

**Undergraduate
STUDENT HANDBOOK**

2018 - 2019

**DEPARTMENT
OF
NURSING**



**West Chester University
Exton, Pennsylvania 19341**



STUDENT HANDBOOK *

PUBLISHED August 2018

DEPARTMENT OF NURSING

WEST CHESTER UNIVERSITY of PA

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**The Department of Nursing of West Chester University of PA, is approved by the State
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Commission on Collegiate Nursing Education
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*** The provisions of this handbook are not to be regarded as an irrevocable contract between the student and the West Chester University Department of Nursing. The Department of Nursing reserves the right to change any provisions or requirements at any time.**

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I. Introduction



August 2019

Dear Nursing Students,

On behalf of the faculty at West Chester University Department of Nursing, I extend to you our warmest welcome and congratulations. We are so happy that you have chosen to pursue your education and begin your profession here at West Chester.

This student handbook will help to acquaint you with everything you need to know about the Department of Nursing, its policies, and information critical to your success within the program. Not only does it contain activities and program requirements, but also contains information that will help you to navigate efficiently through the nursing program.

The Department has a number of opportunities for you to become involved socially, professionally, and academically. The Student Nurses' Association of PA (SNAP), the Mary Kline Day Lecture Series, and the Xi Delta Chapter of Sigma Theta Tau International Honor Society are a few of the opportunities available to you.

I welcome the opportunity to meet and discuss with you the roles and responsibilities of the student affairs division. We are proud of what we have accomplished, but, more importantly, we are proud of the accomplishments of our students.

Please know that all faculty, as well as every member of the staff and administrative team, are eager to help you succeed in your nursing career. It is of critical importance that you maintain a relationship with your nursing advisor for guidance as you move through your academic career.

I look forward to meeting each and every one of you! Once again, welcome and wishes for much success in your journey!

Kind Regards,

Megan Mraz

Megan A. Infanti Mraz RN, PhD
Associate Professor & Chairperson
Department of Nursing
West Chester University of Pennsylvania

FACULTY

All faculty, staff and Nursing Lab Coordinator of the Nursing Department are located at the Exton location, 930 Lincoln Highway, Exton, PA 19341

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Debra Mandel, RNC-OB, MSN, PhD, RN/BSN Coordinator	115	436-3488
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TBD	121	436-6927
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John Taylor, DNP, RN-BC, CPN	124	436-6964
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<u>STAFF</u>		
Catherine McKenna, Staff Lab Coordinator	130	436-2219
Linda Morrow, Administrative Assistant	102	430-4181
Julie Skipp, Department Secretary	101	436-2219

II. Nursing Program



PURPOSES

The purposes of the West Chester University baccalaureate-nursing program are:

1. To prepare baccalaureate registered nurses for clinical practice.
2. To develop the ability to function as a self-directed professional capable of assuming leadership in present and emerging health care roles.
3. To enhance personal responsibility for being a useful, contributing member of society.
4. To encourage the continuing process of personal development.
5. To provide the basis for graduate study and life long learning.

Mission Statement & Philosophy

MISSION

The mission of the West Chester University Department of Nursing is to provide the highest quality of undergraduate and graduate nursing education to students who come from diverse populations. All graduates are prepared to provide evidence-based quality nursing care, and to become nursing leaders within the nursing profession. The baccalaureate program provides the art and scientific foundations of entry into nursing practice. The graduate programs provide preparation into advanced nursing practice and education roles; thereby, giving students the ability to synthesize knowledge, strengthen communication, and empowerment to promote health care. The Doctor of Nursing Practice program further prepares advanced practice nurses at the highest level to fully evaluate and contribute to increasingly complex health care systems. These contributions are based on contemporary nursing science, organizational, political, cultural and economic principles. Graduates of these nursing programs will be professionals capable of assuming leadership in present and emerging health care roles, citizens who contribute to society and who are committed to life-long learning and personal development.

PHILOSOPHY

The Department of Nursing affirms the WCU Vision, Mission and Values Statements and the College of Health Sciences Mission Statement. It shares the University's commitment to teaching, research, and service to individuals, families, communities and populations. The following statement reflects the Department of Nursing's philosophical beliefs.

The Department of Nursing recognizes that individuals, families, communities and populations are entitled to optimum health and quality health care. Nurses play an integral role in health promotion, disease prevention and enhancing the quality of life throughout the lifespan. According to the ANA "nursing is the protection, promotion and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response and advocacy in the care of individuals, families, communities and populations." Advanced practice nursing roles include expert clinician, educator, researcher, consultant and leader. The nursing programs at West Chester University recognizes the responsibility to provide innovative educational programs that reflect the growing needs and current trends of diverse populations.

The faculty of the Department of Nursing provides a caring and supportive environment while respecting the diversity of the student body and communities which it serves. The University community cultivates and supports faculty/student collaboration and mentoring. The students are treated as individuals with unique qualities and learning needs. Through professional actions, the faculty reflects the department's philosophy of excellence in nursing practice, creation of evidence-based research, establishing strong interdisciplinary associations and fostering supportive relationships with colleagues, students and the community.

The 2008 AACN *Essentials* document (*The Essentials of Baccalaureate Education*), the 2011 AACN *Essentials* document (*The Essentials of Master's Education*), and the 2006 AACN *Essentials* document (*The Essentials of Doctoral Education for Advanced Nursing Practice*) provide structure for the curriculum content of all programs. The faculty designed all programs to facilitate the students' abilities to creatively respond to a continuously changing health system. Innovative educational experiences are cooperatively planned to meet the needs of both the

students and clients empowering them in the nursing-client partnership. The interpretation, development and implementation of ethical evidence-based research are stressed throughout the educational process.

Ethical decision making, accountability, critical thinking, and effective *communication* skills are emphasized. This is achieved by the application of nursing theory and empirical evidence to professional practice. All programs promote lifelong learning, leadership, and prepare the student for advance professional degrees or post-doctoral studies.

December 2015

Revised	1991
	1996
	1998
Revised	2001
	2002
	2011
	2014
	2015

CONCEPTUAL FRAMEWORK

The nursing curriculum utilizes a holistic caring model for the study of person, environment, health, and nursing. The horizontal and vertical strands serve to organize content around multiple theories and concepts that have been drawn from physical, psychological, cultural, social, and nursing sciences.

Five horizontal strands can be identified in all the nursing courses. They include: the holistic person adapting throughout the life cycle; the nursing process; nursing theory; legal- ethical issues; and teaching-learning principles. A description of the way each is implemented follows.

The holistic person adapting throughout the life cycle. While moving through the life span, one adapts continuously to internal and external stimuli. The understanding of adaptational responses is basic to the students' knowledge and professional practice.

The nursing process. Students use the nursing process to assess, plan, intervene, and evaluate the responses of assigned clients. Course objectives describe the depth to which the students utilize the nursing process.

Nursing theory. Through academic and clinical assignments, students learn to apply nursing theory to professional practice, and analyze the quality of care provided with emphasis on relationship based care.

Legal-ethical issues. These issues are an inherent part of all professional nursing practice. Inclusion of the legal- ethical dimension of nursing in all courses encourages values clarification, fosters accountability, and enhances decision- making.

Teaching-learning principles. An understanding of teaching-learning principles is fundamental to the provision of health care. Students learn to apply skills of counseling, therapeutic communication, and health promotion in increasingly complex situations.

The vertical strands which provide structure to the curriculum are:

Health status -wellness to less well to crisis

Focus of care - prevention to health promotion to restoration

Recipient of care - individual to family to community

Provider of care – Relationship Based Care

Leadership role - collaboration to coordination to management

Research application - need identification to information gathering to information analysis

The health status strand focuses on the client's adaptive responses to stress. The student applies knowledge, psychomotor skills, and attitudes learned in the care of well/less well clients to the care of clients in crisis situations. Emphasis is also placed on the students' ability to evaluate personal reactions to increasingly complex nursing process operations.

The focus of care strand guides students first to develop strategies to prevent maladaptive responses and to promote health with well and less well clients. Students build on that foundation in assisting clients in crisis to restore health.

The recipient of care strand refers to the client. The initial focus on the individual gradually enlarges to families and the wider community.

The provider of care strand structures the growth of the student away from dependence on the assistance of faculty to a degree of independence in providing care, and then progresses to interdependence among members of the health team.

The leadership role strand describes the relationship between the student and members of the health team. Initially the student collaborates while using the nursing process, and subsequently coordinates the plan of care with other members of the team. The student progresses in learning and utilizing management skills to advocate and to influence change.

The research application strand describes the process with which students use nursing research as a basis for nursing practice. The identification of the need for nursing research to underlie clinical practice is followed by a review of the research literature in order to apply findings to clinical practice. To further develop skill in the use of the research process, students identify clinical problems and critique research for its applicability.

Conceptual Framework

NURSING

HEALTH



PERSON

Holistic Person

Nursing Process

Nursing Theory

Legal-Ethical Issues

Teaching- Learning Principles

ENVIRONMENT

West Chester University

DEPARTMENT OF NURSING

Program and Level Objectives

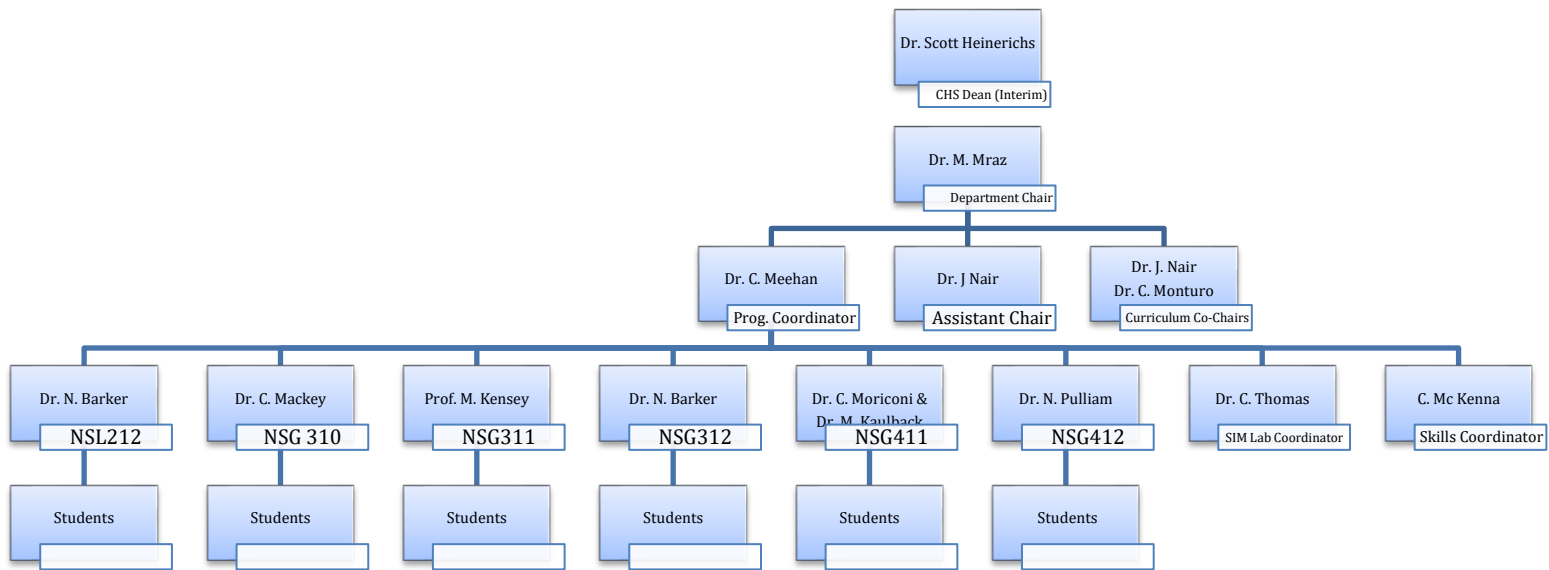
	PROGRAM OBJECTIVES		LEVEL II OBJECTIVES		LEVEL III OBJECTIVES		LEVEL IV OBJECTIVES
I.	EVIDENCES A CONCERNED AWARENESS AND A SENSE OF RESPONSIBILITY FOR CONTEMPORARY HEALTH AND SOCIAL ISSUES AS THESE AFFECT DIVERSE POPULATIONS	1.	Describes social issues and environmental forces affecting diverse populations.	1.	Integrates awareness of the interaction of environmental forces & social issues affecting diverse populations.	1.	Critically examines the interaction of environmental forces and social issues affecting diverse populations.
		2.	Participates as a nursing student in social issues.	2.	Recognizes the interaction between social forces and health care delivery system.	2.	Formulates opinions regarding the interaction between social forces and health care delivery.
		3.	Relates own beliefs to nursing theories.	3.	Communicates beliefs related to the professional practice of nursing to selected clients and other health care consumers.	3.	Interprets current beliefs related to the professional practice of nursing to members of the health team and to society.
II.	PROVIDES LEADERSHIP THROUGH PROFESSIONAL AND CIVIC ACTIVITIES TO ADVOCATE FOR THE IMPROVEMENT OF HEALTH CARE WITHIN SOCIETY	1.	Identifies current issues which affect health.	1.	Analyzes current issues which affect health.	1.	Assumes role as consumer advocate within the health care system.
		2.	Identifies roles of human service and community service groups.	2.	Utilizes human services and community groups to promote and maintain health.	2.	Coordinates promotion of health with human services and community service groups.
		3.	Recognizes the role of professional nursing and health-related community organizations.	3.	Analyzes the role of professional nursing and health-related community organizations.	3.	Supports professional organizations and health related community organizations.
		4.	Describes the political process.	4.	Evidences concern for the political process.	4.	Promotes participation in the political process.

	PROGRAM OBJECTIVES		LEVEL II OBJECTIVES		LEVEL III OBJECTIVES		LEVEL IV OBJECTIVES
III .	DEMONSTRATES ACCOUNTABILITY AND COMPETENCY IN USING THE NURSING PROCESS TO ASSIST CLIENTS AT VARIOUS LEVELS OF HEALTH IN A VARIETY OF SETTINGS.	1.	Describes how assessment skills are utilized by the professional nurse.	1.	Demonstrates application of assessment skills in maintaining and promoting adaptive responses in individuals.	1.	Synthesizes the assessment data to assist individual's families/ Communities in restoration of health.
		2.	Discusses how the plan of care evolves from the assessment activities of the nurse.	2.	Establishes a plan of care to meet adaptational needs of the well and less well individual.	2.	Establishes a comprehensive plan of care to meet adaptational needs at any stage along the health continuum.
		3.	Discusses implementation of care for individuals.	3.	Implements the plan to assist well and less well individuals to meet adaptational needs.	3.	Implements the plan to assist individuals/ families/communities along the health continuum to achieve adaptational responses.
		4.	Discusses the evaluation and revision aspect of the nursing process.	4.	Evaluates and revises as needed the implemented plan for the well and the less well individual.	4.	Evaluates and revises as needed the comprehensive plan implemented for individuals/families/communities along the continuum.
IV.	USES NURSING THEORY AND RESEARCH TO SUPPORT NURSING PRACTICE	1.	Identifies nursing theories and concepts which form the basis of nursing practice.	1.	Reviews literature related to nursing theories and concepts involving promotion and maintenance of health.	1.	Critically evaluates nursing theories and nursing research concerning advanced adaptational plan.
		2.	Identifies principles of health based on nursing research.	2.	Applies information from nursing and related research literature to promotion and maintenance of health.	2.	Synthesizes nursing and related research and makes inferences about nursing practice.
		3.	Identifies appropriate sources of nursing research.	3.	Examines nursing and related research literature to acquire information to promote change.	3.	Uses nursing theories and research to promote change within individuals and groups.

	PROGRAM OBJECTIVES		LEVEL II OBJECTIVES		LEVEL III OBJECTIVES		LEVEL IV OBJECTIVES
V.	COLLABORATES, COORDINATES AND CONSULTS AS A COLLEAGUE WITHIN THE INTERDISCIPLINARY HEALTH TEAM IN MAN-AGING CLIENT CARE.	1.	Identifies the role of the consumers in various types of health care delivery systems.	1.	Collaborates with the health team in assisting the individual to adapt.	1.	Demonstrates leadership as part of the health team in a variety of settings.
		2.	Differentiates among appropriate health care resources.	2.	Facilitates utilization of health care resources.	2.	Coordinates care with community agencies.
		3.	Recognizes the roles of members of the health team.	3.	Analyzes the roles of members of the health team.	3.	Consults with the health team on an interdependent basis.
VI.	CHARACTERIZES LEARNING AS A LIFE LONG PROCESS	1.	Recognizes the need for life-long learning.	1.	Describes methods and sources in pursuit of life-long learning.	1.	Assumes responsibility for self-assessment in relation to the continuing need for learning.
		2.	Examines personal goals and academic achievement.	2.	Evaluates progress toward specified goals.	2.	Synthesizes learning experiences into an evolving personal philosophy.
	Revised 1999 2012						

Pre-Licensure Department of Nursing Communication Relationship

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July 2018

WEST CHESTER UNIVERSITY
DEPARTMENT OF NURSING
SEQUENCE OF COURSES

FIRST YEAR STUDENTS

Fall Semester

♦ WRT 120	Effective WRT I	3	
* BIO 100	Basic Biology	3	
♦ PSY 100	Intro to Psych	3	
SPK	208, 230		
	Communication Studies	3	
# MAT 121 or MAT 125		<u>3</u>	
		15 credits	

Spring Semester

NSG101	Intro to Nursing	1	
♦ WRT 200, 204, 205, 206			
	208, 220	3	
♦ SOC 200	Intro to Sociology	3	
* CHE/CRL 107	Gen Chem for Allied		
	Health Sciences	5	
* BIO 259	Anatomy & Phys I	<u>4</u>	
		16 credits	

SECOND YEAR STUDENTS

Fall Semester

* BIO 269	Anatomy & Phys II	4	
{	♦ HEA 206	Human Development	3
	OR		
	♦ PSY 210	Developmental Psych	
	♦ NTD 303	Nutrition	3
	Nursing Elective	<u>2</u>	
		12 credits	

Spring Semester

W ♦ NSG 212	Fundamentals of Nursing Practice	3	
W ♦ NSL 212	Fundamentals Lab	3	
♦ NSG 310	Human Response to Disease	3	
♦ BIO 204	Microbiology	4	
	Diversity course	<u>3</u>	
		16 credits	

THIRD YEAR STUDENTS

Fall Semester

● W	NSG 311	Nursing Care of Women, Infants and Children	4	
● W	NSL 311	WIC Laboratory	5	
OR ●	NSG 312		5	
● W	NSL 312		5	
●	NSG 367	Implications of Drug Inter.	3	
		Humanities course	<u>3</u>	
			15/16 credits	

Spring Semester

●	NSG312	Introduction to Medical Surgical Nursing and Care of the Elderly	5	
W ●	NSL 312	IMS/ COE Laboratory	5	
OR W ●	NSG 311		4	
W ●	NSL 311		5	
	NSG 313	Applied NSG Research	3	
		Elective	<u>3</u>	
			15/16 credits	

FOURTH YEAR STUDENTS

Fall Semester

	NSG 411	Medical Surgical Nursing	5	
	NSL 411	MS Laboratory	5	
OR W	NSG 412		5	
	NSL 412		5	
	Art Class		3	
	NSG Elective		<u>2</u>	
			15 credits	

Spring Semester

W	NSG 412	Public/Population Health Nursing, Nursing Leadership & Management	5	
	NSL 412	PPH/L & Mgt Laboratory	5	
OR	NSG 411		5	
	NSL 411		5	
		Humanities	3	
		Interdisciplinary	<u>3</u>	
			16 credits	

Total

120 credits
over

ACADEMIC FOUNDATION REQUIREMENTS

1. Two English/Writing courses (6 credits)
WRT 120
WRT 200, 204, 205, 206, 208 or 220
2. One math course – Math 121 or Math 125 required (3 credits)
3. One communication course – SPK 208, 230 (3 credits)
4. Interdisciplinary Course Requirement – one needed (3 credits)
5. Diverse Communities Course Requirement – one needed (3 credits)

DISTRIBUTIVE REQUIREMENT:

1. Humanities (2 courses (6 credits) from 2 of the following areas)
Literature
History
Philosophy
2. Art (1 course (3 credits) from any of the following)
Art, Cinematography, Dance, Music, Photography or Theater.

ACADEMIC PROGRESSION IN THE NURSING MAJOR**Prerequisite to NSG 212 and NSL 212 students must:**

* 1. Complete BIO 100, CHE 107, CRL 107, BIO 259, and BIO 269 with a minimum composite GPA of 2.75 in these courses.

- ♦ Prerequisite to NSG/NSL 311/312 -- core requirements
- Prerequisite to NSG/NSL 411/412
- W** Writing Emphasis Requirement -- 9 credits required
- #** Prerequisite to NSG 313

Revised fall 2005

May 2006

May 2007

August 2011

May 2012

Jan 2013

May 2014

April 2016

July 2018

Fall 2018
120 credits

WEST CHESTER UNIVERSITY
Department of Nursing
STUDENT ADVISEMENT SHEET Fall 2018

NAME _____ STUDENT EMAIL _____

PHONE _____ ADDRESS _____

Internal Transfer _____

I. Academic Foundation (18 credits)
Requirements

◆WRT 120 (3) _____
 ◆WRT 200, 204, 205, 206
 208 or 220 (3) _____
 #MAT 121 or 125 (3) _____
 SPK 208 or
 230 (3) _____
 Interdisciplinary (3) _____
 Diversity (3) _____
(can be a nursing elective)

II. Distributive Requirements (9 credits)

A. Humanities {6 total}
 Recommended courses: *two courses from*
two of the following areas:

Literature (3) _____
 History (3) _____
 Philosophy (3) _____

B. The Arts (3 credits)
 Take one course from the following
 categories: Art, Cinematography,
 Dance, Music, Photography or Theater

_____ (3) _____

IV. Physical Sciences, Nutrition (23 credits)

*CHE 107 (4) _____
 *CRL 107 (1) _____
 *BIO 100 (3) _____
 *BIO 259 (4) _____
 *BIO 269 (4) _____
 ◆BIO 204 (4) _____
 ◆NTD 303 (3) _____

V. Nursing (55 credits)

NSG 101 (1) _____
 ◆NSG 212 (3) _____
 ◆NSL 212 (3) _____
 ◆NSG 310 (3) _____
 ●NSG 311 (4) _____
 ●NSL 312 (5) _____
 ●NSL 311 (5) _____
 ●NSG 312 (5) _____
 ●NSG 313 (3) _____
 ●NSG 367 (3) _____
 NSG 411 (5) _____
 NSL 411 (5) _____
 NSG 412 (5) _____
 NSL 412 (5) _____

VI. Student Electives (6 credits)

Nursing (3) _____
 Free Elective (3) _____

III. Behavioral and Social Sciences (9 credits)

◆PSY 100 (3) _____
 ◆SOC 200 (3) _____
 ◆PSY 210 or HEA 206 (3) _____
 *Prerequisite to NSG/NSL 212
 ◆Prerequisite to NSG/NSL 311/312
 ●Prerequisite to NSG/NSL 411/412

TOTAL (120 credits)

* Complete BIO 100, BIO 259, BIO 269, CHE/CRL 107 with a minimum composite GPA of 2.75 in these courses.

Name _____ Contact Information _____

Previous Degree _____

West Chester University
Department of Nursing
STUDENT ADVISING FORM

Advance 2 BSN

I. Science (Based on Transcript Review) (must be completed prior to admission)

Required by Nursing:

BIO 100		_____
BIO 259 (4)		_____
BIO 269 (4)		_____
CHEM (4-8)		_____
MICROBIO (4)		_____
NUTRITION (3)****		_____

II. Behavioral & Social Science (Based on Transcript Review) (must be completed prior to admission)

PSY 100 (3)		_____
PSY 210 or HEA 206 (3)		_____
SOC 200 (3)		_____
MAT 121 or 125 (3)		_____

III. Nursing (55 s.h.)

	NSG 101	(1)	_____
*	NSG 212	(4)	_____
*	NSL 212	(2)	_____
	NSG 310	(3)	_____
* *	NSG 311	(4)	_____
* *	NSL 311	(5)	_____
**	NSG 312	(5)	_____
**	NSL 312	(5)	_____
	NSG 313	(3)	_____
	NSG 367	(3)	_____
***	NSG 411	(5)	_____
***	NSL 411	(5)	_____
	NSG 412	(5)	_____
	NSL 412	(5)	_____

IV. Nursing Electives (4 s.h.)

_____	(2)	_____
_____	(2)	_____

- * Prerequisite to NSG 311 and NSL 311
 ** Prerequisite to NSG 412 and NSL 412
 **** May be taken concurrently with NSG/NSL 212

NURSING COURSE DESCRIPTIONS

NSG 101 INTRODUCTION TO NURSING, 1 credit hour.

This course will introduce the student to knowledge of the nursing process, and the nursing profession. Emphasis is placed on the exploration of the conceptual and philosophical basis of nursing, and the role of critical thinking using the nursing process. This course will identify the relationship of historical events to the application of current nursing practice, and the implication that legal and ethical issues have on the nursing profession.

NSG 109 -- HEALTH ISSUES OF WOMEN, 3 credit hrs., Free Elective

This course encompasses the needs and concerns of women as consumers in our present health care system. Students will examine various biological, psychological, and social topics related to women's health care. This course is offered in the Women's Studies Program, and is open to all students. This course also is a diversity course.

NSG 110-- TRANSCULTURAL HEALTH: PRINCIPLES AND PRACTICES, 3 credit hrs., Free Elective

This course examines the health beliefs and practices of a variety of sub-cultural groups in the U.S. Emphasis is placed on the application of multi-cultural health beliefs to the caring process. (open to all students)

➔ **Although the nursing course descriptions have been separated between theory and clinical components for clarity, students must take the theory and clinical components concurrently at all times.**

NSG 212 --FUNDAMENTALS OF NURSING PRACTICE, 3 credit hrs., Sophomore Year, Spring Semester

In this course the student will examine various nursing theories and concepts; conceptual frameworks; theories from other disciplines which apply to nursing; nursing history; nursing education; professionalism in nursing; nursing leadership; the nursing process; nursing diagnosis, nursing research; ethical, legal, economic, and political aspects of nursing and current issues in nursing. The student will also study and learn to practice psychosocial and physical assessment skills as well as learning how to do: vital sign assessment, provide bedside nursing care, hygiene and comfort; transfer and positioning techniques for clients, and understand and demonstrate competence in the utilization of standard precautions as a health care provider. This course is a prerequisite for NSG/NSL311, and serves as a foundation for all subsequent nursing courses in the upper division.

PRE-REQUISITES: NSG 101. Composite GPA of >2.75 in the following courses: BIO 100; BIO 259&269; CHE/CRL 107

NSL 212 -- HEALTH ASSESSMENT, 3 credit hrs.

(Must be taken with NSG 212). This clinical experience includes interviewing skills, physical and psychosocial assessment, vital signs measurement, basic hygienic practices, body mechanics, and infection control. Students are required to take a Nursing Lab Practical Exam at the end of this course.

NSG 216 – HEALTHY AGING IN THE NEW MILLENNIUM 3 credit hrs., Free Elective

In this course the student will have the opportunity to form a relationship with a healthy, elderly individual. Students will utilize communication skills through interaction on a one-to-one basis with senior citizens in a private home setting. Students will become acquainted with the problems of day-to-day living and the crises that face this population along with the adaptive strengths and resources that are an essential part of the healthy older person's personality.

NSG 217 -- LOSS AND GRIEVING, 3 credit hrs., Free Elective

What to say and what to do when encountering the universal experiences of grief and/or depression in self or peers is the focus of this course. Concrete measures to help self and peers better cope with these are presented. Barriers which make providing comfort and support to others difficult or uncomfortable are identified and discussed. Effective measures for talking with and helping those who are grieving, depressed, or suicidal are presented and each student is assisted to develop his/her own style in comfortably using selected approaches. Classes will be participatory with minimal lecture.

NSG 218 -- CONCEPTS IN CARING, 3 credit hrs., Free Elective

The emphasis of this course is that caring is a universal concept that can be viewed from various perspectives. Views from the disciplines of nursing, art, literature, and psychology are explored in a quest to develop more fully for each student a personal concept of caring. Nurses, professional experts in the caring business, serves as the guides in a creative journey connecting human caring and the various disciplines. Creativity will be encouraged in this course.

NSG 221 - - SKILLS FOR PROFESSIONAL SUCCESS, 1 credit hr.

This one credit course for level III and IV nursing majors is designed to help students foster clinical judgment skills by focusing on study skills, critical thinking and test-taking. Emphasis is placed on preparing students with skills that are essential for success on the National Council Licensure Examination for Registered Nurses (NCLEX-RN). ** May be required for some students as per the Academic Support Policy. (*see page 39 of the handbook*)

PREREQ: Must be enrolled in nursing courses at 300 or 400 level.

NSG 222 - - ISSUES IN transcultural health care delivery, 3 credit hrs.

This is a systems approach to health care delivery. The course surveys health needs of diverse U.S. populations using a multidisciplinary approach. The course will introduce the origin and evolution of socio-cultural health beliefs as they impact health behaviors and health outcomes of culturally and ethnically diverse individuals and populations in the United States. All concepts in this course will be approached from the perspectives of business/economics, health, and political science. The goal of the course is to promote collaboration among disciplines, improve student communication skills to facilitate their ability to advocate for diverse populations, and improve health care services for diverse populations. This course is an interdisciplinary course.

NSG 234 - - LGBTQA Health Elective, 3 credit hrs.

Current trends in LGBTQA Health, is a three credit elective course that meets the General Education Diversity requirement.

NSG 310 - - HUMAN RESPONSE TO DISEASE, 3 credit hrs.

Examination of core concepts of alterations of human responses to disease processes at the cellular and systemic level. This course focuses on illness as it affects major body systems. Students will identify and analyze prototypical clinical situations, which will provide a foundation for their nursing practice. This course will link clinical situations to their underlying mechanism of disorder and provide a sound knowledge for the practice of professional nursing.

PREREQ: Completion of BIO 259 & 269 with a final grade of at least C-.

NSG 311 – NURSING CARE OF WOMEN, INFANTS, & CHILDREN, 4 credit hrs.,

The emphasis of this course is the childbearing family and the pediatric patient. Content will focus on prevention of illness and promotion of health by assessment of the health status, appropriate intervention, and evaluation of the health promotion plan. Chronic states as well as acute health conditions will be addressed as well. Content is organized around the concepts of wellness, chronicity and acuity. The nursing process provides the framework for the care to be given in a variety of settings with clients. NSG 311 and NSL 311 must be taken concurrently.

NSL 311 Laboratory: Clinical experiences are provided in agencies where relatively well populations have been identified, as well as acute care population settings. Examples include schools, primary care practices, inpatient settings, and childbirth settings. NSG 311 and NSL 311 must be taken concurrently, 5 credit hours.

PRE-REQUISITES:

NSG 101, NSG 212, NSL 212 (both NSG/NSL with a C or above). WRT 120-200, NTD 303, BIO 204, NSG 310, PSY 100, SOC 200, and PSY 210 or HEA 206 (all with C- of above).

NSG 312 –INTRODUCTION TO MEDICAL SURGICAL NURSING AND CARE OF THE ELDERLY, 5 credit hrs.

The emphasis of this course is on the assessment, maintenance, and promotion of health of the older adult and introduction to the care of the inpatient. Clients with chronic health problems in both these populations are addressed. Content is organized around the concepts of wellness, chronicity and acuity. The nursing process is used to assist these clients to grow and or adapt through supportive, therapeutic, palliative, and preventive measures. NSG 312 and NSL 312 must be taken concurrently.

NSL 312 Laboratory: Clinical experience is provided in rehabilitation centers, nursing homes, and acute care settings. These environments provide flexibility for students to implement changes for clients and acquire skills, which will be utilized in other nursing courses. NSG 312 and NSL 312 must be taken concurrently, 5 credit hours.

PRE-REQUISITES: NSG 101, NSG 212, NSL 212 (both NSG/NSL with a C or above). WRT 120-200, NTD 303, BIO 204, NSG 310, PSY 100, SOC 200, and PSY 210 or HEA 206 (all with a C- or above).

NSG 313 – APPLIED NURSING RESEARCH, 3 credit hr., Level III

This course is designed to assist students in understanding, interpreting and applying the research process to a variety of nursing clinical situations. Opportunities will be provided to develop a literature review and to critique nursing research studies.

NSG 314 -- INTERNSHIP, 3 credit hrs., Free Elective (permission of the department)

This course is designed to provide nursing students with the opportunity to enhance knowledge and skills acquired in NSG/NSL 311-312. Students will have the opportunity to participate in the care of a group of clients over a consecutive span of days and to increase their awareness of the professional role.

PREREQ: Successful completion of NSG/NSL 311-312.

NSG 316 -- COPING WITH CANCER, 3 credit hrs., Free Elective

The emphasis of this course is on coping with clients who have cancer. Various physiological and psychosocial effects this disease has on clients and their families will be examined. The course will allow students to explore their own feelings related to cancer and assist them in their contacts with cancer clients. Topics that will be discussed include dealing with loss, pain management, Hospice care, and communication with the cancer client. This course is open to all students.

NSG 317 – WOMEN, SEX AND SEXUALITY, 3 credit hrs.

This course examines ideas and information about women, sex, and sexuality from biological, psychological, political, and social perspectives. Areas of focus include: the importance of sex and sexuality to who women are and how they live; the effect on women of the social construction of women's sexuality; and how increased understanding will change and improve how women see themselves and are served by social institutions.

NSG 318 – SELECTED TOPICS IN NURSING, 1 to 6 credit hrs., (variable credit) Free Elective

An in-depth study of selected, current topics relevant to nursing and health care. This course will emphasize the critical analysis of current topics on health care. Each student will develop a commitment to reading and critiquing nursing literature in professional journals as part of the teaching-learning process.

NSG 320 - - CARE OF THE INNER SELF, 3 credit hrs.

This course focuses on care of the inner self or spirit. The purpose of the course is to prepare one to understand the inner self and to know how to utilize the power within the self to maintain wellness and prevent illness.

NSG 350 - - QRS's BASIC ARRHYTHMIA INTERPRETATION, 1 credit hr.

This course presents methods for identification of normal and abnormal cardiac rhythm and rationale for basic treatment of cardiac arrhythmias. Course content includes review of anatomy, physiology, and electrical conduction system of the heart; skills necessary for normal and abnormal ECG interpretation. If time permits we will investigate current treatment options for arrhythmias, and investigation of advancing treatments for chronic rhythm disturbances (pacemakers, internal cardiac defibrillators, ablation, etc).

Prerequisite: BIO 259 & BIO 269 (with at least a 70%)

NSG 352 - INTERPRETATION OF LABORATORY VALUES, 1 credit hr.

This course will provide an in-depth study of frequently encountered laboratory findings with an emphasis on the critical analysis of these laboratory results and appropriate follow-up. The course will help students to identify and prioritize nursing interventions for the client undergoing laboratory testing to assure quality specimen collection

NSG 353: SUGGESTIVE THERAPEUTICS FOR THE HEALTHCARE PROFESSIONAL, 3 credit hr.

This course will provide a practical framework for the healthcare professional to structure suggestions and pattern communication with patients. The most recent innovations and research in the field will be presented and a variety of approaches will be synthesized into a comprehensive approach to the practice of suggestive therapeutics.

NSG 367 --NURSING IMPLICATIONS OF DRUG INTERACTIONS, 3 credit hr., Level III-

In this course the student will be introduced to essential pharmacological principles and concepts. The nursing process will provide the framework by which students will apply these principles and concepts to situations in a variety of health care settings.

NSG 380 - CLINICAL SIMULATION I NURSING, 3 credit hrs., (Spring only)

Students will role play a variety of roles during patient care scenarios using SIM-MAN technology. During scenarios students will assess patient condition, critically think through patient care problems, implement nursing interventions, and evaluate patient outcomes. Students will evaluate performance of self and peers during debriefing sessions for continued improvement in problem solving and patient outcomes. (Successful completion of either NSL 311 or NSL 312)

NSG 401 – ISSUES IN NURSING SCIENCE, 3 credit hrs.

This course will explore a variety of approaches to nursing science including grand and middle range theories and their application to nursing practice. Current issues that affect nursing practice will be addressed.

NSG 407 - CRITICAL CARE PRACTICUM, 2 credit hrs.

The purpose of this course is to provide students who have successfully completed NSG/NSL 312 nursing courses, an opportunity to enhance their knowledge and skills in acute, critical care nursing. This is an off campus course which will allow the student opportunities to demonstrate critical thinking skills in nursing. The students will gain exposure to electrocardiogram interpretation and respiratory ventilator nursing care. The course will also provide an opportunity to learn medications utilized in critical care areas, and to observe the critical care nurse and their responsibilities. This is a clinical elective course and will be limited to 10 students.

Prerequisite: NSG/NSL 312 (with at least 73%)

NSG 410 -- INDEPENDENT STUDY IN NURSING, 3 credit hrs., Free Elective (permission of Department Chairperson)

In this course the student produces an independent research-oriented project under close faculty advisement, on a nursing topic of special interest to the student. Participation in a selected field experience is optional.

NSG 411 –MEDICAL SURGICAL NURSING, 5 credit hrs., Senior Year, Fall/Spring Semesters

The emphasis of this course is on the care of persons with acute medical surgical and acute holistic health crises. Concepts of holistic care are highlighted throughout classroom and clinical experiences. The content will focus on the use of the nursing process to assist clients in crisis. The framework for the care to be given will reflect concepts including application of research, theory, ethical, legal and educational principles to assist clients in crisis.

NSL 411 Laboratory: Clinical experiences are provided in acute care psychiatric inpatient and medical surgical settings. NSG 411 and NSL 411 must be taken concurrently, 5 credit hours.

PRE-REQUISITES: NSG/NSL 311 and NSG/NSL 312 (with at least a 73%).

NSG 412 – PUBLIC/POPULATION HEALTH NURSING, NURSING LEADERSHIP, & MANAGEMENT, 5 credit hrs. Senior Year, Fall/Spring Semesters

The emphasis of NSG 412 will be on the use of leadership, management, and public/population health nursing concepts to manage and improve health. Students will collaborate, coordinate, and advocate as they use the nursing process independently and interdependently to as they focus on the complex problems of individuals, families, communities, populations, and systems. Students are expected to function as self-directed learners who correlate nursing/scientific theory and concepts with identifiable research problems in varied environments.

NSL 412 Laboratory - Clinical experiences are provided in an immersion experience and Community/ Public Health settings. NSG 412 and NSL 412 must be taken concurrently, 5 credit hours.

PRE-REQUESITES: NSG/NSL 311 and NSG/NSL 312 (with at least a 73%).

NSG 414 - - BREASTFEEDING AND HUMAN LACTATION, 3 credit hrs.

This three- credit course is for students seeking in-depth knowledge about breastfeeding and human lactation. Emphasis is on understanding the physiology of human lactation and the health impact on infants and their mothers. The normal process of breastfeeding will be addressed with exploration of the barriers to breastfeeding and as well as the supports available for breastfeeding.

Prerequisites: This course is open to students with junior or senior status. It would be appropriate for majors in nursing, nutrition, or health but not necessarily limited to those majors. The graduate level section of the course is open to students in integrative health as well as community health nursing.

NSG 420 – HEALTH ASSESSMENT, 3 credit hrs., Free Elective

This course combines comprehensive theoretical and laboratory experience to enable the nursing student to perform a complete holistic health assessment and physical examination of the adult, adolescent, and pediatric client. Opportunity is provided to enhance the participant's ability to collect relevant data via use of appropriate interviewing methods, developmental and physical assessment techniques. Emphasis is placed on effective communication techniques and essential assessment skills.

NSG 480 – ADVANCED CLINICAL SIMULATION IN NURSING – 3 credit hrs., (Fall only)

In this course students will role play a variety of roles during advanced patient care scenarios using SIM-MAN technology. During scenarios students will assess patient condition, critically think through patient care problems, implement nursing interventions, and evaluate patient outcomes in crisis situations. Students will evaluate performance of self and peers during debriefing sessions for continued improvement in problem solving complex patient care situations and evaluate outcomes.

Prerequisite: NSG/NSL 311 & 312 (with at least a 73%)



CLINICAL FACILITIES

A variety of clinical facilities are utilized for the nursing courses. Agencies are selected according to each course's objectives and how those objectives can best be met in the clinical area. A brief description of clinical agencies follows. (See following pages for a complete listing)

- NSL 212** This course, which must be taken with NSG 212, provides the nursing students with skills in physical and psychosocial assessment of adult clients. The course also assists in the development and demonstration of selected skills in vital sign measurement, infection control, basic hygiene and comfort measures and body mechanics. NSG 212 and NSL 212 must be taken concurrently.
- NSL 311** Clinical experiences are provided in agencies where relatively well populations have been identified, such as schools, day care centers, pediatrician's office, health maintenance clinics, childbirth settings, senior citizen's programs, and retirement communities. NSG 311 and NSL must be taken concurrently.
- NSL 312** Clinical experience is provided in settings where clients with chronic health problems have been identified. These settings include rehabilitation centers, a child development center, nursing homes, and pediatric acute care settings. These environments provide flexibility for students to implement changes for clients and acquire skills which will be utilized in other nursing courses. NSG 312 and NSL must be taken concurrently.
- NSL 411** Clinical experience is provided in psychiatric in-patient and acute care settings. NSG 411 and NSL must be taken concurrently.
- NSL 412** Clinical experience is provided in acute care, and in community health settings. The emphasis during each clinical experience in NSL 412 is on decision-making, advocacy, and the further development of the student's organizational and management skills. NSG 412 and NSL 412 must be taken concurrently.

**West Chester University
Department of Nursing
Nursing 311-312 Clinical Agencies**

1. **Barclay Friends** 610-696-5211
 Sarah Matas, Administrator (contact)
 Joanie Lovelace, Administrator of Residence Services
 700 N. Franklin Street
 West Chester, PA 19380

2. **Chester County Hospital** 610-431-5000
 Angela Coladonato, RN, MSN or 610-431-5350
 VP for Nursing Services (maternal-child unit)
 701 E. Marshall St.
 West Chester, PA. 19380

3. **Child and Career Disability Services** 610-328-5955
 The George Crothers Memorial School
 Ms. Phyllis Peranteau, School Nurse
 401 Rutgers Avenue
 Swarthmore, PA 19081-2499
Attn: Claire Molton, Assistant Director

4. **Child & Career Development Center** 610-383-7400
 Ms. Sue Mateka, Principal
 Sandra Rocker, RN, School Nurse
 Jacqueline Auris, Assistant Principal (contact person)
 1525 East Lincoln Highway
 Coatesville, PA. 19320

6. **Christiana Care Health System** 302-623-4466
Christiana Hospital
 Jennifer Painter
 4755 Ogletown-Stanton Road
 Newark, DE 19718

7. **Nemours/Alfred I. duPont Hospital for Children** 302-651-5079
 Noreen Watson, Interim Hospital Administrator of Nursing
 Nursing Office
 P.O. Box 269
 Wilmington, DE. 19889
Contact: Tracy Patrick-Panchelli, BSN, RN, CPN, 302-651-6747
 Coordinator of Nursing Continuing Education

- 8. Head Start of Chester County** 610-383-6800
 Mr. Leon Spencer, Director
 Maria Rosa, Health Specialist (Contact Person)
 1530 East Lincoln Highway (6 Classrooms)
 SKL Building
 Coatesville, PA. 19320
 Attention: Marian Ramsey
- 9. Kendal-Crosslands Communities** 610-388-7001
 Director of Kendal at Longwood
 Sandra Scott, Director of Nursing at Longwood
 Kristen Perone, Director of Nursing at Crosslands
 Box 100
 Kennett Square, PA. 19348 610-388-5626
- 10. Kennett Consolidated School District** 610-444-6608
 Attention: Nancy Tischer
 Director of Human Resources
 Diane Shannon, KASD, School Nurse Coordinator
 300 E. South Street
 Kennett Square, PA 19348-3655 610-942-2213
- 11. Kennett Area Senior Center** 610-444-4819
 Anita O'Connor, Director
 427 S. Walnut Street
 Kennett Square, PA 19348
- 12. John G. Leach School** 302-429-4056
 Jon Cooper, Director of Special Services
 Maureen Leary, Admin. Assistant 302-323-2716
 Christal Beasley, Principal
 318 E. Basin Road
 New Castle, DE. 19720
- 13. Mercy Home Health**
 June Amarant, Maternal Newborn Care (cell) 610-329-9642
 Ana Marshalick, Director of Education 610-804-0215
 4677 West Chester Pike, *Newtown Business Center*, Newtown Sq., Pa 19073
 1001 Baltimore Pike, *Main Office*
 Springfield, PA 19064
- 14. Phoenixville Area School District** 484-927-5090
 Contact Person–Lenore Filipovic, Exec. Assistant 484-927-5010
 to the Superintendent and Cabinet
 386 City Line Avenue
 Phoenixville, PA 19460

- 15. Phoenixville Hospital** 610-983-1421
 Melanie Langhorne, HR Coordinator
Contact: Holly Pettine, Supervisor, Special Education 484-927-5060
 140 Nutt Rd.
 Phoenixville, PA. 19460
- Phoenixville Project Prevention/Community Programs** 610-983-1295
 Barbara O'Connor, Dir. Community Health Education & Outreach
 Phoenixville Hospital
- 16. Unionville Chadds Ford School District** 610-347-0970 x3323
 Leah Reider Director of Pupil Services Contact Robyn Freifelder, Office Manager
 Cheryl Fulginiti, MS, RN
 Unionville Elementary
 1775 W. Doe Run Road
 Kennett Square, PA 19348
- 17. West Chester Area Day Care Center** 610-696-8447
 Betsy Billie, Executive Director
 501 East Nield Street
 West Chester, PA. 19382
- 18. West Chester Area School District** 484-266-1000 x1215
 Marilee Giardiniere, RN, Health Services Coordinator **484-266-1215**
 829 Paoli Pike
 West Chester, PA. 19380

**West Chester University
Department of Nursing
NSL 411-412 CLINICAL AGENCIES**

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1. **Chester County Health Department** 610-344-6233
Jeanne E. Casner, MPH, PMP, Director
Mary Johnson, Deputy Director, 610-344-5933
Government Services Center, Suite 290
601 Westtown Road
West Chester, PA 19382-4532
2. **Chester County Hospital** 610-431-5000
Angela Coladonato RN, MSN
701 E. Marshall Street
West Chester, PA 19380
3. **Christiana Care Health System** 302-733-1000
Wilmington Hospital
Diane Talarek, Chief Nursing Officer
501 W. 14th Street
Wilmington, DE
4. **Coatesville VA Medical Center** 610-383-0216
Rosemary Wharton, Chief, Nursing Service
Coatesville, PA 19320
5. **Community Volunteers in Medicine** 610-836-5990
Jody Hill, RN, CRNP, Vice President of Patient Service x104
300 B Lawrence Drive
West Chester, PA 19380
6. **MainLine Health Systems**
Contacts: Rita Linus and Ashley Morrell 610-526-4655
130 S. Bryn Mawr Ave., 1st FL, Gerhard Bldg.,
Bryn Mawr, PA 19010
 - a. **Bryn Mawr Hospital** 610-526-3000
Claire Baldwin, RN, MSN
Assistant VP of Patient Services
Lancaster & Bryn Mawr Avenues
Bryn Mawr, PA 19010-3160
 - b. **Bryn Mawr Rehab Hospital** 484-596-3917
Barbara Merges, BSN, MHSA, CRRN, Clinical Nurse Educator
414 Paoli Pike
Malvern, PA 19355

- c. **Lankenau Hospital**
100 E. Lancaster Avenue
Wynnewood, PA 19096
 - d. **Paoli Memorial Hospital** 610-648-1015
Cheryl Heinrich, MSN, RN, Staff Development
 - e. **Riddle Memorial Hospital**
1068 W. Baltimore Pike
Media, PA 19063 484-227-9400
7. **Neighborhood Health/Penn Medicine** 610-696-8312 x113
Mary Jo Baldino, RN, Outreach Coordinator/Senior Health Link
North Hills Medical Building, Suite 206
795 East Marshall Street
West Chester, PA 19380-4412
8. **Pottstown Memorial Medical Center**
Diana Grant, Administrative Supervisor, diana_grant@chs.net 610-327-7008
Executive Assistant to CEO & CFO
1600 East High Street
Pottstown, PA 19464

III. Overall Program Requirements



III. Overall Program Requirements

A. ADMISSION CRITERIA

1. Traditional Undergraduate

In addition to meeting West Chester University entrance requirements, applicants for nursing must have completed work equal to a standard high school course including a minimum of 16 units: four units of English, three units of Social Studies, two units of Mathematics (one of which must be Algebra) and two units of science with a related laboratory or the equivalent.

2. Advance 2 BSN

In addition to meeting West Chester University entrance requirements, applicants for the Advance 2 BSN program must have completed a bachelor's degree from an accredited college/university with a minimum GPA of 2.75 and prerequisite course completion prior to beginning the program. Prerequisite courses include BIO 100, BIO 259* & BIO 269*, CHE 107 & CRL 107, SOC 200, PSY 100, BIO 204, PSY 210 or HEA 206, and MAT 121 or their equivalencies. In addition, applicants must achieve a minimum "composite GPA" of 2.75 in the following prerequisite courses: BIO 100, BIO 259*, BIO 269* and CHE/CRL 107 (or equivalents).

**Completed within 5 years of submitting application.*

B. TECHNICAL STANDARDS POLICY FOR ADMISSION, ACADEMIC PROGRESSION, AND GRADUATION

Students selected for admission into the Nursing major must verify that they understand and meet these technical standards with or without a reasonable accommodation. A student with a condition who may need a reasonable accommodation to meet the technical standards will be referred to the Office of Services for Students with Disabilities (OSSD) for an evaluation of whether the condition is a disability as defined by applicable laws, and a determination of what accommodations are reasonable. The determination will specifically take into consideration whether the requested accommodations might jeopardize the safety of the patient, and the ability to complete the classroom, laboratory, and clinical coursework required for the Nursing major. The OSSD, with input from the Department of Nursing, will make this determination. Whenever possible, reasonable accommodations will be provided for those individuals with disabilities to enable them to meet these standards and ensure that students are not denied the benefits of, excluded from participation in, or otherwise subjected to discrimination.

Based on the standards benchmarked by ANA Code of Ethics, American Association of Colleges of Nursing, the Commission on Collegiate Nursing Education, PA State Board of Nursing Practice Act, the PA State Board of Nursing Rules and Regulations and the Mission and Values Statements of West Chester University (WCU) the Department of Nursing prepares students to practice nursing safely, proficiently and empathetically and to think critically in diverse and challenging practice settings.

All efforts are intended to build nursing knowledge, develop nursing practice and patient safety, cultivate professional integrity, and ultimately, improve the health outcomes of patients, families, and communities across the life span and continuum of care. The student must have functional abilities that are vital for the delivery of safe, effective nursing care during clinical experiences. Therefore, the Department of Nursing has determined that certain technical standards are requisite for admission, progression, and graduation from all *pre-licensure* nursing programs.

WCU nursing student clinical experiences occur during junior and senior levels and involve functional considerations that are not similar to classroom accommodations. For this reason, applicants and students who seek accommodations prior to or immediately after enrolling in the nursing programs must also request an assessment of the types of reasonable accommodations needed for the clinical training component of the program

A student must be able to independently, with or without reasonable accommodations, meet the following technical standards of general abilities and those specifically:

General Abilities:

The student must have functional use of vision, hearing, smell and touch so that intake of sensorial information can be received and interpreted by the senses. This sensorial information can be integrated, analyzed, and synthesized consistently in an accurate manner.

Examples (not limited to):

Collect data about skin color changes

Collect data from monitors

Auscultate (listen to) heart and lung sounds

Hear alarms or call bells

Detect smoke from burning materials

Detect odors associated with body fluids

Palpate pulses and detect changes in skin temperature

Motor & Endurance:

The student is expected to encompass gross and fine motor movements to be able to provide safe care to clients. It is expected that student have reasonable physical endurance to perform patient care. A nursing student on a clinical day is expected to have the ability to sit, walk and stand.

Latex Allergies

It is in the student's best interest to disclose any allergies that they may have (specifically latex). The Department and clinical agencies cannot guarantee that students will not be exposed to substances that may cause a sensitivity reaction.

Students with latex allergies must provide a note from their health care provider stating that they are able to participate in the clinical experience and also provide a plan should exposure occur during a lab or clinical experience.

Example:

Assessments and patient care require the student to be able to bend, squat, reach, kneel and balance.

Usual clinical settings expect students to be able to carry and lift from floor to shoulder height to overhead. This would include occasionally lifting 50lbs, frequently lifting 25lbs, and constantly lifting 10lbs.

Pregnancy is a healthy state. Fetal exposure to environmental/chemical/microbial stressors in the clinical setting may potentially place the developing fetus at risk. Special precautions are warranted. The nursing student who becomes pregnant must notify the level coordinator. The student must provide a signed consent from her health care provider stating the student can safely continue with clinical experiences. In addition, the student who is less than six weeks post-partum must provide a letter from her health care provider stating that she is cleared to return to clinical experiences.

A student who suffers an illness, injury, has been hospitalized, or has a surgery is required to bring a letter of clearance to the level coordinator. Depending on the length of the absence, a decision regarding progression in the nursing course will be made by Department Faculty.

Ethical Standards

The student must develop the ability to consistently deliver safe, effective nursing care using sound judgment according to the requirements of the Pennsylvania Nurse Practice Act (<http://www.pacode.com>) and the American Nurses Association Code of Ethics for Nurses (<http://www.nursingworld.org>). The student is expected to exhibit good professional character which is an integrated pattern of personal, academic, and occupational behavior. These behaviors include, but are not limited to, honesty, accountability, maintaining confidentiality, trustworthiness, reliability, and integrity.

Individual patient care must be performed regardless of the patient's race, ethnic group, age, gender, religious, or political preference, ability to pay, gender or sexual orientation. Students are not required to be involved with medical procedures that are in disagreement with individual attitudes and values but are required to learn about these procedures and participate in the professional care of the patient before and after such procedure.

Examples (not limited to):

The ability to distinguish right from wrong

Will not falsify patient's medical record or information

Seek consultation and supervision whenever their ability to provide patient care is compromised because of lack of knowledge or experience

Will not knowingly furnish false information to the other members of the health care profession

Is able to keep promises and honor obligations

Is accountable for their own behavior

Is able to practice nursing in an autonomous role with patients/clients who may be physically, emotionally, or financially vulnerable

Recognize and honor the interpersonal boundaries appropriate to any therapeutic relationship or health care setting

Will promptly and fully disclose facts, circumstances, events, errors, and omissions that could enhance the health status of patient/client or the public and could protect them from unnecessary risk of harm.

Essential Behavioral and Social Attributes

The student must be able to adapt and function effectively to stressful situations in the clinical and classroom settings. Students will encounter multiple stressors while in the nursing program. These stressors may be (but are not limited to) personal, patient care/family, faculty/peer, and or program related.

Compassion, integrity, motivation, effective interpersonal skills, and concern for others are personal attributes required of those in the nursing program. The student must possess skills required for full utilization of the student's intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities in clinical settings; and the development of mature, sensitive, and effective relationships with patients and other members of the health care team. The ability to establish rapport and maintain sensitive, interpersonal relationships with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds is critical for practice as a nurse. The student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom and clinical settings; and learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice.

Examples (not limited to):

The student must be able to exhibit a level of consciousness and attentiveness that guarantees patient safety.

Examples of unacceptable compromise include excessive somnolence, memory impairment, or an inability to retain pertinent details of a patient's situation.

Chronic or recurrent illnesses and problems that could interfere with patient care or safety may be incompatible with nursing education or practice.

Ability to Communicate, Comprehend, Read, and Write English

Must be able to read, comprehend, communicate, and write English at a level that meets the need for accurate, clear, and effective communication with individuals, families, and groups respecting social, cultural and spiritual needs.

Examples (not limited to):

Give clear oral reports

Read graphs

Read and understand English printed documents

Write legibly or record on computer in English in patient record

Be able to communicate effectively on the telephone

Discriminate fine/subtle differences in medical word endings

Report findings to the licensed nurse

Individuals who are unable to meet these technical standards, with or without reasonable accommodation, will not be able to complete the program and are counseled to pursue alternate careers.

In accordance with law and WCU policy, no qualified individual with a disability shall, on the basis of the disability be excluded from participating in West Chester University programs or activities. WCU will provide reasonable accommodation to a qualified individual with a disability. To obtain accommodations, individuals must request them from the Office of Services for Students with Disabilities (OSSD).

C. **ACADEMIC PROGRESSION IN THE NURSING MAJOR**

Prerequisite to NSG 212 and NSL 212 students must:

1. Complete BIO 100, CHE 107, CRL 107, BIO 259, and BIO 269 with a minimum composite GPA of 2.75 in these courses.

Prerequisite to NSG 311/312 and NSL 311/312 students must:

1. Complete WRT 120; WRT 200, 204, 205, 206, 208 or 220; BIO 204; NSG 310, NTD 303, PSY 100, SOC 200, and PSY 210 or HEA 206 with a minimum of a C- in these courses.
2. Complete MAT 121 with a minimum of C-.

Prerequisite to NSG 411 and NSL 411 students must:

Continued progression in the nursing major requires that the student:

1. Earn a minimum of a C or better in NSG/NSL 212, 311, 312, 411 and 412.

(see page 139 - WCU Undergraduate Catalog)

Students who fail to progress in their major (fail to meet composite, fail to earn a C in the nursing courses, or for any other reason) are considered out of sequence and not automatically guaranteed a seat in the nursing major. These students will be ranked according to cumulative GPA with all other students who are out of sequence. Enrollment will be offered on a space available basis.

Students who return to the nursing major must demonstrate competency in calculation of dosages. The student is required to attain 100% proficiency in the test administered. Students are also to successfully pass the NSL practical exam with a C.

Students who are in the Advance 2 BSN program may not transfer into the traditional 4 year program and students who are in the traditional 4 year program may not transfer into the Advance 2 BSN program.

GRADE ACHIEVEMENT REQUIREMENTS

The grade achievement in the remaining courses required for graduation is governed by the current university policy.

If a student must repeat a nursing course, a satisfactory grade (C or above) must be achieved. Non-achievement of at least a C in such cases is considered grounds for dismissal from the nursing major. Unsatisfactory, consistent non-attainment of stated objectives in clinical nursing courses may result in dismissal from the nursing program. At all times, the theoretical and clinical components of the nursing courses must be taken concurrently.

Students may be required to make up theory and/or clinical due to labor disputes.

D. ACADEMIC ACHIEVEMENT AND PROMOTION

In addition to the specific requirements outlined above, students in nursing must achieve the West Chester University level of Quality Point Index for retention and promotion, i.e:

University Probation and Dismissal Policy

Maintenance of Academic Standards: Probation and Dismissal

A student's scholastic standing at the University is indicated by his or her cumulative grade point average (GPA). Three categories of academic standing have been established: Good Academic Standing, Probation, and Dismissal. A student remains in good academic standing as long as he or she maintains a minimum cumulative GPA of 2.00 for all work taken at the University. Probation and dismissal are actions taken by the University when a student's GPA falls below an acceptable level at the end of the fall or spring term. No student will go on or come off academic probation, or be dismissed from the University for academic reasons, at the end of the summer term. See http://www.wcupa.edu/admin/associateprovost/policies_procedures.html for complete policy.

PLUS/MINUS GRADING

<u>GRADE</u>	<u>QUALITY POINTS</u>	<u>% EQUIVALENTS</u>
A	4.00	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
D+	1.33	67-69
D	1.00	63-66
D-	0.67	60-62
F	0.00	59 or lower

For more detailed information on this policy and grades of NG, W, and AU please check the university *Undergraduate Catalog*.

University Repeat Policy: Students may repeat undergraduate college-level courses to improve a grade of F, D, C, or B (not A).

1. No student may use the repeat option more than five times TOTAL. For example, this means repeating five DIFFERENT courses once each, or repeating each of two different courses twice (four repeats) and one additional course once.
2. A single course may not be repeated more than twice.
3. Replacement for the grade in the first attempt occurs automatically at the completion of the second attempt of a repeated course. This constitutes one of the five available repeats.
4. A grade replacement will only take place on the second attempt of a course.
5. When a student completes a third attempt of a course, the grades for the second and third attempts will be used to calculate the cumulative grade point average.

Undergraduate students who *take* and *complete* a course at West Chester may not repeat the course at another institution and have the credits or grade count towards a West Chester degree.

Undergraduates who take a course for graduate credit are subject to the graduate repeat policy. See the Graduate Catalog for information.

Because all students must take and pass both WRT 120 and WRT 200 to graduate, a student who fails either of these courses after three attempts will be dismissed immediately following the third failure, regardless of GPA.

E. NURSING CLASS ATTENDANCE POLICY

The faculty believes the interactive process of learning takes place in the classroom and is a part of professional behavior. Attendance in class is mandatory and required for nursing courses. Students are responsible for reading specific attendance requirements in each syllabus.

F. Electronic Device Policy

Use of Electronic Devices

Students are not permitted to make phone calls, send text messages/ emails, or engage in non-class related internet activity while in the clinical or classroom setting without the permission of the instructor. During clinical, taking photographs of patients is not permitted. No patient-identifiable information is to be stored on the device or removed from the clinical agency. Additional restrictions or rules may apply to the agency or instructor. Violations of this policy will be considered a violation of Standards of Safe Clinical Practice.

G. ACADEMIC SUPPORT POLICY

300 Level

1. Any junior student may register for the academic support course (NSG 221) regardless of academic performance. At the conclusion of fall semester junior year, the academic support course will be **recommended** to students who have an average of 75% or below in test grades. (this does not include seminar, term paper, etc). Juniors, at the conclusion of spring semester, who have an average of 75% or below in test grades (this does not include term paper, etc) will be **mandated** to take the 1 credit academic support course as a co-requisite fall semester senior year. Students will be notified in writing at the end of the semester informing them that they must add the 1 credit academic support course to their schedule for the following fall semester. A copy of the notification will be placed in the student's file.

400 Level

2. Any senior student may register for the academic support course regardless of academic performance. At the conclusion of fall semester senior year, students who have an average of 75 or below in test grades (this does not include seminar, term paper, etc.) will be **mandated** to register for the academic support course as a co-requisite to continue on to spring semester senior year.

H. STUDENT RECORDS AND ADVISEMENT

1. Departmental

All students enrolled in the Department of Nursing have access to their records on request. The record may not be removed from the Nursing office. The academic record file includes admission and schedule information, clinical evaluations, copies of student papers, and any other materials the department or student deems important. To minimize the risk of improper disclosure of any kind, academic and disciplinary records (if available) are separated. Data from the counseling and disciplinary records are not available to unauthorized persons on campus or to any person off campus except for compelling reasons. Students may request that certain university and/or personal correspondence is retained in the file.

Students need to provide written consent for records to be shared outside the University.

It may be necessary for accrediting and approving bodies to examine student files as part of their evaluation process.

When students request that materials from their files be forwarded to anyone, either within the University or outside of the University, a written permission form must be completed and signed by the student for this to be made possible.

2. Academic Advising

Advising within the Department of Nursing is based upon the belief of the university that each student is an individual with unique needs, problems, interests, and aspirations.

The department provides advising to students beginning with summer pre-entrance orientation and continues on all four levels. The chairperson meets with all incoming first year nursing students during the summer orientation at the university. Curriculum questions are answered and the general policies relating to the department are reviewed. Uniforms, fieldwork, miscellaneous expenses, and other items of interest to the student are also reviewed.

The Department of Nursing encourages active participation of the faculty in the area of academic advising. Each faculty member is assigned student advisees by the chairperson. The faculty member is available for advisement during posted office hours and by appointment. Five hours per week are designated and posted on faculty doors, on the bulletin board outside the nursing lab, and in the nursing office as office hours. Office hours may change from semester to semester because of differences in clinical assignments. Be sure to check.

Each semester students must meet with their advisors to plan their course selection for the following semester. One or two week's prior to registration, master schedules are available on myWCU. Students must access these schedules and plan what courses will be taken the following semester. The student then discusses this selection with the faculty advisor during regular office hours or at special times posted by faculty members specifically for pre-scheduling. Students will then register at scheduled times on myWCU. Students should maintain open communication with their advisor for any academic-related question or concern during the school year.

The faculty member may suggest the use of the Academic Advisement Center or the Counseling Center on campus to meet the needs of students. This service is a free choice of the student.

3. **Services to Accommodate Students with Disabilities**

Please refer to Technical Standards on Page 32

Services to accommodate students with disabilities are also available through the Office of Services for Students with Disabilities (OSSD). The OSSD is located within the Academic Affairs Division of the university. The university's American with Disabilities Act policy statement is located in the undergraduate catalog. The OSSD coordinates accommodations and acts as a liaison with faculty, university offices and external agencies. Academic support services and accommodations are provided for eligible students with physical or learning disabilities. Environmental accommodations, tutoring, coaching, workshops in math, career development, study strategies, and a student support group are available through this office. Eligible students must meet the Association on Higher Education and Disability (AHEAD) guidelines for learning disabilities and attention deficit disorders.

It is recommended that students contact the OSSD director as early as possible to allow time for testing or to forward appropriate documentation. To request accommodation or more information contact the OSSD director at:

Office of Services for Students with Disabilities
Lawrence Center Room 105, West Chester PA 19383
(610) 436-2564 (voice)
(610) 436-3217 (TTY)

4. **Financial Aid**

All requests for scholarships, loans, and employment opportunities should be made to the Director of Financial Aid at 25 University Avenue, West Chester University. Loan and scholarship information is available through the office of Financial Aid and a description of the financial aid programs available at West Chester University may be found in the Undergraduate catalog and the Ram's Eye View.

5. **Scholarships**

The Anne E. Sell Nursing Scholarship award is available to senior nursing students each year. Students must submit an application to apply in the Fall.

The Centocor Nursing Scholarship award is given to several incoming first year students who meet certain academic requirements.

The Cassandra Kahn Memorial Nursing Scholarship award is available to a junior nursing student. Students must submit an application to apply in the Fall.

The Mary B. Starr Nursing Scholarship award is available to a junior nursing student. Students must submit an application to apply in the Fall.

The Brandywine Health Foundation Scholarships are awarded only in the spring to junior nursing students. Information on these awards is distributed to students in class.

I. ACADEMIC DISHONESTY POLICY

The Department of Nursing endorses the university policy on student academic dishonesty as published in the university catalog and Ram's Eye View. See the University Academic Integrity Policy (*WCU Undergraduate Catalog*).

J. GRADUATION REQUIREMENTS

1. NCLEX Examination and Licensure

All students must attend the ATI Live Review course offered the week following graduation. Students who do not score at least a 74% on the RN Comprehensive Predictor Exam will need to retake the Exam after completion of the ATI Live Review.

Students must meet all program requirements to be eligible for graduation. Department paperwork will not be submitted to the State Board of Nursing until the BSN is officially conferred by the Registrar's Office on the student's transcript and all program requirements have been met.

“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 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 the act.

As used in the subsection the term ‘convicted’ shall include a judgment, an admission of guilt or a plea of nolo contendere. An applicant's statement on the application declaring the absence of a conviction shall be deemed satisfactory evidence of the absence of a conviction, unless the Board has some evidence to the contrary.” (Pennsylvania State Board of Nursing, Professional Nurse Law, September 2009)

2. Application for Licensure

For those students who will be working prior to taking NCLEX, the PA State Board of Nursing will issue a temporary practice permit to the graduate. The student must apply for this permit at the same time as they apply for licensure. The employer must have on file a state board approved temporary practice permit before anyone who is not currently licensed in PA may be employed as a nurse. If the permit holder fails the NCLEX, the permit becomes VOID and must be returned to the PA State Board of Nursing.

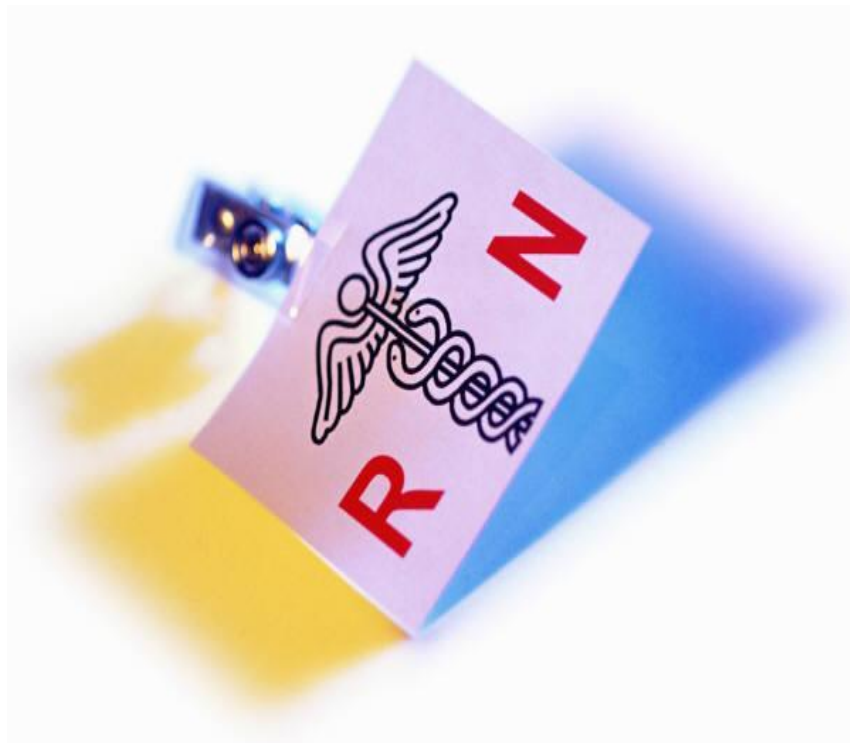
The temporary practice permit application is combined with the Application for NCLEX-RN Exam. Students must apply online to be approved by the PA State Board of Nursing to take NCLEX.

3. Outcome Assessments

Students must participate in activities designed to evaluate learning outcomes. One of the current outcome measures utilized by the Department of Nursing is the ATI RN Comprehensive Predictor Exam. This Exam is a requirement for all seniors during spring semester senior year.

Level II students will purchase the RN Comprehensive Assessment and Review Program from ATI during their spring semester.

IV. Clinical Requirements



A. REQUIREMENTS FOR ALL NURSING STUDENTS PRIOR TO ADMISSION TO NSG/NSL 311 (First clinical course)

**1. All Course Prerequisites as Stated in Academic Policies
Penalties for Non-Compliance of COMPLIO and Clinical Requirements:**

Students who do not submit completed records of their background checks, drug screen, certifications, and immunizations records prior to the first day of class will be removed from all of their clinical and theory courses. Non-compliance will result in the immediate removal from nursing core courses and the student will not be permitted to reenroll until the following semester.

2. CPR CERTIFICATION REQUIREMENT

Nursing students enrolled in nursing courses with a clinical component (NSG/NSL 311, 312, 411, and 412) are required to be currently certified in Life Support (2-person) Cardio-Pulmonary Resuscitation. Each student is responsible for making his/her own arrangements for initial certification and for renewals. Courses given by the American Red Cross or the American Heart Association are among the acceptable resources for CPR certification. The CPR course must include certification in two rescuer resuscitation and resuscitation of children and infants. Students will not be permitted to participate in clinical experiences until current CPR validation (e.g. CPR card) is submitted to Certified Background. A CPR course is also offered by the Nursing Department each spring.

3. Liability (Malpractice) Insurance

Nursing students are required to have professional liability insurance when enrolled in nursing courses with a clinical laboratory component (NSG/NSL 311, 312, 411, and 412). The face sheet of the insurance policy must be submitted at the beginning of NSG/NSL 311 and 411 to Certified Background. The student may not begin clinical experience until the policy is on file.

Forms for subscribing for insurance are available from the secretary in the Nursing Department. Students may apply on-line and pay for their insurance.

At the present time, students are required to carry coverage in the amount of \$1,000,000/\$3,000,000 to meet the requirements of some of the clinical agencies.

4. Criminal and Pennsylvania Child Abuse History Clearance

In accordance with PA Nursing Law and Child Protective Services Law in an effort to protect client safety and property, students will be required to complete a criminal background check and child abuse history clearance prior to progressing to Level III Junior and Senior Level IV. In addition, students will be required to complete Delaware Child and Elder Abuse History Clearance prior to NSG/NSL 312/311.

Clinical placements may be denied by the clinical site due to felony or misdemeanor convictions, or other adverse findings, and the inability to be placed at a clinical site will prohibit the student from graduating. Since there is not a comprehensive list from clinical sites and licensing agencies, we cannot provide guidance on what would absolutely exclude the student from clinical placement or licensure. However, these decisions are typically dependent upon the nature of the incident, time since the incident occurred, and frequency and type of the incident.

A. REQUIREMENTS PRIOR TO ADMISSIONS TO NSG/NSL 311
Criminal and Child Abuse History Clearance (continued)

It should be noted by all nursing students that the Professional Nursing Law provides that the Pennsylvania State Board of Nursing may refuse applications for professional nursing licensure if 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 or an Accelerated Rehabilitative Disposition in the disposition of felony charges, in the courts of this Commonwealth (of Pennsylvania), the United States or any other state, territory, possession or country.” Moral turpitude has been defined by the Commonwealth Court of Pennsylvania as “anything done knowingly contrary to justice, honesty, or good morals.” Determination of whether a crime is one of moral turpitude depends on the element of the crime as they are enumerated under the criminal statute. All crimes in which fraud is an element are looked on as involving moral turpitude. The Board is authorized to reject application for licensure to anyone who has been convicted of a felony or crime of moral turpitude, even if the crime was not related to the practice of nursing or was not committed while in the practice of nursing.

5. Substance Abuse Policy

Students are expected to perform unimpaired. Prior to progressing to the nursing courses, students must have a negative substance abuse result. If a student is suspected of substance abuse, as evidenced by documented impaired behavior, they will be removed from the classroom/clinical setting and may be asked to submit to further testing. Additionally, if the student is suspected of impairment, they will be asked to find arrangements to leave the clinical/classroom site. Further testing and alternate arrangements will be at the expense of the student. This policy is in addition to the West Chester University Student Code of Conduct and the Drug-Free Campus: Policies, Guidelines, and Resources (*The Ram's Eye View Student Handbook*)

Substance Testing

Students must have a test performed at the designated laboratory during the stated testing period before progressing to each of the following levels; Level III and Level IV (a total of 2 tests). Tests are performed by a qualified agency or laboratory using standard procedures for maintaining chain of custody. Tested substances are; amphetamines, barbiturates, benzodiazepines, cannabinoids, cocaine, opiates and phencyclidine. Students are responsible for all costs associated with these tests (*typically \$60.00*). Students' results are sent directly to the Department of Nursing. Students with a positive result will be dismissed from the nursing major. Refusal to be tested will result in dismissal from the nursing major.

Drug Testing Form

I, _____ understand that as a requirement for progression in the West Chester University, Department of Nursing, I must submit to a urine drug test at a designated laboratory, which will provide the results of the test to the Chairperson of the Department of Nursing. I understand that if the test result is positive, I will be dismissed from the nursing program.

Student's Signature

Student's Printed Name

Date

6. **FBI Check**

Students must have a FBI check performed before progressing to each of the following courses: NSL 311 and NSL 411 (a total of 2 tests). Students will be given specific instruction on how to complete this requirement prior to NSL 311. Students are responsible for costs associated with this check (typically between \$36-\$38). Student results are accessed directly by the clinical agency. Student access to the clinical agency is at the discretion of the clinical agency based on this FBI check.

7. **Health Requirements**

A physical examination will be completed by the family physician at the student's expense prior to beginning classes year one. Physical examination records are maintained at the University Student Health Center. Allergies to drugs and medications are noted on the cover of the clinical record.

A Health Form is required for all nursing students at WCU prior to beginning junior year. This requirement helps to protect the health of the students as well as the clients with whom you come in contact while providing nursing care. In order to comply with agency requirements, a two-step Tuberculin Skin Test (TST) will be required for all students prior to junior year. The two-step test requires you to receive an initial TST, which will need to be read in 48-72 hours and another TST in two weeks, which will need to be read in 48-72 hours. Students with a positive TST must have a chest x-ray completed and have clearance from a health care provider of no active disease. A one-step TST must be completed prior to senior year. Results from a Quantiferon blood test are an acceptable substitute for a TST. Our department requirements conform to the rules and regulations of the Pennsylvania State Board of Nurse Examiners in regard to provisions for the protection of students' health and requirements of our clinical affiliates.

If a health problem is identified, indication of how the problem will be remediated must be included in the student's health file. In some cases students must provide physician's clearance to participate in the clinical setting.

- a. The health report for current sophomores (juniors in the fall) must include:
 - 1. completed health form.
 - 2. evidence of immunity to Rubella, measles, mumps, poliomyelitis, flu, tetanus, diphtheria, pertussis, **Hepatitis B**, and varicella.
 - a. immunization record - evidence of first 3 series vaccination and booster of Tdap within the last 10 years OR
 - b. laboratory test results showing positive titer

Health Requirements (continued)

The **Hepatitis B** immunization process is a three injection series that occurs over a six month period; initial dose, one month later second dose and five months later third dose. Therefore, the vaccination must be started no later than the beginning of the spring semester prior to entering NSG/NSL 311/312. ***

*** **Prior to starting NSG/NSL 311/312, you must have been vaccinated or show proof of an acceptable titer.**

NO student will be permitted to begin NSG/NSL 311/312 without completion of **ALL** preclinical requirements.

8. Health Insurance

A group medical and accident policy, approved by the university and covering accident and illness on a twelve-month basis, is available at registration, or from the University Health Service, at a minimal annual premium. Nursing students are required to participate in the Student Insurance Program or to be covered by their own health insurance policy.

B. ADDITIONAL REQUIREMENT(S) FOR ALL NURSING STUDENTS ENTERING THE FIRST CLINICAL ROTATION

1. Successful Completion of Calculations Test

Competency in calculation of dosages shall be a prerequisite for entry into NSG/NSL 311/312. The student is required to have attained 100% proficiency in calculating dosage as measured by a paper and pencil test administered within the time frame prior to enrolling in NSG/NSL 311/312. Students who drop back a year because of not meeting pre-requisites for NSG 311/312, will need to repeat the drug calculations exam before entering clinical and will also need to complete a practical exam with the Nursing Lab Coordinator.

C. STUDENT GUIDELINES FOR COMMUNICABLE DISEASES

The West Chester University AIDS Guidelines serve as an underlying basis for this Communicable Disease Policy.

Nursing professionals including faculty have a fundamental responsibility to provide care to all clients assigned to them, and the refusal to care for those patients is contrary to the ethics of the profession. All clients have a right to humane, quality care.

1. INTRODUCTION

Nursing faculty have a responsibility for instructing students in the provision of care based on sound knowledge and professional values. As all clients are potential carriers of communicable diseases, the ability to care for these clients safely is essential. It is the students' responsibility to inform clinical faculty of exposure or symptoms of any communicable disease.

2. COMMUNICABLE DISEASE POLICY

- a. All Nursing majors, prior to direct client contact, must receive instruction concerning the modes and risks of acquiring and transmitting communicable disease in the clinical setting.
- b. All students, prior to direct client contact, must receive instruction concerning infection control precautions such as the standard precautions presented by CDC in the Morbidity and Mortality Weekly Report. This instruction will also include appropriate response/recommendations in the case of an exposure such as a needle stick injury.
- c. All students must demonstrate knowledge of and skill in the performance of basic aseptic technique *before they begin clinical practicum*. Students who fail to do so will not meet clinical course requirements.
- d. All students will be required to care for clients with communicable diseases.
- e. It is the responsibility of the student to follow the CDC Guidelines in minimizing risk of infection at the clinical setting.
- f. It is the responsibility of the student to obtain the personal protection measures such as immunization/vaccination that are required or recommended by the Dept. of Nursing.
- g. In the case of refusal by a student to care for a client with a communicable disease, the Department of Nursing will pursue the following steps:
 - 1.) The Nursing Student will receive additional education and counseling underscoring the obligation to provide care for all clients who have communicable diseases.
 - 2.) If refusal continues, career counseling will be recommended.
 - 3.) Nursing Students are hereby notified that continued refusal to care for a client with a communicable disease may result in dismissal from the nursing program.

Student Guidelines for Communicable Diseases Adapted from:

Author, (1988). National League for Nursing: AIDS Guidelines for Schools of Nursing. New York.

Author, (1988). Clinical Experience Policy for Faculty. Rhode Island College Dept. of Nursing. Rhode Island.

Author, (1988). Policy Concerning AIDS. Bloomsburg University Dept. of Nursing. Bloomsburg, PA

West Chester University
Department of Nursing
Consent to Release Pre-requisite Clinical Information
to Clinical Agencies

As part of the agreement to have WCU Nursing students at their agency, some of the clinical agencies request that copies of the two step TB screening and /or criminal and child abuse forms be on file at their agency.

I acknowledge that the above information may be sent to the necessary clinical agencies and agree to the release of that information.

Name (please print)_____

Signature_____

Date _____

D. STANDARDS OF SAFE CLINICAL PRACTICE

In all clinical situations, students are expected to demonstrate responsibility and accountability as professional nurses, with the ultimate goal being health promotion and prevention of harm to others. The Department of Nursing believes that this goal will be attained if each student's daily clinical practice is guided by the Standards of Safe Clinical Practice.

Safe clinical performance always includes, but is not limited to, the following behaviors; therefore, I will:

1. Practice within boundaries of the nursing student role.
2. Comply with instructional policies and procedures on implementing nursing care.
3. Prepare for clinical assignments according to course requirements and as determined for specific clinical setting.
4. Provide nursing care that may be required to promote health and prevent illness or further complications.
5. Demonstrate the application of previously learned skills and principles in providing nursing care.
6. Administer medications and/or treatments responsibly according to guidelines provided by the Department of Nursing and agency.
7. Promptly report significant client information in a clear, accurate, and complete oral or written manner to the appropriate person(s).

Acknowledgement

I have read the West Chester University Department of Nursing Standards of Safe Clinical Practice. I understand that these standards are expectations that guide my clinical practice and will be incorporated into the evaluation of my clinical performance in all clinical courses. Failure to meet these standards may result in my removal from the clinical area, which may result in clinical failure.

Signature & Date

Print Name

D. STANDARDS OF SAFE CLINICAL PRACTICE (continued)

During enrollment in the West Chester University School of Nursing BSN Program, all students, in all clinical activities, are expected to practice according to the Standards of Safe Clinical Practice.

Failure to abide by these standards will result in disciplinary action, which may include dismissal from the Nursing Program.

PROCEDURES

1. BSN students will receive a copy of the Standards of Safe Clinical Practice in NSG 212. RN-BSN students will receive a copy in NSG 311.
2. Students are required to read the Standards and sign a statement that they have read and understand the Standards. This statement will be kept during the student's enrollment in the BSN Program.
3. At the beginning of each subsequent clinical course, the Standards of Safe Clinical Practice will be reviewed with students by the appropriate level coordinator.
4. If any violation jeopardizes patient safety, the student may be removed from the clinical setting.
5. Violation of these Standards will result in the following disciplinary action:

A. First Violation

- 1) Student will be given an immediate oral warning by the appropriate faculty member. The incident will be documented by the faculty member on the *Violation of Standards of Safe Clinical Practice* form. The student has the opportunity to include their comments in the *Student Comments* section of the form. One copy of this form will be given to the student (either hard copy or electronic copy) and one copy will be kept in the student's confidential record.
- 2) At the discretion of the faculty member, the student may be required to leave the clinical area for the remainder of the day and may not be allowed to return to the clinical area.
- 3) If the student has not been dismissed and remains in the Program following the above disciplinary action, any additional violation will be documented and referred as above for disciplinary action, which may result in student dismissal from the Program.
- 4) If this violation is of a serious nature (any act which places a client in physical or psychological danger), in addition to Step 1 & 2, it may be referred to the Level Coordinator and Level Team for further disciplinary action as in B below. The student will be given notice and have an opportunity to be heard by and meet with the Level Coordinator and Level Team prior to any disciplinary actions.

B. Second and Subsequent Violations

- 1) In addition to 5A, the faculty member will document the incident on the *Violation of Safe Clinical Practice* form. Following discussion of the incident with the student, the faculty member will forward a copy of the form to the Level Coordinator and Chair of the Department of Nursing, for review and recommendation regarding further action. The student will be given notice and have an opportunity to be heard by and to meet with the Level Coordinator and Level Team prior to any disciplinary actions.
- 2) The recommendation of reprimand or dismissal will be forwarded by the Level Coordinator to the Department Chair for review and approval. This disciplinary action process will be documented and placed in the student's confidential record.
- 3) If the student has not been dismissed and remains in the Program following the above disciplinary action, any additional violation will be documented and referred as above for disciplinary action, which may result in student dismissal from the Program.

Student Appeal Procedures:

A student may appeal a first violation processed under section 5.A. 1 & 2 above according to the following procedures:

1. Student may appeal the Violation with the issuing faculty member within 2 business days of the date of the Violation. If the appeal is not mutually resolved, the student may then appeal to the Level Coordinator within 4 business days of the date of the Violation.
2. If the appeal is still not satisfactorily resolved, the student may then appeal to the Department Chair within 2 business days after completion of Step 1.
3. The student may appeal the decision of the Department Chair to the College of Health Sciences Associate Dean within 2 business days after the Chair's decision. The Associate Dean's decision will be the final determination of the University. Student may appeal a second or subsequent violation or a first violation of serious nature under section 5.A.4 above according to the following procedures:

Injury/Incident Form

A West Chester University Department of Nursing Incident Report is filed when any unusual event occurs (such as exposure to infectious disease or hazardous material; life threatening injury, needle sticks, falls, or being struck by a patient, etc.) which may cause injury to students. Students assume the risk of injury at all clinical sites and laboratory settings and hold West Chester University harmless. The Department Chair and course coordinator should be notified as soon as the faculty member has knowledge of such an event. The completed form should then be sent to the Nursing Department Administrative Assistant for processing.

WEST CHESTER UNIVERSITY
Department of Nursing
Violation of Standards of Safe Clinical Practice Form

Date_____

Student_____

Instructor_____

Time of Incident:_____ Agency:_____

Indicate by Circling: Violation #1 #2 #3

Description of Incident:

Action Taken:

SAMPLE

Student Comments:

I understand that I have two business days to appeal this violation with the faculty member.

Student Signature _____ Date_____

Student signature merely indicates they have read this form.

Instructor Signature _____ Date_____

Level Coordinator _____ Date_____

Department Chair _____ Date_____

(Revised & reprinted with permission from Duquesne University School of Nursing)

West Chester University Department of Nursing

INJURY/INCIDENT FORM

(Please Print)

Today's Date:		Faculty Member Taking Report:			
STUDENT INFORMATION					
Student's Last Name: Middle:		First:	Sex: <input type="checkbox"/> M <input type="checkbox"/> F	Age:	Birth date: / /
Student address:		Student ID no.:	Student phone no.:		
Student E-mail address:		City:	State:	Zip Code:	
INJURY/INCIDENT INFORMATION					
Time/Date of injury/incident:	Physical Location of injury/incident (clinical site):	Brief statement of Injury/incident, include body part involved:		Was faculty member present at time of injury/incident? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Injury/incident details (please describe in detail, what happened, use back if need more room):					
Was any first aid provided? <input type="checkbox"/> Yes <input type="checkbox"/> No		If yes, what was done and by who:			
Was any referral made and where? (Ex. ER, Urgent Center, PCP) <input type="checkbox"/> Yes <input type="checkbox"/> No		If yes, what was done (attach copy of discharge notes if applicable):			
SAMPLE Witnesses and contact information (if any):		Faculty Notified <input type="checkbox"/> Yes <input type="checkbox"/> No; Who: _____			
		Course Coordinator Notified <input type="checkbox"/> Yes <input type="checkbox"/> No; Who: _____			
		Chairperson Notified <input type="checkbox"/> Yes <input type="checkbox"/> No; Who: _____			
		Any others notified: Who/relationship: _____ _____			
Student Printed Name:			Faculty Printed Name:		
The above information is true to the best of my knowledge.					
Student Signature		Date	Faculty Signature		Date

E. **CLINICAL ATTENDANCE POLICY** *

Attendance at all clinical laboratory experiences is required in order to meet the educational objectives of each nursing course, except for extenuating circumstances such as illness or personal emergency, i.e., death in family, etc. It is the student's responsibility to notify faculty and the clinical agency if they are unable to be present for the clinical laboratory experience. Notification should occur in a timely fashion, either the evening before or the morning of the clinical experience.

One (5) clinical absence = **2 point deduction for each absence** from the final clinical grade for each clinical rotation in which the absence(s) occurred. If you are completing a 10-hour day each week and miss a full day, there will be a **4 point deduction for each absence** as this 10-hour day counts as 2 clinical days.

More than 20 hours absenteeism from a single clinical rotation will result in clinical failure as the student will not be able to meet the clinical objectives set forth in the CET.

F. **ATTENDANCE AT PROFESSIONAL CONFERENCES**

Students may submit a written request (two weeks in advance) to be excused from a classroom and/or clinical laboratory experience in order to attend a professional meeting,* to be limited to one per semester.

* e.g., Student Nurses' Association Convention, continuing education program, or poster presentation.

NOTE: *A job interview does not meet the criteria of a professional day.*

G. **TRANSPORTATION TO CLINICAL AGENCIES**

As stated in the University catalog, students are required to supply their own transportation to clinical facilities.

**** Please note** – some rotations will require students to have their own means of transportation during the clinical day. Car pooling and/or public transportation to clinical during those rotations are not feasible.

H. DRESS CODE

The faculty believes that the appearance of a nurse is important. The nurse is part of the patient's environment for healing. The Department of Nursing designates a standard dress code and requires that the student obtain the necessary items prior to entering the first clinical practicum. These items include:

1. Eggplant (purple) uniforms may be purchased by the student for many of the hospital settings.
2. An identification tag that includes two lines as follows:

Student's name
Nursing Student

3. A yellow polo shirt can be purchased online at Land's End. This is required in community facilities and is worn with khaki pants.
4. Please refer to the Student Affairs Information Guidelines regarding uniform purchase. Forms are distributed in NSG 212 and can be found on D2L.

The following outline states other requirements of the dress code by the Student Affairs Committee, accepted by the West Chester University Department of Nursing faculty, December 2011.

DRESS CODE & APPEARANCE

Hair	Neat and preferably no longer than to the collar
Jewelry	
Earrings	Small, pierced, inconspicuous, non-dangling earrings are acceptable
Watch	A watch with a second hand is necessary
Other	Wedding bands are acceptable
Makeup	Lightly worn facial makeup is acceptable
Nails	No artificial nails. Nails not to exceed ¼ inch in length Clear nail polish is acceptable
Facial Hair	Facial hair should be maintained as neat & trimmed at all times
Body Art/ Piercings	No body art may be exposed. Piercing should be limited to one stud per ear
Name Pin	Must be worn as part of the uniform
Shoes	Leather or impenetrable professional shoes; no open back/open toe clogs. Shoes should be clean and in good repair.
Stockings/ Socks	Plain white, to be worn consistent with the requirements of the assigned clinical agency.

DISCLAIMER

Clinical agency guidelines may vary regarding dress code & appearance. Students must abide by the guidelines of the institution.

I. USE OF SOCIAL MEDIA

The use of social media and other electronic communication is increasing with growing numbers of social media outlets, platforms and applications, including blogs, social networking sites, video sites, and online chat rooms and forums. Nurses often use electronic media both personally and professionally. Instances of inappropriate use of electronic media by nurses have been reported to boards of nursing and, in some cases, reported in nursing literature and the media.

Federal law reinforces and further defines privacy through the Health Insurance Portability and Accountability Act (HIPAA). HIPAA regulations are intended to protect patient privacy by defining individually identifiable information and establishing how this information may be used, by whom and under what circumstances.

Potential consequences for inappropriate use of social and electronic media by a nurse are varied. The potential consequences will depend, in part, on the particular nature of the nurse's conduct.

Board of Nursing Implications

Instances of inappropriate use of social and electronic media may be reported to the Board of Nursing. The laws outlining the basis for disciplinary action by a Board of Nursing vary between jurisdictions. Depending on the laws of a jurisdiction, a Board of Nursing may investigate reports of inappropriate disclosures on social media by a nurse on the grounds of:

Unprofessional conduct; unethical conduct; moral turpitude; mismanagement of patient records; revealing a privileged communication; and breach of confidentiality.

If the allegations are found to be true, the licensed nurse may face disciplinary action by the Board of Nursing, including a reprimand or sanction, assessment of a monetary fine, or temporary or permanent loss of licensure. (National Council on State Boards of Nursing (August, 2011). *White Paper: A Nurse's Guide to Social Media*)

The entire White Paper can be found on the National Council's website www.ncsbn.org

Students are held to the same standards stated above and may face dismissal from the program if found to be using social media in an inappropriate manner.

J. STUDENT EMPLOYMENT

Employment in health care settings is not required for students in the nursing program. However, many students choose to work part-time during the school year and/or full-time during the summer vacation period in hospitals, nursing homes, rehabilitation centers, or other health care agencies. In most instances they are employed as nursing assistants or in dealing with clients and families.

When seeking or accepting employment in a health care agency, students should be acutely aware of Section 21.112a of the Rules and Regulations of the Pennsylvania State Board of Nurse Examiners, as follows:

"If students are employed in health agencies, they may not be employed as registered or practical nurses unless they are currently licensed."

Nursing students employed in any position involving client care must work under the direct supervision of a registered nurse, and must not perform any tasks or accept any responsibilities reserved for practical nurses by the Practical Nurse Law of Pennsylvania or for registered nurses by the Professional Nursing Law, which governs the practice of professional nursing in Pennsylvania. Violation of these guidelines could result in a malpractice lawsuit being brought against the student.

In some health care agencies an attempt has been made recently to encourage or even require nursing student employees to perform functions which are legally reserved for RN's or LPN's. Students applying for a position in a health care agency should always ask for a detailed job description and job title. Any description or title other than a standard one such as "nursing assistant," "nurse aide," or "ward clerk" should alert the student to investigate further, probably through discussion with her faculty advisor. "Nurse Extern" is one example of a title which can confer inappropriate and/or illegal responsibilities on a student who accepts it prior to graduation.



V. Student Activities



STUDENT ACTIVITIES

A. CLASS OFFICERS

Class officers will be chosen at the beginning of NSG 311 by a nomination and election process. There will be a reelection at the beginning of NSG 411.

- Co-President (s): The Sophomore class will nominate students that are enrolled in NSG 311 and NSG 312 for the fall of Junior year. A co-president will be elected from each class to have representation from NSG 311 and NSG 312. The Junior class will do the same for NSG 411 and NSG 412 for the Fall of Senior Year. The co-presidents will divide the duties equally and notify the student affairs committee with their duties by the first meeting of their tenure.
 - Oversee officers, meetings, fundraising activities;
 - Develop and oversee class subcommittees;
 - Oversee class activities;
 - Follow through with activity suggestions of the class;
 - Assign officers to subcommittees;
 - Maintain responsibility for communication to faculty advisor;
 - Present ideas to and communicates with class;
 - Seeks nominations from NSG 212 class for the Junior class officers;
 - Seeks nominations from NSG 311 and NSG 312 for the Senior class officers;
 - Responsible to fundraising details such as communication with vendor, students, and faculty advisor;
 - Responsible for senior activity details such as dinner, pinning, and pictures.
- Treasurer
 - Set up SSI class account;
 - Deposits and withdraws funds;
 - Maintains receipts;
 - Submits financial log to faculty advisor;
 - Advisor to class for budgetary concerns.
- Secretary
 - Takes meeting minutes;
 - Maintains web-based communication with the class;
 - Development/analysis and dissemination of class surveys and voting outcomes.

B. STUDENT OFFICERS

The following behavioral standards are delineated for the role of student officers:

- All volunteers for student officer must be approved by Department Faculty
- The student officer will adhere to all Student Codes of Conduct set forth in the *Ram's Eye View* pages 60-69.

- The student will assume responsibility for all of the financial affairs of the class. This includes but is not limited to: maintaining accurate documentation of the SSI Students' account; providing documentation for deposits/withdrawals to the faculty advisor, as well as receipts from vendors with documentation of class earnings for each fundraiser. A financial report will be given at each Student Affairs Committee meeting and documented in minutes.
- The student will assume responsibility for accurate and timely communication with the class for all class activities and events
- A minimum of 2 will be present for all Student Affairs meetings, or will ensure that the alternate is available as a proxy for all student affairs meetings.
- If an officer is unable to serve for any reason, a special election will be held to replace that officer.

Each student officer is expected to adhere to standards of professional and ethical practice. Should the student officer behave in such a manner that calls their practice into question (e.g. unsafe clinical practice violation, violation of academic integrity) their position as the class officer may be revoked by department faculty.

C. STUDENT AFFAIRS COMMITTEE

The Student Affairs Committee has been designed to facilitate interaction between faculty and students. Faculty and class officers plan and coordinate the Mary Kline Lecture Series and Professional Day, the Pinning Ceremony, and additional informal gatherings.

D. FUNDRAISING ACTIVITIES

Nursing Fundraising Policy:

Students in the Department of Nursing participate in various fundraisers throughout the semesters to help offset the cost of pinning or graduation ceremonies, recruiting, and conference attendance.

- Any Nursing Department related fundraising activity requires prior approval by the Student Affairs committee. This includes, but is not limited to: Class or SNAP of West Chester University.
- No two groups shall do the same fundraiser within a two week time frame unless it is a bake sale or restaurant fundraiser that will only run for one day. In those instances, a one day fundraiser shall be done on separate days. For example, if SNAP is selling t-shirts, Class of 2016 will not be able to sell t-shirts for two weeks after SNAP sales end.
- A calendar will be posted in the Department or online, listing all fundraisers. This calendar will be maintained by the Student Affairs committee.
- Student Affairs committee will notify the Xi Delta Chapter of Sigma Theta Tau of any fundraisers taking place in the Department.

E. SNAP (STUDENT NURSES ASSOCIATION OF PENNSYLVANIA)

One of the goals of the Nursing Department is to encourage a commitment to professional nursing. The SNAP organization offers a means for students to achieve that objective. SNAP helps build professional nursing interests and aids in the development of the whole person through various educational programs and services which encourage nursing students to participate in interdisciplinary activities. SNAP gives students an opportunity to be involved in nursing and prepares the student for future memberships in nursing organizations such as The American Nurses Association (ANA) and The National League for Nursing (NLN). SNAP is a state constituent of the National Student Nurses Association (NSNA).

All students are invited to join SNAP/NSNA. Since West Chester SNAP is a constituent of NSNA, its members are entitled to send delegates to both state and national conventions. The number of delegates to which our SNAP is entitled depends on the number of NSNA members we have. Other students can attend these annual conventions and are encouraged to do so. WCU SNAP also gives services to organizations such as the Red Cross Bloodmobile and the West Chester Senior Citizens Center, and has participated in health fairs at local shopping malls.

At the time of registration/reservation for SNAP conferences (state and/or national) students need to have 80 in current NSG course. To be a SNAP official you must have a GPA of 2.25.

F. MARY KLINE LECTURE SERIES AND PROFESSIONAL DAY

An annual campus-wide lecture series has been established by the Department of Nursing to honor Mary L. Kline, a distinguished member of the nursing faculty who retired in 1983 after fourteen years of dedicated teaching and service to the university. These lectures are held annually in the fall semester.

Several other professional activities are also planned for this day, including panel discussions and opportunities for contact with potential employers and graduate education programs.

**G. SIGMA THETA TAU INTERNATIONAL HONOR SOCIETY OF NURSING,
Xi Delta Chapter**

The Honor Society of the Department of Nursing, West Chester University, was established in the spring of 1985. The first induction ceremony for the society was held on March 24, 1985. On April 17, 1994, the Honor Society was chartered as Xi Delta Chapter of Sigma Theta Tau International Honor Society of Nursing in a ceremony conducted by Elizabeth Carnegie, DPA, RN, FAAN, Member of the Board of Directors of Sigma Theta Tau. The purposes of this society are to recognize superior achievement, recognize the development of leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession.

Membership is open to undergraduate and graduate students enrolled in the nursing program who have demonstrated superior scholastic achievement and potential for professional leadership as well as to community nurse leaders. Undergraduate candidates must have achieved a grade average of at least 3.25 and be in the top one-third of their class; graduate students are eligible if they have achieved a grade-point average significantly higher than the minimum requirement for graduation. This should be at least a 3.5 on a 4.0 scale. Community nurse leaders must have a minimum of a baccalaureate degree and have demonstrated marked achievement in nursing education, practice, research or publication.

H. PINS

After having successfully completed the nursing major, senior students have the option of purchasing a pin representing graduation from the West Chester University Department of Nursing. These pins are usually awarded at a department Pinning Ceremony during graduation week. More information will be available at senior class meetings.

I. AWARDS

1. Faculty Award

Annually, in May, the Department of Nursing faculty members select one graduating senior and one graduate student to receive the Faculty Award, presented "in recognition of outstanding ability and exceptional commitment to professional nursing." The award consists of a certificate and the student's name is engraved on a plaque which is permanently displayed in the Department of Nursing.

2. Academic Excellence Award

Presented by the Xi Delta Chapter of Sigma Theta Tau (STT) International Honor Society of Nursing to a graduating senior student and STT member, who has demonstrated an exceptional academic record.