic concepts related to the role of the associate degree nurse as provider of care, manager of care, and member within the discipline of nursing.						
a. Provide basic nursing care based on scientific knowledge						
b. Perform nursing skills based on scientific principles						
c. Respond to clients in a professional and therapeutic manner						
d. Communicate clearly and accurately in speaking and writing						
e. Conduct self in a professional manner at all times (demeanor, appearance & punctuality)						
f. Prepare for assigned clients						
g. Seek opportunities for learning experiences						
h. Recognize ability to administer nursing care in the health care setting to assigned client						
i. Document pertinent, objective, accurate, concise & legible data						
j. Submit written materials that are on time and legible with correct grammar and spelling and with appropriate medical/nursing terminology						
k. Accept guidance, supervision and constructive criticism						

Mid-Course Comments:

Final Comments:

4. Recognize research as a theoretical basis for the use of the nursing process.	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
a. Collect data to develop plan of care						
b. Identify the relevance of assessment findings to identify nursing diagnoses						
c. Identify knowledge from course textbooks, resources, references, and assessment to provide basic nursing care						
d. Provide basic plans of care for assigned clients						
e. Select relevant nursing diagnoses appropriate to client's problems						
f. Identify desired outcomes of client care						
g. Plan nursing interventions to provide for client's basic needs						
h. Evaluate effectiveness of nursing care plans based on theoretical knowledge						
i. Revise the plan of care to achieve desired outcomes						

Mid-Course Comments:

Final Comments:

Mid-Course:

Student's Signature _____ Date _____

Instructor's Signature _____ Date _____

Final:

Student's Signature _____ Date _____

Instructor's Signature _____ Date _____

THE PENNSYLVANIA STATE UNIVERSITY
Associate Degree Program in Nursing

REMEDICATION PLAN

_____ has not demonstrated passing behavior in NURS 111.

Specific actions include the following:

In order for _____ to meet the course objectives of NURS 111 and pass the course the following must be demonstrated in the *established timeline*:

This is mutually developed and agreed upon by:

Student

Faculty

Date

Date

Resolution:

Comments:

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

STUDENT CLINICAL PERFORMANCE EVALUATION

NURS 112

Name _____

Mid-Course Evaluation

Date: _____ Instructor: _____ Passing__ Failing__

Final Evaluation

Date: _____ Instructor: _____ Pass__ Fail__

Clinical Site(s) _____

Absent Date(s)/Hour(s):

Make-up Date(s)/Hour(s):

Definition of Clinical Grades:

P = Pass

Passing clinical performance demonstrates **safe** and **adequate** application of the clinical course objectives within a defined time frame.

F = Fail

Failing clinical performance which is **unsafe** or **inadequate** application of the clinical course objectives within a defined time frame; requires continuous verbal or nonverbal cues to function on the clinical area, and does not demonstrate learning consistent with course objectives.

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

Clinical performance is not consistent in application clinical course objectives within a defined time frame; requires occasional verbal or nonverbal cues to function in the clinical area, and demonstrates learning inconsistent with course objectives.

*N.O. – Not observed
only may be used at mid-course evaluation

Not applicable, not seen, or unable to be assessed.

Criteria for Passing Clinical:

Mid-Course Pass in all elements. A “Needs Improvement” (NI) may be given in any area. “Fail” (F) on any one element at mid-course evaluation denotes a failing clinical grade at mid-course. The evaluator is expected to comment on all items rated: NI or F.

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

Remediation Plans will be developed for a student who needs to improve performance of a clinical objective. The clinical nursing faculty member, suggesting resources and activities designed to assist the student to achieve the identified areas for improvement, will write the remediation plan. A Remediation Plan will be written at mid-course if there is an F clinical grade.

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
1. Identify select, common health patterns and related alterations in function.						
a. List developmental, psychosocial and multicultural influences on health care needs						
b. Consider client's cultural/psychosocial needs and expectations related to health care						
c. Identify developmental level of assigned clients						
d. Assist the client/family to adapt to health alterations						
e. Identify therapeutic techniques in the clinical setting						
f. Demonstrate knowledge to provide safe care to assigned client						
g. Administer nursing care safely, accurately, and without omissions						
h. Report pertinent client care information in a timely manner						
i. Maintain client privacy and confidentiality						
j. Maintain client dignity and self-respect						
k. Recognize laboratory and/or diagnostic data to nursing care						
l. Identify medication actions, side effects, interactions, and effectiveness						
m. Function safely and effectively in administering medications						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
2. Recognize research as a theoretical basis for the use of the nursing process.						
a. Identify knowledge from course textbooks, resources, references, and assessment to provide basic nursing care						

Mid-Course Comments:

Final Comments:

3. Utilize the nursing process in developing a plan of care for select clients in a structured environment.	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
a. Collect data to develop plan of care						
b. Identify relevance of assessment findings to identify nursing diagnoses						
c. Provide basic nursing care based on scientific knowledge						
d. Perform nursing skills based on scientific principles						
e. Respond to clients in a professional and therapeutic manner						
f. Communicate clearly and accurately in speaking and writing						
g. Conduct self in a professional manner at all times (demeanor, appearance & punctuality)						
h. Prepare for assigned clients						
i. Seek opportunities for learning experiences						
j. Recognize ability to administer nursing care in the health care setting to assigned client						
k. Document pertinent, objective, accurate, concise & legible data						
l. Submit written materials that are on time and legible with correct grammar and spelling and with appropriate medical/nursing terminology						
m. Accept guidance, supervision and constructive criticism						
n. Provide basic plans of care for assigned clients						
o. Select relevant nursing diagnoses appropriate to client's problems						
p. Identify desired outcomes of client care						
q. Plan nursing interventions to provide for client's basic needs						
r. Evaluate effectiveness of nursing care plans based on theoretical knowledge						
s. Revise the plan of care to achieve desired outcomes						

Mid-Course Comments:

Final Comments:

Revised 5/06

THE PENNSYLVANIA STATE UNIVERSITY
Associate Degree Program in Nursing

REMEDIATION PLAN

_____ has not demonstrated passing behavior in NURS 112.

Specific actions include the following:

In order for _____ to meet the course objectives of NURS 112 and pass the course the following must be demonstrated in the *established timeline*:

This is mutually developed and agreed upon by:

Student

Faculty

Date

Date

Resolution:

Comments:

Revised 5/06

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

STUDENT CLINICAL PERFORMANCE EVALUATION

NURS 113

Name _____

Mid-Course Evaluation

Date: _____ Instructor: _____ Passing__ Failing__

Final Evaluation

Date: _____ Instructor: _____ Pass__ Fail__

Clinical Site(s) _____

Absent Date(s)/Hour(s):

Make-up Date(s)/Hour(s):

Definition of Clinical Grades:

P = Pass

Passing clinical performance demonstrates **safe** and **adequate** application of the clinical course objectives within a defined time frame.

F = Fail

Failing clinical performance which is **unsafe** or **inadequate** application of the clinical course objectives within a defined time frame; requires continuous verbal or nonverbal cues to function on the clinical area, and does not demonstrate learning consistent with course objectives.

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

Clinical performance is not consistent in application clinical course objectives within a defined time frame; requires occasional verbal or nonverbal cues to function in the clinical area, and demonstrates learning inconsistent with course objectives.

*N.O. – Not observed
only may be used at mid-course evaluation

Not applicable, not seen, or unable to be assessed.

Criteria for Passing Clinical:

Mid-Course Pass in all elements. A “Needs Improvement” (NI) may be given in any area. “Fail” (F) on any one element at mid-course evaluation denotes a failing clinical grade at mid-course. The evaluator is expected to comment on all items rated: NI or F.

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

Remediation Plans will be developed for a student who needs to improve performance of a clinical objective. The clinical nursing faculty member, suggesting resources and activities designed to assist the student to achieve the identified areas for improvement, will write the remediation plan. A Remediation Plan will be written at mid-course if there is an F clinical grade.

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
1. Describe concepts related to childbearing families: life span development, basic health needs, communications, relationships, adaptation and diversity.						
a. Describe developmental, psychosocial and multicultural influences on health care needs						
b. Consider client's cultural/psychosocial needs and expectations related to health care						
c. Utilize the developmental level of clients in the delivery of care						
d. Support client and family in a professional and therapeutic manner						
e. Utilize therapeutic communication techniques in the clinical setting						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
2. Evaluate physical and personal factors as they contribute to a safe, therapeutic environment for childbearing families.						
a. Demonstrate knowledge to provide safe care to assigned client						
b. Administer nursing care safely, accurately, and without omissions						
c. Maintain client privacy and confidentiality						
d. Maintain client dignity and self-respect						
e. Recognize relevance of laboratory and/or diagnostic data to nursing care						

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
f. Identify medication actions, side effects, interactions and effectiveness						
g. Function safely and effectively in administering medications						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	N.O	P	F
3. Describe common health patterns, and alterations in function for select childbearing families.						
a. Identify client health needs to develop teaching plan						
b. List health teaching relevant to assigned client and family						
c. Implement health promotion activities for select clients						
d. Identify client's stressors and coping mechanisms						
e. Assist the client and family to adapt to health alterations						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
4. Apply concepts related to the role of the associate degree nurse as provider of care, manager of care, and member within the discipline of nursing while providing care to the childbearing family.						
a. Provide nursing care based on scientific knowledge						
b. Perform nursing skills based on scientific principles						
c. Communicate clearly and accurately in speaking and writing						
d. Conduct self in a professional manner at all times (demeanor, appearance & punctuality)						
e. Prepare for assigned clients						
f. Assertively seeks opportunities for learning experiences						
g. Demonstrates ability to administer nursing care in the health care setting to assigned client and family						
h. Report pertinent client care information in a timely manner						
i. Document pertinent, objective, accurate, concise & legible data						
j. Submit written materials that are on time and legible with correct grammar and spelling and with appropriate medical/nursing terminology						
k. Accept guidance, supervision and constructive criticism						

Mid-Course Comments:

Final Comments:

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
5. Use interpreted research related to specific client situations.						
a. Apply knowledge from course textbooks, resources, references, and assessment to provide basic nursing care						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
6. Apply the nursing process in developing a plan of care for the childbearing family.						
a. Identify data to develop plan of care						
b. Develop written plans of care for assigned client and family						
c. Select relevant nursing diagnoses appropriate to client's problems						
d. Identify desired outcomes of client care						
e. Plan nursing interventions to provide for client's basic needs						
f. Evaluate effectiveness of nursing care plans based on theoretical knowledge						
g. Revise the plan of care to achieve desired outcomes						

Mid-Course Comments:

Final Comments:

Revised 5/06

Mid-Course:

Student's Signature _____ Date _____

Instructor's Signature _____ Date _____

Final:

Student's Signature _____ Date _____

Instructor's Signature _____ Date _____

Revised 5/06

THE PENNSYLVANIA STATE UNIVERSITY
Associate Degree Program in Nursing

REMEDIATION PLAN

_____ has not demonstrated passing behavior in NURS 113.

Specific actions include the following:

In order for _____ to meet the course objective of NURS 113 and pass the course the following must be demonstrated in the *established timeline*:

This is mutually developed and agreed upon by:

Student

Faculty

Date

Date

Resolution:

Comments:

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

STUDENT CLINICAL PERFORMANCE EVALUATION

NURS 114

Name _____

Mid-Course Evaluation

Date: _____ Instructor: _____ Passing__ Failing__

Final Evaluation

Date: _____ Instructor: _____ Pass__ Fail__

Clinical Site(s) _____

Absent Date(s)/Hour(s):

Make-up Date(s)/Hour(s):

Definition of Clinical Grades:

P = Pass

Passing clinical performance demonstrates **safe** and **adequate** application of the clinical course objectives within a defined time frame.

F = Fail

Failing clinical performance which is **unsafe** or **inadequate** application of the clinical course objectives within a defined time frame; requires continuous verbal or nonverbal cues to function on the clinical area, and does not demonstrate learning consistent with course objectives.

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

Clinical performance is not consistent in application clinical course objectives within a defined time frame; requires occasional verbal or nonverbal cues to function in the clinical area, and demonstrates learning inconsistent with course objectives.

*N.O. – Not observed
only may be used at mid-course evaluation

Not applicable, not seen, or unable to be assessed.

Criteria for Passing Clinical:

Mid-Course Pass in all elements. A “Needs Improvement” (NI) may be given in any area. Fail” (F) on any one element at mid-course evaluation denotes a failing clinical grade at mid-course. The evaluator is expected to comment on all items rated: NI or F.

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

Remediation Plans will be developed for a student who needs to improve performance of a clinical objective. The clinical nursing faculty member, suggesting resources and activities designed to assist the student to achieve the identified areas for improvement, will write the remediation plan. A Remediation Plan will be written at mid-course if there is an F clinical grade.

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
1. Evaluate physical and personal factors as they contribute to a safe, therapeutic environment for select pediatric clients and their families.						
a. Describe developmental, psychosocial and multicultural influences on health care needs						
b. Consider client's cultural/psychosocial needs and expectations related to health care						
c. Utilize the developmental level of clients in the delivery of care						
d. Support client and family in a professional and therapeutic manner						
e. Utilize therapeutic communication techniques in the clinical setting						
f. Demonstrate knowledge to provide safe care to assigned client						
g. Administer nursing care safely, accurately, and without omissions						
h. Maintain client privacy and confidentiality						
i. Maintain client dignity and self-respect						
j. Recognize relevance of laboratory and/or diagnostic data to nursing care						
k. Identify medication actions, side effects, interactions and effectiveness						
l. Function safely and effectively in administering medications						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
2. Describe common health patterns and alterations in function for select pediatric clients and families.						
a. Identify client health needs to develop teaching plan						
b. List health teaching relevant to assigned client and family						
c. Implement health promotion activities for select clients						
d. Identify client's stressors and coping mechanisms						
e. Assist the client and family to adapt to health alterations						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
3. Apply concepts related to the role of the associate degree nurse as provider of care, manager of care, and member within the discipline of nursing while providing care to the childrearing family.						
a. Provide nursing care based on scientific knowledge						
b. Perform nursing skills based on scientific principles						
c. Communicate clearly and accurately in speaking and writing						
d. Conduct self in a professional manner at all times (demeanor, appearance & punctuality)						
e. Prepare for assigned clients						

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
f. Assertively seeks opportunities for learning experiences						
g. Demonstrates ability to administer nursing care in the health care setting to assigned client and family						
h. Document pertinent, objective, accurate, concise & legible data						
i. Report pertinent client care information in a timely manner						
j. Submit written materials that are on time and legible with correct grammar and spelling and with appropriate medical/nursing terminology						
k. Accept guidance, supervision and constructive criticism						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
4. Use interpreted research related to specific pediatric client situations.						
a. Apply knowledge from course textbooks, resources, references, and assessment to provide basic nursing care						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
5. Apply the nursing process in developing a plan of care for select pediatric clients and families.						
a. Collect data to develop plan of care						
b. Develop written plans of care for assigned client and family						
c. Select relevant nursing diagnoses appropriate to client's problems						
d. Identify desired outcomes of client care						
e. Plan nursing interventions to provide for client's basic needs						
f. Evaluate effectiveness of nursing care plans based on theoretical knowledge						
g. Revise the plan of care to achieve desired outcomes						

Mid-Course Comments:

Final Comments:

Mid-Course:

Student's Signature _____ Date _____

Instructor's Signature _____ Date _____

Final:

Student's Signature _____ Date _____

Instructor's Signature _____ Date _____

Revised 5/06

THE PENNSYLVANIA STATE UNIVERSITY
Associate Degree Program in Nursing

REMEDICATION PLAN

_____ has not demonstrated passing behavior in NURS 114.

Specific actions include the following:

In order for _____ to meet the course objective of NURS 114 and pass the course the following must be demonstrated in the *established timeline*:

This is mutually developed and agreed upon by:

Student

Faculty

Date

Date

Resolution:

Comments:

Revised 5/06

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

STUDENT CLINICAL PERFORMANCE EVALUATION

NURS 211

Name _____

Mid-Course Evaluation

Date: _____ Instructor: _____ Passing__ Failing__

Final Evaluation

Date: _____ Instructor: _____ Pass__ Fail__

Clinical Site(s) _____

Absent Date(s)/Hour(s):

Make-up Date(s)/Hour(s):

Definition of Clinical Grades:

P = Pass

Passing clinical performance demonstrates **safe** and **adequate** application of the clinical course objectives within a defined time frame.

F = Fail

Failing clinical performance which is **unsafe** or **inadequate** application of the clinical course objectives within a defined time frame; requires continuous verbal or nonverbal cues to function on the clinical area, and does not demonstrate learning consistent with course objectives.

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

Clinical performance is not consistent in application clinical course objectives within a defined time frame; requires occasional verbal or nonverbal cues to function in the clinical area, and demonstrates learning inconsistent with course objectives.

*N.O. – Not observed
only may be used at mid-course evaluation

Not applicable, not seen, or unable to be assessed.

Criteria for Passing Clinical:

Mid-Course Pass in all elements. A “Needs Improvement” (NI) may be given in any area. “Fail” (F) on any one element at mid-course evaluation denotes a failing clinical grade at mid-course. The evaluator is expected to comment on all items rated: NI or F.

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

Remediation Plans will be developed for a student who needs to improve performance of a clinical objective. The clinical nursing faculty member, suggesting resources and activities designed to assist the student to achieve the identified areas for improvement, will write the remediation plan. A Remediation Plan will be written at mid-course if there is an F clinical grade.

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
1. Describe wellness-illness concepts of the individual, family and groups within the community related to life-span development, basic medical-surgical health needs, communications, relationship adaptation and diversity to clients with respiratory, cardiovascular, and musculoskeletal dysfunction.						
a. List developmental, psychosocial and multicultural influences on health care needs						
b. Relate client's cultural/psychosocial needs and expectations related to health care						
c. Identify developmental level of assigned clients						
d. Assist the client/family to adapt to health alterations						
e. Utilize therapeutic communication techniques in the clinical setting						

Mid-Course Comments:

Final Comments:

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
2. Analyze the impact of physical, personal, social and group factors that contribute to safe, therapeutic care for select clients, families, and groups within the community who experience respiratory, cardiovascular, and musculoskeletal dysfunction.						
a. Summarize developmental, psychosocial and multicultural influences on health care needs						
b. Utilize client's cultural/psychosocial needs and expectations related to health care						
c. Incorporate the developmental level of clients in the delivery of care						
d. Support client and family in a professional and therapeutic manner						
e. Identify own interpersonal skills in developing therapeutic relationships						
f. Demonstrate knowledge to provide safe care to assigned client						
g. Report pertinent client care information in a timely manner						
h. Administer nursing care safely, accurately, and without omissions						
i. Maintain client privacy and confidentiality						
j. Maintain client dignity and self-respect						
k. Interpret significance of laboratory and/or diagnostic data to nursing care of assigned client						
l. Integrate medication actions, side effects, interactions and effectiveness with plan of care						
m. Function safely and effectively in administering medications						

Mid-Course Comments:

Final Comments:

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
3. Analyze health needs and the actual and potential impact of these needs on the individual, family, and groups within the community for clients with respiratory, cardiovascular, and musculoskeletal dysfunction.						
a. Identify and explain client health needs to develop teaching plan						
b. Develop health teaching relevant to assigned client and family						
c. Enhance health promotion activities for select clients						
d. Identify client's stressors and promote use of positive coping mechanisms						
e. Facilitate the client and family to adapt to health alterations						
f. Perform as a patient advocate when collaborating with the health care team						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
4. Apply concepts related to the role of the associate degree nurse as provider of care, manager of care, and member within the discipline of nursing for clients with respiratory, cardiovascular, and musculoskeletal dysfunction.						
a. Perform nursing skills based on scientific principles						
b. Interact with clients in a professional and therapeutic manner						

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
c. Communicate clearly and accurately in speaking and writing						
d. Communicate with the health care team in the development of the plan of care						
e. Conduct self in a professional manner at all times (demeanor, appearance & punctuality)						
f. Prepare for assigned clients						
g. Assertively seeks opportunities for learning experiences to increase knowledge						
h. Recognize & discuss ability to administer nursing care in the health care setting to assigned client						
i. Document pertinent, objective, accurate, concise & legible data						
j. Submit written materials that are on time and legible with correct grammar and spelling and with appropriate medical/nursing terminology						
k. Accept guidance, supervision and constructive criticism						

Mid-Course Comments:

Final Comments:

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
5. Demonstrate the application of interpreted research findings as a theoretical basis for the use of the nursing process in the care of the clients with respiratory, cardiovascular, and musculoskeletal dysfunction.						
a. Utilize knowledge from course textbooks, resources, references, and assessment to provide basic nursing care						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
6. Integrate the nursing process to provide comprehensive care for select clients, families, and groups within the community for clients with respiratory, cardiovascular, and musculoskeletal dysfunction.						
a. Collect data to develop plan of care						
b. Evaluate data from assessment findings to identify nursing diagnoses, related factors and manifestations appropriate to client's problems						
c. Develop comprehensive plans of care for assigned clients						
d. Select relevant nursing diagnoses appropriate to client's problems						
e. Prioritize nursing diagnoses based on level of client						
f. Determine desired outcomes of client care						
g. Generate nursing interventions to provide for client's basic needs						

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
h. Evaluate effectiveness of nursing care plans based on theoretical knowledge						
i. Revise the plan of care to achieve desired outcomes						

Mid-Course Comments:

Final Comments:

Mid-Course:

Student's Signature _____ Date _____

Instructor's Signature _____ Date _____

Final:

Student's Signature _____ Date _____

Instructor's Signature _____ Date _____

THE PENNSYLVANIA STATE UNIVERSITY
Associate Degree Program in Nursing

REMEDICATION PLAN

_____ has not demonstrated passing behavior in NURS 211.

Specific actions include the following:

In order for _____ to meet the course objective of NURS 211 and pass the course the following must be demonstrated in the *established timeline*:

This is mutually developed and agreed upon by:

Student

Faculty

Date

Date

Resolution:

Comments:

Revised 5/06

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

STUDENT CLINICAL PERFORMANCE EVALUATION

NURS 212

Name _____

Mid-Course Evaluation

Date: _____ Instructor: _____ Passing__ Failing__

Final Evaluation

Date: _____ Instructor: _____ Pass__ Fail__

Clinical Site(s) _____

Absent Date(s)/Hour(s):

Make-up Date(s)/Hour(s):

Definition of Clinical Grades:

P = Pass

Passing clinical performance demonstrates **safe** and **adequate** application of the clinical course objectives within a defined time frame.

F = Fail

Failing clinical performance which is **unsafe** or **inadequate** application of the clinical course objectives within a defined time frame; requires continuous verbal or nonverbal cues to function on the clinical area, and does not demonstrate learning consistent with course objectives.

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

Clinical performance is not consistent in application clinical course objectives within a defined time frame; requires occasional verbal or nonverbal cues to function in the clinical area, and demonstrates learning inconsistent with course objectives.

*N.O. – Not observed
only may be used at mid-course evaluation

Not applicable, not seen, or unable to be assessed.

Criteria for Passing Clinical:

Mid-Course Pass in all elements. A “Needs Improvement” (NI) may be given in any area. “Fail” (F) on any one element at mid-course evaluation denotes a failing clinical grade at mid-course. The evaluator is expected to comment on all items rated: NI or F.

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

Remediation Plans will be developed for a student who needs to improve performance of a clinical objective. The clinical nursing faculty member, suggesting resources and activities designed to assist the student to achieve the identified areas for improvement, will write the remediation plan. A Remediation Plan will be written at mid-course if there is an F clinical grade.

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
1. Describe wellness-illness concepts of the individual, family, and groups within the community related to life-span development, basic medical-surgical health needs, communications, relationships, adaptation and diversity to clients with nutritional, metabolic, reproductive, oncological, and immunological impairment.						
a. List developmental, psychosocial and multicultural influences on health care needs						
b. Relate client's cultural/psychosocial needs and expectations related to health care						
c. Identify developmental level of assigned clients						
d. Assist the client/family to adapt to health alterations						
e. Utilize therapeutic communication techniques in the clinical setting						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
2. Analyze the impact of physical, personal, social and group factors that contribute to safe, therapeutic care for select clients, families, and groups within the community who experience nutritional/metabolic reproductive, oncological, and immunological impairment.						
a. Summarize developmental, psychosocial and multicultural influences on health care needs						
b. Utilize client's cultural/psychosocial needs and expectations related to health care						
c. Incorporate the developmental level of clients in the delivery of care						
d. Support client and family in a professional and therapeutic manner						
e. Identify own interpersonal skills in developing therapeutic relationships						
f. Demonstrate knowledge to provide safe care to assigned client						
g. Report pertinent client care information in a timely manner						
h. Administer nursing care safely, accurately, and without omissions						
i. Maintain client privacy and confidentiality						
j. Maintain client dignity and self-respect						
k. Interpret significance of laboratory and/or diagnostic data to nursing care of assigned client						
l. Integrate medication actions, side effects, interactions and effectiveness with plan of care						
m. Function safely and effectively in administering medications						

Mid-Course Comments:

Final Comments:

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
3. Analyze health needs and the actual and potential impact of these needs on the individual, family, and groups within the community for clients with nutritional, metabolic, reproductive, oncological or immunological impairment.						
a. Identify and explain client health needs to develop teaching plan						
b. Develop health teaching relevant to assigned client and family						
c. Enhance health promotion activities for select clients						
d. Identify client's stressors and promote use of positive coping mechanisms						
e. Facilitate the client and family to adapt to health alterations						
f. Perform as a patient advocate when collaborating with the health care team						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
4. Apply concepts related to the role of the associate degree nurse as provider of care, manager of care, and member within the discipline of nursing for clients with nutritional, metabolic, reproductive, oncological or immunological impairment.						
a. Perform nursing skills based on scientific principles						
b. Interact with clients in a professional and therapeutic manner						

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
c. Communicate clearly and accurately in speaking and writing						
d. Communicate with the health care team in the development of the plan of care						
e. Conduct self in a professional manner at all times (demeanor, appearance & punctuality)						
f. Prepare for assigned clients						
g. Assertively seeks opportunities for learning experiences to increase knowledge						
h. Recognize & discuss ability to administer nursing care in the health care setting to assigned client						
i. Document pertinent, objective, accurate, concise & legible data						
j. Submit materials that are on time and legible with correct grammar and spelling and with appropriate medical/nursing terminology						
k. Accept guidance, supervision and constructive criticism						

Mid-Course Comments:

Final Comments:

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
5. Demonstrate the application of interpreted research findings as a theoretical basis for the use of the nursing process in the care of clients with nutritional, metabolic, reproductive, oncological and immunological impairment.						
a. Utilize knowledge from course textbooks, resources, references, and assessment to provide basic nursing care						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
6. Integrate the nursing process to provide comprehensive care for select clients, families, and groups with nutritional, metabolic, reproductive, oncological or immunological impairment within the community.						
a. Collect data to develop plan of care						
b. Evaluate data from assessment findings to identify nursing diagnoses, related factors and manifestations appropriate to client'						
c. Develop comprehensive written plans of care for assigned clients						
d. Select relevant nursing diagnoses appropriate to client's problems						
e. Prioritize nursing diagnoses based on level of client						
f. Determine desired outcomes of client care						
g. Generate nursing interventions to provide for client's basic needs						

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
h. Evaluate effectiveness of nursing care plans based on theoretical knowledge						
i. Revise the plan of care to achieve desired outcomes						

Mid-Course Comments:

Final Comments:

Mid-Course:

Student's Signature _____ Date _____

Instructor's Signature _____ Date _____

Final:

Student's Signature _____ Date _____

Instructor's Signature _____ Date _____

THE PENNSYLVANIA STATE UNIVERSITY
Associate Degree Program in Nursing

REMEDICATION PLAN

_____ has not demonstrated passing behavior in NURS 212.

Specific actions include the following:

In order for _____ to meet the course objective of NURS 212 and pass the course the following must be demonstrated in the *established timeline*:

This is mutually developed and agreed upon by:

Student

Faculty

Date

Date

Resolution:

Comments:

Revised 5/06

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

STUDENT CLINICAL PERFORMANCE EVALUATION

NURS 213

Name _____

Mid-Course Evaluation

Date: _____ Instructor: _____ Passing__ Failing__

Final Evaluation

Date: _____ Instructor: _____ Pass__ Fail__

Clinical Site(s) _____

Absent Date(s)/Hour(s):

Make-up Date(s)/Hour(s):

Definition of Clinical Grades:

P = Pass

Passing clinical performance demonstrates **safe** and **adequate** application of the clinical course objectives within a defined time frame.

F = Fail

Failing clinical performance which is **unsafe** or **inadequate** application of the clinical course objectives within a defined time frame; requires continuous verbal or nonverbal cues to function on the clinical area, and does not demonstrate learning consistent with course objectives.

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

Clinical performance is not consistent in application clinical course objectives within a defined time frame; requires occasional verbal or nonverbal cues to function in the clinical area, and demonstrates learning inconsistent with course objectives.

*N.O. – Not observed
only may be used at mid-course evaluation

Not applicable, not seen, or unable to be assessed.

Criteria for Passing Clinical:

Mid-Course Pass in all elements. A “Needs Improvement” (NI) may be given in any area. “Fail” (F) on any one element at mid-course evaluation denotes a failing clinical grade at mid-course. The evaluator is expected to comment on all items rated: NI or F.

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

Remediation Plans will be developed for a student who needs to improve performance of a clinical objective. The clinical nursing faculty member, suggesting resources and activities designed to assist the student to achieve the identified areas for improvement, will write the remediation plan. A Remediation Plan will be written at mid-course if there is an F clinical grade.

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
1. Evaluate the wellness-illness status of the individual, family, and groups within the community.						
a. Summarize developmental, psychosocial and multicultural influences on health care needs						
b. Apply cultural/psychosocial needs and expectations of client's to the plan of care						
c. Incorporate developmental level of assigned clients into plan of care						
d. Assist the client/family to adapt to health alterations of clients with complex needs						
e. Evaluate the effectiveness of therapeutic communication techniques in the clinical setting						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
2. Modify physical, personal, social and group factors that contribute to safe, therapeutic care for select clients, families, and groups within the community.						
a. Incorporate the developmental level of clients in the delivery of care						
b. Support client and family in a professional and therapeutic manner						
c. Evaluate own interpersonal skills in developing therapeutic relationships						
d. Apply knowledge to provide safe care to assigned client						

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
e. Administer nursing care safely, accurately, and without omissions						
f. Maintain client privacy and confidentiality						
g. Maintain client dignity and self-respect						
h. Relate relevance of laboratory and/or diagnostic data to nursing care of assigned client with complex needs						
i. Correlate medication actions, side effects, interactions and effectiveness with plan of care						
j. Function safely and effectively in administering medications						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
3. Support optimal levels of wellness of individuals, families, and groups within the community in relationship to sensory perceptual alterations, activity – exercise patterns, nutritional metabolic patterns, urinary patterns, and skin integrity.						
a. Evaluate client health needs to develop teaching plan						
b. Implement health teaching plans to achieve desired outcomes with clients with complex needs						

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
c. Enhance health promotion activities for select clients						
d. Identify client's stressors and promote use of positive coping mechanisms						
e. Facilitate the client and family to adapt to health alterations						
f. Performs as a patient advocate when collaborating with the health care team						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
4. Integrate concepts related to the role of the associate degree nurse as provider of care, manager of care, and member within the discipline of nursing in relationship to sensory perceptual alterations, activity – exercise patterns, nutritional metabolic patterns, urinary patterns, and skin integrity.						
a. Practice nursing care and skills based on scientific theory						
b. Interact with clients in a professional and therapeutic manner						
c. Communicate clearly and accurately in speaking and writing						
d. Communicate with the health care team in the development of the plan of care						

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
e. Conduct self in a professional manner at all times (demeanor, appearance & punctuality)						
f. Prepare for assigned clients with complex needs						
g. Assertively seeks opportunities for learning experiences to increase knowledge						
h. Evaluate ability to administer nursing care in the health care setting to assigned client						
i. Document pertinent, objective, accurate, concise & legible data						
j. Report pertinent client care information in a timely manner						
k. Submit written materials that are on time and legible with correct grammar and spelling and with appropriate medical/nursing terminology						
l. Accept guidance, supervision and constructive criticism						

Mid-Course Comments:

Final Comments:

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
5. Relate interpreted research findings to nursing practice situations in relation to alterations in sensory perceptual patterns, activity – exercise patterns, nutritional metabolic patterns, urinary patterns, and skin integrity.						
a. Utilize knowledge from course textbooks, resources, references, and assessment to provide basic nursing care						
b. Incorporate relevant research into plan of care						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
6. Value the nursing process as a means of providing a comprehensive plan of care for select clients, families, and groups within the community in relation to alterations in sensory perceptual patterns, activity – exercise patterns, nutritional metabolic patterns, urinary patterns, and skin integrity.						
a. Synthesize data to develop plan of care						
b. Analyze assessment findings to identify nursing diagnoses, related factors and manifestations appropriate to clients problems						
c. Develop comprehensive plans of care for assigned clients with complex needs						
d. Select relevant nursing diagnoses appropriate to client's problems						
e. Prioritize nursing diagnoses based on level of client						

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
f. Determine desired outcomes of client care						
g. Generate nursing interventions to provide for client's basic needs						
h. Evaluate effectiveness of nursing care plans based on theoretical knowledge						
i. Revise the plan of care to achieve desired outcomes						

Mid-Course Comments:

Final Comments:

Mid-Course:

Student's Signature _____ Date _____

Instructor's Signature _____ Date _____

Final:

Student's Signature _____ Date _____

Instructor's Signature _____ Date _____

Revised 5/06

THE PENNSYLVANIA STATE UNIVERSITY
Associate Degree Program in Nursing

REMEDICATION PLAN

_____ has not demonstrated passing behavior in NURS 213.

Specific actions include the following:

In order for _____ to meet the course objective of NURS 213 and pass the course the following must be demonstrated in the *established timeline*:

This is mutually developed and agreed upon by:

Student

Faculty

Date

Date

Resolution:

Comments:

Revised 5/06

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

STUDENT CLINICAL PERFORMANCE EVALUATION

NURS 214W

Name _____

Mid-Course Evaluation

Date: _____ Instructor: _____ Passing__ Failing__

Final Evaluation

Date: _____ Instructor: _____ Pass__ Fail__

Clinical Site(s) _____

Absent Date(s)/Hour(s):

Make-up Date(s)/Hour(s):

Definition of Clinical Grades:

P = Pass

Passing clinical performance demonstrates **safe** and **adequate** application of the clinical course objectives within a defined time frame.

F = Fail

Failing clinical performance which is **unsafe** or **inadequate** application of the clinical course objectives within a defined time frame; requires continuous verbal or nonverbal cues to function on the clinical area, and does not demonstrate learning consistent with course objectives.

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

Clinical performance is not consistent in application clinical course objectives within a defined time frame; requires occasional verbal or nonverbal cues to function in the clinical area, and demonstrates learning inconsistent with course objectives.

*N.O. – Not observed
only may be used at mid-course evaluation

Not applicable, not seen, or unable to be assessed.

Criteria for Passing Clinical:

Mid-Course Pass in all elements. A “Needs Improvement” (NI) may be given in any area. “Fail” (F) on any one element at mid-course evaluation denotes a failing clinical grade at mid-course. The evaluator is expected to comment on all items rated: NI or F.

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

Remediation Plans will be developed for a student who needs to improve performance of a clinical objective. The clinical nursing faculty member suggesting resources and activities designed to assist the student to achieve the identified areas for improvement will write the remediation plan. A Remediation Plan will be written at mid-course if there is an F clinical grade.

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
1. Evaluate the wellness-illness status of the individual, family, and groups within the community, in relationship to life-span development, complex medical-surgical and mental health needs, communications, relationships, adaptation and diversity in relation to psychiatric nursing.						
a. Summarize developmental, psychosocial and multicultural influences on health care needs						
b. Apply cultural/psychosocial needs and expectations of client's to the plan of care						
c. Incorporate developmental level of assigned clients into plan of care						
d. Assist the client/family to adapt to health alterations of clients with complex needs						
e. Evaluate the effectiveness of therapeutic communication techniques in the clinical setting						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
2. Modify physical, personal, social and group factors that contribute to safe, therapeutic care for select clients, families, and groups within the community in relation to psychiatric nursing.						
a. Incorporate the developmental level of clients in the delivery of care						
b. Support clients and families in a professional and therapeutic manner						

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	N.O.	P	F
c. Evaluate own interpersonal skills in developing therapeutic relationships						
d. Apply knowledge to provide safe care to assigned clients						
e. Administer nursing care safely, accurately, and without omissions						
f. Maintain client privacy and confidentiality						
g. Maintain clients dignity and self-respect						
h. Relate relevance of laboratory and/or diagnostic data to nursing care of assigned clients with complex needs						
i. Correlate medication actions, side effects, interactions and effectiveness with plan of care						
j. Function safely and effectively in administering medications						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
3. Support optimal levels of wellness of individuals, families, and groups within the community in relation to psychiatric nursing.						
a. Evaluate client health needs to develop teaching plan						
b. Implement health teaching plans to achieve desired outcomes with clients with complex needs						

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	N.O.	P	F
c. Enhance health promotion activities for select clients						
d. Identify client's stressors and promote use of positive coping mechanisms						
e. Facilitate the client and family to adapt to health alterations						
f. Perform as a patient advocate when collaborating with the health care team						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
4. Integrate concepts related to the role of the associate degree nurse as provider of care, manager of care, and member within the discipline of nursing.						
a. Practice nursing care and skills based on scientific theory						
b. Interact with clients in a professional and therapeutic manner						
c. Communicate clearly and accurately in speaking and writing						
d. Communicate with the health care team in the development of the plan of care						
e. Conduct self in a professional manner at all times (demeanor, appearance & punctuality)						

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	N.O.	P	F
f. Prepare for assigned clients with complex needs						
g. Assertively seeks opportunities for learning experiences to increase knowledge						
h. Evaluate ability to administer nursing care in the health care setting to assigned client						
i. Report pertinent client care information in a timely manner						
j. Demonstrate leadership in professional nursing role						
k. Document pertinent, objective, accurate, concise & legible data						
l. Submit written materials that are on time and legible with correct grammar and spelling and with appropriate medical/nursing terminology						
m. Accept guidance, supervision and constructive criticism						

Mid-Course Comments:

Final Comments:

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
5. Relate interpreted research findings in relation to psychiatric nursing practice situations.						
a. Utilize knowledge from course textbooks, resources, references, and assessment to provide basic nursing care						
b. Incorporate relevant research into plan of care						

Mid-Course Comments:

Final Comments:

	MID-COURSE				FINAL	
	P	F	NI	NO	P	F
6. Value the nursing process as a means of providing a comprehensive plan of care for select clients, families, and groups within the community in relation to psychiatric nursing.						
a. Synthesize data to develop plan of care						
b. Analyze assessment findings to identify nursing diagnoses, related factors and manifestations appropriate to client's problems						
c. Develop comprehensive plans of care for assigned clients with complex needs						
d. Select relevant nursing diagnoses appropriate to client's problems						
e. Prioritize nursing diagnoses based on level of client						
f. Determine desired outcomes of client care						
g. Generate nursing interventions to provide for client's basic needs						

Revised 5/06

	MID-COURSE				FINAL	
	P	F	NI	N.O.	P	F
h. Evaluate effectiveness of nursing care plans based on theoretical knowledge						
i. Revise the plan of care to achieve desired outcomes						

Mid-Course Comments:

Final Comments:

Mid-Course:

Student's Signature _____ Date _____

Instructor's Signature _____ Date _____

Final:

Student's Signature _____ Date _____

Instructor's Signature _____ Date _____

Revised 5/06

THE PENNSYLVANIA STATE UNIVERSITY
Associate Degree Program in Nursing

REMEDICATION PLAN

_____ has not demonstrated passing behavior in NURS 214W.

Specific actions include the following:

In order for _____ to meet the course objective of NURS 214W and pass the course the following must be demonstrated in the *established timeline*:

This is mutually developed and agreed upon by:

Student

Faculty

Date

Date

Resolution:

Comments:

Revised 5/06

D. OTHER

Protocol for Students Who Seek Outside Employment

Students seeking outside employment while enrolled in Penn State's Nursing Program should:

- Seek information and support from the University's Student Employment Office, not the School of Nursing.
- School of Nursing statement on student employment: The School of Nursing personnel are not to act as intermediaries nor are they to promise student services to outside persons or agencies. This relieves the School of Nursing of liability for contracting independent, unsupervised student services.
- Our policy related to employment of students in health agencies, in keeping with the State Board of Nursing regulations, is as follows:
 - ? When students are employed in health agencies, they may not be employed as registered or practical nurses unless they are currently licensed.
 - > Student employment shall be on a voluntary basis and not a requirement of the institution.
 - > Remuneration for such employment shall be within the range of the salary scale for the position.

Faculty or staff who receive inquiries from nursing students, outside agencies, or individuals have an obligation to refer these incoming requests to the Student Employment Office at the students campus location.

Alumni Association

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

National Student Nurses' Association Membership Benefits (Summarized)

Leadership Opportunities

National Students Association (NSNA) members have an opportunity to maximize their leadership potential and thus enhance their career development. Leadership opportunities are available on the school, state, and national levels. The leadership management skills developed during involvement in NSNA can be transferred to the work setting as well as to professional associations upon graduation from nursing school. Potential employers seek graduate nurses who have demonstrated leadership potential. By joining NSNA and becoming involved in the association's activities, members will have a head start on their professional career.

Nursing Journal Subscription Discounts

American Journal of Nursing: published monthly. Special rate for NSNA members.

Nursing: published monthly. Special rate for NSNA members.

RN Magazine: published monthly. Special rate for NSNA members.

Convention and Conference Discounts

- NSNA Convention: Special rate for NSNA members
- NSNA Mid-Year Conference: Special rate for NSNA members
- NSNA Nursing Student Expo: Free to members (non-members pay).

American Nurses Association Convention: Special rate for NSNA members.

National League for Nursing: Special rate for NSNA members.

National Association of Orthopedic Nurses: Special rates are available to NSNA members for all continuing education offerings and the annual convention.

Other National Organization Benefits

- Nurses Environmental Health Watch offers NSNA members a special rate.
- American Nurses' Association offers a free copy of their publication, *Entering and Moving in the Professional Job Market: A Nurse's Resource Kit* to NSNA members who join a state nurses' association upon graduation.
- NSNA members receive a discount on the American Nursing Review/National League for Nursing NCLEX-RN review course. The special NSNA member rate includes the registration fee and the LNL Diagnostic Readiness Test. This 35-hour, in-class review is offered at convenient locations nationwide.

Imprint

Members receive five issues of *Imprint* each year. This includes the *Imprint Career Planning Guide*, published every January.

Financial Services

Through a special arrangement with Trans National Financial Services, NSNA members can obtain Visa/MasterCard and member loans for those who qualify. Members receive direct mailings about these services.

Scholarship Program

Members get credit for their involvement when they apply for a scholarship through the NSNA Foundation Scholarship Program. Applications are available by sending the Foundation a self-addressed business size envelope with 45 cents postage.

Malpractice Insurance

NSNA members qualify for a special, low-cost comprehensive policy.

Parameters for Student Attendance at SNAP (or other credit-for-clinical) Events

The School of Nursing faculty strongly encourages attendance at SNAP events.

Permission to attend SNAP (or other) events must be granted in advance by course faculty, dependent on course grade, previous attendance in clinical, remediation in any course, etc. Faculty discretion will be used to determine if make-up is required.

The maximum credit of one 6-hour clinical day will be given for attendance at SNAP-sponsored activities or attendance-for-clinical credit events (e.g.. Mentoring Day, etc.)

Credit for clinical time will be granted by the hour, with the maximum of one 6-hour clinical day (e.g.. a 3-hour SNAP event = 3 hours clinical credit).

Students may be required to do the following for the clinical instructor:

Write a short 1- to 2-page report on the activity (convention, Step-by-Step program, etc.)

Provide a brief 10-minute verbal report in post-conference.

Approved: March 2001

Revised: February 2006

Registered Nurse Licensure Examination Instructions

Spring Semester of the senior year (April), the School of Nursing's Student Record's Office will provide students with NCLEX and Temporary Practice Permit information

ALL PENNSYLVANIA STUDENTS will receive the following:

- NCLEX Examination Candidate Bulletin
- Pennsylvania Temporary Practice Permit Application
- Licensure Information Sheet (Pink Sheet)
 - **IMPORTANT**, the address you provide on this sheet is the address that the School of Nursing will use to send you your Pennsylvania State Board Application; you will receive this approximately two weeks following graduation. *See further instructions for submitting this form to the Pennsylvania State Board on page 2.

1. NCLEX Examination Candidate Bulletin

Students must follow the directions in the Bulletin and submit the application, as soon as possible. **Your Education Program Code is provided on the cover page of the Bulletin. Make sure you accurately report the code for your program.**

Complete the application for NCLEX exam by:

- Online registration at www.vue.com/nclex; or
- Telephone registration at 866-496-2539; or
- Written application that is provided in the center of the Bulletin, a pre-addressed envelope is provided.
- Enclose a \$200 money order, certified check or cashier's check. Credit cards cannot be used when registering by mail. If registering on the web or by telephone, you must pay your registration fee by credit card. Only Visa, MasterCard, or American Express is accepted.

2. Pennsylvania Temporary Practice Permit Application

A temporary practice permit will be required to work as a graduate nurse. Therefore, complete the application, mail along with check or money order for \$35 to the Pennsylvania State Board of Nursing as soon as possible.

The first business day (Monday) following graduation the School of Nursing will provide the Pennsylvania State Board with a list of qualified graduate names. This will enable them to activate your temporary practice permit. If you submitted the temporary practice permit application in a timely manner the State Board of Nursing should have your application in-hand and therefore have assured us you will receive the permit in approximately one week.

3. Complete the Licensure Information sheet with contact information as to location after graduation.

4. Pennsylvania Registered Nurse Application (received after graduation)

This is the third application you will receive (only if you are taking the registered nurse examination in Pennsylvania) approximately two weeks following graduation at the address you provided on the Licensure Information Sheet (Pink Form).

The School of Nursing will send you this application by first class mail after doing the following:

- Verifying your graduation
- Providing the information required for question eight
- Obtaining the “school seal” and the signature of the Director of the School of Nursing

When you receive the application (approximately two weeks following graduation) you will be responsible for the following:

- Providing the information required for questions one through seven. Make sure you have signed and dated the application.
- Enclosing a check or money order for \$35.00 made payable to the “Commonwealth of PA” (this is to be stapled to the upper left corner of the application) **WRITE YOUR SOCIAL SECURITY NUMBER ON YOUR CHECK OR MONEY ORDER.**
- Mailing the application to the Pennsylvania State Board of Nursing at the following address: (We highly recommend you do this by “Certified Mail”)

**State Board of Nursing
Examination Division
P.O. Box 8411
Harrisburg, PA 17105-8411**

- Make sure you have read all the enclosed information.

The Pennsylvania State Board of Nursing will send you “authorization to test(ATT)” to take the registered nurse examination approximately four-six weeks after receiving the application from you.

ALL OUT-OF-STATE STUDENTS (students taking the registered nurse examination in a state other than Pennsylvania) will receive the following at this time:

- NCLEX Examination Candidate Bulletin
- Licensure Information Sheet (Pink Sheet)
 - **IMPORTANT**, the address you provide on this sheet is the address that the School of Nursing will contact you following graduation concerning any information needed to process your out-of-state requirements.

1. NCLEX Examination Candidate Bulletin

Students must follow the directions in the Bulletin and submit the application, as soon as possible. **Your Education Program Code is provided on the cover page of the Bulletin. Make sure you accurately report the code for your program.**

Complete the application for NCLEX exam by:

- Online registration at www.vue.com/nclex; or
 - Telephone registration at 866-496-2539; or
 - Written application that is provided in the center of the Bulletin, a pre-addressed envelope is provided.
 - Enclose a \$200 money order, certified check or cashier's check. Credit cards cannot be used when registering by mail. If registering on the web or by telephone, you must pay your registration fee by credit card. Only Visa, MasterCard, or American Express is accepted.
- 2. Complete the Licensure Information sheet with contact information as to location after graduation**
- 3. Out-of-State Candidates are responsible for obtaining all application materials** from the state board in which they plan on taking the registered nurse examination and following the guidelines. The following web site provides a list of all State Boards of Nursing www.ncsbn.org/regulation/boardsofnursing_boards_of_nursing_board.asp.

Information provided to the School of Nursing for out-of-state applications must be received by the School of Nursing Academic Affairs by April 15 in order to process in a timely manner. Please note any specific

Pennsylvania State Board of Nursing Requirements, Fee; Qualification for Licensure

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

Section 6: Fees; Qualifications for Licensure-No application for licensure as a registered nurse shall be considered unless accompanied by fee determined by the Board by regulation. Every applicant, to be eligible for examination for licensure as a registered nurse, shall furnish evidence satisfactory to the Board that he or she is of good moral character, has completed work equal to a standard high school course as evaluated by the Board and has satisfactorily completed an approved program of professional nursing. The Board shall not issue a license or certificate to an applicant who has been convicted of a felonious act prohibited by the act of April 14, 1972 (P.L. 233, No. 64), known as “The Controlled Substance, Drug, Device, and Cosmetic Act,” or convicted of a felony relating to a controlled substance in a court of law of the United States or any other state, territory, or country unless:

- At least ten (10) years have elapsed from the date of conviction;
- The applicant satisfactorily demonstrates to the Board that he/she has made significant progress in personal rehabilitation since the conviction such that licensure of the applicant should not be expected to create a substantial risk of harm to the health and safety of patients or the public or a substantial risk or further criminal violations; and
- The applicant otherwise satisfies the qualifications contained in or authorized by this act. As used in this subsection the term “convicted” shall include a judgment, an admission of guilt, or a plea of nolo contendere. An applicant’s statement on the application declaring the absence of a conviction shall be deemed satisfactory evidence of the absence of a conviction, unless the Board has some evidence to the contrary.

The Professional Nursing Law Act of May 22, 1951 (P.L. 317, No. 69), Section 6 as amended September 20, 2002.