

Waynesburg
University



Department of
Nursing
BSN
Program
Guide

2013-2014



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Section I



Introduction

Dear Student:

Congratulations on your admission to the Waynesburg University Department of Nursing. You are beginning studies in a respected and challenging profession for which you should be proud.

The *Waynesburg University Department of Nursing BSN Program Guide* has been written to acquaint you with the professional nursing program, and Waynesburg University nursing majors are expected to adhere to the regulations set forth in this program guide. This document includes information and policies related to various components of the nursing program including the curriculum, advising, and nursing committee memberships. The Department of Nursing values student input and encourages the active participation of students through representation on departmental committees.

Nursing students should use this program guide in conjunction with the University Catalog and other published documents available to students. Your nursing instructors and advisors will refer you to various sections of this program guide throughout the course of your studies and you are expected to become familiar with the contents. Revisions to this program guide are made periodically and as necessary, and revisions will be posted on the nursing policy bulletin board. It is important for you to periodically review the information on this board and become familiar with policy changes. Failure to comply with the policies and procedures described in this program guide or as posted on the policy bulletin board may result in course failure and or program dismissal. Students also must comply with policies of the various clinical sites.

For general education as well as nursing program requirements, please see the University Catalog. Students are expected to progress through the nursing curriculum as delineated in the University Catalog. In some instances, such as with transfer students, a different curriculum plan may be used. Your individual curriculum plan is in your nursing student file in the Nursing Department office. You should discuss this plan with your nursing advisor, and contact your advisor if you have any further questions.

Finally, responsible and accountable nursing students are successful nursing students. Your journey through the nursing program at Waynesburg University will provide you with the knowledge, skills, and attitudes needed for professional nursing practice in the 21st century. We welcome you to the Department of Nursing and wish you every success in the development of your professional nursing career over the next three years.

Sincerely,

Dr. Nancy Mosser, Department Chairperson

BSN Program Director



Section II



Pennsylvania Nurse Practice Act

This statement was taken from the “Pennsylvania Nurse Practice Act.” If you have any questions regarding this statement, please feel free to contact nursing faculty or the Director of the Nursing Program.

II. Nurse Practice Act

Session of 1985

Act 1985-109

No. 1985 - 109

AN ACT

Section 6. Fees; Qualifications of Licensure. 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. Approved programs shall include baccalaureate degree, associate degree and diploma nursing programs. 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:

- (1) at least ten (10) years has elapsed from the date of conviction;
- (2) the applicant satisfactorily demonstrates to the Board that he 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 further criminal violations; and
- (3) 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, and admission of guilt or a plea of non contender. 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.



Pennsylvania Nurse Practice Act (continued)

Requirements for Licensure

All applicants for a nursing license must demonstrate to the Board's satisfaction that they are of good moral character. Good moral character is defined, in part, as an absence of proven conduct or acts which have been historically considered as manifestation of moral turpitude. Pennsylvania courts have defined moral turpitude as "anything done knowingly contrary to justice, honesty or good morals." The two phrases, good moral character and moral turpitude, are often used to define each other.

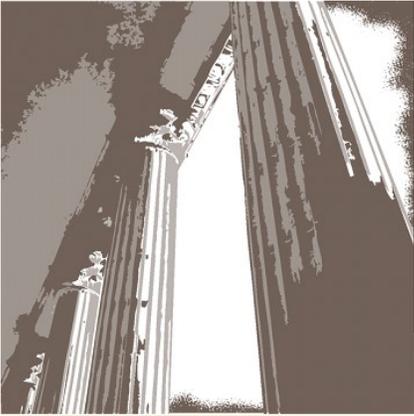
To determine whether an applicant with a criminal record will be permitted to take the examination, the Board will review the facts of the applicant's case including the type of conviction (s), the length of time that has elapsed since the conviction (s), whether or not drugs were involved, whether the 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 approval to take the licensure examination.

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.

Source: Pennsylvania State Board of Nursing. Factors Which Impact on Nursing Education Program Policies. February 28, 2001.

Please note: The State Board of Nursing may refuse, suspend or revoke any license in any case where the Board shall find that the applicant:

- Has been convicted or has pleaded guilty or entered a plea of nolo contendere or has been found guilty by a judge or jury of a felony or a crime of moral turpitude, or has received probation without verdict, disposition in lieu of trial of an Accelerated Rehabilitative Disposition in the disposition of felony charges, in the courts of the Commonwealth, the United States, or any other state, territory or country;
- Has committed fraud or deceit in securing his or her admission to the practice of nursing or to nursing school;
- Is unable to practice professional nursing with reasonable skill and safety to patients by reason of mental or physical illness or condition or physiological or psychological dependence upon alcohol, hallucinogenic or narcotic drugs or other drugs which tend to impair judgment or coordination, so long as such dependence shall continue.

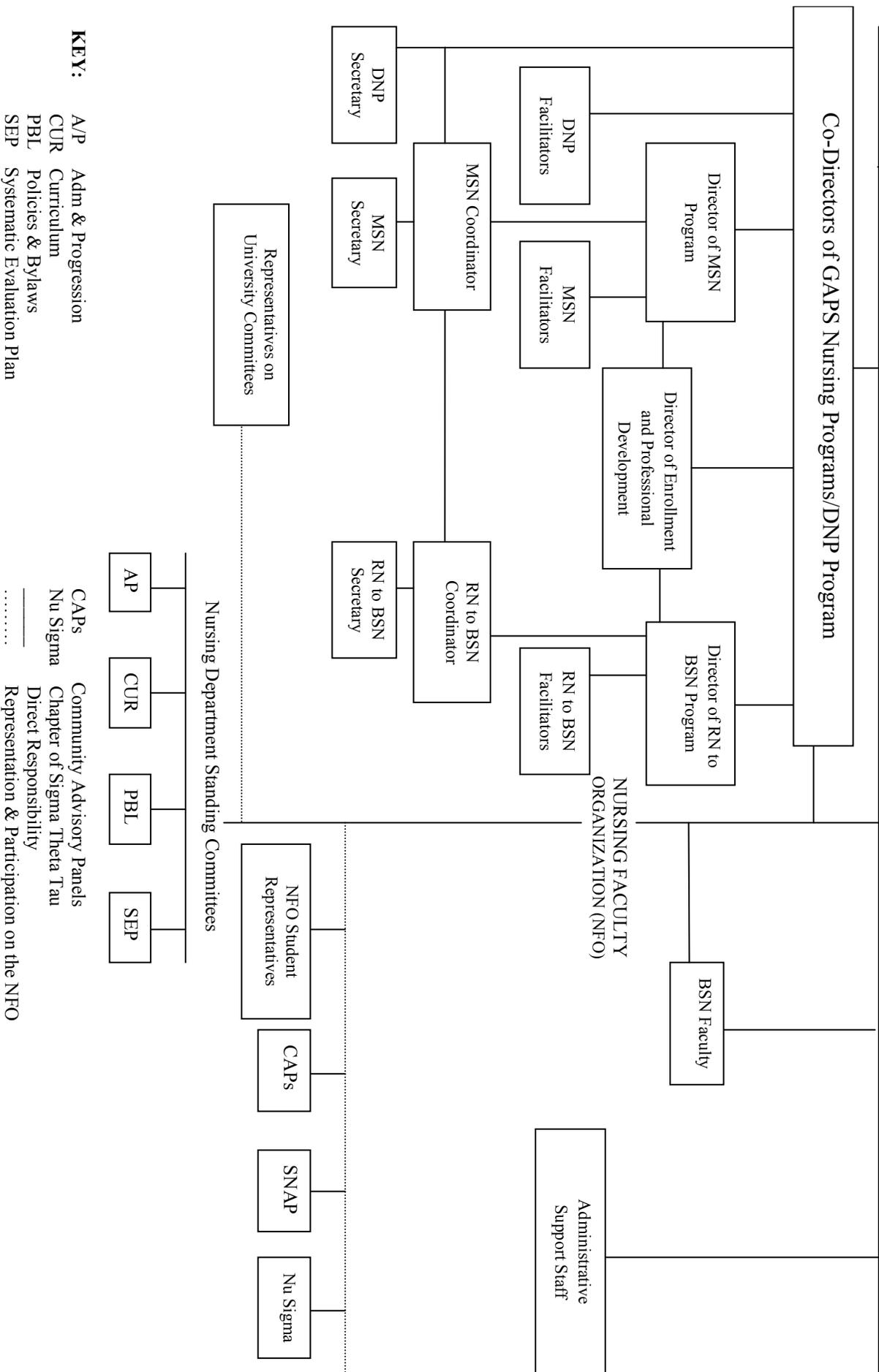


Pennsylvania Nurse Practice Act (continued)

(For a complete list of reasons why the Board may refuse a professional nursing license to an applicant, please see section 14 of the Professional Nursing Law, 63, P.S.S. 244.)



Section III



KEY:
 A/P Adm & Progression
 CUR Curriculum
 PBL Policies & Bylaws
 SEP Systematic Evaluation Plan

AP AP
 CUR CUR
 PBL PBL
 SEP SEP

CAPs Community Advisory Panels
 Nu Sigma Chapter of Sigma Theta Tau
 Direct Responsibility
 Representation & Participation on the NFO

DEPARTMENT OF NURSING: ORGANIZATIONAL STRUCTURE

Figure 1.1

Updated 9/3/13
 Updated 12/6/12 NFO approval



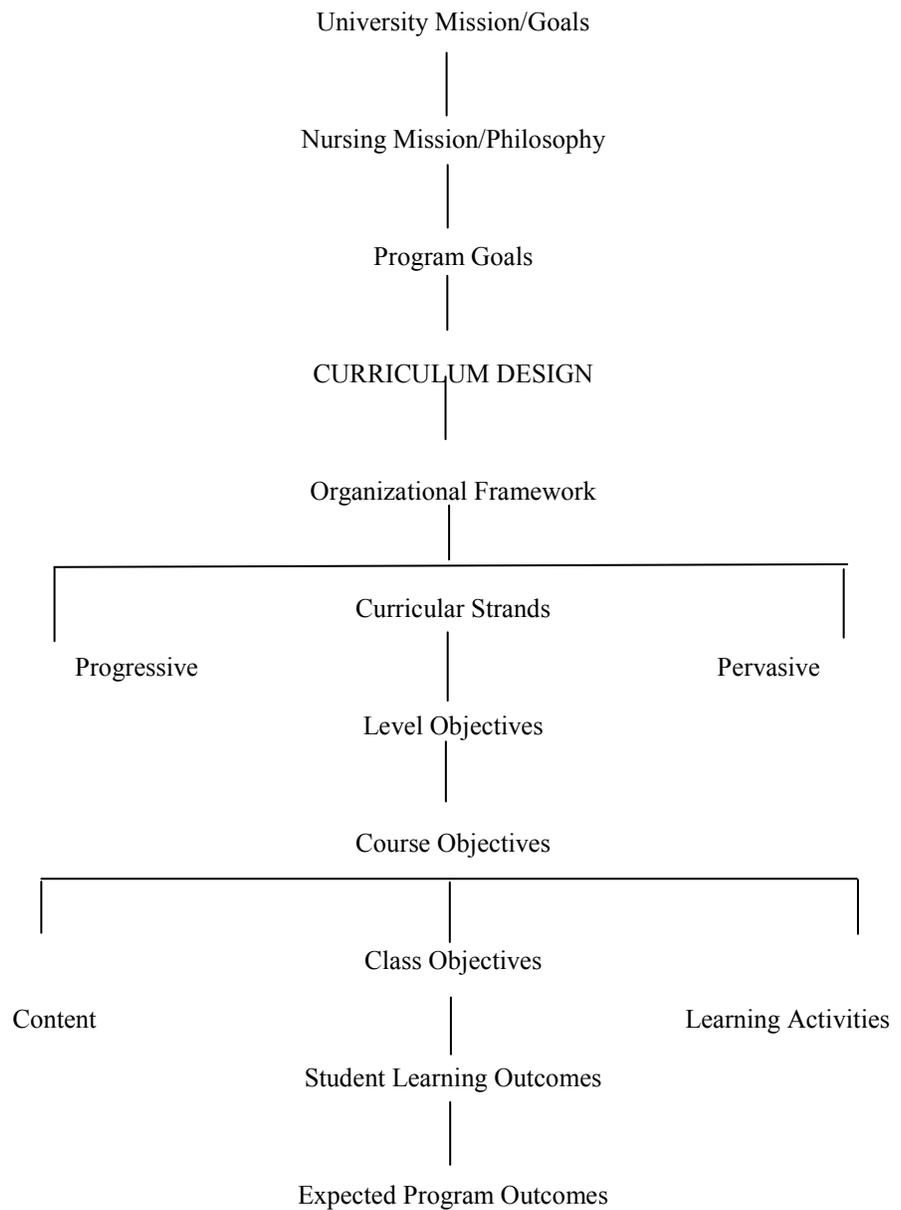
BSN Program

THE UNDERGRADUATE NURSING PROGRAM AT WAYNESBURG UNIVERSITY

The professional nursing program, within the Department of Nursing (DON), offers a Bachelor of Science in Nursing (BSN) degree. Figure 1 represents the curriculum development process used by the nursing faculty. From the University mission and institutional goals, the DON mission/philosophy and BSN program goals are developed, which reflect professional nursing standards. The nursing curriculum design includes the organizational framework that identifies curricular strands (concepts). These strands are pervasively and progressively developed and formulated as level, course, and class objectives, with related content areas and learning activities designed to meet the objectives, thus leading to student learning outcomes and expected program outcomes.

Curriculum Development Process

THE UNDERGRADUATE NURSING PROGRAM AT
WAYNESBURG UNIVERSITY



Representation of Curriculum Development Process

Figure 1



Mission/Philosophy

University Mission Statement

Waynesburg University educates students to make connections between faith, learning, and serving so they might faithfully transform their communities and the world. As a Christian comprehensive university, we strive to inspire and challenge every undergraduate and graduate student to a life of leadership and purpose for the glory of God.



Mission/Philosophy of the Department of Nursing

Consistent with the Waynesburg University Mission Statement, the Department of Nursing strives to inspire and challenge every nursing student to a life of leadership and purpose. The knowledge a student derives from general education and professional education provides the basis for personal and professional development. The mission/philosophy of the Waynesburg University Department of Nursing evolves from the faculty's belief about people, society, health, nursing, and nursing education, and the belief that caring is central to nursing.

The selection of caring as the nursing program's central theme and conceptual base derives from the sense that a full understanding of, appreciation for, and a commitment to caring for people and their health across the life span is integral to the profession of nursing. Caring is a culturally developed, universal expression of interest and concern for self (self-care) and others (care-giving). Caring is essential for a healthy society and is necessary for the attainment of health and the care-giving goals of wellness, health promotion, illness and disease management, palliative and end-of-life care, clinical prevention, and population health. Care is required all along the health continuum and to support peaceful death. It is intrinsic to the establishment of therapeutic relationships between the nurse and the patient. Caring serves as the program's core for ethical and scientific study, scholarship for evidence-based practice, and education within the professional nursing program.

The Department of Nursing embraces the diversity of people as individuals, families, groups, communities, and populations. Psychobiological, socio-cultural, and spiritual patterns of people evolve across the life span. Society, the environment in which people exist, includes the totality of social relationships among human beings, encompasses human diversity, and includes philosophical, historical, socio-cultural, legal, ethical, political, professional, technological, economic, and health policy factors. Health, education, religion, politics, economics, and governments within individual societies are reflective of the greater global community.



Mission/Philosophy of the Department of Nursing (continued)

Health is individually defined and includes psychobiological, socio-cultural, and spiritual health patterns. Functional health patterns are indicative of the maintenance of stability and well-being. Alterations within these patterns may be perceived as illness. Across the life span, the health continuum is characterized by interacting patterns of wellness and illness. It is believed that people are responsible and accountable for the decisions they make independently, interdependently or dependently about their health. In today's health care delivery system, the accomplishment of care-giving goals may take place in a variety of settings.

Nursing is a discipline based on the humanities and sciences and emerges as an academic and practice-oriented profession committed to caring. As a scientific discipline, nursing seeks to apply evidence to improve healthcare outcomes. As an ethical discipline, nursing seeks to identify frameworks in which to examine personal and professional values involving philosophical, moral, and Christian concepts. As a practice oriented profession, nursing promotes the care-giving goals of wellness, health promotion, illness and disease management, palliative and end-of-life care, clinical prevention, and population health. In addition, nursing fosters the care-giving behaviors of critical thinking, communication, therapeutic nursing interventions, and information management. These care-giving behaviors are the primary mechanisms by which nurses help people achieve positive health outcomes.

Clinical reasoning and clinical judgment provide the basis for care-giving decisions that promote patient safety and quality. Reflecting critical thinking, systematic inquiry, and analytical skills, clinical reasoning and clinical judgment direct nursing interventions for patient-centered care focusing on improving patient care outcomes. Functional health patterns provide the database for the assessment and diagnosis of actual or potential patient health problems. Integral to clinical reasoning and clinical judgment is the identification of ethical and scientific rationales for care-giving. The goals of care-giving for the nurse are to achieve positive health outcomes related to wellness, health promotion, illness and disease management, palliative and end-of-life care, clinical prevention and population health.



Mission/Philosophy of the Department of Nursing (continued)

As members of the nursing profession, leadership roles include provider, collaborator, designer, manager, and coordinator of care. As providers and collaborators of care, professional nurses implement evidence-based practice in partnership with diverse patients. As designers, managers, and coordinators of care, professional nurses lead interprofessional teams in the delivery of care in a challenging healthcare environment. Skills essential to these roles include communication, collaboration, negotiation, delegation, coordination, evaluation, and the ability to apply theoretical and evidence-based practice models. Members of the nursing profession also are involved in healthcare policies including financial and regulatory policies. Professional nurses advocate for healthcare consumers and the profession of nursing.

The basis upon which professional nursing builds is a general education at the baccalaureate level. Education is a life-long process, and educational systems are established by society to promote learning and to meet its changing needs. General education complements professional nursing education. Professional nursing is best understood by viewing it in relationship to the arts, sciences, and humanities.

Nursing education at the baccalaureate level prepares graduates for entry level professional positions in a variety of healthcare settings. Nursing education at the master's level builds upon knowledge acquired at the baccalaureate level. This education prepares the professional nurse to promote safe, high quality nursing care through higher level practice and leadership in both direct and indirect care roles including administration, education, and informatics. A Doctor of Nursing Practice degree prepares graduates for the highest level of nursing leadership and practice within organizations and systems, and for emphasizing scholarship through implementation science.

Teaching and learning are essential parts of the educational process. Learning is a continuous and goal-oriented process influenced by previous knowledge and experience, learner uniqueness, and ability. Learning is enhanced when it is sequential and integrated and structured toward progressive learning goals that are increasingly complex. Students are expected to be responsible, accountable, and active participants in their own learning.



Mission/Philosophy of the Department of Nursing (continued)

Faculty members, when teaching, have the responsibility to foster a caring environment that promotes active learning, intellectual curiosity, and critical thinking. In addition, they provide for varied learning experiences, make provisions for the learner's uniqueness, monitor students' achievement of learning objectives, provide positive reinforcement, and encourage life-long learning. It is the faculty members' belief that students and faculty work together in achieving learning objectives.

As members of the profession, nurses demonstrate commitment to the professional practice standards, to continued personal and professional growth, to professional organizations through membership and active participation, to service, and to nursing education. The professional nurse role emphasizes responsibility and accountability to self, to the patient, and to the profession.

Updated & Approved by NFO: 3/19/98; 11/8/00; 04/14/02; 4/24/03; 01/05/06; 10/02/08; 8/20/09; 4/28/11; 8/24/11; and 4/26/12

BSN Goals:

1. Develop skills necessary to practice the professional nursing role.
2. Acquire the knowledge base in the humanities, sciences, and the discipline of nursing to implement the professional role.
3. Promote the university mission of educating students as professional nurses.
4. Develop a commitment to caring for people with diverse psychobiological, socio-cultural, and spiritual health needs.

Updated and Approved by NFO: 8/24/11



Organizational Framework for Selection and Sequencing of Content

The organizational framework identifies curricular strands which are concepts developed pervasively and progressively throughout the curriculum. It provides the basis for development of level, course, and class objectives, content, and learning activities designed to meet the objectives, thus leading to the achievement of student learning outcomes and expected program outcomes. Figure 2 provides a representation of the organizational framework for the curriculum.

Curricular strands evolve from the mission/philosophy and program goals. These strands serve to depict depth and breadth of understanding and the curriculum sequence. The framework is divided into four levels, corresponding to four academic years in the nursing program. Caring serves as the central theme and umbrella concept. Horizontal lines depict the pervasive strands; these unify the curriculum at all levels and are consistently reinforced, providing depth of understanding such as is needed to move from description to analysis to evaluation. The concept remains the same, but behaviors are expected to change as students become more skilled. Professional role development, professional values and behaviors, health continuum, clinical reasoning and clinical judgment for patient safety and quality, and ethical and scientific care-giving behaviors are the pervasive strands.

The vertical bars depict the progressive strands. Progressive strands illustrate the concept of progressive learning, are content-oriented, are experienced in an additive way, and thus order the curriculum. The progressive strands include patient, care-giving goals, health patterns, societal factors, leadership, and scholarship for evidence-based practice.

**Organizational Framework for the BSN Nursing Program
Pervasive and Progressive Curriculum Strands**

First Level	Second Level	Third Level	Fourth Level
Societal Factors			
Philosophy, History	Professional, Ethical, Legal Health Policy	Socio-Cultural, Economic, Ethical, Technological, Legal	Socio-Cultural, Ethical, Political, Economic, Health Policy, Legal, Philosophy, Professional
Leadership			
Recognize	Provider	Collaborator	Designer, Manager, Coordinator
Scholarship for Evidence-Based Practice			
Recognize	Explore	Apply	Evaluate
↑ (Critical Thinking, Communication, Therapeutic Nursing Interventions, Information Management) ↓	↑ Ethical-Scientific Care-Giving Behaviors ↓	↑ Clinical Reasoning and Clinical Judgment for Patient Safety and Quality ↓	↑ Health Continuum ↓
↑ Professional Values and Behaviors ↓	↑ Professional Role Development ↓	CARING	
Patient			
Recognize Patient	Individual, Family, Older Adult	Adult	Expanding Family, Group, Population, Community
Care-Giving Goals			
Recognize Goals	Wellness, Health Promotion	Illness, Disease Management, Palliative Care, End-of-Life Care	Clinical Prevention, Population Health, and All Other Care-Giving Goals
Health Patterns			
Identifies Health	Functional	Alterations	Functional and Alterations



Student Learning Outcomes of the Professional Nursing Program

The student learning outcomes are derived from the faculty's philosophical beliefs about people, society, health, nursing, and the belief that caring is central to nursing. It is through the process of education that the student will achieve these outcomes. Upon graduation from Waynesburg University's professional nursing program, the graduate will be able to:

1. Employ professional values and behaviors inherent in the caring professional nurse role.
2. Interpret knowledge from nursing, the humanities, and the sciences related to health patterns of patients on the health continuum.
3. Apply clinical reasoning and judgment skills when making care-giving decisions for patient safety and quality, related to the goals of wellness, health promotion, illness, disease management, palliative care, end-of-life care, and population health with patients of all ages, in all settings.
4. Demonstrate ethical and scientific care-giving behaviors of critical thinking, communication, therapeutic nursing interventions, and information management.
5. Apply leadership principles to the roles of provider, collaborator, designer, manager, and coordinator in the delivery of professional nursing care.
6. Demonstrate skills to explore, apply, and evaluate evidence-based practice.
7. Analyze the interaction between societal factors and nursing practice.

Updated & Approved by NFO: 3/19/98; 11/8/00; 3/3/05; 8/20/09; & 7/16/10



The Essentials of Baccalaureate Education for Professional Nursing Practice (2008)

This *Essentials* document serves to transform baccalaureate nursing education by providing the curricular elements and framework for building the baccalaureate nursing curriculum for the 21st century. These *Essentials* address the key stakeholders' recommendations and landmark documents such as the IOM's recommendations for the core knowledge required of all healthcare professionals. This document emphasizes such concepts as patient centered care, interprofessional teams, evidence based practice, quality improvement, patient safety, informatics, clinical reasoning/critical thinking, genetics and genomics, cultural sensitivity, professionalism, and practice across the lifespan in an everchanging and complex healthcare environment.

Essentials I-IX delineate the outcomes expected of graduates of baccalaureate nursing programs. Achievement of these outcomes will enable graduates to practice within complex healthcare systems and assume the roles: provider of care; designer/manager/coordinator of care; and member of a profession. Essential IX describes generalist nursing practice focused outcomes that integrate the knowledge, skills, and attitudes delineated in Essentials I-VIII.

The BSN curriculum at Waynesburg University is based on the 2008 *Essentials* (please see <http://www.aacn.nche.edu/education/pdf/BaccEssentials08.pdf> for the full *Essentials* document). The following are the *BSN Essentials*, as defined by the American Association of Colleges of Nursing (AACN), which must be met within coursework and clinical experiences in the BSN program at Waynesburg University.

The nine Essentials are:

- **Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice:** A solid base in liberal education provides the cornerstone for the practice and education of nurses.
- **Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety:** Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.



The Essentials of Baccalaureate Education for Professional Nursing Practice (2008) (continued)

- **Essential III: Scholarship for Evidence Based Practice:** Professional nursing practice is grounded in the translation of current evidence into one's practice.
- **Essential IV: Information Management and Application of Patient Care Technology:** Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.
- **Essential V: Health Care Policy, Finance, and Regulatory Environments:** Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.
- **Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes:** Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.
- **Essential VII: Clinical Prevention and Population Health:** Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.
- **Essential VIII: Professionalism and Professional Values:** Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.
- **Essential IX: Baccalaureate Generalist Nursing Practice:** The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

[Pages 3-4 of *The Essentials of Baccalaureate Education for Professional Nursing Practice (2008)*]



Section IV



Admission Policy

The following are required for admission to the Department of Nursing:

1. Achievement of at least a minimum grade point average of 3.0 (on a scale of 4.0) by the end of the second semester of the “Exploring Nursing” year.
2. Completion of 24 credits of required courses in the nursing major with a grade of C or higher in all courses.
3. Completion of anatomy and physiology with a grade of C or higher on the freshman level.
4. Clinical requirements must be completed as part of the criteria for admission and progression.

The Test of English as a Foreign Language Internet Based Test (TOEFL iBT) is an exam designed to measure English language proficiency among non-native English speakers in academic settings. The Department of Nursing at Waynesburg University has adopted designated TOEFL iBT scores as a component of the admission requirements for non-native English speakers who apply to the baccalaureate nursing program. The TOEFL iBT is to be taken within two years prior to being considered for admission to the Department of Nursing. The following results are required for each area of the TOEFL iBT as an admission requirement:

Total Score	Reading Score	Listening Score	Speaking Score	Writing Score
84	17	17	26	24

Consideration for admission shall be given to scholastic aptitude, academic achievement, personal qualities, physical and emotional health necessary to fulfill objectives of the program, and the availability of educational and clinical resources.



Admission Policy (continued)

As recommended by the National Council of State Boards of Nursing and the American Association of Colleges of Nursing, students admitted to nursing programs are expected to meet certain functional abilities in order to be successful in a nursing education program as well as in professional nursing. Students who apply for admission to the nursing program should meet the following performance standards, with reasonable accommodation:

- ◆ *Ability to see, hear and touch, smell and distinguish colors (e.g., the student should have the ability to auscultate sounds; hear emergency signals; visualize and read monitors; assess health needs).*
- ◆ *Oral and writing ability with accuracy, clarity and efficiency (e.g., the student should have the ability to document clinical findings and nursing care; communicate patient education).*
- ◆ *Manual dexterity, gross and fine movements (e.g., the student should be able to perform such function (s) as to move around in the workplace to provide care; administer cardiopulmonary resuscitation; provide safe and effective nursing care).*
- ◆ *Ability to learn, think critically, analyze, assess, solve problems, reach judgment (e.g., the student should have the ability to interpret subjective and objective changes in patient status and respond appropriately).*
- ◆ *Emotional stability (e.g., the student should have emotional stability; ability to accept responsibility and accountability; interpersonal skills sufficient to interact with individuals, families, and groups).*
- ◆ *Stamina (e.g., the student should have health and physical stamina sufficient to carry out continued work assignments in 8-12 hour periods of time).*



Admission Policy

(continued)

- ◆ Applicants should be aware that certain types of clinical facilities have the right and/or responsibility to preclude students who have a history of criminal activity, child abuse, or other serious offenses from the facility. If experience in such a facility is required to achieve the clinical objectives, the applicant will not be able to complete the required course. Even if there are multiple course sections and the individual is able to have clinical experience for the course at another agency and thus completes the program, it is possible that the State Board may deny licensure based on the applicant's criminal or child abuse history. If the individual does become licensed, various laws may preclude the individual from employment in a wide variety of settings. Applicants are required to obtain criminal history record information at their own expense . All applicants must complete Criminal Clearance and Child Abuse Clearance in accordance with established guidelines of the Certified Profile/Certified Background service.
- ◆ All accepted applicants must have successfully completed CPR-BLS for Health Care Providers prior to enrollment. Students are responsible for maintaining their own health insurance. Students must provide validation of insurance by presenting a copy of their insurance card to the nursing department secretary. Student health insurance may be purchased through the university.
- ◆ Students who have been dismissed from any University cannot be admitted to the Nursing Program without the written permission of the Director of the Nursing Program.
- ◆ If a student fails to meet the admission/progression academic guidelines, he/she may appeal the decision to the Department of Nursing Admission and Progression Committee. **THIS APPEAL MUST BE SUBMITTED IN WRITING WITHIN 10 DAYS OF THE DECISION.**
- ◆ Approved by NFO: 4/26/12



Disability & Accommodation Policy

- ◇ If you are a student with a learning and/or physical disability, and you require specific accommodations, please contact: Brian Carr, Director of the Center for Student Success (724-852-3317) within the first week of class, so that arrangements can be made to accommodate your special needs.
- ◇ Following review of documentation regarding the disability, the Office of Human Resources will identify reasonable accommodations the course instructor needs to provide.
- ◇ No accommodations are required from the University by law unless the student initiates the process in each course, and no accommodations will be required that are unreasonable.
- ◇ In any case, the student is still required to satisfactorily meet the course objectives at the same level all other students are held to.
- ◇ *Refer to Waynesburg University Disability Services Policies and Procedures.*

Approved by NFO: 2/3/11



Progression Policy

- Students must maintain a cumulative GPA of 3.0 or higher in the nursing major (on a 4.0 scale) in order to progress to the junior year (third level) and senior year (fourth level) of the nursing program.
- ALL NURSING COURSES IN THE FIRST AND SECOND YEARS OF THE NURSING CURRICULUM MUST BE COMPLETED BEFORE PROGRESSION TO THE THIRD YEAR.
- ALL COURSES IN THE THIRD YEAR NURSING CURRICULUM MUST BE COMPLETED BEFORE PROGRESSION TO THE FOURTH YEAR.
- IN A STUDENT FAILS TO MEET NURSING REQUIREMENTS FOR PROGRESSION, HE/SHE MAY APPEAL THE DECISION TO THE ADMISSION AND PROGRESSION COMMITTEE. THIS APPEAL MUST BE IN WRITING WITHIN 10 DAYS OF THE DECISION.
- Students who, for academic or other reasons, extend their program will be required to validate prior learning before enrollment in the next sequential clinical nursing course.
- Students must satisfy all clinical requirements prior to clinical course enrollment.
- All required courses in the nursing major must be completed with a grade of C (2.0) or higher and students may repeat only one nursing course.
- Students may repeat any one nursing course only once.
- All required courses in general education must be completed with a grade of C or higher and students may repeat any two general education courses only once.
- Additional nursing course grades and general education course grades of C– or below (1.7 or lower on a 4.0 scale) will result in dismissal from the nursing program.



Math Competency Test Policy

- Students in all clinical nursing courses (excluding NUR 201/202 and NUR 415) will take a medication administration quiz the first week of the semester.
- Inasmuch as medication calculations are imperative for safe medication administration, and errors in medication calculations equate to errors in medication administration, the minimum passing score for the medication calculation is 90%.
- Students who do not achieve the minimum passing score on the first attempt are required to attend a remedial session related to medication administration and then retake an alternate form of the quiz within the add/drop period, as designated by each course syllabus.
- Students who do not achieve a minimum passing score of 90% on the second attempt will be deemed unsafe to be in the clinical setting and therefore will not be permitted to participate in any clinical activities. Such students will be required to withdraw from the course or receive an “F” in the course, and they will not be permitted to complete the clinical portion of the course.



Dismissal Policy (Nursing Majors)

- All required courses in the nursing major must be completed with a grade of C (2.0) or higher and students may repeat only one nursing course.
- Students may repeat any one nursing course only once.
- All required courses in general education must be completed with a grade of C or higher and students may repeat any two general education courses only once.
- Additional nursing major course grades and general course grades of C– or below (1.7 or lower on a 4.0 scale) will result in dismissal from the nursing program.
- Additionally, if the faculty finds that a student does not meet standards considered necessary for successful performance as a professional nurse, the student will be dismissed. These standards include, but are not limited to: level of achievement, health, and personal conduct.



Withdrawal Policy (Nursing Majors)

- Students wishing to withdraw voluntarily from the program or seeking a leave of absence must make an appointment to discuss the matter with the Director of the Nursing Program and then write a letter verifying the resignation.
- Students should also follow University policy regarding withdrawal from the university.
- Non-attendance does not constitute official withdrawal from the program.
- The date of receipt of the letter by the Department of Nursing becomes the official date of resignation from the program.



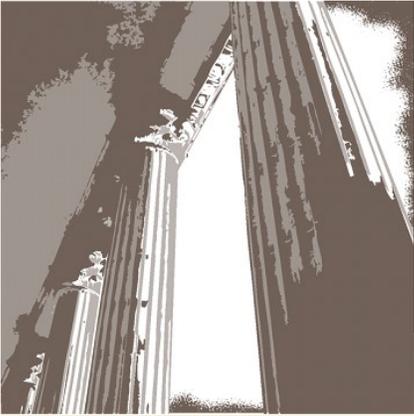
Reinstatement Policy

- Students who withdraw from the Nursing Program must apply for readmission in a manner consistent with University policy.
- Additionally, students who have been admitted to the Nursing Program and then withdraw from the program must apply for reinstatement in writing to the Department of Nursing.
- A student applying for reinstatement must be in good academic standing with a cumulative GPA of 3.0 or higher (on a 4.0 scale) in order to be eligible for reinstatement.
- A student who has stepped out of the Nursing Program for a semester or more, will be required to take a course to validate maintenance of prior learning and to ensure safe standards of care.
- Students who have stepped out of the nursing program, regardless of reason, will be required to document maintenance of prior learning. This may apply to all nursing courses in the basic program.
- The Department Chairperson will evaluate students on a case-by-case basis, and the following requirements exist:
- If a student steps out at the end of the first semester of the sophomore or junior year, the student will be required to register for and pass at least one credit of NUR 297 or NUR 397, the semester prior to entering NUR 202 or NUR 322, to review material previously covered in NUR 201 or NUR 321. The student is required to pass the final exam for either NUR 201 or NUR 321 as part of the NUR 297 or NUR 397 contract.
- The student will be required, under all circumstances, to document current clinical experience. This may be done by providing evidence of current employment as a certified nurse aide/LPN, or through actual demonstration of clinical expertise through enrollment in NUR 297 or NUR 397.
- Students enrolled in NUR 297 or NUR 397 will be required to pay full fees for each credit, and learning contracts will be established for students in both courses.



Reinstatement Policy

- Students taking an ATI exam must take at least one credit of NUR 297 or NUR 397 for a pass/fail grade, and may not progress without passing the appropriate ATI exam for each level.
- The Department Chairperson will evaluate students on a case-by-case basis that may require NLN testing and/or enrollment in NUR 297 or NUR 397 for any nursing course.
- Returning students must sign the criminal clearance waiver.



Graduation Requirements

- Nursing students are eligible for graduation upon completion of the degree requirements (124 credits) in effect at the time of their first registration in the program provided they apply for graduation within 7 years of that date.
- A student failing to complete requirements by that expiration date may be held to any new requirements in effect.
- The degree of Bachelor of Science in Nursing is granted upon completion of all requirements.
- Please see the University Catalog for additional information regarding the nursing program at Waynesburg University.

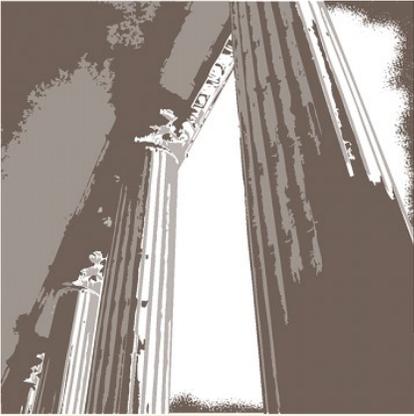
All Admission, Progression, Retention, Withdrawal, Dismissal and Reinstatement Policies, and Graduation Requirements of the Department of Nursing: Updated & Approved by NFO: 5/94; 5/5/95; 12/00; 5/03; 4/04; 4/06; 11/08; 2/10; 4/26/12



Certified Profile/Certified Background Service

The Waynesburg University Department of Nursing contracted with Certified Profile/Certified Background Service to process and track clinical requirements. Students are to refer to the annual instructions as distributed and are responsible for compliance.

If you are in need of further assistance please contact CertifiedProfile.com at 888-666-7788 or student_services@certifiedprofile.com and a Student Support Representative will be available Monday-Thursday 8am-8pm, Friday 8am-6pm & Sunday 12pm-8pm EST.



Criminal Record Check

- **Criminal Clearance and Child Abuse Clearance:** Students will be advised of the policy during the admission process. Background checks must be completed by JULY 31st in accordance with established procedures of Certified Profile/Certified Background.
- The decision to not allow enrollment in a Nursing Program clinical course based upon a positive criminal or child abuse record check may be appealed by the student. See Waynesburg University Student Grievance Policy and Process.
- Criminal clearances are required upon admission to the nursing program and prior to the first clinical experience.
- Students with prohibitive offenses on a criminal clearance report will be denied acceptance into clinical courses. [Refer to Prohibitive Offenses following this document]. Successful completion of clinical courses is a requirement for the BSN degree.
- **It is the responsibility of the student to inform the Nursing Department Chairperson of any change in the criminal clearance status. Unreported changes can result in program dismissal.**
- Students are then required to complete a Criminal Clearance Waiver on an annual basis, in lieu of processing annual criminal clearance checks.
- State Boards of Nursing require evidence of clearance checks at the time of application.

Updated & Approved by NFO: Fall, 1985;4/96; 12/00; 5/01; 4/04; 12/08; 10/10; 12/10; 5/11.



Prohibitive Offenses

**Prohibitive Offenses Contained in Act 169 of 1996 as Amended by Act 13 of 1997
Criminal Offense**

Offense Code	Prohibitive Offense	Type of Conviction
CC2500	Criminal Homicide	Any
CC2502A	Murder I	Any
CC2502B	Murder II	Any
CC2502C	Murder III	Any
CC2503	Voluntary Manslaughter	Any
CC2504	Involuntary Manslaughter	Any
CC2505	Causing or Aiding Suicide	Any
CC2506	Drug Delivery Resulting in Death	Any
CC2702	Aggravated Assault	Any
CC2901	Kidnapping	Any
CC2902	Unlawful Restraint	Any
CC3121	Rape	Any
CC3122.1	Statutory Sexual Assault	Any
CC3123	Involuntary Deviate Sexual Intercourse	Any
CC3124.1	Sexual Assault	Any
CC3125	Aggravated Indecent Assault	Any
CC3126	Indecent Assault	Any
CC3127	Indecent Exposure	Any
CC3301	Arson and Related Offenses	Any
CC3502	Burglary	Any
CC3701	Robbery	Any
CC3901	Theft	/
CC3921	Theft By Unlawful Taking	/
CC3922	Theft By Deception	/
CC3923	Theft By Extortion	/
CC3924	Theft By Property Lost	/
CC3925	Receiving Stolen Property	Any
CC3926	Theft of Services	One (1) Felony
CC3927	Theft By Failure to Deposit	or
CC3928	Unauthorized Use of a Motor Vehicle	Two (2)
CC3929	Retail Theft	Misdemeanors
CC3929.1	Library Theft	within the 3900 Series
CC3929.2	Unlawful Possession of Retail or Library Theft Instruments	(CC3901-CC3934)
CC3930	Theft of Trade Secrets	/
CC3931	Theft of Unpublished Dramas or Musicals	/
CC3932	Theft of Leased Properties	/

CC3933	Unlawful Use of a Computer	/
CC3934	Theft from a Motor Vehicle	/
CC4101	Forgery	Any
CC4114	Securing Execution of Documents by Deception	Any
CC4302	Incest	Any
CC4303	Concealing Death of a Child	Any
CC4304	Endangering Welfare of a Child	Any
CC4305	Dealing in Infant Children	Any
CC4952	Intimidation of Witnesses or Victims	Any
CC4953	Retaliation Against Witness or Victim	Any
CC5902B	Promoting Prostitution	Felony
CC5903C	Obscene or Other Sexual Materials to Minors	Any
CC5903D	Obscene or Other Sexual Materials	Any
CC6301	Corruption of Minors	Any
CC6312	Sexual Abuse of Children	Any
CS13A12	Acquisition of Controlled Substance by Fraud	Felony
CS13A14	Delivery by Practitioner	Felony
CS13A30	Possession with Intent to Deliver	Felony
CS13A35 (i), (ii), (iii)	Illegal Sale of Non-Controlled Substance	Felony
CS13A36	Designer Drugs	Felony
CS13Axx*	Any Other Felony Drug Conviction Appearing on a PA Rap Sheet	Felony

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Student Health Requirements

DUE BY JULY 31st PRECEDING EACH CLINICAL YEAR

Waynesburg University Department of Nursing Functional Health Standards
Policy

- Satisfactory completion of clinical courses and ultimate success in a program of study depends on academic and other criteria.
- Functional standards are those physical, behavioral, emotional and cognitive criteria that an applicant must already possess in life skills or acquired abilities before enrolling in the university.
- These qualities are regarded as essential requirements needed to participate in and complete the entire spectrum of study and experiences within the nursing program.
- These standards are applied in addition to, and separate from, academic standards of qualification [*as recommended by the National Council of State Boards of Nursing and the American Association of Colleges of Nursing].



Student Health

Requirements (continued)

- Functional standards include the abilities identified in the table below. Students must perform in a safe and reasonably independent manner with or without reasonable accommodations. Core functional/performance standards for successful completion of program outcomes include the following:

Ability	Standard	Examples
<i>Conceptual, Integrative & Quantitative Abilities</i>	A student must possess the ability to learn, think critically, analyze, assess, solve problems, and make sound judgment	<p>Identify cause and effect relationships in clinical situations.</p> <p>Utilize critical thinking in planning and evaluation of care.</p> <p>The student should have the ability to interpret subjective and objective changes in patient status and respond appropriately (intellectual abilities of reasoning and critical thinking).</p>
<i>Communication</i>	<p>A student must be able to speak, to hear, and to observe in order to elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communications.</p> <p>The student must be able to communicate effectively in oral and written form with accuracy, clarity and efficiency.</p>	<p>Explain treatment procedures, communicate patient education, conduct interviews, interpret actions, report responses to others and appropriately document clinical findings and nursing care.</p>



Student Health

Requirements (continued)

Ability	Standard	Examples
<i>Emotional Stability</i>	<p>A student must possess the emotional health required for full utilization of intellectual abilities, exercise of good judgment and completion of all responsibilities.</p>	<p>Establish rapport with patients and colleagues.</p> <p>Use self-awareness and active listening to function safely under stressful conditions with the ability to adapt to ever changing environments.</p> <p>Accept responsibility and accountability.</p> <p>Exercise sufficient interpersonal skills to interact with individuals, families and groups.</p>
<i>Motor/Strength/Coordination/Stamina</i>	<p>A student must be able to coordinate gross movements and fine motor skills and manual dexterity.</p> <p>The student should be able to perform such function (s) as to move around in the workplace to provide care.</p>	<p>Calibrate and use equipment, muscular movements, and equilibrium, with physical abilities to move from room to room and maneuver in small places.</p> <p>Administer cardiopulmonary resuscitation.</p> <p>Provide safe and effective nursing care.</p> <p>Have the physical stamina to carryout clinical assignments of 8-12 hours in duration.</p>
<i>Sensory/Perceptual</i>	<p>A student must be able to observe accurately at a distance and close at hand.</p> <p>Therefore, a student must have sufficient sense of vision, hearing, and touch to perform the customary techniques.</p>	<p>The student should have the ability to auscultate sounds; hear emergency signals; visualize and read monitors; assess health needs.</p>



Student Health

Requirements (continued)

- Regulations of the Pennsylvania State Board of Nursing, the Department of Nursing, as well as clinical agencies used for student practice stipulate specific additional regulations regarding health examinations, immunizations, and specific laboratory determinations.
- Health Assessment forms must be completed between June 1st and July 31st and submitted to the Nursing Department Secretary. It is the student's responsibility to submit the completed forms, and keep health requirements current.
- Initially, students must have the examiner (Physician or CRNP) complete Parts I, II, and III in its entirety.
- Please note that on Part III, sophomore students should receive the Hepatitis B vaccination series. Following completion of this series (6 months), students are to have the examiner order an antibody titer to Hepatitis B. The Centers for Disease Control (CDC) recommends that any student who does not achieve an adequate antibody titer repeat the series and titer. If second titer is negative, student should receive an additional booster. Students refusing to receive the Hepatitis B vaccine must sign the Vaccination Declination Form.
- 2-Step PPD: The initial PPD test must follow the 2-step procedure as required by the CDC. Subsequent annual PPD testing will be the single-step procedure.
- MMR Vaccination Policy: Students born in 1957 or later are required to provide documentation of **two doses** of MMR, one at 12 months or later, and the second dose no less than 4 weeks from the previous dose. In adults born prior to 1957, rubella and rubeola titers are required. ("...birth before 1957 generally can be considered acceptable evidence of immunity to measles, rubella, and mumps." www.cdc.gov September 2002)



Student Health

Requirements (continued)

- Tdap Vaccine: Tdap (Tetanus, Diphtheria, Pertussis) vaccine can protect adolescents and adults against three serious diseases. Adults 19-64...should substitute Tdap for **one** booster dose of Td. Td should be used for later booster doses. Healthcare workers who have direct patient contact in hospitals or clinics should get a dose of Tdap unless a history of pertussis. A 2-year interval since the last Td is suggested, but not required. (www.cdc.gov Tdap Vaccine 7/16/06)
- Annual Flu Vaccination. Starting October 2013 health requirements will include an annual flu vaccination.
- 10-Panel Drug Screen: This test will screen for marijuana (THC) methaqualone, methadone, propoxyphene, benzodiazepines, barbiturates, cocaine, opiates, PCP, and amphetamines. Drug screenings are subject to interpretation by a medical reviewer and a positive drug screen may result in denial of admission or progression.

NOTE: It is the responsibility of the student to report major illnesses and/or chronic health problems and any health issues related to clinical assignment (and those occurring either during break or vacation).

- **FAILURE TO COMPLY WITH HEALTH OR ANY ADDITIONAL CLINICAL REQUIREMENT POLICIES RENDERS THE STUDENT INELIGIBLE FOR ANY CLINICAL PRACTICE EXPERIENCES AND SUBJECT TO COURSE FAILURE.**
- **CPR CERTIFICATION DUE BY JULY 31ST PRECEDING EACH CLINICAL YEAR**: Prior to July 31st of the fall semester of the year in which NUR 201 (Fundamentals of Nursing) is taken, each nursing student must submit a COPY of current CPR certification to the Nursing Department Secretary. The approved American Heart Association Health Care Provider course must include one-person, two-person, adult, child, infant CPR, and AED certification, and include manikin proficiency. Students may recertify online through an American Heart Association approved course and then complete the manikin skills proficiency at an approved AHA site within the established AHA timeframe. It is the student's responsibility to maintain current CPR requirements.



Student Health

Requirements (continued)

- FAILURE TO COMPLY WITH THE CPR CERTIFICATION POLICIES RENDERS THE STUDENT INELIGIBLE FOR ANY CLINICAL PRACTICE EXPERIENCE AND SUBJECT TO COURSE FAILURE.
- **First Aid Certification DUE BY JULY 31ST PRECEDING THE FIRST CLINICAL YEAR:** Prior to July 31st of the fall semester of the year in which NUR 201 is taken, each nursing student must submit a copy of completion of any certified Basic First Aid course to the Nursing Department Secretary in accordance with established procedures.
- FAILURE TO COMPLY WITH THE FIRST AID CERTIFICATION POLICIES RENDERS THE STUDENT INELIGIBLE FOR ANY CLINICAL PRACTICE EXPERIENCE AND SUBJECT TO COURSE FAILURE.
- **Student Professional Liability Insurance:** All students who have been admitted to the nursing program and who are enrolled in clinical courses are required to carry professional liability insurance. The cost has been incorporated into the tuition/fee structure.
- **STUDENTS MUST SUBMIT ALL CLINICAL REQUIREMENTS BY JULY 31ST TO THE NURSING DEPARTMENT SECRETARY IN ACCORDANCE WITH ESTABLISHED PROCEDURES. FAILURE TO PROVIDE THE ABOVE IN A TIMELY MANNER, RENDERS THE STUDENT INELIGIBLE FOR CLINICAL EXPERIENCE/ PRACTICE AND SUBJECTS THE STUDENT TO COURSE FAILURE.**

Approved by NFO: 4/25/13



Medical Clearance Clinical Practicum Return Policy

In the event of a health status change related to childbirth, surgery, illness or injury, the student is required to submit a medical clearance for returning to the clinical practicum experience.

Refer to the following form.



Substance Abuse Policy

Waynesburg University Department of Nursing Substance Abuse Policy

POLICY:

It is the policy of the Waynesburg University Department of Nursing to adhere to the institutional policy on Drug and Alcohol Free School and Campus Policy in addition to AACN guidelines for the prevention and management of substance abuse.

PURPOSE:

The purpose of this policy is to provide guidelines for the prevention and management of substance abuse in nursing students.

This policy was developed in accordance with AACN Position Statement *Policy and Guidelines for Prevention and Management of Substance Abuse in the Nursing Education Community* available at <http://www.aacn.nche.edu/Publications/positions/subabuse.htm> last retrieved 10/8/07.

- Students will adhere to the Waynesburg University policy on Drug and Alcohol Free School and Campus Policy.
- Students are expected to apply safe principles of practice in all aspects of patient care.
- Nursing Department faculty retain the responsibility to assure patient safety including judgments of student ability to maintain fitness for safe clinical practice.
- Students are responsible for practicing without undue risk to themselves or others during all clinical hours.
- The nursing faculty at Waynesburg University has the right to mandate a health assessment including drug screening should a student demonstrate impaired clinical performance at any time.



Substance Abuse Policy (continued)

- When in the professional judgment of a faculty member a student exhibits a psychological and/or physical impairment that inhibits the individual's ability to meet the established standards of performance, competency and safety in the clinical setting, the student will be asked to leave the clinical area and alternative transportation for departure will be arranged. Campus security will be contacted for transportation.
- Confidentiality will be maintained and a health assessment including mandatory alcohol and drug screening will be completed at this time. In the event that drug testing is not readily available at their designated clinical site, the student will be transported by Campus security and a staff member from the Counseling Center to Southwest Regional Medical Center for testing.
- In the event that a student tests positive for alcohol or drugs, the Nursing Department/University in consultation with the designated health care provider will determine an appropriate action plan which may include provisions for treatment, counseling, and disciplinary action.
- Occurrences of impaired performance will be documented.

Procedure:

1. The nursing faculty member will report observations of impaired clinical performance to the Nursing Department Chairperson.
2. A health assessment including a full drug and alcohol panel will be completed and the student will be suspended from clinical activities until drug testing and health assessment results are received. This process may affect the student's ability to complete the semester.
3. Upon receiving positive drug testing results, the Nursing Department Chairperson will notify the student that an assessment will be mandated by a substance abuse professional to determine appropriate treatment goals and interventions.
4. Confidentiality will be maintained and documentation will be secured in the office of the Nursing Department Chairperson.



Substance Abuse Policy (continued)

Procedure (continued):

5. The individual will be referred to a certified alcohol/substance abuse treatment facility based upon the individual's health coverage. A certified substance abuse counselor is available on campus.
6. The costs of testing and treatment are the responsibility of the affected individual.
7. The individual who is unwilling to undergo a health assessment that includes evaluation of a substance abuse problem with possible treatment will be dismissed from the nursing program.
8. If health assessment results are indicative of a problem other than substance abuse, the student will need to refer to the *Medical Clearance Clinical Practicum Return Policy*.
9. The following statement from the *Pennsylvania Nurse Practice Act* regarding qualifications for licensure requires:

“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 related to a controlled substance in a court of law of the United States or any other state, territory or country unless:

- (1) at least ten (10) years have elapsed from the date of conviction;
- (2) the applicant satisfactorily demonstrates to the Board that he 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 of further criminal violations; and
- (3) the applicant otherwise satisfies the qualifications contained in or authorized by this act.



Substance Abuse Policy

(continued)

As used in this subsection, the term “convicted” shall include a judgment, and admission of guilt or a plea of non contender. 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. (Refer to II. Nurse Practice Act, Session of 1985, ACT 1985-109 and Student Program Guide).

Re-Entry:

1. An action plan will be developed based on professional recommendations.
2. Re-entry requires documented medical clearance from the treatment professional.
3. A written assessment of the student’s ability to perform program requirements, during and after treatment, including delineation of any restrictions, is to be provided by the treatment provider and submitted to the Nursing Department Chairperson (student is to give permission for sharing of information). The student will be permitted to return to clinical practice based on documentation by the treatment provider regarding the student’s ability to provide safe practice. Confidentiality will be maintained.
4. The student will sign a written agreement established between the student and Waynesburg University Department of Nursing identifying the specific objectives of the re-entry process, steps to facilitate successful completion of the re-entry process and consequences as a result of violation/non-adherence/non-compliance with agreement.
5. The length of the agreement will be the duration of the student’s enrollment in the nursing program.
6. The student must adhere to State Board of Nursing Regulations regarding ability to take the licensure exam.
7. Confidentiality of alcohol and drug test results will be maintained but will be shared with the respective State Boards of Nursing.



Substance Abuse Policy (continued)

Re-Entry (continued):

8. In the event that the student undergoes alcohol and drug testing, confidentiality of test results will be maintained.
9. No information will be shared with other individuals unless there is a clear and direct need to know.
10. Any subsequent behaviors indicative of unsafe clinical performance may be cause for program dismissal.

Approved by NFO: 2/7/08



Clinical Responsibilities

The regulations listed below are those that apply to clinical practice experiences as a student nurse.

General Policy Statements

- **Students are expected to be on time for all clinical experiences.**
 - **Based on clinical agency policies, increased liability and risk for the student and patient, students are not permitted to work nightshift prior to clinical. In addition, the combination of working nightshift prior to clinical would extend beyond the customary 12-hour shift limit.**
1. In the case of unavoidable absence, the student is to notify appropriate clinical faculty, course faculty, and/or the Department of Nursing .
 2. Students are expected to maintain professional behavior. Failure to do so will be handled on an individual basis by the designated instructor.
 3. Students are accountable for their own learning and are to seek assistance promptly upon becoming aware of potential problems.
 4. Students are expected to be prepared as instructed for all clinical experiences. In all clinical nursing courses, faculty require that students maintain prior learning. Failure to do so may result in dismissal from the clinical unit, remediation work, make-up, and/or course failure.
 5. Students are not to remove educational, administrative, or clinical items without prior authorization. Any borrowed materials are to be returned in satisfactory condition.
 6. Students are expected to follow appropriate lines of communication in the solution of questions or problems.
 7. Strict confidentiality regarding clinical experiences must be maintained at all times and in all places. All students are required to view the mandatory HIPAA training video on the sophomore and junior levels. A HIPAA Acknowledgement form will be signed on the sophomore, junior and senior levels.



Clinical Responsibilities (continued)

8. TRANSPORTATION TO AND FROM ALL CLINICAL EXPERIENCES IS THE STUDENT'S RESPONSIBILITY. Parking regulations will be explained for each facility and are to be followed. Car-pooling is encouraged when possible. In some senior level courses, students will need their own transportation because experiences are individualized.
9. In case of cancellation of clinical experience for any reason, opportunities to meet the objectives will be provided. The manner and time of such make-up will be left to the discretion of the course coordinator and designated instructor with notification of the program director.
10. Smoking is permitted only in non-patient care areas or as designated in specific clinical agencies.
11. Chewing gum is not permitted during clinical experiences.
12. The SBAR Communication Tool will be used across sophomore, junior, senior levels.
13. Compliance with all rules and policies of the clinical facility is expected.
14. In the event of a clinical incident, the student is to adhere to agency policies.

Reviewed: 5/10/11



Dress Code

Clinical Preparation Protocol

Student Identification Badge/Pin: The Student University ID will serve as the student identification badge for clinical. Nursing student badge holders are provided by the Nursing Department.

Clinical Dress Protocol-Student Uniform: The full student uniform is required in certain designated clinical agencies and allows the students to dress professionally in any agency. This consists of:

- LAB COAT: Each student will purchase one white lab coat of their choice (full-length) for use in various clinical areas. The lab coat is to be clean and pressed with the school patch sewn on the left shoulder, and is to be worn over the following acceptable attire: dress slacks, skirts, dresses, blouses, shirts, or sweaters. A lab coat should cover the uniform or scrub clothes when leaving the clinical unit.
- CLINICAL UNIFORM: All black, clean and pressed scrub uniform with patch sewn on left shoulder. No pants with cuffs or low cut V-neck tops are permitted. A black warm-up scrub jacket or cardigan jacket with patch on left shoulder; full-length lab coat with school patch sewn on left shoulder.
- Appropriate white or flesh colored underwear is to be worn under the uniform. No Under Armor [™] is permitted.

The following are not permitted in the clinical area at any time (including pre-planning):

- Jeans
- Sun dresses
- Shorts
- Sweatpants/shirts
- Halter tops
- Flip flops



Dress Code

Clinical Dress Protocol-Student Uniform (continued): Each student is responsible for purchasing their own uniforms according to the following criteria:

- All white, or black closed-toe leather/vinyl shoes: no open weaving on shoe or colored decorations. No clogs.
- Jewelry: no VISIBLE jewelry is to be worn in the clinical area, except plain, small post-type earrings (one per earlobe), a plain wedding band, and waterproof watch capable of measuring seconds.

Personal Hygiene: All students are reminded to practice good personal hygiene, especially body cleanliness, which includes daily bathing, the use of an effective deodorant, and oral hygiene.

- Hair must be pulled back off the collar from the face with conservative barrettes and/or ponytail holder and kept clean, manageable, and conservatively styled.
- Male students must shave daily.
- Beards, mustaches, and side-burns may be worn but they must be kept neatly trimmed.
- Cosmetics are to be worn in moderation.
- No perfume, cologne or other scented preparations are to be worn to clinical.
- No gum chewing.
- No facial, oral, or body piercing. No spacers or large gauge body piercing jewelry.
- Visible tattoos must be covered.
- Nails must be short and well-groomed; no artificial nails; no nail polish.



Dress Code

Clinical Dress Protocol-Student Uniform (continued):

Other:

- Members of religious orders may adhere to their order's dress code if consistent with the school dress code.
- When students are assigned for experience in locations or agencies where the nursing uniform is not required, it is expected that they adhere to the guidelines regarding appropriate attire in that agency or institution.
- The nursing faculty and student body will accept responsibility jointly for monitoring dress code.
- Some clinical areas mandate stricter dress code policies, which the students will be required to follow.

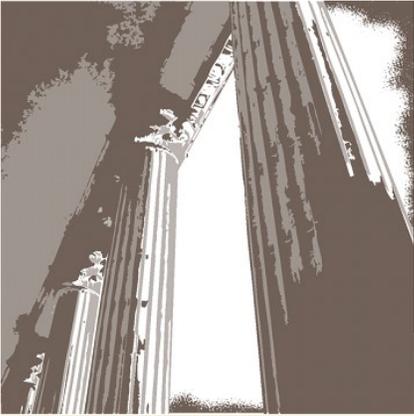
Approved & Updated by NFO: 2/15/93; 1/21/99; 11/2/00; 4/02; 3/26/03;
11/3/05; 5/15/11; 4/25/13



Additional Expenses

Additional costs to be incurred by students include:

- Uniforms
- Books
- Required health examinations
- Diagnostic tests
- Immunizations
- Costs related to clinical requirements, including First-Aid, CPR certification and Liability Insurance
- Transportation costs to and from clinical agencies
- Clinical laboratory fees as established by the University
- Standardized testing
- Computer Assisted Instruction (CAI)
- Criminal Clearance fees
- Personal electronic devices
- Requirements for licensure
- Licensure Review Course



HIPAA Acknowledgement

HIPAA Acknowledgement

I acknowledge that I have been provided information on HIPAA regulations as they relate to protecting personal health information of the patients I will care for. I have viewed a video on HIPAA regulations as well as been provided information on the following topics:

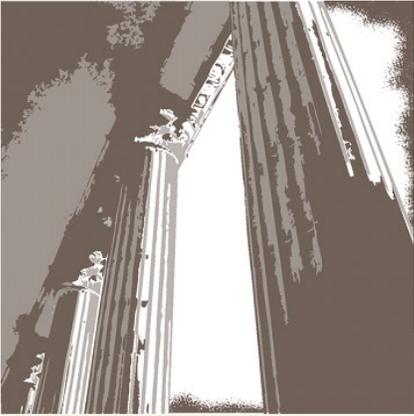
- Health Insurance Portability and Accountability Act
- Protected Health Information
- Information specific to health care providers
- Safeguarding computer screens and passwords as well as patient documents.
- Students are prohibited from taking photos in the clinical setting.
- Student responsibilities

I acknowledge that by violating the laws of HIPAA in any way I can face federal punishment including fines, jail time, expulsion from Waynesburg University, and threaten my ability to obtain licensure as a Registered Nurse.

Student signature _____

Date _____

Witness



Clinical Photo Policy

- Photos may not be take in any clinical setting unless preapproved in writing by the affiliating institution.

Approved by NFO: 2/3/11

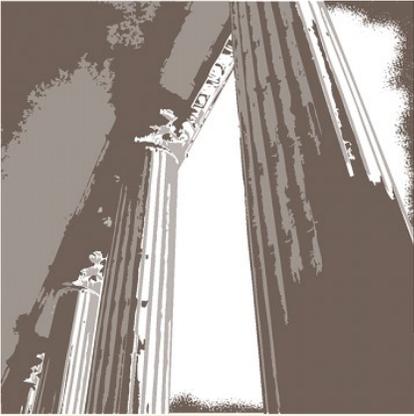


SBAR Communication Tool

Waynesburg University Communication Tool

This format is to be used to give report to a receiving nurse each time the student leaves the clinical unit or when a patient is transferred off the unit. It is also to be used when the student is communicating with a physician.

S	Situation: Admission date, chief complaint/reason for admission, diagnosis, surgical procedure/date
B	Background: Medical history, allergies, code status, isolation status, cognitive status, skin assessment, presence of oxygen, oxygen saturation, abnormal labs, blood sugar. Significant nursing interventions, location of IV (peripheral, PICC, CVP), IV solution. Significant medications (narcotics, sedatives, ortho/hypo meds, PCA). Safety concerns.
A	Assessment: Relevant assessment information in a head to toe manner. Include current vital signs and baseline information, pain assessment, intake and output. Report any abnormal or problematic findings, fall risk findings, Braden scale, GC scale, and appropriate precautions (fall, skin, safety, aspiration).
R	Recommendation: Ongoing Goals of care, anything that needs done for the next shift or follow up (specimens, blood work, testing preps, consults), education and discharge needs.



Social Networking Policy

The purpose of this policy is to remind nursing students to be very aware of their postings of social networking communications (i.e., Facebook; MySpace; Twitter; Linked-In; video-sharing and photo-sharing sites such as YouTube and Flickr; wikis; blogs; personal websites; and, any other similar sites or applications). As potential employers often search the aforementioned sites, it is imperative that nursing students not convey negative or inappropriate remarks regarding the nursing program or related issues.

Students are encouraged to maintain professionalism as well as responsibility and accountability for all their behaviors. Students need to be mindful of their postings as they reflect upon them as students of the nursing program.

Students must not discuss or reveal confidential matters of any kind on social networks. Students have a duty to report any conduct that violates the rules set forth in this policy or other related nursing department policies.

In addition, students are to maintain compliance of any social networking policy of any affiliated clinical agency provided via respective clinical orientations. Violation of this social networking policy may result in disciplinary measures up to and including dismissal from the nursing program.

Approved by NFO: 4/20/11



Master Curriculum Plan

NEW

Academic Requirements 13-14	Course	Sem. Hrs.	Sem/ Yr. Taken	Grade	Repeat	MASTER CURRICULUM PLAN
First Year						Name:
English 101 or 187	ENG	3				SSN:
English 102 or 188	ENG	3				Math Placement Exam: pass [] fail []
Computer Science	CSC105	3				Other courses and grades taken and transferred: Cumulative GPA:
History	HIS	3				
Introduction to Psychology	PSY105	3				
Sociology 105 or 106	SOC	3				
Anatomy	BIO 109	3				
Physiology	BIO 207	4				
Orientation to Nursing	NUR105*	2				
Waynesburg Experience	WBE 108	1				
Second Year						3.0 OR HIGHER GPA/COMPLETION OF 24 CREDITS OF REQUIRED COURSES IN THE NURSING MAJOR WITH A GRADE OF C OR HIGHER IN ALL COURSES/COMPLETION OF A & P WITH A GRADE OF C OR HIGHER DURING THE FRESHMAN YEAR/ COMPLETION OF CLINICAL REQUIREMENTS & CRIMINAL CLEARANCE BACKGROUND CHECKS BY JULY 31ST
Fundamentals of Nursing	NUR 201	3				Cum GPA:
Fundamentals of Nursing	NUR 202	3				Math Assess Test: pass [] fail []
Pharmacology	NUR 206	3				Other courses and grades taken and transferred: Cum.GPA Date Admitted to Nursing: _____
Pathophysiology	NUR 207	3				
Scholarship for Evidence-Based Practice	NUR 209	3				
Issues in Aging	NUR 225	1				
Healthcare Policy & Finance	NUR 228	1				
Microbiology	BIO 215	4				
Art, Music, or Theater		3				
Human Development	PSY107	3				
Biblical Studies 105 or 106	BMS	3				Sophomore Advisor:
Third Year						ABOVE CLASSES MUST BE COMPLETED WITH A CUMULATIVE GPA OF 3.0 TO PROGRESS TO JUNIOR YEAR
Physical Assessment: Adult	NUR 305	3				Cum GPA:
Nursing Care of Adult-Chronic	NUR 321	9				Other courses & grades taken and transferred:
Nursing Care of Adult-Acute	NUR 322	8				
Psych-Mental Health Nursing	NUR 325	4				Junior Advisor:
Literature	ENG	3				
Elementary Statistics	MAT 215	3				
Professional Speaking	COM 228	3				
Ethics	PHL 205	3				
Fourth Year						
Advanced Critical Thinking I	NUR 401	1				Cum GPA:
Advanced Critical Thinking II	NUR 402	1				Senior Advisor:
Professional Issues	NUR 408	1				Date of Graduation:
Childbearing Families	NUR 415	5				
Childrearing Families	NUR 416	5				
Clinical Prev & Population Health	NUR419**	4				
Adv Scholarship for EBP	NUR 425	3				
Leadership in Prof Nursing Practice	NUR 426	7				
Elective		3				

*NUR 105 satisfies the University's Wellness Requirement

**NUR 419 satisfies SLR 305 Service Learning Requirement



Academic Advising

The advising process is highly valued by nursing faculty and is crucial for students' academic success in the program.

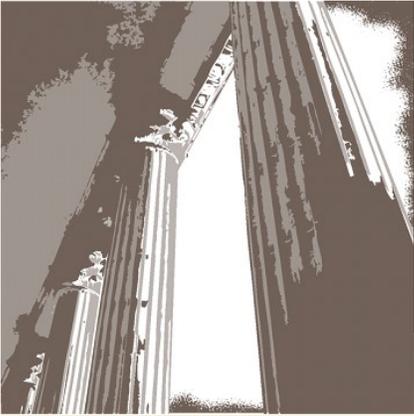
- Nursing faculty advisor offices are located on the first and second floors of Stewart Science Hall.
- Each nursing faculty members posts an “office hours schedule” on his/her door.
- Nursing faculty also have mailboxes on each of their doors or adjacent to them.
- If the student’s schedule does not conform to an advisor’s schedule, students can leave a message in the advisor’s mail box or email the advisor, identifying where and when they can be reached. The nursing faculty member will contact the student and arrange a meeting.
- Due to the nature of clinical practice experiences for students, many nursing faculty members are off campus one to two days per week.
- Nursing students must become familiar with their advisor’s schedule and make every effort to arrange mutually agreeable meeting times.
- If students experience undue difficulty in meeting with their advisors, they are first encouraged to discuss this with their advisors by phone if necessary. If the problem persists, they are encouraged to make an appointment with the Director of the Nursing Program, Room 203.
- In instances where students have problems which require immediate attention, and the nursing faculty advisor is not available, the student should contact the Department Secretary, located in Room 205 Stewart.
- Nursing Student Advisees will be assigned to an individual nursing faculty member by the Director of the Nursing Program.
- An assigned student/advisor list is located on the freshman, sophomore, junior, and senior nursing student bulletin boards located on the second floor of the Stewart Science Building.



Academic Advising (continued)

The role of your academic advisor is to:

- Review the student's record of grade standing in course work and other requirements (see Master Curriculum Plan).
- Pre-register students each semester.
- Review courses yet to be taken and the number of credits attempted each semester.
- Help students resolve problems of an academic nature and/or refer students to the appropriate University resource for additional assistance.
- The role of the student:
 - The student has the right to request a conference with the advisor and may have access to his/her file upon request. **RECORDS MUST BE REVIEWED IN THE PRESENCE OF A FACULTY MEMBER AND MAY NOT BE REMOVED FROM DEPARTMENT OFFICES.**
 - Students are required to progress through the nursing curriculum shown on the Master Curriculum Plan. The Curriculum Plan also appears in the University Catalog.
 - Your curriculum plan is in your nursing student file. You can discuss this plan with your nursing advisor.
 - Students are responsible for monitoring their own progression through the Nursing Program.
 - Students need to satisfactorily complete necessary pre-requisites in order to progress into the next level of the curriculum. You should discuss admission and progression requirements with your advisor.



Responsibility, Accountability, and Academic Integrity

- Students are responsible and accountable for all their own thoughts and communications, both verbal and written. These behaviors extend to all interactions in the University, community and clinical practice settings.
- Students in the Department of Nursing are responsible for understanding and using lines of communication within the University and the Department of Nursing.
- Student representatives are responsible for participating in the work of Department of Nursing committees. They are expected to bring input from class members and report committee outcomes back to classmates.
- Both faculty and students share a responsibility for collaborating in the planning, implementation, and evaluation of the curriculum and the program.
- Students are viewed as being self-directed, responsible, and accountable for their own learning.
- Students are encouraged to become involved in pre-professional and professional organizations as well as in University and community service activities, which serves to enhance their professional role development.
- Students are expected to develop responsibility in dealing professionally with problems involving faculty, student, University, and clinical matters.



Academic Integrity Policy

The Department of Nursing adheres to the University Academic Integrity Policy with slight modifications as published in the University Catalog:

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. Waynesburg University and the Department of Nursing have a responsibility for maintaining academic integrity to protect the quality of education, research, and those who depend upon our integrity.

Each member of the University community expects that both faculty and students will honor the principles of academic integrity. Instructors will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged. It is the responsibility of the student to refrain from academic dishonesty, and from conduct that aids others in academic dishonesty. This responsibility means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. Therefore:

- No student shall knowingly, without proper authorization, procure, provide, or accept any materials which contain questions or answers to any assignment or accept any materials which contain questions or answers to any examination or assignment to be given at a subsequent date;
- No one shall, without proper authorization, complete, in part or in total, any examination or assignment for another person;
- No student shall, without proper authorization, knowingly allow any examination or assignment to be completed, in part or total, for him or her by another person;
- No student shall plagiarize or copy the work of another person or submit it as his or her own. Please refer to the current *Waynesburg University Student Handbook* for a more detailed definition of academic dishonesty and an explanation of the procedure that will be followed in the event an instance of academic dishonesty is discovered.



Academic Integrity Policy (continued)

Plagiarism: Taking and presenting as one's own a material portion of the ideas or words of another or to present as one's own an idea or words derived from an existing source without full and proper credit to the source of the ideas, words, or work. As defined, "plagiarism" includes, but is not limited to:

- Copying words, sentences, and paragraphs directly from the work of another without proper credit;
- Copying illustrations, figures, photographs, drawings, models, or other visual and nonverbal material (including recordings) of another without proper credit;
- Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers;
- Taking and presenting another's ideas as one's own.

All instances of plagiarism need to be reported to the Department Chair. Incidents will be tracked and students will be held to established disciplinary standards.

Any student who does not honor these principles of academic integrity will:

- 1) receive an "F" in the course, and
- 2) jeopardize his/her eligibility to take the NCLEX-RN.

Updated & Approved by NFO: 12/05; 12/10



Student Conduct Policy

As noted in the University Catalog, the University admits students with the expectation that they will comply with its rules and regulations and conduct themselves in the proper manner. Rules are considered necessary for the promotion of the highest welfare of the University community and the advancement of its academic purposes. A student is held responsible for any breach of respectable conduct, whether or not expressly stated in University publications.

The University administration reserves the right to exclude from the campus any student whose actions jeopardize the safety of the University community. A student may also be excluded from the University for not complying with the authority of those responsible for the order of the University. The University has a responsibility for maintaining academic integrity to protect the quality of education, research, and co-curricular activities on our campus and to protect those who depend on our integrity.

Waynesburg University supports freedom of expression and inquiry between faculty members and students. However, inappropriate disruptive behavior will not be tolerated.

Classroom and Clinical Disruption:

- **Behavior a reasonable person would view as substantially or repeatedly interfering with an instructor's ability to teach or the ability of other students to benefit from the instructional program.**
- **A disruptive student is one who disturbs the teaching and learning process in the classroom and on the clinical unit.**

It is the responsibility of the student to conform to conduct conducive to learning by being prepared, prompt, attentive, courteous, and respectful in the classroom and on the clinical unit and by conforming to policies and learning activities set forth by the teacher to maintain academic integrity.

Any time that a student is completing work as a Waynesburg University student the student is considered to be in the classroom and must maintain appropriate conduct.

A student must be able and willing to examine and change behaviors when they interfere with productive individual or group relationships.



Student Conduct Policy (continued)

Instructors have the responsibility and the authority to maintain a productive educational environment. Civility, understanding and mutual respect among all persons are intrinsic to such an environment.

Students' side conversations, disruptive use of cell phones or pagers, use of profanity or threatening language, routinely coming late or leaving early, inappropriate interruptions, hostile and intimidating comments, personal insults, and arriving unprepared to the clinical unit will not be tolerated.

If the student's behavior is negatively affecting the learning environment, the instructor will:

1. Confront the disrespectful behavior. This may be done as a word of caution to the whole group or the instructor may direct the student to meet after class/clinical to discuss the behavior.
2. Ask the disruptive student to leave if the behavior is not changed immediately, and call security or the local police if necessary to escort the student from the classroom.
3. Communicate the facts of the situation to the Program Director so that the student can be formally counseled.
4. Leave the classroom/clinical unit if there is repeated hostility that does not cease and the instructor fears personal injury or extensive, intolerable verbal abuse.

Consequences of repeated disruptive behavior will include removal from the classroom/clinical unit, removal from the course, and if indicated by the severity of the disruption or disrespectful behavior, dismissal from the program.

Updated & Approved by NFO: 11/05; 4/25/13.



Taped-Recorded Lecture Policy

Waynesburg University Department of Nursing

Tape-Recorded Lecture Policy Agreement

Students who desire to tape record class lecture for their personal study only, must obtain instructor permission. Taped lectures may not be shared with other people without the consent of the lecturer. Taped lectures may not be used in any way against the faculty member, other lecturers, or students whose classroom comments are taped as a part of the class activity. Information contained in the tape-recorded lecture is protected under federal copyright laws and may not be published or quoted without the express consent of the lecturer and without giving proper identity and credit to the lecturer. All tapes must be erased or turned in to the instructor at the end of the semester.

Pledge: I have read and understand the above policy on tape-recorded lecturers in the Waynesburg University Department of Nursing, and I pledge to abide by the above policy with regard to any lectures I tape while enrolled as a nursing student.

Signature of Student

Date

Signature of Instructor

Date

NFO Approval: 11/1/12



Student Rights and Responsibilities: Due Process and Formal Written Complaint Policy

The Department of Nursing adheres to University policy regarding grievance processes for students (see University Catalog). When students express an opposition to a stated policy, desire to initiate development of a new policy, or wish to file a formal written complaint, they are encouraged to pursue appropriate channels. There are routine, systematic ways to provide input and feedback through course evaluations, committee participation, and informal conversations with faculty. However, if a student decides to submit a formal complaint there is a process to follow. Formal complaints are to be labeled as such and submitted in hard copy format. No email or electronic submission will be accepted.

When nursing majors experience problems specifically of a nursing concern, they are first requested to follow Nursing Department procedures for resolving problems, grievances, etc. See Figure 3 for a schematic representation of the Nursing Department's Due Process for Students.

There are three general problem areas related to student grievances that may develop within the Department of Nursing:

1. General program policy concerns or student-to-student concerns.
2. Nursing admission, progression, retention, and graduation concerns.
3. Academic matters related to specific courses or student-faculty problems.

Regardless of the problem area, the Department of Nursing will first attempt to resolve the problem or conflict. For a general program policy concern, it is referred to the committee of the NFO. If the problem or concern cannot be resolved at the level of the NFO, then the Director of Nursing will either resolve the problem or refer it to the Dean of Undergraduate Studies.

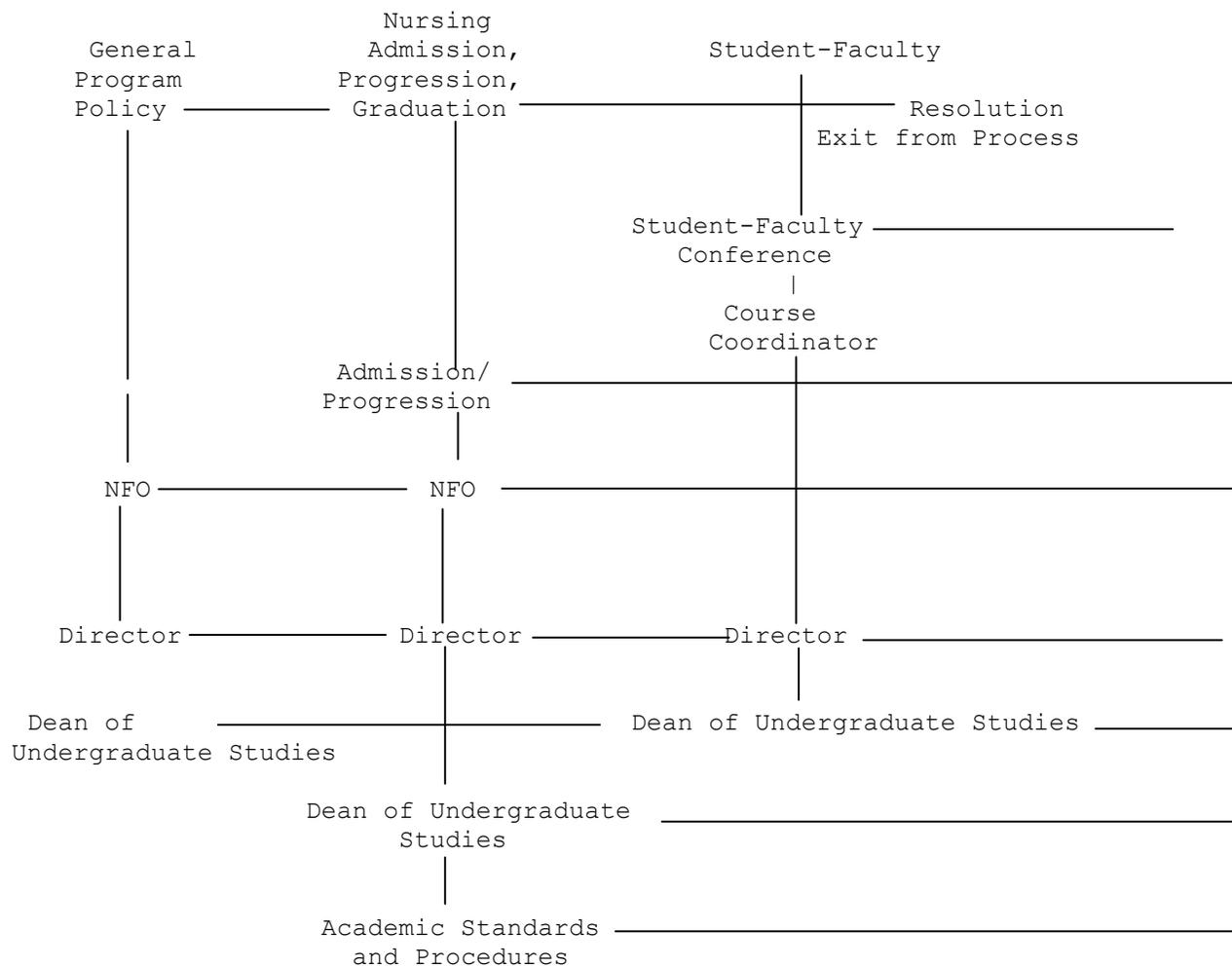
A problem related to nursing admission, progression, retention, and graduation is first referred to the Nursing Admissions and Progression Committee. If not resolved, the problem is referred to the committee of nursing faculty. If not resolved, the problem is referred to the Director. If not resolved to the student's satisfaction, the student may appeal the decision to the Dean of Undergraduate Studies who may forward the appeal to the Academic Standards and Procedures Committee of the University. (Note: Grade appeals are not the purview of this committee. Students must submit a written grade appeal to the Dean of Undergraduate Studies who may forward the appeal to the Academic Standards and Procedures Committee.)



Student Rights and Responsibilities: Due Process and Formal Complaint Policy (continued)

With a student-faculty problem, the student must present the concern in writing to the faculty member within ten calendar days of the occurrence of the problem. There will be ten calendar days in which a written response must be provided to the student. If unresolved, the problem is referred to the course coordinator, unless there is no course coordinator or unless the course coordinator is the involved faculty member. If unresolved, the problem is referred to the Director/Chairperson unless that person is the involved faculty member. If unresolved, the problem is referred to the Dean of Undergraduate Studies or Graduate Studies. A written record of student complaints and grievances (statement of dissatisfaction) is kept in the office of the Director/Chairperson. A review of formal written complaints is conducted by the Policy & Bylaws Committee on an annual basis.

Updated & Approved by NFO: Fall, 1985; 5/95; 6/01; 11/01; 6/04; 4/05; 4/07; 10/08; 12/10.; 4/25/13.



Schematic Representation of Due Process for Nursing Students



Attendance Policy

- Class attendance is mandatory and time missed will be recorded for each hour. If you miss more than the designated number of missed minutes allowed for class or lab time (located in each course syllabus) for any reason other than a SNAP convention, you will fail the course.
- You are advised not to miss classes frivolously so that you will have absences available in case a serious illness or genuine emergency arises. A genuine emergency is defined as something that happens rarely and is out of your control (i.e., death in the family). You are responsible for monitoring your own attendance. If you leave class early or arrive late, the time that you miss will be counted as a partial absence.
- Students are expected to take examinations on scheduled dates. If they are unable to be in class on scheduled dates, individual arrangements must be made with the instructor **ahead of time**, according to course policies. Students may have a grade reduction and may expect an alternate manner of testing in the case of a late exam.
- In case of class cancellation for any reason, the University switchboard will be notified by the instructor (s) involved. The Director of the Nursing Program is to be notified as soon as possible.
- Nursing students are encouraged to use good judgment when traveling to class and clinical under adverse weather conditions.
- In case of a clinical experience cancellation, the instructor (s) will institute use of a “telephone tree,” whereby each student notifies another in order. In addition, the University switchboard and Nursing Program Director will receive notification as soon as possible.
- Absenteeism from clinical is strongly discouraged. An automatic “U” will be issued for one missed clinical day. The course coordinator and clinical faculty member are responsible for making **immediate** arrangements (within the week) regarding the **required** clinical make-up (with notification of the Department Chairperson). More than one clinical absence will result in a remediation plan, completed by the course coordinator in conjunction with the Department Chairperson, and will place the student in jeopardy of failing the course.



Student Employment Policy

- In order to maintain student health and meet the demands of the program, it is strongly recommended that students not be employed during academic semesters. If part-time work is unavoidable, it may not interfere with meeting program requirements. Please note that as stated in Act 151 of the Pennsylvania Licensure Law, p. 2, “When students are employed in the health agencies, they may not be employed as registered professional or licensed practical nurses unless they are so currently licensed.” **Students are NOT permitted to work a 7p-7a or an 11p-7am shift prior to class or clinical.**



Clinical Simulation Policy

Clinical Simulation

During the course of the semester, it is the expectation that students will participate in several simulated clinical scenarios. These simulations may or may not be video-taped for debriefing and teaching purposes. In addition, students may also be individually taped performing skills for sign-off purposes. Video tapes will be viewed for debriefing purposes and then destroyed. The faculty retains the right to archive select video simulations for educational purposes upon written consent of the participants. Students are not able to access these videos at any time. Students **MUST NOT** reveal simulation details to fellow students in any manner **AT ANY TIME** during the lab day. This will be seen as a violation of confidentiality and academic integrity. Any student who shares information will receive a “U” in the lab for that day as well as potentially fail the course.

Approved by NFO: 3/4/10



Standard Precautions

Isolation Precaution information for the Waynesburg University Department of Nursing is based on current available information from the Centers for Disease Control (CDC).

Presently, the Department of Nursing does not require communicable disease testing for students or faculty other than those required by clinical agencies.

The Department of Nursing requires all faculty and students to abide by the CDC's *2007 Guideline for Isolation Precautions: Preventing Transmission of Infectious Agents in Healthcare Settings* in all patient contacts. Citation: Siegel JD, Rhinehart E, Jackson M, Chiarello L, and the Healthcare Infection Control Practices Advisory Committee

<http://www.cdc.gov/ncidod/dhqp/pdf/isolation2007.pdf>]

The following measures for preventing HIV transmission in health care settings are recommended by the CDC:

- Use of standard precautions for all patients, since medical history and examination cannot reliably identify all patients infected with HIV and other fluid and blood-borne pathogens.
- Use of standard precautions during pre-hospital and emergency care since the risk of blood exposure to health care workers is increased and the infection status of the patient is usually unknown.
- Use of appropriate barrier precautions to prevent exposure to the skin and mucous membranes when contact with blood or other body fluids is anticipated.
- No student can care for a patient in any setting until they have been instructed in “Standard Precautions” and have demonstrated safe practice of precautions in a laboratory setting. Students are responsible to review these policies as appropriate.
- Students are expected to care for all patients as part of their routine clinical experience.



Standard Precautions (continued)

- **Students or faculty members who experience a needle-stick or whose mucous membranes have been exposed to another's blood or body fluids must report this immediately and follow agency protocol for exposure/injury. Students and faculty are advised to contact their own physician or local health department following the incident and are responsible for maintaining their own health insurance coverage.**
- **A record of student and faculty accidental occupational exposures will be maintained by the Policy Committee. Exposures will be reported to Human Resources and the Chief Financial Officer. Tracking this record can be instrumental in identifying recurring accidents and modifying procedures. Confidentiality will be maintained.**
- The Nursing Department may require the student to submit to substance abuse testing at anytime (See the Substance Abuse Policy).
- In the event that a nursing student believes she is or may become pregnant, the student is responsible for notifying the Nursing Department faculty immediately. Exposure to some experiences may be detrimental to maternal and fetal health.

Updated & Approved by NFO:5/2/91; 4/93; 4/95; 11/00; 6/01; 11/05; 5/11; 11/1/12.



Nursing Simulation Lab and Nursing Department Resources

Simulation Lab

- The Nursing Simulation Lab is located on the first floor of the Stewart Science Building.

Nursing Simulation Lab Etiquette and Rules

- In order to maintain the lab and the safety of all students and instructors, the following rules will be **strictly enforced**:
 1. Students must sign in and out of the Simulation Lab during open lab times.
 2. Absolutely no food or drinks are permitted in the lab at any time.
 3. Students will be permitted in the lab under the supervision of an instructor or student worker only.
 4. No needles or syringes will be allowed outside of the lab.
 5. Students are not permitted to write with pens or markers on or near the simulators.
 6. Betadine is not to be used on the simulators.
 7. Do not use silk tape on the simulators; use paper tape only and remove as soon as possible.
 8. Students **MUST** turn off simulators and cover the mannequins after they are finished practicing skills.
 9. All supplies must be put away prior to the students leaving the lab.
 10. While in the lab, students are expected to behave in a professional manner. The use of profanity, using equipment incorrectly, and/or lying on the beds are behaviors that are **strictly prohibited**. Instructors and student workers reserve the right to ask students to leave the lab due to unprofessional behavior.



Nursing Simulation Lab and Nursing Department Resources (continued)

Nursing Department Resources Guidelines

1. Any damaged equipment is to be reported promptly to the designated person.
2. Supplies, books, and audio-visual equipment are not to be removed from the Nursing Department.
3. Audio-visual materials must be signed out in the *Utilization Book* prior to removal from the Nursing Office.
4. Faculty are to complete the *Use of Equipment by Employees Form* when taking equipment off-campus.

Updated & Approved by NFO: Fall, 1985; 4/95; 4/97; 6/01; 5/06; 5/09



Emergency Procedures for the Classroom

Student Health Service Emergency Procedures for the Classroom

If a situation develops in or around the classroom where a student is in **obvious** need of emergency medical assistance:

- The instructor or first person on the scene calls 911, and then...
- The instructor or first responder calls the Department of Public Safety

If a situation develops in or around the classroom and judgment is needed as to whether a student needs emergency medical assistance...

- The instructor or first person on the scene calls the Department of Public Safety.
 - Security Officer responds to the location of the situation.
 - If available, the nurse may be contacted. A decision is made...
1. Call 911.
 2. Security Officer will transport the student to Emergency Room.
 3. Security will transport the student to the Health Center.
- If there is doubt about making a decision, Security Officer should first call the Director of Public Safety, who would contact the Dean of Student Services or if unavailable, the Associate Dean of Student Services.

Who goes to the hospital with the student?

- In a serious medical emergency situation someone from the University must go to the hospital. The Dean of Student Services should be contacted first; if unavailable, the Associate Dean of Student Services should be contacted.

NOTE: No personal cars should be used to transport student. Only Security or an ambulance is to be used to transport students.

Emergency Numbers: Department of Public Safety (Security)- 724-852-3390

Dean of Student Services- 724-852-3272

Associate Dean of Student Services– 724-852-3315

Rev. 9/02



ATI Progression Testing

As the final exam in NUR 202, 322, 325, 402, 415, 416 and 426, students will take the proctored version of the ATI exam specific to each course. Designated proficiency levels are required for successful completion of each course and progression to the next level of the curriculum. Please see additional course syllabi for specific information.



Section V



Nursing Organizations

- Nursing Faculty Organization (NFO) and NFO Bylaws
- Student Nurses' Association of Pennsylvania (SNAP) and SNAP Bylaws
- Sigma Theta Tau International Honor Society of Nursing (STT) and STT Bylaws



Bylaws of the Nursing Faculty Organization

BYLAWS of the NURSING FACULTY ORGANIZATION

ARTICLE I

NFO (Nursing Faculty Organization)

The Department of Nursing has an organization known at the Nursing Faculty Organization (NFO) of Waynesburg University (hereafter referred to in this document as NFO). The NFO in the Department of Nursing is governed by the bylaws established for the nursing programs at Waynesburg University. The NFO is the policy and decision-making body that establishes committees, approves their membership, purposes and functions, and call or dissolves Ad Hoc committees when necessary. The standing committees of the NFO include:

Admission and Progression	Policies and By-Laws
Curriculum	Systematic Evaluation Plan

NFO meetings are scheduled with both faculty and student schedules in mind. Representation of students on standing committees is strongly encouraged and highly valued by the faculty and staff of the Department of Nursing.

ARTICLE II

Purposes

- Section 1: The purpose of the NFO shall be:
- 1.1 To develop, evaluate, and modify the curriculum of the Department of Nursing.
 - 1.2 To provide, maintain, and evaluate the resources, both physical and instructional, of the Department of Nursing.
 - 1.3 To develop, implement, evaluate, and revise all policies of the Department of Nursing.
 - 1.4 To provide means for on-going evaluation of all departmental activities and recommend changes as needed.
 - 1.5 To provide means for continued professional growth in practice, scholarship, and education.

ARTICLE III

Membership

Section 1: All full-time nursing faculty will have the privilege of participation in the parliamentary sense; that is, the right to submit motions, to speak in debate, and to vote. In addition, those who hold full time administrative appointments as well as faculty rank, shall also be entitled to all privileges of membership.

Section 2:

2.1 The part-time members will be known as those persons of the NFO who have the right to attend meetings, to submit motions, to speak in debate, but not to vote.

2.2 Three full-time students: one from each level (sophomore, junior, and senior) of the BSN program, as well as one from the RN to BSN program, MSN program, MSN/MBA program, and DNP program, will be selected to attend the NFO meetings as observer-participants. Each level of the BSN program will select representatives for standing committees. The Department Chair will then appoint students to specific standing or Ad Hoc committees. A student may serve for two years only on any one NFO committee.

2.3 In the event that accelerated program representatives may not attend daytime meetings due to work commitments, the individual Program Directors will hold meetings with respective RN-BSN, MSN, and DNP students at each academic center once a year to foster communication between the NFO and students. Issues related to admission, progression, curriculum, and evaluation will be addressed.

Section 3: A quorum shall consist of a majority of those who have suffrage.

ARTICLE IV

Officers

Section 1: The officers of the NFO will be:

1.1 Department Chairperson, serves as the Chairperson of the NFO

1.2 Recorder, as designated by Department Chairperson

ARTICLE V

Responsibilities of Officers

- Section 1: The duties of the NFO Chairperson are to lead the meetings and ensure accomplishment of the purposes of the NFO (Article II).
- Section 2: The duties of the Recorder shall be as follows:
- 2.1 Record all minutes of NFO meetings.
 - 2.2 Distribute a copy of minutes to all members at least three days prior to the meeting at which time minutes are to be considered for approval.
 - 2.3 Place a copy of the approved minutes in a permanent file.

ARTICLE VI

Meetings

- Section 1: The Chairperson will schedule a minimum of two regular meetings of the NFO during the academic year. Other meetings shall be called as necessary.

ARTICLE VII

Committees

- Section 1:
- 1.1 The NFO shall function with input from standing committees and such Ad Hoc committees as have been established.
 - 1.2 The chairpersons and members of the NFO committees shall be appointed by the Department Chairperson and approved by NFO members during the fall semester of each academic year. The Department Chairperson serves as an ex-officio member of three standing committees, and chair of the SEP committee.

Section 2: NFO Standing Committees

2.1 Admission and Progression Committee

2.1a Purpose:

- 1) To study and evaluate the admission, progression, and attrition rates of nursing students, and make recommendations for appropriate standards and procedures for admission and progression of students.
- 2) To officially admit and /or progress students in the BSN program in accordance with established policies.

2.1b Membership: The Admission and Progression Committee shall be comprised of two full-time faculty members, one who serves as the committee chairperson, as well as one Director from the DNP, MSN, or RN-BSN Programs. Three full-time nursing students (see Article III, 2.2) shall serve as observer-participants.

2.1c Functions:

- 1) Develop, recommend, review, and update standards and policies for the admission and progression of students.
- 2) Review and act upon all matters concerning student progression that are referred to the committee.
- 3) Admit, determine progression and non-progression, and recommend dismissal from the BSN program.

2.1d Issues related to progression and dismissal of students within the RN to BSN, MSN, MSN/MBA, and DNP programs will be addressed by the Graduate and Professional Studies Committee.

2.2 Curriculum Committee

2.2a Purpose: The committee shall be responsible to the NFO with respect to nursing curriculum development at all levels.

2.2b Membership: The Curriculum Committee shall include faculty representation from all levels of the nursing curriculum and the Program Directors from the DNP, MSN, and RN-BSN programs. Specialty areas of faculty representation shall be consistent with the State Board of Nursing requirements. A committee Chairperson shall be selected from among the NFO in a manner

consistent with Article VII, Section 1.2. Three full-time students (see Article III, 2.2) shall serve as observer-participants.

2.2c Functions:

- 1) Examine and evaluate curriculum data and make appropriate recommendations.
- 2) Present curriculum proposals to NFO for approval.

2.3 Policy and Bylaws Committee

2.3a Purpose: The purpose of the Policies and Bylaws Committee shall be to:

- 1) Develop and evaluate Department of Nursing policies.
- 2) Provide a mechanism for ongoing review of Nursing Department Bylaws, using guidelines adopted by Waynesburg University for amending Bylaws. In accordance with the University amendments to bylaws: “The NFO faculty may enact new bylaws and repeal or amend existing bylaws by majority vote, provided written notice of the proposed changes shall have been submitted to all members of the NFO ten days prior to the meeting.”

2.3b Membership: The Policies and Bylaws Committee shall be comprised of two full-time faculty members, one who serves as committee chairperson, as well as one Director from the DNP, MSN, and RN-BSN programs. In addition, three full-time students (see Article III, 2.2) shall serve as observer-participants.

2.3c Functions:

- 1) Develop, review, and make recommendations regarding Nursing Department policies.
- 2) Review and revise NFO Bylaws in accordance with Waynesburg University Handbook guidelines.
- 3) Meet annually to review current CDC guidelines and recommend policy and curriculum changes as needed.
- 4) Maintain confidential records of student and faculty incidents.

- 5) Review formal written complaint policy and procedures to foster ongoing program improvement.
 - 6) Review documents and publications on an annual basis to determine accuracy.
 - 7) Review and update the Policy Boards annually and as needed.
 - 8) Revise the BSN Student Program Guide on an annual basis.
- 2.3d DNP, MSN, and RN-BSN Program Guides will be updated by the respective Directors on an annual basis.

2.4 SEP (Systematic Evaluation Plan) Committee

- 2.4a Purpose: The purpose of the Systematic Evaluation Plan Committee is to evaluate all program components used for the development, maintenance, and revision of the nursing program at all levels.
- 2.4b Membership: The Systematic Evaluation Plan Committee shall be comprised of two full-time faculty members, one who serves as committee chairperson, and Directors of the DNP, MSN, and RN-BSN Programs. In addition, three full-time students (see Article III, 2.2) shall serve as observer-participants.
- 2.4c Functions:
- 1) Develop and maintain a written plan for the systematic evaluation of all program outcomes at all levels including graduation rates, employment rates, program satisfaction, service, NCLEX pass rates, and evidence of scholarship and certification.
 - 2) Provide definitions for each of the outcomes.
 - 3) Provide rationale for the methods and processes used to evaluate the program outcomes.
 - 4) Provide analysis of the effectiveness of the methods and processes used to provide data for the outcomes.
 - 5) Provide discussion and documentation of how the outcomes are used in the development, maintenance, and revision of the program.

- 6) Provide for the effective implementation of the Systematic Evaluation Plan.

2.5 Community Advisory Panel

2.5a Purpose: The purpose of the Community Advisory Panel shall be to advise the Department of Nursing about the nursing needs of each community of interest and to act as a liaison between the Department of Nursing and the larger community

2.5b Membership:

- 1) Each Community Advisory Panel consists of full-time nursing faculty, the DNP, MSN, and RN-BSN Program Directors, representatives of community organizations, educational institutions, health care agencies, current students, and program alumni.
- 2) Nursing students shall be invited as observer-participants.
- 3) The Department Chair or the individual Program Directors shall serve as chairperson and preside over the scheduled program meetings.
- 4) Community members of the Advisory Panels shall serve without compensation.

2.5c Functions:

- 1) Discuss current trends in healthcare and the impact on nursing education.
- 2) Address perceived needs and expectations of the communities of interest.
- 3) Involve the communities of interest in meeting certain needs of the Department of Nursing.
- 4) Provide feedback about the quality of the programs.

ARTICLE VIII

Parliamentary Authority Robert's Rules of Order shall govern all faculty, except in such cases as are stipulated by the Faculty Constitution, Bylaws, and/or special rules which may be adopted by the University faculty.

ARTICLE IX

Amendments

The faculty may enact new bylaws and repeal or amend bylaws by majority votes, provided written notice of the proposed changes shall have been submitted to all members of the faculty ten days prior to the meeting at which action is to be taken.

Refer to the Waynesburg University Department of Nursing Program Guide for the bylaws of SNAP (Student Nurses Association of Pennsylvania), and Sigma Theta Tau, Nu Sigma Chapter.

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SNAP Bylaws

Available at: www.snap-online.org/Form/bylaws.pdf



STT Bylaws

Available at: www.nursingsociety.org/aboutus/bylaws/