DEPARTMENT OF NURSING

STUDENT HANDBOOK

Bachelor of Science in Nursing (BSN)

2017-2018

Prepared by
Department of Nursing
Bloomsburg University
Bloomsburg, Pennsylvania 17815-1301
http://departments.bloomu.edu/nursing/
570-389-4423

Sheila Hartung, PhD, RN
Chairperson
Associate Professor of Nursing

Lynn Painter, DNSc, RN
Assistant Chairperson
Assistant Professor of Nursing

Effective May 1986
Revised June 2017
NOTICE

The provisions of this handbook are not to be regarded as an irrevocable contract between the department and the student. The Department of Nursing reserves the right to amend any academic, administrative, or disciplinary policy or regulation (or fee) described in this handbook. A notice will be provided to students affected.

Requirements for graduation, as well as curricula, may change throughout the student’s matriculation. Such changes will not be retroactively required.

Exceptions may be necessary when changes in professional certification or licensure standards mandate revisions in academic requirements.
LETTER TO INCOMING STUDENTS

Congratulations!

Your admission into the Department of Nursing is the first step toward a challenging and fulfilling professional career. The faculty and staff welcome you and hope that you will be successful in completing the degree requirements.

This handbook is given to each student upon admission to the Department of Nursing in order to provide vital information about the program and its requirements. It is your responsibility to read the entire handbook and to refer to its content throughout the program of study. You will be notified of any revisions made to the handbook or to any policies. An updated version of the handbook can be found at www.bloomu.edu/nursing.

On behalf of the faculty and staff, congratulations and best wishes for a successful academic career at Bloomsburg University.

Sincerely,

Sheila Hartung, PhD, RN
Chairperson
Department of Nursing
TABLE OF CONTENTS
Section I
Structure and Governance

A. Mission Statements and BSN Curriculum Framework
   1. Bloomsburg University Mission Statement............................................ 1
   2. College of Science and Technology Mission Statement.......................... 1
   3. Departmental Mission Statement.......................................................... 1
   4. Departmental Philosophy........................................................................... 2
   5. BSN Program Goals.................................................................................... 3
   6. Conceptual Model of the Baccalaureate Curriculum................................. 4
   7. Program Outcomes..................................................................................... 7

B. Organizational Structure
   1. Faculty Assembly Organizational Chart..................................................... 8
   2. Department of Nursing.............................................................................. 9

Section II
BSN Program of Study

A. BSN Degree Requirements
   1. BSN Degree............................................................................................... 10
   2. BSN Program
      a. Generic Students Sequence..................................................................... 11
      b. Accelerated 2nd Degree Program Sequence............................................. 12
      c. LPN Articulation Model and Sequence.................................................... 13
   3. BSN Course Descriptions.......................................................................... 16
   4. Bloomsburg University Minor/Career Concentrations............................... 25

B. University Requirements
   1. General Education Requirements............................................................. 26

C. Options for Advancing Undergraduate Learning
   1. University Honors Program........................................................................ 30
   2. Independent Study....................................................................................... 31
   3. Externships.................................................................................................. 31
   4. Graduate Coursework................................................................................... 31

Section III
Academic Support Services and Instructional Services/Resources

A. Student Services Center.............................................................................. 33
B. Academic Support Services......................................................................... 34
C. Instructional Services and Campus Resources........................................... 35
   1. Bloomsburg University
      a. University Writing Center....................................................................... 35
      b. University Tutorial Services.................................................................... 36
c. Additional Campus Resources ................................................................. 36

2. Department of Nursing
   a. Simulated Learning Laboratory (SLL) ................................................ 36
   b. Health Assessment Lab ............................................................... 36
   c. Nursing Wellness Center ............................................................ 36
   d. Computer/Technology Lab ........................................................... 37
   e. Assessment Technologies Institute (ATI) Standardized Testing Program ...... 38
   f. ATI Testing Schedule .................................................................. 41
   g. Kaplan Nursing Integrated Testing Program – Standardized Testing Program. 42
   h. Kaplan Testing Schedule ................................................................. 44

Section IV
Students

A. Students Rights, Responsibilities & Requirements
   1. Bloomsburg University .................................................................... 45
   2. Department of Nursing ................................................................... 45
   3. University Grievance Process ......................................................... 45
   4. University Student Identification Number ........................................ 49
   5. University Academic Integrity Policy ............................................... 49
   6. Student Disruptive Behavior Policy ................................................. 53

B. Academic Guidelines and Policies
   1. Program Locations and Scheduled .................................................. 56
   2. Academic Advisement Policies and Guidelines
      a. Academic Advisement .................................................................. 56
      b. Class Scheduling Advisement Procedure ...................................... 56
   3. Clinical Requirements Policy .......................................................... 57
   4. Retention of Textbooks ................................................................... 57
   5. Departmental Admission Policies and Procedures .......................... 58
   6. Advanced Placement and Credit by Examination: Policies and Procedures
      a. College Level Equivalency Program (CLEP) ................................ 58
      b. Credit by Examination ............................................................... 58
      c. LPN-BSN Articulation Model Credit by Examination .................. 58
   7. Transfer Course Credits .................................................................. 59

8. Minimal Essential Performance Standards for Admission and Progression........ 60

9. Progression and Retention Policies and Procedures
   a. Academic Good Standing Policy ..................................................... 63
   b. Departmental Academic Probation ................................................ 65
   c. Departmental Academic Leave of Absence .................................... 65
   d. Statue of Time Limitation ................................................................. 65
   e. Remediation Plan – Academic and Clinical .................................... 66
      FORM: Academic Warning: Classroom ........................................... 73
      FORM: Academic Warning: Clinical ................................................ 74
   f. Departmental Code of Academic and Professional Conduct .......... 75
   g. Appeals Process ............................................................................. 82
   h. FORM: Statement of Violation of the Departmental Code of Academic and
      Professional Conduct Agreement ..................................................... 83
### C. Clinical Policies, Requirements, and Guidelines

1. Clinical Laboratory Policy................................................................. 86
2. Clinical Laboratory Dress Code......................................................... 87
3. Student Responsibilities in the Clinical Laboratory Experience........... 88
4. Cardiopulmonary Resuscitation (CPR) Certification............................. 89
5. Liability/Malpractice Insurance......................................................... 90
6. Criminal Background Checks............................................................ 90
7. FBI Federal Criminal History Records Clearance Procedure................. 93
8. Drug and Alcohol Testing Policy....................................................... 94
9. Simulated Learning Laboratory (SLL) Guidelines.................................. 95
   a. Simulated Learning Lab Dress Code.................................................. 96
10. SLL Student Referral Guidelines.................................................... 97
    a. FORM: Remediation Faculty Report................................................. 99
11. LPN Students Psychomotor Skills Exception Policy.............................. 100
    a. Procedure for A-V Utilization....................................................... 100
    b. A-V Materials and Equipment Borrowing Policy............................... 100
    c. Client Education Materials (CEM) Borrowing Guidelines.................. 100
13. Computer Equipment Utilization..................................................... 101
14. Student Employment
    a. Outside the Department............................................................... 101
    b. Inside the Department............................................................... 101

### D. Health Policies

1. Student Health Policies and Guidelines
   a. Pre-entrance Health Examination.................................................. 102
   b. Annual Health Examination......................................................... 102
2. GMC Nursing Affiliations Information Sheet: Treatment Process for Blood
   And Body Fluid Exposure........................................................................ 103

### E. Student Expenses - Required (R) and Optional (O)

1. Uniforms and Clinical Supplies (R)...................................................... 108
2. Transportation (R)................................................................................. 108
3. Graduation Pins (R)............................................................................... 108
4. Pinning Ceremony (R)............................................................................. 109
5. Composite Picture of Graduating Class (R)............................................. 109
6. Student and Pennsylvania Resident Printer Paper Use (PRP 3410)........... 109
7. Campus Health Center Services (O)....................................................... 109
8. Estimate of Student Expenses............................................................. 110

### F. Graduation Requirements

1. Exit Interview, Resume and Extracurricular Activity Form...................... 111
2. CAI Nursing Review Program............................................................... 111
3. NCLEX Licensure Examination............................................................. 111

### G. Membership: Organizations and Departmental Committees

1. Student Nurses Association............................................................... 113
2. Nurses Christian Fellowship.................................................................. 113
3. Student Membership on Departmental Committees .............................................. 114

H. Honors, Scholarships, and Awards
   1. Professional Honorary Organizations
      a. Bloomsburg University Theta Zeta Chapter of Sigma Theta ............................. 115
   2. Scholarships and Awards
      a. Nursing Achievement Award ......................................................................... 115
      b. Helene Robertson Memorial Scholarship ......................................................... 116
      c. Eloise Hippensteel Memorial Scholarship ......................................................... 116
      d. Earl W. and Susan Joy Lewis Scholarship ......................................................... 116
      e. Jean Kalat Psychiatric/Mental Health Nursing Award ..................................... 117
      f. American Psychiatric Nurses Association: Janssen Student Scholarship ......... 117
      g. Barbara M. Dilworth Memorial Scholarship .................................................... 117
      h. Barbara Oldt Nursing Scholarship ................................................................... 117
      i. Susan B. Fetterman Nursing Scholarship ......................................................... 117
      j. Army ROTC PNE (Partnership in Nursing Excellence Program) .................... 118
      k. Other Awards ................................................................................................... 118
      l. Financial Aid Web Sites .................................................................................... 118

Section V
Tips for Success and Program Assignments

A. Survival Tips
   1. Scheduling Courses
      a. Scheduling Classes and Registration ............................................................... 120
      b. Computer Course Scheduling ......................................................................... 120
      c. Reserved Class Seating .................................................................................... 121
      d. Transfer Credit Procedure ............................................................................... 121
      e. Summer and Winter Sessions ......................................................................... 121
   2. Global and Multicultural Education .................................................................. 121
   3. Extracurricular Activities and Recognition Awards ........................................ 121
   4. Important Dates ................................................................................................. 122

5. Classroom/Clinical Assignment
   a. Scholarly Papers/Writing Assignments ............................................................. 122
   b. Process Recording ............................................................................................ 122
   c. Oral Presentations ............................................................................................. 122
   d. Nursing Care Plan ............................................................................................ 122
   e. Process Recording ............................................................................................ 123
   f. Evaluation of Oral Presentations ........................................................................ 127
   g. Guidelines for Nursing Care Plan .................................................................... 129
## Section VI
### Appendix: Forms

A. Appendix: Forms

| 1. Course Planning for Generic Students                       | 132 |
| 2. Course Planning for Second Degree Students                 | 136 |
| 3. Course Planning for LPN-BSN Students                       | 138 |
| 4. Student Extracurricular Activities                         | 142 |
SECTION 1

STRUCTURE AND GOVERNANCE

A. Mission Statements and BSN Curriculum Framework
B. Organizational Structure
BLOOMSBURG UNIVERSITY MISSION STATEMENT

Bloomsburg University of Pennsylvania is an inclusive comprehensive public university that prepares students for personal and professional success in an increasingly complex global environment.

BLOOMSBURG UNIVERSITY VALUE STATEMENT

Bloomsburg University of Pennsylvania students, faculty and staff value:
- Collaboration
- Community
- Critical thinking
- Diversity
- Excellence
- Integrity
- Knowledge
- Opportunity
- Personal and professional growth
- Respect

BLOOMSBURG UNIVERSITY VISION STATEMENT

Bloomsburg University aspires to:
- be a premier public comprehensive university, recognized as a center of thinking, learning and academic excellence.
- anticipate and address the changing needs of the Commonwealth.
- be a diverse community that produces positive change.
- provide resources to maximize opportunities for success.
- be a good steward of our resources and the environment.
- develop individuals to be contributing citizens.

COLLEGE OF SCIENCE AND TECHNOLOGY MISSION STATEMENT

The College of Science and Technology (COST) is committed to providing high quality undergraduate and graduate programs for all students. To that end, the faculty provides the best instruction and academic experience for their students. Further, the College of Science and Technology is committed to being a community of scholars who teach, learn, engage in research, disseminate latest findings in science, technology, and health sciences. Faculty share their knowledge with scholars nationally and internationally. Also, faculty aggressively seek grants to acquire and maintain state-of-the-art facilities and equipment which enhances teaching and learning. The college serves as a resource of knowledge for the community and welcomes partnerships with industrial, educational, health-care agencies and governmental entities.

DEPARTMENTAL MISSION STATEMENT

The faculty of the Department of Nursing accepts as its own the mission of Bloomsburg University and recognizes education for professional nursing as an integral part of higher education. The educational process integrates concepts drawn from the liberal arts and sciences into the baccalaureate and master's programs in nursing to assist students in acquiring the knowledge, skills, values, and professional behaviors essential to beginning or advanced practitioners of professional nursing.

Effective May 1992
Revised June 2011
DEPARTMENTAL PHILOSOPHY

PERSON
The faculty believe that the person is an open system interacting with other systems – family, group and community. The person is a holistic being with biopsychosocial spiritual and cultural needs. As an open system, the person is in continuous and dynamic interaction with the environment. The person adapts to changes in this environment and grows throughout the life span. The faculty believe in the inherent worth and uniqueness of individuals and populations. Each person possesses human sameness yet reveals unique cultural, racial, religious, gender, lifestyle, genetic, and age-related characteristics. Each person has the right to be treated with dignity and respect in a nondiscriminatory manner.

ENVIRONMENT
The faculty believe that the environment is multidimensional, global, dynamic, and integral to persons and their biopsychosocial, spiritual, and cultural needs. Environment encompasses diverse sociocultural, psychological, technological, and physiological elements. These elements influence and are influenced by the interaction of legal, ethical, physical, economic, sociological, and political forces. People experience the environment as individuals, families, and communities who share common beliefs and values. Given the dynamic and reciprocal relationship between the person and the environment, nursing must be responsive to lifestyle and environmental factors that are major determinants of population health.

HEALTH
The faculty believe that health is a dynamic process across the life span, up to and including end-of-life. Individual and population-based health is defined and influenced by the health/illness beliefs, values, attitudes, and practices of individuals, families, communities, and populations. Health is defined by the individual. Dynamic relationships among evolving individuals, families, and communities and changing social and environmental contexts are critical determinants of health.

NURSING
The faculty believe that nursing is a professional discipline that is both an art and a science. Nursing focuses on the person as individuals, families, communities, and populations in a caring and holistic manner. Nursing is a process of simultaneous, purposeful actions that are theory-based, contextual and grounded in critical thinking, clinical reasoning, and the scientific method. The goal of nursing is to promote optimal health and prevent disease and injury at individual and population levels. As practitioner, teacher, leader/manager, and consumer of research, the baccalaureate nurse values a sense of inquiry and participates in the process of retrieval, appraisal, and synthesis of evidence in collaboration with the person and other inter-professionals to guide practice and improve patient outcomes. At the master’s level, the advanced practice nurse assumes leadership as a practitioner, educator, manager/administrator, consultant, and researcher in specialized areas of nursing practice. The faculty believe that it is essential to educate nurses who view the profession as a scientific discipline possessing a belief system reflecting ethical values, practice according to professional standards, demonstrate concern for humankind, and commit to life-long learning, self-reflection and ongoing self-awareness development.

Effective May 1992
Revised May 1996; December 1999; December 9, 2005; April 17, 2009
CURRICULUM: PROGRAM FOUNDATION
BSN PROGRAM GOALS

The goals of this program are to assist students to assume the roles of the nurse generalist as a:

1. Provider of care who attains the competencies required of a professional nurse, including application of relevant knowledge, skills, values and other professional behaviors designed to help the person attain an optimal level of functioning
2. Designer/manager/coordinator of care who collaborates with others to promote health in a diverse and multicultural society
3. Member of a profession who values and engages in activities designed to enhance personal growth and promote professional role development through lifelong learning.

Effective May 1992
Revised April 1997; December 9, 2005
Revised 11/13/09 Faculty Assembly
EXPLANATION OF THE CONCEPTUAL MODEL
OF THE BACCALAUREATE CURRICULUM

The conceptual model of the curriculum reflects the mission, philosophy, and goals of the baccalaureate program in nursing at Bloomsburg University. The nursing faculty identifies person, environment, health, and nursing as the major concepts of the curriculum. The model expands on the conceptual meaning of these ideas.

PERSON

The concept of the person is presented throughout the curriculum in the context of general systems theory. Systems are organized into hierarchies such that each system has both subsystems and suprasystems. Thus, within the cultural suprasystem the person, as an open system, is composed of biopsychosocial and spiritual subsystems. The person exists as a subsystem of family and community. The concept of person is developed across the undergraduate curriculum in increasing levels of complexity.

The person has biopsychosocial, spiritual, and cultural needs. These are conceptualized in the undergraduate nursing curriculum as those described by Maslow and Erikson. Human needs, as defined by Maslow, are hierarchical in that basic needs must be met before higher needs can be pursued. In Maslow's hierarchy, these needs are, in ascending order, survival, safety and security, love and belonging, esteem, and self-actualization. Throughout the curriculum, the person is viewed holistically; i.e., all levels of needs are considered even though some may assume priority at any given time.

Development of the person is a process that continues across the life span. Erikson provides a framework for the major developmental tasks from birth to death. The stages of human development are introduced in the first and second years of the curriculum. Concepts are applied throughout the third and fourth years with persons in all stages of development.

ENVIRONMENT

Throughout the curriculum, the concept of a global environment is developed as a multidimensional, dynamic concept that affects individuals, families, and communities. All aspects of the environment are considered in each course, including sociocultural, psychological, physiological, legal, political, economic, technologic, and physical concepts.
HEALTH

The concept of health is developed across the curriculum by emphasizing health promotion, disease and injury prevention, health restoration, and rehabilitation strategies that will help the person attain an optimal level of physical, mental, social, and spiritual functioning across the lifespan. People in all stages of living, including those at the end of their lives, are growing and developing.

Health promotion includes the use of human resources that maintain or enhance well-being. Disease and injury prevention consists of activities that protect people from actual or potential health threats and their harmful consequences. These activities address the developmental, environmental, genetic, and lifestyle factors that are the major determinants of health, illness, disability, and mortality. Restorative strategies emphasize early recognition and therapy for existing health problems. Rehabilitation involves efforts to reduce disability and, as much as possible, restore function.

Health care is influenced by education, information technology, financial and regulatory policies, and current local, national, and global issues of access, affordability, and social justice. Optimal health requires the person to be active and accountable within a developmental context. The nurse works collaboratively with the individual, family, and community in the attainment of optimal health.

NURSING

The concept of professional nursing is presented and developed throughout the curriculum through the interactive roles of practitioner, teacher, leader/manager, and consumer of research. The faculty facilitate the student's increasing independence as a professional nurse. Through the development of critical thinking, the student uses theory and evidence to make clinical decisions. Communication forms the basis for building interpersonal relationships with clients and members of the health team. The professional nurse provides caring and holistic health care to clients in a variety of settings within the legal and ethical parameters of the profession.

6/5/96
Reviewed December 1999
Revised 12/9/05 Fac. Assembly
Revised 11/20/09 Faculty Assembly
PROGRAM OUTCOMES

As beginning generalist practitioners, the graduates of this program will demonstrate the ability to:

1. Apply knowledge synthesized from a liberal education in the arts, sciences, and humanities.

2. Employ critical thinking to solve problems and make decisions.

3. Communicate and collaborate effectively using a wide range of resources to improve health outcomes.

4. Use comprehensive and holistic assessment findings to diagnose, plan, deliver, and evaluate quality care.

5. Use information/health care technologies, research, and evidence-based knowledge in the delivery of nursing care.

6. Use leadership and management skills to promote quality, safe, and cost-effective health care.

7. Acquire, interpret, and utilize information related to health care policy, finance, and regulatory agencies to improve health care.

8. Use teaching/learning principles to educate persons and populations regarding health promotion, disease and injury prevention, and disease management.

9. Incorporate professional values and behaviors into holistic practice within a diverse, cultural, global society.

10. Assume accountability for personal and professional growth.

Effective October 1983
Revised May 1992
Revised April 2000/Faculty Assembly
Revised November 2009/Faculty Assembly
B. Organizational Structure
BLOOMSBURG UNIVERSITY
DEPARTMENT OF NURSING
FACULTY ASSEMBLY ORGANIZATIONAL CHART

Chairperson Department of Nursing

Department of Nursing Advisory Council

SLL Director

Nursing Faculty Assembly

Assistant Chairperson

FA Secretary

Archivist

Standing Committees

Graduate Council

Ad hoc/Task force committees

Sub-committees

--- Communication relationship
——— Line relationship

Revised CJ 1/17
Faculty Assembly Approval April 28, 2017
SECTION II

BSN PROGRAM OF STUDY

A. BSN Degree Requirements
B. University Requirements
C. Options for Advanced Undergraduate Learning
BACHELOR OF SCIENCE IN NURSING (BSN) DEGREE

Students in the baccalaureate program in nursing must satisfactorily complete 120 semester hours of credit to be awarded the Bachelor of Science in Nursing (BSN) degree. These semester hours include general education, prerequisite, and nursing requirements. In addition to those semester hours that are earned in residence at Bloomsburg University and credited toward the degree, credits may be awarded through the transfer process or earned through successful completion of institutional and/or approved external examinations (Bloomsburg University website www.bloomu.edu), "Evaluation of Transfer Credits" and "Credit by Examination"; Department of Nursing Student Handbook Section IV, "Advanced Placement and Credit by Examination."

Residency requirements mandate that at least 30 of the last 60 semester hours credited toward a bachelor’s degree must be taken in residence at Bloomsburg University. Credits earned through advanced placement or "credit by examination" do not qualify for these 30 semester hours.
Bachelor of Science in Nursing  
**Generic Course Sequence**

Generic is a term used by the national accreditation agencies and Pennsylvania State Board of Nursing for students who are not registered nurses, specifically, freshman students, internal and external transfer students, and second-degree students. A typical sequence of course work for each category is depicted below:

### BSN Course Sequence

#### FRESHMEN YEAR

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH 101 Foundations of College Writing</td>
<td>3</td>
<td>Language</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 101 General Psychology</td>
<td>3</td>
<td>PSYCH 210 Life Span Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BIOLOGY 173 Anatomy and Physiology I</td>
<td>4</td>
<td>BIOLOGY 174 Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 101 Introduction to Chemistry</td>
<td>3</td>
<td>CHEM 108 Physiological Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>SOC 211 Principles of Sociology OR</td>
<td>3</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>ANTHRO 200 Prin. of Cultural Anthropology</td>
<td>16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### SOPHOMORE YEAR

| F  | BIOLOGY 240 Introductory Microbiology | 3 | PSYCH 160 Applied Statistics for the Behavioral Sciences OR  | 3 |
| F  | NURSING 210 Professional Nursing     | 3 | MATH 141 Introduction to Statistics                                     | |
| F  | NURSING 215 Pathophysiology for Nursing | 3 | SP NURSING 211 Nutrition                                               | 3 |
| F  | NURSING 214 Health Assessment        | 3 | SP NURSING 212 Pharmacology                                             | 3 |
|    | ---,--- General Education            | 15| SP NURSING 213 Foundations of Nursing Practice                          | 14|

#### JUNIOR YEAR

| NURSING 314 Nursing Care of Older Adults | 2 | NURSING 306 Introduction to Research and Evidence Based Practice | 3 |
| NURSING 311 Adult Health Nursing I      | 7 | NURSING 312 Maternal/Child Health Nursing                         | 8 |
| ---,--- General Education               | 15| ---,--- General Education                                          | 5 |

#### SENIOR YEAR

| NURSING 410 Public Health Nursing        | 5 | NURSING 412 Adult Health Nursing II                                 | 7 |
| NURSING 411 Psychiatric/Mental Health    | 5 | NURSING 414 Leadership and Management In Nursing                    | 4 |
| ---,--- General Education                | 16| ---,--- General Education                                          | 3 |

---

Devised 1986; Revised March 2003; Revised June 2010; Revised June 2012, Revised June 2016

F = Fall Offering Only  
SP = Spring Offering Only
Accelerated 2nd Degree Program
18-month Sequence

Prerequisites:
Anatomy & Physiology I
Anatomy & Physiology II
Introduction to Chemistry
Physiological Chemistry
Introduction to Microbiology
General Psychology
Lifespan Psychology
Principles of Sociology/Contemporary Social Problems/Principles of Cultural Anthropology
*Statistics (optional)

Fall One
Nursing 210 Professional Nursing (3)
Nursing 215 Pathophysiology (3)
Nursing 214 Health Assessment (3)
Nursing 314 Nursing Care of Older Adults (2)
Credits = 11 *(optional: statistics)

Spring One
Nursing 211 Nutrition (3)
Nursing 213 Foundations of Nursing Practice (5)
Nursing 212 Pharmacology (3)
Nursing 306 Introduction to Research and Evidence-Based Practice (3)
Credits = 14

Summer One
Nursing 311 Adult Health I (7)
Nursing 411 Psychiatric/Mental Health Nursing (5)
Credits = 12 3 or 4 clinical days per week

Fall Two
Nursing 312 Maternal/Child Nursing (8)
Nursing 410 Public Health Nursing (5)
Credits = 13 3 clinical days per week (2 days Maternal/Child and 1 day Public Health)

Spring Two
Nursing 412 Adult Health Nursing II (7)
Nursing 414 Nursing Management/Leadership (4)
Credits = 11

Total Credits = 61
Approved: Faculty Assembly Meeting April 8, 2011, Revised February 1, 2016
BLOOMSBURG UNIVERSITY
Bloomsburg, Pennsylvania 17815

ARTICULATION MODEL FOR LICENSED PRACTICAL NURSES
FROM CENTRAL SUSQUEHANNA INTERMEDIATE UNIT

Department of Nursing

Current PA PN Licensure with Graduation GPA >80%

Did you graduate within the past 10 years?

Yes

Validate written communication skills through successful completion of English Composition 1 or CLEP of English Composition within the last five years.

No

Have you practiced 1,000 hours in the last 3 years? (45 days per year)

No

Have you taken any college courses within the last three years and obtained a 2.5 GPA?

No

You must validate your nursing knowledge.

Yes

Successfully complete a clinical validation experience.

No

Did you graduate within the last 3 years?

Yes

Have you practiced 1,000 hours in the last 3 years? (45 days per year)

No

Validate mathematical skills through successful completion of CLEP Mathematics or course in Mathematics within the last five years.

Approved: September 28, 2004
ADMISSION REQUIREMENTS FOR LPN-BSN (CSIU) PROGRAM*

1. Placement according to Bloomsburg University LPN Articulation Model.

2. Submission of an application to the Office of Admissions. The following requirements must be met to complete the file:
   --Official secondary school transcript
   --Official transcript from Central Susquehanna Intermediate Unit

3. Current license to practice practical nursing.

4. A resume which includes description of professional nursing experience.

5. Two current letters of professional and/or academic recommendations.

6. Completion of prerequisite courses with a QPA of at least 2.5.

Approved: September 28, 2004
Bachelor of Science in Nursing (BSN) Program*
LPN-BSN Program (CSIU graduates)

**FRESHMEN YEAR**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH 101 Foundations of College Writing</td>
<td>3</td>
<td>SOC 211 Principles of Sociology OR</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 101 General Psychology</td>
<td>3</td>
<td>SOC 213 Contemporary Social Problems OR</td>
<td>3</td>
</tr>
<tr>
<td>BIOLOGY 173 Anatomy and Physiology I</td>
<td>4</td>
<td>ANTHRO 200 Prin.of Cultural Anthropology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 101 Introduction to Chemistry</td>
<td>3</td>
<td>PSYCH.210 Life Span Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>BIOLOGY 174 Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHEM 108 Physiological Chemistry</td>
<td>4</td>
</tr>
</tbody>
</table>

**SOPHOMORE YEAR**

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>3</td>
<td>PSYCH.160 Applied Statistics for the Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>F BIOLOGY 240 Introductory Microbiology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F NURSING 215 Pathophysiology for Nursing</td>
<td>3</td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>F NURSING 214 Health Assessment</td>
<td>3</td>
<td>MATH 141 Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>F NURSING 305 Role Development</td>
<td>3</td>
<td>SP NURSING 212 Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

**JUNIOR YEAR**

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>F NURSING 314 Nursing Care for Older Adults</td>
<td>2</td>
<td>SP NURSING.306 Introduction to Research and Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURSING 311 Adult Health Nursing I</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>NURSING 312 Maternal/Child Health Nursing</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**SENIOR YEAR**

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 410 Public Health Nursing</td>
<td>5</td>
<td>NURSING 412 Adult Health Nursing II</td>
<td>7</td>
</tr>
<tr>
<td>NURSING 411 Psychiatric/Mental Health Nursing</td>
<td>5</td>
<td>NURSING 414 Leadership and Management in Nursing</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

F = Fall Offering Only
SP = Spring Offering Only

LPN status – 8 credits – awarded based on met requirements of the articulation model [NURSING 211 Nutrition (3) and NURSING 213 Foundations of Nursing Practice (5) ]

1986; Revised March 2003
Approved: September 28, 2004
Revised June 2016
NOTE: Majority of the courses within the nursing curriculum are restricted to students enrolled in the B.S.N. program with the exception of NURSING 100 Personal Health: A Multi-Dimensional Perspective, NURSING 217 Alcohol: Use and Abuse, NURSING 230 Drug Use and Abuse in Society, NURSING 240 Contemporary Women's Health, NURSING 307 Contemporary Health Issues of Aging and NURSING 451 Transcultural Health Issues. These courses are free electives and/or approved General Education courses for all disciplines.

NURSING 100 Personal Health: A Multi-Dimensional Perspective
3 sem. hrs. (3:0 week) Goal 9: 2 GEPs
   Goal 10: 1 GEP
   Elective: Provides students with information and tools to maintain and improve their personal health through accountability for health behaviors and decision making. Major themes include exploration of: many dimensions of health; factors impacting the health and wellness of individuals; individual behaviors which promote change and improved health for self and others and; current health issues for individuals and society. This course is intended for students of all disciplines.
   Prerequisites: None

NURSING 204 Critical Evaluation of Research in Nursing 1 sem. hr.
Introduces research methods and techniques. Focuses on the student as a consumer of research with emphasis critiquing research studies for application and the ethics of research with human subjects. For Non-Matriculating RNs.

NURSING 205 Research Application in Nursing 1 sem. hr.
Focuses on the contribution of research to the discipline and the consumer’s role in applying research findings. Emphasizes identifying researchable problems and improving practice through application of research findings. Prerequisites: NURSING 204, Statistics course. For non-Matriculating RNs.

NURSING 206 Proposal Writing in Nursing 1 sem. hr.
Focuses on the research process in identifying a researchable problem and formulating a beginning level research prospectus. Emphasizes conceptualization of a design of study a research problem. Prerequisite: NURSING 204, NURSING 205, Statistics course or consent of instructor. For Non-Matriculating RNs.
NURSING 210 Professional Nursing  3 sem. hrs. (2:1 per week:2 hrs. theory/3 hrs. clinical)  Goal 1: 2 GEPs  Goal 2: 1 GEP

Introduces the student to the Bloomsburg University undergraduate nursing program and the concepts and processes of professional nursing with emphasis on written and oral communication, and information literacy skills as foundational elements in the discipline. The mission, philosophy, and conceptual model of the curriculum are defined and discussed. Major foundational elements and concepts of the nursing program are integrated into all aspects of the course. Students develop the view of person as a holistic open-system who is growing and developing across the life span. Exploration of the person’s environment is included as related to nursing practice. Nursing roles are examined. Laboratory activities furnish opportunities to develop skills in information literacy, technology, written and oral communication including group dynamics, and teaching. Communication skills are continually applied as the student demonstrates the professional nursing and teaching roles with clients in the community.

Prerequisites: BIOLOGY 173, 174; CHEM 101, 108; PSYCH 101, 210; SOC 211 or 213 or ANTHRO 200; concurrent BIOLOGY 240, NURSING 214, and NURSING 215

NURSING 211 Nutrition  3 sem. hrs. (3:0 week)

Introduces the student to the basic principles of the science and fundamentals of human nutrition and ways in which nurses can apply these scientific principles to promote an optimal level of health and wellness across the lifespan. The interrelationships among nutrition, food, and the environment as they impact health status are discussed with an emphasis placed on the multiple factors that influence food intake. Diet therapy and dietary modifications to treat chronic disease is integrated throughout the course.

Prerequisites: BIOLOGY 173, 174, CHEM 101, 108. Concurrent with NURSING 212 and NURSING 213

NURSING 212 Pharmacology  3 sem. hrs. (3:0 week)

Provides a foundation in pharmacology for pharmacologic content integration throughout the curriculum. Explores the legal, social, ethical, historical, and political dimensions of pharmacotherapeutics.

Prerequisites: Prerequisites: BIOLOGY 173, 174, 240 or 242 (transfer course only), NURSING 210, NURSING 214, and NURSING 215. Concurrent with NURSING 213.
NURSING 213 Foundations of Nursing Practice  5 sem. hrs. (3:2 per week:3 hrs. theory/6 hrs. clinical)
Focuses on the application of nursing process to promote optimal levels of functioning of the adult and older adult. Students apply theory to the care of the individual client as they begin to assume the nursing roles of practitioner, teacher, leader/manager and consumer of research. Students expand their knowledge and application of major nursing concepts as they provide health care to clients in non life-threatening situations. Laboratory simulations and computer instruction enable the student to develop psychomotor skills basic to nursing practice. Instructional strategies include clinical experiences with clients in community hospital settings.
Prerequisites: NURSING 210, 214, 215, and BIOLOGY 240 or 242 (transfer course only). Concurrent with NURSING 211 and NURSING 212

NURSING 214 Health Assessment  3 sem. hrs. (3:0 week)
Introduces techniques and principles of health assessment for adult clients. Communication and interviewing skills are reinforced throughout the course. Health patterns of adults are assessed. Validation of health histories and practice of review of systems and basic assessment skills will occur in the Simulated Learning Laboratory.
Prerequisites: Prior to or concurrent with NURSING 210 Professional Nursing

NURSING 215 Pathophysiology for Nursing Practice  3 sem. hrs. (3:0 week)
Assists the student to apply the physiological principles as a means of understanding pathological conditions. Pathophysiological disruptions to system functioning are presented. The impact of these disruptions on the individual is discussed. Students will develop an understanding of signs and symptoms associated with selected pathophysiological disruptions as a basis for determining nursing care needs.
Prerequisites: BIOLOGY 173, 174, CHEM 101, 108, PYSC 101, 210; SOC.211 or 213 or ANTHRO 200. Concurrent NURSING 210, 214
NURSING 217 Alcohol: Use and Abuse 3 sem. hrs. (3:0 week)
Goal 9: 2 GEPs
Goal 10: 1 GEP

Elective: Provides a comprehensive overview of alcohol: its use and abuse. The nature of alcohol problems, causes and consequences of alcohol use, abuse and dependence in terms of epidemiological, physical, gender, psychological, sociological, treatment, and public policy perspectives are discussed. Controversial issues and myths regarding alcohol consumption are critically analyzed from health, ethical, moral, spiritual, sociocultural, legal and political frameworks. Opportunities for reflection on and examination of personal belief system about alcohol use within the context of personal and social responsibility are provided. Because alcohol abuse and dependence are leading public health and legal problems in the U.S., this course is intended for students in all disciplines.

Prerequisites: None.

NURSING 230 Drug Use and Abuse in Society 3 sem hrs. (3:0 week)
Goal 2: 1 GEP
Goal 10: 2 GEP

Uses a multidimensional approach that emphasizes the confounding variables of biology, culture, family systems, to focus on critical issues relating to drug use and abuse. This course considers a variety of perspectives related to drugs and drug use – pharmacological, behavioral, historical, legal and clinical. The latest information on drugs, their effects on the human body and behavior, the family, and society is discussed. Substance abuse, substance dependence, intervention, referral and treatment are examined. Drug control policies, prevention, and legal aspects of drug use and abuse are explored. Opportunities for gathering and analyzing current information, and reflection on/examination of personal belief system about drug use and abuse within the context of personal and social responsibility are provided. Because drug use, abuse and dependence are leading public health and legal problems in the U.S., this course is intended for all majors.

Prerequisites: None

NURSING 240 Contemporary Women’s Health (Women’s Health Minor) 3 sem hrs.
Goal 4: 2 GEP
Goal 10: 1 GEP

Focuses on women’s health across the lifespan that considers the impact of culture and diversity. Students will examine health issues as they relate to women across ethnic, racial, religious and geographical boundaries. The content will contain an overview of physiologic changes, self-care issues, personal enrichment, relationships with partners, sexual health and fertility, childbearing, routine examinations and procedures. The course is designed for students interested in health, women’s studies, or those desiring personal enrichment and an understanding of contemporary women’s health concerns.

Prerequisites: None
NURSING 305 Role Development for the Professional Nurse (RN-BSN) 3 sem. hrs. (3:0 week)
Goal 2: 1 GEP
Focuses on introducing the Registered Nurse to the conceptual basis and the role(s) of professional nursing. Students will apply concepts, principles, and a variety of theories derived from nursing and related disciplines in developing their professional roles as practitioner, educator, leader/manager, and consumer of evidence-based research. Insights derived from values clarification and self awareness activities will be applied as students explore legal, ethical, political, and informatic issues in their own professional practice. Students will apply principles and strategies of effective communication and interprofessional practice as they work in collaboration with others in providing evidence-based, quality health care.
Prerequisites: Acceptance into the RN-BSN Program

NURSING 306 Introduction to Research and Evidence-Based Practice in Nursing
3 sem. hrs. (3:0 week)
Introduces students to the concepts, skills, and role of research in nursing and evidence-based practice in order to facilitate their development as consumers of research and in cultivating a spirit of inquiry in clinical practice. Major emphasis are placed on the contribution of research and evidence to the discipline and to the students' role in critically appraising evidence on which to base clinical decisions.
Prerequisites: Junior standing; basic statistics course (either PSYCH 160 or MATH 141).

NURSING 307 Contemporary Health Care Issues of Aging
Elective. This course focuses on the health care issues of aging. The students will examine the impact of biopsychosocial-cultural factors on the aging process using an interdisciplinary process. Topics include: basic needs, geropharmacology, mental health issues, chronic health problems, end of life issues, and legal and ethical implications. This course is designed as a general education course for students interested in health care, aging or as personal enrichment.

NURSING 310 Family Nursing
2 sem. hrs. (2:0 week)
Goal 4: 1 GEP
Focuses on culturally congruent nursing care of the family in present day society. Students are introduced to theory and concepts related to family health care nursing. The family nursing process is used to identify culturally appropriate health promotion and health maintenance strategies as well as social determinants resulting in health disparities. Assessment and analysis of sociocultural, economic, spiritual, and environmental factors on the family’s health functions, perceptions, interpretations, and behaviors are explored.
Prerequisites: RN-BSN Prerequisite: Nursing 305
NURSING 311 Adult Health Nursing I  
7 sem. hrs. (3:4 per week:3 hrs. theory/12 hrs. clinical)  
Focuses on the application of the nursing process to promote and restore the health of older adults with chronic or potentially life-threatening illnesses. Students apply developmental theory related to the older adult while providing health care. Increasing independence in nursing roles occurs as students collaborate with health care providers in a variety of settings.  
Prerequisites: NURSING 213.

NURSING 312 Maternal and Child Health Nursing  
8 sem. hrs. (4:4 per week:4 hrs. theory/12 hrs. clinical)  
Focuses on family-centered nursing and application of the nursing process to promote and restore health with women, neonates, children, and their families. Students apply a variety of family and developmental theories to nursing practice with clients in community and hospital based settings. Health education that encourages responsibility for health promotion is discussed. The role development of the student is enhanced through interactions with a variety of health care providers in a collaborative effort to meet the health needs.  
Prerequisites: NURSING 213

NURSING 313 Special Topics  
1-6 sem. hrs  
Presents a diversity of topics focusing on contemporary trends, issues and problems relevant to the principles and practice of professional nursing in the health care system.

NURSING 314 Nursing Care of Older Adults  
2 sem. hrs.  
Provides a comprehensive overview of the unique health care needs of the older adult. The target audience for this course is junior-level baccalaureate nursing students also enrolled in the Adult Health One (NURSING 311) course. The focus is on development of competency in providing evidence-based health care to older adults and their families across the continuum of health care settings. Attention is given to the complexity of acute and chronic conditions and geriatric syndromes, recognition of risk factors, valid assessment processes, and the development of individualized care. The importance of interdisciplinary collaboration is addressed. Factors influencing the aging process such as age related physical changes, gender, race, culture, spirituality, roles, relationships, lifestyle, and societal beliefs are discussed. Controversial issues and myths related to aging, elder care, and death are critically analyzed from developmental, ethical, moral, spiritual, sociocultural, legal, and health care policy frameworks for impact on aging and wellness.  
Prerequisites: Nursing 213 or consent of instructor
NURSING 400 Interprofessional Collaboration: Team Building  1 sem. hr.
Provides students with opportunities to meet and interact with other health professions with the emphasis on collaboration and team building. This course focuses on the basic premise that interprofessional education improves communication among health professionals thus having a positive impact on patient care. Students will work in teams with medical students, pharmacy students, and other health care professionals on issues related to quality and safety. Fifteen (15) hours per semester with off-campus meetings.
Prerequisites: Senior standing nursing major

NURSING 405 Independent Study  1-6 sem. hrs
Requires an investigation of an area of special interest and value to the student under the direction of a faculty member following a plan approved by the department chairperson. It may be interdisciplinary.
Prerequisites: Junior or senior nursing major standing.

NURSING 407 Interprofessional Collaboration: Quality Improvement  2 sem. hr.
Provides students with opportunities to meet and interact with other health professions with the emphasis on collaboration and quality improvement. This course focuses on interprofessional teamwork and team based practice. Students will work in teams with medical students, pharmacy students, and other health care professionals on issues related to quality and safety. Evidence-based practice and quality improvement approaches will be emphasized in the delivery of quality patient care. Thirty (30) hours per semester with off-campus meetings.
Prerequisites: Nursing 400

NURSING 410 Public Health Nursing  5 sem. hrs. (3:2 per week; 3 hrs. theory/6 hrs. clinical)
- Goal 4: 2 GEP
- Goal 10: 2 GEP
Focuses on the use of demography, biostatistics, epidemiology, and population assessment to promote the health of individuals, aggregates, and populations. Participation in aggregate and population-focused activities such as assessment, planning, and implementation is cultivated. Collaboration with others to implement evidenced-based strategies for clinical prevention of illness, injury, disability, and premature death is advanced. Role development will be fostered through independent and interdependent activities with groups and organizations providing care with attention to health disparity, vulnerability, and culturally diverse populations.
Prerequisites: NURSING 306, 311, 312, 314. (NURSING 305 and NURSING 306 for RNs).
NURSING 411 Psychiatric/Mental Health Nursing  5 sem. hrs. (3:2 week:3 hrs. theory/6 hrs. clinical)
Focuses on the application of diverse theories, concepts and principles synthesized from the arts, sciences and humanities to the professional practice of psychiatric-mental health nursing. Students use critical thinking, effective communication skills, information and technology, and assessment findings to diagnose, plan, deliver, and evaluate quality patient-centered care. Students incorporate professional values and behaviors as they employ a "therapeutic use of self" and function in collaborative roles with clients, support systems and other providers to deliver holistic, safe, evidence-based care within a diverse, global society.
Prerequisites: NURSING 306, 311, 312, 314

NURSING 412 Adult Health Nursing II  7 sem. hrs. (3:4 week:3 hrs. theory/12-16 hrs. clinical)
Focuses on providing care for adult clients with complex needs. Students employ critical thinking to problem-solving and make decisions. Students use nursing process, therapeutic skills and technology in assisting these clients to attain an optimal level of functioning. They collaborate with clients and the interdisciplinary team to promote, maintain and restore optimal health to a variety of clients. Learning experiences provide opportunities for students to develop proficiency as a practitioner, teacher, leader/manager, and consumer of research. The course promotes integration of values into professional behaviors and accountability for personal and professional growth.
Prerequisites: NURSING 306, 311, 312, 314

NURSING 414 Leadership and Management in Nursing  4 sem. hrs. (3:1 per week:3 hrs.)
Focuses on management principles; including leadership theories and concepts, decision-making processes, budgeting guidelines and case management concepts. Content on public policy and health care economics is incorporated. Principles from this course are integrated into concurrent clinical courses to enhance professional role development for pre-licensure students and RN-BSN students.
Prerequisites: NURSING 306, 311, 312, 314 or NURSING 305 for RN-BSN

NURSING 451, NURSING 551 Transcultural Health Issues  3 sem. hrs. (3:0 week)
Goal 2: 1 GEP
Goal 4: 2 GEPs
Provide students with a global perspective of transcultural health issues. Students will analyze the cultural, social, educational, economic, political, and environmental forces that contribute to health on an international level. Major cultural and ethnic determinants of health in developed and developing countries will be compared. Approaches used by diverse cultures in various countries in solving their health care problems will be addressed. Research on transcultural health issues will be examined. The role of major international health organizations dealing with cultural and ethical issues in world health will be evaluated.
Prerequisites: Junior/Senior Undergraduate or Graduate Student Status.
NURSING 460, NURSING 560 Health Concerns in the Classroom: A Primer for Teachers 3 sem hrs.
Focuses on health problems of the school-age population and the educators role in the classroom management of these problems. Health mandates, acute and chronic health conditions of childhood and adolescence, and strategies for maintaining a healthy classroom environment are presented. The medically fragile child in the classroom is also discussed. 
Prerequisites: Senior standing; Juniors with permission of faculty member General education and school of education elective.

NURSING 492 Honors Independent Study I 3 sem hrs.
Applies the research process to a selected problem or topic in nursing. The study will be conducted under the supervision of a nursing faculty member. Emphasizes individual scholarly activity of the student. This course is open to nursing students in the Honors Program.

NURSING 493 Honors Independent Study II 3 sem hrs.
Focuses on the continuation of 82.492 research project. Students continue to apply the research process in the completion of a selected research problem/topic under the supervision of a faculty member of the Department of Nursing. This course is open to nursing students in the Honors Program.

October 1983/Revised June 2010, June 2017
MINORS

Accounting
Aging Studies and Gerontology
American Sign Language
Anthropology
Arabic
Archaeology
Art History
Art Studio
Biology
Business
Chemistry
Chinese Studies
Communication Studies
Computer & Information Systems
Computer Science
Creative Writing
Criminal Justice
Dance
Deaf Education
Digital Forensics
Digital Rhetoric and Professional Writing
Economics
Educational Technology
Electronics
Emergent Media
English
Ethnic Studies in the United States
Fraud Examination
French
Gender Studies
Geography
Geology

German
History
Human Resource Management
Information and Technology Management
Latin American Studies
Legal Studies
Linguistics
Management
Marketing
Mathematics
Middle East Studies
Music
Philosophy
Physics
Political Science
Professional Selling
Psychology
Russian
Sociology
Spanish
Spatial Analysis and GIS Minor
Special Education
Statistics
Supply Chain Management
Theatre Arts
Web Development
B. University Requirements
PRP 3612 – General Education Requirements

Issued by: Ira K. Blake, Provost and Vice President for Academic Affairs
Effective Date: Fall 2012


General Education Purpose

A general education is the result of the entire university experience. It should assure broad exposure to areas of study beyond the major to foster a deeper understanding of and appreciation for the world, its possibilities, and the individual's part in it. The General Education program, based on acquiring skills, knowledge, and cultural awareness, will help develop each student's ability to think critically and communicate clearly.

Goals for General Education Student Learning Outcomes

1. Communicate effectively in writing, oral presentation, and visual argument.
2. Find, evaluate, and ethically use information using appropriate technology.
3. Apply critical analysis, quantitative reasoning, and problem solving skills.
4. Apply knowledge from the humanities and other disciplines to analyze:
   - the implications of diversity among human groups,
   - their histories,
   - their cultures, and,
   - the plurality of human experiences.
5. Demonstrate knowledge of natural sciences principles, concepts, and methods.
6. Demonstrate knowledge of social sciences principles, concepts, and methods.
7. Apply knowledge from the arts and humanities to analyze, evaluate, or participate in the artistic and literary traditions of our diverse world.
8. Demonstrate basic communication skills in a second language.
9. Participate in physical activity and evaluate the consequences of health decisions.
10. Exhibit responsible citizenship.

Description of the Program

The important features are (with full description given later):

The General Education Program Requirements are based on the achievement of the ten goals for general education student learning outcomes. Students must meet the requirements of the general education program by earning General Education Points (GEPs). These GEPs are aligned with the general education goals.

GEPs are earned through successful completion of approved coursework and Co-curricular Learning Experiences (CLEs). Any approved course or CLE at the university can contribute to the total or partial achievement of one or more goals of general education, but it is not necessary that any course/CLE participate in the general education program.

Courses and CLEs that contribute to the general education program are those that successfully complete the general education approval process (which includes the General Education Council and BUCC). GEPs may be distributed appropriately over the general education goals applicable to that course/CLE.

Courses that carry GEPs will be listed with each applicable general education goal and its respective number of GEPs. For example: 52, 100 Chemistry and the Citizen (3 credits; GEP 5-2, 3-1).

The number of credits each student earns toward each general education goal will be tracked electronically and will be readily available to students and academic advisors.

The minimum number of General Education Points required for each goal is shown in Table 1. Students may go beyond the minimum GEPs. Assessment is an integral part of the program.

Credits transferred as a BU course equivalent get the GEP distribution of the BU course.

Table 1
General Education Points applied to the Goals for General Education Student Learning Outcomes

http://www.bloomu.edu/policies_procedures/3612

6/17/2013
<table>
<thead>
<tr>
<th>MINIMUM GEPS REQUIRED</th>
<th>GOAL FOR GENERAL EDUCATION STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 (1,2)</td>
<td>1. Communicate effectively in writing, oral presentation, and visual argument.</td>
</tr>
<tr>
<td>2 (2)</td>
<td>2. Find, evaluate, and ethically use information using appropriate technology.</td>
</tr>
<tr>
<td>5 (1,2)</td>
<td>3. Apply critical analysis, quantitative reasoning, and problem solving skills.</td>
</tr>
<tr>
<td>2 (2)</td>
<td>4. Apply knowledge from the humanities and other disciplines to analyze: the implications of diversity among human groups, their histories, cultures, and the plurality of human experiences.</td>
</tr>
<tr>
<td>5 (2)</td>
<td>5. Demonstrate knowledge of natural sciences principles, concepts, and methods.</td>
</tr>
<tr>
<td>5 (2)</td>
<td>6. Demonstrate knowledge of social sciences principles, concepts, and methods.</td>
</tr>
<tr>
<td>2 (2)</td>
<td>7. Apply knowledge from the arts and humanities to analyze, evaluate, or participate in the artistic and literary traditions of our diverse world.</td>
</tr>
<tr>
<td>2 (2)</td>
<td>8. Demonstrate basic communication skills in a second language.</td>
</tr>
<tr>
<td>2 (2)</td>
<td>9. Participate in physical activity and evaluate the consequences of health decisions.</td>
</tr>
<tr>
<td>2 (2)</td>
<td>10. Exhibit responsible citizenship.</td>
</tr>
</tbody>
</table>

Assigning General Education Points in courses

Essential Elements

There is no formula for assigning points, only guidelines.

The total number of points assigned should reflect the extent the course as a whole contributes to the overall goals.

A department or unit can divide the course credit hours into general education points (GEPS) to satisfy the goals for general education outcomes: not all approved courses must use all course credits as GEPS.

The total number of GEPS that a course provides will be distributed appropriately over one or more goals for general education outcomes. The number of points assigned to a goal should reflect the extent to which the course addresses the goal. The minimum assignment towards the goal is one full point. Assignment and distribution of GEPS must be appropriately supported in the course proposal.

- All approved courses must have student learning objectives that link directly to at least one of the ten Goals for General Education Student Learning Outcomes and an assessment that can be aligned with one of the VALUE rubric elements.

Guidelines for Assigning GEPS — There is no set formula. These factors are to be considered in aggregate to assign GEPS.

Instructional Components

- Fraction of class time spent on outcome.
  - For example, if half of the course time is spent on specific knowledge and half is spent on analysis or problem solving using the knowledge, the points should be similarly proportioned.
  - Emphasis placed on the outcome within the course.
    - A qualitative determination.

Student work (Direct evidence of student performance)

- Student work appropriate to the goal or goals may include, but is not limited to, student lab work, writing, oral presentations, journals, productions, clinical experiences, field work, exhibitions, performances, and examinations.

- Fraction of assignments dealing with outcome.

- Weighting of goals within evaluations of student work.
  - For example, if a course focuses on writing instruction, and evaluation involves papers and a percentage of the evaluation counts for clarity of writing, etc., an appropriate number of points should be assigned to Goal 1.

VALUE: Valid Assessment of Learning in Undergraduate Education developed by the American Association of Colleges and Universities.

Student work appropriate to the goal or goals may include, but is not limited to, student lab work, writing, oral presentations, journals, productions, clinical experiences, field work, exhibitions, performances, and examinations.

Fraction of assignments dealing with outcome.

Weighting of goals within evaluations of student work.
  - For example, if a course focuses on writing instruction, and evaluation involves papers and a percentage of the evaluation counts for clarity of writing, etc., an appropriate number of points should be assigned to Goal 1.

Foundation Courses

All students are expected to complete foundational courses in English Composition and Mathematics in their first year of enrollment. Students who are not eligible for credit by examination or with the prior learning assessment or transfer in these courses must be scheduled into appropriate courses within their first year of study, unless the student's course of study has been approved as a program policy change for an exception to this policy. Students who need to complete developmental prerequisites will be scheduled into an appropriate foundational course for the semester following their completion of the developmental prerequisite(s). Students who receive a failing grade in a foundational course shall schedule a makeup within one year following the failed attempt.

For English Composition, the foundational course is 20.101 Foundations of College Writing.

For Mathematics, the appropriate foundational course will be determined by the student's major with approval of the BUCC. To receive approval as a foundational mathematics course, the course need not reside in the Mathematics, Computer Science, and Statistics Department. Students who are undecided, or whose programs of study do not specify a foundational mathematics course, will be scheduled into 53.101 Math Thinking.

http://www.bloomu.edu/policies_procedures/3612 6/17/2013
Co-Curricular Learning Experiences

Definition: An approved activity/experience that can generate GEPs for a student, but does not generate credit hours toward graduation.

Recruited — Campus organizations can propose recurring activities that must go through the approval and assessment processes for GEPs.

Ad Hoc — A student, under the aegis of a faculty member or staff person, may propose a worthy activity that will generate GEPs for a student.

For the purpose of assigning GEPs, the number of hours devoted to the CLE by the student must be equal to or greater than the number of hours of in-class time spent for a course bearing the same number of credit hours. This equivalency may then be used to assign appropriate GEPs to a CLE.

Approval Processes for Courses and Co-Curricular Learning Experiences

Courses and Co-Curricular Learning Experiences are approved as described in PRP 3230 Course and Program Development.

Student Learning Outcomes Assessment

All official syllabi for courses and proposals for co-curricular learning experiences must include clearly written and assessable student learning objectives.

Definition of Middle States Student Learning Outcomes (SU Objectives)

Student learning outcomes: the knowledge, skills, and competencies that students are expected to exhibit upon successful completion of a course, academic program, co-curricular program, general education requirement, or other specific set of experiences (Middle States, Standard 14, page 83).

All courses and co-curricular learning experiences submitted for General Education consideration must have appropriate direct measurement instruments to assess Student Learning Objectives. Direct evidence of student learning is tangible, visible, self-explanatory, and compelling evidence of exactly what students have and have not learned, when compared to the Student Learning Objectives.

Departments and divisions must use assessments that can be aligned with one or more elements of the VALUE rubrics (Valid Assessment of Learning in Undergraduate Education) developed by the Association of American Colleges and Universities.

Departments and divisions have the flexibility to select elements from the different VALUE rubrics or add elements to reflect unique student learning objectives. Departments and divisions may change the content of the rubric elements to reflect their individual disciplines.

Direct evidence of student performance can take many forms and must be documented using consistent instruments.

All assessment data must be collected and reviewed by the appropriate academic departments. Data must be submitted annually to the Office of Planning and Assessment.

The General Education Council, in collaboration with the Director of the Office of Planning and Assessment, determines the effectiveness of the General Education program and makes recommendations.

General Education Student Learning Outcomes - Value Rubrics (AACU) Matrix *

<table>
<thead>
<tr>
<th>General Education Student Learning Outcomes</th>
<th>Value Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicate effectively in writing, oral presentation, and visual argument</td>
<td>Written Communication</td>
</tr>
<tr>
<td></td>
<td>Oral Communication</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Information Literacy</td>
</tr>
<tr>
<td>2. Find, evaluate, and ethically use information using appropriate technology</td>
<td>Written Communication</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Information Literacy</td>
</tr>
<tr>
<td></td>
<td>Ethical Reasoning</td>
</tr>
<tr>
<td>3. Apply critical analysis, quantitative reasoning and problem solving skills</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td></td>
<td>Creative Thinking</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Quantitative Literacy</td>
</tr>
<tr>
<td></td>
<td>Problem Solving</td>
</tr>
<tr>
<td>4. Analyze the implications of diversity among human groups, their histories, cultures and the plurality of human experiences</td>
<td>Inquiry and Analysis</td>
</tr>
<tr>
<td></td>
<td>Critical Thinking</td>
</tr>
<tr>
<td></td>
<td>Inter-cultural Knowledge and Competence</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethical Reasoning</td>
</tr>
<tr>
<td></td>
<td>Integrative Learning</td>
</tr>
<tr>
<td>5. Demonstrate knowledge of natural sciences principles, concepts and methods</td>
<td>Inquiry and Analysis</td>
</tr>
<tr>
<td></td>
<td>Critical Thinking</td>
</tr>
<tr>
<td></td>
<td>Quantitative Literacy</td>
</tr>
<tr>
<td></td>
<td>Problem Solving</td>
</tr>
<tr>
<td></td>
<td>Ethical Reasoning</td>
</tr>
<tr>
<td></td>
<td>Integrative Learning</td>
</tr>
<tr>
<td>6. Demonstrate knowledge of social sciences principles, concepts and methods</td>
<td>Inquiry and Analysis</td>
</tr>
<tr>
<td></td>
<td>Critical Thinking</td>
</tr>
<tr>
<td></td>
<td>Quantitative Literacy</td>
</tr>
<tr>
<td>7. Analyze and evaluate artistic and literary contributions of diverse cultures across time</td>
<td>Problem Solving</td>
</tr>
<tr>
<td></td>
<td>Ethical Reasoning</td>
</tr>
<tr>
<td></td>
<td>Integrative Learning</td>
</tr>
<tr>
<td></td>
<td>Inquiry and Analysis</td>
</tr>
<tr>
<td></td>
<td>Critical Thinking</td>
</tr>
<tr>
<td></td>
<td>Creative Thinking</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Problem Solving</td>
</tr>
<tr>
<td></td>
<td>Integrative Learning</td>
</tr>
<tr>
<td></td>
<td>Written Communication</td>
</tr>
<tr>
<td></td>
<td>Oral Communication</td>
</tr>
<tr>
<td></td>
<td>Critical Thinking</td>
</tr>
<tr>
<td></td>
<td>Teamwork</td>
</tr>
<tr>
<td></td>
<td>Problem Solving</td>
</tr>
<tr>
<td></td>
<td>Ethical Reasoning</td>
</tr>
<tr>
<td></td>
<td>Foundations, Skills for Lifelong Learning</td>
</tr>
<tr>
<td></td>
<td>Teamwork</td>
</tr>
<tr>
<td></td>
<td>Civic Engagement</td>
</tr>
<tr>
<td></td>
<td>Intercultural Knowledge and Competence</td>
</tr>
<tr>
<td></td>
<td>Ethical Reasoning</td>
</tr>
<tr>
<td></td>
<td>Foundations, Skills for Lifelong Learning</td>
</tr>
<tr>
<td></td>
<td>Integrative Learning</td>
</tr>
</tbody>
</table>


http://www.bloom.edu/policies_procedures/3612 6/17/2013
C. Options for Advancing Undergraduate Learning
The Honors Program at Bloomsburg University creates a diverse, dynamic community of excellent scholars and ethical leaders who understand their roles as global citizens. Through interdisciplinary creative and challenging coursework, co-curricular experiences, and research and creative projects, the program provides opportunities for high-achieving and high-potential students to expand their cultural and personal boundaries while reaching their intellectual and career goals.

The values of the Honors Program mirror those of the university community and are codified in the Bloomsburg University Strategic Plan, Impact 2017: Building on the Past, Leading for the Future. As a cornerstone of academic excellence, the Honors Program will embody, through high impact practices, the values identified and committed to by the larger Bloomsburg University community: interdisciplinary collaboration, diversity, knowledge, community, excellence, opportunity, critical thinking, integrity, respect, and personal and professional growth. The Honors Program will work to create ethical, educated, creative and emotionally intelligent leaders for a diverse and changing world.

Curriculum

Students are required to take five Honors seminar classes, for 15 credits.

The Honors Independent Study component consists of three courses. The first course is Introduction to Research, a 1 credit course. Honors Independent Study 1 and 2 are three credit courses in which the student works with a faculty mentor to complete an original research project. Honors students typically begin this sequence of courses during their junior year.

The Independent Study sequence concludes with a written project and a presentation to the Honors community. The Honors Program supports requests for funds related to these projects, routinely sends students to national conferences for presentations, and encourages students to consider submitting their work to professional journals.

Service Requirements

Community involvement is an important aspect of the Honors Program and is an obligation of all members. Every Honors student is required to complete at least eight hours of service over three different projects, each semester. Students are encouraged to be active members of the Honors Program community and to begin new service projects of personal interest.
INDEPENDENT STUDY

Independent study provides an opportunity for the advanced student to pursue in-depth individualized instruction in a topic of special value or interest to the student. A limited number of independent study offerings are available each semester. Students interested in applying for independent study should develop a written proposal with their faculty sponsor. The proposed number of semester hours should be indicated in the proposal. The independent study proposal, along with the name of the faculty sponsor, is submitted to the appropriate department for recommendation, then to the dean for final approval.
(For further information, contact your academic advisor).

EXTERNSHIPS

Externships are provided by some hospitals and health care agencies as education and clinical work experiences for nursing students who have completed the sophomore and/or junior level of nursing studies. Each institution has its own job description, duties and responsibilities and program admission criteria. Students are encouraged to make inquiries about summer extern programs.

GRADUATE COURSEWORK

Seniors who have earned a minimum of 90 credit hours towards their baccalaureate degree and have the required 3.0 GPA may, with approval of their academic advisor and department chairperson, apply to the Associate Vice President of Graduate Studies and Research for permission to take graduate coursework under the following categories:

- To supplement their undergraduate courses with graduate coursework. The graduate coursework will be used to fulfill their undergraduate degree requirements and added to their undergraduate record. Any graduate course that is on an undergraduate transcript will not be eligible to count towards a graduate degree in the future at Bloomsburg University.
- To begin graduate coursework as non-degree graduate students on a separate graduate record; graduate coursework will not be added to their undergraduate record. Students will enroll simultaneously as a degree seeking undergraduate and as non-degree graduate student. The graduate coursework will not be used towards their undergraduate degree requirements, but may be used towards a future graduate degree at Bloomsburg University. Students may register for no more than 12 graduate credits as a non-degree student. The student will pay graduate tuition for all graduate coursework taken as a non-degree graduate student and are not eligible for financial aid.
Acceptable graduate courses offered by the Department of Nursing Master of Science in Nursing program include:

NURSING 501 Theoretical Bases for Role Development in Advanced Nursing Practice...... 3 cr.
NURSING 502 Epidemiology: Concepts For Advanced Nursing Practice .......................... 3 cr.
NURSING 503 Bases of Research for Advanced Nursing Practice ....................................... 3 cr.
NURSING 504 Pathophysiology Across the Lifespan for the Advanced Practice Nurse....... 3 cr.
NURSING 507 Pharmacology Across the Lifespan for the Advanced Practice Nurse........ 3 cr.

SECTION III

ACADEMIC SUPPORT SERVICES
AND
INSTRUCTIONAL RESOURCES/SERVICES

A. Bloomsburg University
B. Department of Nursing
   - Standardized Testing Requirements
   - Simulated Learning Laboratory
   - Health Assessment Laboratory
STUDENT SERVICES CENTER
OFFICE LOCATION GUIDE

Ground Floor
Students with Disabilities Center
Act 101/Educational Opportunity Program
100-Seat Lecture Hall
University Tutorial Services

First Floor
Admissions
Financial Aid
Registrar
Roongo's Café
Visitors Center

Second Floor
Academic Internships
Center for Professional Development and Career Experience
Orientation
TRiO Student Support Services
TRiO Upward Bound
Academic Advisement
Counseling Center
Drug, Alcohol and Wellness Network
International Education
ACADEMIC SUPPORT SERVICES

ACADEMIC ADVISEMENT
(389-4271/4003)

The academic advisement office is responsible for working with undeclared students and summer freshmen.

STUDENTS WITH DISABILITIES CENTER
(389-4491)

Bloomsburg University is committed to embracing diversity in the university community and to the individual rights of each member of this community. BU seeks to provide students with disabilities support services and other reasonable and effective accommodations to ensure equal access to university programs.

ADULT ADVISEMENT
(389-4003)

This office admits, schedules, and advises nondegree students. A nondegree student is defined as a person admitted into undergraduate credit courses without the more formal procedure of gaining admission. This process is overseen by the coordinator of the Office of Adult Advisement.

D.A.W.N. (Drug, Alcohol and Wellness Network)
(389-4980)

BU's Drug Alcohol Wellness Network (DAWN) focuses on helping students fully understand how a choice to use alcohol and drugs can affect their health, academic performance, career and legal standing. Through its educational programs DAWN provides students with accurate and up-to-date information on which to make better informed decisions.

Act 101/Educational Opportunity Program
(389-4492)

Bloomsburg University’s Act 101/Educational Opportunity Program, coordinated through the Department of Academic Enrichment, provides support and opportunities for success to students traditionally under-represented in higher education.
GLOBAL AND MULTICULTURAL EDUCATION
(389-4199/5304)

The Global and Multicultural Education Department provides an opportunity for international students and scholars to carry out their intellectual objectives within the framework of immigration regulations and American customs. This mission is partly accomplished through International Education Office (IEO) services and programs designed to assist students and scholars to meet their responsibilities as non-immigrant visitors.

The IEO supports cross-culture activities which provide opportunities for students and scholars to have exposure to American society and values and, in return, to share their own culture with Americans.

TRiO STUDENT SUPPORT SERVICES
(389-3606)

Student Support Services projects work to enable low-income students to stay in college until they earn their baccalaureate degrees. Participants, who include disabled college students, receive tutoring, counseling and remedial instruction. Students are now being served at 947 colleges and universities nationwide. On average, students enrolled in the program experience higher GPA’s and higher retention and graduation rates.

Bloomsburg University

Instructional Services and Campus Resources

The Instructional Services/Resources of the university are clearly described on the Bloomsburg University Website, and the student handbook, and the Pilot. Resources utilized the most by nursing majors include Library Services, University Writing Center, Tutorial Services, and Audio-Visual Resources.

1. University Writing Center

The one-on-one tutorial services of the University Writing Center are available to all students. The Center provides conversation, advice, and ongoing support for writers at any stage of work on a writing project. Tutoring in reading, researching, note-taking, drafting, rewriting, editing, and proofreading is provided. The service is offered on a drop-in basis; no registration, referral, or appointment necessary.

The Center also works with faculty to design programs tailored to particular classes. Small group meetings, class demonstrations, and check-in point during a writing project can all be arranged with the Center’s director.

Located in Room 206, Bakeless Center for the Humanities, the Center is open 30 to 40 hours each week, including some evening hours. Interested students and faculty should contact the Writing Lab for more information: (570)389-5232.
2. **University Tutorial Services**

University Tutorial Services offers assistance designed to support and enhance the academic progress of university students. Peer tutoring is available upon request in a variety of courses and is provided by students who have distinguished themselves by superior academic performance. Any student requesting tutorial assistance need only complete a brief application in order to apply for this free service. University Tutorial Services is located in the Student Services Center, Room 13. The phone number is 389-2720.

Faculty who wish to consult with this office concerning student referrals or requests are encouraged to call the University Tutorial office.

3. **Additional Campus Resources**

- **Psychological Issues:** Counseling Center, Extension 4255
- **Roommate/Adjustments Issues:** Residence Life, Extension 4089
- **Sexual Assault:** Women’s Resource Center, Extension 5283
- **Health Issues:** Health Center, Extension 4451
- **Classroom Discipline:** Student Standards, Extension 4734

**Department of Nursing**

1. **Simulated Learning Laboratory (SLL)** – BU and Danville locations

   The S.L.L. (McCormick 3154) or Danville location (MOB2) provides opportunities for students to 1) practice skills 2) demonstrate satisfactory knowledge proficiency in relevant clinical skills, and 3) prepare for their actual practicum experience. Faculty provide academic and clinical laboratory guidelines for student experiences in the SLL and student lab managers "facilitate" peer demonstration of these designated clinical skills. Note: the actual evaluation of students’ proficiency in technical skills is conducted by the Director of the SLL or faculty in the clinical setting or graduate students and graded on a "pass/fail" basis. (Direct telephone number – 570-389-4552 BU or 570-214-0928 Danville).

2. **Health Assessment Laboratory** – BU and Danville locations

   The Health Assessment Laboratory, (McCormick 3144) or Danville location (School of Nursing Building), provides opportunity for students to practice health/physical examination skills and prepare for their actual practicum experiences.

3. **Nursing Wellness Center**

   Nursing Wellness Center is located in McCormick Human Service Center 3rd floor. The Nursing Wellness Center provides some professional health services to students and local residents. Education and research to meet the needs of individuals, community groups, and the university are actions of the Center. (Direct telephone number –570-389-5155).
4. **Computer/Technology Lab** – BU and Danville locations

The Computer/Technology Laboratory, McCormick 3151 through 3154 or Danville location (MOB2), houses a computer lab. These sites provide opportunities for students to 1) develop/enhance computer and interactive technology skills and 2) work with computer programs as an adjunct to course work. In addition, the Computer/Technology Laboratory provides opportunities for remedial coursework and resources for student's practicum/class projects. **There is no food or beverages allowed in the computer labs.**
5. **Assessment Technologies Institute (ATI) – Standardized Testing Program**

The ATI standardized testing program has been incorporated into the curriculum of the nursing program to assist students in monitoring their knowledge base as they progress through the nursing curriculum towards their National Licensing Examination. The resources are varied and many of them are available online through the website. ATI program resources such as self-assessment inventories, practice assessments, study skills exercises, review modules, audiovisual and media presentations can be accessed online. All clinical content assessment is provided through proctored and faculty monitored testing each semester. In the last semester of the nursing program, students prepare for the NCLEX with online practice assessments and a proctored exit exam called the Comprehensive Predictor Assessment. At the end of the program, students have the opportunity to take a Review Course through ATI for a fee. Options and details of this Review Course will be provided closer to the exit of the program.

The following testing processes are implemented:

1) Students are required to log in and create a student account through ATI in the summer before the sophomore year and retain the account ID and password throughout the enrollment in the nursing program. The ATI website is [http://www.atitesting.com](http://www.atitesting.com)

2) Fees: In fall semester, the fees for the incoming sophomore level nursing student for ATI testing is approximately $500 to include testing and resources for the remaining 3 years of the program. All students are required to pay via on-line payment on the ATI website by the first week of classes in the fall semester. Any student who fails to pay online will not be permitted to take the tests mandated in the enrolled courses, and will receive an Incomplete in the course.

3) The ATI student materials (or “nurse in a box”) will be distributed during orientation to the course, *Health Assessment*. The materials and resources in the box include all paper and DVD resources that students will need for the entire 3 years’ of preparation, testing, and remediation. Therefore, students will be responsible to safeguard these materials and keep them handy and accessible throughout their enrollment in the nursing program.

4) Course specific ATI requirements are noted on all required nursing course syllabi.

5) Students have practice tests and practice questions available to them that may be used at any time. Please seek course faculty guidance on appropriate course or clinical resources.

6) Course faculty and/or coordinators are responsible for ATI implementation in each course. Each clinical nursing course is required to implement Content Mastery Series proctored assessment tests related to course-specific content. Course faculty and coordinators will describe the location and date/time of the proctored tests in the nursing course syllabi. All Content Mastery Series assessment tests are proctored. However, some additional testing or assessment may be accessed un-proctored.
7) The following tests will be given in the nursing curriculum:

**Junior Year**
- NURSING 311 Adult Health I – *Focused Medical-Surgical Online Practice Assessments (5-8 throughout the semester)*
- NURSING 312 Maternal and Child Health Nursing – *Nursing Care of Children Content Mastery Series and Maternal Newborn Content Mastery Series*
- NURSING 211 Nutrition – *Nutrition Content Mastery Series (Form A)*

**Senior Year**
- NURSING 410 Public Health Nursing – *Community Health Content Mastery Series*
- NURSING 411 Psychiatric/Mental Health Nursing – *Mental Health Content Mastery Series*
- NURSING 412 Adult Health Nursing II – *Medical-Surgical Content Mastery Series (Form A)*
- NURSING 414 Leadership and Management in Nursing – *Nursing Leadership Content Mastery Series (Form A)*

**LAST semester senior year:**
  - Practice Tests – Students are encouraged to access and review any and all practice tests or content areas that may be helpful in preparing for NCLEX.
  - Comprehensive Predictor Exam (practice) – Two practice RN comprehensive predictor tests (one providing rationales and one providing no rationales) will be available within the first weeks of the student’s final semester of the nursing program. The print out from the practice test (without rationales) is the ticket for the RN exit test (see below).
  - Pharmacology (Form B) (proctored exam) – Pharmacology test during the last semester of the senior year. (Form B)
  - Comprehensive Predictor Exam (proctored exit exam) – The Comprehensive Predictor Exam will be scheduled for after the mid-point of the final semester. Students who do not achieve at least the North American average must meet with their advisor and present a plan for remediation prior to a re-test scheduled for the week prior to finals week. If the student fails to attain at least the national average on the retest, the student must take and provide evidence of completion of a standardized review course before the chairperson signs off on their Application for RN Licensure. The senior course faculty may also recommend that Students who fail to achieve the national average on the second Comprehensive Predictor Exam take the Medical-Surgical Content Mastery Series assessment.
8) Following student testing of the Content Mastery Series assessments, students are required to print 2 copies of their results. One copy of the results will be retained by the student, and one copy will be given to the course faculty to submit to the student’s academic advisement folder. Students in non-clinical courses are also required to print 2 copies of their results. One copy of the results will be retained by the student and one copy will be placed in the student’s academic advisement folder. Course faculty will guide remediation for the final course exam for those students identified below the national average as indicated in the student’s ATI results.

9) Faculty will provide a time at the end of the course for discussion of students’ questions and concerns related to ATI assessment and content.

SQH 6/11
June 2017
## BLOOMSBURG UNIVERSITY
### BLOOMSBURG, PENNSYLVANIA

**Department of Nursing**

### ATI Testing Schedule

<table>
<thead>
<tr>
<th></th>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUNIOR</td>
<td>Child Health Form A</td>
<td>Child Health Form A</td>
</tr>
<tr>
<td></td>
<td>End of semester</td>
<td>End of semester</td>
</tr>
<tr>
<td></td>
<td>Maternity Form A</td>
<td>Maternity Form A</td>
</tr>
<tr>
<td></td>
<td>End of semester</td>
<td>End of semester</td>
</tr>
<tr>
<td></td>
<td>Content Mastery Series</td>
<td>Content Mastery Series</td>
</tr>
<tr>
<td></td>
<td>5-8 exams throughout the semester in Adult Health 1</td>
<td>5-8 exams throughout the semester in Adult Health 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nutrition Form A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>End of semester for ALL juniors</td>
</tr>
<tr>
<td>SENIOR</td>
<td>Leadership/Management</td>
<td>Leadership/Management</td>
</tr>
<tr>
<td></td>
<td>End of semester</td>
<td>End of semester</td>
</tr>
<tr>
<td></td>
<td>Med/Surg Form A</td>
<td>Med/Surg Form A</td>
</tr>
<tr>
<td></td>
<td>End of semester</td>
<td>End of semester</td>
</tr>
<tr>
<td></td>
<td>Psychiatric/MHN</td>
<td>Psychiatric/MHN</td>
</tr>
<tr>
<td></td>
<td>End of semester</td>
<td>End of semester</td>
</tr>
<tr>
<td></td>
<td>Public Health</td>
<td>Public Health</td>
</tr>
<tr>
<td></td>
<td>End of semester</td>
<td>End of semester</td>
</tr>
<tr>
<td></td>
<td>RN Comprehensive Exam &amp; Retake</td>
<td>RN Comprehensive Exam &amp; Retake</td>
</tr>
<tr>
<td></td>
<td>End of semester December graduates only</td>
<td>End of semester May graduates only</td>
</tr>
<tr>
<td></td>
<td>Pharmacology Form B</td>
<td>Pharmacology Form B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>***RN Comprehensive failures x2 will take the Med/Surg Form B exam.</td>
</tr>
</tbody>
</table>

***RN Comprehensive failures x2 will take the Med/Surg Form B exam.
6. **Kaplan Nursing Integrated Testing Program – Standardized testing program**

The Kaplan standardized testing program has been incorporated into the curriculum to assist students with monitoring their knowledge base as the progress through the nursing curriculum towards their National Council Licensure for Registered Nurses (NCLEX-RN). Kaplan’s resources are available online through the program website, and include Nursing School Success, Integrated Testing, Focused Review Tests, Skills Demonstration Videos, Mid-Fidelity Simulations, Essential Nursing Skills and NCLEX® Prep. All clinical content assessment is provided through proctored and faculty monitored testing each semester. In the final semester of the nursing program, students prepare for the NCLEX with focused online exams and a proctored exit exam – Kaplan Secured Predictor. After completion of the nursing program, students have access to a NCLEX preparation course, which is included as part of the Kaplan Nursing Integrated Testing Program.

Testing procedures/information include:

A. Students are required to log in using their BU email address and create an account through Kaplan in the summer prior to the sophomore year. Each student should retain the account login credentials throughout enrollment in the nursing program. The website for accessing the Kaplan program is [https://nursing.kaplan.com](https://nursing.kaplan.com).

B. Fees: Each fall prior to the sophomore, junior and senior years, students will pay a $200 fee (for a maximum of $600) to access all the resources available through the Kaplan Nursing Integrated Testing Program. Tuition fees will be paid directly to Kaplan through an established payment portal. Access to services will be established prior to the start of the semester. Enrolled students will have access to eBooks and all online resources. If payment is not received by the preset deadline, access to the service will be revoked by Kaplan until payment is completed. Any student who fails to pay will be unable to take the required tests, and will receive a written warning and an incomplete in the course.

C. Course specific Kaplan tests are noted on each individual course syllabus.

D. Practice tests and questions are available for use at any time. Please seek course faculty guidance on appropriate course or clinical resources.

E. Course faculty/coordinators are responsible for implementation of the Kaplan Integrated Testing in each course. Clinical courses with content appropriate Kaplan exams are required to implement proctored assessment tests for each course. Date, time and location of the proctored tests will be provided by course faculty in the nursing course syllabus. Evidence of completion of a practice test may be required for submission to faculty prior to sitting for the proctored tests.
F. The following Integrated Testing will be completed throughout the nursing curriculum:
   a. Sophomore Year
      i. Nursing 210 Professional Nursing – Critical Thinking A
      ii. Nursing 213 Foundations of Nursing – Fundamentals A
   b. Junior Year
      i. Nursing 211 Nutrition – Nutrition A
      ii. Nursing 311 – Focused Review Exams
      iii. Nursing 312 – Maternal and Child Health Nursing – Pediatric A and OB A
   c. Senior Year
      i. Nursing 410 Public Health Nursing – Community Test A
      ii. Nursing 411 Psychiatric/Mental Health Nursing – Psychosocial A
      iii. Nursing 412 Adult Health 2 – Medical-Surgical A
      iv. Nursing 414 Leadership and Management in Nursing – Management/Professional Issues A
   d. Last semester senior year:
      i. Focused Review tests – Students are encouraged to access and review all practice tests or content areas that may be helpful in preparing for NCLEX.
      ii. Secured Predictor – proctored exam scheduled mid-point of the last semester. Students must meet the National norm on this test. If score does not meet the National norm, students must meet with their academic advisor and present a plan for remediation prior to retest scheduled the last week of classes. If the student fails to attain the National average on the retest, they must take and provide evidence of completion of a NCLEX preparation course, such as the one which is included as part of the Kaplan Nursing Integrated Testing Program. Students must provide evidence of completion of a preparation course before the chairperson will sign off on their application for RN Licensure.

G. Following completion of each proctored Integrated Testing exam, for both clinical and non-clinical courses, students are required to print two copies of their results. One copy of the results will be given to the course faculty for submission to the students’ academic advisement record. The second copy will be retained by the student to help identify areas for remediation. Course faculty will assist by guiding remediation for those who do not meet the National average indicated by results of the Integrated Testing exam.

H. Faculty will provide an opportunity at the end of each course to discuss students’ questions and concerns related to the Kaplan standardized testing program.

ST Committee/June 2017
<table>
<thead>
<tr>
<th>Level</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td><strong>Critical Thinking A</strong>&lt;br&gt;Mid-semester to end of semester</td>
<td><strong>Fundamentals A</strong>&lt;br&gt;End of the semester</td>
</tr>
<tr>
<td>Junior</td>
<td><strong>Pediatric</strong>&lt;br&gt;End of the semester&lt;br&gt;<strong>Obstetrics – OB A</strong>&lt;br&gt;End of the semester&lt;br&gt;<strong>Focused Review Exams in Adult Health 1</strong> – throughout the semester</td>
<td><strong>Pediatric</strong>&lt;br&gt;End of the semester&lt;br&gt;<strong>Obstetrics – OB A</strong>&lt;br&gt;End of the semester&lt;br&gt;<strong>Focused Review Exams in Adult Health 1</strong> – throughout the semester&lt;br&gt;<strong>Nutrition A</strong>&lt;br&gt;End of the semester for ALL juniors</td>
</tr>
<tr>
<td>Senior</td>
<td><strong>Community Test A</strong>&lt;br&gt;End of the semester&lt;br&gt;<strong>Psychosocial A</strong>&lt;br&gt;End of the semester&lt;br&gt;<strong>Management/Professional Issues A</strong>&lt;br&gt;End of the semester&lt;br&gt;<strong>Medical-Surgical 1A</strong>&lt;br&gt;End of the semester&lt;br&gt;<strong>Kaplan Secured Predictor A</strong>&lt;br&gt;End of the semester - <strong>December Graduates only</strong></td>
<td><strong>Community Test A</strong>&lt;br&gt;End of the semester&lt;br&gt;<strong>Psychosocial A</strong>&lt;br&gt;End of the semester&lt;br&gt;<strong>Management/Professional Issues A</strong>&lt;br&gt;End of the semester&lt;br&gt;<strong>Medical-Surgical 1A</strong>&lt;br&gt;End of the semester&lt;br&gt;<strong>Kaplan Secured Predictor A</strong>&lt;br&gt;End of the semester - <strong>May Graduates only</strong></td>
</tr>
</tbody>
</table>

Other exams at the discretion of the course faculty, i.e. pathophysiology, physical assessment, etc.

ST Committee/June 2017
SECTION IV

STUDENTS

A. Rights, Responsibilities and Requirements
B. Academic Guidelines and Requirements
C. Clinical Policies, Requirements, & Guidelines
D. Health Policies
E. Student Expenses
F. Graduation Requirements
G. Membership: Organizations & Departmental Committees
H. Honors and Scholarships
STUDENT RIGHTS, RESPONSIBILITIES, AND REQUIREMENTS

Bloomsburg University

Students rights, responsibilities, and requirements set forth by the university are depicted in the Bloomsburg University website (www.bloomu.edu) and the student handbook, the Pilot, 2017-2018 (http://www.bloomu.edu/catalog)

Department of Nursing

Orientation to Department Rights, Responsibilities & Requirements

All students are required to review their rights, responsibilities and requirements as set forth in the Bloomsburg University Undergraduate Catalog (http://www.bloomu.edu/catalog), the Pilot (http://www.bloomu.edu/catalog), and the Department of Nursing Undergraduate Student Handbook. While university publications address the policies, procedures, and requirements of the institution, the departmental handbook contains more substantive information specific to the Department of Nursing. The departmental Nursing Undergraduate Student Handbook is viewed as an important resource to be retained and used by students throughout their tenure at Bloomsburg University. Students will be notified of updates as well as on the departmental website (http://departments.bloomu.edu/nursing).

University Grievance Process

Academic Grievances (PRP 3592) - Procedures have been established and are outlined in the Pilot to provide students with a system to register complaints of alleged academic injustices relating to grades or other unprofessional conduct in the traditional teacher/pupil relationship.

Nonacademic Grievances (PRP 4862) - Procedures also are available and outlined in the Pilot to provide students with a system to register complaints of alleged injustices relating to violation, misinterpretation or discriminatory application of nonacademic policies and procedures, and/or the conduct of professional, nonprofessional, and student employees.

In the above cases, the appropriate communication chain of command as outlined in the organizational charts (Section 1) needs to be followed in order for the process to be completed.

Reviewed June 2012
PRP 3592 Academic Grievance Procedure

Issued By: James Mackin, Ph.D., Provost and Vice President for Academic Affairs
Effective Date: Spring 2008


Prior version of this policy

Procedures:

I. The purpose of the following procedure is to provide students with a system by which to grieve complaints of alleged academic injustice(s) relating to grades and/or professional responsibilities as related to academic policies found in the Policies, Rules and Procedures and the Pilot. This process is not a disciplinary proceeding for any of the involved parties, although the findings may lead to disciplinary investigation or action under a different university policy.

The names of the Academic Grievance Coordinators (AGC) will be advertised extensively through normal communication avenues such as The Communiqué and The Voice.

II. Informal Consultation:
A. In an attempt to resolve a complaint on an informal basis, the student should first meet with the following individuals to discuss the matter in the order listed:
   1. Faculty member teaching the course
   2. Department Chairperson in which course is offered
   3. Dean, or designee, of the College in which course is offered

In order for the matter to be resolved expeditiously, the consultation(s) should take place as soon as possible after the alleged incident has occurred. It is assumed that the department chairpersons and the deans will make every effort to resolve the conflict by meeting with all parties and by listening to the views of all parties as they relate to the grievance.

B. If the matter is resolved at one of the above levels, it need not go further in the appeals process. Every effort should be made to settle the alleged injustice through informal consultation.

III. Formal Channels:
A. Students who feel the informal consultations have not satisfactorily resolved the matter may initiate a formal grievance by filing an Academic Grievance Form with the Dean of Undergraduate Education.

B. The Dean of Undergraduate Education shall determine that the Academic Grievance Form is in proper order and shall contact the person against whom the complaint has been filed. That person will be supplied with a copy of the Form and informed that an AGC will be called to hear the case if the matter cannot be resolved within five (5) class days.

C. If the two parties do not settle the complaint within five (5) class days, the Academic Grievance Board (AGB) will hear the case usually within ten (10) class days (after the initial five (5) class day period). At that time, the student will be given the opportunity to select the AGC who will serve as the contact person for the case and the moderator of the AGB hearing. (see IV.A.)

D. The grievant and respondent (individual being grieved) will be informed of the individuals who may serve on the AGB. Either (or both) party(ies) may request, with just cause, the disqualification of Board members whom she/he feels may be biased or should not be involved in the case. An appeal for disqualification may be made to the Provost and Vice President for Academic Affairs for a final decision.
E. The scope of the AGB's review and recommendations shall be to the merit of the complaint. The AGB, in Executive Session, shall prepare a recommendation as to the merit of the complaint and forward the recommendation to the Provost and Vice President for Academic Affairs. This shall be submitted within three (3) class days after the hearing. If recommendations go beyond the scope of this policy, the Provost will reject the recommendation and direct the AGB to prepare recommendations within the scope of its responsibilities.

F. Within ten (10) class days of receiving the recommendation, the Provost and Vice President for Academic Affairs will take action and shall notify all parties in the grievance of the decision and action taken. This action is final.

G. The President has delegated the resolution of academic grievances covered under this policy to the Provost and Vice President of Academic Affairs. Resolutions that involve altering the curriculum of any program shall be made with the involvement of the affected department faculty (i.e. waiving major course requirements).

The timeline outlined in this section pertains to grievances filed during the academic year. Grievances filed during the summer sessions may take longer to adjudicate due to faculty assignments and availability of grievance board members. However, every effort will be made to process grievances filed during the summer as quickly as possible.

IV. Structure Of Formal Channels:
A. Four (4) Academic Grievance Coordinators (AGCs), one (1) from each College, shall be appointed by the Provost and Vice President for Academic Affairs with the advice and consent of the Executive Board of APSCUF. Both sexes should be represented among the four AGCs. The individuals must have a reputation for fairness and objectivity. An AGC will be responsible for ensuring that all procedural guidelines are met and shall serve as moderator for any formal hearing. It is noteworthy that the role of an AGC is as a neutral party. She/he does not have voting privileges, nor should her/his opinions be part of the hearing. The appointments should be made in such a way as to ensure that at least one (1) individual with prior experience is retained.

B. An Academic Grievance Board (AGB) shall consist of four (4) students and four (4) tenured faculty members selected by the AGC (chosen by the grievant) from a pool of thirty-three (33) individuals: five (5) students and three (3) faculty members from the College of Business, five (5) students and three (3) faculty members from the College of Professional Studies, five (5) students and three (3) faculty members from the College of Liberal Arts, five (5) students and three (3) faculty from the College of Science and Technology, and one (1) faculty member from the Department of Developmental Instruction.

1. Faculty members for the AGB pool will be appointed by the College Dean or appropriate administrator of the academic area with the advice and consent of the Executive Board of APSCUF.
2. Student members will be appointed by the Provost and Vice President for Academic Affairs. Appointees must be in academic good standing and have earned at least 48 credits at Bloomsburg University. At least two (2) from each college must be enrolled as graduate students.
3. Members of the pool will be appointed to a one-year term and may be considered for reappointment.
4. Whenever possible, diversity in membership should be maintained in the pool.

C. The College Dean or appropriate administrator will provide the President of APSCUF with a list of possible faculty candidates for the AGC and the AGB in a timely fashion. The President of APSCUF will consult with the Dean or appropriate administrator concerning the possible candidates if necessary. APSCUF Executive Board will provide its advice and consent of the candidates in a timely fashion.

D. The Provost and Vice President for Academic Affairs will appoint student candidates for the AGB.

E. The AGB will select one (1) person to serve as a voting moderator of the Executive Session. This individual will be responsible for transmitting the recommendation to the Provost and Vice President for Academic Affairs following the formal hearing.

F. Should the AGB members become deadlocked in preparing a recommendation, the voting moderator will inform the Provost and Vice President for Academic Affairs of such within three (3) class days of the hearing. Evidence and any reasons or arguments relating to the AGB's inability to make a recommendation will be submitted to the Provost and Vice President for Academic Affairs also. This information is intended to provide background for any decision by the Provost and Vice President for Academic Affairs.

G. An AGC or a member of the AGB pool has the right and obligation to disqualify herself/himself from a case in which a personal interest, association, affiliation, or attitude might cause bias or jeopardize the AGB's objectivity.
V. Academic Grievance Hearing:
A. In keeping with the campus standards of due process, both the grievant and respondent have the following rights: (1) to receive written notice of the time and place of the hearing at least 48 hours prior to the hearing; (2) to receive a written notice of the complaint; (3) to be accompanied by an advisor of his or her choice, other than a non-faculty attorney; (4) to present witnesses and other evidence; and (5) to question witnesses. Attorneys, although they may be consulted, may not be present at the academic grievance hearing.

B. The hearing will be open only to the parties involved in the case.

C. The hearing will be organized by the Dean of Undergraduate Education.

D. A tape recording may be made at each hearing with the consent of the grievant and the individual being grieved. Said tape will be kept as a confidential file in the Office of the Provost and Vice President for Academic Affairs for a period of one (1) year.

E. The AGC will serve as the neutral presiding officer, and shall conduct the hearing in a fair and orderly fashion.

F. At least six (6) AGB members (three (3) faculty, three (3) students) must be present for the entire hearing and to prepare the AGB's recommendation. If the complaint is on the graduate level, at least three (3) graduate students must be present.

G. If the respondent (individual being grieved) fails to appear, testimony shall, nevertheless, be heard and a recommendation rendered. If the grievant fails to appear, the grievance will be dismissed.

H. If a claim lacks substantial evidence, the AGB will dismiss the case and no further action concerning the respondent (individual being grieved) will be taken by the AGB or the Provost and Vice President for Academic Affairs.

I. No person shall suffer recrimination or discrimination because of participation in this procedure.

J. A majority of the thirty-three (33) AGB pool members, along with the AGCs will determine any other rules or procedures consistent with this document, not in conflict with the CBA or state and federal laws.
University Student Identification Number

To protect the confidentiality of student’s Social Security numbers, a unique student identification number will be given as the primary student ID and will supplant the use of social security numbers in all cases except where required. Examples of where a social security number is required are financial aid or payroll.

University Academic Integrity Policy (PRP 3512)

What is Academic Integrity?
Academic integrity refers to the adherence to agreed upon moral and ethical principles when engaging in academic or scholarly pursuits. The university's academic integrity policy is part of an effort to nurture a community where trust, honesty, and personal integrity guide all of our dealings with one another. Personal integrity is vital to our pursuit of educating and becoming educated. This student academic integrity policy is only part of, not the entirety of, efforts to foster a community of trust; trust is built first on our actions toward each other. The responsibility to be honest, fair and forthright with others is a responsibility that each member of the Bloomsburg University community must accept. The conditions of an academic integrity policy spell out the nature of the expectations we have of one another, and explain the sanctions that follow the failure to live up to these expectations. The following policy sets a standard for all of us to live up to and exceed.

What is Academic Dishonesty?
The following types of behaviors are examples of academic dishonesty. This list is not, and cannot be, exhaustive. Students who are unsure if an act is academically dishonest have a duty to consult their professor before engaging in the act.

1. Cheating: (a) Using notes, study aids, or information on an examination which are not approved by faculty; (b) Altering graded work after it has been returned and submitting the work for regrading; (c) Allowing another person to do one's work and submitting that work under one's own name; (d) Submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.

2. Plagiarism: Submitting material that in part or whole is not one's own work without attributing those same portions to their correct source.

3. Fabrication: (a) Falsifying or inventing any information, data, or citation; (b) Presenting data that were not gathered in accordance with standard guidelines that defined the appropriate methods for collecting or generating data and failing to include an accurate account of the method by which the data were gathered or collected.

4. Misrepresenting Circumstances: (a) Lying; (b) Presenting a professor (verbally or in writing) with false or incomplete information.
5. Impersonation: (a) Representing oneself as another student in an examination; (b) Signing another's name on an attendance roster; (c) In general doing the work required of another student and/or allowing another to do your work.

6. Obtaining an Unfair Advantage:

(a) Stealing, reproducing, circulating or otherwise gaining access to examination material prior to the time authorized by the instructor; (b) Stealing, destroying, defacing or concealing library materials with the purpose of depriving others of their use; (c) Unauthorized collaborating on an academic assignment; (d) Retaining, processing, using or circulating previously given examination materials, where those materials are to be returned to the instructor at the conclusion of the examination; (e) Intentionally obstructing or interfering with another student's academic work; or (f) Otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students' academic work.

7. Aiding and Abetting Academic Dishonesty: (a) Providing material, information, or other assistance to another person with knowledge that such aid could be used in any of the violations stated above; or (b) Providing false information in connection with any inquiry regarding academic integrity.

8. Falsification of Records and Official Documents: (a) Altering documents affecting academic records; (b) Forging signatures of authorization or falsifying information on an official academic document, grade report, letter of permission, petition, drop/add form, ID card, or any other official University document.

9. Unauthorized Access to Computerized Academic or Administrative Records or Systems: (a) Altering computer records; (b) Modifying computer programs or systems; (c) Releasing or dispensing information gained via unauthorized access; or (d) Interfering with the use or availability of computer systems of information.

How can faculty encourage Academic Integrity?

It is necessary for the administration and faculty to do all that is possible to encourage high standards of academic integrity. Steps that could be taken include:

1. Course Requirements: Have the syllabus clearly state what is and is not acceptable in the course. This may include a statement of an individual or department's policy on what constitutes plagiarism, the scope of permitted collaboration, testing behaviors, policy on recycling assignments and papers, and missed assignments or exams.

2. University Policy: Briefly review the university Academic Integrity Policy on the first day of class, orally or by reference to a syllabus.

3. Examination Security: Safeguard examinations. In no event should the student be given access to, custody of, or any responsibility over examinations prior to their administration.
4. Examination Environment: Consider preventive techniques, such as alternate seating or alternate exam formats, and reasonable proctorial activities.

5. Availability of Past Examinations and Assignments: Establish individual and/or departmental policies for returning examinations for students to keep, collecting and securing examinations, and/or placing copies of old examinations on reserve in the library.

6. Student Responsibility: Faculty are encouraged to state in all syllabi that students who are unsure if an act is academically dishonest have a duty to consult their professor before engaging in the act.

What happens when a student is suspected of Academic Dishonesty?

The first step in any alleged case of academic dishonesty will be for the faculty member to inform the student that dishonesty is suspected and that steps will be taken to resolve the issue.

If the faculty member would like to resolve the issue informally and if the student accepts the charges and the penalty, then the faculty member chooses between Options I and II.

Option III is required when the student does not accept the charges or the penalty, or the faculty member believes that a penalty greater than failing the course is appropriate.

If dishonesty is discovered at or after the end of the semester, the faculty will not enter a grade for that student; thus the student will receive an "X" grade. The faculty member will either contact the student directly to set up the initial meeting or contact the Office of Academic Affairs who will notify the student of the need for such a meeting.

**Option I: Informal Confidential Resolution**

The faculty member may resolve the charge confidentially with the student, discussing the alleged offense and explaining any penalty that might follow; students who dispute the fairness of the charge or penalty may elect to have the matter arbitrated by the Academic Grievance Board.

The professor has a range of sanctions within the boundaries of the course in which the dishonesty occurred. Possible sanctions include verbal and written reprimand, an appropriate additional assignment, lowering the grade on the assignment on which the dishonesty occurred, failing the assignment on which the dishonesty occurred, lowering the course grade, and failing the course.

The faculty member is strongly encouraged to have this agreement in writing, and to keep that document and any evidence in a secure location.

**Option II: Informal Resolution with a Filed Report**

The faculty member may follow the guidelines given in Option I, Informal Confidential Resolution, and, in addition, file an Academic Integrity Policy Violation Report Form with the Director of Student Standards. The Report Form explains the offense and penalty and includes an acknowledgment by the student of the offense and penalty. The penalty agreed to on the
Academic Integrity Policy Violation Report Form will be void if the student has a record of a previous offense. A second or repeat offense requires resolution by the Academic Grievance Board.

**Option III: Formal Resolution by the Academic Grievance Board**

If the student accepts the charges (1) but does not accept the penalty or (2) has had a previous offense, the sanction will be determined by the Provost (or his/her designee) in consultation with the Director of Student Standards.

If the student does not accept the charges, the case will be arbitrated by the Academic Grievance Board. The faculty member should fill out the Academic Integrity Formal Resolution Notification Form. Once it is determined that a case will be heard by the Academic Grievance Board, the Director of Student Standards will notify all involved parties of the need to convene the Board. The Office of Academic Affairs will provide the student with written notification of the time and place of the hearing and with a copy of any written charges. The hearing will be recorded and a recommendation made to the Provost as to whether a policy violation occurred.

The Provost will make the final determination as to whether academic dishonesty occurred. If the student is cleared of the charges, the initial report form will be destroyed and the student's record will be totally clear of the event. If it is determined that a violation did occur, the Provost will determine the appropriate sanction in consultation with the Director of Student Standards.

The decision of the Provost will be final.

Revised by BUCC 4/22/98, Presented to Forum 4/29/98, Revised by BUCC 2/22/06, Reported to Forum 3/1/06

Effective date; Fall 2006
PRP 3881 – Student Disruptive Behavior Policy

Issued by: Ira K. Blake, Ph.D., Interim Provost and Vice President for Academic Affairs

Effective Date: Spring 2011


Introduction

The ultimate goal of this policy is to create a safe learning atmosphere of mutual respect and courtesy, conducive to clarity of thought. Instructors and students are expected to treat each other with respect for their scholarly intentions, which are noble and worthwhile pursuits. It is the instructor's right and responsibility to maintain an appropriate environment for learning, with the expectation of support from the university administration. In order to facilitate an environment that allows for optimal student growth and enrichment through instruction and interaction, this policy has been developed to assist with classroom management as it specifically addresses disruptive behavior.

Definitions

For the purposes of this policy, the following definitions apply:

Instructor — all persons authorized by Bloomsburg University to conduct instruction, advisement, or guidance of students enrolled in the university's courses or programs, including invited speakers and guests.

Instructional Setting — any classroom, laboratory, office, library, or other environment in which instruction is scheduled or offered under the auspices of the University.

Police — for incidents occurring on campus, this will generally refer to the Bloomsburg University Police. For incidents occurring off campus, this may refer to police authorized to act at that location.

Disruptive Behavior — behavior that a reasonable instructor would view as interfering with normal academic functions. This may include, but is not limited to:

- Verbal, physical, or psychological threats, harassment, and physical violence
- Refusal to comply with reasonable instructor directions
- Repeatedly arriving after class has begun or leaving class early
- Distractive talking, including speaking out of turn or monopolizing discussion
- Use of any electronic device not related to class during the class period
- Disruptions in online conversations as part of a distance education or web-based class
- Use of alcohol, tobacco products, or controlled substances
- Activities not germane to the content and work of the class in session. Examples include activities such as reading the newspaper, doing homework for other classes, etc., that are not directly related to/appropriate for the class in session.

Behavioral Expectations in the Educational Setting

All Instructors are highly encouraged to articulate clear behavioral expectations for students in their respective course syllabi. To prevent disruptive behavior, the following should be reasonably expected of all students in the educational setting:

- Acting in a responsible and respectful manner
Attending classes and paying attention. Students are responsible for any material presented in class. Students may expect the instructor to clarify material already taught but not to re-teach the material missed. 

Coming to class on time and staying until dismissed. If a student has to enter class late, he or she should do so in a manner so as not to disrupt the class. Students should not leave a class once it has begun unless it is absolutely necessary. This applies to testing situations as well, until the student has completed the test.

Respecting the right of others to speak uninterrupted. Students must allow others time to give their input and ask questions. Students should not stray from the topic of the class discussion.

Turning off unnecessary electronic devices before class begins. Students should ask permission of the instructor for any electronic devices used in the classroom, except those medically necessary (such as hearing aids, etc.).

Focusing on class material during class time. Sleeping, talking to others, showing audible and visible signs of restlessness or boredom, doing work for another class, reading the newspaper, checking e-mail, and text messaging are unacceptable classroom behaviors.

Waiting until the instructor has dismissed class to pack class materials so as not to miss important closing information.

Expressing disagreement civilly, when and if disagreement occurs.

**Procedures to Follow When Disruptive Behavior Occurs**

Nothing in this policy prohibits an immediate call to the police or referral of the matter to another policy office, as determined to be appropriate by the instructor.

**Step 1 — Informal Resolution (Instructor’s Response to the Disruptive Behavior)**

Student behavior disruptive of the instructional setting will not be tolerated. If a student's behavior is deemed disruptive by an instructor, the instructor can direct the student to refrain from the disruptive behavior and warn the student that such disruptive behavior can result in disciplinary action. If, in defiance of this warning, the disruptive behavior recurs, the instructor has the right to remove the student from the classroom for that class period. In extreme cases, if the student refuses to leave after being requested to do so, the instructor can summon the police to remove the student.

Incidents in which the student ceases the disruptive behavior will be considered informally resolved, with no further action necessary. Incidents in which the instructor removes the student from the classroom, or in which the police remove the student, will require formal resolution, as defined below.

**Step 2 — Formal Resolution (When Student Is Removed From the Classroom)**

If this occurs, the instructor has the option of meeting with the student prior to the next class to provide the student with a clear and concise explanation of the behavior/action that led to his/her dismissal from the class, and of what is expected of the student before permission will be granted by the instructor for readmittance.

In extreme cases, the instructor can choose not to meet with the student, and can refer the incident to the administration for resolution. When this happens, the Instructor should document the incident by completing a Disruptive Classroom Incident Report (located on the Bloomsburg University “S” drive) and forwarding copies to the Department Chair, Dean of the College, and the Dean of Students before the next class meeting. The office shall provide the student with a copy of the report. The instructor can exclude the student from the classroom or other instructional site pending resolution of the matter by: (1) informing the student of the exclusion, (2) informing the student of his/her rights to request an expedited review of the
exclusion, and (3) by immediately referring the matter to the office by submitting the Disruptive Classroom Incident Report and informing the appropriate Dean of the College. If such exclusion occurs, and if the student requests a review, the Dean of Students Office shall review the exclusion within three business days of the date the student requests the review. The office, in such cases, will be charged with investigating the incident and deciding whether the student will be readmitted to the classroom. The office will promptly communicate its decision to the instructor and student.

**Step 3 — Appeals Process**

In situations in which the student does not agree with the decisions rendered in the formal resolution, the student has the right to grieve the outcome by following the procedures set forth in PRP 3592 (Academic Grievance Procedure). In situations in which the instructor does not agree with the decision granted in the formal resolution, the instructor has the right to appeal the outcome to the Provost.

**Step 4 — Final Resolution (Possible Sanctions)**

To provide final resolution of incidents of disruptive behavior in the classroom, the agents of the university listed below, acting in their official capacities, are granted their respective enumerated authorities:

The Instructor is authorized to:

1. Issue a warning to a disruptive student
2. Remove a disruptive student from the classroom
3. Call the police to remove a disruptive student from the classroom, in extreme cases
4. Exclude the disruptive student from the instructor’s classroom or instructional site pending expedited review and decision by the Dean of Students
5. Sanction the disruptive academically, if course participation is a component of the final grade and is indicated in the course syllabus

The Dean of Students is authorized to:

1. Issue a warning to a disruptive student
2. Enforce educational sanctions on the disruptive student, such as classes, papers, or community service
3. Place the disruptive student under disciplinary probation
4. Suspend the disruptive student from classes
5. Expel the disruptive student from the university
6. Exclude the disruptive student from any part or all of campus

The Dean, Provost, and or President are authorized to:

1. Suspend the disruptive student from classes
2. Expel the disruptive student from the university
3. Exclude the disruptive student from any part or all of campus

**Documentation**

Instructors should be aware that notes of dates, times, witnesses, and details of incidents of disruption, and the impact of the disruption on those present, may be important in any future proceedings which may be necessary. Referrals to the Dean of Students require official written documentation including factual and descriptive information, accompanied by the Disruptive Classroom Incident Report. The student is entitled to have a copy of this documentation.
B. Academic Guidelines and Requirements
Academic Guidelines and Policies

1. Program Locations and Scheduling

All students who are accepted into the BSN program can take classes at either the BU campus location or the Danville location. However, all the Nursing courses in the semester need to be taken at the same location. This means that if you are taking courses at the Danville location, all your nursing courses need to be taken at the Danville location for that semester. Students can change their course location for the next academic semester, if desired. For example, in the fall semester, the student may choose to take the junior-level Nursing 311 and Nursing 314 at the Danville location and then in the spring, may choose to take the junior-level Nursing 312 and Nursing 306 at the BU campus location. However, the number of course seats are limited at both the locations and you may not get your first choice of location.

2. Academic Advisement Policies and Guidelines

   Academic Advisement

Every student entering the BSN Program is assigned a department faculty advisor who assists the student in 1) planning his/her overall academic program, 2) adjusting to academic life, and 3) making decisions about career goals. The advisor also is an important contact with the university and can serve as a general reference for non-academic issues as well. A student has the right to request a change of advisor through the chairperson of the department.

In accord with the Pilot, it is the student’s responsibility to know and observe the academic policies and regulations of the university. It also is the student’s responsibility to cooperate with the academic advisor to gain the maximum benefit from the process. To facilitate this process, students are expected to:

1. Arrange advisement sessions that are convenient to both the student and advisor.
2. Be actively involved in the decisions.
3. Be aware of academic deadlines and academic policy changes.
4. Make effective use of the resources available.
5. Follow through on suggestions and/or recommendations made by the advisor.

Class Scheduling Advisement Procedure

Each semester, students meet with their designated advisor to review their overall program plan and discuss class selection for the upcoming semester at the BU or Danville campus. At approximately the mid-point of the academic semester, students will:

1. Receive an email informing them of scheduling from the BU Registrar. The details regarding the timetable and process for scheduling are present on the Registrar’s homepage.
2. Consult their departmental Student Handbook (BSN Program) to determine their progression based on programmatic requirements. Students will then identify the course requirements for the upcoming semester and consult the Class Schedule to develop a primary and alternate course plan.
3. Schedule a meeting with their advisor at least two weeks before their designated time to schedule classes for the upcoming semester to verify accuracy of course planning and/or resolve conflicts or difficulties.
4. Schedule courses via the online computer program at the time specified.
5. Consult with their advisor if any difficulties arise in the scheduling process.

1986/Revised June 2017

3. Clinical Requirements Policy

As required by regulations set forth by the Pennsylvania State Board of Nursing and contractual agreements with cooperating clinical agencies/institutions, all students entering clinical nursing courses must: 1) verify possession of current cardiopulmonary resuscitation (CPR) certification; 2) verify possession of professional liability/malpractice insurance in a minimum of $1,000,000/3,000,000; 3) verify criminal background and child abuse clearances, 4) FBI fingerprinting, 5) have an annual health examination and 6) have a 10 panel drug screen per agency requirements on file and 7) required child abuse on-line training (only for junior level).

The students who are not in compliance with these requirements are prohibited from attending clinical orientation and must meet with the department chairperson. Therefore, sophomore, junior, and senior students are responsible for ensuring the completion of the requirements in a timely manner:

1. Submission of a completed annual health examination to the Nursing Department in the McCormick Building by July 15.
2. Verification of BLS CPR certification for the academic year to the Nursing Department in the McCormick Building by July 15.
3. Verification of professional liability/malpractice insurance for the academic year to the Nursing Department in the McCormick Building by July 15.
4. Verification of appropriate clearances with criminal background, child abuse check and fingerprinting for the academic year to the Nursing Department in the McCormick Building by July 15.
5. Verification of appropriate drug screen for agency contracts for the academic year to the Nursing Department in the McCormick Building by July 15.
6. Required child abuse on-line training certificate (only for junior year) by July 15.

1986/Revised June 2017

4. Retention of Textbooks

As the student progresses through the nursing program, all books related to the nursing major should be retained. This expectation includes books used in the prerequisite and foundation courses (Anatomy and Physiology, Microbiology, Psychology, Chemistry, Sociology, and Statistics) as well as those textbooks purchased in actual nursing courses. The student will be required to use this information in nursing courses to assist in content review, provide rationales for nursing actions, and write scholarly papers.
5. Departmental Admission Policies And Procedures

Departmental Admission Policies and Procedures are outlined clearly on the university’s website. For current information, refer to Bloomsburg University’s web-site under academics (www.bloomu.edu).

Revised June 2015.

6. Advanced Placement and Credit by Examination: Policies and Procedures

The faculty in the Department of Nursing have approved four mechanisms for petitioning for advanced placement or credit by examination.

College Level Equivalency Program (CLEP)

The University will award credit for CLEP Examinations upon receipt of verification of a score at or above the 50th percentile by the Office of the Registrar. CLEP General Examinations must be taken before matriculating to Bloomsburg University. CLEP Subject examinations may be taken anytime prior to graduation. Acceptance of credit for CLEP Examinations is subject to departmental approval. The decision for granting credit resides with the departmental chairperson. For more information contact the Academic Advisement Center at 389-4271.

Credit by Examination (Faculty-Prepared Exams)

Once students have been admitted to the university, they may earn credit in selected science, general education, or nursing courses by petitioning for the privilege of establishing credit through a comprehensive examination instead of through registration and class attendance. Eligibility to petition is based upon student presentation or evidence of adequate experience with the course content through experience other than college attendance or through independent study of the course content.

LPN-BSN Articulation Model Credit by Examination

The minimum credit requirement for a baccalaureate degree at Bloomsburg University is 120 semester hours. These credits may be attained through successful completion of courses offered at Bloomsburg University, the transfer of credit, and/or the successful completion of advanced placement examinations. At least 30 of the last 60 semester hours credited toward this degree must be taken in residence at Bloomsburg University. This requirement does not include the credits earned through advanced placement.

A licensed practical nurse holding a current license may petition for the privilege of establishing credit by examination in a course or courses in the Department of Nursing at Bloomsburg University. The Department of Nursing adheres to the policy for credit by examination established by the parent institution, emphasizing several very significant factors:

The student must present evidence of equivalent experience of the course content either through experience other than college attendance or through independent study of the course content.
The student must present evidence of equivalent experience if the course involves laboratory or studio work.

In addition, the following regulations govern the departmental policy for credit by examination:

1. The following courses are required courses and may not be petitioned for credit by examination:
   - NURSING 305 Role Development for the Nurse Generalist
   - NURSING 214 Health Assessment
   - NURSING 215 Pathophysiology for Nursing
   - NURSING 314 Nursing Care of Older Adults
   - NURSING 311 Adult Health Nursing I
   - NURSING 306 Introduction to Research and Evidence-Based Practice
   - NURSING 312 Maternal/Child Health Nursing
   - NURSING 410 Public Health Nursing
   - NURSING 411 Psychiatric/Mental Health Nursing
   - NURSING 412 Adult Health Nursing II
   - NURSING 414 Leadership and Management in Nursing

2. A petition for credit by examination may be filed on the dates designated by the department if the LPN demonstrates evidence of completing the prerequisites to each course.

3. A petition may be filed only once for each course.

Approved: September 28, 2004, Revised June 2011

7. **Transfer Course Credits:**

In accord with the University policy on evaluation of transfer credits (refer to PRP 3343), college-level courses completed at a two or four year college or university accredited by one of the regional accrediting associations in which grades of C or higher (C = 73%) were earned are usually transferred for a degree student. Transference of credits from associate and/or baccalaureate clinical nursing courses is completed on a case by case review.

A student applying to transfer courses must fulfill the provisions of **Residence Requirements** and **Graduation Requirements**. Students are required to seek assistance from their faculty advisor with the transfer process.
### 8. Minimal Essential Performance Standards for Admission and Progression

Applicants and students enrolled in the Department of Nursing must possess the necessary intellectual, physical, emotional, social and communication skills to provide nursing care that is safe for the client, themselves and other health care providers. They must be able to provide safe nursing care in a wide variety of settings with diverse clientele. Student must consistently meet these standards to qualify for and remain in the program. Students requesting accommodations under section 504 of the Rehabilitative Act of 1973/or the Americans with Disabilities Act must provide the Office of Accommodative Services for Students with Disabilities ("Office of Accommodative Services") the required documentation and notify the Department of Nursing. Reasonable accommodations will be provided to those individuals with disabilities, where possible, 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 in this program. If the student does not provide the instructor with written documentation from the Office of Accommodative Services, the instructor will refer the request for accommodation to the Office of Accommodative Services. The instructor has no obligation to provide an accommodation to the student without written documentation from the Office of Accommodative Services. Students who consistently do not meet these standards with reasonable accommodation will be unable to progress in the nursing program and will be dismissed from the nursing program per the Departmental Student Code of Academic and Professional Conduct (Section E. Academic Good Standing Policy).

The core minimal essential performance standards for this program are identified below along with examples of these standards. These examples are not inclusive of all expected abilities and should be used only for simple comparative purposes by applicants to and students currently enrolled in this program.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Standard</th>
<th>Examples of Nursing Activities (Not all Inclusive)</th>
</tr>
</thead>
</table>
| Cognitive              | Ongoing capacity to learn new information and skills to provide safe nursing care. This includes the ability to read, comprehend, measure, calculate, analyze, synthesize, and evaluate diverse forms of information in increasingly complex and fast paced environments. | • Learn new skills and rationales for nursing care in a timely manner  
• Learn and adopt new methods of providing nursing care to reflect the dynamic nature of health care provision  
• Manage information from multiple sources  
• Perform correctly mathematical calculations |
| Critical thinking      | Critical thinking sufficient for sound clinical judgment                  | • Competent assessment of clients in a timely manner  
• Correct interpretation of assessment data  
• Identify cause and effect relationships in clinical data and situations  
• Identification of appropriately necessary nursing interventions  
• Design of appropriate nursing care plans  
• Problem solve effectively to manage multiple priorities  
• Evaluation of the effectiveness of interventions  
• Revision of planned interventions |
<table>
<thead>
<tr>
<th>Issue</th>
<th>Standard</th>
<th>Examples of Nursing Activities (Not all inclusive)</th>
</tr>
</thead>
</table>
| Visual, auditory, and tactile | Visual ability sufficient for observation and assessment. Hearing ability sufficient to monitor and assess health needs. Tactile ability sufficient for physical assessment.                                                                                                                                                                                                                                                                                                                                                       | • Ability to obtain information from a variety of sources (digital, analog, and waveform) of physiological measurement in order to determine a client’s health status  
• Ability to observe diagnostic specimens, perform health assessments and interventions within a variety of settings (perform palpation; sense subtle temperature and moisture changes; detect changes in color and texture of skin, nails, sclera, and body fluids)  
• Ability to identify non-verbal cues such as grimacing and movement  
• Ability to identify and differentiate sounds related to heart, lung, or other bodily functions  
• Ability to identify and respond to life saving alarms used to monitor client’s changing health status, client’s cries for help and emergency signals.  
• Ability to prepare and draw up the correct quantity of medication for use in a variety of administration methods.                                                                                               |
| Mobility                    | Physical abilities sufficient to move oneself from room to room, along hallways, and in small or confined spaces. The physical stamina sufficient to perform all care activities for entire timeframe and length of work role. Gross and fine motor movements sufficient to provide safe and effective nursing care.                                                                                                                                                                                                                     | • Lifting, moving, carrying, pushing, pulling, positioning, and supporting clients, equipment and other objects independently.  
• Standing, bending, squatting, reaching overhead, walking, sitting while working directly with clients and coworkers and documenting care.  
• Ability to grasp and manipulate a variety of small and large objects  
• Calibrate accurately and use equipment and maintain sterile technique                                                                                           |
| Interpersonal               | Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, spiritual, and intellectual backgrounds.                                                                                                                                                                                                                                                                                                                                                           | • Establish rapport and relate effectively with clients, their families, and colleagues.  
• Work effectively with these individuals when they are stressed physically and/or emotionally.  
• Provide care socially, culturally, and spiritually acceptable to clients.  
• Negotiate interpersonal conflicts in a professionally appropriate manner.                                                                                       |
<table>
<thead>
<tr>
<th>Issue</th>
<th>Standard</th>
<th>Examples of Nursing Activities (Not all inclusive)</th>
</tr>
</thead>
</table>
| Communication          | Communication abilities sufficient for clear and effective interaction with others in verbal and written form. Comprehension and accurate recall of verbal and written communication | - Follow verbal and written instructions  
- Clearly communicate with other health care providers by appropriately documenting assessment findings, interactions with client/family and other health care professionals, and nursing interventions provided and the client’s responses  
- Document clearly, accurately, efficiently, and legally within regulatory mandates and guidelines.  
- Provide effective therapeutic communication and client teaching. Consult with other health care providers in a professional manner. |
| Emotional Stability    | Emotional stability sufficient to assume responsibility and accountability for actions. Function effectively under stress. | - Establish therapeutic boundaries  
- Demonstrate flexibility and adaptability to changing environment  
- Provide client with emotional support  
- Deal effectively with the unexpected.  
- Focus attention on task and client  
- Perform multiple responsibilities and tasks concurrently  
- Handle effectively strong emotions in self and others, e.g. grief, anger. |
| Personal Behaviors     | Maintains personal behaviors consistent with the American Nurses’ Association Code for Nurses. Conduct behaviors in accordance with the standards of good citizenship, honesty, propriety, and with regard for the rights of others. Obey the federal, state, and local laws. | - Demonstrate integrity and honesty  
- Respects clients and their rights  
- Avoid behavior inconsistent with professional standards, such as: chemical use, abuse, dependency; engaging in or supporting criminal behavior.  
- Follow all state and federal laws, and university, Department of Nursing, clinical agency policies.  
- Abide by judicial and disciplinary decisions of court, university, and Department of Nursing. |

Adapted from:  
Core Performance Standards Required for Nursing, Board of Directors of the Southern Council on College Education for Nursing (SCCEN) 1993.  
Accepted by Faculty Assembly November 1995  
Revised June 2001; Revised October 2002  
Revised May 2010; Approved by Faculty Assembly 9/17/10.
9. Progression and Retention Policies and Procedures

Academic Good Standing Policy

A student in the baccalaureate nursing program must maintain the following standards for academic good standing to progress in the Department of Nursing.

1. A student must attain a grade of "C" or above in:
   a. Prerequisite natural science courses:
      BIOLOGY 173 - Anatomy and Physiology I
      BIOLOGY 174 - Anatomy and Physiology II
      CHEM 101 - Introductory Chemistry
      CHEM 108 - Physiological Chemistry
      BIOLOGY 240 - Introductory Microbiology
   b. Prerequisite social science courses:
      PSYCH 101 - General Psychology
      PSYCH 210 - Life Span Psychology
      SOC 211 - Principles of Sociology
      or
      SOC 213 - Contemporary Social Problems
      or
      ANTHRO 200 - Principles of Cultural Anthropology

2. In order to progress to the sophomore year professional nursing courses a student must:
   a. Complete all prerequisite social science courses and prerequisite natural science courses (except BIOLOGY 240 Introductory Microbiology) by the end of the prior spring semester.
   b. Obtain a cumulative GPA of 2.50 (after 24 earned credits).

A student who does not meet the requirements for progression to the sophomore year will be dismissed from the program.
A student seeking readmission from a departmental dismissal must do so in accord with the Departmental Transfer Policy.

3. A student must attain a grade of "C" or above in all required NURSING departmental non-clinical professional nursing courses:
   NURSING 211 - Nutrition
   NURSING 212 - Pharmacology
   NURSING 214 - Health Assessment
   NURSING 215 - Pathophysiology for Nursing Practice
   NURSING 306 - Introduction to Research and Evidence-Based Practice
   NURSING 314 - Nursing Care of Older Adults
   NURSING 414 - Nursing Leadership and Management
A student who does not meet the identified requirements for departmental academic good standing in departmental non-clinical professional nursing courses will be required to eliminate the identified deficiencies through a repetition of the course before progressing in the baccalaureate nursing program.

A student may repeat departmental non-clinical professional nursing courses only once. A student who does not attain a grade of “C” or above in the repeated departmental non-clinical professional nursing course will be dismissed from the nursing program.

4. A student must attain a grade of "C" or above in the classroom theory portion and “Pass” in the Clinical Evaluation in all required NURSING___ departmental professional nursing courses with a clinical component:
   - NURSING 210 – Professional Nursing
   - NURSING 213 – Foundations of Nursing Practice
   - NURSING 311 – Adult Health I
   - NURSING 312 – Maternal and Child Health Nursing
   - NURSING 410 – Public Health Nursing
   - NURSING 411 – Psychiatric-Mental Health Nursing
   - NURSING 412 – Adult Health II

A student who does not attain a “C” or above in the classroom theory portion in an NURSING___ departmental professional nursing course with a clinical component and attains a “Pass” in the Clinical Evaluation will receive the letter grade earned through the Class Grading evaluation procedures stated in the course syllabus.

The clinical portion of the course is evaluated as “Pass” or “Fail” using the Clinical Evaluation criteria for each course level (Sophomore Level, Junior Level, Senior Level). A student who attains “Fail” in the Clinical Evaluation in an NURSING___ departmental professional nursing course with a clinical component will receive the grade of “F” for the course.

A student who does not meet the identified requirements for departmental academic good standing in professional nursing courses with a clinical component will be required to eliminate the identified deficiencies through a repetition of the course before progressing in the baccalaureate nursing program.

A student may repeat a departmental professional nursing course with a clinical component only once. A student who does not attain a grade of “C” or above in the classroom theory portion and “Pass” in the Clinical Evaluation in the repeated course will be dismissed from the nursing program.

A student may repeat only one departmental professional nursing course with a clinical component. If a student does not attain a grade of “C” or above and “Pass” in the Clinical Evaluation in a second departmental professional nursing course with a clinical component the student will be dismissed from the nursing program.
A department reserves the right and the responsibility to develop procedural guidelines for the implementation of this academic good standing policy. Recommendations concerning academic progression and retention are made to the Department of Nursing Chairperson by the departmental Student Admission, Progression, and Retention Committee. Based upon the recommendations, sophomore, junior and senior students who do not meet the requirements for academic good standing are placed on departmental probation, required to take a departmental leave of absence, or dismissed from the program.

**Departmental Academic Probation**

1. A sophomore, junior or senior student who does not meet the identified requirements for departmental good standing will be evaluated by the Committee on Student Admission, Progression, and Retention and will be immediately placed on departmental academic probation.

2. The student will be notified of this decision by the Chairperson of the Department of Nursing.

**Departmental Academic Leave of Absence**

1. A sophomore, junior or senior student who does not attain departmental academic good standing after one academic period on probation will be required to take a departmental leave of absence.

2. The student will be notified of such actions by the Chairperson of the Department of Nursing.

3. A student on a departmental academic leave of absence is ineligible to enroll in any required course offered by the Department of Nursing. **When on departmental academic leave, a student's position will be guaranteed for no more than one calendar year.** If at the end of one calendar year the student is not ready to return from departmental academic leave of absence, that student will be dismissed from the program.

Revised by Faculty May 1996/April 1999/October 2007
Approved by BUCC 2/6/08

**Statute of Time Limitation**

Once a student has begun the first required NURSING ___ departmental course, all required NURSING ___ departmental courses must be completed within five calendar years.
Purpose:
The purpose of remediation is to identify, remediate, and counsel those students who exhibit characteristics associated with difficulties in their performance in the Nursing Program. The rationale is to assist the student to correct deficiencies as early as possible. Any nursing student who fails to meet the programmatic expectations and requirements is in jeopardy of not completing the Nursing Program. Remediation is a system of support for the student who is struggling. It is, however, the student's responsibility to self-reflect, analyze performance and make changes in performance, comply with the Remediation Plan, complete the remediation as assigned and ultimately meet the required standards for passing the course. Additionally, the student who does not comply with the Remediation Plan may be referred by faculty to the Student Admission Progression and Retention Committee for review under the Student Departmental Code of Academic and Professional Conduct for consequences, which can include dismissal from the nursing program.

Process:
An Academic Warning is earned by a student as a result of unsatisfactory performance in either theory and/or the clinical portions of a course and a remediation plan is developed with the student. These guidelines do not limit courses from implementing additional items that may be included as part of the Academic Warning protocol for the course. Faculty reserve the right to issue a clinical warning or clinical failure immediately, based upon the nature and severity of the incident. Any and all Academic Warnings received will become part of the student’s permanent file. Additionally, a student recognizing his/her calculated course grade is below 73% is encouraged to seek out the course faculty for discussion and potential development of a plan for improvement.

**Unsatisfactory Performance in Classroom**

- Placed on **Academic Warning** by course faculty
- Student must complete any or all of the following as directed by faculty:
  - Make an appointment for exam review on 1–1 with course faculty member
  - Complete ATI Nurse Logic 2.0 Programs: Testing & Remediation (as assigned; Preparing for faculty developed tests; Critically reading test items; Test taking strategies; Using priority setting). Evidence must be turned in to course faculty
  - Acquire tutor through University Tutorial Services (if available)
  - Complete a focused review of the topics covered on the exam. This may be an ATI Focused review/Assessment test, Tutorial lesson and testing: Learning System RN exam or pharmacology, Concept map, or a faculty made focused review. Evidence of completion must be turned in to course faculty
  - Complete and turn in faculty assigned home work to prepare for next exam. This may be worksheets from instructor manuals or learning activities with the textbook (on-line or CD), or faculty designed
  - Other: as faculty determines (referral to accommodative services, counseling, writing center, academic coaches, etc.)

Schemata continued on next page
ANY remaining exams
Less than 73%

Faculty will meet with student and discuss performance, academic standing in course, consequences and options

Student decides to change major

Student continues in Course

Student decides to withdraw from the course with possible re-enrollment in a following semester in accord with the Nursing Department Academic Good Standing Policy

Schemata continued from previous page

Schemata continued on next page
- **Remain on Academic Warning**
  - Student will self-reflect on performance, analyze the remediation plan used. Student will write a performance improvement plan based on this analysis. Student will submit plan to course coordinator/designee and schedule meeting to discuss plan implementation.

- **PASS COURSE with exam failures**

- **On or before one week after final grades are posted, student who received 2 or more classroom academic warnings will provide the current course coordinator with evidence of communication with the course(s) coordinator of the course enrolled in the next semester regarding the need to discuss performance improvement plan. This communication can be a formal letter or student can copy the current coordinator in on an e-mail the student sends to the future course coordinator(s)/instructor(s).**

- **Clinical Course coordinator or instructor (non-clinical course) will develop a list of all students who have had 2 or more classroom academic warnings in the course and forward this list to the course coordinators/instructors of the nursing courses students are enrolled in the following semester.**

- **Course Failure – Possible re-enrollment in accord with the Nursing Department Academic Good Standing Policy**

- **Student will complete withdraw form**

- **Student will continue to attend classroom lectures, take notes, and actively engage in the learning process. Student will not take course examinations**

- **Student will design a study plan and meet with the course coordinator within the first week of re-enrolling in the course to discuss the plan.**

- **Following semester**

  - **Student will meet with the course coordinator within the first week of re-enrolling in the course to discuss the plan.**

- **EXAM of Less than 73%**

  - **Placed on Academic Warning by course faculty**

  - **Student must complete any or all of the following as directed by faculty:**
    - Make appointment to go over failed exam with a course faculty member
    - Complete focused review of topics on Exam.
    - Complete faculty assigned homework to prepare for next exam.

  - **Next EXAM of Less than 73%**
• Student must make an appointment with course faculty to discuss performance, academic standing in course, options and consequences
• Faculty will refer student for review under the Student Departmental Code of Academic and Professional Conduct for lack of academic progression and failure to meet the Minimal Essential Performance Standards for Admission and Progression. This review will be for dismissal from the nursing program.
• Faculty will counsel student on the use of the Office of Academic Advisement to test for interest/abilities and discussion of other career options
Unsatisfactory Performance in Clinical

As part of the teaching-learning process, the student will receive ongoing verbal and written feedback on his/her performance. The student will be given written feedback the first time the student's clinical performance does not meet expected level (via clinical paperwork/journal). This feedback will include specific deficiencies and expected improvement. Faculty reserve the right to issue a clinical warning or clinical failure immediately, based upon the nature and severity of the incident.

If performance does not improve, the student will be placed on Academic Warning: Clinical by the clinical faculty member.

- Lack of expected level of performance
  - 1st clinical experience when student does not meet expected level of performance faculty member will give student verbal and written feedback citing deficiencies and expected performance (via clinical paperwork/journal).
  - Skill related deficiencies are referred via the Simulated Learning Lab Remediation Faculty Report to the SLL Director for remediation activities.

- Improvement
  - Faculty continues to give constructive feedback to student weekly.

- Next occurrence of lack of expected level of performance
  - Placed on Academic Warning: Clinical by course faculty for Unsatisfactory Clinical Performance.
  - Faculty provides student with written Remediation Plan with expectations for performance and expected skill remediations (skill/knowledge base/critical thinking & judgment/professional behavior, etc. based on clinical objectives and Minimal Essential Performance Standards and the Departmental Code of Academic and Professional Conduct), time line for completion, and consequences for non-improvement.

- Continued lack of expected level of performance
  - Faculty will meet with student and discuss performance, academic standing in course, options and consequences

- Student continues in the course

- Student decides to withdraw with possible re-enrollment a following semester in accord with the Nursing Department Academic Good Standing Policy. The student receives a "W" in the course.

Schemata continued on next page
Below expected level of performance
- Faculty evaluates written remediation plan each week, with specific consequences for non-improvement in expected level of performance.
- Consequences for violation of remediation plan will be discussed with student and implemented.

Performance improvement
- Student's performance improves and meets the minimal level of expected performance (thus passes the course)

Passed Clinical with Remediation Plan(s)
- Prior to the end of the semester, student will design a learning plan to prevent clinical performance issues from occurring and will provide the next course coordinators with a copy.
- Student will provide to current course coordinator evidence of communication with the coordinator of the clinical course enrolled in for the next semester regarding need to meet the first week of the semester to discuss learning plan. This communication can be a formal letter or student can copy the current coordinator in on an e-mail the student sends to the future course coordinator. The coordinator may delegate responsibility to meet with student to a tenured tenure track faculty member assigned to the course.

Unsatisfactory skill/simulation remediation
- Student will not be allowed to re-enroll in course.
- Faculty member will implement consequences for unsatisfactory completion of remediation/simulation.
- Faculty will counsel student on the use of the Office of Academic Advisement to test for interest/abilities and discussion of other career options.

Schemata continued from previous page

Student is not permitted to return to clinical and earns a failure in clinical (thus fails the course – earns an "F" in the course)

Failure – Possible Re-enrollment following semester in accord with the Nursing Department Academic Good Standing Policy

- Student will complete withdraw form
- Student will meet with the faculty member during current semester to develop a remediation plan for issues identified in clinical warning. Expectations for performance and expected remediation(s) (skill/knowledge base/critical thinking & judgment/professional behavior, etc. based on clinical objectives and Minimal Essential Performance Standards and the Departmental Code of Academic and Professional Conduct), timeline for completion, and consequences for unsatisfactory completion will be outlined in the Remediation Contract in order to be prepared for re-enrollment in following semester.
- If skills/simulation is needed, student will meet with faculty member and SLL Director to arrange mandatory simulation experiences to be completed prior to beginning of next semester.
- SLL Director will arrange a practice date for student. SLL Director and faculty member will arrange a date for testing skill/simulation following practice date.
- Faculty member will specifically identify in Remediation Contract that only one opportunity exists for testing skill/simulation and the consequences of failure to successfully complete remediation.
- Student will design a plan for improvement in meeting clinical objectives and meet with the course coordinator/clinical instructor within the first week of re-enrolling in the course to discuss the plan.

Schemata continued on next page
• Clinical Course coordinator will develop a list of all students who have had one or more remediation plans in the course and forward this list to the course coordinators/instructor of the nursing courses students are enrolled in for the following semester.

**Following semester**

- Student will have successfully completed the previously arranged mandatory simulation experiences prior to the beginning of the semester.
- Student will meet with course coordinator/clinical instructor in the first week of the semester to discuss past performance issues and design a remediation plan based on clinical objectives and Minimal Essential Performance Standards and the Departmental Code of Academic and Professional Conduct, and consequences for non-improvement or violation of remediation plan.

**First Clinical Experience where student’s performance is not at expected level.**

- Placed on Academic Warning by course faculty for Unsatisfactory Clinical Performance.
- Faculty provides student with written expectations for performance and skill remediations (skill/knowledge base/critical thinking & judgment/professional behavior, etc.) based on clinical objectives and Minimal Essential Performance Standards and the Departmental Code of Academic and Professional Conduct, time line for completion and consequences for non-improvement.

**Continued lack of expected level of performance & Non-compliance with Remediation Plan**

Faculty will meet with student and discuss performance, academic standing in course, options and consequences.

- Faculty will refer student to Student Admission Progression and Retention Committee for review under the under the Student Departmental Code of Academic and Professional Conduct for lack of academic progression and failure to meet the Minimal Essential Performance Standards for Admission and Progression. This review will be for dismissal from the nursing program.
- Faculty will counsel student on the use of the Office of Academic Advisement to test for interest/abilities and discussion of other career options.

Approved Faculty Assembly May 9, 2011; Implemented Fall 2011; Revised December 2012; Revised March 2014 (Implemented Fall 2014); Revised May 2017 (Implemented Fall 2017)
ACADEMIC WARNING: CLASSROOM

Student’s Name: __________________________ Date: ______ ______
Course: _______________________________________

Your performance in this course indicates that you are having difficulty in the following area(s):

REMEDICATION PLAN (Faculty to check the remediation items deemed necessary for the student, and/or describe other referral(s) needed):

<table>
<thead>
<tr>
<th>REMEDIATION ITEM(S)</th>
<th>Date Due</th>
<th>Date Completed</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse Logic 2.0 – Testing &amp; Remediation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Preparing for Faculty Developed tests (specify units to be completed):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Critically Reading Test Items tests (specify units to be completed):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Test Taking Strategies (specify units to be completed):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Using Priority Setting Frameworks (specify units to be completed):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focused review of exam topics: (List)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obtain Tutor through University Tutorial Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATI focused review (topical)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam review 1:1 with faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ADDITIONAL COMMENTS BY FACULTY:

Faculty Signature: __________________________ Date: ______ ______
Student Signature: __________________________ Date: ______ ______

Copy given to student ______

- On or before one week after final grades are posted, student who received 2 or more classroom academic warnings will design a study plan for the nursing course enrolled in for the next semester and provide the current course coordinator a copy of this plan.
- Student will provide the current course coordinator with evidence of communication with the course(s) coordinator of the course enrolled in the next semester regarding the need to discuss study plan. This communication can be a formal letter or student can copy the current coordinator in on an e-mail the student sends to the future course coordinator(s)/instructor(s).
- Clinical Course coordinator or instructor (non-clinical course) will develop a list of all students who have had 2 or more classroom academic warnings in the course and forward this list to the course coordinators/instructors of the nursing courses students are enrolled in the following semester. Approved 2/21/14
ACADEMIC WARNING: CLINICAL

Student’s Name: _______________________________ Date: _____________
Course: _______________________________

Your clinical performance reflects that you are having difficulty in the following area(s) which is Unsatisfactory:

(Faculty are to check areas that are unsatisfactory and/or describe unsatisfactory performance)

_____ Late submission of paperwork
_____ Incomplete or poor quality of paperwork
_____ Inadequate preparation for SLL/Skills lab
_____ Policy violation (i.e. cell phone use/texting, Agency policy, etc.)
_____ Attendance
_____ Professionalism
_____ Client safety
_____ Critical incident
_____ Communication
_____ Other:

Describe area(s) checked above:

PERFORMANCE CONTRACT (Faculty to identify specific requirements):
Expected Minimal Performance:

Faculty Signature: _______________________________ Date: _____________
Student Signature: _______________________________ Date: _____________
Copy given to student ____________

• Prior to the end of the semester, student will design a learning plan to prevent clinical performance issues from occurring and will provide the current course coordinator with a copy.

• Student will provide to current course coordinator evidence of communication with the coordinator of the clinical course enrolled in for the next semester regarding need to meet the first week of the semester to discuss learning plan. This communication can be a formal letter or student can copy the current coordinator in on an e-mail the student sends to the future course coordinator.

• Clinical Course coordinator will develop a list of all students who have had one or more performance contracts in the course and forward this list to the course coordinators/instructor of the nursing courses students are enrolled in for the following semester.
Departmental Code of Academic and Professional Conduct

Nursing students are required to make a commitment to professionalism and acknowledge this requirement by signing the Departmental Code of Academic and Professional Conduct Agreement. Professional nurses assume responsibility for the life and welfare of other human beings, therefore, every nursing student is expected to demonstrate competence and patterns of behavior that are consistent with level of educational preparation, professional responsibilities, and the public's trust. All students are expected to uphold the highest standards of honesty and integrity and to know and comply with the guidelines provided in this Departmental Code of Academic and Professional Conduct ("Code"). Students (and faculty) are expected to report to the faculty member of the course or to the Department of Nursing chairperson any unethical or proscribed conduct that violates this Code.

Because of the nature of nursing, the nursing faculty reserves the right to counsel, discipline, suspend, or dismiss those students who, in their judgment, do not satisfy the requirements of scholarship, health, and personal conduct for nursing and national licensure. A student may be removed from classroom or clinical experiences at any time for unsafe or unprofessional behavior which violates the Departmental Code of Academic and Professional Conduct. Students unable to continue in the program are those who do not meet the standards defined in the Department of Nursing’s Performance Standards for Admission and Progression (PSAP); or do not satisfy the Department’s academic requirements as outlined in the Academic Good Standing Policy (BU Policy #3540); or violate the standards of this Departmental Code of Academic and Professional Conduct.

Academic unsuitability will be handled according to the Academic Good Standing Policy (BU policy #3540). Academic dismissal from the Department of Nursing does not necessarily mean dismissal from the university.

The Departmental Code of Academic and Professional Conduct identifies that the education of nursing students is based on the concept that integrity, sense of responsibility, and self-discipline are inherent to the profession of nursing. The responsibility of the individual student to sustain high ethical standards is parallel to the concept that the professional nurse must be accountable for professional standards in the practice of nursing (published in the American Nurses Association Code of Ethics for Nurses, 2001; Nursing’s Social Policy Statement, 2003; Nursing Scope and Standards of Practice, 2004). Misconduct of any type will not be tolerated as it lowers the standards of Professional Nursing Practice, and ultimately jeopardizes the safety and well-being of the public.

The provisions of the Departmental Code of Academic and Professional Conduct apply to all student activities on University owned property, any location affiliated with Bloomsburg University, or in the community at large. The Code will be applied without regard to age, ethnicity, gender, race, disability, religion, political affiliation, sexual orientation, or any other basis protected by state, local, or federal law. Nursing students have a responsibility to uphold the local, state, and federal laws associated with citizenship of the United States of America. The Departmental Code of Academic and Professional Conduct is in addition to, and does not relieve the requirements of the University Code of Conduct (PRP #4802) or the requirements of civil or criminal law.

CONDUCT PROHIBITED

1. **Academic Integrity Policy** – any violation of the University Academic Integrity Policy (PRP 3512).

   **Academic Dishonesty**
   - **Plagiarism** - Taking credit for someone else’s work or ideas regardless of the media, stealing others’ results or methods, copying the writing of others without acknowledgment, or otherwise taking credit falsely.
• **Cheating** - Using unauthorized notes, study aids, and/or information from another person on an examination, report, paper, or other evaluative document; unauthorized altering of a graded work after it has been returned, then submitting the work for re-grading; and allowing another person to do all or part of one’s work and to submit the work under one’s own name; performing academic assignments (including assignments such as: tests, care plans, and papers) for other persons; buying or selling course assignments, papers, or examinations.

• **Assignments** – Submitting work that is not the student’s independent, original work. Although independent study is recognized as a primary method of effective learning, at times students benefit from studying together and discussing assignments and laboratory work. When any material is to be turned in for inspection, grading or evaluation, it is the responsibility of the student to ascertain what cooperation, if any, between or among students, is permitted by the instructor.

• **Falsification of Data** - Dishonesty in reporting results, ranging from sheer fabrication of data, improper adjustment of results, and gross negligence in collecting and analyzing data, to selective reporting or omission of conflicting data for deceptive purposes.

2. **Falsification of Academic Records and Official Documents**
   Without proper authorization, altering documents affecting academic records, forging signatures of authorization, or falsifying information on an official academic document, election form, grade report, letter of permission, petition, clinical record or any other official University document.

3. **Aiding and Abetting Dishonesty**
   Providing material, information or assistance to another person with the knowledge or reasonable expectation that the material, information or assistance will be used to commit an act that would be prohibited by this Code, University policy, or that is prohibited by law or another applicable agency policy.

4. **Use of Computers, equipment, materials, or property**
   Violating the University’s Information Technology Policies and Guidelines, which define proper and ethical use of computers. Violation of nursing course and SLL policies for use of computers, software, other electronic learning materials, and any lab equipment or property. Likewise, students must not violate any affiliating agency policies related to equipment, materials, food, medication, or patient property.

5. **Professional Nurse Conduct**
   Exhibiting behavior unacceptable to the profession of nursing. Students must assume personal responsibility for being in physical and mental condition to give safe nursing care and for the knowledge and skills necessary to give this care.

   Unacceptable behavior includes, but is not limited to, the following:

   A. Providing nursing care in a predictably unsafe or harmful manner:
      • Failing to meet the standards of the Performance Standards for Admission and Progression (section four Academic Guidelines and Policies Section, Nursing Student Handbook).
      • Failing to meet the Standards of Nursing Conduct as specific in Pennsylvania Code, Title 49. Professional and Vocational Standards; Chapter 21. State Board of Nursing.
      • Carrying out a procedure without competence or without the guidance of a qualified person
• Willfully or intentionally doing physical and/or mental harm to a client
• Exhibiting careless or negligent behavior in connection with the care of a client
• Refusing to assume the assigned and necessary care of a client and failing to inform
  the instructor with immediacy so that an alternative measure for that care can be found
• Committing boundary violations. Professional boundaries must be maintained
  between student and patient, instructor, and agency personnel (Pennsylvania Code, Title
  49. Professional and Vocational Standards; Chapter 21. State Board of Nursing).
• Refusing to comply with Student Health Policies and Guidelines outlined in Nursing
  Student Handbook and/or required by affiliating agencies.

B. Violating confidentiality, privacy, or security standards as presented in the Health Insurance
   Portability and Accountability Act (HIPAA).
• Using the full name or personal identifiers of a client in any assignment.
• Removing any Medical Record forms from the clinical area.
• Discussing confidential information in inappropriate areas, such as elevators/hallways/
  lunchroom.
• Discussing confidential information about a client with third parties who do not have a
  clear and legitimate need to know.

C. Falsifying client records or fabricating client experiences
D. Failing to report omission of or error in treatment or medications
E. Using profanities or inappropriate gestures, treating others in disrespectful ways, thus not
   understanding that society, which sanctions nursing as a profession, is globally diverse and
   must be respected.

6. Commission of a Crime
   Engaging in illegal activity that would impact the student’s ability to obtain or maintain a professional
   license or employment in the nursing profession. The results of criminal proceedings will not be
   determinative of proceedings under this Code.

7. Committing Behavior Making One Ineligible for Licensure
   The State Board of Nursing may refuse, suspend, or revoke any license in any case where the Board
   shall find that the applicant:
   
   - Has been convicted or has pleaded guilty or entered a plea of nolo contendere or has
     been found guilty by a judge or jury of a felony or a crime of moral turpitude, or has
     received probation without verdict, disposition in lieu of trial or an Accelerated
     Rehabilitative Disposition in the disposition of felony charges, in the courts of this
     Commonwealth, the United States, or any other state, territory or country;
   
   - Has committed fraud or deceit in securing his or her admission to the practice of nursing or to
     nursing school;
   
   - Is unable to practice professional nursing with reasonable skill and safety to patients by reason
     of mental or physical illness or condition or physiological or psychological dependence upon
     alcohol, hallucinogenic or narcotic drugs or other drugs which tend to impair judgment or
     coordination, so long as such dependence shall continue.

Students ineligible for licensure by the Pennsylvania State Board of Nursing will be dismissed
immediately from the program. [Refer to section 14 of the Professional Nursing Law, (63 P.S.
§224) and the Standards of Nursing Conduct (Pennsylvania Code, Title 49, 21.18) for licensure eligibility criteria.]
- A student whose criminal background check shows a conviction of a prohibited offence will be ineligible for licensure and will be automatically dismissed from the nursing program (See Section 6 of Nursing Handbook, Clinical Policies Requirements and Guidelines).

8. **Drugs and Alcohol**
Using, possessing, selling or distributing illicit drugs;
Illegally using, selling, possessing, or distributing any drugs or alcohol at any time in any situation;
Using prescribed, over the counter or illicit substances in such a manner as to impair one’s judgment or performance as a nursing student.

**Alcohol and Substance Abuse Policy**

The Department of Nursing expects that all students within the department will fully comply with the university’s policies related to alcoholic beverages and drugs. These policies are found in the *The Pilot*. The student is fully responsible for knowledge of stated policies.

Students will comply with the drug and alcohol policies and drug testing procedures as required by agencies affiliated with the Department of Nursing.

Additionally, the Department of Nursing acknowledges that individuals seeking nursing licensure within the Commonwealth of Pennsylvania and other jurisdictions must document that they have not been found guilty of any misdemeanors or felonies, including those associated with alcohol or other drugs. As noted previously, the State Board of Nursing must deny opportunity to attempt licensure to any individual who has been found guilty of violating “The Controlled Substance, Drug, Device and Cosmetic Act” (P.L. 233, No. 64).

The review process will be initiated for a student in the nursing program who has a suspected violation of university, department, clinical agency alcohol/substance use and abuse policies, or any Commonwealth or other jurisdiction’s laws regarding the use, sale, exchange, consumption or possession of alcoholic beverages, including the motor vehicle code, as exemplified by driving under the influence. Departmental sanctions may be rendered as a result of the review process.

Departmental sanctions will be rendered for a student in the nursing program who
(1) demonstrates chemical impairment in the classroom or clinical setting
(2) refuses to comply with affiliated agencies drug and alcohol policies and drug screening policies and procedures, or
(3) has been found guilty of violating the university’s drug policy, or
(4) has been convicted of, pleaded guilty to or entered a plea of nolo contendere to a felonious act prohibited by “The Controlled Substance, Drug, Device and Cosmetic Act,” or the conviction of a felonious act related to a controlled substance in a court of law of the United States or any other state, territory or country, or
(5) has been found guilty of violating the university’s alcohol beverage policy, or
any Commonwealth or other jurisdiction’s laws regarding the use, sale, exchange, consumption or possession of alcoholic beverages, including the motor vehicle code, as exemplified by driving under the influence.

9. **Other Unprofessional Conduct**
- Failing to cooperate with review procedures related to a violation of the Departmental Code of Academic and Professional Conduct.
- Possessing or using firearms, explosives, dangerous chemicals, or other dangerous instruments in contravention of the law, University, or affiliating agency policies
• Violating classroom and clinical policies including but not limited to: Obstructing or disrupting teaching, research, administration, disciplinary procedures, or other institutional activities, or disruptive behavior in the community; not attending class or clinical; fabricating reasons for lack of attendance
• Violating University Policy PRP 4802 Student Code of Conduct
• Violating University Policy PRP 3881 Student Disruptive Behavior Policy
**Evaluation of other behaviors will occur as needed based on the violation.

REPORTING, REVIEW and RESOLUTION PROCEDURE

The following procedure will be followed when a student is considered for review as a result of charges of violation of the Departmental Code of Academic and Professional Conduct.

I. Reporting Suspected Violations
Students, faculty, and staff are expected to report any suspected violations of the Code as soon as possible after the event takes place. The Department faculty or chairperson may be notified by an official from the university, any police department, or any other information source of student actions that violate the Code. These incidents are reviewed through this procedural process as well.

A. Reporting by Students/Staff: Suspected infractions of the Departmental Code of Academic and Professional Conduct must be reported by students/staff to the course faculty and/or Department Chairperson, as appropriate, depending on the circumstances. If the student elects to first contact the faculty, that faculty member will inform the Department Chairperson. The Statement of Violation of the Departmental Code of Academic and Professional Conduct form will be completed.

B. Reporting by faculty or Department Chairperson: The faculty(s)/chairperson initiating this action must notify, in writing, the student, Department Chairperson, and the chairperson of the Student Admission, Progression and Retention Committee (SAPR) of the intention to formally report the violation of the Code. The Statement of Violation of the Departmental Code of Academic and Professional Conduct (SV) will be completed. The student charged with violating the Code will be provided with a copy of the SV.

The faculty(s) is/are responsible for gathering data and written anecdotal information documenting the student’s performance, skills, behaviors, legal documentation, etc. which substantiate violation of the Code. This documentation must be submitted to the Department Chairperson and the SAPR committee chairperson within one month of notification of Code violation.

Depending on the nature of the violation and the recommendation of the SAPR Committee, the student may or may not attend class or clinical.

II. Review Process

A. The Chairperson of Department of Nursing will meet with the student and investigate the Statement of Violation of the Departmental Code of Academic and Professional Conduct complaint to determine if there are reasonable grounds to believe the student has engaged in conduct proscribed by this code. If reasonable grounds are not found, the Department of Nursing Chairperson will dismiss the charges.
B. If reasonable grounds are found or if the student accepts responsibility for the conduct, the student will be given the option to have a disciplinary decision made by the Department of Nursing Chairperson, or to have a full hearing of the case and a decision rendered by the Review Panel. The student must submit a written request for a Review Panel hearing within two calendar days of meeting with the Department of Nursing Chairperson. Depending on the nature of the violation, the Department Chairperson may determine a Review Panel Hearing needs to occur.

C. The involved student may submit documentation to refute or explain the incident(s) related to the violation of the Code for which the Review Panel hearing is requested. This documentation must be submitted to the Department Chairperson within one week of notification of the formal charges of Code violation, or as mutually arranged, but not to exceed two weeks of notification of charges of Code violation.

Review Panel Hearing Process

1. Within one week of receiving the documentation, the Department Chairperson will distribute all evidence collected to the student, the involved faculty member and the chairperson of the Review Panel, and schedule a joint meeting of the following:
   - Department of Nursing Chairperson;
   - at least one faculty representative of the SAPR Committee (student members of SAPR are not involved in this review panel or deliberations);
   - the faculty member(s) reporting the violation;
   - other nursing faculty/staff as deemed appropriate based on offense.
   - Student
     - the student;
     - the student’s representative--at the student’s option.

2. The review meeting will be chaired by the Review Panel SAPR Committee member.
   - the submitted evidence will be reviewed.
   - the student will be given the opportunity to present his/her case, evidence, or witnesses and question any evidence or witnesses; however, the review panel may limit testimony based on redundancy or lack of relevancy.

III. Resolution

A. The Department Chairperson and the SAPR committee will collectively review the case within 3 working days of meeting with the student. At this time the decision regarding resolution of the charges will be made and outcomes rendered.

DISCIPLINARY SANCTIONS

1. Students whose behavior has been found to violate the Departmental Code of Academic and Professional Conduct are subject to one or more of the following disciplinary sanctions:

   a. Restitution: In cases involving damaged, stolen, or misappropriated property, a student may be required to reimburse by dollar amount, by transfer of property, or by the provision of services to the University or a member of the University community in accordance with the nature of the violation and in an amount not to exceed the actual expenses, damages, or losses incurred.

   b. Community Service: A student may be required to render a designated number of hours of specified service to the University or the community.

   c. Reprimand: A student may receive written notice that the conduct in which the student(s) engaged is inconsistent with the Code. Such notice will indicate that future violations of the Code may result in the imposition of more serious sanctions.
d. **Disciplinary Probation:** A student may be placed on probation during which there is observation and review of behavior, and the student must demonstrate compliance with the student conduct regulations. A student on probation is not in "good standing" with the Department of Nursing. Terms of the probation will be determined at the time the probation is imposed and may include loss of privileges, restitution, required educational/service activities, additional course and/or clinical work, health condition/disease treatment, and/or professional mental health counseling.

e. **Loss of Privileges:** A student may be denied specific privileges normally associated with student status, such as participation in recognized activities or use of University facilities or services.

f. **Grade:** A student may receive a grade of "F" on the assignment or in the course.

g. **Dismissal:** A student may be permanently terminated from the Department of Nursing and ineligible for readmission.

h. **Dismissal due to ineligibility for licensure** by the Pennsylvania State Board of Nursing or any other State Board of Nursing (Refer to section 14 of the Professional Nursing Law, (63 P.S. §224) and the Standards of Nursing Conduct (Pennsylvania Code, Title 49, 21.18) for licensure eligibility criteria.)

Re-entry will be in compliance with evaluation of previous nursing credits and the Nurse Practice Act which states:

- **a.** at least ten (10) years have elapsed from the date of conviction;
- **b.** the applicant satisfactorily demonstrates to the board that he/she has made significant progress in personal rehabilitation since the conviction such that licensure of the applicant should not be expected to create substantial risk of harm to the health and safety of patients or the public or a substantial risk of further criminal violation; and
- **c.** the applicant otherwise satisfies the qualifications contained in or authorized by this act. (1985, December 20, P.L. 423, No. 110)

i. **Other Sanctions:**

1. **Alcohol Offense Probation:** in addition to any sanctions by the University or the judicial system, a student may be placed on alcohol offense probation.
   A. The student must complete the following:
      - Enroll in the course Alcohol: Use and Abuse, or submission of a paper, project, etc. related to an alcohol/drug related topic for a course assignment or a community service activity related to the offense. The student will arrange the appropriate activity with the Department Chairperson.
      - Participation in Bloomsburg University’s Drug, Alcohol, and Wellness Network (D.A.W.N.) as arranged.
   B. Depending on the nature of the offense the student may be required to have an evaluation completed by a certified alcohol counselor and comply with any recommendations based on that evaluation.*
   C. Failure to comply with the provisions of the probation will lead to dismissal from the Department. A repeat offense will automatically result in dismissal from the Department of Nursing.*

Re-entry: Re-entry to the Department of Nursing will occur only after evidence is presented containing the following protocol:**

- Individual commitment to discontinue substance use and institutional commitment to facilitate re-entry, if the individual meets the terms of the agreement.
• Submission of plan for follow-up treatment for a period recommended by treatment provider to chairperson of department.
• Regular reports of progress form treatment provider to chairperson.
• Authorization for release of information regarding progress to the chairperson.
• Agreement to submit to random drug screens.
• Documentation of attendance at counseling and self-help meetings

*Confidentiality of records will be maintained by the Department of Nursing.
**All expenses will be the responsibility of the student.

2. Second offenses: A student designated as a repeat offender of the Bloomsburg University Academic Integrity Policy, the University’s Student Code of Conduct validated by official documentation of university, local, state, or federal agencies, the Departmental Code of Academic and Professional Conduct will be dismissed from the program. In all cases, students are unable to meet the Personal Behaviors standard of the PSAP and the professional integrity requirements for licensure by the Pennsylvania State Board of Nursing.

3. Academic record: All disciplinary sanctions shall be included in the student’s permanent academic record.

IV. Notification
   A. The Department of Nursing chairperson will notify the student in writing within two working days of the outcome of the review and rationale for the panel’s decision.
   B. Student may appeal the decision by following the appropriate processes currently in place at the University.

Approved Faculty Assembly, May 10, 2010
Implementation Date: August, 2010

Appeals Process

A student who is placed on a departmental leave of absence and/or dismissed may use the procedures in place at the University to request an appeal (Refer to PRP 3557).

A student who wants to grieve complaints of alleged academic injustice(s) related to grades and/or professional responsibilities associated with departmental or university academic policies and procedures may do so (refer to PRP 3592). Likewise, a student who wants to “grieve complaints of alleged injustices relating to violation, misinterpretation or discriminatory application of non-academic policies and procedures, and/or the conduct of professional, non-professional and student employees” may do so (refer to RPR 4862). In these cases, the appropriate communication chain of command as outlined in the organizational charts in Section one of this handbook need to be followed in order for the process to be completed.
Statement of Violation of the Departmental Code of Academic and Professional Conduct Agreement

<table>
<thead>
<tr>
<th>Information about the person reporting the violation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: ______________________________________________</td>
</tr>
<tr>
<td>Address: ____________________________________________</td>
</tr>
<tr>
<td>Telephone Number: _______ E-Mail: ____________________</td>
</tr>
<tr>
<td>Violation Reporter is: ☐ Faculty ☐ Student ☐ Staff ☐ Other: ____________________________</td>
</tr>
<tr>
<td>Have you discussed this incident with the suspected violator? ☐ No ☐ Yes, Date: __________</td>
</tr>
<tr>
<td>Have you discussed this alleged incident with any faculty or staff? ☐ No ☐ Yes, Date: __________</td>
</tr>
<tr>
<td>With whom: _________________________________________</td>
</tr>
<tr>
<td>Signature &amp; Date: __________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information about the student being reported and the alleged violation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name: ______________________________________________________</td>
</tr>
<tr>
<td>Is this violation related to conduct in:</td>
</tr>
<tr>
<td>☐ Clinical setting ☐ Classroom setting ☐ Other Setting:</td>
</tr>
<tr>
<td>What course: ______________________________________________________</td>
</tr>
<tr>
<td>Date of Violation: _________________________________________________</td>
</tr>
<tr>
<td>Description of Violation: Use additional pages as necessary. Be behaviorally specific in description related to what occurred which substantiates the violation.</td>
</tr>
</tbody>
</table>

Return this form to the Department of Nursing chairperson. Include any additional documentation as necessary.
6. Departmental Grading Policy

A. All nursing courses have the following grading scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83.86</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73-76*</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60-66</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>≤ 59</td>
</tr>
</tbody>
</table>

*Note: C is equal to a 2.0 or a percent of 73 or better.

B. In all NURSING.____ departmental clinical courses, a student must maintain a minimum grade of “C” in the theory component as a passing grade and in the clinical component to successfully complete the course as a passing performance grade. If a student receives a grade less than a “C” in the theory portion of the course and/or a failing grade in the clinical component, the student has failed the course. A failing grade in the clinical component automatically will earn a grade of “F” for the course.

Adopted February 1996/Effective August 1996
Reviewed June 2005
Revised December 2005
Revised June 2011

7. Military Deployment

Students receiving orders for call-up to military duty have two options:

1. The student should contact the Office of the Registrar and speak to the VA representative, bring along a copy of their orders. The Office of the Registrar will evaluate the orders and based on the dates of the student’s deployment will make recommendations for various options for the student.

2. **INCOMPLETE GRADES** – I- Incomplete. This is a temporary grade to be given only when the instructor believes that the student has been unable to complete the course requirements due to circumstances beyond his/her control. Failure of a student to take a final examination or complete other course requirements without prior arrangement with the instructor of legitimate excuse is not a justification for a grade of I.
When the instructor submits the grade of I to the Registrar, it must be signed by the student and it must be accompanied with a formal, written plan for the student to complete the course requirements and the appropriate letter grade that would be assigned if the plan were not completed by the student in the time specified. In the event that a student is assigned a grade of I without such a plan, then it will automatically convert to an F at the end of the next regular semester. The plan for the student to complete the course requirements shall be drawn up by the instructor with the acquiescence of the student. Unless specifically stated in the written plan to the contrary, it is assumed that work will be completed prior to the end of the next regular semester. When the plan has been completed by the student, the instructor shall recalculate the grade to be assigned for the course and submit this new grade to the Registrar according to established procedures. A request for an extension of time in the plan to complete course requirements must be initiated by the student prior to the deadline of the plan on file in the Office of the Registrar. The student must present suitable documentation to the instructor indicating that circumstances above and beyond his/her control persist or new circumstances of that nature have developed. It will be granted only upon approval of the instructor and the Dean of the appropriate College. (Refer to PRP 3522, Academic Policies, University website).

June 2016
C. Clinical Policies, Requirements and Guidelines
CLINICAL POLICIES, REQUIREMENTS
AND GUIDELINES

Students will have clinical experiences in a variety of institutions and settings. Orientation to each facility will be provided.

1. Clinical Laboratory Policy

a. Participation in all clinical laboratories 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. Students may submit a written request (two weeks in advance) to be excused from clinical laboratory in order to participate in professional and intercollegiate activities.

b. It is the student's responsibility to notify faculty and agency, if unable to be present in clinical laboratory. Inability to meet clinical objectives, due to any absence, is deemed cause for failure. Course faculty evaluate student's attainment of clinical objectives and determine learning experiences necessary to make up for clinical laboratory absence.

c. When Student Becomes Ill In A Clinical Agency:

1. When an emergency facility is available, the following procedures will occur:
   a) If the student is conscious and capable of making a decision, he or she has the choice to:
      1) Be examined by a health care provider in the agency.
      2) Return to the university and be seen at the University Student Health Center.
      3) Be examined by a health care provider of his or her choice.

   b) If the student is unconscious or incapacitated:
      1) The student will be seen by a health care provider in the clinical agency (by mutual agreement policy).
      2) The Department of Nursing will be notified.

2. When an emergency facility is not available, the following procedures will occur:
   a) If the student is conscious and capable of making a decision, he or she has the choice to:
      1) Return to the university and be seen at the University Student Health Center.
      2) Be examined by a health care provider of his or her choice.

   b) If the student is unconscious or incapacitated:
      1) Emergency Response Medical System (911) will be initiated.
      2) The student will be moved by ambulance to the nearest clinical facility with an emergency facility.
      3) The Department of Nursing will be notified.
3. Following hospitalization or treatment, a copy (summary) of the clinical record must be forwarded to the Department of Nursing before the student receives clearance to return to the clinical laboratory.

4. The Department of Nursing reserves the right to require additional diagnostic studies and therapy, if there is a question of safety for the student and/or patients involved.

5. Records will be kept in the student's confidential record and will be returned to the student or destroyed upon graduation or withdrawal from the nursing program.

2. **Clinical Laboratory Dress Code**

The Bloomsburg University Department of Nursing students in the clinical laboratory are to be dressed in a manner that is professional in appearance and is safe for both the practitioner and client. To this end, students are required to follow the guidelines presented below.

1. Hair must be off the face and well secured in a neat style. Students with long hair must use a hairstyle that keeps their hair secured so as not to come in contact with patients or interfere with nursing care. Hair, mustaches, and beards must be neatly trimmed, clean, and styled.

2. Makeup and hair styles must be conservative and professional. Attendance to personal hygiene is required.

3. Fingernails must be short and well groomed. Only clear nail polish may be used. False nails are not allowed.

4. The **only** pieces of jewelry allowed are one simple band style ring, a watch with a sweep second-hand, and a single small-post earring in each ear lobe. Jewelry may not be worn in any visible body piercings including, but not limited to, piercings in the tongue, nose, lips, and eyebrows. Jewelry worn in non-visible piercings which may pose a safety risk because of equipment or procedures in the clinical area will not be permitted. Tattoos cannot be visible at any time.

5. Students’ uniforms must be clean and pressed. Only lab jackets can be worn over the uniform. The lab jacket is worn only over appropriate street clothes when students are in clinical areas, but not in uniform. Appropriate street clothes include tailored pants and tops with closed-toed shoes. Other dress code requirements for specialty clinical areas will be defined by individual course faculty.

6. Appropriate undergarments should be worn at all times. Undergarments may not be visible.

7. Only closed toe and closed heel white nurses shoes or athletic shoes are worn with uniforms. Athletic shoes must have white leather or vinyl uppers and be devoid of colored decorations or logos. Either white **over-the-ankle** socks or hose are worn with trousers.
8. Name pins must include the first and last names of the student, and Bloomsburg University. The pin is to be worn on the upper left front of the shirt, or lab jacket.

9. Due to the potential allergic reactions of patients, minimal use of scented lotions or perfumes is advised.

10. Smoking while in uniform is not allowed. Gum chewing is not allowed in clinical areas.

11. Students are expected to wear the lab jacket for all return demonstrations and practice in the SLL.

12. Students are prohibited to wear or use smartwatches in clinical, in clinical lab, or in the clinical computer lab either as a watch or with any other functionality.

Individual course faculty will specify exceptions to the dress code for the specialty areas of clinical practice. Students not complying with this Laboratory Dress Code will not be allowed in clinical. Professional appearance is mandatory at all times.

Date approved and Implemented: Faculty Assembly April 17, 1998
Reviewed: June 2008
Revised and approved in Faculty Assembly April 17, 2009
Revised May 2017

3. Student Responsibilities in the Clinical Laboratory Experience

As a student, you are responsible for:

• Being able to carry out all nursing procedures that you have learned at any time in the clinical setting. Therefore, if you are not comfortable doing a procedure, you are expected to go to the Simulated Learning Laboratory, room 3158, McCormick Center, to practice.

• Coming to clinical prepared as indicated in the course materials. Failure to prepare (as determined by faculty) will result in your dismissal from the clinical facility for that day as an unexcused absence.

• Participating in a clinical evaluation of your performance in each clinical course. You will receive an evaluation form at the beginning of the course. At mid-term, you will schedule a meeting with your clinical professor. Together you will discuss your progress and direction for future growth. At the end of the course, you will again schedule a meeting with your clinical professor. Together you will evaluate your progress in meeting the course objectives. Failure to satisfactorily meet the course objectives will result in a clinical failure. Please note that students must obtain a "C" or above in classroom theory and satisfactorily complete the clinical requirements to pass clinical courses.

• Utilizing the nursing health assessment tool when completing nursing assessments and nursing care plans in each course. The forms will be distributed at the beginning of clinical nursing courses. It is your responsibility to be thorough in completing these assessments.
Providing your own transportation to and from clinical laboratory experience. Due to the nature of the multiple agencies utilized, it is not possible to guarantee specific agencies or groups of students being assigned together each semester.

Completing successfully the medication calculation test.

1. All clinical courses except NURSING 213 Foundations of Nursing Practice must give a medication calculation test during the first week of class. Medication calculation testing will occur in NURSING 212 Pharmacology for sophomore students.
2. A percentage not to exceed 10% of a course grade will be awarded based on the medication calculation test score. The score from the first medication calculation test will be the score that will be recorded as the grade for the test. The score may be separate or embedded in another test at the discretion of the course faculty.
3. Students must achieve 90% or better to pass the test.
4. If the student does not achieve a 90% or better on the test, the student will receive an Academic Warning: Clinical and a remediation plan will be developed.
5. Remediation will be assigned by the course coordinator and a retest will be taken as per course requirements. An action plan will be developed which may include remediation with the course coordinator and/or the clinical faculty, tutoring, weekly problems at clinical, ATI modules, practice in the SLL, etc., at the discretion of the faculty. If the student does not complete the action plan, a clinical failure will result.
6. The course coordinator and the clinical faculty will decide when and if the student may administer medications.
7. Documentation will occur on the Academic Warning: Clinical form and the Clinical Evaluation Tool.

1983/1995/Reviewed June 2011; Revised Fall 2013

4. Cardiopulmonary Resuscitation (CPR) Certification

In accord with contractual agreements with cooperating clinical agencies/institutions, all students enrolling in nursing courses must verify that they are certified in CPR. Required CPR programs must include the following:

Listed below are the approved CPR courses:

<table>
<thead>
<tr>
<th>CPR Provider</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Heart Association</td>
<td>BLS for Healthcare Providers</td>
</tr>
<tr>
<td>American Red Cross</td>
<td>BLS for the Healthcare Provider</td>
</tr>
<tr>
<td>American Red Cross</td>
<td>CPR/AED for the Professional Rescuer</td>
</tr>
<tr>
<td>American Red Cross</td>
<td>CPR/AED for the Professional Rescuer and Healthcare Provider</td>
</tr>
<tr>
<td>American Safety &amp; Health Institute</td>
<td>CPR Pro for the Professional Rescuer</td>
</tr>
<tr>
<td>EMS Safety Services, Inc.</td>
<td>CPR and AED for Professional Rescuers</td>
</tr>
<tr>
<td>Military Training Network Resuscitative Medicine and Trauma Program</td>
<td>BLS for Healthcare Providers</td>
</tr>
<tr>
<td>National Safety Council</td>
<td>Basic Life Support Healthcare and Professional Rescuer</td>
</tr>
<tr>
<td>ProTrainings LLC</td>
<td>ProCPR</td>
</tr>
</tbody>
</table>
A photocopy of the CPR card (front and back) must be submitted to the Department of Nursing by **July 15**.


5. **Liability/Malpractice Insurance**

   In accord with contractual agreements with cooperating clinical agencies/institutions, all students enrolling in clinical nursing courses must verify possession of a minimum of $1,000,000/$3,000,000 liability malpractice insurance coverage.

**Procedure**

a. At the end of freshman year, the significance of liability/malpractice insurance will be presented/discussed by the department chair. The initial application forms for this insurance will be distributed to freshmen prior to NURSING 210 Professional Nursing. **Minimal coverage must be $1,000,000/$3,000,000.**

b. All students **who will be enrolled in clinical courses MUST by July 15, submit a photocopy of the MEMORANDUM OF INSURANCE verifying their new or renewed liability/malpractice insurance coverage.**


6. **Criminal Background Checks**

The Commonwealth of Pennsylvania has enacted legislation to ensure that educational and health care systems provide a safe environment for children and provision of services safeguarding the rights of older adults while protecting them from abuse.

**Procedure**

In accord with the agency contracts:

1. A student may not be permitted to continue in his/her field of study which requires Act 34 Criminal History or Act 151 Pennsylvania Child Abuse History Clearances if the report comes back with any incidents.

2. If additional similar clearances are required in the future for licensure or certification in Pennsylvania, any documentation of incidents on such clearances may stop the student from progressing in the major.
Prior to the sophomore year nursing courses and with each subsequent year, **all students must** provide evidence of criminal background clearances. The process is as follows:

1. Obtain forms from the Department of Nursing Office
   a. Pennsylvania State Police Request for Criminal Record Check (Form SP4-164) - Cost $10
   b. Pennsylvania Child Abuse History Clearance - Cost $10

2. Submit the appropriate forms and fees to the identified agencies on the application.

3. Submit the **original** letters obtained from the Child Line and Child Abuse Registry, Pennsylvania State Police Repository, and the FBI clearance to the Nursing Office by **July 15**. These clearances will be kept in a file at the secretary's desk. **A student will not be allowed into the clinical agency if this requirement is not met.**

Pennsylvania State Police Request for Criminal Record Check (Form SP4-164)
This form is used for: **Act 24 Clearance** - *(Child Protective Services Law of 1990)*
**Act 169; 35 P.S. Clearance** *(Older Adults Protective Services Act)*

The applicable offenses under **Act 24** are as follows:

(1) Title 18 of the Pennsylvania Consolidated Statutes (Crimes Code)
   - Chapter 25: Criminal Homicide
   - Section 2702: Aggravated Assault
   - Section 2709: Harassment and Stalking
   - Section 2901: Kidnapping
   - Section 2902: Unlawful restraint
   - Section 3121: Rape
   - Section 3122.1: Statutory Sexual Assault
   - Section 3123: Involuntary Deviate Sexual Intercourse
   - Section 3124.1: Sexual Assault
   - Section 3125: Aggravated Indecent Assault
   - Section 3126: Indecent Assault
   - Section 3127: Indecent Exposure
   - Section 4302: Incest
   - Section 4303: Concealing Death of Child
   - Section 4304: Endangering Welfare of Children
   - Section 4305: Dealing in Infant Children
   - Section 5902(b): Prostitution and Other related Offenses
   - Section 5903 (c), (d): Obscene & Other sexual Materials and Performances
   - Section 6301: Corruption of Minors
   - Section 6312: Sexual Abuse of Children
(2) A felony under The Controlled Substance, Drug, Device and Cosmetic Act, 35 P.S. 780-101 et.seq.

(3) An out-of-state or Federal offense similar to those listed in (1) and (2) above.

The prohibitive offenses contained in Act 169 are as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC 2500</td>
<td>Criminal Homicide</td>
<td>CC 4302</td>
<td>Incest</td>
</tr>
<tr>
<td>CC 2502A</td>
<td>Murder I</td>
<td>CC 4303</td>
<td>Concealing Death of Child</td>
</tr>
<tr>
<td>CC2502B</td>
<td>Murder II</td>
<td>CC 4304</td>
<td>Endangering Welfare of Children</td>
</tr>
<tr>
<td>CC 2502C</td>
<td>Murder III</td>
<td>CC 4305</td>
<td>Dealing in Infant Children</td>
</tr>
<tr>
<td>CC 2503</td>
<td>Voluntary Manslaugther</td>
<td>CC 4952</td>
<td>Intimidation of Witnesses or Victims</td>
</tr>
<tr>
<td>CC 2504</td>
<td>Involuntary Manslaugther</td>
<td>CC 4953</td>
<td>Retaliation Against Witness or Victim</td>
</tr>
<tr>
<td>CC 2505</td>
<td>Causing or Aiding Suicide</td>
<td>CC 5902 (b)</td>
<td>Prostitution and Other Related Offenses</td>
</tr>
<tr>
<td>CC 2506</td>
<td>Drug Delivery Resulting in Death</td>
<td>CC 5903 (c), (d)</td>
<td>Obscense &amp; Other sexual Materials and Performances</td>
</tr>
<tr>
<td>CC 2702</td>
<td>Aggravated Assault</td>
<td>CC 6301</td>
<td>Corruption of Minors</td>
</tr>
<tr>
<td>CC 2901</td>
<td>Kidnapping</td>
<td>CC 6312</td>
<td>Sexual Abuse of Children</td>
</tr>
<tr>
<td>CC 3121</td>
<td>Unlawful restraint</td>
<td>CC 13A12</td>
<td>Acquisition of Controlled Substance by Fraud</td>
</tr>
<tr>
<td>CC 3122.1</td>
<td>Statutory Sexual Assault</td>
<td>CC 13A14</td>
<td>Delivery of Practitioner</td>
</tr>
<tr>
<td>CC 3123</td>
<td>Involuntary Deviate Sexual Intercourse</td>
<td>CC 13A30</td>
<td>Possession with Intent to Deliver</td>
</tr>
<tr>
<td>CC 3124.1</td>
<td>Sexual Assault</td>
<td>CC 13A36</td>
<td>Illegal Sale of Non-Controlled Substance</td>
</tr>
<tr>
<td>CC 3125</td>
<td>Aggravated Indecent Assault</td>
<td>CC 3929</td>
<td>Retail Theft</td>
</tr>
<tr>
<td>CC 3126</td>
<td>Indecent Assault</td>
<td>CC 3929.1</td>
<td>Library Theft</td>
</tr>
<tr>
<td>CC3127</td>
<td>Indecent Exposure</td>
<td>CC 3930</td>
<td>Theft of Trade Secrets</td>
</tr>
<tr>
<td>CC 3301</td>
<td>Arson and Related Offenses</td>
<td>CC 3931</td>
<td>Theft of Unpublished Dramas or Musicals</td>
</tr>
<tr>
<td>CC 3502</td>
<td>Burglary</td>
<td>CC 3932</td>
<td>Theft of Leased Properties</td>
</tr>
<tr>
<td>CC 3701</td>
<td>Robbery</td>
<td>CC 3933</td>
<td>Unlawful use of a Computer</td>
</tr>
<tr>
<td>CC 3901</td>
<td>Theft</td>
<td>CC 4101</td>
<td>Forgery</td>
</tr>
<tr>
<td>CC 3921</td>
<td>Theft by Unlawful Taking</td>
<td>CC 4114</td>
<td>Securing Documents by Deception</td>
</tr>
<tr>
<td>CC 3922</td>
<td>Theft by Deception</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CC 3923</td>
<td>Theft by Extortion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CC 3924</td>
<td>Theft by Property Loss</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CC 3925</td>
<td>Receiving Stolen Property</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CC 3926</td>
<td>Theft of Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CC 3927</td>
<td>Theft by Failure to Deposit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CC 3928</td>
<td>Unauthorized Use of a Motor Vehicle</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pennsylvania Child Abuse History Clearance

This form is used for: Act 151 Clearance (Child Protective Services Law of 1990)
Any arrest and/or conviction of child abuse laws
Welcome to the Pennsylvania Department of Human Services Federal Bureau of Investigation (FBI) Background Clearance Page

FEDERAL (FBI) CRIMINAL HISTORY REPORT

Fee: $25.75 Payment may be made online at www.pa.cogentid.com. The fingerprint-based background check is a multiple-step process:

- The applicant must register prior to going to the fingerprint site. Walk in service without prior registration will not be provided at any fingerprinting location. Registration is available online 24 hours/day, seven days per week at www.pa.cogentid.com. Telephonic registration is available at 1-888-439-2486 Monday through Friday, 8am to 6pm EST. During the registration process, all demographic data for the applicant is collected (name, address, SSN, etc.) there is no data entry required at the fingerprint collection site. This registration will remain open for 90 days. If the registration is not used within 90 days, it will be automatically cancelled and the fee refunded as needed.

- The applicant will pay a fee of $25.75 for the fingerprint service and to secure the Criminal History Record. Applicants may make their payment online at www.pa.cogentid.com using a credit card or debit card.

- The applicant proceeds to the fingerprint site of their choice for fingerprinting. The location of the fingerprint sites and days and hours of operation for each site will be posted on 3M Cogent's website at www.pa.cogentid.com. The location of fingerprint sites may change over time so applicants are encouraged to confirm the site location nearest to their location.

- At the fingerprint site the Applicant Livescan Operators (ALO) manage the fingerprint collection process.

- The fingerprint transaction begins when the ALO reviews the applicant's qualified State or Federal photo ID before processing the applicant's transaction. A list of approved ID types may be found on the 3M Cogent's website at www.pa.cogentid.com. Applicants will not be processed if they cannot produce an acceptable photo ID.

- After the identity of the applicant has been established, all ten fingers are scanned to complete the process. The entire fingerprint capture process should take no more than three to five minutes.

- The applicant's scanned fingerprints will be electronically transmitted to the FBI as required by federal statute.

- DHS will receive the Federal Criminal History Record from the FBI. DHS's Background Check Unit through ChildLine and Abuse Registry will return the Federal Criminal History Record to the applicant. The Record will be printed on standard letter sized paper that when copied will reveal Void if Copied. This does not prohibit an employer from copying the applicant results letter, it is solely a means to verify that it is an official record.

- Do not contact 3M Cogent or the fingerprint site after your fingerprints have been submitted. 3M Cogent does not have the means to give the applicant the status of their background check. Complete processing of their results should take no longer than 4 to 6 weeks. If the applicant does not receive their results from DHS in this time frame, they should call (877) 371-5422.

- The applicant will then provide the Federal Criminal History Record to their prospective employer.
8. Drug and Alcohol Testing Policy

In accord with contractual agreements with cooperating clinical agencies/institutions, all students enrolling in nursing courses must comply with the drug and/or alcohol testing policies and procedures of the agency/institution. Students may be responsible for costs associated with testing. Refusal to comply with the policies and procedures of the agency/institution will prevent progression in the nursing program and will result in dismissal from the program. Failure of the drug test as determined by the agency/institution will result in immediate dismissal from the nursing program.

Drug Testing Attestation Statement

I, __________________________ understand that in order to gain entry into mandatory clinical sites I will be required to comply with drug screening tests per the policy and procedure of each agency. I understand that if my results are positive for any of the screened substances, the agency 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 immediately from the nursing program.

__________________________________________  ______________________________
Student's Signature                          Student's Printed Name
9. SIMULATED LEARNING LABORATORY (SLL) GUIDELINES

Purpose: The SLL is available to all nursing students throughout their educational program for the purpose of learning and practicing basic skills in preparation for clinical laboratory. Students are also encouraged to use the SLL for review and reinforcement of skill competency according to their learning needs.

Student Laboratory Manager: A student laboratory manager is on duty in the SLL to facilitate learning activities.

Procedure for Return SLL Demonstrations: For any psychomotor skill, the student is expected to practice independently in the SLL PRIOR to the scheduled return demonstration. Students are encouraged to seek assistance from SLL staff. Attendance at return demonstrations will be verified by SLL staff.

Competency: Satisfactory skill demonstration in the SLL does not mean that the student is competent to perform the skill independently in the clinical setting. Students must be supervised on performance of skills until approved for independent practice by clinical faculty.

Remediation: If the student is unable to perform the nursing psychomotor skills competently in the clinical setting, the faculty member may refer the student to the SLL for remediation.

Revised: SLL Committee/February 22, 2007
Approved Faculty Assembly Meeting/April 20, 2007

Point Reduction Process

Point reduction system will be monitored by the SLL Director in conjunction with course coordinators. The first point will be subtracted from the final examination grade with subsequent points being deducted from the final course grade. In the event of an SLL point deduction, the SLL director will inform the Course Coordinator in writing of said deduction, and the SLL director will place a copy in the student file.

Point deductions will occur under the following conditions:

a) if the student fails to bring a lab coat, watch and stethoscope, appropriate supplies from the Nurse Pac for each demonstration or is not prepared for skill demonstration (has not viewed A-V materials and completed readings/assigned module questions) the appointment will be canceled and one point deducted from the final examination grade. Note: For Simulated Scenarios, students need to have all required clinical paperwork completed and must be in full clinical uniform, including stethoscope and wristwatch.

b) if the student does not follow the SLL dress code (please see Simulated Learning Lab Dress Code in the next section for further details)

c) if an appointment is missed or a student is late to the designated skill time without sufficient notice.

d) failed skill due to lack of knowledge related to questions asked or poor skill technique
e) failure to reschedule within 24 hours of notification of points deduction

f) failure to show up for a required lab demonstration by faculty, the SLL Director or graduate assistant

g) failure (<85%) of skills (This score may be affected by a combination of performance in the skills lab and the student’s score for on-line quiz associated with each skill. Please see the diagram on page 95 for how the total score is determined.)

All failures (regardless of the cause) must be made up by testing with the SLL Director or a graduate assistant. Before retesting, a student must complete an observed practice with the SLL Director or graduate student to ensure skill competency.

The objective for imposing point deduction is to assure student accountability and efficient use of SLL resources. Although the SLL is a safe environment to make mistakes, professional behaviors are still expected. A pattern of poor performance and/or coming unprepared to any skill demonstration or simulation may result in point deduction and subsequent remediation. This will be reflected in a student’s clinical evaluation as unsatisfactory in the category of professional behaviors. This may result in course failure.

**Rescheduling Appointments**

Students may only reschedule an appointment twice each semester. This requires a 24 hour notice. Please reschedule ONLY if absolutely necessary. It is the student’s responsibility to be flexible with rescheduling.

Please refer to the Simulated Learning Lab Student Procedure Manual for other SLL policies. If a student has any further questions, s/he should contact the SLL Director.

Revised February 1994 and April 1998; Reviewed June, 2006
Revised: SLL Committee/February 22, 2007
Approved Faculty Assembly Meeting/April 20, 2007; May 3, 2012; June 2012; May 10, 2013
Approved Faculty Assembly June 13, 2014

**Simulated Learning Lab Dress Code**

The Bloomsburg University Department of Nursing students in the Simulated Learning Lab (SLL) are to be dressed in a manner for skills testing, return demonstrations, skills fest, required practices, and remediation that is professional in appearance and is safe for both the practitioner and client. To this end, students are required to follow the guidelines presented below.

1. Hair must be off the face and well secured in a neat style. Students with long hair (including gentlemen) must use a hairstyle that keeps their hair secured so as not to come in contact with patients or interfere with nursing care. Hair, mustaches, and beards must be neatly trimmed, clean, and styled.
2. Makeup and hair styles must be conservative and professional. Attendance to personal hygiene is required.
3. Fingernails must be short and well groomed. Only clear nail polish may be used. False nails are not allowed.
4. The only pieces of jewelry allowed are one simple band style ring, a watch, and a single small-post earring in each ear lobe. Jewelry may be not be worn in any visible body
piercings including, but not limited to, piercings in the tongue, nose, lips, and eyebrows. Jewelry worn in non-visible piercings (e.g. bellybutton rings) which may pose a safety risk because of equipment or procedures in the clinical area will not be permitted. Tattoos cannot be visible at any time.

5. Students' attire must be cleaned and pressed. The lab jacket is worn only over appropriate street clothes when students are in the Simulated Learning Lab (SLL) for the skills testing, return demonstrations, skills fest, required practices, and remediation, excluding simulation experiences*. Appropriate street clothes for the SLL include: a tailored top, tailored pants or uniform, and closed toe shoes (e.g. sneakers). Jeans, leggings, yoga pants, all shorts, sweatpants, pajama pants, and any midriff-baring tops are PROHIBITED. Please use skills testing, required group practices, and remediation as opportunities to practice your professional dress and treat these opportunities with the same care and respect as you would with picking up a patient assignment in the clinical setting.

6. Appropriate undergarments should be worn at all times. Undergarments may not be visible.

7. Name pins must include the first and last names of the student, and Bloomsburg University. The pin is to be worn on the upper left front of the lab jacket.

8. Smoking in uniform, including in appropriate street clothes worn under the lab jacket, is strictly prohibited.

*Students should come appropriately dressed in clinical uniform for SIMULATION experiences (follow Clinical Laboratory Dress Code).

Students not complying with this SLL dress code will receive a point deduction per point reduction process and will not be allowed to test out, will not be allowed to participate in group practices, and will be required to reschedule appointment within 24 hours.

Faculty Assembly Approval 4/1/2016

10. SLL Student Referral Guidelines

1. Faculty completes a referral request (Simulated Learning Lab Remediation Faculty Report and submits the request to the SLL Director.

2. Student contacts the SLL Director to arrange time for practice.

3. SLL Director or a graduate assistant and the student will sign referral form after student completes the remediation plan and SLL Director will return the referral form to the faculty member to sign. The SLL Director will place a copy of the completed referral in the student’s file.

Faculty Assembly Approval 10/30/98; Reviewed June, 2006
Revised: SLL Committee/February 22, 2007
Approved Faculty Assembly Meeting/April 20, 2007
SLL Skill Point Deduction Process

Student Scores ≥ 85% on On-Line Quiz

- Student gets < 85% on Hands On (In-Lab) Skill
  - Point Deduction Occurs
  - Student returns for practice & retest with GA or SLL Director

Student Scores < 85% on On-Line Quiz

- Student gets ≥85% on Hands On (In-Lab) Skill
  - No Point Deduction Incurred

- Student gets ≥ 92% on their In-Lab (Hands On) skills test and therefore overall score would be 85% or greater (which is passing)

- Student gets < 92% on their In-Lab (Hands On) skills test (therefore overall score would be 84% or less)
  - Student repeats the on-line quiz until 85% or better is achieved
  - Point deduction occurs
  - No point deduction incurred
  - Student repeats the on-line quiz until 85% or better is achieved
  - Student returns for practice and retest with GA or SLL Director
Simulated Learning Lab
REMEDIATION FACULTY REPORT

Date: ___________  Time in: ___________  Time out: ___________

Student Name: ____________________________________________

Referring Faculty: __________________________________________

SLL Director or GA: _________________________________________

Reason for Referral:

Remediation Plan:

Remediation SLL Narrative Note:

☐ Student has satisfactorily completed remediation plan.

Student signature ___________________________  Date ___________

SLL Director/GA signature ______________________  Date __________

Referring Faculty signature ______________________  Date __________

Instituted: 9/95: G. Moyer
Approved by F.A.: 10/98
Revised: 2/07: A. Gunderman
Approved by F.A.: 2/18/2011
11. **LPN Students Psychomotor Skills Exception Policy**

Students who have a current license to practice as a Licensed Practical Nurse (LPN) and who have graduated within the past five (5) years or who have work experience of 1000 clinical hours within the last three (3) years may be excused from demonstrating all sophomore level skills in the Simulated Learning Laboratory (SLL). They may also be excused from demonstrating junior level skills with the exception of those pertaining to intravenous therapy, intravenous medications, and central venous access devices. Students who are LPNs must complete all senior level skills.

Approved 3/5/98; Reviewed June, 2009

12. **Audio-Visual Materials and Equipment Utilization Guidelines**

a. **Procedure for Audio-Visual Utilization**

   Students are required to seek assistance from the SLL lab manager for A-V materials. A formal sign-in and out lab procedure is required with your submission of a student identification for receiving A-V materials in the lab.

b. **Audio-Visual Materials and Equipment Borrowing Policy**

   Only the chairperson of the Department of Nursing or a faculty member can authorize student/others' use of A-V equipment. Responsibility for safe return of A-V equipment rests with the borrower. Consult with course faculty on appropriate form to be completed.

c. **Client Education Materials (CEM) Borrowing Guidelines**

   Most materials can be borrowed for a period of one week, and can be renewed if necessary. Any materials anticipated to be of high demand over a period of time can be designated by a faculty member to have a shorter borrowing period (e.g. one or two hours, 24 hours, 2 days).

   SLL managers or staff are responsible for retrieving the requested materials from the locked Storage cabinets. The individuals borrowing materials are responsible for the replacement costs of the materials if damaged or lost.

   Borrowers must complete the designated “Use of SLL and HA Lab Equipment Form.” Upon return of the materials the SLL staff member will issue a receipt to the borrower.

   Materials with shorter borrowing times than usual will be marked for the lab managers to easily identify. Those designated for less than 24 hours will be signed out and in by students on a designated sign-out sheet.

**Penalties for failure to return materials**

Lab managers will give the office the names of students with overdue materials and the due date to the Department of Nursing secretary.
Students who have not returned all borrowed materials by the end of the semester will have HOLDS placed on their records by the Department of Nursing until the department receives the materials. (This means that grades and transcripts will not be sent out, the student may not be able to register for the following semester.) Similarly, the costs of replacing damaged or lost materials must be paid before HOLDS are released.

Approved Faculty Assembly Meeting March 26, 1999; Reviewed June, 2008
Approved Faculty Assembly Meeting May 3, 2010
Approved Faculty Assembly June 13, 2014

13. **Computer Equipment Utilization**

The computer lab is available only to nursing students. Students are requested to seek assistance from the SLL Staff. **No food is allowed in the computer lab. However, covered drinks are permitted.**

Revised: SLL Committee/February 22, 2007
Approved Faculty Assembly Meeting/April 20, 2007
Approved Faculty Assembly Meeting/May 3, 2010

14. **Student Employment**

A. **Outside the Department**

   In accord with the [Pennsylvania State Board of Nursing Rules and Regulations](21.112), the following parameters are outlined for student employment:

1. If students are employed in health agencies, they may not be employed as registered or practical nurses unless they are currently licensed.
2. Student employment shall be on a voluntary basis and not a requirement of the institution.
3. Remuneration for employment shall be within the range of the salary scale for the position.

B. **Inside the Department**:

   Junior and senior nursing students who have earned a 3.0 QPA and have obtained a satisfactory performance review in their clinical courses are eligible to apply for a position as a SLL student manager. The job description and application forms are available from the Department of Nursing Office. In order to maintain employment as a lab manager, students must successfully complete all nursing courses each semester. Failing to do so may result in the termination of the student’s employment.
D. Health Policies
1. Student Health Policies and Guidelines

Students admitted to the BSN Program must adhere to the health policies established by Bloomsburg University, as well as, meet the requirements set forth by the contractual agreements with cooperating clinical agencies/institution. All nursing students must possess health insurance throughout the course of study at Bloomsburg University.

a. Pre-entrance Health Examination

All students, upon notification of admission to Bloomsburg University as nursing majors, must complete the Health History and Immunization Record submit these materials to the University Health Center in the year of their acceptance.

b. Annual Health Examinations

Generic Students:
Generic students who will be enrolled in clinical nursing courses within the academic year, must complete an annual health examination and submit their materials to the Department of Nursing by July 15 of each clinical year (e.g., sophomore, junior and senior).

1. This form includes the following:
   a. Complete physical exam
   b. Immunizations
      1. Tdap – one time dose with Td booster every 10 years
      2. MMR I & II
      3. Varicella (Two properly spaced doses of varicella vaccine, laboratory evidence of immunity, or reliable history of varicella.)
      4. Hepatitis B (Begun or have completed the hepatitis B vaccine series, 3 doses)
      5. Tuberculin Skin Test

Clinical agency requirements include an influenza vaccination with documentation or the option of wearing a mask for all patient contacts.

Procedure

The chairperson distributes the Annual Health Examination form to all students who will be enrolled in clinical nursing courses within the academic year (eg. sophomores, juniors, and seniors) and places critical emphasis on the fact that the completed forms are to be returned to the Department of Nursing no later than July 15 preceding the designated academic year. If health forms are not completed by July 15, the clinical requirements policy is in effect.

c. Medical Clearance to Return to Class and Clinical

Following hospitalization, surgery, or an illness of 3 or more days, all students who are enrolled in clinical nursing courses within the academic year, must have medical clearance including any restrictions/limitations from their treating health care providers in order to return to class and clinical. Evidence of medical clearance must be submitted to the chairperson of the department prior to returning to class or clinical.

1986/Revised May 1996; Reviewed June 2002; Revised June 2016
Exposure to Blood Borne Pathogens – Student Nurses

Student nurses exposed to Blood Borne Pathogens:

- Complete first aid measures based on injury – send student to ED if warranted.
- Geisinger nursing staff –
  - Please fill out a “non-patient form”;
  - non-patient ID – student nurse exposure;
  - in generic form: event type: complication, drop down box pick “other”;
  - next “type of event” - pick complication of procedure, test or treatment.
  - Please include information about patient included in incident: Patient name and medical record number.
  - Even if involved with medication administration, please put it in this way. (According to Risk Management).
- Faculty responsible for student must be notified promptly
- Student is to be sent to the Emergency Department (ED) for treatment.
- Faculty will accompany student to ED as appropriate.
- Faculty will notify Terri Bickert via phone (leave message) or email of injury for tracking and follow up. (it is important to be notified in a timely)
  - Please include your name and contact information and the student’s name and contact information.
  - tbickert@geisinger.edu or 570-214-9216
  - cmuthler@geisinger.edu or 570-214-9867

Chain of Command/ Notification of incident or concern

During day: charge nurse; faculty; unit manager; phone or email T. Bickert or C. Muthler

Off Shift: charge nurse; faculty; nursing supervisor; email T. Bickert or C. Muthler

Updated August 27, 2012

Students are responsible for ED visit and other associated costs which may not be covered by insurance.
Nursing Manual

<table>
<thead>
<tr>
<th>Policy</th>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.01</td>
<td>10.0 Provision of Care, Treatment and Services</td>
<td>Bloodborne Pathogen Exposure Management for Student Nurses</td>
</tr>
</tbody>
</table>

This policy applies to:

- Geisinger Medical Center campus
- Geisinger Wyoming Valley Medical Center campus
- GMC Center for Aesthetics & Cosmetic Surgery
- GMC Outpatient Surgery-Woodbine
- GWVMC-Same Day Surgery@GSWB
- Community Practice Service Line
- Geisinger Community Health Services
- Manworth
- Geisinger Medical Laboratories
- Geisinger Clinic
- Geisinger System Services
- Geisinger Grey's Woods Outpatient Surgery & Endoscopy Center
- Geisinger Health Plan
- Family Health Associates of Geisinger Lewistown Hospital
- Geisinger Medical Management Corporation
- Geisinger Gastroenterology and Endoscopy Center - Lewistown
- Geisinger Community Medical Center
- Mountain View Care Center
- Geisinger Bloomsburg Hospital
- Geisinger Bloomsburg Health Care Center

[Table of Contents]

PURPOSE:
This Bloodborne Pathogen Policy establishes guidelines to provide for timely and efficient management of student nurse exposures to bloodborne pathogens (BBP) and to reduce the risk of acquired infection to HIV, HBV, HCV or other bloodborne pathogens.

PERSONS AFFECTED:

http://infoweb.geisinger.edu/se/util/display_mod.cfm?MODULE=/se-server/mod/modules/s...

8/4/2015
POLICY:
This Bloodborne Pathogen Policy is to ensure all nursing students who are exposed to blood, blood products, body fluids or other potentially infectious materials shall report their exposure to their instructor and are immediately evaluated in the Emergency Department for treatment following the exposure.

DEFINITIONS:
- CDC - Center for Disease Control
- HBV - Hepatitis B Virus
- HIV - Human Immunodeficiency Virus
- Significant Exposure - defined as a percutaneous injury (e.g., a needle-stick or cut with a sharp object) or contact of mucous membranes or non-intact skin (e.g., exposed skin that is chapped, abraded, or affected with dermatitis) with blood, tissue, or other body fluids that are potentially infectious such as: semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, and amniotic fluid.

RESPONSIBILITIES:
The Coordinator of Nursing Affiliations in collaboration with the Director of Nursing Education oversees this process. The defined student nurse is responsible to report BBP exposures and provide the essential details of the exposure. The student is also responsible for notifying their instructor promptly. Staff may assist with notification of the instructor when needed. The instructor should send/accompany the student to the ED. The charge nurse on the unit where the injury occurred is responsible to complete a Midas report. The ED provider who treats the student is responsible to follow the instructions in the "Yellow Folder Student Nurse Exposure Forms" packet, including treatment and investigation of the Bloodborne pathogen (BBP) exposure.

EQUIPMENT/SUPPLIES:
- "Yellow Student Nurse Exposure Forms" Packet for student and source patient instructions/forms

PROCEDURE:

EMERGENCY DEPARTMENT HEALTHCARE PROVIDER:

1. Completes first aid measures based on injury.
2. Reviews the following to determine if a significant exposure has occurred:
   a. the mechanism of injury
   b. the risk factors associated with the exposure including the source patient's risk factors for HIV and Hepatitis
   c. past immunizations of the injured student nurse including the need for a TETANUS (Td/Ad if applicable) vaccination
   d. past immunity levels as appropriate particularly regarding Hepatitis B Vaccination
3. Arranges for baseline testing of defined student nurse as per the forms in the "Yellow Student Nurse Exposure Forms" Packet:
   a. Quick Summary Checklist for Providers
   b. Baseline Blood Work for Defined Student Nurse and Source Patient
   c. Consent for HIV Testing
   d. Student Nurse Lab Exposure Requisition
   e. See pamphlet "What You Need to Know About HIV/AIDS and Testing"
   f. Other forms as needed
4. Notifies the source patient's physician or designee to request testing of the source patient then contact nursing supervisor to assist with source patient testing when applicable
   a. Baseline Blood Work for Defined Student Nurse and Source Patient (Source patient's physician to complete)
   b. Notification of Significant Exposure to Body Fluids
   c. Consent for HIV Testing
   d. Source Patient Request Lab Requisition
   e. See Pamphlet "What You Need to Know About HIV/AIDS and Testing"

5. Assess the need for post-exposure prophylaxis for Hepatitis B or C and offer, if indicated, in accordance with the CDC guideline “Post-Exposure Prophylaxis for Hepatitis B or C” form (in Yellow Packet).
6. Assess the need for post-exposure prophylaxis and offer post-exposure prophylaxis if indicated in accordance with the CDC guideline “Post-Exposure Prophylaxis for HIV” form (in Yellow Packet).
   b. Additional tests should be ordered if treatment is elected as per “Baseline Bloodwork for Defined Personnel” form (in Yellow Packet).
   c. All student nurses started on post-exposure prophylaxis for HIV must be instructed to follow-up with the Infectious Disease physician within 24-72 hours after confirmatory HIV testing is completed. Additional follow-up will be determined at the time of the initial evaluation with Infectious Disease Physician.
7. Reviews reasons to request Infectious Diseases Consultation as listed on “When to Obtain an Infectious Disease (ID) Consult” form (in Yellow Packet).
8. Counsel and educate the defined student nurse who has sustained a significant bloodborne pathogen exposure regarding the risk of transmission of infection.
9. Counsels and educates the defined student nurse who needs to sign consent prior to HIV lab testing, as per PA Act 148. See “Consent for HIV Testing”. See “What You Need to Know About HIV/AIDS and Testing” form (in Yellow Packet). NOTE: If laboratory testing on the source patient includes HIV, the defined student nurse must also be tested for HIV. If the defined student nurse refuses testing, but consents to have blood drawn, the lab will be notified and the blood will be stored for 80 days at the request of the defined student nurse. Source patient’s results will only be provided to the defined student nurse who has a negative HIV laboratory study.
10. Advises the defined student nurse to utilize, if applicable, appropriate barrier methods of contraception to prevent sexual transmission of HIV during the observation period.
11. Provide defined student nurse with “Exposed Student Nurse Instructions Sheet” form (in Yellow Packet).
12. Reviews the “Quick Summary Checklist for Healthcare Providers” form (in Yellow Packet) for completion.
13. The defined student nurse is to be instructed to follow-up with their Primary Care Physician (PCP) the next business day.

(Additional responsibilities for ED Healthcare Provider):

1. Will evaluate all defined student nurses in the Emergency Department (ED).
2. Will advise the defined student nurse to utilize, if applicable, appropriate barrier methods of contraception to prevent sexual transmission of HIV during the observation period.
3. Will provide laboratory results via phone, letters, or face to face as needed to the defined student nurse.
4. At the time of the initial medical evaluation is performed, the ED provider will:
   1. Review of evaluation performed
   2. Review of testing ordered and resulted
   3. Review of education and/or counseling given and review of work practices as appropriate
   4. Re-contact the defined student nurse within two weeks to determine outcome of the intervention.
   5. Review as applicable with the defined student nurse details of the incident and ways to prevent future occurrences

DEFINED STUDENT NURSE WILL:

1. Immediately cleanse the affected area as appropriate and notify instructor and charge nurse on the unit.
2. Defined student nurse immediately reports to the closest ED for evaluation and treatment.
3. Should be prepared to provide source patient information: name, medical record number, date of birth, physician and location of the patient to the provider, in addition to the details of the injury/exposure including if applicable, device with manufacturer, description and lot number along with ways to prevent future injuries.
4. After the initial evaluation in the ED, student nurse personnel will contact PCP on the next business day.
5. Must report all illnesses for the next six months, including symptoms such as fever, sore throat, rash and swollen glands directly to PCP.
6. Are advised to utilize, if applicable, appropriate barrier methods of contraception to prevent sexual transmission of HIV during the observation period.

REFERENCES:


Document Information

<table>
<thead>
<tr>
<th>Developed</th>
<th>Revised/Reviewed*</th>
<th>Policy Owner</th>
<th>Approved by</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/19/2015</td>
<td>06/19/2015</td>
<td>AVP Nursing</td>
<td>AVP Nursing</td>
<td>06/19/2015</td>
</tr>
</tbody>
</table>

File Name: sys_nsg_10_01.html

http://infoweb.geisinger.edu/se/util/display_mod.cfm?MODULE=/se-server/mod/modules/s... 8/4/2015
E. Student Expenses
Required (R) and Optional (O)
1. Uniforms and Clinical Supplies (R)

With the exception of the student who is a registered nurse, all students in clinical nursing courses must wear the Bloomsburg University student uniform and must wear or carry other supplies.

1. Uniform order forms will be available by the company during the time of on-campus fitting appointment during the Spring semester of the freshman year. The order form is processed only once; therefore, students are encouraged to order all that may be needed at that time. Transfer students admitted during the summer should inquire about these forms in the Department of Nursing Office.

2. Each student is required to buy two uniforms, one lab coat, one polo shirt, one name pin, white shoes (with no color or other markings), stethoscope, and a watch with a sweep second hand. The use of smartwatches is not permitted in the clinical setting.

3. Health Assessment equipment is required for NURSING 214. In addition, a Lab Pack is required for NURSING 213 and subsequent courses. Equipment and supplies for practice demonstrations of clinical procedures are included in the pack. Lab Packs can be purchased at the bookstore.

2. Transportation (R)

Students assume all responsibility for travel to class at all course locations (Bloomsburg and Danville locations) and to all clinical experiences including both inpatient and outpatient clinical agencies or institutions. Travel may range from one mile to approximately fifty miles or more depending upon the nature of the clinical experience and may be up to 600 miles per person over a semester. For some clinical assignments, a buddy system or carpooling may be arranged by the student. However, all students starting in their first semester in their sophomore year are required to have individual access to a car. This is warranted by independent placements or assignments in a variety of courses such as maternal child health nursing, public health nursing, psychiatric/mental health nursing and leadership/management courses.

3. Graduation Pins (R)

The graduate of the baccalaureate nursing program at Bloomsburg University, upon successful program completion, is entitled to wear the school pin.

Procedure

a. A class announcement is made in February regarding the date and time when the Josten Company Representative will be on campus to take orders for graduation pins.

b. In late February - early March a meeting with a Josten’s representative will be arranged to purchase a standard graduation pin. Costs will be the responsibility of the graduates.

Note: Students graduating in August or December must order their pins in the spring to be eligible for the discount. The pins are held in the Department of Nursing until graduation.
4. **Pinning Ceremony (R)**

A pinning ceremony is held on the day of May graduation. This ceremony is planned and conducted by the Student Nurses Association (SNA) under the direction of the elected faculty advisors to SNA, the Chairperson, and Assistant Chairperson of the Department of Nursing. Tickets may be purchased for a minimal charge for families and friends. **Attendance at the ceremony is a departmental requirement.**

5. **Composite Picture of Graduating Class (R)**

The Student Nurses Association (SNA) coordinates the announcement, scheduling of appointments, etc. for photographs to be used in the composite class picture which is framed and hung in the Department of Nursing. These composites have become a tradition in the Department of Nursing at Bloomsburg University. It is expected that all students will participate in the composite picture for the department. Approximate costs can be obtained from SNA.

6. **Student and Pennsylvania Resident Printer Paper Use (PRP 3410)**

Each student at Bloomsburg University is given an allocation of 500 pages of printer paper each semester. A student can print as many pages as needed up to that limit at no charge, using any of the designated printers on campus. Any student who prints more than 500 pages of paper in a semester is billed at a rate of $.04 per page printed above the 500 page limit. This policy also applies to any Pennsylvania resident who uses the computers and printers on the Bloomsburg University campus.

Approved by the Council of Trustees, February 1, 2006

7. **Campus Health Center Services (Optional)**

All students who are taking classes at the Danville location can optionally choose to access the campus Health Center for health services, if you have paid the Health Center fee. For students who are taking classes at the Danville location and who wish to access the Health Center for health services, you may optionally elect to pay the Health Center fee through the Bursar’s Office (Business Office).

Revised June 2017
8. Estimate of Student Expenses

An estimate of the expenses unique to the nursing program are listed below. Please keep in mind that costs change constantly and these figures are estimated.

**Clinical and Class Expenses**

- Initial Pre-entrance Comprehensive Health Examination (includes lab tests, immunizations) ........................................... $ 250.00
- Annual Health Exam .............................................................. $ 100.00
- Liability/Malpractice Insurance (3 years) ........................................... $ 100.00
- CPR certification (annually) ....................................................... $ 110.00
- Textbooks per academic year .................................................... $ 700.00-$900.00
- Student Nurses Association (SNA) annual dues (optional) ....................... $ 6.00
- Standardized Testing Package .................................................... $ 600.00 (approx)
- Criminal Background, Child Abuse Clearances, FBI Fingerprinting .......... $ 75.00

**Uniforms and Supplies**

1. Uniforms: Two uniforms required ........................................... $ 215.00
2. Lab Coat (one required) ......................................................... $ 50.00
3. Name pin .............................................................................. $ 10.00
4. Shoes (white) ........................................................................ $ 60.00
5. Stethoscope .......................................................................... $ 75.00
6. Watch (with second hand) ....................................................... $ 30.00
7. Lab Pacs .............................................................................. $ 135.00

**Senior Year Expenses** (For explanations, see "Graduation Requirements and Guidelines" of this Handbook)

1. Graduate pin (Subject to price of gold) ....................................... $25.00-100.00
2. Temporary Practice Permit ....................................................... $ 35.00
3. Pennsylvania State Board Application ....................................... $ 35.00
4. NCLEX Licensure Examination ................................................ $ 200.00
5. NCLEX Review Course ......................................................... $ 400.00 (approx)
6. Composite photograph/etc. ....................................................... $ 25.00
7. Graduate cap and gown (from BU Store) ................................... $ 25.00

Revised: June 2017
F. Graduation Requirements
Graduation Requirements

Students in the baccalaureate nursing program must meet the graduation requirements of the university and the Department of Nursing. The university's graduation policy and fees are outlined on the University's website. Graduation requirements specific to the nursing program are set forth by the nursing faculty. Explanations follow.

A. Exit Interview, Resume, and Extracurricular Activity Form

In accord with criteria established by the Pennsylvania State Board of Nursing (SBN) and national accreditation agencies, students play an active role in evaluation processes across their program of study. In addition to the ongoing student feedback provided through course evaluations, graduating seniors are required to participate in an exit interview in either December (December graduates) or April (May and August graduates) to evaluate the attainment of program outcomes, submit a final resume, and updated extracurricular form.

B. Computer Assisted Instruction Nursing Review Program

During the last semester of the senior year, students must complete the ATI RN Comprehensive Predictor Exam. See p. 38 for detailed information.

NCLEX Licensure Examination

After earning the baccalaureate degree, generic graduates must take the National Nursing Licensure Examination from the National Council of State Board of Nursing in order to become registered nurses.

Generic candidates need to be aware of the following law relative to eligibility to take the licensure examination in Pennsylvania.

In accordance with the January 1, 1986, Professional Nursing Law (P.L. 317, No. 69), felonious acts prohibit licensure in Pennsylvania in accordance with the following guidelines:

Section 14 (4 & 5)

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

- Has committed fraud or deceit in securing his or her admission to the practice of nursing or to nursing school;

- 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, the United States, or any other state, territory or country;
• Is unable to practice professional nursing with reasonable skill and safety to patients by reason of mental or physical illness or condition or physiological or psychological dependence upon alcohol, hallucinogenic or narcotic drugs or other drugs which tend to impair judgment or coordination, so long as such dependence shall continue.

Section 15.1 (b)

A person convicted of any felonious act under the Controlled Substance, Drug, Device, and Cosmetic Act may be prohibited from licensure by the Pennsylvania State Board of Nursing at any time.

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

Reviewed June 2009

Procedure for Licensure Application:

1. In early November (December graduates) and April (May and August graduates), a memo giving instructions regarding how to apply for the licensure examination (NCLEX-RN) will be distributed to graduating seniors in class. It is the graduate’s responsibility to be in class to receive this memo. In case of illness, the student must obtain the information in the Nursing Office. Cost for the Pennsylvania application is $35.00.

2. Students who are seeking licensure in another state are responsible for processing, completing, and submitting the required application forms to the office for final processing.

3. Complete required 3 hour child abuse education program.

4. Register to take the licensure exam with PearsonVue. You may register online at www.vue.com/nclex or call 866-496-2539. When registering with PearsonVue for the licensure exam, it is recommended you also download the NCLEX® Candidate Bulletin that will provide you with valuable information about test content and testing procedures. $200.00 fee. This is the student's responsibility. Follow the instructions exactly.

* Fees are subject to change at anytime.

Reviewed June 2015
G. Membership: Organizations and Departmental Committees
1 Student Nurses Association (SNA)

The purpose of the Student Nurses Association (SNA) is to facilitate the involvement of students in the professional responsibilities of nursing. This goal is accomplished by providing unity through planned social, educational, and service activities coordinated between the classes; enhancing communication between students, faculty, and administration; promoting the nursing profession; and enhancing personal and professional growth. All enrolled, full-time baccalaureate nursing student are members of SNA. However, only through active involvement in the association can the stated purpose be achieved.

It is through SNA that you can become involved in the faculty department committees such as curriculum; student admission, progression and retention; faculty search; and educational resources committees. This involvement is an excellent way to ensure that the department and students are working toward the same goals. The association also has social functions such as banquets and picnics. The faculty are welcome to attend so it is an excellent way to get to know them outside the classroom.

SNA meets monthly. On the third floor of MHSC outside the SLL, the SNA has a bulletin board with information as to events, meeting times, and current affairs. The SNA mailbox is located in the Department of Nursing Office, Room 3109, MHSC.

1988/Reviewed June 2013

2. Nurses Christian Fellowship (NCF)

Nurses Christian Fellowship (NCF) is a recognized university professional organization and a ministry of and for Christian student and registered nurses. Its major activities include Bible study and prayer, fellowship and support, and outreach into the nursing community. By serving the needs of the whole person-spiritual, emotional, intellectual, ethical and professional-NCF strives to enable nurses to enhance their discipleship of Jesus Christ and influence the nursing profession for Him.

Revised May 1994/Reviewed June 2011
3. **Student Membership on Departmental Committees**

The faculty of the Department of Nursing recognize the value of student input and involvement in evaluation of the nursing program as a consumer of the services rendered. Therefore, students have the opportunity to contribute to the nursing program through membership on the following departmental committees:
- Curriculum Committee
- Faculty Search Committee (for the purpose of interviewing prospective faculty only)
- Educational Resources Committee
- Student Admission, Progression and Retention Committee (for policy matters only)

Students are selected by the Student Nurses Association to serve on these committees. If you are interested in serving, contact an officer of SNA and indicate your area of interest. Such activities assist you to grow professionally and help you to develop leadership abilities.

1986/Reviewed June 2011
H. Honors, Scholarships and Awards
1. PROFESSIONAL HONORARY ORGANIZATIONS

a. BLOOMSBURG UNIVERSITY THETA ZETA CHAPTER OF SIGMA THETA TAU

The Nursing Department at Bloomsburg University has a chapter of the International Honor Society of Nursing, Theta Zeta chapter of Sigma Theta Tau.

Criteria for Membership in Sigma Theta Tau

Induction into Sigma Theta Tau is both a privilege and an honor. You should be aware that there are several criteria which must be met for eligibility:

- Upper 35% of their graduating class in scholarship (upper 15% is inducted as juniors and the remaining 20% of the upper 35% as seniors)
- Minimum 3.0 overall GPA
- Competitive nature of class determines actual GPA necessary for eligibility into organization

A combination of the following is required for a successful endorsement:

1. Superior academic achievement.
2. Development of leadership qualities.
3. Demonstration of high professional standards.
4. Demonstration of a strong commitment to the ideals and purposes of the profession.

Sigma Theta Tau hopes that each student will strive to achieve these standards for eligibility into the organization.

Revised May 1992
Reviewed June 2011

2. SCHOLARSHIPS AND AWARDS

a. NURSING ACHIEVEMENT AWARD

The nursing faculty annually select a senior student to receive the Nursing Achievement Award as formal recognition for outstanding achievement at the undergraduate level. The student is presented with a certificate of recognition and a monetary gift from the department faculty. Criteria for selection are:

1. Nursing QPA of 3.50 or above.
2. Leadership as recognized by the faculty:
   a. Autonomy, advocacy, influencing change, assertiveness in clinical practice.
   b. Enhancement of the image of nursing/nurses.
   c. Extracurricular involvement.
b. **HELENE ROBERTSON MEMORIAL SCHOLARSHIP**

The Helene Robertson Memorial Scholarship is awarded in memory of Helene Robertson, a member of the Bloomsburg University Department of Nursing faculty from 1981 through 1985. The amount of the scholarship as well as the number available each year are dependent upon the funds in the scholarship trust. Applications are posted on nursing bulletin boards in McCormick Center in January and are due by mid-February.

This scholarship is awarded to baccalaureate nursing students who are entering the junior/senior year of the Bloomsburg University nursing curriculum and who will remain on full-time status. The scholarships are renewable for one additional year provided that the required academic achievement level is maintained. To be eligible for consideration, a candidate for the scholarship must be a current full-time nursing student and must complete the application in February for the following academic year; demonstrate a financial need as evidenced on the Pennsylvania State Grant/Federal Student Aid Application; obtain an overall cumulative grade point average of 3.00; and complete an interview with the Nursing Department's Scholarship Committee if requested. Names of scholarship recipients are engraved on the plaque outside the Nursing Department Office.

Applications are available in the University Financial Aid Office.

c. **ELOISE HIPPENSTEEL MEMORIAL SCHOLARSHIP**

Awarded to a current, full-time baccalaureate nursing student, enrolled in the second semester sophomore year of the nursing curriculum. Candidates must have achieved at least a 3.0 grade point average in nursing courses; demonstrated a commitment to community service as manifested by on-going contributions in the form of leadership, planning and organization, and/or participation in community service organizations; and possess notable potential for future contributions to the nursing profession. **THE SCHOLARSHIP SELECTION COMMITTEE FOR THIS AWARD WILL BE COMPOSED OF THE PERMANENT FACULTY WHOSE PRIMARY TEACHING RESPONSIBILITIES TAKE PLACE IN SOPHOMORE-LEVEL NURSING COURSES.**

Applications are available in the University Financial Aid Office.

d. **EARL W. AND SUSAN JOY LEWIS SCHOLARSHIP**

This scholarship is awarded in memory of Phyllis and Earl Lewis and in honor of Ronald Lewis. This scholarship is awarded to an incoming, full-time freshmen nursing student. To be eligible for consideration of this scholarship, the student needs 1000 or above SAT score, provide three letters of recommendation, and demonstrate financial need as evidenced on the Pennsylvania State Grant/Federal Student Aid Application. The scholarship is renewable with a 3.0 cumulative grade point average, and continued financial need.

Selection committee for this scholarship is the admissions office and the nursing department chairperson in collaboration with the Student Admission, Progression and Retention Committee of the Department of Nursing.
e. **JEAN KALAT PSYCHIATRIC/MENTAL HEALTH NURSING AWARD**

An annual Jean Kalat Psychiatric/Mental Health Nursing award of $100.00 is given annually to a senior student who exemplifies the qualities as found in the American Psychiatric Nursing Association Standards of Practice. Selection committee for this award is the Psychiatric/Mental Health course faculty.

Student would be honored at the Pinning ceremony.

f. **AMERICAN PSYCHIATRIC NURSES ASSOCIATION: JANSSEN STUDENT SCHOLARSHIP**

The American Psychiatric Nurses Association, through the generous support of Janssen Pharmaceuticals sponsors the American Psychiatric Nurses Association-Janssen Scholar. This scholarship is offered to outstanding nursing students who are interested in developing a career in psychiatric-mental health nursing, and provides an opportunity to learn about nursing leadership in the nursing specialty. Students who are members of the National Student Nurses Association, have a minimum grade point average of 3.0 (on a 4.0 scale), and are respected as a student leader are nominated by faculty from each nursing school. Thirty students are selected by a committee of distinguished psychiatric-mental health nursing leaders. Each year the conference is held in a different location in the United States with travel, lodging, registration fees and a meal stipend included in the scholarship.

g. **BARBARA M. DILWORTH MEMORIAL SCHOLARSHIP**

This scholarship is awarded to an incoming, full-time freshmen nursing student. To be eligible for consideration of this scholarship, the student needs 1100 or above SAT score and provide three letters of recommendation. Financial need as evidenced on the Pennsylvania State Grant/Federal Student Aid Application may be considered. The scholarship is renewable with a 3.5 cumulative grade point average for the year under review (not cumulative). Selection committee for this scholarship is the admissions office and the nursing chairperson in collaboration with the Student Admission, Progression and Retention Committee of the Department of Nursing.

h. **BARBARA OLDT NURSING SCHOLARSHIP**

This scholarship is given to a deserving student from the Central Pennsylvania area (Union, Snyder, or Northumberland counties) pursuing a degree in nursing. Students from these counties should apply using the university application form during the university designated application period. Application is submitted to the Department of Nursing Office.

i. **SUSAN B. FETTERMAN NURSING SCHOLARSHIP**

This scholarship is awarded to a nursing student demonstrating financial need as determined by the University. Preference is given to non-traditional students.
j. **ARmy ROTc PNE (PARTNERSHIP IN NURSING EXCELLENCE PROGRAM**

Two, three or four year scholarships are available for Nursing majors. Scholarships will cover full tuition, additional allowances pay for books and fees, and provide monthly living allowances for each school year. For more information contact the ROTC office on campus at 389-2123 or 577-1013 or e-mail armyrotc@bloomu.edu.

k. **OTHER AWARDS**

From time to time, other awards, information from health agencies, community service agencies, etc. are received in the Department of Nursing. This information is posted on the bulletin boards outside the Simulated Learning Laboratory in McCormick.

Increasingly, hospitals are granting scholarships and loans to students in BSN programs. Students who are interested in such tuition assistance should contact their local hospitals to inquire individually.

For additional information concerning availability of financial aid contact the University Financial Aid Office at 389-4279.

l. **SCHOLARSHIP AND FINANCIAL AID INFORMATION FOR UNDERGRADUATE NURSING STUDENTS**

**AACN Resources**

- **After College/AACN Scholarship Fund** is available to support students who are seeking baccalaureate, master’s, or doctoral degrees in nursing: http://go.aftercollege.com/events/AACN/2006/index.cfm

- **The Peterson’s Guide to Nursing Programs** provides information on specific nursing schools and the Web site maintains a link to financial aid help: http://www.petersons.com/finaid/

**Resources for Undergraduate Nursing Students**

- **Active Duty Health Professions Loan Repayment Program** provides up to $50,000 to repay qualified educational loans in exchange for active duty service in the U.S. Army. http://www.goarmy.com/amedd/nurse/corps_benefits.jsp

- **ExceptionalNurse.com** awards $500 scholarships to a qualified students with a disability http://www.exceptionalnurse.com/scholarship.php

- **The National Black Nurses Association (NBNA)** offers a variety of scholarships, including the Student Nurse of the Year award to an NBNA member in pursuit of a baccalaureate or other advanced nursing degree http://www.nbna.org
- **The Nurse Loan Repayment and Scholarship Program** administered by The Division of Nursing at HRSA, is available for registered nurses. Participants must serve at a health facility in an underserved area to receive loan repayments. [http://www.hrsa.gov/loanscholarships/repayment/nursing/](http://www.hrsa.gov/loanscholarships/repayment/nursing/)

- **The Oncology Nursing Society Foundation** awards academic scholarships specifically for students pursuing bachelor's degrees. [http://www.ons.org](http://www.ons.org)

**General Resources**

- **The Bureau of Health Professions** financial aid page offers a useful introduction in all financial assistance programs under the Health Resources and Services Administration. [http://hrsa.gov/help/healthprofessions.htm](http://hrsa.gov/help/healthprofessions.htm)

- **The College Board** provides an up-to-date scholarship search, as well as advice on how to apply for a scholarship and spot a scholarship scam. [http://www.collegeboard.com/pay/scholarships_and_aid](http://www.collegeboard.com/pay/scholarships_and_aid)

- **FastWeb** is an online scholarship search. [http://www.fastweb.com/](http://www.fastweb.com/)


- **Johnson & Johnson’s Discover Nursing Web Site** has an extensive nursing scholarships search feature. [http://www.DiscoverNursing.com](http://www.DiscoverNursing.com)

- **MinorityNurse.com** maintains a listing of scholarship and fellowship money for students pursuing undergraduate or graduate work in nursing. [www.minoritynurse.com/scholarships](http://www.minoritynurse.com/scholarships)

- **Sigma Theta Tau International** offers a list of scholarships available through organizations and specific nursing schools: [www.nursingsociety.org](http://www.nursingsociety.org)


For a complete listing of scholarship and financial aid opportunities, AACN’s Financial Aid Resource found online at [http://www.aacn.nche.edu](http://www.aacn.nche.edu).

Revised June 2017
SECTION V

TIPS FOR SUCCESS AND PROGRAM ASSIGNMENTS
TIPS FOR SUCCESS

Scheduling Courses

a. Scheduling Classes and Registration

Students enroll by scheduling classes, paying fees, and registering prior to the beginning of the semester or summer session. The scheduling of classes is usually completed during the prior semester. The dates for scheduling and advisement are announced by the registrar. To schedule, students review the class schedule on the Registrar’s home page, meet with their advisors, and enter their schedule directly into the schedule program.

- Freshmen are blocked schedule into the required courses.

- All students are required to complete Foundations of College Writing prior to enrolling in NURSING 210 Professional Nursing.

- Students must register by the first day of each semester or summer session according to the instructions for registration issued by the registrar. Special provisions for registrations are available for non-degree students and part-time degree students. Students who do not register will have their class schedules dropped at the end of the first day of registration.

- Students with unpaid fees, overdue library materials, and other obligations due the university will be denied scheduling and registration privileges.

- Students with disabilities should contact their advisor to make special arrangements for scheduling of classes and registration.

- Students are encouraged to follow the appropriate course planning sheets in Section VI for assistance in program and course completion:

  Generic Student Course Plan
  Second-Degree (including Accelerated Program) Students Course Plan
  LPN-BSN (RN) Course Plan

b. Computer Course Scheduling

Students can register courses from any computer on and off campus. A student login is required to enter the system.
c. **Reserved Class Seating**

Classes with reserved seats for nursing majors are scheduled either through the Department of Nursing and/or related Departments.

d. **Transfer Credit Procedure**

Students are required to complete a "Prior to Transfer of Credits Approval Form" with their academic advisor. Evaluation of Transfer credits is outlined on page 59 of the Department of Nursing Student Handbook.

e. **Summer and Winter Session**

Undergraduate and graduate courses are offered during the summer and winter sessions on campus and online. Students may schedule as many semester hours in a session as the number of weeks in that sessions. An overload requires the approval of the appropriate college dean.

**Global and Multicultural Education**

Global education is central to the mission of Bloomsburg University, which states the university "prepares students for personal and professional success in an increasingly complex global environment."

Multicultural and global competencies, including foreign language acquisition, have gained enormous value in an increasingly interconnected world. Study abroad fosters the development of culturally perceptive citizens who engage effectively with local and global communities. BU's Office of Global and Multicultural Education helps all students take advantage of the opportunity to live and explore a new and different culture in a safe and affordable manner.

For additional information, contact your academic advisor or the Office of Global and Multicultural Education is located in Student Services Center.

**Extracurricular Activities and Recognition Awards**

Students are required to keep a record of their extracurricular activities and recognition awards throughout their program of study. Forms will be handed out at the beginning of each semester. Faculty will need to see these forms for letters of recommendations and program evaluation.

(For assistance in record keeping, refer to Section VI for related form.)
Important Dates

Students are encouraged to review the bulletin boards by the SLL in MHSC and the Danville site for important meeting and requirement due dates and/or the departmental website http://departments.bloomu.edu/nursing/.

Classroom/Clinical Assignments

a. Scholarly Papers and/or Writing Assignments

Writing across the nursing curriculum is emphasized. Each nursing course has either a formal scholarly paper or writing assignment.

Students may request a second reading of their scholarly paper if they receive a grade of D or below. The request must be made within one week of receiving the grade. The student must first meet with the professor grading the paper to discuss areas of the paper in question. The student is expected to provide supportive rationale/documentation for this discussion. If after meeting with the grading professor the issue has not been resolved, the student may request a second reading of the paper by another faculty member of the professor’s choice. In order to have a second reading the student must submit written rationale, with supporting references, to the second reader within one week of the meeting with the grading professor. Faculty retains the academic right as to whether or not a grade change is necessary even after a second read.

Approved May 1995/Revised Fac. Assembly May 2006

b. Process Recordings

Clinical courses may require at least one process recording of a client. Specific course requirements are given at the beginning of each semester.

c. Oral Presentations

As a major program outcome, communication is evaluated by several means. Oral presentations are expected throughout this program. Specific course requirements are given at the beginning of each semester.

d. Nursing Care Plan

Each clinical course requires nursing care plans. Specific clinical requirements are given at the beginning of each semester.
PROCESS RECORDING FORMAT

To provide effective care, nurses must understand the importance of collaborative empowering communication and the techniques that facilitate as well as hinder the process.

PURPOSE
The process recording is one tool used in nursing to guide the student in the process of evaluating his/her interactions with the client through an analysis of a written, verbatim (word for word) recording of all verbal and nonverbal communication that occurs during the nurse-client interaction.

The process recording provides a means for:
1. Observing the reciprocal and circular nature of nurse-client interactions; that is, two individuals responding to and eliciting responses from one another.
2. The student to identify and understand the meanings of behavior, thoughts and feelings; his/her own as well as that of the client.
3. The systematic recording and analysis of verbal and non-verbal interactions occurring within the nurse-client interaction.
4. Students to examine and evaluate nursing interventions and validate perceptions and interpretations.
5. Developing skills in handling data gathered during the nurse-client interaction; these skills include collecting, ordering, analyzing and synthesizing the data
6. Applying theory to practice.
7. Developing self-awareness insights
8. Planning purposeful intervention and documenting these interventions.

PROCESS
In the process of evaluating the nurse-client interaction, the following components must be examined/analyzed:

1. Context: This refers to the setting and circumstances in which the interaction occurs and includes significant internal and external environmental factors such as the physical environment, nurse feelings/behaviors and client behaviors.
2. Modes of communication: The two major modes of communication are verbal and nonverbal communication.
   Verbal communication involves the use of word symbols that are organized into a formal structured system (language) to convey thoughts and feelings. Because language is comprised of word symbols, and symbols have different meanings determined by culture, experience age, sex, and other variables, it is important to examine the meaning of words.
   Non-verbal communication involves all forms of communication that do not involve words. Nonverbal communication can be transmitted and received through multiple channels including response time, body language, voice characteristics and sue of proxemics.
Response time – promptness with which a speaker’s presence or words are acknowledged; Body Language – conveyed through physical appearance, posture, gait, facial expression and eye contact, hand gestures and touch; Voice – conveyed through tone of voice, rate of speech loudness of voice and diction; Proxemics- use of personal and social space.

3. Congruency between verbal and nonverbal communication: This refers to a communication pattern in which the sender of a message is communicating the same message on both the verbal and nonverbal levels (e.g., smiling and stating, “I am happy.”)

4. Use of therapeutic versus nontherapeutic skills:
   Therapeutic skills refer to use of communication techniques that empower others and encourage collaboration. Therapeutic communication also involves the use of facilitative techniques such as empathy, respect, warmth, concreteness, genuineness and self-disclosure.
   Nontherapeutic skills refer to the use of communication techniques that diminish others and block collaboration.

5. Awareness of role of self in the process: This refers to the students’ abilities to clarify their values and beliefs, acknowledge their attitudes and opinions and become consciously aware of the choices and decisions that they have made.

DON
Approved 2/93
**BLOOMSBURG UNIVERSITY**  
Bloomsburg, Pennsylvania 17815  
Department of Nursing

**PROCESS RECORDING FORMAT**

**Describe Context:**
1. Significant environmental facts including a brief description of the client.  
2. Goal(s) of the interaction related to implementing the plan of care.

<table>
<thead>
<tr>
<th>INTERACTION VERBAL AND NONVERBAL</th>
<th>ANALYSIS OF NURSE'S (SELF) COMMUNICATION</th>
<th>NURSE'S ANALYSIS OF CLIENT'S COMMUNICATION PATTERNS AND DEFENSE MECHANISMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSE</td>
<td>CLIENT</td>
<td>NURSE</td>
</tr>
</tbody>
</table>
| 1. What the nurse says (verbal)  
2. What the nurse does (non-verbal) | 3. What communication technique did you use?  
4. What was your reason for using this technique? This is an explanation of what you were thinking – not a definition of the technique.  
5. Was your use of this technique therapeutic or non-therapeutic? Why?  
6. What alternative approaches could you have used and why would you use it? |  
| 1. What the client says (verbal)  
2. What the client does (non-verbal) | | |

Analyze client's verbal and non-verbal communication:  
1. What does the client's verbal response/nonverbal behavior mean in relationship to their illness and/or life situation?  
2. Identify client’s ego functioning and any use of ego defense/coping mechanisms the client is using. Explain why/how the client is using them.  
3. Is the verbal communication consistent with the non-verbal? (congruency)

At the completion of your analysis, draft a draft narrative that include:  
1. Evaluation of goal attainment  
2. Evaluation of nursing interventions and proposed revisions in nursing approaches  
3. Self-awareness insights

Approved Faculty Assembly 3/17/00
BLOOMSBURG UNIVERSITY
Bloomsburg, Pennsylvania 17815
Department of Nursing

PROCESS RECORDING FORMAT

Describe Context:

<table>
<thead>
<tr>
<th>INTERACTION VERBAL and NONVERBAL</th>
<th>ANALYSIS OF NURSE'S (SELF) COMMUNICATION</th>
<th>NURSE'S ANALYSIS OF CLIENT'S COMMUNICATION PATTERNS AND DEFENSE MECHANISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSE</td>
<td>CLIENT</td>
<td>NURSE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EVALUATION OF ORAL PRESENTATIONS

PRESENTER ____________________________________________

TOPIC ______________________________________________ DATE: __________________

Your audience will look for these points. Check the points you observed.

In your planning and organization...
I. Planning
   A. Comfort of physical environment
   B. Meet requested deadlines

II. Introduction
   A. Introduce yourself
   B. State purpose
   C. Reveal point of presentation
   D. Preview presentation organization

III. Discussion
   A. Use of focusing event
   B. Use of formative evaluation
   C. Inclusion of pros and cons surrounding topic
   D. Discuss implications for the profession of nursing

IV. Conclusion
   A. Summarize main points
   B. Look to the future

Summary comment on planning and organization: __________________________________________

__________________________________________________________________________________
In your delivery (5 = tops, 4 = good, 3 = average, 2 = fair, 1 = needs work)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Appearance</td>
<td></td>
</tr>
<tr>
<td>2. Eye contact</td>
<td></td>
</tr>
<tr>
<td>3. Posture</td>
<td></td>
</tr>
<tr>
<td>4. Voice</td>
<td></td>
</tr>
<tr>
<td>5. Gesture</td>
<td></td>
</tr>
<tr>
<td>6. Pace/Timing</td>
<td></td>
</tr>
<tr>
<td>7. Use of notes</td>
<td></td>
</tr>
<tr>
<td>8. Use of varied strategies</td>
<td></td>
</tr>
<tr>
<td>9. Talk coordination</td>
<td></td>
</tr>
<tr>
<td>10. Command of topic</td>
<td></td>
</tr>
<tr>
<td>11. Audience participation</td>
<td></td>
</tr>
<tr>
<td>12. Response to questions/ comments</td>
<td></td>
</tr>
<tr>
<td>13. Overall effect</td>
<td></td>
</tr>
</tbody>
</table>

Summary comment of delivery: ____________________________________________

__________________________________________

General comments: ____________________________________________

__________________________________________

Revised 6/2017
GUIDELINES FOR NURSING CARE PLANS

Assessment
1. Differentiates between objective and subjective data.
2. Subjective and objective data contain the major defining characteristics as cited by NANDA.
3. Distinguishes relevant from irrelevant data.
4. Data reflect collection from a variety of sources.

Diagnosis
1. Selects NANDA diagnosis based upon major defining characteristics.
2. States diagnosis, including “related to” statement that provides direction for nursing care.
3. Specifies an accompanying or responsible condition, such as secondary to CHF, secondary to schizophrenia (optional).

Planning
Writes a three-part goal containing:
  a. The will...
  b. “do something” (reverse of nursing diagnosis
  c. stem)...  
  d. as evidenced by... (outcome data that demonstrate that original defining characteristics of the diagnosis have now been reversed and data collected as such)

Implementation
1. Collects pertinent data pertaining to the client’s current status.
2. Bases nursing actions on systematic assessment.
3. Individualizes care plan related to desired outcomes.
4. Provides comprehensive plan of care.
5. Utilizes relevant teaching strategies.
6. Identifies scientific rationale to support all nursing actions.

Evaluation
1. Reflects subjective and objective data from expected outcomes expressed in the goal statement.
2. Analyzes data to determine effectiveness of plan, including substantiating evidence.
3. Revises plan, showing how data from the client will be used to make further planning decisions.

DON 11/19/99
### NURSING CARE PLAN

**Subjective Data:**
The history, that which is related by the client or significant others. What the client states.

**Nursing Diagnosis:** Effect related to cause

<table>
<thead>
<tr>
<th>Client-centered Outcomes</th>
<th>Nursing Actions</th>
<th>Principle/Scientific Rationale</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>To organize nursing action(s) for each client outcome, use this GUIDE: 1. ASSESS 2. DO 3. TEACH</td>
<td>Begin with a verb. Use as many actions as necessary to meet the outcome(s). Match closely for cognitive, affective, and psychomotor nature of outcome to assure internal consistency of plan and clarity. This avoids confusion when evaluating. If someone else (dietician, spouse, etc.) is involved, use for example: refer, consult, evaluate, etc.</td>
<td>Cite the scientific rationale/principle which supports the nursing action(s) with appropriate professional references. Use science, nursing or medical textbooks; related Nursing/Medical journals. (Do not use popular magazine/journals or dictionaries).</td>
<td>SOAP is used as an organizational tool for outcome evaluation and used for each outcome statement. S: Subjective data that relates to outcome. O: Objective data that relates to outcome. A: Nurse's assessment of progress/lack of progress towards the outcome and why (met/unmet). P: Future Plan based on evaluation of outcome and why (scientific rationale).</td>
</tr>
</tbody>
</table>

Outcomes
3 components

1. The client will... (client centered)
2. experience decreased pain... (main content of expected outcome)
3. as evidenced by... (criteria statement that lists specific examples of subjective and objective data that can be obtained by outcome is successfully achieved).

(Client centered, main content, and as evidenced by).

Revised: Nov. 21, 1997
Faculty Assembly
OBJECTIVE DATA:

NURSING DIAGNOSIS:

<table>
<thead>
<tr>
<th>Client-centered Outcomes</th>
<th>Nursing Actions</th>
<th>Principle/Scientific Rationale</th>
<th>Evaluation</th>
</tr>
</thead>
</table>

Revised: November 21, 1997 Faculty Assembly Meeting
BLOOMSBURG UNIVERSITY  
Bloomsburg, Pennsylvania 17815  

Department of Nursing  

COURSE PLANNING  
GENERIC STUDENTS  

GENERAL EDUCATION REQUIREMENTS  
A general education is the result of the entire university experience. It should assure broad exposure to areas of study beyond the major to foster a deeper understanding of and appreciation for the world, its possibilities, and the individual’s part in it. The General Education program, based on acquiring skills, knowledge, and cultural awareness, will help develop each student’s ability to think critically and communicate clearly.  

COURSES MAY COUNT FOR GEPS IN MULTIPLE GOALS BUT CREDITS SHOULD ONLY BE COUNTED ONCE FOR A SPECIFIC COURSE TOWARD THE 120 CREDIT REQUIREMENT. Please keep track of credits.  

Goal 1: COMMUNICATION: Communicate effectively in writing, oral presentation, and visual argument. A minimum of 7 GEPS, must come from at least three disciplines.  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Grade</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>3 GEP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURSING 210</td>
<td>2 GEP</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>GEP</td>
<td>credits</td>
</tr>
</tbody>
</table>

Goal 2: INFORMATION LITERACY: Find evaluate, and ethically use information using appropriate technology. A minimum two GEPS must come from at least one discipline.  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Grade</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 210</td>
<td>1 GEP</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>GEP</td>
<td>credits</td>
</tr>
</tbody>
</table>

Goal 3: ANALYTICAL AND QUANTITATIVE SKILLS: Apply critical analysis, quantitative reasoning, and problem solving skills. A minimum of 5 GEPS, must come from at least two disciplines.  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Grade</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 101</td>
<td>1 GEP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 108</td>
<td>1 GEP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 141</td>
<td>3 GEP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYCH 160</td>
<td>3 GEP</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Number of Credits MUST equal 120 credits
**Goal 4: CULTURES AND DIVERSITY:** Apply knowledge from the humanities and other disciplines to analyze the implications of diversity among human groups, their histories, cultures, and the plurality of human experiences. A minimum of 5 GEPs, must come from at least two disciplines.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>GEP</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTHRO 200</td>
<td>Principles of Cultural Anthropology</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>NURSING 410</td>
<td>Public Health Nursing</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

**Goal 5: NATURAL SCIENCES:** Demonstrate knowledge of natural sciences principles, concepts, and methods. A minimum of 5 GEPs, must come from at least two disciplines.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>GEP</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 101</td>
<td>Introductory Chemistry</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>CHEM 108</td>
<td>Physiological Chemistry</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>BIOLOGY 240</td>
<td>Introductory Microbiology</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Additional Required Prerequisite courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOLOGY 173</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOLOGY 174</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
</tbody>
</table>

**Goal 6: SOCIAL SCIENCES:** Demonstrate knowledge of social sciences principles, concepts, and methods. A minimum of five GEPs must come from at least two disciplines.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>GEP</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 211</td>
<td>Principles of Sociology OR</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ANTHRO 200</td>
<td>Principles of Cultural Anthropology</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 101</td>
<td>General Psychology</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Additional Required Prerequisite courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 210</td>
<td>Life Span Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Number of Credits MUST equal 120 credits**
Goal 7: ARTS AND HUMANITIES: Apply knowledge from the arts and humanities to analyze, evaluate, or participate in the artistic and literacy traditions of our diverse world. A minimum of 5 GEPs must come from at least two disciplines.

<table>
<thead>
<tr>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEP</td>
</tr>
<tr>
<td>credits</td>
</tr>
</tbody>
</table>

Goal 8: SECOND LANGUAGE: Demonstrate basic communication skills in a second language. A minimum of two GEPs must come from at least one discipline. May meet the GEP requirement through placement testing.

- Met through placement exam
- 2 GEP
- 0 credits

<table>
<thead>
<tr>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEP</td>
</tr>
<tr>
<td>credits</td>
</tr>
</tbody>
</table>

Goal 9: HEALTHY LIVING: Participate in physical activity and evaluate the consequences of health decisions. A minimum of two GEPs must come from at least one discipline.

<table>
<thead>
<tr>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEP</td>
</tr>
<tr>
<td>credits</td>
</tr>
</tbody>
</table>

Goal 10: CITIZENSHIP: Exhibit responsible citizenship. Minimum 2 GEPs.

- NURSING 410 Public Health Nursing
- 2 GEP
- 0 credits

<table>
<thead>
<tr>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEP</td>
</tr>
<tr>
<td>credits</td>
</tr>
</tbody>
</table>

Total Number of Credits MUST equal 120 credits
### ELECTIVES (12-15 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### BSN PROGRAM (61 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING.210 Professional Nursing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURSING.211 Nutrition</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURSING.212 Pharmacology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURSING213 Foundations of Nursing Practice</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>NURSING 214 Health Assessment</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURSING 215 Pathophysiology for Nursing Practice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURSING 306 Introduction to Research and Evidence-Based Practice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURSING 311 Adult Health Nursing I</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>NURSING 312 Maternal and Child Health Nursing</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>NURSING 314 Nursing Care of Older Adults</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>NURSING 410 Public Health Nursing</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>NURSING 411 Psychiatric/Mental Health Nursing</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>NURSING 412 Adult Health II</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>NURSING 414 Leadership and Management in Nursing</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**

(Minimum 120 credits)
COURSE PLANNING
SECOND DEGREE STUDENTS (Includes Accelerated Students)

An individual who applies for a second baccalaureate degree must have completed the first degree at Bloomsburg University or another accredited college or university. The student also must add at least 30 semester hours of undergraduate courses in residence during regular academic year’s and/or summer sessions at Bloomsburg University.

All curriculum requirements for the second degree must have been satisfied and free elective credit must have been taken if necessary to complete the additional 30 semester hours. If the same course is required in both degree programs, it cannot be credited as part of the 30 semester hour requirements for completion of the second degree.

Prerequisites to Nursing Curriculum

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Title</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOLOGY 173</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BIOLOGY 174</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BIOLOGY 240</td>
<td>Introductory Microbiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CHEM 101</td>
<td>Introductory Chemistry</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CHEM 108</td>
<td>Physiological Chemistry</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PSYCH 101</td>
<td>General Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSYCH 210</td>
<td>Life Span Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOC 211</td>
<td>Principles of Sociology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 213</td>
<td>Contemporary Social Problems</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTHRO 200</td>
<td>Principles of Cultural Anthropology</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Statistics</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Nursing Program

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Title</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 210</td>
<td>Professional Nursing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURSING 211</td>
<td>Nutrition</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURSING 212</td>
<td>Pharmacology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURSING 213</td>
<td>Foundations of Nursing Practice</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>NURSING 214</td>
<td>Health Assessment</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURSING 215</td>
<td>Pathophysiology for Nursing Practice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURSING 306</td>
<td>Introduction to Research and Evidence-Based Practice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>NURSING 311</td>
<td>Adult Health Nursing I</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>NURSING 312</td>
<td>Maternal and Child Health Nursing</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>NURSING 314</td>
<td>Nursing Care of Older Adults</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>NURSING 410</td>
<td>Public Health Nursing</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>NURSING 411</td>
<td>Psychiatric/Mental Health Nursing</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>NURSING 412</td>
<td>Adult Health Nursing II</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>NURSING 414</td>
<td>Leadership and Management in Nursing</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS EARNED AT BLOOMSBURG UNIVERSITY =**

Department of Nursing January 1984; revised June 2003, June 2011, June 2016
BLOOMSBURG UNIVERSITY
Bloomsburg, Pennsylvania 17815
Department of Nursing

COURSE PLANNING
LPN-BSN STUDENTS

GENERAL EDUCATION REQUIREMENTS
A general education is the result of the entire university experience. It should assure broad exposure to areas of study beyond the major to foster a deeper understanding of and appreciation for the world, its possibilities, and the individual's part in it. The General Education program, based on acquiring skills, knowledge, and cultural awareness, will help develop each student's ability to think critically and communicate clearly.

COURSES MAY COUNT FOR GEPs IN MULTIPLE GOALS BUT CREDITS SHOULD ONLY BE COUNTED ONCE FOR A SPECIFIC COURSE TOWARD THE 120 CREDIT REQUIREMENT. Please keep track of credits.

Goal 1: COMMUNICATION: Communicate effectively in writing, oral presentation, and visual argument. A minimum of 7 GEPs, must come from at least three disciplines.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>GEP</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>Foundations of College Writing</td>
<td>3</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GEP</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>GEP</td>
<td></td>
</tr>
</tbody>
</table>

Goal 2: INFORMATION LITERACY: Find evaluate, and ethically use information using appropriate technology. A minimum two GEPs must come from at least one discipline.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>GEP</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 305</td>
<td>Role Development for the Professional Nurse</td>
<td>1</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GEP</td>
<td></td>
</tr>
</tbody>
</table>

Goal 3: ANALYTICAL AND QUANTITATIVE SKILLS: Apply critical analysis, quantitative reasoning, and problem solving skills. A minimum of 5 GEPs, must come from at least two disciplines.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>GEP</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 101</td>
<td>Introductory Chemistry</td>
<td>1</td>
<td>3 credits</td>
</tr>
<tr>
<td>CHEM 108</td>
<td>Physiological Chemistry</td>
<td>1</td>
<td>4 credits</td>
</tr>
<tr>
<td>*MATH 141</td>
<td>Introduction to Statistics OR</td>
<td>3</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYCH 160</td>
<td>Applied Statistics for the Behavioral Sciences</td>
<td>GEP</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Total Number of Credits MUST equal 120 credits
Goal 4: CULTURES AND DIVERSITY: Apply knowledge from the humanities and other disciplines to analyze the implications of diversity among human groups, their histories, cultures, and the plurality of human experiences. A minimum of 5 GEPS, must come from at least two disciplines.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>GEPS</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTHRO 200</td>
<td>Principles of Cultural Anthropology</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>NURSING 410</td>
<td>Public Health Nursing</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Goal 5: NATURAL SCIENCES: Demonstrate knowledge of natural sciences principles, concepts, and methods. A minimum of 5 GEPS, must come from at least two disciplines.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>GEPS</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 101</td>
<td>Introductory Chemistry</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>CHEM 108</td>
<td>Physiological Chemistry</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>BIOLOGY 240</td>
<td>Introductory Microbiology</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Required Prerequisite courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOLOGY 173</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOLOGY 174</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
</tbody>
</table>

Goal 6: SOCIAL SCIENCES: Demonstrate knowledge of social sciences principles, concepts, and methods. A minimum of five GEPS must come from at least two disciplines.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>GEPS</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 211</td>
<td>Principles of Sociology OR</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ANTHRO 200</td>
<td>Principles of Cultural Anthropology</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 101</td>
<td>General Psychology</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Required Prerequisite courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 210</td>
<td>Life Span Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Number of Credits MUST equal 120 credits
**Goal 7: ARTS AND HUMANITIES:** Apply knowledge from the arts and humanities to analyze, evaluate, or participate in the artistic and literacy traditions of our diverse world. A minimum of 5 GEPs must come from at least two disciplines.

<table>
<thead>
<tr>
<th>Course</th>
<th>GEP</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>___</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>___</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>___</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>___</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Goal 8: SECOND LANGUAGE:** Demonstrate basic communication skills in a second language. A minimum of two GEPs must come from at least one discipline. May meet the GEP requirement through placement testing.

- Met through placement exam  
  
<table>
<thead>
<tr>
<th>Course</th>
<th>GEP</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>GEP</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Goal 9: HEALTHY LIVING:** Participate in physical activity and evaluate the consequences of health decisions. A minimum of two GEPs must come from at least one discipline.

<table>
<thead>
<tr>
<th>Course</th>
<th>GEP</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Goal 10: CITIZENSHIP:** Exhibit responsible citizenship. Minimum 2 GEPs.

- NURSING 410  Public Health Nursing
  
<table>
<thead>
<tr>
<th>Course</th>
<th>GEP</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 410</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>GEP</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Number of Credits MUST equal 120 credits**
### ELECTIVES (12-15 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>________</td>
<td>________</td>
</tr>
<tr>
<td>________</td>
<td>________</td>
</tr>
</tbody>
</table>

### BSN PROGRAM (61 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING.305 Role Development for the Professional Nurse</td>
<td>3</td>
<td>______</td>
</tr>
<tr>
<td>*NURSING.211 Nutrition</td>
<td>3</td>
<td>*</td>
</tr>
<tr>
<td>NURSING.212 Pharmacology</td>
<td>3</td>
<td>______</td>
</tr>
<tr>
<td>*NURSING 213 Foundations of Nursing Practice</td>
<td>5</td>
<td>______</td>
</tr>
<tr>
<td>NURSING 214 Health Assessment</td>
<td>3</td>
<td>______</td>
</tr>
<tr>
<td>NURSING 215 Pathophysiology for Nursing Practice</td>
<td>3</td>
<td>______</td>
</tr>
<tr>
<td>NURSING 306 Introduction to Research and Evidence-Based Practice</td>
<td>3</td>
<td>______</td>
</tr>
<tr>
<td>NURSING 311 Adult Health Nursing I</td>
<td>7</td>
<td>______</td>
</tr>
<tr>
<td>NURSING 312 Maternal and Child Health Nursing</td>
<td>8</td>
<td>______</td>
</tr>
<tr>
<td>NURSING 314 Nursing Care of the Older Adults</td>
<td>2</td>
<td>______</td>
</tr>
<tr>
<td>NURSING 410 Public Health Nursing</td>
<td>5</td>
<td>______</td>
</tr>
<tr>
<td>NURSING 411 Psychiatric/Mental Health Nursing</td>
<td>5</td>
<td>______</td>
</tr>
<tr>
<td>NURSING 412 Adult Health II</td>
<td>7</td>
<td>______</td>
</tr>
<tr>
<td>NURSING 414 Leadership and Management in Nursing</td>
<td>4</td>
<td>______</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**: 
(Minimum 120 credits)

---

LPN status – 8 credits – awarded based on met requirements of the articulation model [NURSING 211 Nutrition (3) and NURSING 213 Foundations of Nursing Practice (5)]
BSN Student Extracurricular Activities

Name__________________________________________________________   Class of ________

This form is a permanent record of your extracurricular activities since enrollment at Bloomsburg University. The information you provide will be used by faculty to write recommendations for employment and/or nominations for awards and scholarships. Additionally, this information will be used by the department to measure program outcomes. You are required to update this form at the start of each semester. Please describe clearly!

PROFESSIONAL ASSOCIATIONS           POSITION            DATE(S)
(ex; Student Nurses Association, Honor societies, etc)

UNIVERSITY-WIDE ACTIVITIES           POSITION            DATE(S)
(ex; CGA, Husky Ambassador, Orientation Leader, etc)

DEPARTMENTAL ACTIVITIES            POSITION            DATE(S)
(ex; Committees, SLL manager, etc)

OTHER ACTIVITIES                    POSITION            DATE(S)
(please describe the purpose of the organization clearly!)

Awards

Athletics (include BU teams, varsity, intramural AND off campus sports involvement)

Fraternities/Sororities
Other (ex: Band, Dance Ensemble, etc)

COMMUNITY SERVICE  POSITION/DESCRIPTION  DATE(S)
(Since enrollment at Bloomsburg University – Indicate if this activity is in collaboration or through another organization such as SNA, Theta Zeta, fraternities, sororities, etc)

EMPLOYMENT  PLACE  DATE(S)
(Since enrollment at Bloomsburg University)

NURSING ASSISTANT

EXTERN/INTERNSHIP(S)

OTHER EMPLOYMENT

Is English your primary or secondary language?

Are you fluent in another language(s) other than English?_______
Identify all:________________________________________

March 1984/Rev. Feb 2014: Approved by Faculty