BLOOMSBURG UNIVERSITY
SCHOOL OF NURSING

BACHELOR OF SCIENCE

STUDENT HANDBOOK

2022-2023

SCHOOL OF NURSING
STUDENT HANDBOOK
Bachelor of Science (BSN)

2022-2023

Prepared by
School of Nursing
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Effective May 1986
Revised July 2022

NOTICE

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

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

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

LETTER TO INCOMING STUDENTS

Congratulations!

Your admission into the School of Nursing is the first step toward a challenging and fulfilling professional career. The faculty and staff welcome you and are your resource to completing the degree requirements.

This handbook is intended to guide you through your academic career at Bloomsburg University. You will be notified of any revisions made via email. An updated version of the handbook can be found at www.bloomu.edu/nursing.

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

       Sincerely,

       Dr. Jessica Bower
       Chairperson, Undergraduate
       School of Nursing

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SECTION 1

STRUCTURE AND GOVERNANCE

A. Mission Statements and BSN Curriculum Framework
B. Organizational Structure

BLOOMSBURG UNIVERSITY MISSION STATEMENT

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

BLOOMSBURG UNIVERSITY VALUE STATEMENT

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

BLOOMSBURG UNIVERSITY VISION STATEMENT

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

COLLEGE OF HEALTH PROFESSIONS MISSION STATEMENT

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

DEPARTMENTAL MISSION STATEMENT

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

Effective May 1992
Revised June 2011

DEPARTMENTAL PHILOSOPHY

PERSON

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

ENVIRONMENT

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

HEALTH

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

NURSING

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

Effective May 1992
Revised May 1996; December 1999; December 9, 2005; April 17, 2009

CURRICULUM: PROGRAM FOUNDATION
BSN PROGRAM GOALS

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

1. Provider of care who attains the competencies required of a professional nurse, including application of relevant knowledge, skills, values and other professional behaviors designed to help the person attain an optimal level of functioning

2. Designer/manager/coordinator of care who collaborates with others to promote health in a diverse and multicultural society

3. Member of a profession who values and engages in activities designed to enhance personal growth and promote professional role development through lifelong learning.

Effective May 1992
Revised April 1997; December 9, 2005
Revised November 13, 2009 (Faculty Assembly)

CONCEPTUAL MODEL of the BACCALAUREATE CURRICULUM

BLOOMSBURG UNIVERSITY
BLOOMSBURG PENNSYLVANIA 17815
Department of Nursing

Consumer of Research

Caring
Teacher
Critical Thinking
Nursing
Communication
Practitioner
Holist
Leader/Manager

Community
Spiritual
Individual
Biopsychosocial
Person
Needs
Cultural
Family

Nursing Knowledge, Skills, Values & Professional Behaviors

Lifespan
Health Promotion
participatory
Health
Accountability
Restoration
Prevention

Technology
Economic
physical
Physiological
psychological
Global Environment
Political
Sociocultural
Legal
Ethical

EXPLANATION OF THE CONCEPTUAL MODEL
OF THE BACCALAUAREATE CURRICULUM

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

PERSON

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

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

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

ENVIRONMENT

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

HEALTH

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

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

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

NURSING

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

June 5, 1996
Reviewed December 1999
Revised December 9, 2005 (Faculty Assembly)
Revised November 20, 2009 (Faculty Assembly)

PROGRAM OUTCOMES

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

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

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

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

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

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

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

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

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

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

10. Assume accountability for personal and professional growth.

Effective October 1983
Revised May 1992
Revised April 2000 (Faculty Assembly)
Revised November 2009 (Faculty Assembly)

ORGANIZATIONAL STRUCTURE

BLOOMSBURG UNIVERSITY
DEPARTMENT OF NURSING
FACULTY ASSEMBLY ORGANIZATIONAL CHART

| Chairperson Department of Nursing | Department of Nursing Advisory Council |

| SLL Director | Nursing Faculty Assembly | Assistant Chairperson |

| FA Secretary | Archivist |

| Standing Committees | Graduate Council | Ad hoc/Task force committees |

| Sub-committees |

_ _ _ _ _ _ _ Communication relationship
_____ Line relationship

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

School of Nursing
Advisory Council

Mansfield University

Bloomsburg University

Lock Haven University

Interim Associate Dean
Dr. Kim Olszewski
Breiner Endowed Professor

Geisinger Health System
Nursing Administration

Administrative Secretary
GayAnne Spezialetti

Graduate Chairperson
Dr. Jennifer Sheaffer

Graduate Program Directors
BSN – DNP CRNA
Post-masters DNP
Nursing Administration
Public Health/ School Health CNS

Students

Administrative Secretary
Wendy Hovt

Undergraduate Chairperson
Dr. Jessica Bower

Lock Haven University
Campus Lead

Mansfield University
Campus Lead

SLL Director
Gail Jasman

SLL Learning Lab Managers &
Graduate Assistants

Psychiatric/ Mental Health Nursing Coordinator
Adult Health II Coordinator
RN – BSN
RN – BSN – MSN

Students

Sophomore level Coordinator
Adult Health Nursing Coordinator
Maternal and Child health Coordinator
Public Health Nursing Coordinator

Students

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BLOOMSBURG UNIVERSITY

Bloomsburg, Pennsylvania 17815

Department of Nursing – Simulated Learning Lab (SLL)

The purpose of this diagram is to explain the organizational structure of the SLL. The Department of Nursing Chairperson retains the ultimate authority for employment of students including performance evaluations and any matter regarding consideration for continued employment.

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                    ┌──────────────────────────┐
                    │  Department Chairperson   │
                    └──────────────────────────┘
                                 │
          ┌──────────────────────┴──────┐
┌──────────────────┐          ┌──────────────────┐
│  Administrative  │          │   SLL Director   │
│    Secretary     │          └──────────────────┘
└──────────────────┘            /            \
              ┌──────────────────┐      ┌──────────────────┐
              │    SLL Nurse     │      │    SLL Nurse     │
              │   Instructor     │      │   Instructor     │
              └──────────────────┘      └──────────────────┘
                          \              /
                        ┌──────────────────┐
                        │    Graduate      │
                        │  Assistant(s)    │
                        └──────────────────┘
                                 │
                        ┌──────────────────┐
                        │ Lead SLL Manager │
                        └──────────────────┘
                     /           │            \
        ┌──────────────┐  ┌──────────────┐  ┌────────────────────┐
        │   Senior     │  │   Junior     │  │        SLL         │
        │ Lab Managers │  │ Lab Managers │  │ Staff / Receptionist(s) │
        └──────────────┘  └──────────────┘  └────────────────────┘
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Created – March 7, 2019

Updated – September 2, 2021

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Section II

BSN PROGRAM OF STUDY

A. BSN Degree Requirements
B. University Requirements
C. Options for Advanced Undergraduate Learning

BACHELOR OF SCIENCE IN NURSING (BSN) DEGREE

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

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

BACHELOR OF SCIENCE IN NURSING
GENERIC COURSE SEQUENCE

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

FRESHMAN YEAR – FALL		FRESHMAN YEAR - SPRING	
English 101 – Foundations of College Writing	3 credits	General Education	3 credits
Psych 101 - General Psychology	3 credits	Psych 210 – Life Span Psychology	3 credits
Biology 173 – Anatomy & Physiology 1	4 credits	Biology 174 – Anatomy & Physiology II	4 credits
Chem 101 – Intro to Chemistry	3 credits	Chem 108 – Physiological Chemistry	4 credits
Sociology 211 – Principals of Sociology *OR* **Anthro 200** Principals of Cultural Anthropology	3 credits		
TOTAL CREDITS	**16**	**TOTAL CREDITS**	**14**

SOPHOMORE YEAR – FALL		SOPHOMORE YEAR – SPRING	
***Biology 240 –** Intro to Microbiology	3 credits	**Psych 160 –** Applied Stats for the Behavioral Science *OR* **Math 141** Intro to Stats	3 credits
***Nursing 210 –** Professional Nursing	3 credits	****Nursing 211 –** Nutrition	3 credits
***Nursing 215** – Pathophysiology for Nursing	3 credits	****Nursing 212 –** Pharmacology	3 credits
***Nursing 214 –** Health Assessment	3 credits	****Nursing 213 –** Foundations of Nursing Practice	5 credits
General Education	3 credits		
TOTAL CREDITS	**15**	**TOTAL CREDITS**	**14**

JUNIOR YEAR – FALL		JUNIOR YEAR – SPRING	
Nursing 314 – Nursing care of Older Adults	2 credits	**Nursing 306 –** Intro to Research	3 credits
Nursing 311 – Adult Health Nursing 1	7 credits	**Nursing 312 –** Maternal/Child Health Nursing	8 credits
General Education	6 credits	*General Education*	5 credits
TOTAL CREDITS	**15**	**TOTAL CREDITS**	**16**

SENIOR YEAR – FALL		SENIOR YEAR – SPRING	
Nursing 410 – Public Health Nursing	5 credits	**Nursing 412 –** Adult Health Nursing II	7 credits
Nursing 411 – Psychiatric/Mental Health Nursing	5 credits	**Nursing 414 –** Leadership & Management in Nursing	4 credits
General Education	6 credits	*General Education*	3 credits
TOTAL CREDITS	**16**	**TOTAL CREDITS**	**14**

Devised 1986; Rev. June 2010, June 2012, June 2016, Feb 2021

*Course only offered in the Fall semester
** Course only offered in the Spring semester
61 credits Nursing

BSN COURSE DESCRIPTIONS

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

NURSING 100 Personal Health: A Multi-Dimensional Perspective- General Education Course

3 sem. hrs. (3:0 week)   Goal 9:   2 GEPs Goal 10: 1 GEP

Elective: Provides students with information and tools to maintain and improve their personal health through accountability for health behaviors and decision making. Major themes include exploration of: many dimensions of health; factors impacting the health and wellness of individuals; individual behaviors which promote change and improved health for self and others and; current health issues for individuals and society. This course is intended for students of all disciplines. ***Prerequisites: None***

NURSING 210 Professional Nursing

3 sem. hrs. (2:1 per week:2 hrs. theory/3 hrs.clinical) Goal 1: 2 GEPs Goal 2: 1 GEP

Introduces the student to the Bloomsburg University undergraduate nursing program and the concepts and processes of professional nursing with emphasis on written and oral communication, and information literacy skills as foundational elements in the discipline. The mission, philosophy, and conceptual model of the curriculum are defined and discussed. Major foundational elements and concepts of the nursing program are integrated into all aspects of the course. Students develop the view of person as a holistic open-system who is growing and developing across the life span. Exploration of the person's environment is included as related to nursing practice.

Nursing roles are examined. Laboratory activities furnish opportunities to develop skills in information literacy, technology, written and oral communication including group dynamics, and teaching. Communication skills are continually applied as the student demonstrates the professional nursing and teaching roles with clients in the community. ***Prerequisites: BIOLOGY 173, 174; CHEM 101, 108; PSYCH 101, 210; SOC***

211 or 213 or ANTHRO 200; concurrent BIOLOGY 240, NURSING 214, and NURSING 215

NURSING 211 Nutrition

3 sem. hrs. (3:0 week)

Introduces the student to the basic principles of the science and fundamentals of human nutrition and ways in which nurses can apply these scientific principles to promote an optimal level of health and wellness across the lifespan. The interrelationships among nutrition, food, and the environment as they impact health status are discussed with an emphasis placed on the multiple factors that influence food intake. Diet therapy and dietary modifications to treat chronic disease is integrated throughout the course. *Prerequisites: BIOLOGY 173, 174, CHEM 101, 108. Concurrent with NURSING 212 and NURSING 213*

NURSING 212 Pharmacology

3 sem. hrs. (3:0 week)

Provides a foundation in pharmacology for pharmacologic content integration throughout the curriculum. Explores the legal, social, ethical, historical, and political dimensions of pharmacotherapeutics. *Prerequisites: Prerequisites: BIOLOGY 173, 174, 240 or 242 (transfer course only), NURSING 210, NURSING 214, and NURSING 215. Concurrent with NURSING 213.*

NURSING 213 Foundations of Nursing Practice

5 sem. hrs. (3:2 per week:3 hrs. theory/6 hrs. clinical)

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

NURSING 214 Health Assessment

3 sem. hrs. (3:0 week)

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

NURSING 215 Pathophysiology for Nursing Practice

3 sem. hrs. (3:0 week)

Assists the student to apply the physiological principles as a means of understanding pathological conditions. Pathophysiological disruptions to system functioning are presented. The impact of these disruptions on the individual is discussed. Students will develop an understanding of signs and symptoms associated with selected pathophysiological disruptions as a basis for determining nursing care needs.
Prerequisites: BIOLOGY 173, 174, CHEM 101, 108, PYSCH 101, 210; SOC.211 or 213 or ANTHRO 200. Concurrent NURSING 210, 214

NURSING 217 Alcohol: Use and Abuse-General Education Course
3 sem. hrs. (3:0 week) Goal 9: 2 GEPs Goal 10: 1 GEP

Elective: Provides a comprehensive overview of alcohol: its use and abuse. The nature of alcohol problems, causes and consequences of alcohol use, abuse and dependence in terms of epidemiological, physical, gender, psychological, sociological, treatment, and public policy perspectives are discussed. Controversial issues and myths regarding alcohol consumption are critically analyzed from health, ethical, moral, spiritual, sociocultural, legal and political frameworks. Opportunities for reflection on and examination of personal belief system about alcohol use within the context of personal and social responsibility are provided. Because alcohol abuse and dependence are leading public health and legal problems in the U.S., this course is intended for students in all disciplines.
Prerequisites: None

NURSING 230 Drug Use and Abuse in Society-General Education Course

3 sem hrs. (3:0 week) Goal 2: 1 GEP Goal 10: 2 GEP

Uses a multidimensional approach that emphasizes the confounding variables of biology, culture, family systems, to focus on critical issues relating to drug use and abuse. This course considers a variety of perspectives related to drugs and drug use – pharmacological, behavioral, historical, legal and clinical. The latest information on drugs, their effects on the human body and behavior, the family, and society is discussed. Substance abuse, substance dependence, intervention, referral and treatment are examined. Drug control policies, prevention, and legal aspects of drug use and abuse are explored. Opportunities for gathering and analyzing current information, and reflection on/examination of personal belief system about drug use and abuse within the context of personal and social responsibility are provided. Because drug use, abuse and dependence are leading public health and legal problems in the U.S., this course is intended for all majors.
Prerequisites: None

NURSING 240 Contemporary Women's Health (Women's Health Minor)-General Education Course 3 sem hrs. Goal 4:   2 GEP Goal 10: 1 GEP

Focuses on women's health across the lifespan that considers the impact of culture and diversity. Students will examine health issues as they relate to women across ethnic, racial, religious and geographical boundaries. The content will contain an overview of physiologic changes, self-care issues, personal enrichment, relationships with partners, sexual health and fertility, childbearing, routine examinations and procedures. The course is designed for students interested in health, women's studies, or those desiring personal enrichment and an understanding of contemporary women's health concerns
Prerequisites: None

NURSING 306 Introduction to Research and Evidence-Based Practice in Nursing

3 sem. hrs. (3:0 week)

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

NURSING 311 Adult Health Nursing I

7 sem. hrs. (3:4 per week:3 hrs. theory/12 hrs clinical)

Focuses on the application of the nursing process to promote and restore the health of older adults with chronic or potentially life-threatening illnesses. Students apply developmental theory related to the older adult while providing health care. Increasing independence in nursing roles occurs as students collaborate with health care providers in a variety of settings. *__Prerequisites__: NURSING 213.*

NURSING 312 Maternal and Child Health Nursing

8 sem. hrs. (4:4 per week:4 hrs. theory/12 hrs. clinical)

Focuses on family-centered nursing and application of the nursing process to promote and restore health with women, neonates, children, and their families. Students apply a variety of family and developmental theories to nursing practice with clients in community and hospital-based settings. Health education that encourages responsibility for health promotion is discussed. The role development of the student is enhanced through interactions with a variety of health care providers in a collaborative effort to meet the health needs. *__Prerequisites__: NURSING 213*

NURSING 314 Nursing Care of Older Adults

2 sem. hrs.

Provides a comprehensive overview of the unique health care needs of the older adult. The target audience for this course is junior-level baccalaureate nursing students also enrolled in the Adult Health One (NURSING 311) course. The focus is on development of competency in providing evidence-based health care to older adults and their families across the continuum of health care settings. Attention is given to the complexity of acute and chronic conditions and geriatric syndromes, recognition of risk factors, valid assessment processes, and the development of individualized care. The importance of interdisciplinary collaboration is addressed. Factors influencing the aging process such as age-related physical changes, gender, race, culture, spirituality, roles, relationships, lifestyle, and societal beliefs are discussed. Controversial issues and myths related to aging, elder care, and death are critically analyzed from developmental, ethical, moral, spiritual, sociocultural, legal, and health care policy frameworks for impact on aging and wellness.

Prerequisites: Nursing 213 or consent of instructor

NURSING 400 Interprofessional Collaboration: Team Building

1 sem. hr.

Provides students with opportunities to meet and interact with other health professions with the emphasis on collaboration and team building. This course focuses on the basic premise that interprofessional education improves communication among health professionals thus having a positive impact on patient care. Students will work in teams with medical students, pharmacy students, and other health care professionals on issues related to quality and safety. Fifteen (15) hours per semester with off-campus meetings.
Prerequisites: Senior standing nursing major

NURSING 407 Interprofessional Collaboration: Quality Improvement

2 sem. hr.

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

NURSING 410 Public Health Nursing

5 sem. hrs. (3:2 per week:3 hrs. theory/6 hrs. clinical) Goal 4:2 GEP Goal 10: 2 GEP

Focuses on the use of demography, biostatistics, epidemiology, and population assessment to promote the health of individuals, aggregates, and populations. Participation in aggregate and population-focused activities such as assessment, planning, and implementation is cultivated. Collaboration with others to implement evidenced-based strategies for clinical prevention of illness, injury, disability, and premature death is advanced. Role development will be fostered through independent and interdependent activities with groups and organizations providing care with attention to health disparity, vulnerability, and culturally diverse populations.
Prerequisites: NURSING 306, 311, 312, 314. (NURSING 305 and NURSING 306 for RNs).

NURSING 411 Psychiatric/Mental Health Nursing

5 sem. hrs. (3:2 week:3 hrs. theory/6 hrs. clinical)

Focuses on the application of diverse theories, concepts and principles synthesized from the arts, sciences and humanities to the professional practice of psychiatric- mental health nursing. Students use critical thinking, effective communication skills, information and technology, and assessment findings to diagnose, plan, deliver, and evaluate quality patient-centered care. Students incorporate professional values and behaviors as they employ a "therapeutic use of self" and function in collaborative roles with clients, support systems and other providers to deliver holistic, safe, evidence-based care within a diverse, global society.
Prerequisites: NURSING 306, 311, 312, 314

NURSING 412 Adult Health Nursing II

7 sem. hrs. (3:4 week:3 hrs. theory/12-16 hrs. clinical)

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

NURSING 414 Leadership and Management in Nursing

4 sem. hrs. (3:1 per week:3 hrs.)

Focuses on management principles; including leadership theories and concepts, decision-making processes, budgeting guidelines and case management concepts. Content on public policy and health care economics is incorporated. Principles from this course are integrated into concurrent clinical courses to enhance professional role development for pre-licensure students and RN-BSN students. ***Prerequisites: NURSING 306, 311, 312, 314 or NURSING 305 for RN-BSN***

NURSING 451, NURSING 551 Transcultural Health Issues-General Education Course
   3 sem. hrs. (3:0 week) Goal 2: 1 GEP Goal 4: 2 GEPs Goal 2: 1 GEP Goal 4: 2 GEPs
   Goal 2: 1 GEP Goal 4: 2 GEPs

> Provide students with a global perspective of transcultural health issues. Students will analyze the cultural, social, educational, economic, political, and environmental forces that contribute to health on an international level. Major cultural and ethnic determinants of health in developed and developing countries will be compared. Approaches used by diverse cultures in various countries in solving their health care problems will be addressed. Research on transcultural health issues will be examined. The role of major international health
> organizations dealing with cultural and ethical issues in world health will be evaluated.
> ***Prerequisites*****: *Junior/Senior Undergraduate or Graduate Student Status.***

NURSING 492 Honors Independent Study I
   3 sem hrs.

> Applies the research process to a selected problem or topic in nursing. The study will be conducted under the supervision of a nursing faculty member. Emphasizes individual scholarly activity of the student. This course is open to nursing students in the Honors Program.

NURSING 493 Honors Independent Study II
   3 sem hrs.

> Focuses on the continuation of 82.492 research project. Students continue to apply the research process in the completion of a selected research problem/ topic under the supervision of a faculty member of the Department of Nursing. This course is open to nursing students in the Honors Program.

   October 1983/Revised June 2010/Revised June 2017

BLOOMSBURG UNIVERSITY MINORS

Accounting
American Sign Language
Anthropology
Art History
Arts Mgmt.
Art Studio
Chemistry
Child Life Specialist
Communication Studies
Computer Science
Criminal Justice
Dance
Digital Forensics and
Cybersecurity
Economics
Educational Technology
Emergent Media
English
Entrepreneurship & Small Business
Exercise Science
Finance
Gender Studies
History
Hydrology
Human Resource Management

Immersive and Interactive Technology
Information Technology & Analytics
International Business
Language and Cultures
Legal Studies
Linguistics
Management
Marketing
Mathematics
Music
Personal Financial
Planning
Playwork
Political Science
Professional Sales
and Marketing
Professional Selling
Professional and Technical Writing
Psychology
Public Relations
Sociology
Soil
Science
Spatial Analysis and GIS
Statistics
Supply Chain Management Theatre

B. UNIVERSITY REQUIREMENTS

PRP 3612 – General Education Requirements

https://www.bloomu.edu/programs/learning-experience/general-education-mycore-program

10 Goals for General Education

	Minimum # of GEPs required	Minimum # of disciplines required
1. Communication - Communicate effectively in writing, oral presentation, and visual argument. (Goal also has Foundational Course Requirement)	7	3
2. Information Literacy - Find, evaluate, and ethically use information using appropriate technology.	2	1
3. Analytical and Quantitative Skills - Apply critical analysis, quantitative reasoning, and problem-solving skills. (Goal also has Foundational Course Requirement)	5	2
4. Cultures and Diversity - Apply knowledge from the humanities and other disciplines to analyze: the implications of diversity among human groups, their histories, cultures, and the plurality of human experiences.	5	2
5. Natural Sciences - Demonstrate knowledge of natural sciences principles, concepts, and methods.	5	2
6. Social Sciences - Demonstrate knowledge of social sciences principles, concepts, and methods.	5	2
7. Arts and Humanities - Apply knowledge from the arts and humanities to analyze, evaluate, or participate in the artistic and literary traditions of our diverse world.	5	2
8. Second Language - Demonstrate basic communication skills in a second language.	2	1
9. Healthy Living - Participate in physical activity and evaluate the consequences of health decisions.	2	1
10. Citizenship - Exhibit responsible citizenship.	2	1

Foundational Course Requirement

In addition to satisfying the GEP requirement, all students are required to complete foundational courses in English Composition and Mathematics in their first year of enrollment.

- o For English Composition, the foundational course is ENGLISH 101 - Foundations of College Writing.
- o For Mathematics, the appropriate foundational course will be determined by the student's major, with approval of the Bloomsburg University Curriculum Committee. The course may be offered by departments other than the Mathematics, Computer Science, and Statistics Department. Students who are undeclared, or whose programs of study do not specify a foundational mathematics course, will be scheduled into MATH 101 - Math Thinking. Math courses equivalent to or higher level to foundational math fulfills this requirement. See the sample list placed near the GE approved course list.

How Courses and Co-Curricular Learning Experiences Are Approved for MyCore

- o The approval process for academic courses and co-curricular learning experiences (CLEs) to contribute to the GE program is directed by the General Education Council (GEC), which recommends courses to the Bloomsburg University Curriculum Committee (BUCC) for final approval for MyCore.
- o Assessment of the MyCore program is an essential part of the program and is guided by the GEC in conjunction with the Office of Institutional Effectiveness.
- o All courses and CLEs approved for GEPs include clearly written and assessable student learning objectives or outcomes.

D. OPTIONS FOR ADVANCING UNDERGRADUATE LEARNING

UNIVERSITY HONORS PROGRAM
http://departments.bloomu.edu/honors/

Independent Study

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

Externships

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

Graduate Coursework

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

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

Acceptable graduate courses offered by the School of Nursing Master of Science in Nursing program include:

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

Revised June 2001/Reviewed June 2010/Revised June 2016

Section III

ACADEMIC SUPPORT SERVICES & INSTRUCTIONAL RESOURCES/SERVICES

A. Bloomsburg University
B. Department of Nursing
  i. Standardized Testing Requirements
  ii. Simulated Learning Laboratory
  iii. Health Assessment Laboratory

STUDENT SERVICES
OFFICE LOCATION GUIDE

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

Second Floor
Academic Internships
Center for Professional Development
and Career Experience Orientation
TRiO Student Support Services
TRiO Upward Bound
Academic Advisement Counseling Center
Drug, Alcohol and Wellness Network
Global & Multicultural Education

Arts & Administration Building
First Floor
Admissions
Financial Aid
Registrar
University Tutorial Services

ACADEMIC SUPPORT SERVICES

ACADEMIC ADVISEMENT
(570) 389-4271/4003

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

STUDENTS WITH DISABILITIES CENTER
(570) 389-4491

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

NON-DEGREE
(570) 389-4003

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

D.A.W.N. (Drug, Alcohol and Wellness Network)
(570) 389-4980

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

Act 101/Educational Opportunity
Program (570) 389-4492

Bloomsburg University's Act 101/Educational Opportunity Program, coordinated through the Department of Academic Enrichment, provides support and opportunities for success to students traditionally under-represented in higher education.

Global & Multicultural Education
(570) 389-5304

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

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

**TRiO STUDENT SUPPORT
SERVICES (570) 389-3606**

Student Support Services projects work to enable low-income students to stay in college until they earn their baccalaureate degrees. Participants may receive tutoring, counseling and remedial instruction.

Bloomsburg University

Instructional Services and Campus Resources

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

1. Writing and Literacy Engagement Studio (WALES)

The Writing and Literacy Engagement Studio (WALES) supports you in learning the college writing process. Our diverse group of WALES Consultants represent a variety of undergraduate majors and share the common goal of working with fellow students to develop skills and strategies that help you grow as readers and writers.

WALES supports students' growth as writers and readers by working with them individually (or in small groups) in a peer setting, either in-person or via Zoom. We enjoy easing the writing process for all students from any background working in any major. We also enjoy helping students develop strategies for reading and making sense of research and course material. Students set the agenda for each appointment—whether they're concerned about their reading material, about getting started on a writing project, about improving clarity, grammar, organization, or citations, or about any other aspect of reading, writing, or the English language.

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

The Writing and Literacy Engagement Studio (WALES), supports students' growth as writers and readers. We enjoy easing the writing process for all students from any background working in any major. We also enjoy helping students develop strategies for reading and making sense of research and course material. Students set the agenda for each appointment—whether they're concerned about their reading material, about getting started on a writing project, about improving clarity, grammar, organization, or citations, or about any other aspect of reading, writing, or the English language. Our diverse group of WALES Consultants represent a variety of majors and share the common goal of working with students to develop skills and strategies that help them grow as readers and writers.

2. <u>University Tutorial Services</u>

University Tutorial Services offers assistance designed to support and enhance the academic progress of university students. Peer tutoring is available upon request in a variety of courses and is provided by students who have distinguished themselves by superior academic performance.
Any student requesting tutorial assistance need only complete a brief application in order to apply for this free service. University Tutorial Services is located in the Student Services Center, Room 13. The phone number is 570-389-2720.

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

3. <u>Additional Campus Resources</u>

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

<u>Department of Nursing</u>

<u>Simulated Learning Laboratory (SLL)</u> – BU

The SLL (Old Science Hall 4th Floor) provides opportunities for students to 1) practice skills 2) demonstrate satisfactory knowledge proficiency in relevant clinical skills, and 3) prepare for their actual practicum experience. Faculty provide academic and clinical laboratory guidelines for student experiences in the SLL and student lab managers "facilitate" peer demonstration of these designated clinical skills. Note: the <u>actual evaluation</u> of students' proficiency in technical skills is conducted by the instructors of the SLL, faculty in the clinical setting, or graduate students and graded on a "pass/fail" basis. (Direct telephone number (570)389-4552

<u>Health Assessment Laboratory</u> – BU

The Health Assessment Laboratory, provides opportunity for students to practice health/physical examination skills and prepare for their actual practicum experiences. Health Assessment 1 (Old Science 311) and Health Assessment 2 (307A).

1. <u>Computer/Technology Lab</u> **– BU**

A Computer/Technology Laboratory (Old Science 202), is also provided for students on the third floor. This site provides opportunities for students to 1) develop/enhance computer and interactive technology skills and 2) work with computer programs as an adjunct to course work. In addition, the Computer/Technology Laboratory provides opportunities for remedial coursework and resources for student's practicum/class projects. **There is no food or beverages allowed in the computer labs.**

2. **Standardized Testing Program**

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

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

   B. Fees: Each fall prior to the sophomore, junior and senior years, students will pay a $220 fee (for a maximum of $660) to access all the resources available through the Kaplan Nursing Integrated Testing Program. Tuition fees will be paid directly to Kaplan through an established payment portal. Access to services will be established prior to the start of the semester. Enrolled students will have access to eBooks and all online resources. If payment is not received by the preset deadline, access to the service will be revoked by Kaplan until payment is completed. Any student who fails to pay will be unable to take the required tests, and will receive a written warning and an incomplete in the course.

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

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

   E. Course faculty/coordinators are responsible for implementation of the Kaplan Integrated Testing in each course. Clinical courses with content appropriate Kaplan exams are required to implement proctored assessment tests for each course. Date, time and location of the proctored tests will be provided by course faculty in the nursing course syllabus. Evidence of completion of a practice test may be required for submission to faculty prior to sitting for the proctored tests.

   F. The following Integrated Testing will be completed throughout the nursing curriculum (limited but not limited to:)

a. Sophomore Year
    i. Nursing 210 Professional Nursing – *Critical Thinking A*
    ii. Nursing 213 Foundations of Nursing – *Fundamentals A*
    iii. Nursing 214 Health Assessment
    iv. Nursing 215 Pathophysiology
b. Junior Year
    i. Nursing 211 Nutrition – *Nutrition A*
    ii. Nursing 311 *Focused Review Exams*
    iii. Nursing 312 Maternal and Child Health Nursing – *Pediatric A and OB A*
    iv. Nursing 314 Nursing Care of Older Adults
c. Senior Year
    i. Nursing 410 Public Health Nursing – *Community Test A*
    ii. Nursing 411 Psychiatric/Mental Health Nursing – *Psychosocial A*
    iii. Nursing 412 Adult Health 2 – *Medical-Surgical A*
    iv. Nursing 414 Leadership and Management in Nursing – *Management/Professional Issues A*
d. Last semester senior year:
    i. Focused Review tests – Students are encouraged to access and review all practice tests or content areas that may be helpful in preparing for NCLEX.
    ii. Secured Predictor – proctored exam scheduled mid-point of the last semester. Students must meet the National norm on this test. If score does not meet the National norm, students must meet with their academic advisor and present a plan for remediation prior to retest scheduled the last week of classes. If the student fails to attain the National average on the retest, they must take and provide evidence of completion of a NCLEX preparation course, such as the one which is included as part of the Kaplan Nursing Integrated Testing Program. Students must provide evidence of completion of a preparation course before the chairperson will sign off on their application for RN Licensure.
    iii. Benchmark Pharmacology Exam

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

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

Level	Fall	Spring
Soph.	**Professional Nursing-Nurs. 210** 12-14th week of the semester **Health Assessment-Nurs. 214** 12-14th week of the semester **Pathophysiology-Nurs. 215** 12-14th week of the semester	**Nutrition A-Nurs. 211** 12-14th week of the semester **Fundamentals A-Nurs. 213** 12-14th week of the semester
Junior	**Medical-Surgical 1A-Nurs. 311** 12-14th week of the semester **Pediatric-Nurs. 312** 12-14th week of the semester **Obstetrics – OB A-Nurs. 312** 12-14th week of the semester **Gerontology A-Nurs. 314** 12-14th week of the semester	**Medical-Surgical 1A-Nurs. 311** 12-14th week of the semester **Pediatric-Nurs. 312** 12-14th week of the semester **Obstetrics – OB A-Nurs. 312** 12-14th week of the semester **Gerontology A-Nurs. 314** 12-14th week of the semester
Senior	**Community Test A-Nurs. 410** 12-14th week of the semester **Psychosocial A-Nurs. 411** 12-14th week of the semester **Medical-Surgical Comprehensive A-Nurs. 412** 12-14th week of the semester **Management/Professional Issues A-Nurs. 414** 12-14th week of the semester ***December Graduates only:** ***Pharmacology** 12-14th week of the semester ***Kaplan Secured Predictor A** 10-11th week of the semester - ***Kaplan Secured Predictor A Retake** 12-14th week of the semester -	**Community Test A-Nurs. 410** 12-14th week of the semester **Psychosocial A-Nurs. 411** 12-14th week of the semester **Medical-Surgical Comprehensive A-Nurs. 412** 12-14th week of the semester **Management/Professional Issues A-Nurs. 414** 12-14th week of the semester ***May Graduates only:** ***Pharmacology** 12-14th week of the semester ***Kaplan Secured Predictor A** 10-11th week of the semester - ***Kaplan Secured Predictor A Retake** 12-14th week of the semester -

ST Committee/June 2017

Level	Fall	Spring
Soph.	**Health Assessment-Nurs. 214** 12-14th week of the semester **Pathophysiology-Nurs. 215** 12-14th week of the semester	**Nutrition A-Nurs. 211** 12-14th week of the semester **Fundamentals A-Nurs. 213** 12-14th week of the semester
Junior	**Medical-Surgical 1A-Nurs. 311** 12-14th week of the semester **Pediatric-Nurs. 312** 12-14th week of the semester **Obstetrics – OB A-Nurs. 312** 12-14th week of the semester **Gerontology A-Nurs. 314** 12-14th week of the semester	**Medical-Surgical 1A-Nurs. 311** 12-14th week of the semester **Pediatric-Nurs. 312** 12-14th week of the semester **Obstetrics – OB A-Nurs. 312** 12-14th week of the semester **Gerontology A-Nurs. 314** 12-14th week of the semester
Senior	**Community Test A-Nurs. 410** 12-14th week of the semester **Psychosocial A-Nurs. 411** 12-14th week of the semester **Medical-Surgical Comprehensive A-Nurs. 412** 12-14th week of the semester **Management/Professional Issues A-Nurs. 414** 12-14th week of the semester ***December Graduates only:** ***Pharmacology** 12-14th week of the semester ***Kaplan Secured Predictor A** 10-11th week of the semester - ***Kaplan Secured Predictor A Retake** 12-14th week of the semester -	**Community Test A-Nurs. 410** 12-14th week of the semester **Psychosocial A-Nurs. 411** 12-14th week of the semester **Medical-Surgical Comprehensive A-Nurs. 412** 12-14th week of the semester **Management/Professional Issues A-Nurs. 414** 12-14th week of the semester ***May Graduates only:** ***Pharmacology** 12-14th week of the semester ***Kaplan Secured Predictor A** 10-11th week of the semester - ***Kaplan Secured Predictor A Retake** 12-14th week of the semester -

SECTION IV

Students

Rights, Responsibilities and Requirements

Academic Guidelines and Requirements

Clinical Policies, Requirements and Guidelines

Health Policies

Student Expenses

Graduation Requirements

Membership: Organizations and Departmental Committees

Honors and Scholarships

Student Rights, Responsibilities and Requirements

Bloomsburg University

Students rights, responsibilities and requirements set forth by the university are depicted in the Bloomsburg University website (www.bloomu.edu) and the student handbook (Insert link here).

Department of Nursing

Orientation to Department Rights, Responsibilities & Requirements

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

University Grievance Process

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

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

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

Reviewed June 2012

PRP 3592 Academic Grievance Procedure

Issued By: James Mackin, Ph.D., Provost and Vice President for Academic
Affairs Effective Date: Spring 2008
NOTES: Endorsed by BUCC April 4, 1990; brought to Forum April 25, 1990; revisions endorsed by BUCC
September 15, 1993. Brought to Forum 11/10/93, endorsed by Forum 2-2-94. Reviewed at Meet and Discuss
2-20-98. Revised at BUCC 4/8/98. Presented to University Forum 4/15/98 for information purposes only.
Revised at BUCC 9/15/04. Approved at Meet and Discuss 10/04/04. Presented to University Forum
11/17/2004 for information purposes only. Revised at BUCC 2/7/2007. Reported to University Forum
2/28/2007 for information purposes only. Approved at Graduate Council 9/7/2007. Approved at Meet and
Discuss 10/19/2007.

Prior version of this policy

Procedures:

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

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

II. Informal Consultation:

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

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

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

Ill. Formal Channels:

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

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

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

D. The grievant and respondent (individual being grieved) will be informed of the individuals who may serve on the AGB. Either (or both) party(ies) may request, with just cause, the disqualification of Board members whom she/he feels may be biased or should not be involved in the case. An appeal for disqualification may be made to the Provost and Vice President for Academic Affairs for a final decision.

E. The scope of the AGB's review and recommendations shall be to the merit of the complaint. The AGB, in Executive Session, shall prepare a recommendation as to the merit of the complaint and forward the recommendation to the Provost and Vice President for Academic Affairs. This shall be submitted within three (3) class days after the hearing. If recommendations go beyond the scope of this policy, the Provost will reject the recommendation and direct the AGB to prepare recommendations within the scope of its responsibilities.

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

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

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

IV. Structure Of Formal Channels:

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

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

1. Faculty members for the AGB pool will be appointed by the College Dean or appropriate administrator of the academic area with the advice and consent of the Executive Board of APSCUF.

2. Student members will be appointed by the Provost and Vice President for Academic Affairs. Appointees must be in academic good standing and have earned at least 48 credits at Bloomsburg University. At least two (2) from each college must be enrolled as graduate students.

3. Members of the pool will be appointed to a one-year term and may be considered for reappointment

4. Whenever possible, diversity in membership should be maintained in the pool.

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

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

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

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

G. An AGC or a member of the AGB pool has the right and obligation to disqualify herself/himself from a case in which a personal interest, association, affiliation, or attitude might cause bias or jeopardize the AGB's objectivity.

V. Academic Grievance Hearing:

A. In keeping with the campus standards of due process, both the grievant and respondent have the following rights: (1) to receive written notice of the time and place of the hearing at least 48 hours prior to the hearing; (2) to receive a written notice of the complaint; (3) to be accompanied by an advisor of his or her choice, other than a non-faculty attorney; (4) to present witnesses and other evidence; and (5) to question witnesses. Attorneys, although they may be consulted, may not be present at the academic grievance hearing.

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

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

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

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

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

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

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

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

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

University Student Identification Number

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

University Academic Integrity Policy (PRP 3512)

What is Academic Integrity?

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

following policy sets a standard for all of us to live up to and exceed.

What is Academic Dishonesty?

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

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

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

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

4. Misrepresenting Circumstances: (a) Lying; (b) Presenting a professor (verbally or in writing) with false or incomplete information.

5. Impersonation: (a) Representing oneself as another student in an examination; (b) Signing another's name on an attendance roster; (c) In general doing the work required of another student and/or allowing another to do your work.

6. Obtaining an Unfair Advantage:

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

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

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

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

How can faculty encourage Academic Integrity?

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

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

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

3. Examination Security: Safeguard examinations. In no event should the student be given access to, custody of, or any responsibility over examinations prior to their administration.

4. Examination Environment: Consider preventive techniques, such as alternate seating or alternate exam formats, and reasonable proctorial activities.

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

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

What happens when a student is suspected of Academic Dishonesty?

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

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

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

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

Option I: Informal Confidential Resolution

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

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

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

Option II: Informal Resolution with a Filed Report

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

Option III: Formal Resolution by the Academic Grievance Board

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

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

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

The decision of the Provost will be final.

Revised by BUCC 4/22/98, Presented to Forum 4/29/98, Revised by BUCC 2/22/06, Reported to Forum 3/1/06
Effective date; Fall 2006

<div align="center">**PRP 3881 – Student Disruptive Behavior Policy**</div>

Issued by: Ira K. Blake, Ph.D., Interim Provost and Vice President for Academic Affairs Effective Date: Spring 2011

Notes: Approved by BUCC Oct. 13, 2010. Reported to the Forum, Nov. 10, 2010.

Introduction

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

Definitions

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

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

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

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

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

Verbal, physical, or psychological threats, harassment, and physical violence Refusal to comply with reasonable instructor directions

Repeatedly arriving after class has begun or leaving class early

Distractive talking, including speaking out of turn or monopolizing discussion Use of any electronic device not related to class during the class period

Disruptions in online conversations as part of a distance education or web-based class Use of alcohol, tobacco products, or controlled substances

Activities not germane to the content and work of the class in session. Examples include activities such as reading the newspaper, doing homework for other classes, etc., that are not directly related to/appropriate for the class in session.

Behavioral Expectations in the Educational Setting

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

- Acting in a responsible and respectful manner

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

- Coming to class on time and staying until dismissed. If a student has to enter class late, he or she should do so in a manner so as not to disrupt the class. Students should not leave a class once it has begun unless it is absolutely necessary. This applies to testing situations as well, until the student has completed the test.
- Respecting the right of others to speak uninterrupted. Students must allow others time to give their input and ask questions. Students should not stray from the topic of the class discussion.
- Turning off unnecessary electronic devices before class begins. Students should ask permission of the instructor for any electronic devices used in the classroom, except those medically necessary (such as hearing aids, etc.).
- Focusing on class material during class time. Sleeping, talking to others, showing audible and visible signs of restlessness or boredom, doing work for another class, reading the newspaper, checking e-mail, and text messaging are unacceptable classroom behaviors.
- Waiting until the instructor has dismissed class to pack class materials so as not to miss important closing information
- Expressing disagreement civilly, when and if disagreement occurs

Procedures to Follow When Disruptive Behavior Occurs

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

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

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

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

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

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

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

Step 3 — Appeals Process
In situations in which the student does not agree with the decisions rendered in the formal resolution, the student has the right to grieve the outcome by following the procedures set forth in PRP 3592 (Academic Grievance Procedure). In situations in which the instructor does not agree with the decision granted in the formal resolution, the instructor has the right to appeal the outcome to the Provost.

Step 4 — Final Resolution (Possible Sanctions)
To provide final resolution of incidents of disruptive behavior in the classroom, the agents of the university listed below, acting in their official capacities, are granted their respective enumerated authorities:

The Instructor is authorized to:
Issue a warning to a disruptive student
Remove a disruptive student from the classroom
Call the police to remove a disruptive a student from the classroom, in extreme cases
Exclude the disruptive student from the instructor's classroom or instructional site pending expedited review and decision by the Dean of Students
Sanction the disruptive academically, if course participation is a component of the final grade and is indicated in the course syllabus

The Dean of Students is authorized to:
Issue a warning to a disruptive student
Enforce educational sanctions on the disruptive student, such as classes, papers, or community service'
Place the disruptive student under disciplinary probation
Suspend the disruptive student from classes
Expel the disruptive student from the university
Exclude the disruptive student from any part or all of campus

The Dean, Provost, and or President are authorized to:
Suspend the disruptive student from classes
Expel the disruptive student from the university
Exclude the disruptive student from any part or all of campus

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

ACADEMIC GUIDELINES & REQUIREMENTS

1.Academic Advisement Policies and Guidelines

Academic Advisement

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

   In accord with the Pilot, it is the student's responsibility to know and observe the academic policies and regulations of the university. It also is the student's responsibility to cooperate with the academic advisor to gain the maximum benefit from the process. To facilitate this process, students are expected to:
   1. Arrange advisement sessions that are convenient to both the student and advisor.
   2. Be actively involved in the decisions.
   3. Be aware of academic deadlines and academic policy changes.
   4. Make effective use of the resources available.
   5. Follow through on suggestions and/or recommendations made by the advisor.

Class Scheduling Advisement Procedure

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

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

1986/Revised June 2017

2. Clinical Requirements Policy

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

In order to manage the tracking and screening requirements for all background clearances, immunizations and other documents, students will create an account with Castle Branch,

Students will enroll with Castle Branch and create an account using their Bloomsburg email. Students will receive communication or correspondence from Castle Branch regarding outstanding or insufficient requirements.

Once a student enrolls in Castle Branch and pays for the appropriate package, follow the instructions in order to complete all the clearances and necessary screenings. Students will upload all documents to Castle Branch where they will be verified and accepted.

The students who are not in compliance with these requirements are prohibited from attending clinical orientation and must meet with the department chairperson. All incoming sophomore, junior, and senior students are responsible for ensuring the completion of the requirements in a timely manner. The due date for receipt of all requirements is on or before July 15.

4. Retention of Textbooks

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

5. Departmental Admission Policies and Procedures

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

Revised June 2015

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

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

College Level Equivalency Program (CLEP)

The University will award credit for CLEP Examinations upon receipt of verification of a score at or above the 50th percentile by the Office of the Registrar. CLEP General Examinations must be taken before matriculating to Bloomsburg University. CLEP Subject examinations may be taken any time prior to graduation. Acceptance of credit for CLEP Examinations is subject to departmental approval. The decision for granting credit resides with the departmental chairperson. For more information, contact the Academic Advisement Center at 570-389-4271.

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

Approved: September 28, 2004, Revised June 2011

7. Transfer Course Credits

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

A student applying to transfer courses must fulfill the provisions of Residence Requirements and Graduation Requirements. Students are required to seek assistance from their faculty advisor with the transfer process.

8. Minimal Essential Performance Standards for Admission and Progression

Applicants and students enrolled in the Department of Nursing must possess the necessary intellectual, physical, emotional, social and communication skills to provide nursing care that is safe for the client, themselves and other health care providers. They must be able to provide safe nursing care in a wide variety of settings with diverse clientele. Student must consistently meet these standards to qualify for and remain in the program. Students requesting accommodations under section 504 of the Rehabilitative Act of 1973/or the Americans with Disabilities Act must provide the Office of Accommodative Services for Students with Disabilities ("Office of Accommodative Services") the required documentation and notify the Department of Nursing. Reasonable accommodations will be provided to those individuals with disabilities, where possible, to enable them to meet these standards and ensure that students are not denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in this program. If the student does not provide the instructor with written documentation from the Office of Accommodative Services, the instructor will refer the request for accommodation to the Office of Accommodative Services. The instructor has no obligation to provide an accommodation to the student without written documentation from the Office of Accommodative Services. Students who consistently do not meet these standards with reasonable accommodation will be unable to progress in the nursing program and will be dismissed from the nursing program per the Departmental Student Code of Academic and Professional Conduct (Section E. Academic Good Standing Policy). The core minimal essential performance standards for this program are identified below along with examples of these standards. These examples are not inclusive of all expected abilities and should be used only for simple comparative purposes by applicants to and students currently enrolled in this program.

Issue	Standard	Examples of Nursing Activities (Not all inclusive)
Cognitive	Ongoing capacity to learn new information and skills to provide safe nursing care. This includes the ability to read, comprehend, measure, calculate, analyze, synthesize, and evaluate diverse forms of information in increasingly complex and fast paced environments.	• Learn new skills and rationales for nursing care in a timely manner • Learn and adopt new methods of providing nursing care to reflect the dynamic nature of health care provision • Manage information from multiple sources • Perform correctly mathematical calculations
Critical thinking	Critical thinking sufficient for sound clinical judgment	• Competent assessment of clients in a timely manner • Correct interpretation of assessment data • Identify cause and effect relationships in clinical data and situations • Identification of appropriately necessary nursing interventions • Design of appropriate nursing care plans • Problem solve effectively to manage multiple priorities • Evaluation of the effectiveness of interventions • Revision of planned interventions

Issue	Standard	Examples of Nursing Activities (Not all inclusive)
Visual, auditory, and tactile	Visual ability sufficient for observation and assessment. Hearing ability sufficient to monitor and assess health needs. Tactile ability sufficient for physical assessment.	• Ability to obtain information from a variety of sources (digital, analog, and waveform) of physiological measurement in order to determine a client's health status • Ability to observe diagnostic specimens, perform health assessments and interventions within a variety of settings (perform palpation; sense subtle temperature and moisture changes; detect changes in color and texture of skin, nails, sclera, and body fluids) • Ability to identify non-verbal cues such as grimacing and movement • Ability to identify and differentiate sounds related to heart, lung, or other bodily functions • Ability to identify and respond to life saving alarms used to monitor client's changing health status, client's cries for help and emergency signals. • Ability to prepare and draw up the correct quantity of medication for use in a variety of administration methods.
Mobility	Physical abilities sufficient to move oneself from room to room, along hallways, and in small or confined spaces. The physical stamina sufficient to perform all care activities for entire timeframe and length of work role. Gross and fine motor movements sufficient to provide safe and effective nursing care.	• Lifting, moving, carrying, pushing, pulling, positioning, and supporting clients, equipment and other objects independently. • Standing, bending, squatting, reaching overhead, walking, sitting while working directly with clients and coworkers and documenting care. • Ability to grasp and manipulate a variety of small and large objects • Calibrate accurately and use equipment and maintain sterile technique
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, spiritual, and intellectual backgrounds.	• Establish rapport and relate effectively with clients, their families, and colleagues. • Work effectively with these individuals when they are stressed physically and/or emotionally. • Provide care socially, culturally, and spiritually acceptable to clients. • Negotiate interpersonal conflicts in a professionally appropriate manner.

Issue	Standard	Examples of Nursing Activities (Not all inclusive)
Communication	Communication abilities sufficient for clear and effective interaction with others in verbal and written form. Comprehension and accurate recall of verbal and written communication	• Follow verbal and written instructions • Clearly communicate with other health care providers by appropriately documenting assessment findings, interactions with client/family and other health care professionals, and nursing interventions provided and the client's responses • Document clearly, accurately, efficiently, and legally within regulatory mandates and guidelines. • Provide effective therapeutic communication and client teaching. Consult with other health care providers in a professional manner.
Emotional Stability	Emotional stability sufficient to assume responsibility and accountability for actions. Function effectively under stress.	• Establish therapeutic boundaries • Demonstrate flexibility and adaptability to changing environment • Provide client with emotional support • Deal effectively with the unexpected. • Focus attention on task and client • Perform multiple responsibilities and tasks concurrently • Handle effectively strong emotions in self and others, e.g. grief, anger.
Personal Behaviors	Maintains personal behaviors consistent with the American Nurses' Association Code for Nurses. Conduct behaviors in accordance with the standards of good citizenship, honesty, propriety, and with regard for the rights of others. Obey the federal, state, and local laws.	• Demonstrate integrity and honesty • Respects clients and their rights • Avoid behavior inconsistent with professional standards, such as: chemical use, abuse, dependency; engaging in or supporting criminal behavior. • Follow all state and federal laws, and university, Department of Nursing, clinical agency policies. • Abide by judicial and disciplinary decisions of court, university, and Department of Nursing.

Adapted from:
Core Performance Standards Required for Nursing, Board of Directors of the Southern Council on College Education for Nursing (SCCEN) 1993.
Yocom, C. J. (1996). Validation study: Fundamental abilities essential for nursing practice.
National Council of State Boards of Nursing, Inc.
Accepted by Faculty Assembly
November 1995 Revised June 2001;
Revised October 2002
Revised May 2010; Approved by Faculty Assembly 9/17/10

9. Progression and Retention Policies and Procedures

Academic Good Standing Policy

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

1. A student <u>must</u> attain a grade of "C" or above in:
   a. **Prerequisite** natural science courses:
      Biology 173 – Anatomy and Physiology I
      Biology 174 – Anatomy and Physiology II
      Chem 101 – Introductory Chemistry
      Chem 108 – Physiological Chemistry
      Biology 240 – Introductory Microbiology

   b. **Prerequisite** social science courses:
      Psych 101 – General Psychology
      Psych 210 – Life Span Psychology
      Soc 211 – Principles of Sociology
                     Or
      Anthro 200 – Prin. of Cult. Anthro.

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

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

3. A student must attain a grade of "C" or above in all required NURSING departmental **non-clinical** professional nursing courses:
      Nursing 211 – Nutrition
      Nursing 212 – Pharmacology
      Nursing 214 – Health Assessment
      Nursing 215 – Pathophysiology for Nursing Practice
      Nursing 306 – Introduction to Research and Evidence-Based Practice
      Nursing 314 – Nursing Care of Older Adults
      Nursing 414 – Nursing Leadership and Management

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

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

4. A student must attain a grade of "C" or above in the classroom theory portion <u>and</u> "Pass" in the Clinical Evaluation in all required NURSING departmental professional nursing courses <u>with a clinical component:</u>

      Nursing 210 – Professional Nursing
      Nursing 213 – Foundations of Nursing Practice
      Nursing 311 – Adult Health I
      Nursing 312 – Maternal and Child Health Nursing
      Nursing 410 – Public Health Nursing
      Nursing 411 – Psychiatric-Mental Health Nursing
      Nursing 412 – Adult Health II

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

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

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

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

When a student is required to repeat a clinical course (210,213,311, 312, 410, 411 and 412), they must repeat both the clinical and theory section regardless of where the previous deficiency was noted. Therefore, if a student is unsuccessful in the theory portion, the student must also repeat both the theory and clinical class for a "C" grade or better and "pass" in clinical for successful completion and vice versa.

A student may repeat <u>only one</u> departmental professional nursing course with a clinical component. If a student does not attain a grade of "C" or above and "Pass" in the Clinical Evaluation in a second departmental professional nursing course with a

clinical component the student will be dismissed from the nursing program.

A department reserves the right and the responsibility to develop procedural guidelines for the implementation of this academic good standing policy. Recommendations concerning academic progression and retention are made to the Department of Nursing Chairperson by the departmental Student Admission, Progression, and Retention Committee. Based upon the recommendations, sophomore, junior and senior students who do not meet the requirements for academic good standing are placed on departmental probation, required to take a departmental leave of absence, or dismissed from the program.

Departmental Academic Probation

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

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

Departmental Academic Leave of Absence

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

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

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

January 20, 1984 Incorporated into BU Policies, Rules and Procedures Manual as #3540 effective November 28, 1984.
Revised by Faculty May 1996/April 1999/October 2007
Approved by BUCC 2/6/08

Statute of Time Limitation
Once a student has begun the first required NURSING departmental course, all required NURSING departmental courses must be completed within five calendar years.

Bloomsburg University Department of Nursing

Remediation Plan – Academic, and Clinical

Purpose:

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

Process:

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

Unsatisfactory Performance in Classroom

Exam Grade of
Less than 73%

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

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ANY remaining exams
Less than 73%

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

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

Student continues in Course

Student decides to change major

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- Student will complete withdraw form
- Student will continue to attend classroom lectures, take notes, and actively engage in the learning process. Student will not take course examinations.
- Student will design a study plan and meet with the course coordinator within the first week of re-enrolling in the course to discuss the plan.

Following semester

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

IF

EXAM of Less than 73%

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

Next EXAM of Less than 73%

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

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

IF

PASS COURSE with exam failures

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

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Page 4

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

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Unsatisfactory Performance in Clinical

As part of the teaching-learning process, the student will receive ongoing verbal and written feedback on his/her performance.

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

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

Student who passed previous clinical course with Academic Warning: Clinical Remediation Plan

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

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

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

Continued lack of expected level of performance

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

Student continues in the course

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

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

IF demonstrates remediation plan violation

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

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

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

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

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

Satisfactory skill/simulation remediation

Unsatisfactory skill/simulation remediation

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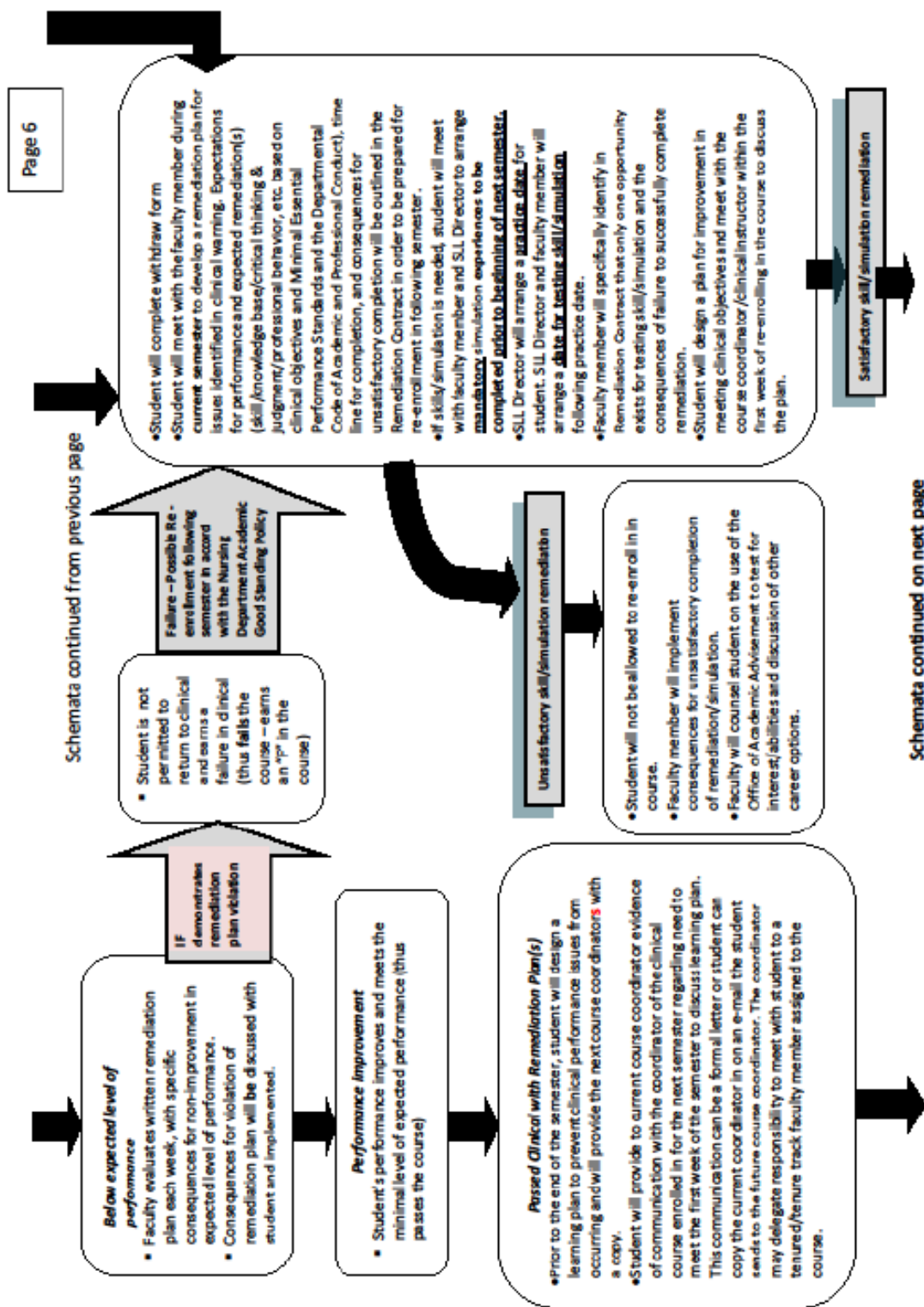
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Following semester

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

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

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

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

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

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

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

Bloomsburg University
Bloomsburg, Pennsylvania 17815
CLASSROOM WARNING

Student's Name: _____ Date: _____
Course: _____

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

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

REMEDIATION ITEM(S)	Date Due	Date Completed	Comments
Kaplan Testing: How to Study			
***Preparing for the exam**: Learn ways to help you prepare for success on exams.**			
***Reading Textbooks**: Learn how to read your textbooks efficiently.**			
***Remembering:** Find out what you can do to improve your retention of information.**			
***Studying:** Learn how to study in the manner that works best for you.**			
Focused review of exam topics: (List)			
Obtain Tutor through University Tutorial Services			
Kaplan Topical Content Review			
Exam review 1:1 with faculty			
OTHER:			
OTHER:			

ADDITIONAL COMMENTS BY FACULTY:

Faculty Signature: _____ Date:_____
Student Signature: _____ Date:_____
Copy given to student _____

Reviewed/Revised-November 2019-SAPR
Approved: 12/6/19 by Faculty Assembly

Bloomsburg University
Bloomsburg, Pennsylvania 17815
CLINICAL WARNING

Student's Name: _____ Date: _____

Course: _____

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

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

_____Late submission of paperwork
_____Incomplete or poor quality of paperwork
_____Inadequate preparation for SLL/Skills lab
_____Policy violation (i.e. cell phone use/texting, Agency policy, etc.)
_____   Attendance
_____Professionalism
_____Client safety
_____Critical incident
_____Communication
_____Other:

Describe area(s) checked above:

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

Faculty Signature: _____ Date:_____

Student Signature: _____ Date:_____
Copy given to student _____

• *NOTE: Faculty reserve the right to issue a clinical warning or clinical failure immediately, based upon the nature and severity of the incident.*

Reviewed/Revised-November 2019-SAPR
Approved: 12/6/19 by Faculty Assembly

E. Departmental Code of Academic and Professional Conduct

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

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

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

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

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

CONDUCT PROHIBITED

1. <u>Academic Integrity Policy</u> – any violation of the University Academic Integrity Policy (PRP 3512).

<u>Academic Dishonesty</u>

• Plagiarism - Taking credit for someone else's work or ideas regardless of the media, stealing others' results or methods, copying the writing of others without acknowledgment, or otherwise taking credit falsely.

• Cheating - Using unauthorized notes, study aids, and/or information from another person on an examination, report, paper, or other evaluative document; unauthorized altering of a graded work after it has been returned, then submitting the work for re-grading; and allowing another person to do all or part of one's work and to submit the work under one's own name; performing academic assignments (including assignments such as: tests, care plans, and papers) for other persons; buying or selling course assignments, papers, or examinations.

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

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

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

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

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

5. Professional Nurse Conduct Exhibiting behavior unacceptable to the profession of nursing. Students must assume personal responsibility for being in physical and mental condition to give safe nursing care and for the knowledge and skills necessary to give this care. Unacceptable behavior includes, but is not limited to, the following:

A.

• Providing nursing care in a predictably unsafe or harmful manner:

> • Failing to meet the standards of the Performance Standards for Admission and Progression (section four Academic Guidelines and Policies Section, Nursing Student Handbook).

> • Failing to meet the Minimal Essential Performance Standards for Admission and Progression (section Academic Guidelines and Policies, 4. Performance Standards for Admission and Progression, Nursing Student Handbook).

> • Failing to meet the Standards of Nursing Conduct as specific in Pennsylvania Code, Title 49. Professional and Vocational Standards; Chapter 21. State Board of Nursing.

• Carrying out a procedure without competence or without the guidance of a qualified person

• Willfully or intentionally doing physical and/or mental harm to a client

• Exhibiting careless or negligent behavior in connection with the care of a client

• Refusing to assume the assigned and necessary care of a client and failing to inform the instructor with immediacy so that an alternative measure for that care can be found

• Committing boundary violations. Professional boundaries must be maintained between student and patient, instructor, and agency personnel (Pennsylvania Code, Title 49. Professional and Vocational Standards; Chapter 21. State Board of Nursing).

• Refusing to comply with Student Health Policies and Guidelines outlined in Nursing Student Handbook and/or required by affiliating agencies.

B.

• Violating confidentiality, privacy, or security standards as presented in the Health Insurance Portability and Accountability Act (HIPAA).

• Using the full name or personal identifiers of a client in any assignment.

• Removing any Medical Record forms by any method (electronic, paper, etc.). from the clinical area.

• Discussing any patient or family information in inappropriate areas, such as elevators, hallways, buses, lunchroom, social media.
   • Discussing confidential information about a client with third parties who do not have a clear and legitimate need to know.

C. Falsifying client records or fabricating client experiences

D. Failing to report omission of or error in treatment or medications

E. Using profanities or inappropriate gestures, treating others in disrespectful ways, thus not understanding that society, which sanctions nursing as a profession, is globally diverse and must be respected.

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

7. Committing Behavior Making One Ineligible for Licensure

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

- Has been convicted or has pleaded guilty or entered a plea of nolo contendere or has been found guilty by a judge or jury of a felony or a crime of moral turpitude, or has received probation without verdict, disposition in lieu of trial or an Accelerated Rehabilitative Disposition in the disposition of felony charges, in the courts of this Commonwealth, the United States, or any other state, territory or country;

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

- Is unable to practice professional nursing with reasonable skill and safety to patients by reason of mental or physical illness or condition or physiological or psychological dependence upon alcohol, hallucinogenic or narcotic drugs or other drugs which tend to impair judgment or coordination, so long as such dependence shall continue. Students ineligible for licensure by the Pennsylvania State Board of Nursing will be dismissed immediately from the program. [Refer to section 14 of the Professional Nursing Law, (63 P.S. §224) and the Standards of Nursing Conduct (Pennsylvania Code, Title 49, 21.18) for licensure eligibility criteria.]

- A student whose criminal background check shows a conviction of a prohibited offence will be ineligible for licensure and will be automatically dismissed from the nursing program (See Section 6 of Nursing Handbook, Clinical Policies Requirements and Guidelines).

8. Drugs and Alcohol

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

Alcohol and Substance Abuse Policy

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

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

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

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

Departmental sanctions may be rendered as a result of the review process. Departmental sanctions will be rendered for a student in the nursing program who

(1) demonstrates chemical impairment in the classroom, laboratory, or clinical setting

(2) refuses to comply with affiliated agencies drug and alcohol policies and drug screening policies and procedures, or

(3) has been found guilty of violating the university's drug policy, or

(4) has been convicted of, pleaded guilty to or entered a plea of nolo contendere to a felonious act prohibited by "The Controlled Substance, Drug, Device and Cosmetic Act," or the conviction of a felonious act related to a controlled substance in a court of law of the United States or any other state, territory or country, or

(5) has been found guilty of violating the university's alcohol beverage policy, or any Commonwealth or other jurisdiction's laws regarding the use, sale, exchange, consumption or possession of alcoholic beverages, including the motor vehicle code, as exemplified by driving under the influence.

9. Other Unprofessional Conduct

• Failing to cooperate with review procedures related to a violation of the Departmental Code of Academic and Professional Conduct.

• Possessing or using firearms, explosives, dangerous chemicals, or other dangerous instruments in contravention of the law, University, or affiliating agency policies

• Violating classroom and clinical policies including but not limited to: Obstructing or disrupting teaching, research, administration, disciplinary procedures, or other institutional activities, or disruptive behavior in the community; not attending class or clinical; fabricating reasons for lack of attendance

• Violating University Policy PRP 4802 Student Code of Conduct

• Violating University Policy PRP 3881Student Disruptive Behavior Policy

**Evaluation of other behaviors will occur as needed based on the violation.

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

I. Reporting Suspected Violations

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

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

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

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

> Depending on the nature of the violation and the recommendation of the SAPR Committee, the student may or may not attend class or clinical. The determination will be made by the Department Chairperson in consultation with the SAPR Committee and involved course faculty.

II. Review Process

A. The Chairperson of Department of Nursing will meet with the student and investigate the *Statement of Violation of the Departmental Code of Academic and Professional Conduct* complaint to determine if there are reasonable grounds to believe the student has engaged in conduct proscribed by this code. If reasonable grounds are not found, the Department of Nursing Chairperson will dismiss the charges.

B. If reasonable grounds are found and the student accepts responsibility for the conduct, the decision made by the Department of Nursing Chairperson will be communicated to the student.

C. The involved student may submit documentation to the Department Chairperson and SAPR Chairperson to refute or explain the incident(s) related to the violation of the Code prior to the student and Department Chairperson meeting.

III. Resolution

> A. The Department Chairperson and the SAPR committee will collectively review the case following the Department Chairperson's meeting with the student. In collaboration, the Chairperson of the Department and the SAPR committee will make a decision regarding resolution of the charges and outcomes rendered.

DISCIPLINARY SANCTIONS

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

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

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

c. Reprimand: A student may receive written notice that the conduct in which the student(s) engaged is inconsistent with the Code. Such notice will indicate that future violations of the Code may result in the imposition of more serious sanctions.

d. Disciplinary Probation: A student many be placed on probation during which there is observation and review of behavior, and the student must demonstrate compliance with the student conduct regulations. A student on probation is not in "good standing" with the Department of Nursing. Terms of the probation will be determined at the time the probation is imposed and may include loss of privileges, restitution, required educational/service activities, additional course and/or clinical work, health condition/disease treatment, and/or professional mental health counseling.

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

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

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

h. Dismissal due to ineligibility for licensure by the Pennsylvania State Board of Nursing or any other State Board of Nursing [Refer to section 14 of the Professional Nursing Law, (63 P.S. §224) and the Standards of Nursing Conduct (Pennsylvania Code, Title 49, 21.18) for licensure eligibility criteria.] Re-entry will be in compliance with evaluation of previous nursing credits and the Nurse Practice Act which states:

a. at least ten (10) years have elapsed from the date of conviction;

b. the applicant satisfactorily demonstrates to the board that he/she has made significant progress in personal rehabilitation since the conviction such that licensure of the applicant should not be expected to create substantial risk of harm to the health and safety of patients or the public or a substantial risk of further criminal violation; and

c. the applicant otherwise satisfies the qualifications contained in or authorized by this act. (1985, December 20, P.L. 423, No. 110)

i. Other Sanctions:

1. Alcohol Offense Probation: in addition to any sanctions by the University or the judicial system, a student may be placed on alcohol offense probation.

A. The student must complete the following:

• Enroll in the course Alcohol: Use and Abuse, or submission of a paper, project, etc. related to an alcohol/drug related topic for a course assignment or a community service activity related to the offense. The student will arrange the appropriate activity with the Department Chairperson.

• Participation in Bloomsburg University's Drug, Alcohol, and Wellness Network (D.A.W.N.) as arranged.

B. Depending on the nature of the offense the student may be required to have evaluation completed by a certified alcohol counselor and comply with any recommendations based on that evaluation.*

C. Failure to comply with the provisions of the probation will lead to dismissal the Department. A repeat offense will automatically result in dismissal from the Department of Nursing.*

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

• Individual commitment to discontinue substance use and institutional commitment to facilitate re-entry, if the individual meets the terms of the agreement.

• Submission of plan for follow-up treatment for a period recommended by treatment provider to chairperson of department.

- Regular reports of progress form treatment provider to chairperson.

- Authorization for release of information regarding progress to the chairperson.

- Agreement to submit to random drug screens.

- Documentation of attendance at counseling and self-help meetings

*Confidentiality of records will be maintained by the Department of Nursing.

<u>All expenses will be the responsibility of the student.</u>

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

3. <u>Academic record:</u> All disciplinary sanctions shall be included in the student's permanent academic record.

IV. <u>Notification</u>

A. The Department of Nursing chairperson will notify the student in writing of the outcome of the review and rationale for the decision.

B. Student may appeal the decision by following the appropriate processes currently in place at the University (see PRP 3592: Academic Grievance Procedure).

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

Revised and approved: Faculty Assembly, May 13, 2019; Implementation Date: August, 2019

<div align="center"><u>**Appeals Process**</u></div>

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

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

Statement of Violation of the Departmental Code of Academic and Professional Conduct Agreement

Information about the person reporting the violation:

Name: _____

Address: _____

Telephone Number: _____ E-Mail: _____
Violation Reporter is: ☐ Faculty ☐ Student ☐ Staff ☐ Other: _____

Have you discussed this incident with the suspected violator? ☐ No ☐ Yes, Date: _____

Have you discussed this alleged incident with any faculty or staff? ☐ No ☐ Yes, Date: _____
With whom:_____

_____

Signature & Date: _____

Information about the student being reported and the alleged violation:

Student Name: _____

Is this violation related to conduct in:
☐ Clinical setting   ☐ Classroom setting   What course: _____
☐ Other Setting: _____
Date of Violation: _____

Description of Violation: Use additional pages as necessary. Be behaviorally specific in description related to what occurred which substantiates the violation.

_____

_____

Departmental Grading Policy

1. All nursing courses have the following grading scale:

   A= 4.0   93-100
   A-= 3.67   90-92
   B+= 3.33   87-89
   B= 3.0   83.86
   B-= 2.67   80-82
   C+= 2.33   77-79
   C= 2.0   73-76*
   C-= 1.67   70-72
   D+= 1.33   67-69
   D= 1.0   60-66
   F= 0.0 ≤ 59

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

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

Adopted February 1996; Effective August 1996; Reviewed June 2005; Revised December 2005 & June 2011

STUDENT ACADEMIC INTEGRITY
POLICY VIOLATION REPORT FORM

Bloomsburg UNIVERSITY

SECTION ONE- General Information

Student Name: _____ Student ID#: _____ Date of Violation: _____

Faculty Name: _____ Course: _____ Course #: _____

SECTION TWO- Violation Information

CHECK ONE:

	Option I	Informal Confidential Resolution (faculty completes form, provides a copy to student, & retains form)
	Option II	Informal Resolution With A Filed Report at The Dean of Students Office
	Option III	Formal Resolution By The Academic Grievance Board

Alleged Violation:

☐ Cheating	☐ Plagiarism	☐ Falsification of Records and Official Documents
☐ Fabrication	☐ Impersonation	☐ Aiding and Abetting Academic Dishonesty
☐ Misrepresenting Circumstances		☐ Unauthorized Access to Computerized Academic or Administrative Records or Systems
☐ Obtaining an Unfair Advantage		☐ Other:

Please provide a description of the alleged violation:

Sanction(s):

SECTION THREE- Signature

	Option I: I acknowledge the charge against me, agree to the sanction(s) assigned, and understand the violation will be adjudicated informally with the faculty.
	Option II: I acknowledge the charge against me, agree to the sanction(s) assigned, and understand that this form will be forwarded to the Dean of Students Office. If I have previously been found in violation of the Student Academic Integrity Policy, any informal resolution sanctions will not apply; and sanctions will be determined by the Provost in consultation with the Dean of Students.
	Option III: The violation cannot be adjudicated informally, and I understand that the violation will need to be formally adjudicated through the Dean of Students Office.

_____   _____
Student Signature   Date

I agree to the above terms:

_____   _____
Faculty Signature   Date

Submit Form to the Dean of Students Office, KUB 101   (updated Fall 2014)

Military Deployment

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

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

   b. INCOMPLETE GRADES – I – Incomplete. This is a temporary grade to be given only when the instructor believes that the student has been unable to complete the course requirements due to circumstances beyond his/her control. Failure of a student to take a final examination or complete other course requirements without prior arrangement with the instructor of legitimate excuse is not a justification for a grade of I.

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

June 2019

B. CLINICAL POLICIES, REQUIREMENTS & GUIDELINES

Clinical Policies, Requirements and Guidelines

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

1. **Clinical Laboratory Policy**
   a. Participation in all clinical laboratories is required in order to meet the educational objectives of each nursing course except for extenuating circumstances such as illness or personal emergency, i.e. death in family, etc. Students may submit a written request (two weeks in advance) to be excused from clinical laboratory in order to participate in professional and intercollegiate activities.
   b. It is the student's responsibility to notify faculty and agency, if unable to be present in clinical laboratory. Inability to meet clinical objectives, due to any absence, is deemed cause for failure. Course faculty evaluate student's attainment of clinical objectives and determine learning experiences necessary to make up for clinical laboratory absence.
   c. When a student becomes ill in a clinical agency:
      i. When an emergency facility is available, the following procedure will occur:
         1. If the student is conscious and capable of making a decision, he or she has the choice to:
            a. Be examined by a health care provider in the agency
            b. Return to the university and be seen at the University Student Health Center
            c. Be examined by a health care provider of his or her choice
         2. If the student is unconscious or incapacitated:
            a. The student will be seen by a health care provider in the clinical agency (by mutual agreement policy)
            b. The Department of Nursing will be notified
      ii. When an emergency facility is not available, the following procedures will occur:
         1. If the student is conscious and capable of making a decision, he or she has the choice to:
            a. Return to the university and be seen at the University Student Health Center.
            b. Be examined by a health care provider of his or her choice.
         2. If the student is unconscious or incapacitated:
            a. Emergency Response Medical System (911) will be initiated.
            b. The student will be moved by ambulance to the nearest clinical facility with an emergency facility.
            c. The Department of Nursing will be notified.
      iii. Following hospitalization or treatment, a copy (summary) of the clinical record must be forwarded to the Department of Nursing before the student receives clearance to return to the clinical laboratory.
      iv. The Department of Nursing reserves the right to require additional diagnostic studies and therapy, if there is a question of safety for the student and/or patients involved.
      v. Records will be kept in the student's confidential record and will be returned to the student or destroyed upon graduation or withdrawal from the nursing program.

2. **Clinical Laboratory Dress Code**

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

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

o Makeup and hairstyles must be conservative and professional. Attendance to personal hygiene is required.

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

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

o Tattoos cannot be visible at any time.

o Students' uniforms must be clean and pressed. The approved gray or white uniform pant may be worn in the clinical setting with the maroon scrub top. A white, long-sleeved or short-sleeved T-shirt (free of any design, logo or wording) is optional and may be worn under the scrub top. Only lab jackets can be worn over the uniform. The lab jacket is worn only over appropriate business attire when students are in clinical areas, but not in uniform. Appropriate business attire includes tailored pants and tops with closed-toed shoes.

o When the uniform of beige trousers and polo shirt is required by the course faculty, a white, long-sleeved or short-sleeved T-shirt (free of any design, logo or wording) is optional and may be worn under the polo shirt. The student may wear the maroon colored sweater only when in the beige trousers and polo shirt attire, in lieu of the lab jacket. Other dress code requirements for specialty clinical areas will be defined by individual course faculty.

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

o Only closed toe and closed heel white nurses shoes or athletic shoes are worn with uniforms. Athletic shoes must have white leather or vinyl uppers and be devoid of colored decorations or logos. Either white over-the ankle socks or hose are worn with trousers. White socks must be worn with the white uniform pants.

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

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

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

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

o Students are prohibited to wear or use smartwatches or exercise bands (i.e. Fitbit) in clinical, in clinical lab, or in the clinical computer lab either as a watch or with any other functionality.

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

Date approved and Implemented: Faculty Assembly April 17, 1998; Reviewed: June 2008; Revised and approved in Faculty Assembly April 17, 2009; Revised May 2017; Revised December 2018 (SAPR); Approved by Faculty Assembly December 7, 2018; Revised February 8, 2019 (SAPR); Approved March 8, 2019

3. **Student Responsibilities in the Clinical Laboratory Experience**
    a. As a student you are responsible for:
        i. Being able to carry out all nursing procedures that you have learned at any time in the clinical setting. Therefore, if you are not comfortable doing a procedure, you are expected to go to the Simulated Learning Laboratory, room 3158, McCormick Center, to practice.
        ii. Coming to clinical prepared as indicated in the course materials. Failure to prepare (as determined by faculty) will result in your dismissal from the clinical facility for that day as an unexcused absence.
        iii. Participating in a clinical evaluation of your performance in each clinical course. You will receive an evaluation form at the beginning of the course. At mid-term, you will schedule a meeting with your clinical professor. Together you will discuss your progress and direction for future growth. At the end of the course, you will again schedule a meeting with your clinical professor. Together you will evaluate your progress in meeting the course objectives. Failure to satisfactorily meet the course objectives will result in a clinical failure. Please note that students must obtain a "C" or above in classroom theory and satisfactorily complete the clinical requirements to pass clinical courses.
        iv. Utilizing the nursing health assessment tool when completing nursing assessments and nursing care plans in each course. The forms will be distributed at the beginning of clinical nursing courses. It is your responsibility to be thorough in completing these assessments.
        v. Providing your own transportation to and from clinical laboratory experience. Due to the nature of the multiple agencies utilized, it is not possible to guarantee specific agencies or groups of students being assigned together each semester. You must have your own personal transportation to clinical agencies in the fall semester of your sophomore year.
        vi. Completing successfully the medication calculation test.
            1. All clinical courses except NURSING 213 Foundations of Nursing Practice must give a medication calculation test during the first week of class. Medication calculation testing will occur in NURSING 212 Pharmacology for sophomore students.
            2. A percentage not to exceed 10% of a course grade will be awarded based on the medication calculation test score. The score from the first

medication calculation test will be the score that will be recorded as the grade for the test. The score may be separate or embedded in another test at the discretion of the course faculty.

3. Students must achieve 90% or better to pass the test.
4. If the student does not achieve a 90% or better on the test, the student will receive an Academic Warning: Clinical and a remediation plan will be developed.
5. Remediation will be assigned by the course coordinator and a retest will be taken as per course requirements. An action plan will be developed which may include remediation with the course coordinator and/or the clinical faculty, tutoring, weekly problems at clinical, ATI modules, practice in the SLL, etc., at the discretion of the faculty. If the student does not complete the action plan, a clinical failure will result.
6. The course coordinator and the clinical faculty will decide when and if the student may administer medications.
7. Documentation will occur on the Academic Warning: Clinical form and the Clinical Evaluation Tool.

1983/1995/Reviewed June 2011/Revised Fall 2018

4. Cardiopulmonary Resuscitation (CPR) Certification
  a. In accord with contractual agreements with cooperating clinical agencies/institutions, all students enrolling in nursing courses must verify that they are certified in CPR.
  b. Listed below are the approved CPR courses:

CPR Provider	Course Name
American Heart Association	BLS for Healthcare Providers – go to American Heart Association website: http://www.heart.org/HEARTORG/ click CPR, What type of training do you need: Healthcare Professional Courses,
American Red Cross	Basic Life Support for Healthcare Providers – http://www.redcross.org/ click Training and Certification, Healthcare BLS, find a location at the top right of screen

** Online CPR classes are not acceptable, they must include a hands-on component**

A photocopy of the CPR card (front and back) must be submitted to ADB/Castle Branch by July 15.
1986/1991/Revised May 1994/Reviewed June 2021

5. **Liability/Malpractice Insurance**
    a. In accord with contractual agreements with cooperating clinical agencies/institutions, all students enrolling in clinical nursing courses must verify possession of a minimum of $1,000,000/3,000,000 liability malpractice insurance coverage.
    b. Procedure:
        i. At the end of freshman year, the significance of liability/malpractice insurance will be presented/discussed by the department chair. Minimal coverage must be $1,000,000/$3,000,000.
        ii. All students who will be enrolled in clinical courses MUST be on or before July 15, submit a photocopy of the MEMORANDUM OF INSURANCE verifying their new or renewed liability/malpractice insurance coverage to ADB/Castle Branch.

    1986/1991/Revised May 1995/Reviewed June 2018

6. **Criminal Background Checks**
    a. The Commonwealth of Pennsylvania has enacted legislation to ensure that educational and health care systems provide a safe environment for children and provision of services safeguarding the rights of older adults while protecting them from abuse.
    b. Procedure:
        i. In accord with the agency contracts:
            1. A student may not be permitted to continue in his/her field of study which requires Act 34 Criminal History or Act 151 Pennsylvania Child Abuse History Clearances if the report comes back with any incidents.
            2. If additional similar clearances are required in the future for licensure or certification in Pennsylvania, any documentation of incidents on such clearances may stop the student from progressing in the major.
            3. Prior to the sophomore year nursing courses and with each subsequent years, all students must provide evidence of criminal background clearances. The clearances required are:
                a. Pennsylvania State Police Request for Criminal Record Check (Form SP4-164)
                b. Pennsylvania Child Abuse History Clearance - Cost $10
                c. FBI Federal Criminal History Records Clearance
            4. Submit/upload the original letters obtained from the Child Line and Child Abuse Registry, Pennsylvania State Police Repository, and the FBI clearance to ADB/Castle Branch by July 15.
    c. Pennsylvania State Police Request for Criminal Record Check (Form SP4-164)
        i. This form is used for:
            1. Act 24 Clearance - (Child Protective Services Law of 1990)
            2. Act 169; 35 P.S. Clearance (Older Adults Protective Services Act)
        ii. The applicable offenses under Act 24 are as follows:
            1. Title 18 of the Pennsylvania Consolidated Statues (Crimes Code)
                a. Chapter 25 Criminal Homicide
                b. Section 2702 Aggravated Assault
                c. Section 2709 Harassment and Stalking
                d. Section 2901 Kidnapping

e. Section 2902 Unlawful restraint
f. Section 3121 Rape
g. Section 3122.1 Statutory Sexual Assault
h. Section 3123 Involuntary Deviate Sexual Intercourse
i. Section 3124.1 Sexual Assault
j. Section 3125 Aggravated Indecent Assault
k. Section 3126 Indecent Assault
l. Section 3127 Indecent Exposure
m. Section 4302 Incest
n. Section 4303 Concealing Death of Child
o. Section 4304 Endangering Welfare of Children
p. Section 4305 Dealing in Infant Children
q. Section 5902(b) Prostitution and Other related Offenses
r. Section 5903 (c), (d) Obscene & Other sexual Materials and Performances
s. Section 6301 Corruption of Minors
t. Section 6312 Sexual Abuse of Children

2. A felony under The Controlled Substance, Drug, Device and Cosmetic Act, 35 P.S. 780-101 et.seq.
3. An out-of-state or Federal offense similar to those listed in (1) and (2) above

iii. The prohibitive offenses contained in Act 169 are as follows:

CC 2500	Criminal Homicide	CC 4302	Incest
CC 2502A	Murder I	CC 4303	Concealing Death of Child
CC2502B	Murder II	CC 4304	Endangering Welfare of Children
CC 2502C	Murder III	CC 4305	Dealing in Infant Children
CC 2503	Voluntary Manslaugther	CC 4952	Intimidation of Witnesses or Victims
CC 2504	Involuntary Manslaugther	CC 4953	Retaliation Against Witness or Victim
CC 2505	Causing or Aiding Suicide	CC 5902 (b)	Prostitution and Other Related Offenses
CC 2506	Drug Delivery Resulting in Death	CC 5903 (c), (d) Obscence & Other sexual Materials and Performances	
CC 2702	Aggravated Assault		
CC 2901	Kidnapping	CC 6301	Corruption of Minors
CC 3121	Unlawful restraint	CC 6312	Sexual Abuse of Children
CC 3122.1	Statutory Sexual Assault	CC 13A12	Acquisition of Controlled Substance by Fraud
CC 3123	Involuntary Deviate Sexual Intercourse	CC 13A14	Delivery of Practitioner
CC 3124.1	Sexual Assault	CC 13A30	Possession with Intent to Deliver
CC 3125	Aggravated Indecent Assault	CS 13A36	Illegal Sale of Non-Controlled Substance
CC 3126	Indecent Assault		
CC3127	Indecent Exposure	CS13A37	Designer Drugs
CC 3301	Arson and Related Offenses	CC 3929	Retail Theft
CC 3502	Burglary	CC 3929.1	Library Theft
CC 3701	Robbery	CC 3930	Theft of Trade Secrets

CC 3901	Theft	CC 3931	Theft of Unpublished Dramas or
CC 3921	Theft by Unlawful Taking		Musicals
CC 3922	Theft by Deception	CC3932	Theft of Leased Properties
CC 3923	Theft by Extortion	CC 3933	Unlawful use of a Computer
CC 3924	Theft by Property Loss	CC 4101	Forgery
CC 3925	Receiving Stolen Property	CC 4114	Securing Documents by Deception
CC 3926	Theft of Services		
CC 3927	Theft by Failure to Deposit		
CC 3928	Unauthorized Use of a Motor Vehicle		

    d. Pennsylvania Child Abuse History Clearance
         i. This form is used for: Act 151 Clearance (Child Protective Services Law of 1990) Any arrest and/or conviction of child abuse laws

7. FBI Federal Criminal History Records Clearance Procedure
    a. Registration and payment will be made to Castle Branch. The fingerprint-based background check is a multiple-step process but is initiated with enrollment with Castle Branch:
         i. The applicant must register prior to going to the fingerprint site. Walk in service without prior registration will not be provided at any fingerprinting location.
        ii. The applicant will pay the fee package for the fingerprint service and to secure the Criminal History Record.
       iii. The applicant proceeds to the fingerprint site of their choice for fingerprinting. The location of the fingerprint sites and days and hours of operation for each site will be posted. The location of fingerprint sites may change over time so applicants are encouraged to confirm the site location nearest to their location.
       iv. At the fingerprint site, Operators manage the fingerprint collection process.
        v. After the identity of the applicant has been established, all ten fingers are scanned to complete the process. The entire fingerprint capture process should take no more than five to 10 minutes.
       vi. The applicant's scanned fingerprints will be electronically transmitted to the FBI as required by federal statute.
      vii. Department of Human Services (DHS) will receive the Federal Criminal History Record from the FBI. DHS's Background Check Unit through ChildLine and Abuse Registry will return the Federal Criminal History Record to the applicant. The Record will be printed on standard letter sized paper that when copied will reveal Void if Copied. This does not prohibit an employer from copying the applicant results letter, it is solely a means to verify that it is an official record.
     viii. Complete processing of the results should take no longer than 4 to 6 weeks.
       ix. The applicant will then provide/upload the Federal Criminal History Record to their Castle Branch account.

8. Drug and Alcohol Testing Policy

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

    b. The following 10-panel drug test is required to be completed following registration with ADB/Castle Branch. Students will pay for the drug testing package and will receive a receipt/letter that will be presented to the lab or testing agency. Drug screening results will be sent directly to ADB/Castle Branch. Drug screening must include:

        i. Amphetamines
        ii. Benzodiazepines
        iii. Opioids
        iv. Marijuana
        v. Methaqualone
        vi. Barbiturates
        vii. Cocaine
        viii. Phencyclidine
        ix. Methadone
        x. Propoxyphene

    c. The following statement will be presented to the student on receipt of the Handbook, to be signed, and returned to the Chairperson.

Drug Testing Attestation Statement   Date:_____

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

_____   _____
Student's Signature   Student's Printed Name

9. Required Child Abuse Online Training
   a. For students entering Junior year, either Nursing 311: Adult Health Nursing I <u>or</u> Nursing 312 Maternal/Child Health Nursing
   b. The requirement is an online program offered through the University of Pittsburgh. It is a self- paced program that will take approximately 1½ hours; depending on how long you need to spend on each topic. The directions for completing the program are:
      i. Go to www.reportabusepa.pitt.edu and click the "Registration" tab near the top of the page in the blue section.
      ii. On the registration form indicate "Columbia" as the "County of Employment. Also answer "NO" to the last question about licensure.
      iii. Once you "Submit" the registration tab you will be sent an email with your username and password. Follow the directions indicated in the email.
   c. You <u>must</u> print a copy of your certificate and submit to Castle Branch

Bloomsburg University
Department of Nursing
Simulated Learning Laboratory Guidelines
2022-2023

Purpose
It is the Simulated Learning Laboratory's purpose to educate and facilitate patient care concepts in a dynamic simulated environment that promotes knowledge development, patient safety, skills application, clinical reasoning, and evaluation.
Moreover, the SLL provides a safe, supportive, and interactive student-centered environment throughout the program. The SLL augments learning by integrating didactic content with hands-on experiences promoting problem solving, clinical reasoning, critical thinking, and clinical judgment.
The goal of the SLL is to provide high quality, evidence-based learning opportunities to prepare students for delivery of safe, high quality nursing care in a diverse and complex healthcare environment. Students are also encouraged to use the SLL for review and reinforcement of skill competency according to their learning needs.

Simulated Learning Laboratory Overview and General Information
The Simulated Learning Lab is a learning center where students gain real world experience in a controlled simulated clinical setting. The Simulated Learning Lab is equipped with an array of high and low fidelity patient simulators, an electronic medical record system, medication dispensing system carts, anatomical models, and realistic medical equipment to support student learning. Simulation is integrated throughout the undergraduate nursing curriculum to complement classroom and clinical experiences and aid in preparing students for competent clinical practice. Each simulation scenario and clinical skill demonstrations are designed to provide specific learning opportunities based on student learning needs. During simulation experiences, nursing students take charge of patient care and work through scenarios to practice critical thinking, clinical judgment, communication, assessment, delegation, and teamwork.

Location: The Simulated Learning Laboratory is located in Old Science Hall, third floor.

At the beginning of each semester, the SLL personnel, in conjunction with clinical course faculty, will provide a general student orientation, as needed, including a tour of the SLL if needed, hours of operation, SLL contact information, general information, and use of space.

Hours of Operation:
Monday- Thursday: 8:00 a.m.- 8:00 p.m.
Friday- 8:00 a.m.- 4:00 p.m.

Simulated Learning Laboratory Personnel:
Director of Simulated Learning Laboratory
Simulated Learning Laboratory Nurse Instructors
Clinical Course Instructors
Graduate Assistants
Undergraduate Simulated Learning Laboratory Managers
Undergraduate Simulated Learning Laboratory Workers

Simulation Learning Laboratory Student Guidelines

Simulation

Simulation in nursing education is a teaching strategy to mirror real life situations and complement clinical education. High fidelity manikins, standardized patients, realistic equipment, and realistic environments are used to recreate the clinical environment to provide nursing students a controlled, risk free environment to demonstrate psychomotor skills, teamwork, communication, critical reasoning, and clinical judgment. The use of simulation allows students to learn by applying acquired knowledge and by reflecting on their simulated clinical experience.

Prebriefing and Debriefing

Prebriefing is held prior to the simulation experience/skill return demonstration session and is where instructions are given on what to expect during the simulation experience/skill return demonstration session. These instructions may include reviewing the session's goals and objectives, providing logistic details about the session, and pledging to respect the learners with the intent to optimize their experience in the simulated learning lab.

Debriefing is, perhaps, the most important component of a simulation experience. It is a process of examining both the actions and the meanings of actions during a simulation experience. It is learner centered and uses reflection to promote learning. The debriefer's role is to guide students through the reflective process of debriefing in a structured manner. The aim is to reflect on the simulation experience, improve understanding, clinical reasoning, clinical judgment, and relate the learning to future clinical experiences.

Skills Demonstration – Students at the sophomore, junior, and senior level of the nursing program are required to become competent and satisfactorily perform specific clinical skills relevant to their clinical rotations. Students are given a demonstration by the SLL Director, Assistant Director, graduate assistant, or clinical course faculty regarding said clinical skills.

Sophomore level skills: aseptic technique, sterile dressing change, oxygenation delivery systems, medication administration, enemas, urine and fecal collection, post-operative care assessment, bandages, binders, heat and cold application, isolation techniques.

Junior level skills: urinary catheters, nasogastric tubes, gastric tubes, IV Part I and Part II, ostomy care, oral and nasal pharyngeal suctioning, and central line dressing (worksheet).

Senior level skills: endotracheal suctioning/care, tracheal suctioning/care and central line dressing change.

SLL Dress Code

Students are expected to comply with the dress code, included at the end of this section.

Student SLL Expectations

Students are expected to arrive approximately ***five to ten minutes prior*** to the start time of their session as determined by the instructor and abide by the following requirements:

- Read and acknowledge the Simulation Contract and Confidentiality Agreement at the beginning of each academic year (sophomore, junior, and senior years).

- Adhere to the Simulated Learning Laboratory Student Guidelines and Code of Conduct.
- Complete pre-simulation/skills assignments posted on BOLT prior to SLL required demonstration attendance.
- Nurse pack with appropriate supplies will be brought for skill return demonstration. Students are to keep the nurse pack for the duration of their time in the nursing program for continued practice of skills.
- Gather and return any equipment used for skill performance. Gather personal supplies from nurse pack.
- Approach situations and scenarios as if they are actual patient interactions.
- Maintain safe practice.
- Utilize standard precautions during simulations and skills practice sessions.
- Maintain cleanliness of the area.
- Dispose of sharps appropriately.
- Display professional, courteous conduct showing respect and consideration for self and others.

Code of Conduct
All students, participants, faculty, staff, observers, and visitors are to act professionally. Specific professional conduct for the simulation learning laboratory, is to be punctual, appropriately attired, respectful to others, and adhere to confidentiality. It is expected that all participants maintain a respectful learning environment.

Cell phone usage is not permitted in the SLL during simulation activities. No photography is allowed in the SLL unless approved by the SLL Director. This includes pictures taken on cell phones. Any pictures taken of simulated patients will be considered a violation of the confidentiality agreement.

In the event of an emergency, students may use a cell phone. However, the emergency needs to be brought to the attention of simulation faculty or staff.

Simulations and/or debriefings may be recorded or viewed for quality assurance, quality improvement, instructional purposes, or research purposes. All simulation days and simulations skill return demonstration information are considered confidential and are not to be discussed outside of the SLL.

Open Lab -*A practice component available to students in the nursing program.*
- Department faculty and SLL personnel are available as a resource to guide and reinforce information/skills previously taught in class and lab.
- Students are informed of designated open lab times at the beginning of each clinical course.
- A schedule of dates and times for the semester will be made available to the students.
- Attendance by the students is voluntary and optional.
- All open lab hours are subject to change due to the availability of personnel and space.
- In the event that open lab must be changed or cancelled, email notifications will be sent to the students as soon as possible by the SLL Director or SLL Nurse Instructors.
- A "buddy system" is encouraged to provide students the opportunity to practice with a peer.
- Students should "sign in/ sign out" as per the SLL policy.

Psychomotor Skill Demonstration Procedure

- Students will complete required readings and/or skills videos posted on the SLL BOLT site prior to the assigned skill demonstration date to acquire a foundational understanding of the skill being presented. This assigned skill demonstration will be conducted by the SLL Director, SLL Nurse Instructors, graduate student, or clinical course faculty.
- After the initial skill demonstration, students are encouraged to return to the SLL for additional practice sessions of the newly learned clinical skill (or any skill). Students are also encouraged to attend open lab sessions in the SLL prior to their assigned skill return demonstration date to achieve greater proficiency.
- Students will sign-up for the specific clinical skills return demonstration time as per direction from the SLL Director or SLL Nurse Instructor. All simulated clinical experiences and skill return demonstration should be treated with the same professionalism as clinical experiences. Therefore, students must arrive on time.
- Students will bring the required skills checklist with them for their assigned skill return demonstration.
- Students are required to achieve 75% of the skill requirements on the checklist for successful skill completion. If a student is unsuccessful on the first attempt, they will need to complete an additional *observed* practice and reschedule a second skill return demonstration time with either the Director or SLL Nurse Instructor.
- If a student is unsuccessful on the second skill return demonstration attempt, the student will then need to schedule to meet with the clinical course faculty for the third skill return demonstration attempt.
- The SLL Director or SLL Nurse Instructor will notify clinical course faculty of first and/or second unsuccessful skill return demonstration of students.
- If the student is unable to perform the nursing psychomotor skills satisfactorily in the clinical setting, the clinical course faculty member may refer the student to the SLL for remediation.

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

- ***Absences***: It is mandatory for all undergraduate students to attend skill demonstrations, skill return demonstration and simulation experiences. Students will need to contact simulation faculty via email or phone if they are going to be absent. Students are encouraged to contact the Simulated Learning Lab faculty as early as possible but a minimum of 1-hour is requested if they need to cancel/reschedule their return demonstration or simulation time. If a student contacts the SLL faculty before the simulated clinical experience/skill return demonstration is scheduled for, they will not receive an unmet for professionalism on the required checklist, but they must contact the Simulated Learning Laboratory Director or SLL Nurse Instructor to reschedule themselves into another time slot for return demonstration on the specific clinical skill which was missed. Students with an unexcused absence will receive an *unmet for professionalism* on the skills checklist.

SIMULATION CONTRACT AND CONFIDENTIALITY AGREEMENT

Simulation Contract: The Department of Nursing at Bloomsburg University incorporates simulated experiences throughout the curriculum in order to prepare students for actual patient situations. The roles of patients, family, and the inter-professional team are carried out by students, faculty, staff, and/or manikins.

I will be expected to come prepared to return demonstration on clinical skills or complete a simulation scenario. I will conduct myself during this learning experience as if I am in a real clinical situation and treat everyone involved, including the manikins, in a professional and realistic manner. I will follow all of the Simulated Learning Laboratory Guidelines and Code of Conduct as outlined above.

Confidentiality Agreement: I understand the significance of confidentiality as it pertains to information concerning simulated patients and students. I also understand that the content of the clinical skill return demonstration and simulations are to be kept confidential to maintain the integrity of the learning experience for myself and other students. I may be witnessing other students' performances and I understand that it is unethical for me to share information in any format (verbal, written, electronic, social media) regarding student performance with persons outside the laboratory or classroom. I acknowledge that I fully understand that the unauthorized sharing, distribution, or mishandling of confidential information is prohibited, and could result in serious consequences per the Departmental Academic and Professional Conduct and the University Code of Conduct (PRP 4802).

I will practice nursing standards of professional behavior including core values of caring, human dignity and trust. I will uphold all requirements of the Health Insurance Portability and Accountability Act (HIPAA) and any other federal or state laws regarding confidentiality. I understand that simulation and debriefing sessions may be recorded, and I agree to keep all information secure and confidential.

I understand that I must uphold all the guidelines outlined in the Department of Nursing's Simulation Contract and Confidentiality Agreement. I understand and consent to the recording of my participation in the Simulated Learning Laboratory. I understand that this contract will be used for educational and instructional purposes only within the Department of Nursing at Bloomsburg University.

Student Name (Print): _____Date: _____

Student Signature: _____

SLL Director/Nurse Instructor: _____Date: _____

Simulated Learning Laboratory Dress Code

Students in the Simulated Learning Laboratory (SLL) are to be dressed in a professional manner for skills demonstration, return demonstrations, skills fest, required practice, simulation, and remediation. To this end, students are required to follow the guidelines presented below, unless otherwise specifically directed by course faculty:

1. Hair must be off the face and well secured in a neat style. Students with long hair must use a hairstyle that keeps their hair secured so as not to come in contact with patients or interfere with nursing care. Hair, mustaches, and beards must be neatly trimmed, clean and styled. Clean headbands are permitted to keep hair secured, but must be a plain color of white, brown, black or burgundy to match the uniform, free of design or attached accessory and not wider than 1 inch.

2. Makeup and hair styles must be conservative and professional. Attendance to personal hygiene in required. Hair must be of a natural hair color and not colored in a bright pigment (i.e., green, pink, purple, blue, etc.).

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

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

5. Tattoos cannot be visible at any time.

6. Students' attire must be clean and pressed. The approved gray uniform pant may be worn in the SLL setting with the maroon scrub top. A white, long-sleeved or short-sleeved T shirt (free from any design, logo wording) is optional and may be worn under the scrub top. Only lab jackets can be worn over the uniform.

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

8. Only closed-toed and closed-heel, clean, white nursing shoes or athletic shoes are worn with uniforms. Athletic shoes must have white leather or vinyl uppers and be devoid of colored decorations or logos.

9. Over-the-ankle socks or hose are worn with trousers. White socks must be worn.

10. Name pins must include the first name of the student and Bloomsburg University. The pin is to be worn on the upper left front of the shirt or lab jacket.

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

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

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

14. Students are prohibited from wearing or using smartwatches or exercise bands (i.e., Fitbit) in clinical, in clinical lab, or in the clinical computer lab either as a watch or with any other functionality

10. SLL Student Referral Guidelines

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

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

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

Faculty Assembly Approval October 30, 1998; Reviewed June 2006; Revised: SLL Committee (February 22, 2007); Approved Faculty Assembly Meeting (April 20, 2007)

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BLOOMSBURG UNIVERSITY SIMULATED LEARNING LAB

CONFIDENTIALITY AGREEMENT AND PHOTOGRAPHY/VIDEO AUTHORIZATION

Confidentiality:

Bloomsburg University (BU) students and student employees may have access to records, documents, communications (verbal or written), or other confidential and privileged information while using the Simulated Learning Lab (SLL).

It is expected that BU students and student employees who have access to records, documents, communications, or other confidential and privileged information will not disclose or discuss such records or information to any person during or after an SLL experience (i.e. simulation scenario) and/or during or after their employment.

Disclosure means the communication, transmission or conveyance by any means of confidential or privileged records, documents, communications, or the information contained in them, to any person who is not authorized to access such records, documents, or communications.

Disclosure if confidential or privileged information in any form, by any means is grounds for academic discipline for any BU student and possible termination of employment for student employees.

I, (Print Name) _____, acknowledge that I have read and understand the above Confidentiality Agreement for the SLL and will abide by the above requirements.

Signature: _____Date: _____

Witness: _____Date: _____

Photography/Video Authorization:

During the course of a simulation (Sim) scenario in the Simulated Learning Lab (SLL) the SLL Director(s), Faculty, or other designee may photograph and/or video record Bloomsburg University (BU) students and student employees for debriefing purposes and educational training during a Sim class. Photos and/or videos will not be shared outside of the SLL without prior agreement from the student, with the exception of review by BU Faculty for the purpose of improving or enhancing the academic learning environment and experience for the student.

I, (Print Name) _____, acknowledge that I have read and understand the above Photography/Video Authorization.

    ☐   I agree to allow photography and/or videotaping

    ☐   I decline to allow photography and/or videotaping

Signature: _____Date: _____

Witness: _____Date: _____

Revised 6/21

SLL Skill Point Deduction Process

Student Scores < 85% on On-Line Quiz

Student gets a 7 point deduction from their In-Lab (Hands On) Score for the Skill/ enters the lab with a 93%

Student gets < 92% on their In-Lab (Hands On) skills test (therefore overall score would be 84% or less)

- Student repeats the on-line quiz until 85% or better is achieved
- Point deduction occurs
- If more than 15 points lost on "hands on" skill, student returns for practice and retest with GA or SLL Director

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

- Student repeats the on-line quiz until 85% or better is achieved
- No point deduction is incurred

Student Scores ≥ 85% on On-Line Quiz

Student gets ≥85% on Hands On (In-Lab) Skill

No Point Deduction Incurred

Student gets < 85% on Hands On (In-Lab) Skill

- Point Deduction Occurs
- Student returns for practice & retest with GA or SLL Director

Bloomsburg University Department of Nursing

Simulated Learning Lab
REMEDIATION FACULTY REPORT

Date of Request: _____ Student Name: _____

Referring Faculty: _____

☐ Remediate with SLL Director

Reason for Remediation and/or Plan:

Remediation Date: Time in: Time out:

Remediation SLL Narrative Note**:**

☐ Student has satisfactorily completed remediation plan.

_____

Student signature Date

_____

SLL Director/GA signature Date

_____

Referring Faculty signature Date

11. Audio-Visual Materials and Equipment Utilization Guidelines
   a. Procedure for Audio-Visual Utilization
      i. Students are required to seek assistance from the SLL lab manager for A-V materials. A formal sign-in and out lab procedure is required with your submission of a student identification for receiving A-V materials in the lab.
   b. Audio-Visual Materials and Equipment Borrowing Policy
      i. Only the chairperson of the Department of Nursing or a faculty member can authorize student/others' use of A-V equipment. Responsibility for safe return of A-V equipment rests with the borrower. Consult with course faculty on appropriate form to be completed.
   c. Client Education Materials (CEM) Borrowing Guidelines
      i. Most materials can be borrowed for a period of one week, and can be renewed if necessary. Any materials anticipated to be of high demand over a period of time can be designated by a faculty member to have a shorter borrowing period (e.g. one or two hours, 24 hours, 2 days).
      ii. SLL managers or staff are responsible for retrieving the requested materials from the locked Storage cabinets. The individuals borrowing materials are responsible for the replacement costs of the materials are damaged or lost.
      iii. Borrowers must complete the designated "Use of SLL and HA Lab Equipment Form." Upon return of the materials the SLL staff member will issue a receipt to the borrower.
      iv. Materials with shorter borrowing times than usual will be marked for the lab managers to easily identify. Those designated for less than 24 hours will be signed out and in by students on a designated sign-out sheet.
      v. Penalties for failure to return materials:
         1. Lab managers will give the office the names of students with overdue materials and the due date to the Department of Nursing secretary.
         2. Students who have not returned all borrowed materials by the end of the semester will have HOLDS placed on their records by the Department of Nursing until the department receives the materials. (This means that grades and transcripts will not be sent out, the student may not be able to register for the following semester.) Similarly, the costs of replacing damaged or lost materials must be paid before HOLDS are released.
      vi. Approved Faculty Assembly Meeting March 26, 1999; Reviewed June 2008; Approved Faculty Assembly Meeting May 3, 2010; Approved Faculty Assembly June 13, 2014

12. Student Employment
   a. Outside the Department
      i. In accord with the Pennsylvania State Board of Nursing Rules and Regulations (21.112), the following parameters are outlined for student employment:
         1. If students are employed in health agencies, they may not be employed as registered or practical nurses unless they are currently licensed.
         2. Student employment shall be on a voluntary basis and not a requirement of the institution.

   3. Remuneration for employment shall be within the range of the salary scale for the position.
 b. Inside the Department
   i. Junior and senior nursing students who have earned a 3.0 QPA and have obtained a satisfactory performance review in their clinical courses are eligible to apply for a position as a SLL student manager. The job description and application forms are available from the Department of Nursing Office. In order to maintain employment as a lab manager, students must successfully complete all nursing courses each semester. Failing to do so may result in the termination of the student's employment.

13. Medication Calculation Test

Syllabus Statement for Medication Calculation Test Department of Nursing Bloomsburg University

 a. **Medication Calculation Test:** Students must achieve at 90% on the medication calculation test. If a student fails to do this, a course faculty member will issue a Classroom Warning that provides the student with written feedback regarding performance expectations. Remediation will be assigned, and a re-test will be taken as per course requirements. If the student fails the re-test, an Action Plan will be developed. Although the medication calculation test takes place in the classroom and impacts the student's grade, students who cannot safely calculate medications will not be permitted to administer medications, or advance, in clinical. The course coordinator and clinical faculty will decide if and when the student is permitted to administer medications.

 b. Reviewed/Revised 11/2019-SAPR
  Approved: 12/6/19 by Faculty Assembly

D. HEALTH POLICIES

Student Health Policies and Guidelines

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

1. Pre-entrance Health Examination
   a. All students, upon notification of admission to Bloomsburg University as nursing majors, must complete the Health History and Immunization Record and submit these materials to the University Health Center in the year of their acceptance.
2. Annual Health Examinations
   a. Generic Students:
      i. Generic students who will be enrolled in clinical nursing courses within the academic year, must complete an annual health examination and submit their materials to the Castle Branch by July 15 of each clinical year (e.g., sophomore, junior and senior).
      ii. This health form includes the following:
         1. Complete physical exam
         2. Immunizations
            a. Tdap – one-time dose with Td booster every 10 years
            b. MMR I & II
            c. Varicella (Two properly spaced doses of varicella vaccine, laboratory evidence of immunity, or reliable history of varicella.)
            d. Hepatitis B (Begun or have completed the hepatitis B vaccine series, 3 doses)
            e. Tuberculin Skin Test
         3. Verification of health insurance
      iii. Clinical agency requirements include an influenza vaccination with documentation or the option of wearing a mask for all patient contacts
   b. Procedure
      i. The Annual Health Examination form is available to all students on the Castle Branch site and students should download, print the form and have the healthcare provider complete the form and sign it. The completed form must be uploaded to Castle Branch on or before July 15th.
3. Medical Clearance to Return to Class and Clinical
   a. Following hospitalization, surgery, or an illness of 3 or more days, all students who are enrolled in clinical nursing courses within the academic year, must have medical clearance including any restrictions/limitations from their treating health care providers in order to return to class and clinical. Evidence of medical clearance must be submitted to the chairperson of the department prior to returning to class or clinical.

1986; Revised May 1996; Reviewed June 2002; Revised June 2018

Exposure to Blood Borne Pathogens – Student Nurses

Student nurses exposed to Blood Borne Pathogens:

- Complete first aid measures based on injury –send student to ED if warranted.
- Geisinger nursing staff –
  - Please fill out a "non-patient form";
  - non-patient ID –student nurse exposure;
  - in generic form: event type: complication, drop down box pick "other";
  - next "type of event" - pick complication of procedure, test or treatment.
  - Please include information about patient included in incident: Patient name and medical record number.
  - Even if involved with medication administration, please put it in this way. (According to Risk Management).
- Faculty responsible for student must be notified promptly
- Student is to be sent to the Employee Health for treatment.
- Faculty will accompany student to Employee Health as appropriate.

Chain of Command/ Notification of incident or concern

During day: charge nurse; faculty; unit manager; employee health

Off Shift: charge nurse (if appropriate); faculty; BU Health Center

Updated September, 2021

<u>Students are responsible for Employee Health and/or ED visit and other associated costs which may not be covered by insurance.</u>

E. STUDENT EXPENSES REQUIRED(R) AND OPTIONAL (O)

1. Uniforms and Clinical Supplies (R)

a. With the exception of the student who is a registered nurse, all students in clinical nursing courses must wear the Bloomsburg University student uniform and must wear or carry other supplies.
b. Uniform order forms will be available by the company during the time of on-campus fitting appointment during the Spring semester of the freshman year. The order form is processed only once; therefore, students are encouraged to order all that may be needed at that time. Transfer students admitted during the summer should inquire about these forms in the Department of Nursing Office.
c. Each student is required to buy two uniforms, one lab coat, one polo shirt, one name pin, white shoes (with no color or other markings), stethoscope, and a watch with a sweep second hand. The use of smartwatches is not permitted in the clinical setting.
d. Health Assessment equipment is required for NURSING 214. In addition, a Lab Pack is required for NURSING 213 and subsequent courses. Equipment and supplies for practice demonstrations of clinical procedures are included in the pack. Lab Packs can be purchased at the bookstore.

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

3. Graduation Pins (R)
   a. The graduate of the baccalaureate nursing program at Bloomsburg University, upon successful program completion, is entitled to wear the school pin.
   b. Procedure
      i. A class announcement is made in February regarding the date and time when the Josten Company Representative will be on campus to take orders for graduation pins.
      ii. In late February - early March a meeting with a Josten's representative will be arranged to purchase a standard graduation pin. Costs will be the responsibility of the graduates.
   c. Note: Students graduating in August or December must order their pins in the spring to be eligible for the discount. The pins are held in the Department of Nursing until graduation.

4. Pinning Ceremony (R)

a. A pinning ceremony is held in May prior to or on the graduation day. This ceremony is planned and conducted by faculty advisors to SNA, the Chairperson, the Assistant Chairperson and department secretary and the Student Nurses Association (SNA). Attendance at the ceremony is a departmental requirement for senior students regardless of receipt of pin. There is a mandatory pinning practice typically scheduled the day or two prior to pinning.
Revised June 2018

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

6. Student and Pennsylvania Resident Printer Paper Use (PRP 3410)
a. Each student at Bloomsburg University is given an allocation of 500 pages of printer paper each semester. A student can print as many pages as needed up to that limit at no charge, using any of the designated printers on campus. Any student who prints more than 500 pages of paper in a semester is billed at a rate of $.04 per page printed above the 500-page limit
Approved by the Council of Trustees: February 1, 2006

7. Campus Health Center Services (O)
a. All students who are taking classes at the Danville location can optionally choose to access the campus Health Center for health services, if you pay the Health Center fee. For students who are taking classes at the Danville location and who wish to access the Health Center for health services, you may optionally elect to pay the Health Center fee through the Bursar's Office (Business Office).
b. Revised June 2017

8. Estimate of Student Expenses

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

Clinical and Class Expenses (Estimate)

Initial Pre-entrance Comprehensive Health Examination.............................	$ 250.00
Annual Health Exam	$ 100.00
Liability/Malpractice Insurance (3 years)..	$ 100.00
CPR certification (annually)...	$ 110.00
Textbooks per academic year	$ 700.00-$900.00
Student Nurses Association (SNA) annual dues (optional)......................	$ 6.00
Standardized Testing Package……………………………………………..	$ 660.00
Castle Branch (Tracking & screening of all criminal background, child abuse, FBI fingerprinting, 10-panel drug screening and health record tracking …………………………………………………………….……	$ 160.00

Uniforms and Supplies (estimate)

1. Uniforms: Two uniforms required …………..	$ 215.00
2 Lab Coat (one required)...	$ 50.00
3. Name pin	$ 10.00
4. Shoes (white)	$ 60.00
5. Stethoscope...	$ 85.00
6. Watch (with second hand)	$ 30.00
7. Lab Pacs	$ 135.00

Senior Year Expenses (estimate)

(For explanations, see "Graduation Requirements and Guidelines" of this Handbook)

1. Graduate nursing pin (Subject to price of gold)………………………….	$25.00-100.00
2. Temporary Practice Permit	$65.00
3. Pennsylvania State Board Application..	$135.00
4. NCLEX Licensure Examination ....…………….	$ 200.00
5. NCLEX Review Course……included in Kaplan cost…………...................	$ 0.00
6 Composite photograph/etc.	$25.00
7. Graduate cap and gown (from BU Store)	$35.00

Revised June 2021

E. GRADUATION REQUIREMENTS

Graduation Requirements

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

1. Exit Interview, Resume and Extracurricular Activity Form
   a. In accord with criteria established by the Pennsylvania State Board of Nursing (SBN) and national accreditation agencies, students play an active role in evaluation processes across their program of study. In addition to the ongoing student feedback provided through course evaluations, graduating seniors are required to participate in an exit interview in either December (December graduates) or April (May and August graduates) to evaluate the attainment of program outcomes, submit a final resume, and updated extracurricular form.
2. Standardized Testing
   a. During the last semester of the senior year, students must complete the Kaplan Comprehensive Predictor Exam. See p. 59-65 for detailed information.

NCLEX Licensure Examination

- After earning the baccalaureate degree, generic graduates must take the National Nursing Licensure Examination from the National Council of State Board of Nursing in order to become registered nurses.
- Generic candidates need to be aware of the following law relative to eligibility to take the licensure examination in Pennsylvania.
  - In accordance with the January 1, 1986, Professional Nursing Law (P.L. 317, No. 69). felonious acts prohibit licensure in Pennsylvania in accordance with the following guidelines:
    - Section 14 (4 & 5)
      - The State Board of Nursing may refuse, suspend or revoke any license in any case where the Board shall find that the applicant:
        - Has committed fraud or deceit in securing his or her admission to the practice of nursing or to nursing school;
        - Has been convicted or has pleaded guilty or entered a plea of nolo contendere or has been found guilty by a judge or jury of a felony or a crime of moral turpitude, or has received probation without verdict, disposition in lieu of trial or an Accelerated Rehabilitative Disposition in the disposition of felony charges, in the courts of this Commonwealth, the United States, or any other state, territory or country;
        - Is unable to practice professional nursing with reasonable skill and safety to patients by reason of mental or physical illness or condition or physiological or psychological dependence upon alcohol, hallucinogenic or narcotic drugs or other drugs which tend to impair judgment or coordination, so long as such dependence shall continue.
    - Section 15.1 (B)

- A person convicted of any felonious act under the Controlled Substance, Drug, Device, and Cosmetic Act may be prohibited from licensure by the Pennsylvania State Board of Nursing at any time.
- Convicted includes a judgment, an admission of guilt or a plea of nolo contendere.
  - Reviewed June 2009

Procedure for Licensure Application:

1. In early November (December graduates) and April (May and August graduates), meeting will be required for instructions regarding how to apply for the licensure examination (NCLEX-RN). **This is mandatory.**
2. Students who are seeking licensure in another state are responsible for processing, completing, and submitting the required application forms to the office for final processing.
3. Complete required 3-hour child abuse education program.
4. All applicants must upload a recent Criminal History Records Check (CHRC).
5. Register to take the licensure exam with PearsonVue. This is the student's responsibility. Follow the instructions exactly.

Fees are subject to change at any time

Reviewed June 2022

G. MEMBERSHIP: ORGANIZATIONS AND DEPARTMENTAL COMMITTEES

1. **Student Nurses Association (SNA)**

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

It is through SNA that you can become involved in the faculty department committees as outlined in #4. This involvement is an excellent way to ensure that the department and students are working toward the same goals. The association also has social functions such as banquets and picnics. The faculty are welcome to attend so it is an excellent way to get to know them outside the classroom.

SNA meets monthly, the SNA has a bulletin board with information as to events, meeting times, and current affairs. The SNA mailbox is located in the School of Nursing Office, Room 104, OSH.

2. **Nurses Christian Fellowship (NCF)**

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

3. **ASIG**
   ASIG is an inter-professional organization that engages with the aging communities of Bloomsburg and surrounding areas through volunteer activities and fundraising. Members host creative and educational activities with local assisted living communities and long-term care facilities. In addition, ASIG can provide volunteer experiences for students who may be interested in working with the aging population. Please contact Dr. Peggy Shipley (ASIG advisor) for more information about this organization.

4. **Student Membership on Departmental Committees**
   The faculty of the Department of Nursing recognize the value of student input and involvement in evaluation of the nursing program as a consumer of the services rendered. Therefore, students have the opportunity to contribute to the nursing program through membership on the following departmental committees:

   > Curriculum Committee
   > Faculty Search Committee (for the purpose of interviewing prospective faculty only)
   > Educational Resources Committee
   > Student Admission, Progression and Retention Committee (for policy matters only)

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

H. HONORS, SCHOLARSHIPS & AWARDS

1. **Professional Honorary Organizations**

a. Bloomsburg University Theta Zeta Chapter of Sigma Theta Tau
   i. The Nursing Department at Bloomsburg University has a chapter of the International Honor Society of Nursing, Theta Zeta chapter of Sigma Theta Tau.
   ii. Criteria for Membership in Sigma Theta Tau:
      1. Induction into Sigma Theta Tau is both a privilege and an honor. You should be aware that there are several criteria which must be met for eligibility:
         a. Upper 35% of their graduating class in scholarship (upper 15% is inducted as juniors and the remaining 20% of the upper 35% as seniors)
         b. Minimum 3.0 overall GPA
         c. Competitive nature of class determines actual GPA necessary for eligibility into organization
      2. A combination of the following is required for a successful endorsement:
         a. Superior academic achievement
         b. Development of leadership qualities
         c. Demonstration of high professional standards
         d. Demonstration of a strong commitment to the ideals and purposes of the profession
   iii. Sigma Theta Tau hopes that each student will strive to achieve these standards for eligibility into the organization

   Revised May 1992; Reviewed June 2011

2. **Scholarships and Awards**
   a. **Nursing Achievement Award**
      i. The nursing faculty annually select a senior student to receive the Nursing Achievement Award as formal recognition for outstanding achievement at the undergraduate level. The student is presented with a certificate of recognition and a monetary gift from the department faculty. Criteria for selection are:
         1. Nursing QPA of 3.50 or above.
         2. Leadership as recognized by the faculty:
            a. Autonomy, advocacy, influencing change, assertiveness in clinical practice.
            b. Enhancement of the image of nursing/nurses.
            c. Extracurricular involvement.
   b. **Helene Robertson Memorial Scholarship**
      i. The Helene Robertson Memorial Scholarship is awarded in memory of Helene Robertson, a member of the Bloomsburg University Department of Nursing faculty from 1981 through 1985. The amount of the scholarship as well as the number available each year are dependent upon the funds in the scholarship trust. Applications are posted on nursing bulletin boards in McCormick Center in January and are due by mid-February.
      ii. This scholarship is awarded to baccalaureate nursing students who are entering the junior/senior year of the Bloomsburg University nursing curriculum and who will remain on full- time status. The scholarships are renewable for one additional

year provided that the required academic achievement level is maintained. To be eligible for consideration, a candidate for the scholarship must be a current full-time nursing student and must complete the application in February for the following academic year; demonstrate a financial need as evidenced on the Pennsylvania State Grant/Federal Student Aid Application; obtain an overall cumulative grade point average of 3.00; and complete an interview with the Nursing Department's Scholarship Committee if requested. Names of scholarship recipients are engraved on the plaque outside the Nursing Department Office.

    iii.   Applications are available in the University Financial Aid Office.

c. Eloise Hippensteel Memorial Scholarship

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

    ii.   Applications are available in the University Financial Aid Office.

d. Earl W. And Susan Joy Lewis Scholarship

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

    ii.   Selection committee for this scholarship is the admissions office and the nursing department chairperson in collaboration with the Student Admission, Progression and Retention Committee of the Department of Nursing.

e. Barbara M. Dilworth Memorial Scholarship

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

f. Barbara Oldt Nursing Scholarship

    i.   This scholarship is given to a deserving student from the Central Pennsylvania area (Union, Snyder, or Northumberland counties) pursuing a degree in nursing. Students from these counties should apply using the university application form

during the university designated application period. Application is submitted to the Department of Nursing Office.

g. **Jane and Bruce Bennet Nursing Scholarship**

   i. This scholarship is awarded to a nursing student demonstrating financial need as determined by the University. Preference is given to non-traditional students.

h. **Army ROTC PNE (Partnership in Nursing Excellence Program)**

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

i. **Other Awards**

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

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

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

j. Scholarship and Financial Aid Information for Undergraduate Nursing Students

   i. AACN Resources

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

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

   ii. Resources for Undergraduate Nursing Students

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

      2. ExceptionalNurse.com awards $500 scholarships to a qualified student with a disability http://www.exceptionalnurse.com/scholarship.php

      3. The National Black Nurses Association (NBNA) offers a variety of scholarships, including the Student Nurse of the Year award to an NBNA member in pursuit of a baccalaureate or other advanced nursing degree http://www.nbna.org

      4. The Nurse Loan Repayment and Scholarship Program administered by The Division of Nursing at HRSA, is available for registered nurses. Participants must serve at a health facility in an underserved area to receive loan repayments http://www.hrsa.gov/loanscholarships/repayment/nursing/

5. The Oncology Nursing Society Foundation awards academic scholarships specifically for students pursuing bachelor's degrees
   http://www.ons.org

iii. General Resources

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

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

3. FastWeb is an online scholarship search
   http://www.fastweb.com/

4. FedMoney.org is an online guide to all U.S. federal government financial aid programs
   http://www.FedMoney.org

5. Johnson & Johnson's Discover Nursing Web Site has an extensive nursing scholarships search feature
   http://www.DiscoverNursing.com

6. MinorityNurse.com maintains a listing of scholarship and fellowship money for students pursuing undergraduate or graduate work in nursing
   www.minoritynurse.com/scholarships

7. Sigma Theta Tau International offers a list of scholarships available through organizations and specific nursing schools:
   www.nursingsociety.org

8. U.S. Department of Education is a potential source of financial aid.
   http://studentaid.ed.gov

9. For a complete listing of scholarship and financial aid opportunities, AACN's Financial Aid Resource found online at
   http://www.aacn.nche.edu

Revised June 2017

Section V

TIPS FOR SUCCESS & PROGRAM ASSIGNMENTS

Tips for Success

Scheduling Courses

1. Scheduling Classes and Registration
   a. Students enroll by scheduling classes, paying fees, and registering prior to the beginning of the semester or summer session. The scheduling of classes is usually completed during the prior semester. The dates for scheduling and advisement are announced by the registrar. To schedule, students review the class schedule on the Registrar's home page, meet with their advisors, and enter their schedule directly into the schedule program.
   b. Freshmen are block scheduled into the required courses.
   c. All students are required to complete Foundations of College Writing prior to enrolling in NURSING 210 Professional Nursing.
   d. Students must register by the first day of each semester or summer session according to the instructions for registration issued by the registrar. Special provisions for registrations are available for non-degree students and part-time degree students. Students who do not register will have their class schedules dropped at the end of the first day of registration.
   e. Students with unpaid fees, overdue library materials, and other obligations due the university may be denied scheduling and registration privileges.
   f. Students with disabilities should contact their advisor to make special arrangements for scheduling of classes and registration.
   g. Students are encouraged to follow the appropriate course planning sheets for assistance in program and course completion.

2. Computer Course Scheduling

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

3. Transfer Credit Procedure
   Students are required to complete a "Prior to Transfer of Credits Approval Form" with their academic advisor. Evaluation of Transfer credits is outlined in the Department of Nursing Student Handbook.

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

Extracurricular Activities and Recognition Awards

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

Classroom/Clinical Assignments

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

    Approved May 1995/Revised Fac. Assembly May 2006

2. Process Recordings
    a. Clinical courses may require at least one process recording of a client. Specific course requirements are given at the beginning of each semester.
3. Oral Presentations
    a. As a major program outcome, communication is evaluated by several means. Oral presentations are expected throughout this program. Specific course requirements are given at the beginning of each semester.
4. Nursing Care Plan
    a. Each clinical course may require nursing care plans. Specific clinical requirements are given at the beginning of each semester.

Social Media Statement

Supported by the Code of Conduct and Department Code of Professional Conduct
Purpose: To educate students on the impact and implications of social media use on their current and future career as a professional nurse.
Use of social media including but not limited to Facebook, Twitter, Instagram, group texts, Google Docs and the internet, in general, is very clearly an opportunity to communicate with family and friends in your personal life. However, as part of Bloomsburg University, the Department of Nursing and in preparing for a professional, licensed role of a registered nurse it is necessary to be mindful of what you share publicly. The need to be respectful regarding the department, university, affiliated clinical sites and potential future employers is required. As a student seeking licensure, the nursing student is held to a higher standard as a professional healthcare provider who will protect and care for the public. Just as nursing students are held to the standards of the Health Information Portability and Accountability Act (HIPAA), so too, the laws of illegal substance, underage drinking and public defamation* apply to the nursing student. This is not intended, in any way, to punish the nursing student but rather prepare students for the professional role that they will assume upon graduation. Should any healthcare organization conduct a review of any candidate they seek to employ and find unfavorable postings in

social media, the student may compromise his/her potential employment directly following graduation or in the distant future. Nurses, as well as nursing students, should understand that patients, colleagues, organizations and employers may view postings: recent or from the past. Therefore, as recommended by the American Nurse Association (ANA): do not make disparaging remarks in any social media format, about patients, employers or co-workers, even if they are not specifically identified.

Therefore, as a student of the nursing department at Bloomsburg University, inappropriate use of social media may result in disciplinary action and/or dismissal from the program or university. Internet communication allows for embellishment and magnification to "go viral" and personal intentions become irrelevant. Therefore, it is necessary for education in this area and the prevention of said activity.

*Defamation is defined as an act of communication that causes someone to be shamed, ridiculed, held in contempt or lowered in the estimation of the community: it refers to the damage done to a person's reputation. (Glasgow, Dreher and Oxholm, 2012).

Resources:

- American Nurses Association (2019). https://www.nursingworld.org/social
- Glasgow, M., Dreher, H. M., Oxholm, C. (2012). Legal Issues Confronting Today's Nursing Faculty. FA. Davis, Philadelphia, PA.
- Yoder v. University of Louisville, No. 32009cv00205 (W.D. Ky. 2009)
- Byrnes V. University Johnson County Community College, (D. Kan. 2010)
- McGuire, Tom, Director, Media Relations, Bloomsburg University; personal communication, October 2018 and February 2019.

BLOOMSBURG UNIVERSITY
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Department of Nursing

PROCESS RECORDING FORMAT

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

PURPOSE

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

The process recording provides a means for:

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

PROCESS

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

1. **Context:** This refers to the setting and circumstances in which the interaction occurs and includes significant internal and external environmental factors such as the physical environment, nurse feelings/behaviors and client behaviors.
2. **Modes of communication:** The two major modes of communication are verbal and nonverbal communication.

   Verbal communication involves the use of word symbols that are organized into a formal structured system (language) to convey thoughts and feelings. Because language is comprised of word symbols, and symbols have different meanings determined by culture, experience age, sex, and other variables, it is important to examine the meaning of words.

   Non-verbal communication involves all forms of communication that do not involve words. Nonverbal communication can be transmitted and received through multiple channels including response time, body language, voice characteristics and sue of proxemics.

PROCESS RECORDING FORMAT

Response time – promptness with which a speaker's presence or words are acknowledged; **Body Language** – conveyed through physical appearance, posture, gait, facial expression and eye contact, hand gestures and touch; **Voice** – conveyed through tone of voice, rate of speech loudness of voice and diction; **Proxemics**- use of personal and social space.

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

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

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

DON
Approved 2/93

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Department of Nursing

PROCESS RECORDING FORMAT

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

INTERACTION VERBAL AND NONVERBAL		ANALYSIS OF NURSE'S (SELF) COMMUNICATION	NURSE'S ANALYSIS OF CLIENT'S COMMUNICATION PATTERNS AND DEFENSE MECHANISMS
NURSE	CLIENT	NURSE	CLIENT
1. What the nurse says (verbal) 2. What the nurse does (non-verbal)	1. What the client says (verbal) 2. What the client does (non-verbal)	3. What communication technique did you use? 4. What was your reason for using this technique? This is an explanation of what you were thinking – not a definition of the technique. 5. Was your use of this technique therapeutic or non-therapeutic? Why? 6. What alternative approaches could you have used and why would you use it?	Analyze client's verbal and non-verbal communication: 1. What does the client's verbal response/nonverbal behavior mean in relationship to their illness and/or life situation? 2. Identify client's ego functioning and any use of ego defense/coping mechanisms the client is using. Explain why/how the client is using them. 3. Is the verbal communication consistent with the non-verbal? (congruency)

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

Approved Faculty Assembly 3/17/00

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BLOOMSBURG UNIVERSITY
Bloomsburg, Pennsylvania 17815
Department of Nursing

EVALUATION OF ORAL PRESENTATIONS

PRESENTER _____

TOPIC _____ DATE: _____

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

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

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

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

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

Summary comment on planning and organization: _____
_____
_____

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

1. Appearance   _____   _____
2. Eye contact   _____   _____
3. Posture   _____   _____
4. Voice   _____   _____
5. Gesture   _____   _____
6. Pace/Timing   _____   _____
7. Use of notes   _____   _____
8. Use of varied strategies   _____   _____
9. Talk coordination   _____   _____
10. Command of topic   _____   _____
11. Audience participation   _____   _____
12. Response to questions/   _____   _____
   comments
13. Overall effect   _____   _____

Summary comment of delivery: _____
_____
_____

General comments: _____
_____
_____
_____

Revised 6/2017

GUIDELINES FOR NURSING CARE PLANS

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

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

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

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

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

DON 11/19/99

NURSING CARE PLAN

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

Objective Data:
That which can be observed or measured: physical exam/assessment, diagnostic tests/studies and others.

Nursing Diagnosis: Effect related to cause

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

Revised: Nov. 21, 1997
Faculty Assembly

BLOOMSBURG UNIVERSITY
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Department of Nursing

NURSING CARE PLAN
FORMAT

OBJECTIVE DATA:

OBJECTIVE DATA:

NURSING DIAGNOSIS:

Client-centered Outcomes	Nursing Actions	Principle/Scientific Rationale	Evaluation

Section VI
APPENDIX: FORMS

COURSE PLANNING GENERIC STUDENTS

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

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

<u>Goal 1</u>: **COMMUNICATION:** *Communicate effectively in writing, oral presentation, and visual argument. A minimum of 7 GEPs, must come from at least three disciplines.*

COURSE	NAME	GEP	CREDITS	GRADE
ENG 101	Foundations of college writing	3 GEPS	3	
NURSING 210	Professional Nursing	2 GEPS	3	

<u>Goal 2</u>: **INFORMATION LITERACY:** *Find evaluate, and ethically use information using appropriate technology. A minimum two GEPs must come from at least one discipline.*

COURSE	NAME	GEP	CREDITS	GRADE
NURSING 210	Professional Nursing	1 GEP	3	

<u>Goal 3</u>: **ANALYTICAL AND QUANTITATIVE SKILLS:** *Apply critical analysis, quantitative reasoning, and problem-solving skills. A minimum of 5 GEPs, must come from at least two disciplines.*

COURSE	NAME	GEP	CREDITS	GRADE
CHEM 101	Intro Chemistry	1 GEP	3	
CHEM 108	Phys. Chemistry	1 GEP	4	
*MATH 141	Intro to Stats OR	3 GEPS	3	
PSYCH 160	APPLD STATS	2 GEPS	3	

Total Number of Credits MUST equal 120 credits

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

COURSE	NAME	GEP	CREDITS	GRADE
ANTHRO 200	Principals of Cult Anthro	1	0	
NURSING 410	Public Health Nursing	2	0	

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

COURSE	NAME	GEP	CREDITS	GRADE
CHEM 101	Intro Chemistry	2 GEPS	0	
CHEM 108	Phys. Chemistry	3 GEPS	0	
BIOLOGY 240	Intro Micro	3 GEP	3	

Additional Required Prerequisite courses:

COURSE	NAME	GEP	CREDITS	GRADE
BIO 173	A&P 1		4	
BIO 174	A&P 2		4	

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

COURSE	NAME	GEP	CREDITS	GRADE
SOC 211	Princ. Of Sociology OR	3 GEPS	3	
ANTHRO 200	Principals of Cult Anthro	2 GEPS	2	
PSYCH 101	General Psych	3 GEPS	3	

Additional Required Prerequisite courses:

COURSE	NAME	GEP	CREDITS	GRADE
PSYCH 210	LIFE SPAN PSYCH		3	

Goal 7: ARTS AND HUMANITIES: *Apply knowledge from the arts and humanities to analyze, evaluate, or participate in the artistic and literacy traditions of our diverse world. A minimum of 5 GEPs must come from at least two disciplines.*

COURSE	NAME	GEP	CREDITS	GRADE

Goal 8: SECOND LANGUAGE: *Demonstrate basic communication skills in a second language. A minimum of two GEPs must come from at least one discipline. May meet the GEP requirement through placement testing.*

COURSE	NAME	GEP	CREDITS	GRADE
Met through placement exam				

Goal 9: HEALTHY LIVING: *Participate in physical activity and evaluate the consequences of health decisions. A minimum of two GEPs must come from at least one discipline.*

COURSE	NAME	GEP	CREDITS	GRADE

Goal 10: CITIZENSHIP: *Exhibit responsible citizenship. Minimum 2 GEP's.*

COURSE	NAME	GEP	CREDITS	GRADE
NURSING 410	Public Health Nursing			

ELECTIVES (12 – 15 credits)

_____	_____	____credits	_____
_____	_____	____credits	_____
_____	_____	____credits	_____
_____	_____	____credits	_____
_____	_____	____credits	_____
_____	_____	____credits	_____
_____	_____	____credits	_____
_____	_____	____credits	_____

BSN PROGRAM (61 credits)	**CREDITS**	**GRADE**
NURSING 210 Professional Nursing	3	_____
NURSING 211 Nutrition	3	_____
NURSING 212 Pharmacology	3	_____
NURSING 213 Foundations of Nursing Practice	5	_____
NURSING 214 Health Assessment	3	_____
NURSING 215 Pathophysiology for Nursing Practice	3	_____
NURSING 306 Introduction to Research and Evidence-Based Practice	3	_____
NURSING 311 Adult Health Nursing I	7	_____
NURSING 312 Maternal and Child Health Nursing	8	_____
NURSING 314 Nursing Care of Older Adults	2	_____
NURSING 410 Public Health Nursing	5	_____
NURSING 411 Psychiatric/Mental Health Nursing	5	_____
NURSING 412 Adult Health II	7	_____
NURSING 414 Leadership and Management in Nursing	4	_____

TOTAL CREDITS   _____

(Minimum 120 credits)

**Bloomsburg University – Bloomsburg, Pennsylvania
Department of Nursing**

BSN Student Extracurricular Activities

Name_____   Class of _____

This form is a permanent record of your extracurricular activities since enrollment at Bloomsburg University. The information you provide will be used by faculty to write recommendations for employment and/or nominations for awards and scholarships. Additionally, this information will be used by the department to measure program outcomes. You are required to update this form at the start of each semester. Please describe clearly!

PROFESSIONAL ASSOCIATIONS   POSTION   DATE(S)
(ex; Student Nurses Association, Honor societies, etc)

UNIVERSITY-WIDE ACTIVITIES   POSITION   DATE(S)
(ex; CGA, Husky Ambassador, Orientation Leader, etc)

DEPARTMENTAL ACTIVITIES   POSITION   DATE(S)
(ex; Committees, SLL manager, etc)

OTHER ACTIVITIES   POSITION   DATE(S)
(please describe the **purpose** of the organization clearly!)

        Awards

        Athletics (include BU teams, varsity, intramural AND off campus sports involvement)

        Fraternities/Sororities

        Other (ex; Band, Dance Ensemble, etc)

COMMUNITY SERVICE   POSITION/DESCRIPTION   DATE(S)
(Since enrollment at Bloomsburg University – Indicate if this activity is in collaboration or through another organization such as SNA, Theta Zeta, fraternities, sororities, etc)

EMPLOYMENT   PLACE   DATE(S)
(Since enrollment at Bloomsburg University)

     NURSING ASSISTANT

     EXTERN/INTERNSHIP(S)

     OTHER EMPLOYMENT

Is English your primary or secondary language? _____

Are you fluent in another language(s) other than English? _____
     Identify all:_____

March 1984/Rev. Feb 2014: Approved by Faculty

STUDENT ACADEMIC INTEGRITY
POLICY VIOLATION REPORT FORM

Bloomsburg UNIVERSITY

SECTION ONE- General Information

Student Name: _____ Student ID#: _____ Date of Violation: _____

Faculty Name: _____ Course: _____ Course #: _____

SECTION TWO- Violation Information

CHECK ONE:

	Option I	Informal Confidential Resolution (faculty completes form, provides a copy to student, & retains form)
	Option II	Informal Resolution With A Filed Report at The Dean of Students Office
	Option III	Formal Resolution By The Academic Grievance Board

Alleged Violation:

- [ ] Cheating
- [ ] Plagiarism
- [ ] Falsification of Records and Official Documents
- [ ] Fabrication
- [ ] Impersonation
- [ ] Aiding and Abetting Academic Dishonesty
- [ ] Misrepresenting Circumstances
- [ ] Unauthorized Access to Computerized Academic or Administrative Records or Systems
- [ ] Obtaining an Unfair Advantage
- [ ] Other:

Please provide a description of the alleged violation:

Sanction(s):

SECTION THREE- Signature

	Option I: I acknowledge the charge against me, agree to the sanction(s) assigned, and understand the violation will be adjudicated informally with the faculty.
	Option II: I acknowledge the charge against me, agree to the sanction(s) assigned, and understand that this form will be forwarded to the Dean of Students Office. If I have previously been found in violation of the Student Academic Integrity Policy, any informal resolution sanctions will not apply; and sanctions will be determined by the Provost in consultation with the Dean of Students.
	Option III: The violation cannot be adjudicated informally, and I understand that the violation will need to be formally adjudicated through the Dean of Students Office.

_____   _____
Student Signature   Date

I agree to the above terms:

_____   _____
Faculty Signature   Date

Submit Form to the Dean of Students Office, KUB 101   (updated Fall 2014)

STUDENT ACADEMIC INTEGRITY
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☐ Misrepresenting Circumstances ☐ Unauthorized Access to Computerized Academic or Administrative Records or Systems

☐ Obtaining an Unfair Advantage ☐ Other: _____

Please provide a description of the alleged violation:

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_____   _____
Student Signature   Date

I agree to the above terms:

_____   _____
Faculty Signature   Date

Submit Form to the Dean of Students Office, KUB 101   (updated Fall 2014)

Nursing Department and
Simulated Learning Lab / Simulation Center

Blood Borne Pathogens Exposure, Accident or Injury – Student Nurses

The following procedure will be followed if a Bloomsburg University student nurse sustains a blood borne pathogen exposure, i.e. needle stick, or other injury while in the clinical setting or the Simulated Learning Lab (SLL)/Simulation Center.

Faculty and Staff:

- Perform basic first aid measures based on injury, such as: wash affected area with soap and water, flush eyes at eye station or with normal saline, apply band-aid, etc.

- Notify Course Coordinator, Clinical Adjunct or SLL Director or SLL Nurse Instructor as soon as possible after accident or injury has orrcurred.

- Clinical locations–

    o Non-serious injuries – follow facility protocols; escort the student to the Emergency Department for evaluation if required.

    o Serious injuries – follow facility protocols; check with unit's Charge Nurse/Manager for assistance; call #911 if needed.

- SLL/Sim Center–

    o Non-serious injuries – call Health Services 570-389-4451 (ext. 4451 from BU campus phone) Monday through Friday 8a-6p for appointment. If after hours or on weekends, refer student to nearest urgent care location or Emergency Department.

    o Serious injuries – dial 9 + 911 from BU phones or 911 from cell phones and request ambulance from local EMS Service.

    o Notify BU Campus Police if if #911 was called for EMS services or if student needs a ride to the local hospital. Call 570-389-2211 or 570-389-4168 (ext. 2211 or 4168 from BU campus phones)

- Documentation:

    o Clinical locations – complete facility appropriate Visitor/Non-Employee Accident/Injury form per facility protocol

    o SLL/Sim Center – complete the attached BU Accident/Injury form, or on line, sent to:
      Safety Officer – Buckingham Maintenance Center (BMC)

- Faculty and/or Staff should contact the student within 1 – 2 business days to follow-up on the student's status.
    - Summary addendum can be attached to the Accident/Injury form or sent to the Nursing Office to be filed in student's record.
    - Return to Work or School form submitted by student must be sent to the Nursing Office to be filed in student's records.
- Student Responsibilities –
    - Immediately notify faculty or staff of any injury sustained.
    - Notify faculty or staff if they will be excused from class/ clinical or SLL/Sim Center once initial treatment is complete.
    - Obtain a Return to Work/School form, if applicable, from the health care provider – must include date(s) when student is excused and when student can return to class/clinical or SLL/Sim Center. Form is to be given to faculty or staff as soon as possible.
    - Student will provide their health insurance information at Health Services, urgent care center or Emergency Department. **Students are responsible for any medical treatment or other associated costs not covered by their insurance provider.**

Accident/Injury

Cause of Injury List

Burn – Electrical Current	Motor Vehicle – Crash Water Veh	Struck/Injured – Hand Tool/Machine
Burn – Chemical	Motor Vehicle – Crash Rail Veh	Struck/Injured By – Motor Vehicle
Burn – Hot Object/Substance	Motor Vehicle – Collision Sideswipe	Struck/Injured By – Moving Parts
Burn – Temp Extremes	Motor Vehicle – Collision Fixed Obj	Struck/Injured – Object Lifted
Burn – Fire or Flame	Motor Vehicle – Crash of Airplane	Struck/Injured By – Object Handle
Burn – Steam or Hot Fluids	Motor Vehicle – Vehicle Upset	Struck/Injured By – Misc
Burn – Dust, Gases, Fumes, Vap	Motor Vehicle – Misc	Misc – Absorption, Ingestion, Inhal
Burn – Welding Operations	Strain/Injury – Continual Noise	Pandemic
Burn – Radiation	Strain/Injury – Twisting	Struck/Injured By – Animal
Burn – Cold Objects/Substance	Strain/Injury By – Jumping	Struck/Injured By – Explosion
Burn – Contact With NOC	Strain/Injury By – Holding/Carry	Misc – Foreign Matter in Eyes
Burn – Abnormal Air Pressure	Strain/Injury By – Lifting	Misc – Natural Disaster
Caught In – Machinery	Strain/Injury – Continual Noise	Misc – Person in Act of Crime
Caught In – Object Handled	Strain/Injury – Twisting	Misc – Other than Physical
Caught In or Between – Misc	Strain/Injury By – Jumping	Misc – Mold
Cut, Injured by – Broken Glass	Strain/Injury By – Holding/Carry	Gunshot
Cut, Injured by – Hand Tool use	Strain/Injury By – Lifting	Rubbed or Abraided by Repetition
Cut, Injured by – Objected Lifted	Strain/Injury By – Pushing/Pull	Rubbed or Abraided, NOC
Cut, Injured by – Power Tool	Strain/Injury By – Reaching	Misc – Terrorism
Cut, Injured by – Misc	Strain/Injury – Using Tool/Machine	Strain/Injury – Repetitive Motion
Caught In – Collapsing Material	Strain/Injury –Misc	Misc – Cumulative, NOC
Fall or Slip – From Differ Level	Strain/Injury – Welding or Throw	Misc – Other, NOC
Fall or Slip – From Ladder	Steeping On/Striking – Mov Part	
Fall or Slip – From Liquid	Steeping On/Striking – Lifted Object	
Fall or Slip – Into Opening	Steeping On/Striking – Sanding	
Fall or Slip – Same Level	Steeping On/Striking – Stationary	
Slipped, Did Not Fall	Steeping On/Striking – Sharp Object	
Fall or Slip – Slip, Trip, Fall	Steeping On/Striking – Misc	
Fall or Slip – On Ice or Snow	Struck/Injured By – Fellow Worker	
Fall or Slip – On Stairs	Struck/Injured – Fall/Flying Obj	

Body Part Effected

Multiple Head Injury	Upper Arm exclude clavicle/scapula	Multiple Lower Extremities
Skull	Elbow	Hip
Brain	Lower Arm/Forearm	Upper Leg
Ear(s)	Wrist	Knee
Eye(s)	Hand	Lower Leg
Nose	Finger(s)	Ankle
Teeth	Thumb	Foot
Mouth	Shoulder(s), armpit, clavicle	Toe(s)
Soft Tissue	Wrist(s) and Hand(s)	Great Toe
Facial Bones	Multiple Trunk	Lungs
Multiple Neck Injury	Upper Back Area – Thoracic area	Buttocks
Vertebrae include spine bone	Lower Back include Lumbar	Lumbar and/or Sacral Vertebrae
Disc includes spinal cartilage	Disc	Artificial Appliance
Spinal cord include nerve tissue	Chest incl Ribs, Sternum, Soft Tiss	Insuff Info to Identify
Larynx include cartilage/vocal cord	Sacrum and Coccyx	No Physical Injury
Soft Tissue not larynx/trachea	Pelvis	Multiple Body Part
Trachea	Spinal Cord nerve tissue	Body System and Multiple Body Syst
Multiple Upper Extremities	Internal Organs excl heat and lungs	Whole Body
	Heart	

Injury Description

No Physical Harm	Laceration/Cuts/Scratch	Poison Chem (Other than metal)
Amputation	Myocardial Inf/Heart attack	Poisoning Metal
Angina Pectoris/Chest Pain	Poisoning General (Not OD or Cum)	Dermatitis
Burn	Puncture	Mental Disorder
Concussion	Rupture	Radiation
Contusion/Bruise	Severance	All Other Occupational Diseases
Crushing	Sprain or Tear	Loss of Hearing
Dislocation	Strain or Tear	Contagious Disease
Electric Shock/Electrocution	Syncope (Unconscious, faint)	Cancer
Enucleation removal or organ tran	Asphyxiation	AIDS
Foreign Body	Vascular	VDT-Related Disease
Fracture/Breaking bone/cartilage	Vision Loss	Mental Stress
Freezing/Frostbite	All Other Specific Injuries (NOC)	Carpal Tunnel Syndrome
Hearing Loss or Impairment	Dust Disease NOC (Pneumoconio)	Hepatitis C
Heat prostration	Asbestosis	All Other Cumulative Injuries
Hernia	Black Lung	COVID-19
Infection	Byssinosis	Multiple Physical Injuries Only
Inflammation	Silicosis	Multiple Injury inc Phys and Psych
Adverse Reaction	Resp Disorders (Gas Fumes Chem)	

Initial Treatment

No Medical Treatment
Minor Treatment by Individual
Clinic/Hospital
Student Health/Wellness
Emergency Care
Hospitalization for More Than 24 Hours

<u>Pennsylvania State System of Higher Education</u>
Accident/Incident/Injury Report

University:

Date of Report: _____

Please submit to the office of **Workplace Safety**. This form is to be completed by the person injured and/or involved in the accident/incident.

Is the person completing this form <u>a:</u>

Date of Accident/Incident/Injury: _____   Time of Accident/Incident/Injury: _____

Date Reported to University Representative: _____

Name of University Representative Reported To: _____

Name of Person Injured and/or Involved in the Accident/Incident:

(Last) _____ (First) _____

Date of Birth: _____   <u>Male</u>_____Female   Telephone Number: _____

Street Address: _____

City: _____ County: _____ State: _____ Zip: _____

Were you injured on university premises?

Where did the incident occur? (specific location): _____

_____

Describe how the accident/incident occurred (be specific and use additional paper if needed): _____

_____

_____

What was the cause of the injury? (What were you doing at the time of the accident/incident?)

_____

_____

How would you prevent this accident/incident from recurring? _____

_____

Did anyone witness the accident/incident?

If yes, give names: _____

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Did you sustain an injury?

If yes, what body part was affected?

Please list body part(s) affected: _____

_____

Left Side   Right Side   Upper_____   Lower   N/A

Please describe the injury:

_____

_____

Initial treatment:

Signature: _____   **Date**: _____

Contact: Belinda Sauers, Safety Manger, Office of Workplace Safety
Bloomsburg University, BMC, 400 East Second Street, Bloomsburg, PA 17815
Phone 570-389-4792: Email: bdeleon@bloomu.edu

Rev. 11/29/2021