

BSN Program Student Handbook

2023-2024

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BSN PROGRAM HANDBOOK 2023 - 2024

FOREWORD

This manual was written to provide the BSN Nursing Program student with a guide to the School of Nursing policies and curriculum. The student should use the manual along with the written policies and procedures contained in the most recent Eastern University Undergraduate Catalog and Student Handbook.

This manual does not supersede or replace the Eastern University Undergraduate Catalog and Student Handbook. Additional information can be obtained by meeting with a School of Nursing faculty advisor.

Please note: The University reserves the right to change its regulations, courses of study, and schedule of fees without previous notice.



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MISSION AND PHILOSOPHY

School of Nursing Vision Statement

Eastern University's School of Nursing empowers graduates to excel and flourish as nurse clinicians, leaders, educators, and catalysts of change within healthcare and education.

Mission Statement by Program

BSN Mission: The Bachelor of Science in Nursing program prepares professional nurses for thoughtful and productive lives of Christian faith and leadership as providers and collaborators of high quality, person-focused care to diverse individuals, families, and populations.

SHP Mission: The School Health programs prepare professional nurses for thoughtful and productive lives of Christian faith, leadership, education, and health service in diverse learning environments within school communities.

MSN Mission: The Master of Science in Nursing program prepares advanced practice nurses for thoughtful and productive lives of Christian faith, teaching, scholarship, and service as nurse educators and innovative leaders in the global nursing community.

Statements of Belief

The School of Nursing expands upon its mission by defining five statements of belief regarding the art and science of professional nursing, the learning experience, the human experience, health, and the environment. These fundamental beliefs provide a framework to support the vision and mission statements of the School of Nursing.

The Art and Science of Professional Nursing

Ephesians 4:32 - "Be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you." (ESV)

Nursing is an art and a science. As an art, nurses serve human needs with compassionate care and respect for the dignity of life. As a science, nurses use evidenced-based practice and theory to promote health and respond to the human condition of persons, families, and populations. Through the art and science of nursing, nurses are able to care for the biopsychosocial and spiritual needs of persons through a Christian worldview.

The Learning Experience

Proverbs 2:6 "For the Lord gives wisdom, from his mouth comes knowledge and understanding." (ESV)

Learning is a highly personal experience that promotes self-direction and a commitment to life-long professional growth and development. The learner brings an identity formed from rich, unique life experiences that provides a foundational context for learning. The diversity of these experiences shape the learners' education as well as the nurse educator-learner interaction, thus promoting the motivation and curiosity to learn through shared responsibility in active learning processes.

The Human Experience

Psalm 139:13-114 "For you formed my inward parts; you knitted me together in my mother's womb. I praise you, for I am fearfully and wonderfully made. Wonderful are your works; my soul knows it well. (ESV)

Individuals are holistic beings with diverse experiences, perspectives, and values. Spirituality is at the core of the human being and influences all aspects of life, promoting a sense of wholeness to meet one's biopsychosocial and spiritual needs. As a dynamic being, an individual is interconnected with persons, families, and populations as well as the environment.

Health

Jeremiah 30:17 - "For I will restore health to you and your wounds I will heal..." (ESV)

A person in balance is a healthy person. Health, which includes physical, mental, social, and spiritual wellbeing, is defined on a continuum and based on each person's health perspective. Therefore, health is not merely the absence of disease or illness.

Environment

Colossians 3:12 - "Put on then, as God's chosen ones, holy and beloved, compassionate hearts, kindness, humility, meekness, and patience."

A healthy environment is a universal need and fundamental human right and is sustained through multidisciplinary collaboration. Environmental and social justice is a right of all populations and assumes that disparities in health are not acceptable. The nurse promotes a healthy environment through respect of the diverse values, beliefs, cultures, and circumstances of patients and their families (ANA, 2007.)

Rev: 7/21

References:

American Nurses Association (2007). ANA's Principles of Environmental Health for Nursing Practice with Implementation Strategies (pdf).

SCHOOL OF NURSING PROGRAM ACCREDITATION

The baccalaureate degree program in nursing is accredited by the Commission on Collegiate Nursing Education (<http://www.cneaccreditation.org>).

BSN PROGRAM LEARNING GOALS

THE BSN GRADUATE WILL BE ABLE TO:

Practice safe professional holistic nursing care.

Integrate Christian values and ethics into professional nursing practice.

BSN PROGRAM OUTCOMES

1. Integrate theories and knowledge from the arts, sciences, humanities, and nursing in the foundational development of holistic nursing practice within a Christian worldview
2. Demonstrate clinical judgement by integrating critical thinking skills, nursing knowledge, and evidence-informed findings to direct clinical practice decisions.
3. Demonstrate transformational leadership through inter-professional collaboration and communication to enhance healthcare for diverse populations within a holistic Christian worldview.
4. Evaluate individuals, families, and populations in a culturally competent and therapeutic manner that creates safe, evidence-informed nursing practice environments.
5. Plan for health promotion of individuals, families, and populations through person-centered care as well as the translation of nursing research and application of best practice standards in the clinical practice setting.
6. Integrate informatics and innovative patient care technologies to promote health across the lifespan.
7. Practice professional nursing within an ethical and just framework that incorporates a Christian worldview, moral concepts, legal reasoning, and respect for diversity in values and beliefs
8. Develop personal goals for commitment to lifelong learning to enhance critical thinking, and professional values and behaviors to advance the nursing profession.

Rev. 4/11, 1/13, 5/20

Academic Plan of Study Guide - Nursing/BSN

Revised 2.2020

FIRST YEAR

Fall Semester		Spring Semester	
Course	Credits	Course	Credits
BIBL 100 or BIBL 200	3	THEO 210 Christian Spirituality	3
INST 150 Intro to Faith, Reason & Justice	3	CHEM 118 with Lab (<i>GE Natural Science</i>)	4
ENG 102 College Writing	3		
MATH 140 College Algebra or MATH 160 Calculus	3	Three of the following GE courses:	
One of the following GE courses:		• <i>Western Tradition</i>	
• <i>Western Tradition</i>	3	• <i>PSY 100 (GE Human Behavior)</i>	
• <i>PSY 100 (GE Human Behavior)</i>		• <i>Arts and Literature</i>	
Total Credits	15	• <i>COMM 120 Public Speaking</i>	
		Total Credits	

SOPHOMORE YEAR

Fall Semester		Spring Semester	
BIO 233 Human A&P I	4	BIO 234 Human A&P II	4
EXSC 220 Basic Nutrition	3	BIO 216 Introduction to Microbiology	4
MATH 220 Statistics (<i>GE Mathematics</i>)	3	NURS 320 Intro to Holistic Nursing	3
NURS 250 Academic Nursing Essentials	3	Two of the following GE courses:	6
One of the following GE courses:	3	• <i>Social Justice</i>	
• <i>Social Justice</i>		• <i>Faith: Spirituality</i>	
• <i>Faith: Spirituality</i>		• <i>Culture Perspectives</i>	
• <i>Culture Perspectives</i>			
Total Credits	16	Total Credits	17

JUNIOR YEAR

Fall Semester		Spring Semester	
NURS 310 Patho/Pharmacology	4	NURS 360 Nursing Care Adults I	4
NURS 340 Fundamentals of Nursing	5	NURS 380 Mental Health & Illness	4
NURS 350 Health Promotion, Education and Physical Assessment	5	NURS 390 Maternal-Child Nursing	
Total Credits	14	NURS 404 Nursing Research	
		Total Credits	15

SENIOR YEAR

Fall Semester		Spring Semester	
NURS 370 Nursing Care of Adults II	5	NURS 440 Nursing Care of Adults III	5
NURS 450 Pediatric Nursing	4	NURS 460 Chronic Illness	4
NURS 403 Community Health Nursing	4	NURS 480 Capstone: The Art of Nursing	3
NURS 402 Nursing Leadership	3	NURS 485 Synthesis of Nursing Knowledge	3
Total Credits	16	Total Credits	15
Total Credit Hours needed for BSN degree:		124 Credits	

This is an unofficial worksheet of your credits.

Rev. 2.2017; 2/2020

Academic Plan of Study Guide - BSN Two

Revised 6.2020

PRE - REQUISITE COURSES			
Course	Credits		
Anatomy & Physiology I*	4		
Anatomy & Physiology II*	4		
Introduction to Microbiology*	4		
Introductory Chemistry*	4		
Basic Nutrition Science*	3		
Statistics*	3		
General Psychology*	3		
<i>*Must be fulfilled by transfer credit prior to admission</i>			
JUNIOR YEAR			
Spring Semester		Summer Semester	
BIBL 100 Biblical World in Context	3	NURS 340 Fundamentals of Nursing	5
NURS 250 Academic Nursing Essentials	4	NURS 350 Health Promotion, Education and Physical Assessment	5
NURS 310 Patho/Pharmacology	3		
NURS 320 Intro to Holistic Nursing	3		
Total Credits	13	Total Credits	10
JUNIOR/SENIOR YEAR			
Fall Semester		Spring Semester	
NURS 360 Nursing Care Adults I	4	NURS 370 Nursing Care of Adults II	5
NURS 380 Mental Health & Illness	4	NURS 402 Nursing Leadership	3
NURS 390 Maternal-Child Nursing	4	NURS 403 Community Health Nursing	4
NURS 404 Nursing Research	3	NURS 450 Pediatric Nursing	4
Total Credits	15	Total Credits	16
SENIOR YEAR			
Fall Semester			
NURS 440 Nursing Care of Adults III	5		
NURS 460 Chronic Illness	4		
NURS 480 Capstone: The Art of Nursing	3		
NURS 485 Synthesis of Nursing Knowledge	3		
Total Credits	15	Total BSN Degree Courses	69

Total Credit Hours needed for BSN degree: **124** Credits

This is an unofficial worksheet of your credits.

Rev. 2.2017; 6/2020

BSN PROGRAM COURSE DESCRIPTIONS

NURS 250: Academic Nursing Essentials

3 Credits

This course introduces students to the language of nursing, critical thinking, and the essential academic skills necessary for success in nursing. Students will explore nursing history, evidence based practice, scholarly communication both oral and written, and the nursing process. Students will also examine the role of technology and its impact on nursing practice, privacy, confidentiality, and health care.

NURS 310: Pathophysiology/Pharmacology

4 Credits

This course focuses on core concepts of alterations of human homeostatic processes and pharmacokinetics, pharmacodynamics, and pharmacotherapeutics. Causes of pathophysiology in select body systems will be discussed along with corresponding physical effects and responses. Pharmacologic therapeutic agents are discussed in relation to their effects on body systems experiencing disease pathology throughout the lifespan. Nursing responsibilities regarding safe medication administration, client teaching, laboratory data analysis and current research trends in pharmacology for the treatment of human diseases are discussed. Ethical/legal and cultural considerations of medication administration will be discussed. **Prerequisites:** *Minimum grade of C in NURS 250: Academic Nursing Essentials and NURS 320: Introduction to Professional Holistic Nursing or* **Co-requisites:** *NURS 250: Academic Nursing Essentials and NURS 320: Introduction to Professional Holistic Nursing.*

NURS 320: Introduction to Professional Holistic Nursing

3 Credits

This course will explore the historical and theoretical foundations of the profession of nursing from a Christian worldview. Special attention is given to the caring, scientific and artistic nature of the profession as well as the characteristics of its professional practitioners. Key roles of the nurse including care provider, designer/manager/coordinator of care, and member of a profession are explored. Emphasis is placed on the synergy of the body, mind and spirit that is essential to consider when providing nursing care to individuals throughout the lifespan. By looking at the holistic nature of persons, nurses can develop comprehensive therapeutic strategies. By exploring diverse psychosocial, spiritual, sexual and cultural dimensions of persons, nurses can tailor their interventions to meet the needs of clients seeking mental and physical health.

NURS 340: Fundamentals of Nursing Practice

5 Credits

In this course, students learn to use knowledge from the liberal arts and sciences as a basis for the development of professional values for holistic nursing practice. The fundamentals of the nursing process and of basic clinical nursing skills are taught as caring behaviors within a Christian worldview. Course content areas include communication skills, legal and ethical considerations for holistic nursing care, assessment of basic health needs, and select psychomotor skills needed for beginning nursing practice. In addition, students learn information management skills of documentation, medical terminology and abbreviations. Students then practice and hone these skills in the clinical setting. **Prerequisites:** *NURS 250: Academic Nursing Essentials and NURS 320: Introduction to Professional Holistic Nursing and NURS 310: Pathophysiology/Pharmacology or* **Co-requisite** *NURS 310: Pathophysiology/Pharmacology.*

NURS 350: Health Promotion, Health Education & Physical Assessment**5 Credits**

This course is focused upon the concepts of health promotion and the skills of physical assessment. Students learn the key elements of nursing assessment, which include performing a health history, physical assessment, and psychosocial-spiritual assessment throughout the lifespan. Emphasis is given to the role of the professional nurse in health promotion and the provision of health education. Students have the opportunity to discuss and apply teaching and learning theories through the identification of client education needs. Students also participate in health promotion projects.

Prerequisites: NURS 250: *Academic Nursing Essentials* and NURS 320: *Introduction to Professional Holistic Nursing* and NURS 310: *Pathophysiology/Pharmacology* or **Co-requisite:** NURS 310: *Pathophysiology/Pharmacology*.

NURS 360: Nursing Care of Adults I**4 Credits**

In the classroom, emphasis is placed on the use of knowledge within a Christian worldview for health promotion and the prevention of illness involving selected body systems. Students utilize the nursing process by applying nursing assessment data for holistic identification and prioritizing client health problems, formulating client goals, development and use of nursing interventions, and evaluation of client goal achievement throughout the lifespan. This first clinical practicum will give students the opportunity to demonstrate beginning competence in skills necessary for the professional nurse in outpatient, long term care, and/or (low acuity) acute care settings. **Prerequisites:** Minimum grade of C in NURS 310: *Pathophysiology/Pharmacology*, NURS 340: *Fundamentals of Nursing Practice*, and NURS 350: *Health Promotion, Health Education and Physical Assessment*.

NURS 370: Nursing Care of Adults II**5 Credits**

This course emphasizes the application of nursing care to clients experiencing health problems that require increasingly intensive care. Students are introduced to hospitalized adults in various states of illness. Holistic nursing care concepts are emphasized through further development of communication skills, physical assessment skills, application of the nursing process, and critical thinking skills. The clinical practicum is designed to facilitate transition into the acute care setting. Students are given the opportunity to demonstrate competence as provider/designer/coordinator/manager of care roles in acute care clinical settings for clients throughout the lifespan. **Prerequisites:** Minimum grade of C in NURS 360: *Nursing Care of Adults I*, NURS 380: *Mental Health and Illness*, NURS 390: *Maternal Child Nursing Care*, and NURS 404: *Nursing Research*.

NURS 380: Nursing Care in Mental Health and Illness**4 Credits**

This course will focus on theory and practice of nursing in mental health and illness from a holistic, caring, relationship-centered perspective. The historical, theoretical, empirical, legal, and ethical foundations of nursing in mental health and illness are discussed. Emphasis is placed on neuroscience, theories of human behavior and nursing theories applied to situations involving mental health and illness. The epidemiology and clinical course of major mental disorders *as experienced by the whole person* are central to the course. Consideration is given to issues in care, interventions, and the mental health of special populations. Opportunities to demonstrate critical thinking and practice nursing skills involving mental health and illness in a variety of community and mental health care clinical practicum settings are provided. **Prerequisites:** Minimum grade of C in NURS 310: *Pathophysiology/Pharmacology*, NURS 340: *Fundamentals of Nursing Practice*, and NURS 350: *Health Promotion, Health Education and Physical Assessment*.

NURS 390: Maternal Child Nursing Care**4 Credits**

This course provides the theoretical and clinical base for nursing care of the childbearing family throughout the childbearing year. Emphasis is placed on holistic care from a Christian worldview for the childbearing woman, her baby, and the family. Attention is given to the diverse needs of women and families with respect to differences in age, culture, and psychosocial attributes. Course content includes: maternal and newborn care, selected women's health issues, contemporary issues and trends, global issues in the care of women and newborns, and the nurse's role in the care of childbearing families. Clinical experiences provide opportunities for the student to participate in the care of the woman and her baby during the antepartum, intrapartum, and postpartum periods. **Prerequisites:** Minimum grade of C in NURS 310: Pathophysiology/Pharmacology, NURS 340: Fundamentals of Nursing Practice, and NURS 350: Health Promotion, Health Education and Physical Assessment.

NURS 402: Leadership in Nursing Practice**3 Credits**

Principles of leadership related to the organization and delivery of nursing care are studied within this course. Organizational management, power, decision-making, and change theories are examined in relationship to the independent role of the nurse. **Prerequisites:** Minimum grade of C in NURS 360: Nursing Care of Adults I, NURS 380: Mental Health and Illness, NURS 390: Maternal Child Nursing Care, and NURS 404: Nursing Research.

NURS 403: Holistic Family/Community Nursing Practice**4 Credits**

This course focuses on healthcare needs of families and communities. Epidemiological principles are emphasized. Students identify need(s) for change and design nursing strategies to meet these needs. Students participate with other health care providers in delivering family/community health care and services as advocates for healthcare consumers. **Prerequisites:** Minimum grade of C in NURS 360: Nursing Care of Adults I, NURS 380: Mental Health and Illness, NURS 390: Maternal Child Nursing Care, and NURS 404: Nursing Research.

NURS 404: Nursing Research**3 Credits**

The research process is examined as systematic problem-solving for the improvement of healthcare. Emphasis is placed on analysis and evaluation of research findings for application to nursing practice. **Prerequisites:** Minimum grade of C in NURS 310: Pathophysiology/Pharmacology, NURS 340: Fundamentals of Nursing Practice, and NURS 350: Health Promotion, Health Education and Physical Assessment.

NURS 440: Nursing Care of Adults III**5 Credits**

This course focuses on caring for clients and families who are experiencing critical and complex health problems that may be life-threatening. Students use critical thinking skills in the planning and delivery of health care to meet the needs of acutely ill adults and their families. Students are given the opportunity to demonstrate competence as provider/designer/coordinator/manager of care in critical care settings. **Prerequisites:** Minimum grade of C in NURS 370: Nursing Care of Adults II, NURS 402: Leadership in Nursing Practice, NURS 403: Holistic Family/Community Nursing Practice, and NURS 450: Pediatric Nursing.

NURS 450: Pediatric Nursing Care**4 Credits**

This course focuses on the role of the nurse as provider of care to the child and family. A developmental approach to the management of health from birth through adolescence is used. Course content incorporates a comprehensive view of normal growth and development, health promotion, and the management of acute and chronic health issues. A holistic approach is utilized which encompasses appropriate methods of client/family teaching, anticipatory guidance, and nursing support are taught as well as demonstrated by the student in the clinical practicum setting. *Prerequisites: Minimum grade of C in NURS 360: Nursing Care of Adults I, NURS 380: Mental Health and Illness, NURS 390: Maternal Child Nursing Care, and NURS 404: Nursing Research.*

NURS 460: Nursing Care and Chronic Illness**4 Credits**

This course focuses on holistic nursing practice in situations involving the chronically ill of all ages. In the classroom, emphasis is placed on health promotion, maintenance, and restoration for clients and families with chronic illnesses and disabilities. The clinical practicum will provide students with the opportunity to demonstrate advanced competence in skills necessary for the professional nurse in outpatient, long term care, and (low acuity) acute care settings.

Prerequisites: Minimum grade of C in NURS 370: Nursing Care of Adults II, NURS 402: Leadership in Nursing Practice, NURS 403: Holistic Family/Community Nursing Practice, and NURS 450: Pediatric Nursing.

NURS 480: Capstone: The Art of Nursing**3 Credits**

Throughout this capstone course the larger questions related to the aesthetics of the discipline of nursing practice will be explored. Shared personal experiences of illness (phenomenological perspective) derived from the literature will act as case studies to illuminate responses to both illness and healthcare providers. The ways in which relationship and loving care bolster nurses' and clients' resiliency will be analyzed. These insights guide us toward self-healing and the facilitation of healing in others. In addition, creative and purposeful strategies for improving quality, safety, teamwork, leadership and outcomes evaluation that enhance nurses' ability to manifest healing environments will be examined. *Prerequisites: Minimum grade of C in NURS 370: Nursing Care of Adults II, NURS 402: Leadership in Nursing Practice, NURS 403: Holistic Family/Community Nursing Practice, and NURS 450: Pediatric Nursing.*

NURS 485: Synthesis of Nursing Knowledge**3 Credits**

This course provides the opportunity for synthesis of academic, evidence-based, and clinical nursing knowledge gained during the prerequisite nursing courses. Students will apply knowledge to clinical practice through the use of simulation and problem based learning. This course will assist students to prepare for successful completion of the NCLEX-RN® and achievement of licensure as a professional nurse. *Prerequisites: Minimum grade of C in NURS 370: Nursing Care of Adults II, NURS 402: Leadership in Nursing Practice, NURS 403: Holistic Family/Community Nursing Practice, and NURS 450: Pediatric Nursing.*

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BSN PROGRAM RESOURCES, POLICIES AND PROCEDURES

ACADEMIC ADVISING

Students enrolled in the program will be assigned a faculty advisor in the School of Nursing. Nursing faculty advisors are available to provide guidance to students throughout their academic nursing program. The student may contact their advisor at any point for direction regarding curriculum, procedures, and processes leading to graduation. The student, however, is responsible for following all guidelines, protocols, and abiding by all general education and nursing curriculum and program requirements. It is the student's responsibility to request guidance from their instructors and faculty advisors when they are having difficulty with curriculum and course materials. The student is responsible for fulfillment of all program requirements in time for graduation. The student must be in contact with their Nursing Faculty Advisor prior to course registration to discuss and approve their course schedule.

NURSING ACADEMIC SUCCESS COACHING

The purpose of Eastern University's Nursing Academic Success Coach is to support student driven academic achievement. Nursing students, the Academic Success Coach, and the nursing faculty will work together to achieve educational goals. Participation in the Academic Success Program is voluntary and student accountability is necessary for academic success. Students are strongly encouraged to meet with their Course Coordinator to review course specific content. After student and faculty collaboration, faculty or students may submit a referral form requesting additional support from the Academic Success Coach. The Academic Success Coach will reach out to referred students and plan for a student meeting. The Nursing Academic Success Coach will assist the student by identifying strengths, offer test taking strategies, assess learning styles, assess factors influencing success, and identify resources to address these factors. Ultimately, the student and the Academic Success Coach will create a personal plan of action for successful completion of the nursing program. For more information regarding the Academic Success Program or referral forms, please contact Molly Phillips by email at molly.phillips@eastern.edu.

COUNSELING AND GUIDANCE

In accordance with SBSN § 21.114 of the State Board of Nursing, Eastern University's Center for Counseling and Academic Support (CCAS) is available to provide counseling services and/or referrals.

CLASS ATTENDANCE POLICY

Students are expected to attend all class sessions. Nevertheless, it is recognized that class absences are occasionally necessary for extenuating professional or personal reasons (See below for absences related to University sanctioned activities). A student is considered absent if s/he has missed at least one quarter of a class session.

The student is expected to inform the instructor via email or in person in advance of an anticipated absence. If, however, this is not possible, it is the responsibility of the student to communicate personally with the course instructor by e-mail **no later than twenty-four hours after** the absence has occurred.

Lateness will not be tolerated. If a student is late to class, they will not be able to make up a quiz, exam or other material that they missed because they were late. It is the student's responsibility to obtain the class notes that they missed from a peer.

Children are not permitted in the class, lab, or clinical setting.

ATTENDANCE AT UNIVERSITY SANCTIONED EVENTS

The School of Nursing (SON) faculty recognize that students may choose to participate in Eastern University sanctioned activities. These activities may include but not be limited to athletic competitions, touring choir performances, or service. Participation in these activities may conflict with class or clinical schedules. The students' academic advisor will work with them to attempt to accommodate attendance at University sanctioned events. **However, no accommodations will be made for athletic or artistic practices or other campus meetings.**

Nursing students must submit written notification of scheduled University sanctioned events to their nursing academic advisor during registration the semester before the event (**Refer to form in the Appendix**). For example, students participating in athletics in the fall will submit their schedule during registration the preceding spring semester. The SON faculty do NOT guarantee that accommodations will be possible for any event.

- Accommodations will NOT be made after students have been assigned to clinical rotations.
- Attendance for all scheduled clinical conferences, seminars, and Nursing Clinical Resource Laboratory practice days is **mandatory**.
- Students will NOT be permitted to leave clinical practicum early to attend a scheduled event.
- Students are accountable for all work missed because of class absence. Faculty are under no obligation to make special arrangements for students.
- Students must take required tests or examination at the designated date and time.

WRITTEN ASSIGNMENTS

All written assignments are to be typed and presented in the style detailed in the: American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

SCHOOL OF NURSING TESTING SESSION PROCEDURES AND PRACTICES

Overview: Examination security and testing practices designed to support student success are of highest priority within the School of Nursing. The following testing procedures and practices will apply to all quizzes and examinations administered in any nursing course. These procedures and practices are based on evidence and best practices related to student success, quiz/examination security, and academic integrity.

Course Coordinator Responsibilities and Procedures for Testing Preparation:

1. Course coordinators will provide an exam blueprint (using the SON designated template) to students at least five days prior to an examination. Blueprints are not required for quizzes.
2. Group review sessions may be provided prior to the testing session, but are not required. Individual review sessions may be available at the discretion of the course coordinator.
3. All examinations will be administered in Brightspace with Respondus. The format for administration of quizzes is at the discretion of the course coordinator.
4. Time Allocation by Questions for Quizzes and Examinations:
 - Sophomores – 1.5 minutes for multiple choice question, 2 minutes for a short answer response
 - Juniors – 1.25 minutes for multiple choice questions, 2-3 minutes for short answer responses and math calculations
 - Seniors – 1 minute for multiple choice questions, 2 minutes for short answer, 2 minutes for complex math calculations and complex decision making.
 - Next Generation NCLEX Style questions – these will require more time based on the complexity of the question and the navigation needed to respond to the question
 - Select All That Apply (SATA) and other Alternate format questions – currently timed the same as multiple choice in most references
5. Select All That Apply (SATA) questions will be scored using the “right minus wrong selection” option in Brightspace to be consistent with Next Generation NCLEX.

Student Responsibilities and Procedures for Testing Sessions:

1. Testing (quizzes and examinations) will be administered electronically using Brightspace and Respondus in the classroom setting unless otherwise specified by the course coordinator. It is the student's responsibility to have access to a laptop that will support the use of Respondus and electronic testing. Laptops can be borrowed from EU IT as needed for short term computer access. Plans to obtain the loaner device should be established prior to the testing date.
2. Students are expected to arrive on time for testing sessions and are to be seated and ready to test at the designated start time. Students who arrive late for a testing session will be expected to test in the remaining time designated for the examination.
3. All personal belongings should be placed in the front of the room or at a designated area determined by the faculty. This includes all bags, coats, hats, phones, watches, electronic devices and any other items at the discretion of the faculty.
4. All cell phones or other electronic devices should be powered off and silenced.
5. Students should use the restroom prior to the testing session. Restroom use is restricted during the testing session and will be allowed only in emergency situations.
6. Students will not be permitted to leave the classroom during testing except in the case of an emergency.
7. Only a computer and mouse (as needed), a pencil, and designated scratch paper will be allowed on the desk during the testing session.
8. Faculty will provide a blank piece of paper for each student. Students will be required to write their name on the paper and return it to the faculty at the conclusion of the examination. Failure to return this paper to the faculty prior to leaving the testing session will be considered a violation of the University's Academic Integrity Policy. Any student who removes the paper from the testing session will be subject to the Academic Integrity process which may include receiving a zero on the examination or other disciplinary actions.
9. No food or beverages will be allowed at the desk during testing sessions.
10. Students may be asked to move to another seat or assigned to a seat for the testing session at the discretion of the faculty.
11. Talking during the exam is not permitted unless an emergency occurs.
12. No questions will be answered during the examination unless related to an error/typo on the examination or a technical difficulty. Raise your hand for assistance if this occurs.
13. Do your own work. Any evidence of cheating will be subject to the University's Academic Integrity Policy.
14. Students are expected to submit their exam electronically as soon as they have completed the exam.

15. If remaining in the testing area following an examination, students will not have access to personal belonging until the conclusion of the testing session.
16. If a student leaves the testing session after the completion of the examination, students may take their personal belonging with them. The student will not be allowed to return to the testing session until all students have completed the examination.

Make Up Testing:

Students who have missed an exam due to an emergency or extenuating circumstances must notify the course coordinator **at least one hour prior** to the start of the exam. Documentation may be requested.

A student may be eligible for an alternate make-up exam at the discretion of the course coordinator. The date and time of the alternative format exam will be scheduled by the course coordinator and are not negotiable. The student who misses a course examination, and does not comply with the above requirements, will automatically receive a grade of zero (0) for that exam.

Student and Faculty Responsibilities for Post Testing:

1. Course Coordinators will review all quiz/examination item analysis prior to releasing student grades. The analysis may take up to 72 hours to be completed.
2. Course Coordinators will provide a post examination review of priority items as identified by the item analysis. This review will take place during a short block of time in the next scheduled class period after assessment grades have been released. The examination review will be guided by the course coordinator and all participants are expected to behave in a respectful and civil manner.
3. Individual examination reviews will be offered at the discretion of the course coordinator.
4. It is the responsibility of the student to review all grades and monitor progress in each course.
5. Final exam grades will not be released until all nursing course final exams for the cohort have been completed.

GRADING POLICY

The minimum passing grade for all nursing courses is a 77% (C+). Any student who receives a grade below 77% (C+) in a nursing course must refer to the Progression Policy stated in this handbook. **Grades are NOT rounded.**

School of Nursing Grading Scale:

A 93-100	C 75-76
A- 90-92	C- 70-74
B+ 87-89	D+ 67-69
B 83-86	D 65-66
B- 80-82	D- 60-64
C+ 77-79	F 59 and below

EXAM/QUIZ AVERAGE POLICY

In the following courses, **the combined average of exam and quiz grades must equal 77% or greater to pass the course**, regardless of grades earned on other assignments (the average will be calculated proportionately): NURS 310, 350, 360, 370, 380, 390, 402, 403, 440, 450, and 460. NURS 340 will include the Math Competency Assessment in this average.

Final Grades:

Students who do not achieve a 77% for the exam quiz average AND a 77% for their final calculated grade will not pass the course. The documented grade will be the lower of the two scores.

PROGRESSION POLICY

In order to progress through the nursing program, students must meet all stated academic requirements, including successful completion of all Eastern University's general education courses and Nursing major prerequisites. Students in the pre-licensure nursing program will not be permitted to continue in the nursing major nor enroll in additional nursing courses if they receive a grade of less than a 77% (C+) in any nursing course. Students earning less than a 77% (C+), must repeat the course the next time it is offered if a seat is available.

Students may repeat any nursing course only once and may not register for the same course more than twice. A student may only fail one nursing course within the entire program. A second failure will result in dismissal from the program. Failure is considered any grade below a 77% (C+).

For courses with a clinical component, the clinical practicum is graded either **Satisfactory** or **Unsatisfactory**. **A student who earns an Unsatisfactory clinical grade will be awarded a grade of "F" in the course.** The student must retake the entire course (both the theoretical and clinical components). The student with an unsatisfactory clinical grade may not progress in the program until he or she retakes the entire course and earns a grade of 77% (C+) or better and a satisfactory clinical evaluation.

In specified courses, **the combined average of exam and quiz grades must equal 77% or greater to pass the course**; regardless of grades earned on other assignments. The average will be calculated proportionately. ***This applies to the following courses: NURS 310, 350, 360, 370, 380, 390, 402, 403, 440, 450, and 460. NURS 340 will include the Math Competency Assessment in***

this average. Students who do not achieve a 77% for the exam quiz average AND a 77% for their final calculated grade will not pass the course. The documented grade will be the lower of the two scores.

For courses with a lab component (NURS 340 and NURS 350), **the laboratory skills exams must be passed with a grade of at least a 77% in order to pass the course regardless of the final course grade.** A student earning less than the required 77% on the skills exams is required to remediate skills testing as per the **Skills Lab Testing Remediation Policy** and successfully earn a minimum 77% on the retake or the student fails the course. **Students may only repeat any laboratory skills exam once.**

GRADE CHANGE POLICY

Refer to the most recent [Eastern University Undergraduate Catalog online](#).

GRADE/EVALUATION ACTION APPEALS POLICY

Refer to the most recent [Eastern University Undergraduate Catalog online](#).

ACADEMIC DISHONESTY

The following is not intended as a comprehensive restatement of the academic policies and procedures of the Eastern University. Some material is excerpted from longer statements printed in the [College Catalog](#) and the Catalog includes policies not noted here.

The student is responsible to become familiar with acceptable standards for research and documentation [in APA style](#) and to abide by them. A comprehensive outline of Eastern's academic dishonesty policy can be found on Eastern's website and in the undergraduate and graduate course catalogs.

Eastern University students are expected to complete all academic work as individuals. To that end, students are required to do the following:

- Present words, pictures, ideas, data, and artwork that are one's own in written, audio and/or visual form.
- When incorporating words, pictures, ideas, data, and artwork that are not one's own in written, audio and/or visual form, document those sources appropriately, following the citation guidelines provided.
 - Direct language taken from an outside source must be enclosed in quotation marks and cited properly. To omit quotation marks for a phrase that is taken word-for-word from a source is plagiarism.
 - Ideas taken from an outside source must be paraphrased and cited properly. To paraphrase without citing is plagiarism.
- Assume that all tests, assignments and in-class work are meant to be completed by the individual unless otherwise specified by the instructor.
 - To complete an individual test, assignment or in-class work in a group or to have someone else complete the test, assignment or in-class work on the student's behalf is plagiarism.

- To borrow all or part of another individual's work on the same test, assignment or in-class work is also a form of academic dishonesty.
- Submit new work to one's instructor. Papers and assignments that were completed for another class are not accepted unless explicit knowledge and consent of the instructor is given.
- Ensure that one's own work is not improperly used by others, through not giving past assignments to students enrolled in different sections of the course.
- Use technology responsibly. Unless explicitly stated in the assignment guidelines, students are prohibited from using AI or AI-enabled generative tools to replace aspects of academic assessments, including but not limited to full or partial automated text generation, plagiarism detection evasion, or unauthorized data analysis. Students must not submit content generated by AI systems without proper attribution and citation. The use of AI tools to aid in content creation should be within the bounds permitted by the instructor, and must be used only to supplement, and not replace, the student's own knowledge, understanding, and effort.

ACADEMIC PENALTIES FOR ACADEMIC DISHONESTY

When academic honesty is violated, according to the definition adopted by the faculty and whatever additional definition the instructor has published to his/her students, the instructor may choose one of the following penalties according to his/her assessment of the severity of the infraction and any extenuating circumstances:

- Assign a grade of F or "zero" on the paper, project, or examination but allow resubmission, resulting in a maximum grade of C.
- Assign a grade of F or "zero" on the paper, project, or examination without the opportunity for re-submission.
- Assign a grade of F in the course.

In all cases, the instructor will forward, in writing, evidence of the academic dishonesty and the academic penalty to the Faculty Representative to Administration.

DISCIPLINARY PENALTIES FOR ACADEMIC DISHONESTY

In all cases of academic dishonesty will be referred to the Associate Dean for Academics and Student Success. If disciplinary action is warranted, the case will be reviewed by the Dean. The following disciplinary actions may occur in addition to the academic penalty:

- First Offense: Warning or Suspension with Disciplinary Probation.
- Second Offense: Suspension for a minimum of one full semester, usually longer **or** Disciplinary Probation. If the student is found to have committed academic dishonesty is a graduating senior at the end of the semester of the offense, participation in graduation will not be permitted.
- Third Offense: Indefinite suspension (no less than two semesters), and/or possible expulsion. It is unlikely that a person found to be in violation of the academic integrity policies of the College more than twice would obtain a degree from the College.

ACADEMIC WARNING

The academic, lab, and clinical progress of each student is reviewed throughout each course. At the midpoint review, any student whose performance is unsatisfactory in any of the above areas will receive an academic warning to allow the student adequate time to remediate the problem. The academic warning is initiated by the course instructor and alerts the student and their academic advisor of the areas of difficulty. Upon receiving an academic warning, the student should meet with the course instructor to develop an action plan for remediation. If the student has difficulty setting up a meeting with the course instructor, their academic advisor will help them facilitate the process.

WITHDRAWAL POLICY

Pre-licensure students may withdraw from or change to audit status in a required nursing course for academic reasons **one time**. Students may withdraw for academic reasons from only **two** different 300 or 400 level nursing courses. Students who withdraw from a course will be expected to take the course the next time it is offered if a seat is available. Eastern University School of Nursing **does NOT guarantee that there will be a seat available**. A student who earns a clinical failure in a 48-hour clinical course will not be permitted to withdraw from the course without academic penalty. A grade of "F" will be awarded for the course in which the student earned a clinical failure. This includes the following clinical courses NURS380, NURS 390, NURS 403 and NURS 450.

PROGRAM DISMISSAL POLICY

Students may be dismissed for failure to maintain the required cumulative grade-point averages and for ethical misconduct. There is no provision for re-admission following dismissal for ethical or academic reasons once the appeal process has been exhausted. The Chief Nursing Administrator makes dismissal decisions when it is highly unlikely for the student, under present circumstances, to complete the requirements for graduation.

The School of Nursing reserves the right to dismiss a student from the program for ethical, legal, or professional conduct unsuited to the nursing profession as described in this handbook.

Violation of integrity and honesty is a serious offense and is also considered an adequate reason for dismissal. The University reserves the right to dismiss a student whose behavior does not meet the University's standards of conduct listed in the online [Eastern University Student Handbook](#).

Appeal of this dismissal process is the student's right. The student shall refer to the *Eastern University Student Handbook* online for the Appeal of Dismissal process and procedure.

RETURN TO NURSING PROGRAM AFTER EXTENDED WITHDRAWAL OR LEAVE OF ABSENCE

A student who withdraws from the program or has an extended leave of absence in a nursing course must be approved by the Chief Nursing Administrator to continue before a new registration will be accepted. Any student with an extended withdrawal or leave of absence **MUST** return to the program within one year of exiting the program.

Permission will not be granted until the compliance plan below is discussed and agreed to.

1. The returning student must meet with the Associate Dean and/or BSN Program Director prior to their return to develop and sign receipt of this compliance plan. The returning student must complete all of the compliance plan requirements before returning to class and clinical. Failure to do so will result in denial of the readmission application.
2. Returning students are responsible for all changes and additions to the BSN Student Handbook in effect for the semester and year of re-entry into the program.
3. Returning students are responsible for the full-time tuition rates, student fees, and costs in effect for the cohort/class with which they register.
4. Students are responsible for purchasing new uniforms should the design be different at the time of program re-entry.
5. The returning student must contact the School of Nursing's Clinical Site Placement/Compliance Coordinator and resubmit all current compliance documentation as required for clinical placements (refer to *Mandatory Health Documentation and Legal Credentialing Policies and Procedures* in the current BSN Student Handbook).
6. Following an absence of one year or less, a student **MUST** make an appointment with the BSN Program Director or designated nursing faculty to establish a schedule of skills practice and skills competency demonstration times prior to their return to the program. The BSN Program Director or designated nursing faculty will determine which skills to include in the competency assessment. The BSN Program director or designated nursing faculty will administer a skills competency assessment which must be successfully completed **PRIOR** to being permitted to register for class. The student has a total of two attempts to pass the skills competency assessment and success must be attained prior to the first class meeting. Failure to attain a satisfactory assessment on the skills competency will result in the inability to return to the program.
7. The returning student will be required to demonstrate proficiency on the Math Competency Assessment reflective of the point where the student exited the program. They must pass with a score of 90% before enrolling in any course. If the first attempt is unsuccessful, the student must meet with the coordinator of the course where the Math Competency Assessment is administered to determine the remediation plan. **The student has a total of three attempts to pass the exam and success in the Math**

Competency Assessment must be attained prior to the first class meeting. Failure to attain a passing score of 90% will result in the inability to return to the program.

MATH POLICY FOR BSN STUDENTS

Concurrent with enrollment in NURS 340 Fundamental of Nursing, when medication administration is introduced, students will be provided instruction and learning materials on the math competencies needed for safe medication administration and the use of common abbreviations. Students are expected to utilize these materials to understand, practice and master drug dosage calculations that are needed to safely administer medications. Additional applications of medication calculations for pediatric and critical care populations will be introduced in appropriate courses along with learning resources to support knowledge and skill acquisition. Competency in safe drug administration will be assessed throughout the curriculum with math questions on all examinations in clinical courses in addition to the mandatory testing.

Mandatory Math Competency Assessments:

Mandatory math competency assessment will be done in NURS 340 Fundamentals of Nursing, NURS 360 Nursing Care of Adults I, NURS 450 Pediatric Nursing, and NURS 440 Nursing Care of Adults III. The comprehensive examination will include drug dosage calculations, abbreviations, and additional formulas needed to assure safety in medication administration.

1. Passing is defined as 90% and above; failure is defined as less than 90%.
2. The student will have a maximum of three attempts to pass the examination with a grade of 90%.
3. The grade on the first attempt will be used for the grade earned in the didactic portion of NURS 340 Fundamentals of Nursing, and will be worth 10% of the final course grade. In NURS 360, NURS 450, and NURS 440, the grade will be Pass/Fail, with passing defined as 90% and above by the third attempt. In these courses, math competency is a clinical requirement, and no points will be assigned in the didactic portion of these courses. A third score of less than 90% will result in an unsatisfactory clinical grade and a course failure.
4. A first examination failure (less than 90%) will result in an Unsatisfactory on the clinical evaluation tool, and the student will receive a clinical remediation plan including mandatory remediation before subsequent examinations. A subsequent examination date will be determined by the faculty and will be scheduled within one week of the first examination.
5. A student will not participate in medication administration within the clinical setting until the student successfully achieves a 90% or higher on the math competency examination. A second examination failure (less than 90%) will result in an Unsatisfactory on the clinical evaluation tool, and the student will continue to work on the clinical remediation plan including mandatory completion of all recommended remediation, in addition to seeking direction from the course coordinator on any particular problem areas.
6. Scheduling of the third examination will be determined by the faculty and will be scheduled within one week of the second examination.

7. A third examination failure (less than 90%) constitutes a course clinical failure. The student would receive an Unsatisfactory on the clinical evaluation tool for the specified medication calculation clinical objective and thus fail the course with an “F” based on not meeting all clinical objectives.

SKILLS LAB TESTING REMEDIATION POLICY

Students who do not earn a 77% or greater on laboratory skills exams (NURS 340 and NURS 350) are required to complete Remediation. The purpose of remediation is for the student to successfully complete the laboratory skills in order to ensure safe nursing practice and to be allowed to progress in the nursing program.

The grade received on the first exam is the grade recorded in the course grade calculation. The consequence of unsuccessful completion of remediated skills exams is failure of the course.

Guidelines-

1. Submit a **Required practice** appointment request within 3 days of the failed exam.
2. Submit a **Repeat testing** appointment request within 3 days of the failed exam.
3. Remediation = Required practice:
 - a. Mandatory 1-hour minimum practice with instructor
 - b. Student to submit a written one-page reflection including identifying the potential/actual implications the unsuccessful performance would have on patient outcomes.

Repeat testing

1. After completing required practice, a second laboratory skills exam can be scheduled with the instructor at a mutually agreed upon date and time.
2. Student is provided an opportunity to repeat the skills exam in order to achieve a minimum grade of 75%.
3. If the student fails to achieve the required 77% on the retest, the student fails the course.
4. **Students may only repeat any skills examination once.**

GRADUATION REQUIREMENTS

The responsibility for fulfilling all graduation requirements rests upon the individual student. Students must fulfill the following in order to be eligible for graduation:

1. Attain a final cumulative grade point average of 2.0 or greater.
2. Complete all nursing courses with a grade of 77% (C+) or better.
3. Successfully complete course progression as outlined in the Curriculum Plan.
4. Attend the ATI 3-day Live Review in its entirety and successfully pass the ATI RN Comprehensive Predictor Assessment with a 90% confidence level by the second attempt. Students not achieving the 90% confidence level will be required to meet with their faculty advisor to develop an individualized study plan.
5. Complete a minimum of 50% of Virtual ATI prior to the last day of final exam week as part of NURS 485: Synthesis of Nursing Knowledge.
6. Satisfy all financial and academic obligations to the University.
7. Return specified items and borrowed materials.

NATIONAL COUNCIL LICENSE EXAMINATION (NCLEX-RN®) REQUIREMENTS

Eastern University students are eligible to take the RN licensure examination after they have graduated from the BSN program. The NCLEX-RN® exam is computerized and offered at sites throughout the United States. For further information, visit the NCSBN website. Specific information will be shared regarding testing and licensure in the final semester of the program.

ATI / NCLEX PREPARATION POLICY

Purpose: To assist students to prepare for the NCLEX-RN® examination and to develop remediation strategies for students who do not demonstrate satisfactory performance on ATI proctored assessments.

ATI Testing: ATI testing is a competency assessment for preparation for the NCLEX-RN®. It involves a series of tests to determine the learners' understanding of content. It identifies the learner's areas of weakness. Topics covered in the ATI tests are based on current NCLEX-RN® test plans.

Course level testing and remediation: Students take practice and proctored ATI assessments at the completion of predetermined courses throughout the curriculum. Results of all ATI assessments are reviewed by the course coordinator and placed in the student's file. Results are shared with the School of Nursing Associate Dean.

ATI offers Proctored Assessments, Practice Assessments and Tutorials. As part of the School of Nursing plan for NCLEX Success, **we require students to complete over 3,500 questions available through these programs.**

ATI Practice and Proctored Assessment Guidelines

PRACTICE ASSESSMENTS - 5 %			
Complete Practice Assessment A Remediation: <ul style="list-style-type: none"> • Completion of assigned FR Quiz and Four <u>complete</u> ATI Active Learning Templates focusing on topics missed in your own words taken directly from your individualized report	Complete Practice Assessment B Remediation: <ul style="list-style-type: none"> • Completion of assigned FR Quiz and Four <u>complete</u> ATI Active Learning Templates focusing on topics missed in your own words taken directly from your individualized report		
<p>Complete Practice A and B assessments individually without looking up answers to reflect content you already learned and content for which more study is required; this should take about 1 minute per question. Active learning templates should contain comprehensive information to facilitate your learning on the remediated topics. If you achieved a score for which a focused review quiz is not generated, you need to complete remediation on four self-identified topics needing further study, such as the lowest area of achievement on your individualized report. See course coordinator for guidance if needed.</p> <p>Rationales for Practice Assessments will be turned on <u>for one week</u> after the Remediation due date. *Students not completing both Practice Remediations will not be permitted to take the proctored assessment and will receive zero percentage points for the proctored assessment within the course.</p>			
STANDARDIZED PROCTORED ASSESSMENT- 5%			
Level 3 = 4 %	Level 2 = 3 %	Level 1=1%	Below Level 1 = 0 %
Remediation = 1 % Four <u>complete</u> ATI Active Learning Templates focusing on topics missed in your words taken directly from your individualized report	Remediation = 1 % Six <u>complete</u> ATI Active Learning Templates focusing on topics missed in your words taken directly from your individualized report	Remediation = 1 % Eight <u>complete</u> ATI Active Learning Templates focusing on topics missed in your words taken directly from your individualized report	Remediation = 1 % Ten <u>complete</u> ATI Active Learning Templates focusing on topics missed in your words taken directly from your individualized report
No retake required.	No retake required.	Retake required. Retake Level 1 or Below-0 Retake Level 2- +1 Retake Level 3 - +2	Retake required Retake Level 1 or Below-0 Retake Level 2- +1 Retake Level 3 - +2
**Students not completing the Proctored Assessment Remediation will not be permitted to take the Course Final Exam and will receive zero percentage points for the Final Exam within the course.			

ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities should apply for accommodations through the Center for Counseling and Academic Support (CCAS) at 610-341-5837. Students are encouraged to apply for accommodations for disabilities early. Accommodations cannot be applied retroactively. Students should be ready to supply appropriate documentation with the application for disability accommodation. Eastern University strives to provide the best learning environment to accommodate the special needs of students; however, it is crucial that students communicate their special needs clearly and appropriately.

PROFESSIONAL CODE OF CONDUCT

Nurses are highly respected and trusted members of the health care team. The professional conduct of nurses is shaped by a variety of influences including professional standards and regulations, personal values and experiences, and education. Professional standards include sources such as the American Nurses Association *Scope and Standards of Nursing Practice* (2017), the American Nurses Association's (ANA) *Code of Conduct for Nurses with Interpretive Statements* (2015), and the Pennsylvania State Board of Nursing's Laws and Regulations.

In addition, professional conduct is guided by personal values and beliefs influenced by religion, culture, family, education, and life experiences. An individual's embedded moral values are a starting point for ethical behavior and personal integrity. The integration of personal values and beliefs with professional nursing standards occurs through education and practice and is evidenced by conduct expected of professional nurses.

The Eastern University School of Nursing Professional Code of Conduct is designed to provide clarity of expectations for students and faculty in several select areas. However, Eastern University nursing students and faculty are expected to exemplify the values of the nursing profession in all circumstances.

COVID EXPECTATIONS

The pandemic demands professional responses from all nursing professionals. The decisions, behaviors, and responses of nurses in both professional and personal situations will directly impact individual health and the health of others. Nurses are constantly in a caregiver role whether within a clinical setting or within family and social groups. Practicing personal self-care for physical and mental well-being is a priority. Self-care includes eating well, sleeping well, being active, engaging with friends, and seeking help as needed while also following guidelines to reduce risk of infection with COVID-19. Because of the significant impact our health decisions have on others, Eastern University School of Nursing requires the following behaviors as supported by the CDC, 2021:

- Following current masking guidelines and wear an appropriate mask when on campus, in clinical settings, simulation experiences and when engaged in activities wear vaccination status is unknown.
- Wash your hands with soap and water frequently throughout the day.
- Use hand sanitizer when soap and water is not an option.
- Practice social distancing.
- Avoid gatherings with individuals who are not following current masking guidelines.
- Follow the government guidelines related to sizes and locations of gatherings.
- Follow all policies related to COVID-19 as indicated by our clinical partners.
- Report any actual or potential exposures to individuals with COVID-19.
- Self-isolate and obtain COVID-19 testing if any COVID-19 symptoms develop.
- Isolate or quarantine as directed by public health professionals.

Eastern University School of Nursing has agreed to screen and assure the safety of all students and faculty entering clinical sites. In addition, we are always expected to follow the policies of our clinical partners. **Any individual who is not following the listed expectations may not attend clinical.** Additionally, classroom attendance, when not following these expectations, will increase risk to other students, faculty, and staff. These decisions and behaviors are out of compliance with the Professional Code of Conduct.

VIRTUAL LEARNING EXPECTATIONS

Eastern University School of Nursing utilizes a variety of virtual teaching and learning strategies. Developing professional habits related to virtual learning and engagement is extremely important for professional growth and demonstrates respect for other learners and the instructor. When engaged in any synchronous virtual education, students are expected to do the following:

- Address technology issues as soon as a concern develops.
- Log into the virtual learning a few minutes before class is scheduled to begin to confirm an effective connection.
- Practice using the technology format. Learn about the features and how they can support your interactions and learning.
- Mute your microphone unless provided with other instructions by the instructor.
- Keep your camera on unless provided with other instruction by the instructor.
- Dress as you would if attending a face to face learning activity.
- Create a learning/workspace within your residence that allows you to be comfortable, but professional in your online interactions.
- Be aware of what others can see in the background when your camera is turned on. Keep the background neutral and as professional as possible. Avoid a background that exposes personal details.
- Be prepared and engage online with students and instructors as you would in a face to face setting.
- Communicate issues you may be experiencing with virtual learning and offer suggestions to improve. The School of Nursing strives to provide high quality education in all modalities. Compliance with these expectations will support our goal for excellence.

PROFESSIONAL PRESENTATION EXPECTATIONS

Throughout the curriculum, clinical experiences, and extra-curricular activities, students have opportunities to develop professional presentation skills. Developing the knowledge, skills, and attitudes for professional presentation are foundational to the leadership development essential in BSN graduates. Professional presentation involves several key components including thorough preparation, appearance, and communication style. The following will be expected in all professional presentations. Instructors and advisers will provide additional expectations as appropriate for assignments and activities:

- Be prepared. Understand and effectively utilize the technologies or other resources needed to deliver the presentation.
- Communicate in a professional manner. Use appropriate terminology and grammar. Articulate clearly and be aware of the audience.
- Practice your delivery to increase confidence and competence.
- Demonstrate enthusiasm for the activity, topic, or assignment.
- Create accurate, clear, and effective visuals to support your work. This may include PowerPoint presentations, posters, or other graphics.
- Be a proud representative of yourself and Eastern University School of Nursing.
- Dress in a manner that portrays professionalism, confidence, and is aligned with the type of event or location of the activity. When in doubt, seek guidance in your clothing selection. Learning to portray a professional image is essential and does not require a new wardrobe.

By practicing the Professional Presentation Expectations, students will develop the necessary skills, behaviors, and attitudes needed by nursing leaders representing the profession.

TECHNICAL STANDARDS FOR NURSING

The School of Nursing (SON) at Eastern University prepares undergraduate nursing students for thoughtful and productive lives of Christian faith, leadership, and service as generalist nurses and members of the global nursing community. Nursing as a practice discipline is accountable to the public to provide safe care; therefore, the provision of safe nursing care requires that practicing nurses and nursing students meet all requirements of the Eastern University Technical Standards for Nursing.

The Commonwealth of Pennsylvania Board of Nursing, national accreditation guidelines, and clinical agencies determine responsibilities and standards for nursing practice. Eastern University students in the nursing major will be required to demonstrate the ability to meet these competencies. In some cases, students may require accommodations, which the School of Nursing will address on a case by case basis. It should be noted that cooperating clinical agencies may or may not be willing to make accommodations. Faculty members, examinations, and other measurements of performance judge acceptable levels of mastery. Students with concerns about meeting these standards are advised to meet with the Chairperson of the School of Nursing. These areas of competency are:

Competency	Standard	Examples (Not all inclusive)
Cognitive	Employ critical thinking/problem solving skills for effective clinical reasoning and judgment resulting in the provision of safe patient-centered nursing care.	Assess, measure, calculate reason, analyze, and synthesize subjective and objective data. Use synthesized data to develop a nursing plan of care. Analyze and prioritize all aspects of patient care in a timely manner. Differentiate extraneous data from pertinent data. Evaluate effectiveness of nursing plan of care. Revise plan of care based on newly acquired information.
Professional Behaviors	Demonstrate behavioral and social attributes consistent with the Scope and Standards of Nursing Practice (3 rd ed.) (ANA, 2015), Code of Ethics for Nurses (ANA, 2015).	Demonstrate compassion, integrity, motivation, and a concern for others. Assume responsibility and accountability for individual nursing practice. Collaborate with patients, families, nursing faculty, and other health care professionals to provide safe holistic patient care. Maintain professional boundaries. Integrate constructive feedback received from faculty and clinical instructors. Maintain patient confidentiality. Use conflict resolution strategies effectively.

		Adapt to rapidly changing environments, display flexibility and demonstrate emotional stability under stress.
Communication	Communicate effectively both verbally and nonverbally with a wide variety of individuals.	<p>Read, comprehend, write, and speak clearly in English in an appropriate volume for the setting in order to foster a culture of safety and optimal inter-professional communication.</p> <p>Practice professional manners with sensitivity to all patients and their families, other health care professionals, faculty, and peers from diverse backgrounds.</p> <p>Communicate in a timely manner with acceptable norms of each clinical setting.</p> <p>Explain treatments and initiate health education.</p> <p>Elicit accurate information from patients and their families, other health care professionals, and faculty.</p> <p>Maintain accurate patient records.</p> <p>Establish therapeutic relationships with patients and their families as well as other health care professionals.</p>
Motor Functions	Employ gross and fine motor functions necessary to function in the clinical setting.	<p>Maintain and assume a variety of positions including sitting, standing, walking, bending, squatting, kneeling, reaching forward, reaching overhead, turning, and moving the trunk and neck in all directions.</p> <p>Perform manual material handling and manipulations of various sizes and weights.</p> <p>Demonstrate strong bilateral grasp/upper and lower body strength to manipulate equipment and fine motor control to manipulate testing instruments/equipment/writing instruments/computers.</p> <p>Balance self and provide support and balance to clients on a variety of surfaces.</p> <p>Possess sufficient endurance to continue performing a variety of patient care activities for 8-12 hours.</p>

		<p>Respond quickly to emergency situations by lifting, pushing, pulling clients, applying force to perform CPR, assist with transporting clients.</p> <p>Perform complete physical examination including the techniques of inspection, palpitation, percussion, auscultation and other diagnostic maneuvers.</p> <p>Develop the psychomotor skills requiring neuromuscular control and eye-to-hand coordination to perform or assist with procedures, treatments, administration of medication, management, and operation of diagnostic and therapeutic medical equipment.</p>
Sensory Functions	Takes in all information necessary for safe holistic patient care inclusive of functional use of vision, hearing and tactile sensations.	<p><u>Visual observations of:</u></p> <ul style="list-style-type: none"> • Audiovisual presentations and written material in lecture • Laboratory demonstrations and procedures • Clients (at a distance and in close proximity) • Treatment equipment, inclusive of textual and graphic readouts, and environment (at a distance and close at hand). <p><u>Auditory ability for:</u></p> <ul style="list-style-type: none"> • Effective auscultation/auditory evaluation of patient status. • Environmental cues inclusive of but not limited to phones, monitor alarms, overhead paging systems, verbal communication in a setting with competing ambient noise. <p><u>Tactile ability to:</u></p> <p>Assess patient care needs.</p> <p>Assess temperature changes.</p> <p>Manipulate all types of therapeutic equipment (example: dials, sensors, switches, etc.)</p>
Self-Care	Perform a holistic self-assessment to identify personal risk factors that threaten the health of an individual's body, mind, and/or spirit.	<p>Identify unhealthy lifestyle behaviors.</p> <p>Demonstrated the ability to be self-reflective.</p> <p>Develop a plan of self-care to address the stress of pre-licensure nursing education. Foster health coping mechanisms including a strong support system to prevent and/or alleviate stress.</p>

Rev. 5/2016, 5/2020

BSN PROGRAM CLINICAL POLICIES AND PROCEDURES

CLINICAL ATTENDANCE POLICY

Attendance is mandatory for all clinical conferences, seminars and practice days. This policy applies to all direct care clinical experiences, lab, and simulation activities. Faculty members may exclude students from the clinical area due to illness, injuries, lack of preparation for practice, inappropriate attire/appearance, late arrival, suspected impairments, or any situation deemed unsafe or inappropriate to the clinical setting. All clinical hours must be made up by the end of the semester or result in placing the student in clinical jeopardy and/or clinical and course failure. In the event that it is not feasible for the student to make up the missed clinical time before the end of the term, the student may request an incomplete grade ("I"). Because of the essential nature of these sessions, withdrawal from the course may be recommended by the faculty or Chief Nursing Administrator due to missed clinical conferences, seminars and practice days.

The student is responsible for notifying both the clinical instructor and course coordinator prior to the absence. Records of all missed clinical time will be kept by the chair of the Clinical Practice Committee for the duration of the student's enrollment. An excused clinical absence is allowed for illness or injury. Absences related to illness, injury or other extenuating circumstance resulting in more than one missed day in a week will be categorized as one incident. One miss will be charged as one incident however all missed clinical hours must be made up. Documentation from a health care provider may be requested. An absence for any other reason must be discussed with the course coordinator prior to a missed day, and will be approved at the discretion of the course coordinator.

For absences related to illness (either physical or mental), injury or extenuating circumstances longer than one week, ongoing communication with course coordinator about planned return is expected. For illness or injury, approval from the BSN program director and a note from a healthcare provider verifying safe return to clinical is necessary prior to attendance at clinical.

One clinical make-up will be offered per semester at no cost to the student for an excused absence. The make-up days will be set at the beginning of the semester. It is the student's responsibility to arrange to attend with the course coordinator. If the student does not attend the Clinical Make Up Day, it places the student in clinical jeopardy and/or possibility of clinical and course failure. Students are held to the same clinical requirements for the make-up days as they would be for a hospital or facility-based clinical day.

The pre-scheduled clinical make up days may be used as a substitute date for a whole group missed day (for events such as weather, site unavailability, or instructor illness). All students should keep both dates available in case of these situations.

Additional no-cost clinical make up opportunities will not be offered. If a student is absent from more than one clinical day in a semester or is excluded from the clinical area for some other reason (as above) all fees for any subsequent clinical make up will be the student's responsibility, regardless of the setting. (A student who is able to join another group in session will still owe the fee). Any fees must be paid in advance of the clinical make-up. Current rate for a paid Clinical Make Up Day is \$150, due to the Nursing Office prior to the scheduled date.

CLINICAL LATENESS:

Clinical lateness is unacceptable and has consequences. If a student is late to a clinical area (arriving after the scheduled arrival time), the course coordinator will be notified. A late day will count as one incident and accrue charges based on the student's current attendance. All clinical time must be completed. The late day will count

as the first “no cost” make up day. Lateness will be noted as “area of concern” on the clinical evaluation and will lead to remediation. Please refer to the Clinical Attendance policy listed above.

SON Clinical Attendance and Lateness policies revised 1/2022

CLINICAL SECTION ASSIGNMENTS

The Program Director assigns students to clinical sections. Changes in posted clinical assignments will be made only due to unforeseen, extenuating circumstances. Clinical section assignments are planned so that students have a wide range of experiences and exposure to a variety of faculty or facilities.

CLINICAL JOURNAL

Every student in the program must complete a weekly clinical journal for every course that has a clinical component. Journals must be submitted by the predetermined time or result in a late notice and subsequent “area of concern” on the Clinical Evaluation. (See Appendix for all clinical forms)

BSN CLINICAL COMPLIANCE REQUIREMENTS

Students must submit the below clinical compliance documentation by the indicated due date. Additional documentation may be required by our clinical sites. Students must maintain a compliant status as long as they are enrolled in the nursing program. It is the student’s responsibility to track their due dates and update documentation as indicated below. Failure to submit these materials on time will prevent a student from attending clinical until documentation is complete. Students not in compliance are responsible for the consequences of their removal from these clinical rotations (e.g., additional expense and time and/or course failure).

Students will be responsible for all fees related to testing and obtaining compliance documentation as required by the University; including but not limited to those needed for clinical facilities, and/or government regulations. (Please refer to the Appendix for a list of estimated fees).

Required documentation includes:

- Register in Castle Branch (record monitoring agency)
- PA Criminal History Clearance (renew annually)
- PA Child Abuse Clearance (renew annually)
- FBI Fingerprint Clearance (one time)
- Malpractice Insurance (keep current)
- Basic Life Support for Healthcare Providers (keep current)
- Physical Examination (one time)
- Immunization History- refer to Eastern’s Pre-Entrance Health Form for required immunizations (keep current)
- TB Screening: PPD, Blood Test or Chest-X Ray (renew annually)
- Antibody Titer Labs: MMR, Varicella, HEP B (one time)
- Influenza Vaccine (renew annually)
- COVID-19 vaccinations are required by many clinical sites. Medical or religious exemptions may be provided. Lack of vaccination may prevent a student from progressing in the program. Alternative clinical experiences will not be provided for unvaccinated students.

- Drug Screening (annually upon notification)
- Driver's License (keep current)
- Personal Health Insurance Cards (keep current)
- HIPAA Statement (one time)

The Associate Dean will contact students with an **unfavorable criminal background check**. It is the student's responsibility to contact the PA State Board of Nursing regarding licensure. **Students with a disposition or any offenses on their criminal background check may not be able to participate in clinical rotations at affiliated health care institutions.** If a student cannot participate in clinical rotations, said student will be unable to complete the nursing program.

Please note:

The University reserves the right to refuse to register any student until he/she complies with all health requirements and provides the University with appropriate documentation.

The School of Nursing reserves the right to refuse to allow any student to continue in clinical rotations until he/she complies with all health and legal document requirements and provides the School of Nursing's Clinical Site Placement and Compliance Coordinator with appropriate documentation.

STUDENT DRUG, ALCOHOL AND IMPAIRMENT POLICY & GUIDELINES

The purpose of this policy is to maintain safety for clients receiving care from Eastern University nursing students, other nursing students, and faculty and agency personnel. Included are statements to support this policy from the University Student Handbook, the Pennsylvania State Board of Nursing, the American Nurses Association (ANA) Code of Ethics, the International Council of Nurses Code of Ethics, and the National Student Nurses Association.

The following statements serve as guidelines when considering issues related to student impairment and the use of drugs and alcohol:

EASTERN UNIVERSITY STUDENT HANDBOOK DRUG AND ALCOHOL POLICY

It is the policy of Eastern University to maintain a drug and alcohol free environment as stipulated in the University handbook: Under Behavioral Expectations and Standards, item 3, which stipulates *"The use, sale, distribution and/or possession of all illegal drugs on or off campus"* and *"Possession or use of alcoholic beverages within an approved Eastern University site or attending a class 'under the influence' of alcohol."*

From the Pennsylvania State Board of Nursing:

Section 21.11 (d) "The Board recognizes standards of practice and professional codes of behavior as developed by appropriate nursing associations as the criteria for assuring safe and effective practice".

Section 21.18 (3) - "A registered nurse shall act to safeguard the patient from the incompetent, abusive or illegal practice of any individual".

The Professional Nursing Law:

Section 6 (c) of the Professional Nursing Law states: *“(c) The Board shall not issue a license of certificate to an applicant who has been convicted if a felonious act prohibited by the act of April 14, 1972 (P. L. 233, No. 64), known as “The Controlled Substance, Drug, Device and Cosmetic Act,” or convicted of a felony relating to a controlled substance in a court of law of the United States or any other state, territory or country unless:*

- a. at least ten (10) years have elapsed from the date of conviction;*
- b. the applicant satisfactorily demonstrated to the Board that he has made significant progress in personal rehabilitation since the conviction such that licensure of the applicant should not be expected to create a substantial risk of further criminal violations; and safety of patients or the public or a substantial risk of further criminal violations; and safety of patients or the public or a substantial risk of further criminal violations; and*
- c. the applicant otherwise satisfies the qualifications contained in or authorized by this act.*

As used in this subsection the term “convicted” shall include a judgment, an admission of guilt or a plea of nolo contendere. An applicant’s statement on the application declaring the absence of a conviction shall be deemed satisfactory evidence of the absence of a conviction, unless the Board has some evidence to the contrary.

From the ANA Code of Ethics for Nurses (2015):

Provision 3 -” The nurse promotes, advocates for, and protects the rights, health, and safety of the patient”

Provision 4- “The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.”

Provision 5- “The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.”

Provision 6- “The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.”

From the International Council of Nurses Code of Ethics (2012):

(4)“The nurse takes appropriate action to safeguard individuals, families, and communities, when their care is endangered by a co-worker or any other person”.

From the National Student Nurses' Association, Inc. Code of Academic and Clinical Conduct (2020):

(15.1) "Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment".

(17.1) "Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues".

RANDOM DRUG AND ALCOHOL SCREENING

In addition to the state and local health official requirements listed in this handbook, students must also adhere to mandatory comprehensive random drug and alcohol urine testing. A random test will be conducted at least yearly, when students return to the program from a leave of absence, and possibly more frequently. Students will be notified directly of the need to obtain a random drug and alcohol screening test within 72 hours. The student will be provided an information sheet from a nursing program approved drug screening provider with instructions to schedule an appointment at an approved laboratory. The student will be required to pay the testing fee. The University may also “test for cause” if a student exhibits behaviors that may seem influenced by alcohol or a controlled substance. **Students who do not comply with the random drug and alcohol screenings will be subject to dismissal from the Nursing Program.**

The School of Nursing at Eastern University holds the highest standards for nursing students and therefore maintains a **no tolerance policy** regarding substance abuse. Students who do not meet these standards for whatever reason will be dismissed from the program.

STUDENT IMPAIRMENT

Impairment or unprofessional conduct is subject to disciplinary action up to and including dismissal from the program. The student will:

Be dismissed from class or a clinical facility if there is a reasonable suspicion of substance abuse and/or other causes of impairment.

Be required to take a drug and alcohol test if there is a reasonable suspicion of substance abuse and/or other causes of impairment, at the student’s expense:

If observation is made during class, faculty reserve the right to address the student in private and refer the student immediately to be tested.

If observation is made during a clinical rotation, faculty reserves the right to address the student in private and require the student to follow the contracting agency’s policy and procedures for drug testing.

If a student presents with positive results on a drug or alcohol screening, the student will not be allowed to complete the clinical course.

CLINICAL CODE OF CONDUCT

Students who do not demonstrate safe clinical practice in the clinical area or in the Skills Lab are subject to immediate dismissal from the program.

Safe clinical practice is defined as follows:

Performs nursing actions (procedures, medications, and other treatments), consistent with the following:

- ANA Scope and Standards of Practice
- ANA Code of Ethics for Nurses
- Pennsylvania State Board of Nursing Practice Act

Takes nursing actions to correct, minimize, and/or prevent risk to client.

Avoids use of alcohol or other chemical substances producing impairment of clinical judgment or practice.

In keeping with section §21.18 of the Pennsylvania State Board of Nursing Rules and Standards of nursing conduct:

(a) A registered nurse shall:

Undertake a specific practice only if the registered nurse has the necessary knowledge, preparation, experience and competency to properly execute the practice.

Respect and consider, while providing nursing care, the individual's right to freedom from psychological and physical abuse.

Act to safeguard the patient from the incompetent, abusive or illegal practice of any individual.

Safeguard the patient's dignity, the right to privacy and the confidentiality of patient information. This standard does not prohibit or affect reporting responsibilities under 23 Pa.C.S. Chapter 63 (relating to the Child Protective Services Law), the Older Adults Protective Services Act (35 P. S. §10211-10224) and other statutes which may mandate reporting of this information.

Document and maintain accurate records.

(b) A registered nurse may not:

Knowingly aid, abet or assist another person to violate or circumvent a law or Board regulation.

Discriminate, while providing nursing services, on the basis of age, marital status, sex, sexual preference, race, religion, diagnosis, socioeconomic status or disability.

Knowingly permit another individual to use his/her license or temporary permit for any purpose or knowingly permit the unlicensed person under the registered nurse's jurisdiction or supervision to misrepresent that the individual is a licensed nurse.

Misappropriate equipment, materials, property, drugs or money from an employer or patient.

Solicit, borrow or misappropriate money, materials or property from a patient or the patient's family.

Leave a nursing assignment prior to the proper reporting and notification to the appropriate department head or personnel of such an action.

Knowingly abandon a patient in need of nursing care. Abandonment is defined as the intentional deserting of a patient for whom the nurse is responsible.

Falsify or knowingly make incorrect entries into the patient's record or other related documents.

Engage in conduct defined as a sexual violation or sexual impropriety in the course of a professional relationship.

A registered nurse who fails to comply with an obligation or prohibition under this section is subject to disciplinary and corrective measures under section 14 of the act (63 P. S. §224).

The Board may, in addition to any other disciplinary or corrective measure set forth in this section, levy appropriate civil penalties as authorized by section 13(b) of the act (63 P. S. §223(b)) upon a nurse found to have engaged in conduct constituting a sexual impropriety or sexual violation.

SAFE CLINICAL PRACTICES, POLICIES AND PROCEDURES

Due to the nature and potential hazards associated with the nursing practice, students are required to adhere to Eastern's policies and procedures for safe clinical practice. Compliance with training in exposures to communicable diseases, exposure to bloodborne pathogens, bloodborne pathogen training, laboratory sharps policy and exposure control plan, and latex response plan are essential to the safety and well-being of students and all constituents who students encounter while in clinical rotation or in the nursing clinical lab.

Clinical nursing involves physical exertion. All students who work in settings where patient care is provided are at increased risks for both exposures to and transmission of communicable diseases and bloodborne pathogens. Therefore, specific procedures are needed to:

1. Protect patients and other health care providers with whom students work.
2. Decrease health risks to students.
3. Comply with School of Nursing agency contracts, Eastern University Health Center policies, OSHA regulations, and Centers for Disease Control Guidelines.

EXPOSURES TO CONTAGIOUS DISEASES

Students with any potential exposure to a contagious disease or with signs/symptoms of a contagious disease or skin lesions (staphylococcus or herpetic) will need to be evaluated by their health care professional or at the Eastern University Student Health Center before attending clinical.

If a student contracts a contagious disease, the student is to remain out of class/clinical. The student will be allowed to return to class/clinical with written authorization from their health care provider.

If exposed to any contagious disease in clinical practice, students will immediately report this exposure to their clinical faculty because of the potential hazard to the health of others and abide by the following procedures:

- a. The faculty member will **immediately** report the incident to the infection control department and/or nursing administration of an involved clinical agency.
- b. The supervising faculty member will complete an Incident Report and submit to the Course Coordinator as soon as possible. This report will be placed in the student's permanent file.

EXPOSURES TO BLOODBORNE PATHOGENS

Students exposed to bloodborne pathogens during a clinical rotation must inform their clinical faculty immediately, and then will submit to the exposure protocols of that site. If this occurs during a NRS lab activity, the student will report to the Eastern University Student Health Center. The supervising faculty member will complete an Incident Report and submit to the Course Coordinator as soon as possible. This report will be placed in the student's permanent file.

NURSING RESOURCE AND SIMULATION LAB

PURPOSE

The Nursing Resource & Simulation (NRS) Lab provides a safe learning environment where nursing students are able to use clinical judgment, clinical reasoning and critical thinking through simulation-based learning activities while also refining fundamental and advanced nursing skills through skills-based learning. To best facilitate this, the NRS Lab is designed to simulate patient care settings and specialty practice areas through the use of high, medium, and low fidelity technology as well as audio-visual technology.

LOCATION

The Eastern University Nursing Resource and Simulation (NRS) Lab is located on the third floor of the McInnis Learning Center.

HOURS OF OPERATION

The NRS Lab facilities are open daily Monday through Friday. Hours will vary.

NRS LAB TEAM

The NRS Lab team consists of the Director of the Nursing Resource and Simulation lab and the Nursing Resource and Simulation Lab Coordinator.

ROOMS AND EQUIPMENT

The NRS Lab consists of a small lab, a large lab, two high-fidelity rooms, a control room, a debriefing room, a supply closet, an office, and a student center. The large lab contains six patient bays that can be separated by privacy curtains that are on tracks and hang from the ceiling. Additionally, the NRS Lab contains a debriefing room, a control room, a supply room, and a dedicated NRS Lab office, along with a kitchen area and a private single bathroom for students. The debriefing room contains a computer, a large monitor, and a white board to allow for further discussion of simulation and skills-based learning activities. The control room oversees the two high-fidelity rooms with one-way viewing glass and contains two laptop computers and two desktop computers.

No food is allowed in the NRS Lab. Covered beverages are only allowed in designated areas.

For further information regarding policies and guidelines please refer to the Nursing Resource and Simulation Lab Handbook.

BASIC COMPETENCIES FOR CLINICAL COURSEWORK IN THE SCHOOL OF NURSING

Prior to enrolling in clinical courses, nursing students must demonstrate basic competencies in the following categories: observational, communicative, motor, intellectual and behavioral/social. The competencies will be demonstrated during the Fundamentals of Nursing Practice Skills Lab Sessions. The School of Nursing will consider candidates with any form of disability based on the analysis of individual circumstances. Individuals are encouraged to discuss disabilities with the Eastern University Student Development Office, which is committed to providing reasonable accommodations to students with disabilities upon timely written notice and through established university policies and procedures.

Observational: Potential students must be able to observe, describe, and critique demonstrations of physical and psychosocial nursing interventions. Potential students must be able to assess accurately the health status of patients, who have a variety of characteristics. Observation and assessment of patients require the functional use of the senses of vision, hearing, and touch.

Communicative: Potential students must be able to communicate effectively and efficiently in oral and written forms with patients and with members of the health care team. Nursing communication emphasizes obtaining pertinent assessment data, patient teaching and the providing psychosocial support for patients and their families.

Motor: Potential students must be able to perform palpation, auscultation, percussion and other diagnostic maneuvers in a proficient manner to obtain patient data. Potential students must be able to perform motor movements reasonably required to provide general care and emergency treatments to patients. Such actions require moderate motor strength, coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch, vision, and hearing.

Intellectual: Potential students must have the ability to measure, calculate, reason, analyze, synthesize, apply, and evaluate complex information. Potential students must be fully alert and attentive at all times in clinical settings.

Behavioral/Social: Potential students must possess a level of emotional health that allows full utilization of intellectual abilities, the exercise of good judgment, prompt completion of all responsibilities attendant to the nursing diagnosis and care of patients, and the development of mature, empathetic and effective nurse-patient relationships. Potential students must be able to function effectively under stress.

Students in the health professions are held to standards of conduct that may exceed those typically expected of University students. Adherence to the standards of acceptable conduct as outlined in the *American Nurses Association Code of Ethics* and the *Pennsylvania Nurse Practice Act* is required.

DRESS CODE

An individual's standards of personal care and dress represent the person as both a professional and member of the Eastern University School of Nursing. Professional persons set examples for others and students are expected to be neat, clean, and well groomed. The following standards are to be maintained:

Nails are to be kept clean, short, and smooth to ensure patient and student safety. No artificial nails and nail polish are permitted.

Hair is to be pulled back and secured with the following: plain barrettes, bobby pins or elastic hair bands.

For asepsis and safety, jewelry is limited to only wedding bands, watches, and one set of post earrings to be worn on the earlobes. No other pierced jewelry may be worn at any clinical sites.

Shoes must provide good support. Clogs, high heels, and sandals are not permitted.

Shoes and shoestrings must be clean and in good repair.

Clothing must be loose enough to provide ease of movement in clinical activities.

Jeans may not be worn for any clinical experiences including times when obtaining information from an agency for clinical assignments.

Street clothes worn in some of the clinical agencies shall be neat and professional.

Tattoos must be covered while at clinical sites.

UNIFORMS

Each student assumes the cost for his/her uniform. Uniforms are worn for protection of the patient and the student. Uniforms vary with the clinical setting. All uniform items marked with an asterisk (*) must be purchased from the university's **official vendor**. Each year, the School of Nursing distributes the official uniform order forms/web site order information for students. Students who appear for a clinical experience without the **official uniform** will be dismissed from the clinical area with an unsatisfactory clinical grade for the day.

Eastern University Student Uniforms

***Wine-colored scrub top with name embroidered on front and Eastern University patch on sleeve** *Students may wear a long or short sleeved shirt under the uniform shirt. The color should be black, gray, or white.*

*** Wine cargo scrub pants**

***Name Badge**

Black socks or hose

Shoes: Black, stable shoes, with closed toe and heel. Minor accent of white or gray is acceptable. Material should be leather/ non-porous/ easy to clean. These shoes should only be worn to the clinical site, and kept clean and in good condition.

Rev. 7/10/2020

NURSING RECORDS MAINTENANCE PROCEDURES

In compliance with the Commonwealth of Pennsylvania State Board of Nursing, the following documents are maintained:

1. Permanent records including both clinical and theoretical experience and achievement shall be kept ad infinitum in the School of Nursing.
2. Degree audits and official transcripts shall be kept in the Registrar's office.
3. Health records are kept and maintained by Eastern's director of student health services and/or the School of Nursing for 5 years following the completion of the program. A health tracking record is maintained in each student's file in the School of Nursing.
4. Faculty records including the "verification" of current licenses, current record of continuing education activities and transcripts shall be maintained in the School of Nursing.
5. Clinical Affiliation Agreements with cooperating agencies shall be maintained in the School of Nursing.
6. Minutes of meetings shall be maintained in the School of Nursing.
7. Annual reports shall be maintained in the School of Nursing.
8. Student outcomes data are maintained by the School of Nursing.
9. Budgets are maintained in the University and the School of Nursing offices.
10. Current written policies are maintained by the University and the School of Nursing.

NOTE:

Students have access to personal records as defined by Federal and State legislation.

No information may be released from a student's record without written permission of the student. (Commonwealth of Pennsylvania §21.123 Access and use of records).

Rev. 5/19/2015

BSN PINNING CEREMONY and EASTERN UNIVERSITY NURSING PIN

The Nursing Pinning Ceremony is a time-honored nursing graduation tradition that is a tribute to your hard work and accomplishment in successfully completing the nursing program. The ceremony usually includes the recitation of the Nightingale Pledge, printed below, and the inclusion of lamps representing Florence Nightingale, the founder of modern nursing,

The graduating nursing cohort plans its own Pinning Ceremony. The faculty advisor will share information regarding the Pinning Ceremony with student representative(s) from the class, who will then meet with the entire cohort to plan the event. Eastern University's Pinning Ceremony is held in May and December for each graduating class.

Eastern University's School of Nursing has its own BSN pin that can be purchased prior to graduation. A student representative from the cohort will contact Chris Urban (215-245-1142) at Herff Jones to bring sample pins and order forms to class.

Eastern University's Nursing Pin, especially designed for Eastern Nursing students, is a round lapel pin one inch in diameter, containing the school seal surrounded by burgundy enamel with Eastern University, St. Davids, PA and BSN, and further surrounded by a laurel wreath. It is appropriate for both men and women. The student has a choice to purchase the pin in either in silver or gold metal. The student can choose a loved one or significant other, for example, a family member, friend, or nursing instructor, to place the pin on his or her lapel during the ceremony. Students have taken great pride in creating a ceremony that is beautiful and meaningful.

UPDATED FLORENCE NIGHTINGALE PLEDGE

Original by Florence Nightingale

Updated by: Lorita Renfro

I pledge myself here, before my God and in the presence of this assembly, to practice my profession with integrity. I will endeavor to maintain and elevate the standard of nursing, both as a science and as an art. I wholeheartedly recognize the importance of high standards of care and of personal accountability. I devote myself to the healing, protection, and welfare of those committed to my care. I accept a duty to work for the improvement of health in the communities in which I live and work. I will hold in confidence all personal matters committed to my keeping, and will respect the privacy of medical information. I will act with compassion in ethical matters. I will not knowingly administer or consume any harmful substance. I commit to interdisciplinary collaboration and lifelong learning. I fully acknowledge the seriousness of the responsibility that I accept in my calling, and the significance of this pledge that I take today.

Rev. 5/11/2020

NURSING STUDENT ORGANIZATIONS

SIGMA THETA TAU INTERNATIONAL NURSING HONOR SOCIETY (STTI)

Eastern University is a part of the Delta Tau Chapter-at-Large of Sigma Theta Tau International Nursing Honor Society. Along with Holy Family University, Immaculata University, and Neumann University, Eastern University inducts students who have at least a **3.0** grade point average **and who are in the top third** of their graduating class.

Membership in this prestigious honor society provides nurse scholars with opportunities for research, continuing education, scholarships, and professional networking. Potential members are selected and invited to join. Become more familiar with both of these memberships at [Sigma Theta Tau](#) and [Delta Tau](#). For more information about STTI, email nursing@eastern.edu.

STUDENT NURSES' ASSOCIATION OF PENNSYLVANIA (SNAP)

The Student Nurses' Association of Pennsylvania (SNAP) represents over 3,000 nursing students from all over the commonwealth of Pennsylvania and, at the state level, is a constituent member of the National Student Nurses' Association (NSNA). The Eastern University SNAP chapter is a member of the state-level SNAP organization.

SNAP provides opportunities for professional development and networking through the annual convention as well as through workshops, and regional meetings. Additionally, students involved with SNAP are able to gain valuable leadership experience as well as allowing them to engage in community service and fundraising opportunities. Additionally, scholarships are offered through the state-level organization. SNAP also offers other benefits, such as NCLEX reviews, newsletters, discounts on books, and other services to nursing students. [Find more information about SNAP here.](#)

NURSES CHRISTIAN FELLOWSHIP (NCF)

The Nurses' Christian Fellowship is a focused ministry of [InterVarsity Christian Fellowship](#), an international campus ministry, that reaches nurses and nursing students for Christ. It encourages the incorporation of the Christian faith to nursing practice, and is designed with the understanding that the challenges of the nursing student are unique. At Eastern University, NCF has club status and offers opportunities for large group meetings and small group Bible Studies. All nursing and pre-nursing majors are invited to attend. [Find more information on Nurses Christian Fellowship here.](#)

For further information regarding any of these student activities at Eastern University, please contact nursing@eastern.edu.

NURSING STUDENT COMMUNICATIONS

BSN DEPARTMENT COMMITTEES

The BSN department committees include:

Admissions/Recruitment Committee
Clinical Practice Committee
Curriculum Committee
Research Committee

Simulation Lab Committee
Student/Faculty Development Committee

STUDENT COMMITTEE PARTICIPATION

The School of Nursing has leadership positions available for students where they can participate in the operations and decisions made through the department's committee process. Students will be nominated for a one-year term by each committee. The nominations will be approved by the School of Nursing faculty in September. Student role expectations and attendance expectations are defined by each committee and will be provided to the nominated students before they accept or decline the nomination. A one-year term commitment is expected. A second year term may be offered at the discretion of the committee. Students may not participate in more than one committee at a time.

NURSING CONNECTIONS MAGAZINE

The School of Nursing's *Nursing Connections Magazine* is published annually and includes announcements, policy changes, and student activities and news. Students may submit news items to Dr. Mary Boylston, Editor, at mboylsto@eastern.edu.

NURSING WEBSITE

The Eastern University School of Nursing's website is accessible via the following address: www.eastern.edu/nursing. The site provides information that is specific to each nursing program.

BSN STUDENT RESOURCE BRIGHTSPACE SITE

The site provides general nursing program information including events, announcements, BSN Student Handbook, clinical information, program forms, and resources for career development and externships.

WEATHER EMERGENCIES

Decisions to cancel class due to inclement weather will be made by the University by 6:00 a.m. on Weekdays. Use your own judgment regarding travel conditions from your area. If you determine that it is unsafe to travel and the class has not been cancelled, University or departmental attendance policies will apply. If the University is closed or classes are delayed due to inclement weather, there are several convenient ways for you to stay informed:

- By joining Eastern University's Emergency Alert System, you will receive text message alerts concerning school closing. You can enroll [here](#).
- The main campus switchboard will also provide closing information at 610-341-5800.
- The [Eastern University Website](#) will post updated school closing information. Select "School Closing Info" under the "EU Quick Links" drop-down menu at the top of the page.

- Radio: A radio announcement will be made on KYW news radio, 1060 AM (our school closing number—1207--is listed in Delaware County) and on WARM 103 FM (in Central Pennsylvania).

Decisions to cancel early morning clinicals due to inclement weather will be made by 5:15 a.m. on Weekdays and Saturdays. An announcement will be posted on the relevant course Brightspace announcements page. Use your own judgment regarding travel conditions from your area. If you determine that it is unsafe to travel and the clinical has not been cancelled, contact your clinical instructor and email your course coordinator for further instructions.

COMMUNICATIONS

1. Email: All students are assigned an e-mail account and password. Students must check their Eastern email address daily. **Grades and other information will be communicated via Eastern University email only.**
2. Brightspace- Students will be oriented to Brightspace online learning platform during the first week of class. [Access the Brightspace site here.](#) Access it and enter your Eastern email address and password.
3. A current Eastern University Undergraduate Catalog and Pre-Licensure Nursing Program Student Handbook will be provided to all students. Students are responsible to review all materials.
4. [The School of Nursing website](#) includes a resource web page to various nursing related links.

SCHOOL OF NURSING CONTACT INFORMATION

Do you have a question? Please contact the School of Nursing at (610) 341-5896 for information. Regular office hours are Monday through Friday, 9 AM to 5 PM. The nursing office is located at Eastern University, McInnis 241, 1300 Eagle Road, St. Davids, PA 19087. Fax number: (610) 225-5016. Email: nursing@eastern.edu.

Links updated 1/2022

BSN Program: Additional Costs

Please note that the list below contains miscellaneous costs that are not included in the BSN tuition or EU fees. The costs listed are approximate and may vary year to year. 8/3/2018

Category/Year	Item	Approximate Cost to Student
Clinical Compliance Summer before	Castle Branch – Comprehensive Background Screening	\$29.75 First Year / \$23.75 Renewal
Clinical Compliance Summer before	PA Child Abuse Clearance	No charge for first clearance. \$8.00 renewal.
Clinical Compliance Summer before	FBI Fingerprint Clearance	\$21.35 One-time cost
Clinical Compliance Summer before	Student Nurse Malpractice Insurance	\$38.16 Annual Cost
Clinical Compliance Summer before	Basic Life Support Certification (BLS)	\$75-\$95 Approximate (valid two years)
Clinical Compliance Summer before	Health Form / Physical	Cost varies - contact your Health Insurance Provider. One-time requirement.
Clinical Compliance Summer before	PPD Test	Cost varies - contact your Health Insurance Provider. Annual requirement.
Clinical Compliance Summer before	Influenza Vaccine	Cost varies - contact your Health Insurance Provider. Annual requirement.
Clinical Compliance Summer before	Titer Lab work: MMR, Varicella, HEP B	Cost varies - contact your Health Insurance Provider. One-time requirement.
Clinical Compliance Summer before	Vaccinations (if needed based upon Titer Lab work results)	Cost varies - contact your Health Insurance Provider.
Clinical Compliance Summer before	Clinical Uniform X2 Shoes	\$200 Approximate varies by individual choice
Clinical Compliance Junior & Senior Year	Random Urine Drug Screening	\$37.00 Annual Cost
Clinical Compliance Senior Year - 1st semester	Valid Driver's License	Varies by State
Senior Year - 2nd semester	Eastern University Pin for Pinning Ceremony (optional)	Varies by design - starting at \$80
Senior Year - 2nd semester	State Board Registration for NCLEX	Varies by state - \$60-100
Senior Year - 2nd semester	NCLEX Testing registration through Pearson Vue	\$200
Senior Year - 2nd semester	NCLEX background check	Varies by state - approximate \$20

WEEKLY CLINICAL JOURNAL FORM – NURS 340, 360, and 370

Course _____ Instructor _____

Clinical Site _____

Student Name:

Date:

Patient Initials: _____ Age: _____

Short summary of patient:

Psycho/Social/Cultural Considerations:

Skills performed:

SUMMARY OF SKILL	SELF-EVALUATION How did it go? Describe your actions, emotions, etc.	CONFIDENT/NEEDS MORE WORK Please explain.

<p>Description of and Clinical manifestations expected to be seen in this disease:</p>	<p>Review of Systems/Symptoms observed (include presence and absence of s/s):</p>
<p>Diagnostic tests recommended for this disease:</p>	<p>All test results and their significance for the patient (include normal and abnormal results with their normal ranges):</p>
<p>Treatment options suggested for this disease:</p>	<p>Collaborative Interventions completed for this patient by multidisciplinary team:</p>

Medications - Choose three (3) medications being administered to your patient that are specifically related to their disease process.

Allergies Noted:

Medication (Generic and Trade)	Dosage ordered vs. Safe Dosage	Classification/Mechanism of Action	Rationale for use by THIS patient. Has it been effective? (How do you know? Include all supporting data)

CLINICAL JOURNAL INSTRUCTIONS

Directions: For each clinical shift, choose one experience/encounter that occurred with a patient/colleague/family member/ or department that piqued your interest. Describe the encounter in detail along with your response to it. Be sure to give a complete context so that the clinical instructor can understand the incident. Reflect on the thoughts, feelings and behaviors of the people involved- including your own. What questions arise for you? How does this pertain to evidence you've gathered in the classroom, clinical setting, and through reading? How might you answer these questions- what else do you need to learn? What do these reflections mean for you as a developing nurse?

NURS 360 – Nursing Care of Adults 1 Pre-Licensure Clinical Evaluation

Student _____ Date _____

MIDTERM or FINAL

Clinical site _____

Clinical Instructor _____

Midterm Evaluation:

If any Areas of Concern or Unsatisfactory Clinical grades are assigned, the student will be referred to the didactic instructor and/or Nursing Resource lab for remediation. The Skills Learning Referral Form (see BSN2 Handbook) must be completed and forwarded to the didactic instructor.

Final Evaluation:

Successful completion of clinical and therefore a passing grade for the course requires that the student **not receive** an:

- Unsatisfactory in any clinical behaviors
- Area of Concern in any starred (*) clinical behavior
- Area of Concern in 3 or more unstarred clinical behaviors
- Area of Concern in the same clinical behavior in 2 consecutive clinicals

Specific examples must be provided in the comments section for any Area of Concern or Unsatisfactory Grade

RATING KEY:

Satisfactory (S): Safe clinical performances; demonstrates expected skills, synthesis of learning and application of nursing principles at expected level.

Area of Concern (AOC): Does not consistently perform at a satisfactory level in identified clinical behaviors.

Unsatisfactory (U): Clinical performance inadequate, indicates lack of skill, unsafe nursing practice, inadequate depth of knowledge or application of nursing principles. Functions below expectations of student nurse at this level.

Not observed (N/O)

Rev. 6/11

CLINICAL COMPETENCY 1:

Provides holistic nursing care in a therapeutic, ethical, and culturally sensitive manner within a Christian framework.				
Clinical behaviors:				
	S	AOC	U	N/O
A. Establishes therapeutic relationships with clients to promote health, encourage wellness, and prevent illness.				
B. * Shows respect and sensitivity to clients, staff, faculty and peers.				
C. Identifies psychological, socio-cultural, and spiritual variables that affect the adult client.				
D. * Promotes the client’s safety and privacy and preserves human dignity in the provision of care.				
E. * Demonstrates ethical behavior as outlined in the ANA Code of Ethics and Professional Performance.				
F. Plans and organizes care with compassion and awareness of the client’s needs.				

Comments:

CLINICAL COMPETENCY 2:

Applies the nursing process to the delivery of care in order to promote, maintain, and/or restore optimal health with clients throughout the lifespan.				
Clinical behaviors:				
	S	AOC	U	N/O
A. Performs a basic head to toe physical assessment incorporating the complete health history.				
B. Utilizes assessment data to develop a plan of care				
C. Develops nursing diagnoses, identifies interventions, outlines goals and outcomes				
D. *Reports any abnormal findings or changes in client condition as appropriate.				
E. Begins to evaluate the effectiveness of nursing care towards meeting client outcomes.				
F. Begins to demonstrate organizational and time management skills when providing basic client care.				
G. Incorporates holistic nursing practices when planning and delivering care.				

Comments:

CLINICAL COMPETENCY 3:

Integrates critical thinking skills and exhibits professional accountability and integrity.				
Clinical behaviors:	S	AOC	U	N/O
A. * Is aware of own limitations, exhibits ability of knowing when and how to ask for help.				
B. Corrects wrong situations as appropriate, seeks to remedy errors.				
C. Prepares for clinical experiences by researching patient assignments.				
D. * Weekly clinical journals are thorough and completed on time.				
E. Demonstrates the ability to learn and adapt in new situations.				
F. *Arrives on time to the clinical setting.				
G. *Wears appropriate attire in the clinical area.				
H. * Follows Eastern University's clinical policies correctly as outlined in the student handbook and syllabus.				
I. * Completes all assigned clinical hours and communicates promptly to clinical instructor prior to missing any clinical hours (emergency only).				
J. Demonstrates self-care and reflects on its significance in the development of a professional nursing practice.				
K. Actively seeks new learning experiences and interacts with staff in the care of the adult client.				
L. * Maintains client confidentiality in accord with HIPPA and agency policy.				

Comments:

CLINICAL COMPETENCY 4:

Exemplifies professional behavior with clients and families while collaborating with staff, faculty and peers.				
Clinical behaviors:	S	AOC	U	N/O
A. Actively participates in decision making process with clients, peers, and members of the health care team.				
B. Contributes insight and appropriate information to the health care team and in group conferences.				
C. Distinguishes between the role and responsibilities of the nurse and other members of the health care team, for the purposes of improving the health of the adult client.				
D. Shares research and experiences at clinical pre and post conferences.				
E. Recognizes and is respectful of diverse thinking.				
F. *Assumes responsibility for own actions.				
G. Is sensitive to the learning needs of the group and contributes accordingly.				

Comments:**CLINICAL COMPETENCY 5:**

Utilizes safety measures while performing nursing interventions competently within accepted standard of nursing practice and in accord with evidence based research.				
Clinical behaviors:	S	AOC	U	N/O
A. *Performs beginning nursing skills and therapeutic procedures safely and accurately.				
B. *Calculates medication dosages by all routes accurately.				
C. *With guidance, administers medications safely by appropriate route.				
D. *Observes standard precautions and the use of personal protective equipment appropriately.				
E. Applies principles of medical and surgical asepsis as indicated for all procedures and interventions.				
F. *Follows ANA standard of care for clinical practice.				
G. *Follows policies and procedures of the facility/agency.				
H. *Correctly verifies patient identity using 2 identifiers.				

Comments:

CLINICAL COMPETENCY 6:

Demonstrates effective communication skills when interacting with clients and members of the health care team.				
Clinical behaviors:	S	AOC	U	N/O
A. Uses basic therapeutic communication skills when interacting with clients.				
B. * Maintains self-control and responds professionally to situations without blame or aggressive behavior.				
C. Uses verbal and nonverbal communication appropriately and respectfully with clients, peers, and member of the health care team.				
D. Listens actively and is engaged with person or audience.				
E. Demonstrates accurate and appropriate documentation according to agency protocols.				

Comments:

Additional Student/Faculty Comments:

Student Signature

Date

Faculty Signature

Date

NURS 370 - Nursing Care of Adults II Pre-Licensure Clinical Evaluation

Student _____ Date _____

Clinical site _____

Clinical Instructor _____

Midterm Evaluation:

If any Areas of Concern or Unsatisfactory Clinical grades are assigned, the student will be referred to the didactic instructor and/or Nursing Resource lab for remediation. The Skills Learning Referral Form (see BSN2 Handbook) must be completed and forwarded to the didactic instructor.

Final Evaluation:

Successful completion of clinical and therefore a passing grade for the course requires that the student **not receive** an:

- Unsatisfactory in any clinical behaviors
- Area of Concern in any starred (*) clinical behavior
- Area of Concern in 3 or more unstarred clinical behaviors
- Area of Concern in the same clinical behavior in 2 consecutive clinicals

Specific examples must be provided in the comments section for any Area of Concern or Unsatisfactory Grade

RATING KEY:

Satisfactory (S): Safe clinical performances; demonstrates expected skills, synthesis of learning and application of nursing principles at expected level.

Area of Concern (AOC): Does not consistently perform at a satisfactory level in identified clinical behaviors.

Unsatisfactory (U): Clinical performance inadequate, indicates lack of skill, unsafe nursing practice, inadequate depth of knowledge or application of nursing principles. Functions below expectations of student nurse at this level.

Not observed (N/O)

CLINICAL COMPETENCY 1:

Provides holistic nursing care in a therapeutic, ethical, and culturally sensitive manner within a Christian framework.								
Clinical behaviors:	MIDTERM				FINAL			
	S	AOC	U	N/O	S	AOC	U	N/O
A. Establishes therapeutic relationships with clients to promote health, encourage wellness, and prevent illness.								
B. *Shows respect and sensitivity to clients, staff, faculty and peers.								
C. Identifies psychological, sociocultural, and spiritual variables that affect the adult client.								
D. *Promotes the client’s safety and privacy and preserves human dignity in the provision of care.								
E. *Demonstrates ethical behavior as outlined in the ANA Code of Ethics and Professional Performance.								
F. Plans and organizes care with compassion and awareness of the client’s needs.								

Mid-Term Comments:

Final Comments:

CLINICAL COMPETENCY 2:

Applies the nursing process to the delivery of care in order to promote, maintain, and/or restore optimal health with clients throughout the lifespan.								
	MIDTERM				FINAL			
Clinical behaviors:	S	AOC	U	N/O	S	AOC	U	N/O
A. Gathers appropriate data for assessment.								
B. Identifies appropriate nursing diagnoses, goals and outcome criteria.								
C. Recognizes pathological processes and problems when they occur, and recommends/performs appropriate nursing interventions.								
D. *Demonstrates understanding of the expected effects and complications of interventions, including medications.								
E. Makes appropriate decisions in the management of care, based on clear understanding of rationale.								
F. Performs ongoing evaluation of all aspects of care and patient responses and revises plan of care accordingly.								
G. Gathers appropriate data for assessment.								

Mid-Term Comments:

Final Comments:

CLINICAL COMPETENCY 3:

Integrates critical thinking skills and exhibits professional accountability and integrity.								
Clinical behaviors:	MIDTERM				FINAL			
	S	AOC	U	N/O	S	AOC	U	N/O
A. *Is aware of own limitations, exhibits ability of knowing when and how to ask for help.								
B. Corrects wrong situations as appropriate, seeks to remedy errors.								
C. Prepares for clinical experiences by completing pertinent assignments.								
D. *Weekly clinical journals are thorough and completed on time								
E. Demonstrates the ability to learn and adapt in new situations.								
F. *Arrives on time to the clinical setting.								
G. *Wears appropriate attire in the clinical area.								
H. *Follows Eastern University's clinical policies correctly as outlined in the student handbook and								
I. *Completes all assigned clinical hours and communicates promptly to clinical instructor prior to missing any clinical hours (emergency only).								
J. Demonstrates self-care and reflects on its significance in the development of a professional nursing practice.								
K. Actively seeks new learning experiences and interacts with staff in the care of the adult client.								
L. *Maintains client confidentiality in accord with HIPPA and agency policy.								
M. *Identifies differences and similarities among previous and current patient situations experienced in the clinical setting and theory coursework.								
N. Explains differences and similarities between previous and current patient situations experienced in the clinical setting and theory course work.								

Mid-Term Comments:

Final Comments:

CLINICAL COMPETENCY 4:

Exemplifies professional behavior with clients and families while collaborating with staff, faculty and peers.								
Clinical behaviors:	MIDTERM				FINAL			
	S	AOC	U	N/O	S	AOC	U	N/O
A. Actively participates in decision making process with clients, peers, and members of the health care team								
B. Contributes insight and appropriate information to the health care team and in group conferences.								
C. Distinguishes between the role and responsibilities of the nurse and other members of the health care team, for the purposes of improving the health of the adult client.								
D. Shares research and experiences at clinical pre and post conferences.								
E. Recognizes and is respectful of diverse thinking.								
F. *Assumes responsibility for own actions.								
G. Is sensitive to the learning needs of the group as contributes accordingly.								

Mid-Term Comments:

Final Comments:

CLINICAL COMPETENCY 5:

Utilizes safety measures while performing nursing interventions competently within accepted standard of nursing practice and in accord with evidence based research.

Clinical behaviors:	MIDTERM				FINAL			
	S	AOC	U	N/O	S	AOC	U	N/O
A. *Performs nursing skills and therapeutic procedures safely and accurately.								
B. *Calculates medication dosages by all routes accurately.								
C. Administers medications safely by appropriate route.								
D. Observes standard precautions and the use of personal protective equipment appropriately.								
E. Applies principles of medical and surgical asepsis as indicated for all procedures and interventions.								
F. *Follows ANA standard of care for clinical practice.								
G. *Follows policies and procedures of the facility/agency								
H. *Correctly verifies patient identity using 2 identifiers.								

Mid-Term Comments:

Final Comments:

CLINICAL COMPETENCY 6:

Demonstrates effective communication skills when interacting with clients and members of the health care team.								
Clinical behaviors:	MIDTERM				FINAL			
	S	AOC	U	N/O	S	AOC	U	N/O
A. Demonstrates accurate and appropriate documentation and produces clear, relevant and complete writing.								
B. *Maintains self-control and responds professionally to situations without blame or aggressive behavior.								
C. Uses clear and open verbal communication appropriately and respectfully with clients, peers, and member of the health care team.								
D. Listens actively and is engaged with person or audience.								
E. Demonstrates accurate and appropriate documentation and produces clear, relevant and complete writing.								

Mid-Term Comments:

Final Comments:

Summary of key strengths - In reflecting on the student’s overall performance, what are the student’s strengths?

Mid-Term Comments:

Final Comments:

Summary of areas for improvement

Midterm - What specific areas of performance does the student need to concentrate on improving?

Final – What are some specific areas to work on in next clinical experience and are there any behaviors to modify or change?

Midterm Student Signature

Date

Faculty Signature

Date

Final Student Signature

Date

Faculty Signature

Date

NURS 380 –Mental Health Nursing Pre-Licensure Clinical Evaluation

Student _____ Date _____

Clinical site _____

Clinical Instructor _____

Midterm Evaluation:

If any Areas of Concern or Unsatisfactory Clinical grades are assigned, the student will be referred to the didactic instructor and/or Nursing Resource lab for remediation. The Skills Learning Referral Form (see BSN2 Handbook) must be completed and forwarded to the didactic instructor.

Final Evaluation:

Successful completion of clinical and therefore a passing grade for the course requires that the student not receive an:

- Unsatisfactory in any clinical behaviors
- Area of Concern in any starred (*) clinical behavior
- Area of Concern in 3 or more unstarred clinical behaviors
- Area of Concern in the same clinical behavior in 2 consecutive clinicals

Specific examples must be provided in the comments section for any Area of Concern or Unsatisfactory Grade

RATING KEY:

Satisfactory (S): Safe clinical performances; demonstrates expected skills, synthesis of learning and application of nursing principles at expected level.

Area of Concern (AOC): Does not consistently perform at a satisfactory level in identified clinical behaviors.

Unsatisfactory (U): Clinical performance inadequate, indicates lack of skill, unsafe nursing practice, inadequate depth of knowledge or application of nursing principles. Functions below expectations of student nurse at this level.

Not observed (N/O)

CLINICAL COMPETENCY 1:

Provides holistic nursing care in a therapeutic, ethical, and culturally sensitive manner within a Christian framework.				
Clinical behaviors:	S	AOC	U	N/O
A. Establishes therapeutic relationships with clients to promote health, encourage wellness, and prevent illness.				
B. * Shows respect and sensitivity to clients, staff, faculty and peers.				
C. Identifies psychological, socio-cultural, and spiritual variables that				
D. * Promotes the client's safety and privacy and preserves human dignity in the provision of care.				
E. * Demonstrates ethical behavior as outlined in the ANA Code of Ethics and Professional Performance.				
F. Plans and organizes care with compassion and awareness of the client's needs.				

Comments:

CLINICAL COMPETENCY 2:

Applies the nursing process to the delivery of care in order to promote, maintain, and/or restore optimal health with clients throughout the lifespan.				
Clinical behaviors:	S	AOC	U	N/O
A. Gathers appropriate data for mental health assessment, case study, care plans and IPAs.				
B. Identifies appropriate nursing diagnoses, goals and outcome criteria.				
C. Recognizes pathological processes and problems when they occur,				
D. *Reports any abnormal findings or changes in client condition as appropriate.				
E. Demonstrates understanding of the expected effects and complications of interventions, including medications, on inpatient unit, care plans and MHA.				
F. Makes appropriate decisions in the management of care based on clear understanding of rationale.				
G. Incorporates holistic nursing practices when planning and delivering care.				

Comments:

CLINICAL COMPETENCY 3:

Integrates critical thinking skills and exhibits professional accountability and integrity.				
Clinical behaviors:	S	AOC	U	N/O
A. * Is aware of own limitations, exhibits ability of knowing when and how to ask for help.				
B. Corrects wrong situations as appropriate, seeks to remedy errors.				
C. Prepares for clinical experiences by researching patient assignments.				
D. * Weekly clinical journals are thorough and completed on time.				
E. In clinical conferences, demonstrates knowledge of mental health issues related to health care policy.				
F. Demonstrates the ability to learn and adapt in new				
G. *Arrives on time to the clinical setting.				
H. *Wears appropriate attire in the clinical area.				
I. * Follows Eastern University's clinical policies correctly as outlined in the student handbook and syllabus.				
J. * Completes all assigned clinical hours and communicates promptly to clinical instructor prior to missing any clinical hours (emergency only).				
K. Demonstrates self-care and reflects on its significance in the development of a professional				
L. Actively seeks new learning experiences and interacts with staff in the care of the adult client.				
M. * Maintains client confidentiality in accord with HIPPA and agency policy.				
N. Recognizes differences and similarities among previous and current patient situations experienced in the clinical setting and theory coursework.				

Comments:

CLINICAL COMPETENCY 4:

Exemplifies professional behavior with clients/families while collaborating with staff, faculty and peers.				
Clinical behaviors:	S	AOC	U	N/O
A. Actively participates in decision making process with clients, peers, and members of the health care team.				
B. Contributes insight and appropriate information to the health care.				
C. Distinguishes between the role and responsibilities of the nurse and other members of the health care team, for the purposes of improving the health of the adult client.				
D. Shares research and experiences at clinical pre and post conferences.				
E. Recognizes and is respectful of diverse thinking.				
F. *Assumes responsibility for own actions.				
G. Is sensitive to the learning needs of the group and contributes accordingly.				

Comments:

CLINICAL COMPETENCY 5:

Utilizes safety measures while performing nursing interventions competently within accepted standard of nursing practice and in accord with evidence based research.				
Clinical behaviors:	S	AOC	U	N/O
A. Uses therapeutic communication techniques and basic counseling skills appropriately as reflected in IPA's, MHA, and behavior on the unit.				
B. Evaluates use of therapeutic communication and basic counseling skills as reflected in written assignments and in clinical conferences.				
C. Helps to create and maintain a therapeutic milieu.				
D. *Observes standard precautions and the use of personal protective equipment appropriately.				
E. Demonstrates awareness of self through therapeutic use of self and analysis of motivations and appropriate nursing behavior in written assignments and all patient interactions.				
F. *Follows ANA standard of care for clinical practice.				
G. *Follows policies and procedures of the facility/agency.				

Comments:**CLINICAL COMPETENCY 6:**

Demonstrates effective communication skills when interacting with clients and members of the health care team.				
Clinical behaviors:	S	AOC	U	N/O
A. Provides thoughtful self-evaluation at midterm and end of clinical rotation.				
B. L. * Maintains self-control and responds professionally to situations without blame or aggressive behavior.				
C. Uses clear and open communication appropriately and respectfully with clients, peers, and member of the health care team.				
D. Listens actively and is engaged with person or audience.				
E. Participates in group therapies and activities when possible.				
F. Participates in formal and informal staff meetings and reports.				

Comments:

Summary of key strengths - In reflecting on the student's overall performance, what are the student's strengths?

Summary of areas for improvement:

Areas to work on in next clinical experience and behaviors to modify/change.

Student Signature

Date

Faculty Signature

Date

NURS 390 - Maternal Nursing Pre-Licensure Clinical Evaluation

Student _____ Date _____

MIDTERM or FINAL

Clinical site _____

Clinical Instructor _____

Midterm Evaluation:

If any Areas of Concern or Unsatisfactory Clinical grades are assigned, the student will be referred to the didactic instructor and/or Nursing Resource lab for remediation. The Skills Learning Referral Form (see BSN2 Handbook) must be completed and forwarded to the didactic instructor.

Final Evaluation:

Successful completion of clinical and therefore a passing grade for the course requires that the student not receive an:

- Unsatisfactory in any clinical behaviors
- Area of Concern in any starred (*) clinical behavior
- Area of Concern in 3 or more unstarred clinical behaviors
- Area of Concern in the same clinical behavior in 2 consecutive clinicals

Specific examples must be provided in the comments section for any Area of Concern or Unsatisfactory Grade.

RATING KEY:

Satisfactory (S): Safe clinical performances; demonstrates expected skills, synthesis of learning and application of nursing principles at expected level.

Area of Concern (AOC): Does not consistently perform at a satisfactory level in identified clinical behaviors.

Unsatisfactory (U): Clinical performance inadequate, indicates lack of skill, unsafe nursing practice, inadequate depth of knowledge or application of nursing principles. Functions below expectations of student nurse at this level.

Not observed (N/O)

CLINICAL COMPETENCY 1:

Provides holistic nursing care in a therapeutic, ethical, and culturally sensitive manner within a Christian framework.				
Clinical behaviors:	S	AOC	U	N/O
A. Demonstrates therapeutic use of self in establishing and maintaining relationships with clients and their families.				
B. Identifies psychological, sociocultural and spiritual variables that affect the mother and family, as well as the nurse-client/family relationship.				
C. * Shows respect and sensitivity to clients, staff, faculty and peers.				
D. Participates in ongoing reflection on the individual strengths, needs and problems of mothers and families, and how these affect clinical practice.				
E. Demonstrates active interest and respect regarding the health traditions of mothers and families of different backgrounds encountered in the clinical setting.				
F. * Promotes the client's safety and privacy and preserves human dignity in the provision of care.				
G. * Demonstrates ethical behavior as outlined in the ANA Code of Ethics and Professional Performance.				

Comments:**CLINICAL COMPETENCY 2:**

Applies the nursing process to the delivery of care in order to promote, maintain, and/or restore optimal health with clients throughout the lifespan.				
Clinical behaviors:	S	AOC	U	N/O
A. Demonstrates knowledge and ability to conduct a postpartum maternal assessment and develop a plan of				
B. Demonstrates knowledge and ability to conduct a neonatal physical assessment and develop a plan of care.				
C. *Verbalizes key components of antepartum and intrapartum maternal and newborn assessments.				
D. Compares all assessment data to expected norms and identifies appropriate NANDA diagnoses for both mothers and infants.				
E. Incorporates holistic nursing practices when planning and delivering care including complementary or alternative health practices of the individual.				
F. Correctly plans interventions to promote, maintain and restore health for mothers and infants.				
G. Performs ongoing evaluation of all aspects of care and patient responses and revises plan of care accordingly.				
H. *Reports any abnormal findings or changes in client condition as appropriate.				

Comments:

CLINICAL COMPETENCY 3:

Integrates critical thinking skills and exhibits professional accountability and integrity.				
Clinical behaviors:	S	AOC	U	N/O
A. * Is aware of own limitations, exhibits ability of knowing when and how to ask for help.				
B. Corrects wrong situations as appropriate, seeks to remedy errors.				
C. Prepares for clinical experiences by researching patient assignments.				
D. * Weekly clinical journals are thorough and completed on time.				
E. Demonstrates the ability to learn and adapt in new situations.				
F. *Arrives on time to the clinical setting.				
G. *Wears appropriate attire in the clinical area.				
H. *Follows Eastern University's clinical policies correctly as outlined in the student handbook and				
I. *Completes all assigned clinical hours and communicates promptly to clinical instructor prior to missing any clinical hours (emergency only).				
J. Demonstrates self-care and reflects on its significance in the development of a professional				
K. Actively seeks new learning experiences and interacts with staff in the care of the adult client.				
L. *Maintains client confidentiality in accord with HIPPA and agency policy.				
M. Identifies differences and similarities among previous and current patient situations experienced in the clinical setting and theory coursework.				

Comments:

CLINICAL COMPETENCY 4:

Exemplifies professional behavior with clients/families while collaborating with staff, faculty and peers.				
Clinical behaviors:	S	AOC	U	N/O
A. Actively participates in decision making process with clients, peers, and members of the health care team.				
B. Contributes insight and appropriate information to the health care team and in group conferences.				
C. Distinguishes between the role and responsibilities of the nurse and other members of the health care team, for the purposes of improving the health of the adult client.				
D. Shares research and experiences at clinical pre and post conferences.				
E. Recognizes and is respectful of diverse thinking.				
F. *Assumes responsibility for own actions.				
G. Is sensitive to the learning needs of the group and contributes accordingly.				
H. Collaborates with mother, family and health care team to identify goals and desired outcomes of client				

Comments:**CLINICAL COMPETENCY 5:**

Utilizes safety measures while performing nursing interventions competently within accepted standard of nursing practice and in accord with evidence-based research.				
Clinical behaviors:	S	AOC	U	N/O
A. *Prepares and administers medications correctly and safely.				
B. *Observes standard precautions and the use of personal protective equipment appropriately.				
C. Applies principles of medical and surgical asepsis as indicated in all procedures and interventions.				
D. Uses correct scientific principles and techniques in performing all assessment and interventions.				
E. Performs nursing skills and therapeutic procedures safely and accurately.				
F. *Follows ANA standard of care for clinical practice.				
G. *Follows policies and procedures of the facility/agency.				
H. *Correctly verifies patient identity using 2 identifiers.				

Comments:

CLINICAL COMPETENCY 6:

Demonstrates effective communication skills when interacting with clients and members of the health care team.				
Clinical behaviors:	S	AOC	U	N/O
Q. Uses basic therapeutic communication skills when interacting with clients.				
R. * Maintains self-control and responds professionally to situations without blame or aggressive behavior.				
S. Uses verbal and nonverbal communication appropriately and respectfully with clients, peers, and member of the health care team.				
T. Listens actively and is engaged with person or audience.				
U. Demonstrates accurate and appropriate documentation according to agency protocols.				

Comments:

Summary of key strengths - In reflecting on the student’s overall performance, what are the student’s strengths?

Summary of areas for improvement

Areas to work on in next clinical experience and behaviors to modify/change.

Student Signature Date

Faculty Signature Date

NURS 403– Holistic Family/Community Nursing Pre-Licensure Clinical Evaluation

Student: _____

Clinical site: Holisticare Hospice _____ Dates: _____

Clinical Instructor: _____

Clinical site: Palmer House _____ Dates: _____

Clinical Instructor: _____

Midterm Evaluation:

If any Areas of Concern or Unsatisfactory Clinical grades are assigned, the student will be referred to the didactic instructor and/or Nursing Resource lab for remediation. The Skills Learning Referral Form (see BSN2 Handbook) must be completed and forwarded to the didactic instructor.

Final Evaluation:

Successful completion of clinical and therefore a passing grade for the course requires that the student not receive an:

- Unsatisfactory in any clinical behaviors
- Area of Concern in any starred (*) clinical behavior
- Area of Concern in 3 or more unstarred clinical behaviors
- Area of Concern in the same clinical behavior in 2 consecutive clinicals

Specific examples must be provided in the comments section for any Area of Concern or Unsatisfactory Grade.

RATING KEY:

Satisfactory (S): Safe clinical performances; demonstrates expected skills, synthesis of learning and application of nursing principles at expected level.

Area of Concern (AOC): Does not consistently perform at a satisfactory level in identified clinical behaviors.

Unsatisfactory (U): Clinical performance inadequate, indicates lack of skill, unsafe nursing practice, inadequate depth of knowledge or application of nursing principles. Functions below expectations of student nurse at this level.

Not observed (N/O)

DISCLAIMER: The NURS403 – Holistic Family/Community Nursing course is developed to afford the students clinical experiences in Community Programs as well as shadowing Hospice nurses during their patient visits. The Eastern University Clinical Instructors are responsible for contact with facility personnel, Pre-conferences and all student paperwork. Because of the close interaction with the facility RNs, their feedback to the Eastern University Instructors will be an important part of the information presented in the student's Clinical Evaluation Form.

CLINICAL COMPETENCY 1:

Provides holistic nursing care in a therapeutic, ethical, and culturally sensitive manner within a Christian framework.								
	Holisticare Hospice				Palmer House			
Clinical behaviors:	S	AOC	U	N/O	S	AOC	U	N/O
A. *Shows respect and sensitivity to clients, staff, faculty and peers.								
B. *Promotes the client’s safety and privacy and preserves human dignity in the provision of care.								
C. *Demonstrates ethical behavior as outlined in the ANA Code of Ethics and Professional								
D. Discusses holistic, moral, spiritual and ethical concepts that provide the basis for a collaborative partnership with vulnerable populations while honoring client/family rights to direct their individual care options.								

Holisticare Hospice Comments:

Palmer House Comments:

CLINICAL COMPETENCY 2:

Applies the nursing process to the delivery of care in order to promote, maintain, and/or restore optimal health with clients throughout the lifespan.								
	Holisticare Hospice				Palmer House			
Clinical behaviors:	S	AOC	U	N/O	S	AOC	U	N/O
A. *Discusses any abnormal findings or changes in client condition with RN they are shadowing.								
B. Applies the nursing process to revise or expand the plan of care of for clients/families seen in the community evaluating the need for further assessments, interventions and possible further referrals/resources.								

Holisticare Hospice Comments:

Palmer House Comments:

CLINICAL COMPETENCY 3:

Integrates critical thinking skills and exhibits professional accountability and integrity.								
Clinical behaviors:	Holisticare Hospice				Palmer House			
	S	AOC	U	N/O	S	AOC	U	N/O
A. *Is aware of own limitations, exhibits ability of knowing when and how to ask for help.								
B. *Arrives on time to the clinical setting.								
C. *Wears appropriate attire in the clinical setting.								
D. *Follows Eastern University's clinical policies correctly as outlined in the student handbook and syllabus.								
E. *Completes all assigned clinical hours and communicates promptly to clinical instructor prior to missing any clinical hours (emergency only).								
F. *Maintains client confidentiality in accord with HIPPA and agency policy.								
G. *Recognizes differences and similarities among previous and current patient situations experienced in the clinical setting and theory coursework.								
H. Explores environmental factors on local, national and global levels in relation to current health care issues/trends and the roles of nursing in impacting on these.								

Holisticare Hospice Comments:

Palmer House Comments:

CLINICAL COMPETENCY 4:

Exemplifies professional behavior with clients and families while collaborating with staff, faculty and peers.								
Clinical behaviors:	Holisticare Hospice				Palmer House			
	S	AOC	U	N/O	S	AOC	U	N/O
A. Contributes insight and appropriate information to the health care team and in group conferences.								
B. Recognizes and is respectful of diverse thinking.								
C. *Assumes responsibility for own actions.								
D. Contributes insight and appropriate information to the health care team and in group conferences.								

Holisticare Hospice Comments:

Palmer House Comments:

CLINICAL COMPETENCY 5:

Utilizes safety measures while performing nursing interventions competently within accepted standard of nursing practice and in accord with evidence based research.								
Clinical behaviors:	Holisticare Hospice				Palmer House			
	S	AOC	U	N/O	S	AOC	U	N/O
A. *Performs nursing skills and therapeutic procedures safely and accurately.								
B. Observes standard precautions and the use of personal protective equipment appropriately.								
C. Applies principles of medical and surgical asepsis as indicated for all procedures and interventions.								
D. Discusses issues that may put the client/family/community at risk for sepsis in the								
E. *Follows ANA standard of care for clinical practice in the community setting.								
F. *Follows policies and procedures of the facility/agency.								

Holisticare Hospice Comments:

Palmer House Comments:

CLINICAL COMPETENCY 6:

Demonstrates effective communication skills when interacting with clients and members of the health care team.								
Clinical behaviors:	Holisticare Hospice				Palmer House			
	S	AOC	U	N/O	S	AOC	U	N/O
A. Maintains self-control and responds professionally to situations without blame or aggressive behavior.								
B. Uses clear and open verbal communication appropriately and respectfully with clients, peers, and member of the health care team.								
C. Listens actively, is engaged and mindfully present in all interactions.								

Holisticare Hospice Comments:

Palmer House Comments:

Final Comments:

Summary of areas for improvement

Midterm - What specific areas of performance does the student need to concentrate on improving?

Final - Areas to work on in next clinical experience and behaviors to modify/change.

Holisticare Hospice Student Signature / Date

Faculty Signature

Date

Palmer House Student Signature/Date

Faculty Signature

Date

NURS 440 -Nursing Care of Adults III Pre-Licensure Clinical Evaluation

Student _____

Date _____

Clinical site _____

Clinical Instructor _____

Midterm Evaluation:

If any Areas of Concern or Unsatisfactory Clinical grades are assigned, the student will be referred to the didactic instructor and/or Nursing Resource lab for remediation. The Skills Learning Referral Form (see BSN2 Handbook) must be completed and forwarded to the didactic instructor.

Final Evaluation:

Successful completion of clinical and therefore a passing grade for the course requires that the student **not receive** an:

- Unsatisfactory in any clinical behaviors
- Area of Concern in any starred (*) clinical behavior
- Area of Concern in 3 or more unstarred clinical behaviors
- Area of Concern in the same clinical behavior in 2 consecutive clinicals

Specific examples must be provided in the comments section for any Area of Concern or Unsatisfactory Grade.

RATING KEY:

Satisfactory (S): Safe clinical performances; demonstrates expected skills, synthesis of learning and application of nursing principles at expected level.

Area of Concern (AOC): Does not consistently perform at a satisfactory level in identified clinical behaviors.

Unsatisfactory (U): Clinical performance inadequate, indicates lack of skill, unsafe nursing practice, inadequate depth of knowledge or application of nursing principles. Functions below expectations of student nurse at this level.

Not observed (N/O)

CLINICAL COMPETENCY 1:

Provides holistic nursing care in a therapeutic, ethical, and culturally sensitive manner within a Christian framework.								
Clinical behaviors:	MIDTERM				FINAL			
	S	AOC	U	N/O	S	AOC	U	N/O
A. Establishes therapeutic relationships with clients to promote health, encourage wellness, and prevent illness.								
B. *Shows respect and sensitivity to clients, staff, faculty and peers.								
C. Identifies psychological, sociocultural, and spiritual variables that affect the adult client.								
D. *Promotes the client’s safety and privacy and preserves human dignity in the provision of care.								
E. *Demonstrates ethical behavior as outlined in the ANA Code of Ethics and Professional Performance.								
F. Plans and organizes care with compassion and awareness of the client’s needs.								

Mid-Term Comments:

Final Comments:

CLINICAL COMPETENCY 2:

Applies the nursing process to the delivery of care in order to promote, maintain, and/or restore optimal health with clients throughout the lifespan.								
Clinical behaviors:	MIDTERM				FINAL			
	S	AOC	U	N/O	S	AOC	U	N/O
A. Gathers appropriate data for assessment.								
B. Identifies appropriate nursing diagnoses, goals and outcome criteria.								
C. Recognizes pathological processes and problems when they occur, and recommends/performs appropriate nursing interventions.								
D. *Demonstrates understanding of the expected effects and complications of interventions, including medications.								
E. Makes appropriate decisions in the management of care, based on clear understanding of rationale.								
F. Performs ongoing evaluation of all aspects of care and patient responses and revises plan of care accordingly.								
G. Gathers appropriate data for assessment.								

Mid-Term Comments:

Final Comments:

CLINICAL COMPETENCY 3:

Integrates critical thinking skills and exhibits professional accountability and integrity.								
Clinical behaviors:	MIDTERM				FINAL			
	S	AOC	U	N/O	S	AOC	U	N/O
A. *Is aware of own limitations, exhibits ability of knowing when and how to ask for help.								
B. Corrects wrong situations as appropriate, seeks to remedy errors.								
C. Prepares for clinical experiences by completing pertinent assignments.								
D. *Weekly clinical journals and Patient Profile assignment are thorough and completed on time.								
E. Demonstrates the ability to learn and adapt in new situations.								
F. *Arrives on time to the clinical setting.								
G. *Wears appropriate attire in the clinical area.								
H. *Follows Eastern University's clinical policies correctly as outlined in the student handbook and syllabus.								
I. *Completes all assigned clinical hours and communicates promptly to clinical instructor prior to missing any clinical hours (emergency only).								
J. Demonstrates self-care and reflects on its significance in the development of a professional nursing practice.								
K. Actively seeks new learning experiences and interacts with staff in the care of the adult client.								
L. *Maintains client confidentiality in accord with HIPPA and agency policy.								
M. *Identifies differences and similarities between previous and current patient situations experienced in the clinical setting and theory course work.								
N. Explains differences and similarities between previous and current patient situations experienced in the clinical setting and theory course work.								
O. Applies knowledge gained in previous clinical settings and theory course work into current plan and delivery of holistic patient care.								

Mid-Term Comments:

Final Comments:

CLINICAL COMPETENCY 4:

Exemplifies professional behavior with clients and families while collaborating with staff, faculty and peers.								
Clinical behaviors:	MIDTERM				FINAL			
	S	AOC	U	N/O	S	AOC	U	N/O
A. Actively participates in decision making process with clients, peers, and members of the health care team								
B. Contributes insight and appropriate information to the health care team and in group conferences.								
C. Distinguishes between the role and responsibilities of the nurse and other members of the health care team, for the								
D. Shares research and experiences at clinical pre and post conferences.								
E. Recognizes and is respectful of diverse thinking.								
F. *Assumes responsibility for own actions.								
G. Is sensitive to the learning needs of the group as contributes accordingly.								

Mid-Term Comments:

Final Comments:

CLINICAL COMPETENCY 5:

Utilizes safety measures while performing nursing interventions competently within accepted standard of nursing practice and in accord with evidence based research.								
Clinical behaviors:	MIDTERM				FINAL			
	S	AOC	U	N/O	S	AOC	U	N/O
A. *Performs nursing skills and therapeutic procedures safely and accurately with multiple patient assignments.								
B. *Calculates medication dosages by all routes accurately.								
C. *Administers medications safely to two or more patients at a time by appropriate route.								
D. Observes standard precautions and the use of personal protective equipment appropriately.								
E. Applies principles of medical and surgical asepsis as indicated for all procedures and interventions.								
F. *Follows ANA standard of care for clinical practice.								
G. *Follows policies and procedures of the facility/agency.								
H. *Correctly verifies patient identity using 2 identifiers.								

Mid-Term Comments:

Final Comments:

CLINICAL COMPETENCY 6:

Demonstrates effective communication skills when interacting with clients and members of the health care team.								
Clinical behaviors:	MIDTERM				FINAL			
	S	AOC	U	N/O	S	AOC	U	N/O
A. Demonstrates accurate and appropriate documentation and produces clear, relevant and complete writing.								
B. *Maintains self-control and responds professionally to situations without blame or aggressive behavior.								
C. Uses clear and open verbal communication appropriately and respectfully with clients, peers, and member of the health care team.								
D. Listens actively and is engaged with person or audience.								
E. Demonstrates accurate and appropriate documentation and produces clear, relevant and complete writing.								

Mid-Term Comments:

Final Comments:

Summary of key strengths - In reflecting on the student’s overall performance, what are the student’s strengths?

Summary of areas for improvement

Midterm - What specific areas of performance does the student need to concentrate on improving?

Final - Areas to work on in next clinical experience and behaviors to modify/change.

Midterm Student Signature

Date

Faculty Signature

Date

Final Student Signature

Date

Faculty Signature

Date

NURS 450 – Pediatric Nursing Clinical Evaluation

Student _____

Date _____

Clinical site _____

Clinical Instructor _____

Midterm Evaluation:

If any Areas of Concern or Unsatisfactory Clinical grades are assigned, the student will be referred to the didactic instructor and/or Nursing Resource lab for remediation. The Skills Learning Referral Form (see BSN2 Handbook) must be completed and forwarded to the didactic instructor.

Final Evaluation:

Successful completion of clinical and therefore a passing grade for the course requires that the student not receive an:

- Unsatisfactory in any clinical behaviors
- Area of Concern in any starred (*) clinical behavior
- Area of Concern in 3 or more unstarred clinical behaviors
- Area of Concern in the same clinical behavior in 2 consecutive clinicals

Specific examples must be provided in the comments section for any Area of Concern or Unsatisfactory Grade

RATING KEY:

Satisfactory (S): Safe clinical performances; demonstrates expected skills, synthesis of learning and application of nursing principles at expected level.

Area of Concern (AOC): Does not consistently perform at a satisfactory level in identified clinical behaviors.

Unsatisfactory (U): Clinical performance inadequate, indicates lack of skill, unsafe nursing practice, inadequate depth of knowledge or application of nursing principles. Functions below expectations of student nurse at this level.

Not observed (N/O)

CLINICAL COMPETENCY 1:

Provides holistic nursing care in a therapeutic, ethical, and culturally sensitive manner within a Christian framework.				
Clinical behaviors:	S	AOC	U	N/O
A. Establishes therapeutic relationships with clients to promote health, encourage wellness, and prevent illness.				
B. * Shows respect and sensitivity to clients, staff, faculty and peers.				
C. Identifies psychological, socio-cultural, and spiritual variables that affect the pediatric client and family.				
D. * Promotes the client's safety and privacy and preserves human dignity in the provision of care.				
E. * Demonstrates ethical behavior as outlined in the ANA Code of Ethics and Professional Performance.				
F. Plans and organizes care with compassion and awareness of the client's needs.				

Comments:

CLINICAL COMPETENCY 2:

Apply the nursing process in the delivery of care to promote, maintain and/or restore health for the hospitalized child and family in the pediatric setting.				
Clinical behaviors:	S	AOC	U	N/O
A. Demonstrates knowledge and ability to conduct a thorough infant assessment and develop a plan of care.				
B. Demonstrates knowledge and ability to conduct a toddler/preschooler physical assessment and develop a plan of care.				
C. Demonstrates knowledge and ability to conduct a school-aged child physical assessment and develop a plan of care.				
D. Demonstrates knowledge and ability to conduct an adolescent physical assessment and develop a plan of care.				
E. Compares all assessment data to expected norms and identifies appropriate NANDA diagnoses for pediatric clients.				
F. Collaborates with child, family and health care team to identify goals and desired outcomes of nursing care and client teaching.				
G. Performs ongoing evaluation of all aspects of care and patient responses and revises plan of care				
H. *Reports any abnormal findings or changes in client condition as appropriate.				
I. Demonstrates organizational and time management skills when providing basic client care.				
J. Incorporates holistic nursing practices when planning and delivering care.				

Comments:

CLINICAL COMPETENCY 3:

Integrates critical thinking skills and exhibits professional accountability and integrity.				
Clinical behaviors:	S	AOC	U	N/O
A. * Is aware of own limitations, exhibits ability of knowing when and how to ask for help.				
B. Corrects wrong situations as appropriate, seeks to remedy errors.				
C. Prepares for clinical experiences by researching patient assignments.				
D. * Weekly clinical journals are thorough and completed on time.				
E. Demonstrates the ability to learn and adapt in new				
F. *Arrives on time to the clinical setting.				
G. *Wears appropriate attire in the clinical area.				
H. * Follows Eastern University's clinical policies correctly as outlined in the student handbook and				
I. * Completes all assigned clinical hours and communicates promptly to clinical instructor prior to missing any clinical hours (emergency only).				
J. Demonstrates self-care and reflects on its significance in the development of a professional nursing practice.				
K. Actively seeks new learning experiences and interacts with staff in the care of the adult client.				
L. * Maintains client confidentiality in accord with HIPPA and agency policy.				
M. Identifies differences and similarities between previous and current patient situations experienced in the clinical setting and theory course work.				

Comments:

CLINICAL COMPETENCY 4:

Exemplifies professional behavior with clients and families while collaborating with staff, faculty and peers.				
Clinical behaviors:	S	AOC	U	N/O
A. Actively participates in decision making process with clients, peers, and members of the health				
B. Contributes insight and appropriate information to the health care team and in group conferences.				
C. Distinguishes between the role and responsibilities of the nurse and other members of the health care team, for the purposes of improving the health of the pediatric client.				
D. Shares research and experiences at clinical pre and post conferences.				
E. Recognizes and is respectful of diverse thinking.				
F. *Assumes responsibility for own actions.				
G. Is sensitive to the learning needs of the group and contributes accordingly.				

Comments:

CLINICAL COMPETENCY 5:

Utilizes safety measures while performing nursing interventions competently within accepted standard of nursing practice and in accord with evidence based research.				
Clinical behaviors:	S	AOC	U	N/O
A. *Performs nursing skills and therapeutic procedures safely and accurately.				
B. *Calculates medication dosages by all routes				
C. *Administers medications safely by appropriate route.				
D. *Observes standard precautions and the use of personal protective equipment				
E. Applies principles of medical and surgical asepsis as indicated for all procedures and interventions.				
F. *Follows ANA standard of care for clinical practice.				
G. *Follows policies and procedures of the facility/agency.				
H. *Correctly verifies patient identity using 2 identifiers.				

Comments:

CLINICAL COMPETENCY 6:

Demonstrates effective communication skills when interacting with clients and members of the health care team.				
Clinical behaviors:	S	AOC	U	N/O
A. Uses basic therapeutic communication skills when interacting with clients.				
B. * Maintains self-control and responds professionally to situations without blame or aggressive behavior.				
C. Uses verbal and nonverbal communication appropriately and respectfully with clients, peers, and member of the health care team.				
D. Listens actively and is engaged with person or audience.				
E. Demonstrates accurate and appropriate documentation according to agency protocols.				
F. Identifies necessary components of shift report among nurses.				

Comments:

Summary of key strengths - In reflecting on the student’s overall performance, what are the student’s strengths?

Summary of areas for improvement

Areas to work on in next clinical experience and behaviors to modify/change.

Student Signature

Date

Faculty Signature

Date

NURS 460 – Nursing Care and Chronic Illness Pre-Licensure Clinical Evaluation Short Form

Student: _____

Dates: _____

Clinical site: **Cancer Treatment Centers of America (CTCA)**

Clinical Instructor: _____

Midterm Evaluation:

If any Areas of Concern or Unsatisfactory Clinical grades are assigned, the student will be referred to the didactic instructor and/or Nursing Resource lab for remediation. The Skills Learning Referral Form (see BSN2 Handbook) must be completed and forwarded to the didactic instructor.

Final Evaluation:

Successful completion of clinical and therefore a passing grade for the course requires that the student not receive an:

- Unsatisfactory in any clinical behaviors
- Area of Concern in any starred (*) clinical behavior
- Area of Concern in 3 or more unstarred clinical behaviors
- Area of Concern in the same clinical behavior in 2 consecutive clinicals

Specific examples must be provided in the comments section for any Area of Concern or Unsatisfactory Grade.

RATING KEY:

Satisfactory (S): Safe clinical performances; demonstrates expected skills, synthesis of learning and application of nursing principles at expected level.

Area of Concern (AOC): Does not consistently perform at a satisfactory level in identified clinical behaviors.

Unsatisfactory (U): Clinical performance inadequate, indicates lack of skill, unsafe nursing practice, inadequate depth of knowledge or application of nursing principles. Functions below expectations of student nurse at this level.

Not Observed (N/O): Some clinical performance is not observed by the Eastern University NURS 460 Clinical Instructor, however feedback for evaluation was provided by the agency with which the RN student worked. Clinical Instructor's initials denote this.

Disclaimer: The NURS 460-Nursing Care and Chronic Illness course is developed to afford the students clinical experiences in various inpatient and outpatient departments of the Cancer Treatment Center of America (CTCA.) The Eastern University Clinical Instructors are responsible for contact with facility personnel, pre-conferences and all student paperwork. Because of the close interaction with the facility, RNs and stakeholders of other departments, their feedback to the Eastern University Instructors will be an important part of the information presented in the student's Clinical Evaluation Form.

CLINICAL COMPETENCY 1:

Provides holistic nursing care in a therapeutic, ethical, and culturally sensitive manner within a Christian framework.				
Clinical behaviors:	S	AOC	U	N/O
A. *Shows respect and sensitivity to clients, staff, faculty and peers.				
B. *Promotes the client's safety and privacy and preserves human dignity in the provision of care.				
C. *Demonstrates ethical behavior as outlined in the ANA Code of Ethics and Professional Performance.				

Comments:**CLINICAL COMPETENCY 2:**

Applies the nursing process to the delivery of care in order to promote, maintain, and/or restore optimal health with clients throughout the lifespan.				
Clinical behaviors:	S	AOC	U	N/O
A. *Reports any abnormal findings or changes in client condition as appropriate.				
B. Performs ongoing evaluation of all aspects of care and patient responses and revises plan of care accordingly.				

Comments:**CLINICAL COMPETENCY 3:**

Integrates critical thinking skills and exhibits professional accountability and integrity.				
Clinical behaviors:	S	AOC	U	N/O
A. *Is aware of own limitations, exhibits ability of knowing when and how to ask for help.				
B. *Arrives on time to the clinical setting.				
C. *Wears appropriate attire in the clinical setting.				
D. *Follows Eastern University's clinical policies correctly as outlined in the student handbook and syllabus.				
E. *Completes all assigned clinical hours and communicates promptly to clinical instructor prior to missing any clinical hours (emergency only).				
F. *Maintains client confidentiality in accord with HIPPA and agency policy.				
G. *Recognizes differences and similarities among previous and current patient situations experienced in the clinical setting and theory coursework.				

Comments:**CLINICAL COMPETENCY 4:**

Exemplifies professional behavior with clients and families while collaborating with staff, faculty and peers.				
Clinical behaviors:	S	AOC	U	N/O
A. Contributes insight and appropriate information to the health care team and in group conferences.				
B. Recognizes and is respectful of diverse thinking.				
C. *Assumes responsibility for own actions.				

Comments:

CLINICAL COMPETENCY 5:

Utilizes safety measures while performing nursing interventions competently within accepted standard of nursing practice and in accord with evidence based research.				
Clinical behaviors:	S	AOC	U	N/O
A. *Performs nursing skills and therapeutic procedures safely and accurately.				
B. Observes standard precautions and the use of personal protective equipment appropriately.				
C. Applies principles of medical and surgical asepsis as indicated for all procedures and interventions.				
D. *Follows ANA standard of care for clinical practice.				
E. *Follows policies and procedures of the facility/agency.				

Comments:

CLINICAL COMPETENCY 6:

Demonstrates effective communication skills when interacting with clients and members of the health care team.				
Clinical behaviors:	S	AOC	U	N/A
A. Maintains self-control and responds professionally to situations without blame or aggressive behavior.				
B. Uses clear and open verbal communication appropriately and respectfully with clients, peers, and member of the health care team.				
C. Listens actively and is engaged with person or audience.				

Comments:

Summary of key strengths - In reflecting on the student’s overall performance, what are the student’s strengths?

Summary of areas for improvement

Areas to work on in next clinical experience and behaviors to modify/change words to the wise.

Student Signature

Date

Faculty Signature

Date

NURS 460 – Nursing Care and Chronic Illness Pre-Licensure Clinical Evaluation

Student _____

Date _____

Clinical site: **Bryn Mawr Rehab Hospital**

Clinical Instructor _____

Midterm Evaluation:

If any Areas of Concern or Unsatisfactory Clinical grades are assigned, the student will be referred to the didactic instructor and/or Nursing Resource lab for remediation. The Skills Learning Referral Form (see BSN2 Handbook) must be completed and forwarded to the didactic instructor.

Final Evaluation:

Successful completion of clinical and therefore a passing grade for the course requires that the student not receive an:

- Unsatisfactory in any clinical behaviors
- Area of Concern in any starred (*) clinical behavior
- Area of Concern in 3 or more unstarred clinical behaviors
- Area of Concern in the same clinical behavior in 2 consecutive clinicals

Specific examples must be provided in the comments section for any Area of Concern or Unsatisfactory Grade.

RATING KEY:

Satisfactory (S): Safe clinical performances; demonstrates expected skills, synthesis of learning and application of nursing principles at expected level.

Area of Concern (AOC): Does not consistently perform at a satisfactory level in identified clinical behaviors.

Unsatisfactory (U): Clinical performance inadequate, indicates lack of skill, unsafe nursing practice, inadequate depth of knowledge or application of nursing principles. Functions below expectations of student nurse at this level.

Not observed (N/O)

CLINICAL COMPETENCY 1:

Provides holistic nursing care in a therapeutic, ethical, and culturally sensitive manner within a Christian framework.				
Clinical behaviors:	S	AOC	U	N/O
A. Establishes therapeutic relationships with clients to promote health, encourage wellness, and prevent illness.				
B. *Shows respect and sensitivity to clients, staff, faculty and peers.				
C. Identifies psychological, sociocultural, and spiritual variables that affect the adult client.				
D. *Promotes the client's safety and privacy and preserves human dignity in the provision of care.				
E. *Demonstrates ethical behavior as outlined in the ANA Code of Ethics and Professional Performance.				
F. Plans and organizes care with compassion and awareness of the client's needs.				

Comments:**CLINICAL COMPETENCY 2:**

Applies the nursing process to the delivery of care in order to promote, maintain, and/or restore optimal health with clients throughout the lifespan.				
Clinical behaviors:	S	AOC	U	N/O
A. Gathers appropriate data for assessment.				
B. Identifies appropriate nursing diagnoses, goals and outcome criteria.				
C. Recognizes pathological processes and problems when they occur, and recommends/performs appropriate nursing interventions.				
D. *Demonstrates understanding of the expected effects and complications of interventions, including medications.				
E. Makes appropriate decisions in the management of care, based on clear understanding of rationale.				
F. Performs ongoing evaluation of all aspects of care and patient responses and revises plan of care accordingly.				

Comments:

CLINICAL COMPETENCY 3:

Integrates critical thinking skills and exhibits professional accountability and integrity.				
Clinical behaviors:	S	AOC	U	N/O
A. *Is aware of own limitations, exhibits ability of knowing when and how to ask for help.				
B. Corrects wrong situations as appropriate, seeks to remedy errors.				
C. Prepares for clinical experiences by completing pertinent assignments.				
D. *Weekly clinical journals and Patient Profile assignment are thorough and completed on time.				
E. Demonstrates the ability to learn and adapt in new situations.				
F. *Arrives on time to the clinical setting.				
G. *Wears appropriate attire in the clinical area.				
H. *Follows Eastern University's clinical policies correctly as outlined in the student handbook and syllabus.				
I. *Completes all assigned clinical hours and communicates promptly to clinical instructor prior to missing any clinical hours (emergency only).				
J. Demonstrates self-care and reflects on its significance in the development of a professional nursing practice.				
K. Actively seeks new learning experiences and interacts with staff in the care of the adult client.				
L. *Maintains client confidentiality in accord with HIPPA and agency policy.				
M. *Identifies differences and similarities between previous and current patient situations experienced in the clinical setting and theory course work.				
N. Explains differences and similarities between previous and current patient situations experienced in the clinical setting and theory course work.				
O. Applies knowledge gained in previous clinical settings and theory course work into current plan and delivery of holistic patient care.				

Comments:

CLINICAL COMPETENCY 4:

Exemplifies professional behavior with clients and families while collaborating with staff, faculty and peers.				
Clinical behaviors:	S	AOC	U	N/O
A. Actively participates in decision making process with clients, peers, and members of the health care team.				
B. Contributes insight and appropriate information to the health care team and in group conferences.				
C. Distinguishes between the role and responsibilities of the nurse and other members of the health care team, for the purposes of improving the health of the adult client.				
D. Shares research and experiences at clinical pre and post conferences.				
E. Recognizes and is respectful of diverse thinking.				
F. *Assumes responsibility for own actions.				
G. Is sensitive to the learning needs of the group as contributes accordingly.				

Comments:**CLINICAL COMPETENCY 5:**

Utilizes safety measures while performing nursing interventions competently within accepted standard of nursing practice and in accord with evidence based research.				
Clinical behaviors:	S	AOC	U	N/O
A. *Performs nursing skills and therapeutic procedures safely and accurately with multiple patient assignments.				
B. *Calculates medication dosages by all routes accurately.				
C. *Administers medications safely to two or more patients at a time by appropriate route.				
D. Observes standard precautions and the use of personal protective equipment appropriately.				
E. Applies principles of medical and surgical asepsis as indicated for all procedures and interventions.				
F. *Follows ANA standard of care for clinical practice.				
G. *Follows policies and procedures of the facility/agency.				
H. *Correctly verifies patient identity using 2 identifiers.				

Comments:

CLINICAL COMPETENCY 6:

Demonstrates effective communication skills when interacting with clients and members of the health care team.				
Clinical behaviors:				
	S	AOC	U	N/O
A. Demonstrates accurate and appropriate documentation and produces clear, relevant and complete writing.				
B. *Maintains self-control and responds professionally to situations without blame or aggressive behavior.				
C. Uses clear and open verbal communication appropriately and respectfully with clients, peers, and member of the health care team.				
D. Listens actively and is engaged with person or audience.				

Comments:

Summary of key strengths - In reflecting on the student’s overall performance, what are the student’s strengths?

Summary of areas for improvement

Areas to work on in next clinical experience and behaviors to modify/change words to the wise.

Student Signature Date

Faculty Signature Date

CLINICAL COMPETENCY REMEDIATION FORM

Student: _____ Cohort: _____

Date: _____

Clinical Setting: _____

Clinical Instructor: _____

Clinical instructor observations of student:

Clinical Evaluation Competency(s) Area of Concern:

Recommendations for improvement:

Student **May / May Not** attend clinical before Skills Lab remediation completed.

Form emailed to skills lab director: Date _____ Time _____

Signature of Clinical Instructor _____ Date: _____

Signature of Student _____ Date: _____

Course Coordinator (circle one) **emailed / phoned** Date _____ Time _____

In addition to notifying Course Coordinator, please email this form to:
nursing@eastern.edu

CLINICAL COMPETENCY REMEDIATION ACTION PLAN

(to be completed by Course Coordinator.)

Objectives:

Remediation Plan:

Remediation dates and times – *attendance is mandatory*:

Remediation plan to be facilitated by: (check one)

Clinical Resource Lab Staff _____

Course Coordinator _____

Course Coordinator and Clinical Resource Lab Staff _____

I have read and understand the objectives to be met, the plan to meet the objectives and the dates and times I am required to remediate. I agree to complete the plan in a satisfactory manner on the dates and times indicated above. If not completed in a satisfactory manner, I will not be permitted to continue in the clinical setting. This will result in a failed clinical which therefore results in failure of the course.

Student signature: _____ Date: _____

Course Coordinator signature: _____ Date: _____

Plan communicated to Clinical Instructor: Date _____ Time _____

Copy of plan to Clinical Resource Lab Staff: Date _____ Time _____

CLINICAL COMPETENCY REMEDIATION EVALUATION

Objectives from action plan:

Summary of remediation by Clinical Resource Lab Staff and /or Course Coordinator:

Objectives Completion by Course Coordinator

_____ Objectives Met - Student allowed to return to clinical

_____ Not met due to:

Recommendations:

Student signature: _____ Date: _____

Course Coordinator signature: _____ Date: _____

Evaluation communicated to Clinical Instructor: Date _____

CLINICAL ABSENCE / TARDINESS FORM

Student: _____ Date (s) of absence/Tardiness: _____

Course: _____ Clinical Site: _____

Faculty: _____

Student was: (circle one): Late Absent

Expected time of arrival: Time arrived:

Student explanation for absence/tardiness

Faculty response:

Student (Signature) _____ Date _____

Faculty (Signature) _____ Date _____

Course Coordinator Emailed:

Phoned:

Rev. 5/19/2015

BSN PROGRAM TUTORING REFERRAL FORM

Student Name: _____ TBSN/BSN2 Cohort _____ Date: _____

You are receiving this tutoring form for the following reason:

___ You received a mid-semester warning notice for _____.
(course name)

___ Your last exam/quiz score is at or near a failing grade _____.
(course name)

It is the recommendation of the School of Nursing that you attend the weekly Testing Success Tutoring hours offered at the times posted on the Nursing Simulation and Resource Lab Brightspace site. Practice questions are available for all courses. Your instructor(s) will be communicating with the Testing Success tutors to confirm your attendance and your participation in these sessions.

Please come prepared with study questions and bring your books and other materials with you. Cell phones are to be turned off and respectful behavior toward your classmates is expected.

Course coordinator signature: _____ Date: _____

Student signature: _____ Date: _____

I have made the choice not to utilize this tutoring opportunity.

Student signature: _____ Date: _____

I have made the choice to discontinue tutoring.

Student signature: _____ Date: _____

*BSN Tutoring Form Revised 02/10/2015/Revised 06/04/2015/Revised
09/30/2015/
Rev. 03/13/17; Rev. 5/8/2020*



SCHEDULING REQUEST FORM

First and last name: _____

Email address: _____

Cell number: _____

Current GPA: _____

Event Information

University Activity/Event:

Dates of scheduled competitions or performances:

Accommodation being requested:

School of Nursing Response:

BSN PROGRAM STUDENT COMMENT FORM

Students who would like to express their concerns to the nursing faculty regarding the program and policies should use this feedback form. School of Nursing faculty will review all student comments at departmental meetings.

After filling out this form, please leave in a sealed envelope in the mail bin hanging outside of the Nursing Workroom located in McInnis 226.

A digital Student Comment form is also posted on the BSN Brightspace Resource Site.

Name: _____ Date: _____

Program: _____ Cohort#: _____

STUDENT'S RECOMMENDATION:

DEPARTMENT ACTION:

Associate Dean's signature _____

Student signature _____

Rev. 6/11, 7/20, 7/21

Requirements for Acceptance into the Nursing Major

Overview: Admission to the nursing program is GUARANTEED to all pre-nursing students who meet the requirements listed below. The review process takes place at the conclusion of the spring semester of the second year (sophomore year).

Nursing Major Acceptance Criteria:

- **Cumulative GPA = or > 3.0**
- **Pre-requisite Science GPA = or > 2.75 (students may repeat one science or math grade one time to earn the required GPA)**
CHEM 118 Chemistry for Healthcare

BIOL 216 Microbiology

BIOL 233 Anatomy & Physiology I

BIOL 234 Anatomy & Physiology II
- **Math 140/160 = Grade of B- or higher**
- **Complete the following prerequisite courses with C or higher**
CHEM 118 Chemistry for Healthcare*

MATH 140 College Algebra/Math 160 Calculus I* (Need B- or better)

MATH 220 Elementary Statistics/ PSYC 220 Statistics for the Social and Behavior Science*

PSYC 100 General Psychology

BIOL 216 Microbiology*

BIOL 233 Anatomy & Physiology I*

BIOL 234 Anatomy & Physiology II*

EXSC 220 Basic Nutrition Science

NURS 250 Academic Nursing Essential

NURS 320 Intro to Professional Holistic Nursing

***You may repeat only 1 of the 5 prerequisite Math or Science courses one time to meet the criteria for the nursing major.**

SON 08.2021

**VERIFICATION OF RECEIPT OF BSN PROGRAM
STUDENT HANDBOOK**

I _____, of

the Pre-Licensure Nursing Program Class: _____, have received a copy of the
(Graduation-year)

Eastern University School of Nursing's Pre-Licensure Nursing Program Student Handbook and
understands it is my responsibility to read and adhere to the policies set forth.

Print Name

Signature

Date