



Alvernia University

**John and Karen Arnold
School of Nursing**

Bachelor of Science in Nursing

Student Handbook

AY 2025-2026

JOHN AND KAREN ARNOLD SCHOOL OF NURSING BACHELOR OF SCIENCE

STUDENT ACKNOWLEDGMENT OF RECEIPT- PLEASE READ THOROUGHLY

Students are required to read this handbook every semester while enrolled in the BSN program.

Students are also required to read and follow the policies outlined in the “Alvernia University Student Handbook” and the “Alvernia University Course Catalogue”

[Student Handbook](#)

[Course Catalog](#)

The Bachelor of Science in Nursing, John and Karen Arnold School of Nursing Student Handbook is designed to supplement the Alvernia University Catalog and Alvernia University Student Handbook. It has been prepared with policies specific to the School of Nursing.

The policies contain essential requirements in the preparation of the professional nurse both academically and clinically in accordance with the mission of Alvernia University, the outcomes of the John and Karen Arnold School of Nursing, the requirements of the Pennsylvania State Board of Nursing, and the outcomes proposed by professional nursing standards.

All students will need to acknowledge receipt of the Bachelor of Science in Nursing Student Handbook containing current policies and procedures of the Alvernia University John and Karen Arnold School of Nursing as of the 2025-2026 Academic year.

Students understand and agree that it is their responsibility to read and familiarize themselves with the policies and procedures in the handbook. The Chief Nursing Officer is available to answer any questions that may arise from review of the Handbook.

All students must acknowledge by answering the questions on Canvas, that they have thoroughly read, understand, and will follow the policies and student obligations as outlined in this handbook. Should a student not acknowledge the policies in the handbook, the student is still held responsible for following all policies and guidelines.

Changes in policy may result from requests from Clinical agencies. Students will be notified via Canvas of any policy changes.

Enrollment in the John and Karen Arnold School of Nursing is conditional upon compliance with the policies of this Handbook. Nothing in this Handbook creates or is intended to create a promise or representation of continued enrollment, and that the policies and procedures contained herein may be

changed by Alvernia University at any time. Record of the students signature will be archived in Canvas.

**ALVERNIA UNIVERSITY
BSN PROGRAM**

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Purpose, Mission and Student Learning Outcomes

MISSION STATEMENT

The Nursing programs are designed to function within the overall educational framework and in accordance with the Mission Statement of Alvernia University. The programs provide students with an education in the Catholic intellectual tradition, combining liberal arts, professional education, and ethical values. Learning takes place within a caring Franciscan environment, emphasizing respect for the dignity of all human beings and the call to serve others. Christian values are blended with professional competence to provide the student with knowledge and skills to serve in a variety of health care settings with diverse populations. Faculty and students work together to increase understanding of each other and clients with different cultural backgrounds and perspectives.

Graduates are prepared to be reflective practitioners with high moral integrity, engaged in lifelong learning.

NURSING OUTCOMES

- Prepare learners for evidence-based, clinically competent professional practice that serves diverse populations within a rapidly changing healthcare practice and delivery system.
- Develop professional nurses who contribute to the discipline through practice, research, education, and leadership.
- Serve regional communities by educating nurses at the general and/or graduate levels.
- Demonstrate Catholic Franciscan values through community leadership and service opportunities.

Purpose

The purpose of the Bachelor of Science in Nursing (BSN) Program is to offer a dimension of learning for

the student in a Christian-oriented environment. The BSN graduate functions as a generalist practitioner in a variety of health care environments. Alvernia University's BSN graduate is prepared to deliver health care to persons of all ages, families and community groups with sensitivity to cultural and environmental factors.

The goals of the BSN Program are to prepare graduates to integrate values, skills, knowledge, and ethical standards of the nursing profession. The graduate will be given the tools to develop skills as a provider of care, coordinator of care, and member of the profession.

Student Learning Outcomes: Pre-licensure BSN Program

- Demonstrate a solid base in liberal education – humanities, social sciences, and natural sciences – to inform generalist nursing practice.
- Assume an ethical leadership role to improve quality of clients' care and safety within a variety of health care settings.
- Integrate reliable evidence to inform practice and make clinical judgments.
- Demonstrate skills in information technology and client care technologies to facilitate ethical and safe care.
- Recognize local, state, national, and global trends in health policy and regulation and its effect on nursing practice.
- Use professional communication and collaboration skills to deliver safe and evidence-based, client-centered care.
- Use evidence-based disease prevention and health promotion practices across the life span.
- Demonstrate the professional standards of moral, ethical, and legal conduct.
- Synthesize core knowledge and skills for generalist nursing practice across the life span in a variety of health care settings.

Professional Standards and Guidelines

The Bachelor of Science Degree in Nursing (BSN) Program utilizes *Nursing: Scope and Standards of Practice* (ANA, 2010); *The Essentials: Core Competencies for Professional Nursing Education* (2021); Professional & Vocational Standards (Title 49, Chapter 21) Pennsylvania Code (July 4, 2015); and *The American Nurses Association Code of Ethics* (ANA, 2015).

STATEMENT OF MISSION AND VALUES IN ACADEMIC LIFE

The John and Karen School of Nursing supports the Alvernia University Statement of Mission and Values in Academic Life. This is in conjunction with the professional nursing standards of conduct.

- Franciscan higher education provides a value system seeking integration of all academic disciplines and a curriculum that acknowledges these values as a transforming force in the light of the Gospel.
- Those who acknowledge this value system also recognize that we are to be “in relationship” with all our brothers and sisters in respectful, loving, and compassionate concern for each other.

Therefore, we:

- Support peace and non-violence by respecting diversity and affirming the dignity of everyone in our university community.
- Practice civility, respect, and courtesy in our daily conversation and behaviors.

In light of the issues raised and understanding that the solution lies primarily in our living according to the Franciscan values we support, the Alvernia University faculty should continue to explore creative opportunities for integrating our core values and the mission statement into academic life, thereby recognizing moral development across the curriculum as a priority at the University.

<https://www.alvernia.edu/about/franciscan-tradition>

Guidelines and Policies

ADMISSION POLICY

Admission to the John and Karen Arnold School of Nursing Bachelor of Science in Nursing at Alvernia University is determined holistically on an individual basis at each entry level. The total number of students admitted to the program is based upon available facilities and faculty. Students are admitted throughout the calendar year until all spaces in the class are filled.

Please review the Alvernia University College Catalogue for admission requirements to the School of

Nursing.

Undergraduate Catalog [Course Catalog](#)

Transfer Nursing Credits

Nursing credit may be given to those students transferring from a four-year baccalaureate accredited program, associate degree in nursing program, or hospital diploma program. Transfer courses will be judged in relation to Alvernia University curriculum for acceptability. Evaluation of transfer courses, based on official transcripts, is completed in the Registrar's Office in conjunction with the Chief Nursing Officer and will follow University policy. All transfer students must meet the progression requirements for the School of Nursing to be eligible to transfer into the School of Nursing.

Returning and Readmitted Students

Students who take a prolonged leave of absence should be aware that they may be required to repeat some nursing courses due to the rapid changes in content and practice in the nursing profession. Ordinarily, students who stop out or withdraw from the university or the nursing program must return within one year or may need to repeat nursing courses to ensure patient safety. Decisions about the need to repeat nursing courses will be made by the Chief Nursing Officer in consultation with faculty.

STUDENT RESPONSIBILITIES

To provide the maximum opportunity for learning and to support the mutual respect necessary within the teaching/learning environment, students are expected to adhere to the following guidelines within the classroom, laboratories, library, clinical settings, and other college facilities.

- Students are expected to report to class on time and remain for the duration of class. Each individual instructor establishes a classroom attendance policy. Students should notify their instructor when absent; they are responsible for all material covered and announcements made within the class(es), even when absent. Academic success within the classroom generally requires at least two hours of work outside the classroom for each hour spent in class.
- Students are responsible for reading the course syllabi thoroughly and they are expected to come to class prepared (homework and readings completed).
- Students are expected to turn in their assignments on time (in the proper format), participate in class discussions, and prepare for tests.
- Students should refrain from conversations whenever the instructor or another student is speaking. Any type of distractive or disruptive behavior detracts from the teaching/learning process and should be avoided. A disruptive student may be asked to leave the class.
- Students should not be looking at other materials while in class that are not directly related to class content.
- Cellular telephones and other technology should be either turned off or set to vibrate during class, and laboratory experiences unless students have been given specific faculty permission to use such devices. Electronic devices should only be used for class in accordance with the policies of the course faculty and/or the clinical agency.
- Cellular telephones are not permitted in the clinical area.
- Children are not permitted in classrooms or laboratory areas. Children under the age of 12 must be accompanied by an adult at all times when on University property.
- To ensure full class participation, students covered by the Americans with Disabilities Act (ADA), should contact the Accessibilities Coordinator at the beginning of every semester, if accommodations are requested. This is required even if you have a class with a faculty member

who you have had for class or clinical in a previous semester.

- Animals are not permitted in the classroom, with the exception of service animals as noted on a student's ADA accommodations.
- Appropriate dress is required; shirts and shoes must be worn at all times.
- Smoking is permitted in designated areas only.
- Students who consistently violate classroom/clinical policies may be dismissed from the program.

PROGRESSION POLICY FOR ALL BSN NURSING STUDENTS

To ensure patient safety, facilitate professional development and NCLEX-RN success, the nursing program has the following guidelines for student progression in the Nursing Program.

Students who do not meet the required progression policy may be dismissed from the Nursing Program.

To Progress in the Nursing Program

The following criteria must be met/followed:

- A grade of "C+" or better must be achieved for students to continue to the next identified NUR course in the Nursing curriculum.
- Students who receive a grade of less than a "C+" in a nursing course may not progress to additional nursing course(s) in which that course is a prerequisite.
- Students may repeat/delete one nursing course for a grade lower than a "C+" throughout the nursing program. (Repeating a course may result in a delay in graduation. Students needing to repeat a course will be registered on a space available basis and their score on the rubric – Appendix A)
- To repeat a course, the student must submit a written request to the Chief Nursing Officer stating the desire to repeat the course, and what strategies the student will implement for success along with their desire to continue in the nursing program.
- Should a student need to repeat another nursing course, the student will be dismissed from the Nursing Program.
- Students may not withdraw from any one NUR course more than one time and may not withdraw from more than two total NUR courses during the time they are enrolled in the School of Nursing.
- Note- Medical Withdraws will be considered on a case-by-case basis with proper documentation.
- Students must maintain a 2.5 cumulative GPA to continue in the Nursing Program.
- Students must display professional, ethical behavior in the classroom and clinical setting as outlined in the Nursing Student Handbook.
- Adhere to policies found in the John and Karen Arnold School of Nursing Student Handbook, Alvernia University Catalog and Alvernia University Student Handbook.

Additional Requirements for Student Progression

- Achievement of a "C" or better in each required science course. BIO 107/117 and BIO 108/118, CHE 106/109 and BIO 220.
- A single science course may be repeated/deleted only one time. No more than three (3) required foundational science courses (including BIO 107, 117, 108, 118, 220, and CHE 106, 109) may be repeated to earn a passing grade of a "C".

- Students may not withdraw from any one science course more than two times and may not withdraw from more than two total science courses to be eligible to continue in nursing.
- Students entering NUR 209, must have completed 3 of the 4 required sciences with BIO 107/117 and BIO 108/118 completed
- Successful completion of all science courses prior to registering for NUR 220.
- Students must obtain a minimum grade of “C”, in BIO 410- Pathophysiology to progress in the Nursing Program.
- Students must obtain a minimum grade of a “C” in MAT 208 for the course to be accepted into advanced degree programs.

Clinical/Lab Concerns

Many nursing courses include theory, lab and clinical to ensure the application of knowledge and safe patient care. Students who are not successful in the clinical/lab portion are not successful in the course need to repeat the entire course, theory, clinical and lab.

The following are examples of student behaviors that are considered serious and may constitute criteria for dismissal from the clinical site and ultimately the nursing program: Examples include, yet are not limited to:

- Placing clients at risk physically and/or emotionally. This includes violation of patient safety protocols, inability to demonstrate caring behaviors to all clients, not following directions, or completing skills without proper supervision.
- Inability to relate appropriately to others, including clients. Verbal abuse (profane language, threats, etc.) directed toward another student(s), University employee, clinical site staff, peers, or clients.
- Failure to perform in a professional manner, such as being unwilling to accept supervision and/or feedback.
- Failure to use professional judgment, including seeking help for personal problems which interfere with professional practice.
- Consistently unable to demonstrate knowledge, values, and skills necessary for generalist nursing practice.
- Inability to integrate previously learned content and skills when caring for and interacting with clients and members of the healthcare team.
- Failure to comply with HIPAA confidentiality.
- Consistent absences from clinical/lab learning activities. (See Attendance Policy)

Any student who fails to meet one or more of the specified program progression requirements will be dismissed from the Nursing Program. The student’s matriculation status will be updated to “Undeclared” and the student will be assigned an interim advisor until a new major has been declared.

Additional Concerns

Violation of any of the below criteria may result in dismissal of the student from the School of Nursing:

- Failure to respect the rights of others as evidenced by verbal, physical or mental abuse or others, harassment of any kind, assault, or any action which endangers the rights of others.
- Failure to abide by federal, state, and local laws which prohibit the use, possession, and sale of

illegal substances.

- The possession or use of illegally obtained drugs and/or alcohol while in a clinical and/or classroom setting.
- Willful destruction of property, this includes University and/or clinical site and community property.
- New criminal charges which prohibit the student from participating in clinical learning activities.
- Any acts of academic dishonesty, including but not limited to plagiarism, falsification of documents, or any form of cheating and any breach of honesty will result in immediate counseling by the Chief Nursing Officer, a written report in the student's file, and may result in dismissal from the nursing program.

PROCEDURES FOR DISMISSAL FROM THE NURSING PROGRAM

If it is determined that a student has met criteria for dismissal from the School of Nursing, the following procedures will be followed:

- The student will be formally notified of their dismissal from the School of Nursing, including the reason(s) for dismissal, by the Chief Nursing Officer.
- The student will be referred to the Academic Success Center to discuss an alternate academic plan.

Any student who is dismissed from the Nursing Program will have their matriculation status updated to "undeclared" and will be assigned an interim advisor until a new major has been declared.

All students who are dismissed from the Nursing Program must contact Student financial services at sfs@alvernia.edu,

Appealing an Assignment Grade

Students who wish to appeal an assignment grade should follow the Chain of Command. 1st- Faculty Member, 2nd Chief Nursing Officer, 3rd Dean of Health Sciences. Students should make every attempt to resolve an assignment grade issue at the instructor level.

Appealing a Course Grade

Students wishing to appeal a course grade must follow the appeal process outlined by the university, using the Academic Grade Appeal Policy and Procedure- [Student Handbook](#)

The Grade appeal process is for students who feel they were graded unfairly, differently from other students or not according to the course syllabus. A grade appeal is not appropriate if a student does not like their course grade.

Appealing Dismissal from the Nursing Program

Students who have been dismissed from the School of Nursing and wish to petition for reinstatement to the School of Nursing at any future point in time should follow these procedures:

- A formal letter must be delivered to the Chief Nursing Officer or designee outlining the rationale

for the student's petition and offering evidence, including supporting documents if relevant, of any extenuating circumstances which may have impacted the student's academic success and/or personal situation when previously enrolled in the School of Nursing.

- The letter should include a specific, detailed plan for success developed by the student to address prior problems.
- The Chief Nursing Officer will appoint a faculty member as a Reinstatement Committee Chair.
- All other faculty will be invited to contribute any relevant information to the Reinstatement Committee Chair.
- The Reinstatement Committee will review the case and render their recommendation to the Chief Nursing Officer, who will then contact the student with the final decision. (see Appendix B)
- Students may not register for any NUR courses until the final decision regarding their appeal is determined and received by the student. Students will be registered on a space available basis with students making continuous progress given registration priority.

Reinstatement to the Nursing Program

Students who may be granted reinstatement to the Nursing Program must:

- Obtain a passing grade of > C+ in all subsequent NUR courses
- May not withdraw from any additional nursing courses
- Must meet with their Academic advisor on a monthly basis to provide updates on their status (please note the faculty advisor may indicate that meeting with course faculty is more appropriate)
- Attend tutoring sessions on a regular basis.

Students may only be reinstated to the Nursing Program one time. Should a student be dismissed from the program a second time, the student is not eligible for reinstatement.

Any student who fails to meet one or more of the specified program progression requirements will be dismissed from the Nursing Program. The student's matriculation status will be updated to "Undeclared" and the student will be assigned an interim advisor until a new major has been declared.

Any student who is stops out or withdraws from the university and/or the nursing program must reapply/return within one year or may need to start the nursing program over at the beginning due to the rapid changes in healthcare to ensure patient safety.

ACADEMIC AND CLINICAL PERFORMANCE POLICY

Academic Performance

Scholastic standing is based on the combined results of classwork, assignments, tests, examinations, proficiency, and safety in clinical practice. The student is encouraged to strive for intellectual excellence, critical thinking ability, mastery of clinical skills, along with clinical decision making and personal professional growth to meet the cognitive, affective, and psychomotor objectives of each nursing course. Educational activities take priority. Classes and clinical practice are scheduled within the University framework. Students need to be flexible within this framework to fulfill the objectives in theory and practice.

Grading Guidelines

Successful completion of any nursing courses with a clinical practice component requires the achievement of objectives for both the clinical and classroom components of the courses. If the student fails to meet the clinical objectives or receives a grade of less than 77% (C+) in the course, the student may NOT progress to additional nursing courses for which that course is a prerequisite.

- Final course grades will be rounded to the nearest whole number according to the “Rule of 5” (refer to Medication Calculation Policy) No other exam or assignment grades will be rounded.
- A “C+” average (77%) plus a “pass” rating for any/all clinical/lab experiences must be achieved for progression into the next course(s) in the curriculum sequence.
- At the end of each semester, grade reports are submitted according to Alvernia University policy.
- Due to confidentiality concerns, faculty will take measures to ensure that grades are only reported through secure channels.
- Students are expected to take the course tests/quizzes on the scheduled class day.
- Students who cannot take a course test/quiz on the scheduled class day are to notify faculty in writing via email PRIOR to the testing time. Students who do not notify faculty may receive a zero “0” for the test/quiz.
- Students with special accommodations as identified through the Office of Accessibility Services are expected to take the test at the time scheduled with tutoring personnel. Faculty may penalize students who are not present for scheduled tests or quizzes. See course syllabi for specific details regarding testing and late or missing work.
- In keeping with the mission statement of Alvernia University, unacceptable behaviors include, but are not limited to plagiarism, cheating, and any form of dishonest communication.
- Students must remove electronic watches and fitness trackers during all tests.
- Written assignments are to be submitted as specified by faculty. Late penalties will apply as stated in the course syllabi. Tutors in the Academic Success Center are available for help with writing skills
- [Student Handbook](#) – Academic Affairs- Honor code Policy and Procedures

Non-compliance with this policy may result in a zero (0) for the test/quiz grade.

WRITING STANDARDS

Students enrolled in the course are expected to use literate and effective English in their speech and in their writing. All papers submitted must be well written; grades on written work (including examinations) will be based on expression as well as on content. All written material must be submitted neatly, on the required forms, using APA format. Any student who has difficulty with writing skills is requested to seek assistance through the Academic Success Center PRIOR to submitting papers to the instructor.

Academic Writing

In collaboration with the Academic Success Center, mid-semester warning reports are prepared by faculty, sent to students through the University’s database systems, and tracked on the student’s electronic academic record. While faculty and advisors make reasonable efforts to connect with students who are not doing well, ultimately students are responsible for keeping themselves informed about their progress in courses. Keep in mind that nursing students are required to achieve satisfactory ratings in all clinical rotations, C+ grades in

nursing courses, and a minimum of C grades in all science courses.

Clinical Guidelines

- The student must assume responsibility and accountability for all obligations regarding clinical practice, including transportation to/from the clinical site. Clinical assignments may require travel time of up to one hour from the Alvernia University campus in Reading.
- Attendance is mandatory on assigned clinical days and for campus clinical lab experiences and supervised practice.
- Clinical experience hours may vary. Consequently, working hours need to be manageable with the priority of attaining/maintaining course grades and clinical attendance.
- Make-up for missed clinical days is considered on an individual basis in conjunction with the course faculty. Additional supervised make-up time may be required and, depending on the circumstances, may require an additional charge to the student.
- The student must adhere to Health Insurance Portability and Accountability Act (HIPAA) as stated in the University policy.
- The Professional Dress and Uniform Policy shall be adhered to at all times.
- Clinical performance evaluation is completed on an on-going basis during each of the clinical practice courses. Every nursing student is responsible for self-evaluation and for seeking feedback from clinical instructors about clinical performance. Ongoing feedback is given to the student on a regular basis with a written evaluation by course faculty at designated times. Student and faculty signatures are required on evaluation records.
- Anecdotal notes are recorded for commendable achievements and are required for any instances of unsafe practice.
- Medication administration is to be supervised by nursing faculty.
- Nursing interventions that are invasive to the client, including but not limited to urinary catheterization, complex wound care, or tracheostomy care must be supervised by the nursing faculty unless otherwise directed.
- The student may be asked to leave the clinical practice setting if the course faculty evaluates unsafe practice, the student is unprepared for clinical practice and/or demonstrates unprofessional behavior.
- Documentation of unsafe practice or inadequate preparation will be completed by the clinical faculty and communicated with the course coordinator within 24 hours and remediation initiated as indicated. Consequences may include failure of the clinical component of the course or a reduced course grade.
- The Clinical Remediation Form (See Appendix C) will be used by the clinical faculty to communicate with the course coordinator about a student's specific clinical deficiencies which must be addressed to ensure safe, competent practice. Upon receipt, the course coordinator will meet with the student to review the remediation form and note those specific skill(s) which must be safely demonstrated prior to the student's next clinical day or as specified in the course syllabus.
- The student must schedule an appointment with the Lab staff to complete the remediation within one week or prior to the next clinical day or as specified in the course syllabus. The student is responsible to be self-directed in reviewing the skill(s) and practicing during open lab hours, utilizing ATI and other available resources, prior to their remediation appointment. If the student is unsuccessful in demonstrating safe, competent performance of noted skill(s) in the lab, the student will be given only one additional remediation opportunity. If the student is unable to safely perform the indicated skill(s) to an accepted standard at this second appointment, the

student will be unable to meet the clinical outcomes for the course. In this instance, the highest grade the student can receive for the course is a “C”, which is a course failure.

- The student must refrain from placing any private or personal content or from making derogatory statements about any clinical agency or staff, clients, fellow students, faculty, staff, or administration of Alvernia University via any social networking media or other venue without prior permission.
- All policies and procedures of the University and facility at which the student attends clinical practice must be strictly followed.

Social Media Guidelines

Students are reminded that the standards for professionalism are the same online as in any other circumstance. Based on the current evidence, the following “best practices” for Social Media use outlined in the [Student Handbook](#) are suggested

Unsatisfactory Clinical Performance

Clinical performance deemed “unsatisfactory” includes but is not limited to:

Placing clients at risk physically and/or emotionally.

- Inability to relate appropriately to others, including clients, peers, faculty, staff and members of the healthcare team.
- Inability to perform in a professional manner and not accepting supervision/feedback.
- Inability to use professional judgment, including seeking help for personal problems which interfere with professional practice.
- Consistent inability to demonstrate knowledge, values, and previously learned skills necessary for generalist nursing practice.

ATTENDANCE POLICIES

To facilitate student success and to meet State Board and Accrediting body requirements, students are expected to follow attendance policies to meet program outcomes.

Should a student recognize the need to change their clinical schedule they MUST notify the Clinical Coordinator at Cynthia.Bickings@alvernia.edu to complete a request form, there is no guarantee that changes may be made. to complete a request form, there is no guarantee that changes may be made.

Students are responsible for their own transportation to and from the clinical site, which may be up to one hour from the campus in Reading.

Students who may be absent due to unexpected occurrences need to follow the policies below.

Theory

To facilitate student success, students are expected to attend class. Please see the course syllabus for the policy on course attendance and reporting of class absences.

- All assignments are due according to course policies, and the student is responsible for obtaining any missed information due to a class absence.
- Make-up of class work and exams are considered on an individual basis in conjunction with the course faculty.
- University-wide policy on Incomplete (I) grades will be followed as outlined in the University Catalog. Academic Affairs
- Faculty may ask for documentation for class absences.

Clinical

Consistent attendance in clinical is required to meet State Board, Accrediting body requirements, and to ensure safe patient care. Students who miss clinical may not be able to complete the course and may need to withdraw.

- Students who miss clinical may be asked for documentation regarding the absence.
- Students who suffer an injury or prolonged illness, during the semester that may limit their ability to participate in clinical activities/patient care may not attend clinical until they submit a letter from their healthcare provider indicating they can participate in all learning activities with NO restrictions. Please note this includes sports related or other injuries that may have been suffered during a university sponsored event.
- The ability of the student to safely attend clinical will be evaluated by the Technical Standards Committee, Clinical Coordinator, Chief Nursing Officer and if appropriate, the clinical site. The ability to attend clinical and provide safe patient care will be based on the student's injuries and expectations of the clinical unit. Students are not to contact clinical sites independently.
- Students who may miss more than two clinical days/semester for any reason may need to withdraw, this includes an injury involving clinical restrictions that may have occurred due to a university sponsored activity or sport. (This will be considered on a case-by-case basis in conjunction with the Technical Standards Committee, Clinical Coordinator and the Chief Nursing Officer).
- Students should NOT schedule a vacation or elective surgery during the semester as this may affect clinical attendance and the students' ability to successfully complete the course.
- Students who miss clinical time may not be able to meet clinical objectives and may need to withdraw from the course.
- Students who miss clinical must call their clinical instructor, complete the Clinical Absence Form found on their Course Canvas site. Students must email their course coordinator- see syllabus, the Clinical Coordinator at Cynthia.Bickings@alvernia.edu

Clinical Make-up

Make-up for clinical practice is considered on an individual basis in conjunction with the course coordinator, clinical faculty, and clinical site availability. Additional supervised make-up time may be at the expense of the student.

Medical Leave of Absence from clinical or academic classes is arranged through the Alvernia University Health and Wellness Center in accordance with stated policies.

[Student Handbook](#)

PROFESSIONAL PROBATION STATUS

A status of professional probation may be applied to students who have passed a nursing course, but have ongoing concerns associated with professional performance that faculty deem necessary to communicate with the faculty in sequential courses. This status is intended for students who are meeting course outcomes in general, but who have demonstrated behaviors or issues related to professional performance in educational settings that still require improvement at the end of the semester. Educational settings include classrooms, off-campus facilities, clinical simulation lab, independent clinical observational experiences, and on-campus clinical experiences.

- Students will be given an individualized Professional Development Plan developed by the course/clinical faculty in collaboration with the Program Level Coordinator and Chief Nursing Officer. (See Appendix D)
- The Professional Development Plan will be discussed with the student when the performance concern is identified.
- The Professional Development Plan will include feedback for student improvement.
- Students who do not improve or who exhibit additional concerns of professional performance may fail the course.
- Faculty who teach the student in any educational experiences in the next semester, as well as the student's academic advisor, will be notified of the terms of the Contract and will support the student in the remediation of any knowledge/skills/attitudes which prevent the student from performing in accordance with standards of professional nursing.
- Student progress with the terms of the Contract will be discussed with the student on an interval basis identified by faculty, prior to mid-term in the semester following the initiation of the contract: The expectations are that any student issue or issues will be improving or resolved within the semester following the initiation of a Behavioral Contract.
- Documentation of student progress with the terms of the Behavior Contract will be kept in the student's academic file.
- Students will continue to be evaluated by course faculty in accordance with any evaluation tool used within that course.
- Students who fail to meet the terms of the contract may be dismissed from the Nursing Program.

The procedure for Professional Probation status is different from a Clinical Action Plan. A Clinical Action Plan may be initiated by course faculty within a specific course (but not across semesters) in order to formally communicate specific areas of concern in writing and develop a written remediation plan to assist a student to meet course and program outcomes.

The procedure for Professional Probation does not preclude the possibility that a student may fail the requirements within a given course and therefore not be able to receive a final course grade higher than "C"

TECHNICAL STANDARDS FOR NURSING EDUCATION

The Alvernia University Bachelor of Science in Nursing Program has a responsibility to educate competent nurses to care for their clients (persons, families, and/or communities) with critical judgment, broadly based knowledge, and well-honed technical skills. The John and Karen Arnold School of Nursing has academic as well as technical standards that must be met by students to successfully progress in and graduate from the program.

Technical Standards

The Alvernia University School of Nursing provides the following description/examples of technical standards to inform prospective and enrolled students of a sampling of technical standards required to complete the nursing education curriculum. These technical standards reflect a sample of the performance abilities and characteristics that are necessary to successfully complete the requirements of the nursing program and to deliver safe patient care. The standards are not requirements of admission into the School of Nursing and are not all-inclusive but are presented here to offer a better understanding of the skills, abilities, and behavioral characteristics required to successfully complete the BSN degree program. Key areas for technical standards in nursing include having abilities and skills in the areas of:

- acquiring fundamental knowledge.
- developing and using effective communication skills
- interpreting data
- integrating knowledge to essential clinical judgment.
- incorporating appropriate professional attitudes and behaviors into nursing practice capabilities.

The John and Karen Arnold School of Nursing wishes to ensure that access to its facilities, programs, and services is available to all students, including students with disabilities (as defined by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008), and all students can study and practice nursing with or without reasonable accommodation.

The John and Karen Arnold School of Nursing provides reasonable accommodation to all students on a nondiscriminatory basis consistent with legal requirements. A reasonable accommodation is a modification or adjustment to an instructional activity, equipment, facility, program or service that enables a qualified student with a disability to have an equal opportunity to fulfill the requirements necessary to complete the BSN degree program requirements and to graduate from the nursing program.

To be eligible for accommodation, a student must have a documented disability. It is the responsibility of the student to contact Accessibility Services, preferably prior to the beginning of the semester, to initiate the accommodation process and to notify instructors as soon as possible so accommodations can be made early in the semester. Accommodations are not retroactive or guaranteed. Course requirements will not be waived but, if possible, reasonable accommodations will be made to allow each student to meet course requirements. Students needing assistance should contact the Office of Accessibility Services Office in BH 105, by phone 610-568-1499 or e-mail accessibility.services@alvernia.edu

Technical Standards Committee

To ensure safe patient care and student safety in the clinical area, the John and Karen Arnold School of Nursing has developed a Technical Standards Committee to help identify the students' ability to meet course and program outcomes and to provide safe patient care while ensuring the student's personal safety.

The Committee is composed of nursing faculty members, Clinical Coordinator, Chief Nursing Officer, Accessibility Services member, other members of the College of Health Sciences as appropriate, along with consultation with the clinical site.

Should a student suffer an injury where their ability to fully participate in all learning activities is affected, the committee will convene and review appropriate standards, expectations, documentation on student restrictions, and other available information to make a decision on the students' ability to safely participate in all learning activities, and to provide safe patient care.

The student will be notified of the discussion and have the opportunity to meet with the committee if appropriate.

Please review the information outlined in Appendix E in detail to ensure you understand the role of the committee and clinical guidelines.

Technical Standards for Nursing Education

Requirements	Standards	Examples
Acquiring fundamental knowledge	<ul style="list-style-type: none"> • Ability to learn in classroom and educational settings • Ability to find sources of knowledge and acquire the knowledge • Ability to be a life-long learner • Novel and adaptive thinking 	<ul style="list-style-type: none"> • Acquire, conceptualize and use evidence-based information from demonstrations and experiences in the basic and applied sciences, including but not limited to information conveyed through online coursework, lecture, group seminar, small group activities and physical demonstrations • Develop health care solutions and responses beyond that which is rote or rule-based • Identify cause and effect relationships
Developing communication skills	<ul style="list-style-type: none"> • Communication abilities for sensitive and effective interactions with patients (person, families and/or communities) • Communication abilities for effective interaction with the health care team (patients, their supports, other professional and non-professional team members) • Sense-making of information gathered from communication • Social intelligence 	<ul style="list-style-type: none"> • Accurately elicit or interpret information: medical history and other info to adequately and effectively evaluate a patient or client's condition • Accurately convey information and interpretation of information using one or more means of communication (verbal, written, assisted (such as TTY) and/or electronic) to patients and the health care team • Effectively communicate in teams • Determine a deeper meaning or significance in what is being expressed • Connect with others to sense and stimulate reactions and desired interactions • Negotiate interpersonal conflicts • Establish rapport with patients and co-workers • Ability to explain procedures and patient teaching • Ability to direct activities of others • Convey information through writing
Interpreting data	<ul style="list-style-type: none"> • Ability to observe patient conditions and responses to health and illness • Ability to assess and 	<ul style="list-style-type: none"> • Obtain and interpret information from assessment maneuvers such as assessing respiratory and cardiac function, blood pressure, blood

	<ul style="list-style-type: none"> monitor health needs • Computational thinking • Cognitive load management 	<ul style="list-style-type: none"> sugar, neurological status, etc • Obtain and interpret information from diagnostic representations of physiologic phenomena during a comprehensive assessment of patients • Obtain and interpret information from assessment of patient’s environment and response to health across the continuum • Obtain and interpret for evaluation information about response to nursing action • Translate data into abstract concepts and understand data-based reasoning
Integrating knowledge to establish clinical judgement	<ul style="list-style-type: none"> • Critical thinking, problem solving and decision-making ability needed to care for persons, families and/or communities across the health continuum and within their environments of care (or managing and improving their environments) • Intellectual and conceptual abilities to accomplish the essentials of the nursing program (AACN Baccalaureate Essentials) • New-media literacy • Transdisciplinary • Design mindset 	<ul style="list-style-type: none"> • Accomplish, direct, or interpret assessment of persons, families and/or communities to develop, implement and evaluate plans of care or direct the development, implementation and evaluation of care • Critically assess and develop content that uses new media forms, and leverage these media for persuasive communication • Literacy in and ability to understand concepts across disciplines • Represent and develop tasks and work processes for desired outcomes • Sequence knowledge
Incorporate appropriate professional attitudes and behaviors into nursing practice	<ul style="list-style-type: none"> • Concern for others, integrity, ethical conduct, accountability, interest and motivation • Acquire interpersonal skills for professional interactions with a diverse population of 	<ul style="list-style-type: none"> • Maintain effective, mature, and sensitive relationships with clients/patients, students, faculty, staff and other professionals under all circumstances. • Make proper judgments regarding safe and quality care • Function effectively under stress and adapt to changing environments inherent in clinical

	individuals, families, and communities <ul style="list-style-type: none"> • Acquire interpersonal skills for professional interactions with member of the health care team including patients, their supports, and other health care professionals and team members • Acquire the skills necessary for promoting change for necessary quality health care • Cross-cultural competency • Virtual collaboration 	practice. <ul style="list-style-type: none"> • Demonstrate professional role interactions with patients, intra- and inter-professional teams • Operate in different cultural settings • Work productively, drive engagement, and demonstrate presence as a member of a virtual team
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Ability to travel up to one hour from the Reading Campus for clinical experiences may be required.

Technical Standards and related discussion adapted from:

- Marks, B., & Ailey, S. (2014). *White paper on inclusion of students with disabilities in nursing educational programs for the California committee on employment of people with disabilities (CCEPD)*. Retrieved from [http://www.aacnnursing.org/Education-Resources/ Tool-Kits/Accommodating-Students-with-Disabilities](http://www.aacnnursing.org/Education-Resources/Tool-Kits/Accommodating-Students-with-Disabilities)

Functional Abilities and Representative Activities/Attributes for Nursing Students

The School of Nursing strives to provide safe patient care and student safety in all learning environments. The list below is an example of functional abilities of nursing students to maintain client and student safety. National Council of State Boards of Nursing, Inc.

Functional Ability Category	Representative Activities
Gross Motor Skills	<ul style="list-style-type: none"> • Move within confined spaces • Sit and maintain balance • Stand and maintain balance for extended periods • Reach above shoulders (e.g., IV poles) • Reach below waist (e.g., plug electrical appliance into wall outlets)
Fine Motor Skills	<ul style="list-style-type: none"> • Pick up objects with hands • Grasp small objects with hands (e.g., IV tubing, pencil) • Write with pen or pencil • Key/type (e.g., use a computer) • Pinch/pick or otherwise work with fingers

	<p>(e.g., manipulate a syringe)</p> <ul style="list-style-type: none"> • Twist (e.g., turn objects/knobs using hands) • Squeeze with finger (e.g., eye dropper)
Physical Endurance	<ul style="list-style-type: none"> • Stand (e.g., at client side during surgical or therapeutic procedure) • Sustain repetitive movements (e.g., CPR) • Maintain physical tolerance (e.g., work entire shift) • Ability to travel up to one hour from the Reading Campus for clinical experiences may be required.
Physical Strength	<ul style="list-style-type: none"> • Push and pull 25 pounds (e.g., position patients) • Support 25 pounds of weight (e.g., ambulate patient) • Lift 25 pounds (e.g., pick up a child, transfer patient) • Move light objects weighing up to 10 pounds (e.g., IV poles) • Move heavy objects weighing from 11 to 50 pounds • Defend self against combative patient • Carry equipment/supplies • Use upper body strength (e.g., perform CPR, physically restrain a patient) • Squeeze with hands (e.g., operate fire extinguisher)
Mobility	<ul style="list-style-type: none"> • Twist • Bend • Stoop/squat • Move quickly (e.g., response to an emergency) • Climb (e.g., ladders/stools/stairs) • Walk
Hearing	<ul style="list-style-type: none"> • Hear normal speaking level sounds (e.g., person-to-person report) • Hear faint voices • Hear faint body sounds (e.g., blood pressure sounds, assess placement of tubes) • Hear in situations when not able to see lips (e.g., when masks are used) • Hear auditory alarms (e.g., monitors, fire alarms, call bells)

Visual	<ul style="list-style-type: none"> • See objects up to 20 inches away (e.g., information on a computer screen, skin conditions) • See objects up to 20 feet away (e.g., patient in a room) • See objects more than 20 feet away (e.g., patient at end of hall) • Use depth perception • Use peripheral vision • Distinguish color (e.g., color codes on supplies, charts, bed) • Distinguish color intensity (e.g., flushed skin, skin paleness)
Tactile	<ul style="list-style-type: none"> • Feel vibrations (e.g., palpate pulses) • Detect temperature (e.g., skin, solutions) • Feel differences in surface characteristics (e.g., skin turgor, rashes) • Feel differences in sizes, shapes (e.g., palpate vein, identify body landmarks) • Detect environmental temperature (e.g., check for drafts)
Smell	<ul style="list-style-type: none"> • Detect odors from patient (e.g., foul smelling drainage, alcohol breath, etc.) • Detect smoke • Detect gases or noxious smells

Students who are unable to meet any of the above essential functions may request reasonable accommodations by contacting the Accessibility Services Office in BH 105, by phone 610-568-1499 or e-mail Accessibility.Services@alvernia.edu

[Student Handbook](#)– Academic Affairs- Accommodations under the ADA

MANDATORY DRUG TESTING

Policy

It is the policy of the Alvernia University College of Health Sciences to require students to undergo a drug screening test for the presence of drugs or controlled substances immediately prior to all clinical rotations. The cost for this mandatory drug screening is covered by student fees.

Additional drug screening may be required anytime during a student’s enrollment. Indications may include but are not limited to observed impaired behavior, delay in obtaining drug screening past prescribed deadline, and/or frequent absences or tardiness. The cost for drug will be the student’s responsibility. Students may also be required to participate in any random drug screening protocol implemented by clinical agencies.

Please see the College of Health Sciences Drug Use Policy- [Student Handbook](#)

INITIAL AND ONGOING CLINICAL REQUIREMENTS

Subject to Change based on agency requirements.

Confirmed sophomore and transfer students are notified in writing of the mandatory items to be completed by the beginning of a clinical semester:

- CPR Certification through Alvernia University in RQI Program

Student clinical requirements are obtained through Complio-Please refer to Appendix G and information posted on Canvas

- PA State Police Criminal Record check
- FBI Clearance
- PA child Abuse Clearance
- Drug Screen
- Assigned online Health & Safety Modules through “Educational Interface”
 - Fire Safety
 - Electrical Safety
 - Lifting to Prevent Injury
 - Infection Control/Standard Precautions
 - Blood Borne Infections
 - HIPAA Compliance
 - COVID19 Precautions
- Immunization Records (according to Nursing Student Health Policy)
- Current Health Insurance
- Medical History Form
- Physical Exam (annually)
- Drug Screen (timeframe as specified)
- Review of Technical Standards for Nursing Education (BSN Student Handbook)

Due to strict agency regulations, failure to comply with securing these documents by the posted deadlines in NUR 209 will result in non-progression to NUR 220. Students who do not have the items completed may delay their education by a full year.

Students are reminded that they are responsible for their own transportation to clinical sites throughout the nursing program.

Students who are required to perform active military service while enrolled in the Alvernia University pre-licensure BSN program will submit documentation of their complete service dates to their course faculty members/academic advisor as soon as they receive their orders. If the student is assessed as meeting the clinical course objectives, clinical make up time may not need to be rescheduled.

However, faculty reserve the option to reschedule make-up experiences for unsatisfactory clinical performance and/or if the student will miss a graded clinical experience due to the absence.

STUDENT NURSE HEALTH POLICY (Also refer to University Handbook and University Catalog)

It is the policy of the Alvernia University BSN Program to adhere to the University health standards, clinical agency health standards, and the Pennsylvania State Board requirements of health standards. A health care provider (physician, nurse practitioner, and physician assistant) must complete a physical examination for the student and certify the student's emotional well-being and physical health for carrying out nursing responsibilities (see Core Performance Standards- pgs 34-39).

Note- These requirements may be subject to change based on requirements set by Clinical Agencies

Please see the information on Complio-located in Appendix G and on the specific clinical course Canvas shell.

Pre-Clinical Practice

A pre-clinical practice health examination shall include the following:

- Complete medical history and physical examination on provided form.
- Required and recommended immunizations as specified on the health forms:
 - 1 Tdap (Tetanus, Diphtheria, and Pertussis) vaccine within 10 years
 - Hepatitis B vaccines – 3 doses, signed declination or positive titer
 - 2 MMR (Measles, Mumps, Rubella) vaccines or proof of immunity
 - 2 Varicella Vaccines – Completed Varicella series (2) or a positive titer
 - 2-step PPD/Tuberculosis Tests: Two negative skin tests; administered one week apart then one test every year
 - Physical Exam (annually)
 - Influenza Vaccine (annually)
 - Pneumococcal Vaccine or signed declination within 5 years
 - Meningococcal Vaccine (for resident students)
 - COVID-19 vaccination [completed series plus 2-weeks prior to any clinical experiences].
- Twelve (12) Panel Urine Drug Screen (see Mandatory Drug Screen Policy)

Program Progression

- Tuberculosis Testing (TST 1-step) required annually.
- Influenza annually in the Fall semester at the first availability of the vaccine.
- Twelve (12) Panel Drug Screen required prior to each clinical course.
- Maintain current CPR for Health Care Providers certification.

Vaccines

The University has contractual agreements with clinical partners. Many clinical partners require multiple vaccines, including COVID and flu. Some partners may accept exemptions at the time the student is admitted to the nursing program. Students requesting exemptions will be provided with the appropriate paperwork to request an exemption directly from the clinical site, the semester prior to the student's clinical rotation.

Should the clinical site not approve the exemption, or change their guidelines after the student is admitted, example- did not require the vaccine and now are requiring it, the student will be directed to another clinical site, if available.

If a clinical site is not available that will accept the student and their vaccine exemption, the student cannot attend clinical. Students who do not attend clinical cannot meet program or accrediting body outcomes and will need to withdraw.

There is no guarantee that a clinical site will be available to accept the student's exemption, or that the site will accept the exemption once the student has applied.

Please note contractual agreements are between the clinical site and the university, students are not to contact clinical sites individually.

Student Responsibilities

Each student is responsible for the following:

- Personal health insurance coverage. A copy of your card required annually.
- Maintenance of good health promotion practices and utilizing preventive care in common illnesses.
- Reporting any health concern to the School of Nursing (including pregnancy) that could affect the health safety for self and/or fetus.
- Obtaining certification in CPR via the RQI Program at Alvernia University and renewing CPR certification as indicated while enrolled in the School of Nursing.
- Students should report exposure of the following to the clinical faculty as soon as exposure or symptoms are known. The clinical faculty will consult with the Chief Nursing Officer and the infection control department at the assigned health facility as appropriate. A mutual decision will be made regarding clinical and class attendance for the student.
 - Hepatitis
 - Varicella (Chicken Pox)
 - Rubella
 - Mononucleosis
 - Herpes
 - Other potentially infectious active disease

Injury or Accident at the Clinical Site

Illness or accidents occurring while in clinical practice must be reported to the clinical faculty and to nursing management at the health care facility as soon as possible. The student is responsible for any expense incurred for personal treatment.

Injury or Illness Affecting Clinical Attendance

Consistent attendance and participation in patient care in clinical is required to meet State Board,

Accrediting body requirements, and to ensure safe patient care. Students who miss clinical may not be able to successfully complete the course and need to withdraw.

- Students who miss clinical may be asked for documentation regarding the absence.
- Students who suffer an injury or prolonged illness during the semester that may limit their ability to participate in clinical activities may not attend clinical until they submit a letter from their healthcare provider indicating they can participate in all learning activities with NO restrictions. Please note this includes sports related or other injuries that may have been suffered during a university sponsored event.
- Please note- this does not include a note indicating “may participate in clinical activities, with the following restrictions”. Students must be able to participate in patient care, not just observational activities.
- Please refer to Appendix F

- for the form to be completed by the student's health care provider for students to return to clinical learning activities.
- The ability of the student to safely attend clinical and participate in patient care will be evaluated by the Technical Standards Committee, Clinical Coordinator, Chief Nursing Officer and if appropriate the clinical site, based on the student's injuries and expectations of the clinical unit. Students are not to contact clinical sites independently.
- Students who may miss more than two clinical days due to an injury involving clinical restrictions may need to withdraw from the course. (This will be considered on a case-by-case basis in conjunction with course faculty and the Chief Nursing Officer).

Pregnancy

In the event of pregnancy, the student is totally responsible for their own health care. If there are any health concerns, the student will be asked to obtain written verification of ability to continue in the Nursing Program and clinical assignment with no restrictions from their health care provider.

Latex Policy

When working in the clinical setting or nursing skills labs, students may be exposed to latex and other allergens.

For students with known sensitivity/allergy to latex or any other element in the lab or clinical environment, it is recommended that you:

- Obtain consultation from your health care provider about your sensitivity/allergy, risks, and treatment.
- Inform the Skills Lab Director and your clinical instructor of your sensitivity.
 - Latex-free gloves will be provided. However, the lab environment and clinical facilities are not latex free.
- Inform your faculty member of your plan to handle a reaction.

Maintenance of Health Records

Health records are maintained in a secure manner in the University Health and Wellness Center. Health information will be kept strictly confidential and will not be released without written consent. Special physical conditions or circumstances may arise that may necessitate the University Health and Wellness Center to share the confidential information with local medical personnel to ensure appropriate medical care. The student's signature is necessary for permission for treatment. Nursing health records are kept for five (5) years following completion of program. Health records must be resubmitted if a student is absent more than one semester from nursing courses or the university.

Maintenance of Health and Performance Standards

To meet core performance standards for progression and graduation, students are expected to maintain satisfactory physical and behavioral health (mental health and substance abuse) status. At any time, the Chief Nursing Officer may require documentation from a physician or other healthcare practitioner that states a student is able to meet core performance standards in classroom and clinical settings. The student may be referred to the Alvernia University Student Health and Wellness Center for evaluation, referral, or treatment. Please refer to the technical standards, chemical impairment, and mandatory drug screening policies

BACKGROUND CHECK POLICY – ACADEMIC PROGRAMS

It is the policy of Alvernia University’s academic programs to fully comply with Pennsylvania Laws related to criminal record and child abuse history clearances prior to entering any field/clinical educational setting that involves direct contact with children or older adults (defined as a person who is 60 years of age or older) and is associated with academic programs and/or service learning. Depending on the academic program, a repeated background check may be required prior to entering coursework at other levels after the initial clearances have been obtained.

Students in academic programs and/or service learning (if required by the facility) with convictions/charges documented on the background check reports will be advised on an individual basis. The student must understand and agree that Alvernia University may disclose the results of the background checks to the clinical/field facility where the student has sought to be placed. Certain types of clinical/field facilities have the right and/or responsibility to preclude students from the facility who have a history of criminal activity or child abuse.

Additionally, applicants to the **Education** and pre-license **Health Programs** (Nursing, Occupational Therapy and Social Work) must understand that to meet program outcomes they are obliged to directly work with children and/or older adults. **There are no alternatives to meet program outcomes.**

Such applicants/students with convictions/charges documented on the criminal* or child abuse reports will be denied acceptance into courses with associated clinical/field practice and therefore cannot complete the applicable program of study. Such applicants/students will be advised of other academic study options at Alvernia University.

* Convictions/charges documented on a PA Criminal Record Check report will be based on criteria outlined in Acts 169/13

Many professions require further licensing or certification beyond a college degree, and applicants may be denied employment in certain occupations for misdemeanors and felony convictions, including alcohol related offenses. Refer to the Pennsylvania Liquor Control Board for a complete listing of criminal violations related to licensure.

Academic programs will include written statements regarding background checks in their marketing and catalog documents. Students will be advised of the background check policy during the admission process prior to service learning (if required by the facility).

The specific laws affecting background checks and the accompanying mechanism of checking are outlined on the following page.

Procedures

Students are responsible for obtaining the following clearances through Complio.(see Appendix A) The fees for clearances are covered under student fees. A copy of the clearances will be maintained in the student’s file.

- PA State Police Criminal Record Check
- FBI Clearance
- PA Child Abuse History Clearance

The decision to not allow enrollment in a School of Nursing clinical course based upon a positive criminal or child abuse record check may be appealed by the student. See Alvernia University Student Grievance Policy and Process.

Please see the University Student Handbook [Student handbook](#) for more information.

HEALTH CARE MAJORS MANDATORY ONLINE HIPAA EDUCATION SESSION

Policy

It is the policy of the Alvernia University College of Health Sciences that all Health Care Students and Faculty (Athletic Training, Nursing, Occupational Therapy, Physical Therapy, and Healthcare Science) must participate in a mandatory online Health Insurance Portability and Accountability Act (HIPAA) Education Session prior to entering clinical field work with client contact.

Purpose

The goal of this program is to identify HIPAA initiatives regarding patient privacy and data security and to help healthcare workers comply with the guidelines.

Objectives

- Describe the overall purpose and goals of the HIPAA.
- Discuss the compliance issues with privacy reforms, including written notice, acknowledgement, prior authorization, and minimum disclosure.
- Discuss compliance with data security reforms, including issues regarding workplace layout, information storage, and rules covering conversation.

Procedure

- Access the HIPAA modules and other assigned Health & Safety modules via the link www.educationsainterface.com/log-in/
- Go to “My Classroom” and click on designated course(s) as assigned
- Complete individual modules. These are only saved after completion of each test per module. If you stop a module during a video or prior to the test it will not save and you will need to start again.
- Print out a Progress Report once all required tests have been completed and forward that to Academic.compliance@alvernia.edu by the announced deadline in class.

PROFESSIONAL DRESS AND UNIFORM POLICY

Students are expected to always be well groomed and dress appropriately, in clinical settings, on field trips, and on the Alvernia University campus. Requirements for dress at clinical settings vary, and students are expected to pay close attention to these written guidelines and to specific instructions about dress given to them by faculty. In clinical settings, a nursing student's appearance takes on additional importance. The comfort, security, and well-being of the patient may be influenced by the appearance and behavior of the nursing student. Each student represents Alvernia University to the public, and it is essential that each student makes a positive and professional impression. The Alvernia University Nursing uniform, including scrub pants, scrub top with logo, scrub jacket and polo shirt with logo, are to be worn only when the student is participating in a clinical experience.

All Clinical Areas

Unless otherwise noted, students shall be in complete uniform when in the clinical area for nursing experiences. The student nurse uniform must be purchased according to instructions given by the Nursing Department- please see the link below to order uniforms.

Please note that clinical agencies may have more restrictive policies which must be followed at all times. Students will be made aware of specific policies in effect at their assigned clinical site.

The uniform includes: maroon colored pants, white scrub top with university logo, gray jacket with university logo and university photo ID. To order uniforms, please use this [link](#)

- Students who are at any clinical sites should wear their Alvernia University photo ID badge in a clearly visible manner above the waist at all times. If applicable, the agency- issued ID badge should also be worn.
- White uniform top with Alvernia University logo, maroon colored pants and dark gray warm up jacket if desired. The uniform shall be clean and pressed for each clinical session.
 - Uniform of approved styles only, using the uniform company/vendor designated by the Alvernia University faculty.
 - Pants are to be hemmed at an appropriate length above the heel. Pants may not be cuffed.
 - Culturally appropriate garments such as head coverings must be white, black or navy in color.
 - Only thin white cotton crew socks or knee-high stockings may be worn with uniform pants. No pattern is allowed on socks. The ankle must be fully covered.
 - Only white full-length hose (pantyhose) may be worn with uniform dresses.
 - All white or black nursing shoes or sneakers may be worn ONLY if they are absent of

color or fabric inserts. No open back or sling back shoes may be worn. Students should avoid shoes made from fabric due to the risk of staining or substances leaking through to the students' socks or skin.

- Plain white long sleeve T-shirt or turtleneck tops may be worn underneath uniforms if agency policy permits and at the discretion of the clinical instructor.
- All uniforms should be fit appropriately, neither too tight nor too loose. If a student gains or loses significant weight, they may need to purchase a different size uniform to maintain an acceptable professional appearance.
- Long sleeve scrub jacket (dark gray)
 - This jacket is optional, but highly recommended due to temperature variations on the nursing units.
 - No sweaters or sweatshirts may be worn while wearing the clinical uniform in the clinical area.
- All students are also required to have the following supplies with them in the clinical area at all times:
 - Bandage scissors
 - Wristwatch (with second-hand) or digital timer [the use of a cellphone as a 'watch'/timer is not permitted]
 - Ball point pen: black ink only
 - Stethoscope
 - Pocket pen-light
 - Alvernia University student photo ID badge (on clip), worn above the waist and fully visible
 - If applicable, agency-issued ID badge, worn above the waist and fully visible

Professional Dress

Selected Community-Based Clinical Rotations

- Knit maroon Alvernia University polo shirt is required. Shirts may be worn over the slacks if the appearance is neat and professional. Shirts may also be tucked into the slacks and worn with a belt. The Alvernia University student photo ID badge should be worn with the maroon polo shirt.
- Standard beige or khaki pants (slacks) are to be worn. Tan or beige uniform pants ("scrubs") may be worn if desired. No knit pants, leggings, or jeans-styles are acceptable. Pants must come to the waist or slightly-below the waist. Students may be sent home from the clinical site if attire is deemed unprofessional by the faculty.
- Practical flat heeled closed-toe shoes. White athletic shoes are acceptable only if they are used with your nursing uniform. No sandals, flip-flops, clogs, boots, platform shoes or high heeled shoes are permitted.
- Clinical Site Visit for Preparation or Research of Client Records Students are often required to go to clinical sites at times other than clinical to review records. At such times, the student is not with an instructor or clinical group, thus professional appearance and clear identification as an Alvernia University nursing student is imperative.

Conferences

- Women are to wear business casual slacks or skirt (no shorter than 2 inches above the knee, blouse/knit top of modest appearance, or dress (no shorter than 2 inches above the knee).

Appropriate undergarments and hosiery are required.

- Modest makeup, jewelry, and shoes.
- Men are to wear dress slacks and shirt with collar (button-down or polo style are acceptable). Ties are not necessary for most events.
- Jeans, short skirts, low-cut tops/blouses, tight-fitting clothes or other non-professional clothing are not permitted for professional events and whenever a student represents themselves as an Alvernia nursing student.

Other Appearance Requirements

- All students must keep hair neat and off the face and the collar when in uniform in any clinical setting. Only natural hair colors are acceptable, (this does not need to be the students' natural color, does need to be a natural color found in human hair).
- Men's facial hair should be short, neat, and well groomed. For health reasons, faculty and agencies may have stricter requirements.
- The only jewelry permitted while in uniform is a flat profiled wedding band, a wristwatch, and small post earrings. If ears are pierced, only one earring in each earlobe is allowed. No nose, tongue, or other facial jewelry is allowed.
- Fingernails need to be short and clean for the safety of the patient. Only natural color nail polish is acceptable.
- Artificial nails, acrylic nails, and nail tips are prohibited.
- Make-up may be worn sparingly.
- Bad breath, body odor, and residual tobacco odor shall be controlled.
- Students shall abstain from chewing gum and smoking in the clinical area or on facility property.
- No perfume, cologne, or body sprays.
- Visible tattoos must be covered to the fullest extent possible.

If nursing students are employed in health care agencies, they may not wear the Alvernia University student nurse's uniform during working hours.

Students may not wear work related apparel when working in the clinical setting as an Alvernia University Nursing student.

Professional appearance is a serious matter. All students represent the university and the nursing profession.

Any student not complying with the above uniform policy may be directed to leave the clinical area and may receive an unsatisfactory grade for the clinical day, depending on the nature of the infraction. Compliance or lack of compliance with this policy may be reflected in clinical grades.

NURSING LABORATORY POLICIES AND GUIDELINES

Please see Policy and Guidelines on Canvas All students are responsible for this information.

General

- For health and safety reasons, eating or drinking in the nursing labs is not allowed. No food or drinks are permitted when using departmental computers or at the bedside practice stations.
- Students and faculty are expected to leave the lab in the same manner or better than when they arrived. This includes making and straightening bed linens, returning
- Equipment to its designated storage area, putting all tables in order, and pushing chairs in.
- Students are reminded to check the area before leaving to make sure that they have all of their materials and notes with them. (The School of Nursing and Lab staff is not responsible for items left in the laboratory area)
- Disruptive behavior of any sort will not be tolerated.
- When a class is in session in the lab, students needing to access the area of the lab are expected to enter quietly, without conversation, and limit their talking.
- Nursing Lab supplies, books, and/or equipment are not to be removed from the Nursing Lab without specific permission of the Lab staff.
- Books and other resources are available to students but must be signed out by a lab staff member. Appropriate sign-out and sign-in procedures must be used by both students and faculty to track materials.
- Any malfunctioning or broken equipment should be reported immediately to a member of the lab staff. Likewise, students should notify lab staff if any needed supplies are low.
- The Lab is available for independent skill practice during posted open lab hours. These hours are subject to change depending on staff availability and scheduled classes.
- When the lab is open, staff members may be in a variety of locations, presently the 2nd or 3rd floor. Staff should not be interrupted during a skill scenario evaluation unless there is an emergency.
- Any student who requires individual assistance from a member of the lab staff during open lab hours must sign up according to established procedures.
- Students should please report any equipment that is not functioning properly to the lab staff.
- DO NOT attempt to repair equipment or use equipment that is not functioning properly.

Skill Competencies and Performance Guidelines

- The methods and standards for assessment and evaluation of nursing skill competencies are

determined by course faculty, working in collaboration with the Lab Director and staff.

- Due to the number of faculty and students who seek to use the Nursing laboratory, adherence to established procedures and schedules is essential. Students who do not keep scheduled individual appointments or who fail to notify the lab staff prior to missing a scheduled appointment due to illness or an emergency may have their course grade penalized.
- Faculty reserve the right to establish grading procedures relative to the performance of simulated patient care scenarios and other skill competencies for their courses.
- It is an expectation of the student nurse role that all communication, including verbal, written, and electronic, with peers, faculty, and staff must always be professional. Incivility to the lab staff will not be tolerated and may result in a grade deduction.
- Professional attire and grooming may be expectations for the student's performance of any skills or simulated patient care scenarios, as listed in the course syllabus.
- Students are responsible to select Nursing Lab testing times that do not conflict with scheduled class or clinical content. Students will confirm that no personal or course conflicts exist when they self-select a Nursing Lab testing time. Early dismissal from or late arrival to clinical or class time is not acceptable. Failure to follow this policy may result in the student receiving a grade deduction or earning a "zero" for the planned tested skill or activity.

MEDICATION CALCULATION COMPETENCY POLICY

Proficiency in calculating medication dosages is essential to safe nursing practice. Students have an ethical and moral responsibility to their clients in learning safe practices.

Administering medications is an invasive procedure that can potentially result in harmful outcomes; therefore, knowledge of calculation skills is essential to everyday nursing practice.

Medication calculation competencies are measured during the following courses

NUR 209 or 210 Nursing Foundations/Introduction to Professional Nursing courses

NUR 220 Nursing in Health and Illness I: Medical-Surgical Clients

NUR 315 Nursing in Health and Illness II: Birth and Childhood to Adulthood

NUR 317 Nursing in Health and Illness III: Behavioral Health and Chronicity

NUR 410 Nursing in Health and Illness IV: Adult and Geriatric Clients

NUR 417 or 418 Nursing Role Synthesis Practicum/Nursing of the Acute and Critically Ill

These courses will include one examination focusing entirely on medication calculation. The medication calculation competency exam will include 20 questions weighing no more than 5% of the final course grade calculation. Additionally, general medication calculation questions may be included on exams in all nursing courses.

Students enrolled in the following nursing courses- NUR 209/210; NUR 220; NUR 315; and NUR 317 must achieve a score greater than or equal to 90% on the Medication Calculation Competency Exam. Those students that do not achieve a score greater than or equal to 90% on the Medication Calculation Competency exam will be required to complete remediation as per the course syllabus and faculty instructions. Students have a total of three attempts to achieve the 90% benchmark grade. If a student does not meet the 90% after their **third attempt**, they will be unable to pass the clinical component for the course and will need to repeat the entire course.

Students enrolled in all nursing courses- NUR 410 and NUR 417/418, must achieve a score of 100% on the Medication Calculation Competency Exam. Those students that do not achieve a score of 100% on the Medication Calculation Competency exam will be required to complete remediation as per the course syllabus and faculty instructions. Students have three attempts to achieve the 100% benchmark grade. If a student does not meet the 100% after their **third attempt**, they will be unable to pass the clinical component for the course and will need to repeat the entire course.

Students will use calculators provided by the Nursing Department for math competency exams and math

problems on all other exams. Students repeating a course at any given level must take that clinical course-level medication calculation exam.

The Nursing Program follows the “Rule of 5” when rounding any numbers, either for the calculation of grades or for determining the final correct answer on a medication calculation exam.

The “Rule of 5” dictates that when rounding, you examine the numeral to the right of the number that is to be last in your final answer. This numeral and any/all numerals to its right will be dropped once you have ‘rounded off’ your answer.

- If that numeral is less than 5, drop it and all the figures to the right of it.
- If that numeral is 5 or greater, increase by 1 the number to be rounded, that is, the preceding number or the number to its left.

Example #1

Suppose you wish to round 62.5347 to the hundredths (**four** significant figures in this example). Look at the **fifth** numeral. It is a 4, a number less than 5. Therefore, you will drop every figure after the **fourth**, and the original number rounds to 62.53.

Note: *in this example, the “7” on the far right does not round up so that the “4” becomes a “5”. Instead, you only examine the numeral to the very right of the final place you want to round your answer to and use this to follow the “Rule of 5”.*

Medical Math Calculations Rounding Policy for Dosage Calculations For accurate dosage calculation rounding

Weight

- Round to the nearest tenth Ex. 71.8181 = 71.8 kg

Parenteral

- If dose is greater than 1 mL, round to the nearest tenth Ex. 3.75 = 3.8 mL, or 1.515 = 1.5 mL
- If dose is less than 1 mL, round volume to the hundredth Ex. 0.75 mL = 0.75 mL

Intravenous Solutions

- Drip rates: round to the nearest whole number

Oral solids

- Possible to give $\frac{1}{2}$ or 0.5 tablet, if scored

CODE OF ETHICS: CODE OF ACADEMIC AND CLINICAL CONDUCT

National Student Nurses' Association, 2022

The School of Nursing, BSN Program adopts the National Student Nurses' Association Code of Academic and Clinical Conduct as a guide for professional student nurse behavior.

NSNA Code of Ethics

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities in actively practicing that care while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is one component of the National Student Nurses' Association's Code of Ethics and is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A Code for Nursing Students

As students are involved in clinical and academic environments, we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments, we:

- Advocate for the rights of all clients.
- Maintain client confidentiality, regardless of method or medium of communication.
- Take appropriate action to ensure the safety of clients, self and others.
- Provide care for the client in a timely, compassionate, professional, and professional manner.
- Communicate client care in a truthful, compassionate and professional manner.
- Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
- Promote excellence in nursing by encouraging lifelong learning and professional development.
- Treat others with respect and promote an environment that respects human rights, values, and choice of cultural and spiritual beliefs.
- Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
- Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
- Encourage faculty, clinical staff, and peers to mentor nursing students.

- Refrain from performing any technique or procedure for which the student has not been adequately trained.
- Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
- Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
- Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that could impair judgment.
- Strive to achieve and maintain an optimal level of personal health.
- Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
- Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Alvernia Nursing Faculty Addendum

Honesty is a trait essential to the nursing profession. Nursing students are expected to be completely honest in all matters relative to their nursing education and transition to the professional role. There are many varied situations which require truthfulness from nursing students. Examples of such situations include but are not limited to:

- admitting mistakes in the clinical setting
- providing reasons for absences
- documenting in health agency records
- writing about clinical experiences in logs and journals
- applying for licensure
- preparing a personal resume
- corresponding with prospective employers.

Consequences for violations of any of the ethical standards of the Alvernia University School of Nursing will vary according to the severity of the infraction. Examples of consequences include reduction in course grades, loss of eligibility for awards or membership in the Honor Society, and letters of warning or reprimand placed in the student's file. All instances of cheating or plagiarism are required by the Provost to be reported to the Registrar's office as per the University policy found in the [Student Handbook](#) Academic Affairs- Honor Code Policy and Procedures

Serious or repeated ethics violations may result in dismissal from the School of Nursing.

ALVERNIA STUDENT NURSES' ASSOCIATION BY-LAWS

Article I – Name, Purpose, and Function

SECTION 1. Name

The name of this organization shall be the Alvernia Student Nurses' Association, hereafter referred to as ASNA.

SECTION 2. Purpose

The purpose of ASNA is to:

- Aid in the development of the nursing students' integrity through their professional role and responsibility for the holistic care of all people,
- Enhance academic and professional growth in nursing education,
- Promote a greater understanding of the nursing profession throughout the University and the Community, and
- Develop leadership skills.

SECTION 3. Function

The functions of ASNA are to:

- Provide programs representative of fundamental and current professional interest and concerns,
- Promote and encourage student participation in the University's interdisciplinary activities,
- Promote and encourage nursing students' participation in the community affairs and health care activities,
- Represent nursing students to consumers, organizations, and other organizational and governmental bodies, and
- Inform, advise, and advocate the nursing students and their rights and responsibilities.

Article II – Membership, Privileges, and Responsibilities

SECTION 1. Membership

Starting fall semester of 2018 for all members: Active membership in ASNA shall only be gained through the following guidelines each semester. Freshman are encouraged to attend as much as possible. Sophomores must attend one meeting, participate in one community service event and one fundraiser. Juniors and Seniors must attend two meetings, participate in two community service events and two fundraisers. If these requirements are not met, the nursing student will be considered inactive and removed from PAX.

SECTION 2. Privileges

The privileges of this membership shall be the same as any other club or organizations on the Alvernia University campus – regarding the use of the University facilities, scheduling activities on campus and in the community, and fundraising projects.

SECTION 3. Responsibilities

The responsibilities of the membership shall be to attend meetings, to participate in planned activities, and to work in cooperation with the officers and faculty to ensure optimum effectiveness of the organization.

Article III – Officers, Eligibility, and Terms of Office

SECTION 1. Executive Officers

The elected officers of ASNA shall be the President, Vice-President(s), Treasurer, and Secretary.

SECTION 2. Executive Committee

The Executive Committee shall consist of the President, Vice-President(s), Treasurer, Secretary, two representatives from each level of the nursing program (Freshman, Sophomore, Junior, and Senior), three Fundraising Chairperson, a Community Service Chairperson, Communications Chairperson, Peer Mentor Coordinator, and Public Relations Chair. The Nursing Department Chair and faculty/staff advisor(s) are considered ex-officio members.

SECTION 3. Eligibility

All officials shall:

- Be an active member of ASNA
- Meet progression requirements as per the nursing program and as stated in the nursing handbook
- Be required to join NSNA
- Not be students who have been impeached or have not fulfilled previously elected duties.

SECTION 4. Terms of Office

Term of Office shall be for one (1) year. Elections will be held annually at the beginning of Spring semester. The Freshman Class Representative will be elected at the beginning of each Fall semester. Students interested in running for an executive officer position – president, vice president, treasurer, or secretary – must have maintained active membership in ASNA for one year before running for executive office. This does not apply for executive committee positions including class representatives, fundraising chairperson, community service chairperson, communications chairperson, peer mentor coordinator, or public relations chairperson.

Article IV – Voting

SECTION 1. Voting

Only current nursing students at Alvernia University may be allowed to cast a vote for candidates running for executive office.

SECTION 2. Vacant Positions

In case of a vacancy of the office of the President during the term, the Vice-President will fill the position. Members of ASNA will vote to fill the vacancy for the Vice-President, Treasurer, Secretary, and Class Representatives.

SECTION 3. Impeachment

Grounds for impeachment (at least one must apply):

- Failing to fulfill the purpose of ASNA
- Failing to fulfill duties of the office
- Misappropriation of funds

Impeachment procedure:

- Any ASNA member may initiate the impeachment process.
- The call for impeachment must be presented to an ASNA advisor in the form of a petition stating the reason(s) for impeachment.
- ASNA's Executive Committee and advisors will then vote on the impeachment petition. A two-third (2/3) vote is required for the petition to carry forward.
- The advisor(s) will present the petition to the entire membership for vote. A two-third (2/3) majority is required for the petition to carry forward.
- If the impeachment carries forward, the person will be removed from the office and the vacancy will be filled as specified in Article IV, Section 2.

Article V – Duties of the Officers

SECTION 1. President of ASNA

The President of ASNA shall:

- Attend and preside over all ASNA meetings.
- Keep informed on all matters affecting ASNA.
- Act as chief spokesperson for the nursing student body in dealing with the administration and faculty.
- Form ad hoc committees as circumstances deem necessary.
- Represent the nursing student body or appoint a replacement, to act as a liaison officer with the Student Government Association (SGA) and the Faculty Council.
- Call special meetings when necessary.
- Report directly to faculty advisor(s).
- Prepare agenda for meetings.
- Be responsible for coordinating ASNA participation in SGA activities.

SECTION 2. Vice-President of ASNA

The Vice-President(s) of ASNA shall:

- Attend all ASNA meetings.
- Assist the President in all matters concerning the ASNA.
- In case of temporary or permanent vacancy of the Presidential Office, the Vice-President will assume the duties of the President.
- Perform all other duties as assigned by the President or as usual to this Office.
- Coordinate convention planning.

SECTION 3. Treasurer of ASNA

The Treasurer of ASNA shall:

- Attend all ASNA meetings.
- Keep accurate records of all financial accounts, under the supervision of ASNA advisors.
- Provide a treasurer's report at each meeting.
- Responsible for paperwork and activities related to financial transactions.
- Perform other duties as assigned by the President as usual to this Office.

SECTION 4. Secretary of ASNA

The Secretary of ASNA shall:

- Attend all ASNA meetings.
- Keep accurate minutes of all ASNA meetings and maintain a points record.
- Post minutes within seven (7) academic days in suitably prominent locations and/or submit a copy to administration if requested.
- Keep ASNA files up-to-date.
- Serve as historian of ASNA by keeping a log of the Association's activities and events during the Term.
- Perform all other duties as assigned by the President of as usual to this Office.

SECTION 5. Fundraising Chairperson

The Fundraising Chairperson of ASNA shall:

- Attend all ASNA meetings.
- Be responsible for all fundraising activities.
- Collaborate with Class Representatives when necessary.
- Perform other duties as assigned by the President as usual to this Office.
- Coordinate with Treasurer to track fundraising activities by student account.
- Collect, coordinate, and distribute fundraising materials to represented class and act as liaison between the class and the Treasurer.
- Perform other duties as assigned by the President as usual to this Office.

SECTION 6. Communication Chairperson

The Communication Chairperson of ASNA shall:

- Attend all ASNA meetings.

- Be responsible for maintaining the ASNA bulletin board.
- Perform other duties as assigned by the President as usual to this Office.

SECTION 7. Community Service Chairperson

The Community Service Chairperson of ASNA shall:

- Attend all ASNA meetings.
- Be responsible for coordinating community service projects.
- Perform other duties as assigned by the President as usual to this Office.

SECTION 8. Peer Mentor Coordinator

The Peer Mentor Coordinator of ASNA shall:

- Attend all ASNA meetings.
- Be responsible for matching peer mentors with peer mentees.
- Be responsible for coordinating ASNA Peer Mentor Socials
- Perform other duties as assigned by the President as usual to this Office.

SECTION 9. Public Relations Officer

The Public Relations Officer of ASNA shall:

- Attend all ASNA meetings.
- Maintain existing ASNA social media websites including keep the sites updated while adding new members and taking away members no longer in ASNA.
- Advertise upcoming events on all available ASNA social media outlets.
- Assist in the creation of flyers for events to be distributed around campus.
- Create a survey at least once an academic year to be distributed to all nursing students including questions on how to improve ASNA.
- Assist with club activities and community service projects after each meeting and as appropriate.

SECTION 10. Class Representatives

The Class Representatives of ASNA shall:

- Attend all ASNA meetings.
- Keep represented class updated with information pertaining to ASNA.
- Mention the next ASNA meeting before, or during, nursing class a few days in advance of the meeting.
- Assist with club activities and community service projects after each meeting and as appropriate.

Article VI – Meetings

SECTION 1. Meetings

Meeting time and place will be determined every semester by the current ASNA Executive Committee and will be open to all ASNA members.

SECTION 2. Planning Meetings

A planning meeting will be held annually prior to/at the start of the school year to plan ASNA events for the upcoming Term. Attendance is mandatory for the ASNA Executive Committee.

SECTION 3. Ad Hoc Meetings

Ad Hoc meetings may be called at the discretion of the President, faculty advisor, or Executive Committee of ASNA.

SECTION 4. Order of Business

The order of business of each meeting shall be in accord with the agenda and shall follow the given rule of order:

- Call of order
- Mission moment
- Approval of minutes
- Treasurer's report
- Report of committees
- Old business
- New business
- Newsletter
- Open forum
- Adjournment

ARTICLE VII - CONVENTION

Officers and active members in good standing can attend the National Student Nurses Association (NSNA) national convention. Students who plan to attend convention must currently be serving as an officer in ASNA for one year and maintain active membership in ASNA for at least one year. Those who do not meet set qualifications may have the opportunity to attend at the discretion of the executive board.

ARTICLE VIII - AMENDMENTS

Amendments to this constitution (By-laws) may be presented by the members of ASNA. They must be submitted in writing to the President ten (10) days prior to the Association's meeting and must receive two-third (2/3) of the votes of those present during their approval.

By-laws shall be reviewed and updated annually.

PROFESSIONAL DEVELOPMENT POLICY

It is the policy of the School of Nursing to encourage student participation in professional continuing education programs, the Student Nurses' Association of Pennsylvania (SNAP) Convention, and the National Student Nurse Association (NSNA) Convention. Funding sources will include money from the Alvernia University Student Nurses' Association, Alvernia University Student Government, fund raising, and personal assessment.

Student eligibility to attend an outside conference is based on the following criteria: The student

- Must be in good academic standing at the time of conference registration.
- Must display professional conduct inside and outside classroom and clinical practice.
- Must obtain written approval from all course and clinical faculty prior to registering for the conference.
- The faculty course coordinator must give written approval prior to any missed clinical practice due to conference attendance.
- Clinical make up experiences, as relevant, will be arranged by the course coordinator. However, faculty reserve the option to reschedule make-up experiences for unsatisfactory clinical performance and/or the student will miss a graded clinical experience due to the absence.
- Students are responsible for all missed work and may be asked to complete scheduled exams during the conference. Unless otherwise stated by course faculty, conference attendees will be expected to meet all due dates for course assignments, even if they occur during the conference attendees may need to submit work prior to leaving for the conference.

The Student Nurses' Association leadership, in conjunction with the Nursing Faculty, will determine appropriate professional development opportunities for student participation and funding allocation.

INTERNATIONAL NURSING HONOR SOCIETY UPSILON ZETA CHAPTER (#460)

On April 17, 2007, the Nursing Honor Society at Alvernia College was chartered as an official chapter of Sigma Theta Tau International Honor Society of Nursing (“Sigma”). Designated the Upsilon Zeta Chapter, Sigma is an organization which provides opportunities and responsibilities to make definite contributions to the Alvernia University John and Karen Arnold School of Nursing, to the profession, and to the health of the public worldwide. Its purposes are to recognize superior achievement, recognize the development of leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession.

The precursor of Upsilon Zeta was the Alvernia College Nursing Honor Society, chartered on November 14, 2003. Approval for the Upsilon Zeta Chapter was granted at the Sigma International Biennial Convention in the fall of 2006. Membership in the honor society is by invitation only.

The criteria for membership for undergraduate students is based on having completed at least half of the nursing curriculum, having achieved a cumulative grade point average of at least 3.0 on a 4.0 grading scale, and ranking in the top 35% of their class. Nurse leaders must hold a baccalaureate degree and have demonstrated achievement in nursing education, practice, research, administration, or publication.

At Alvernia University, 93 nurse leaders and senior level baccalaureate nursing students were inducted as Charter Members into the Upsilon Zeta chapter. Each candidate is required to meet the criteria for academic integrity.

Academic integrity is defined as a “commitment, even in the face of adversity, to five fundamental values: 1) trust, 2) honesty, 3) fairness, 4) respect, and 5) responsibility.”

At the Chartering Ceremony, Sister Mary Stella Cisz received the Chapter’s first “Friend of Nursing” award and was recognized as one of the principal founders of Alvernia’s nursing program in 1977.

The Honor Society of Nursing, Sigma Theta Tau International, is a not-for-profit organization whose mission is to improve the health of people worldwide through leadership and scholarship in practice, education, and research. Founded in 1922, the honor society currently has 135,000 active members in more than 100+ countries. Members include practicing nurses, instructors, researchers, policymakers, entrepreneurs, and others. Sigma’s vision is to create a global community of nurses who lead using scholarship, knowledge, and technology to improve the health of the world’s people.

For additional information on Sigma, contact <https://www.sigmanursing.org>

Curriculum

CONCEPTUAL FRAMEWORK

The Conceptual Framework for the John and Karen Arnold School of Nursing at Alvernia University focuses on the care of the client, which may be the individual, family, group, or the community. Eight essential concepts surround this central core. Each concept interrelates to the others as they circle the core, which impact and are impacted by the client or receiver/s of nursing care.

The outer ring of the model represents the continuously revolving process which is the system by which professional nursing care is accomplished. Each step in the nursing process connects by the vital link of communication. The entire system of nursing care operates in continual awareness of the core, the client, through the actualization of one or more of the essential concepts. The broken line represents the fluid movement between process, concepts, and the focus of nursing care.

The conceptual framework, built upon a firm foundation of the liberal arts, the sciences, and the humanities, operates within a caring teaching-learning environment. It illustrates the means to provide holistic nursing care across practice environments.

The eight essential concepts integral to the Alvernia Nursing Programs are:

Professional Role

Nurses are providers of care, designers, managers, and coordinators of care, and members of an ever-evolving, multi-faceted practice profession (AACN, 2008).

Ethics

Ethical and legal principles define nursing practice and provide guidelines for responsible, effective, and compassionate care of individuals, families, groups, and communities. The nursing programs at Alvernia follow the tenets of the Code of Ethics for Nurses (ANA, 2015).

Evidence Based Practice

Nurses consciously and judiciously integrate the current best evidence with clinical expertise and patient/family preferences and values for delivery of optimal nursing care. Evidence Based Practice is a mark of excellence among professional nurses and healthcare organizations.

Diversity

Learning about and demonstrating respect for diversity and cultural awareness enhances the delivery of health care that is holistic, and client centered. The promotion of cultural competence and respect for diversity are hallmarks of the nursing programs at Alvernia.

Leadership

Leadership is the informed and wise use of power and the ability to influence others effectively in order to accomplish a goal. The potential for capable and ethical leadership distinguishes Alvernia's nursing students.

Skill

The ability to do something well, according to standards of professional nursing practice, is usually gained through education or experience. Skill refers to both tasks performed, and care provided by a nurse, as well as to critical thinking and problem-solving ability within healthcare settings. Such activities of providing service to others in a competent, safe manner are essential to the promotion, maintenance, and restoration of health and well-being or in prevention of illness.

Technology

The systematic application or use of scientific knowledge, devices, machines, tools, and techniques to solve practical problems which affect those seeking and using healthcare is an expectation of professional nurses in the 21st century. The use of various technologies and software applications is woven throughout the nursing programs at Alvernia.

Safety

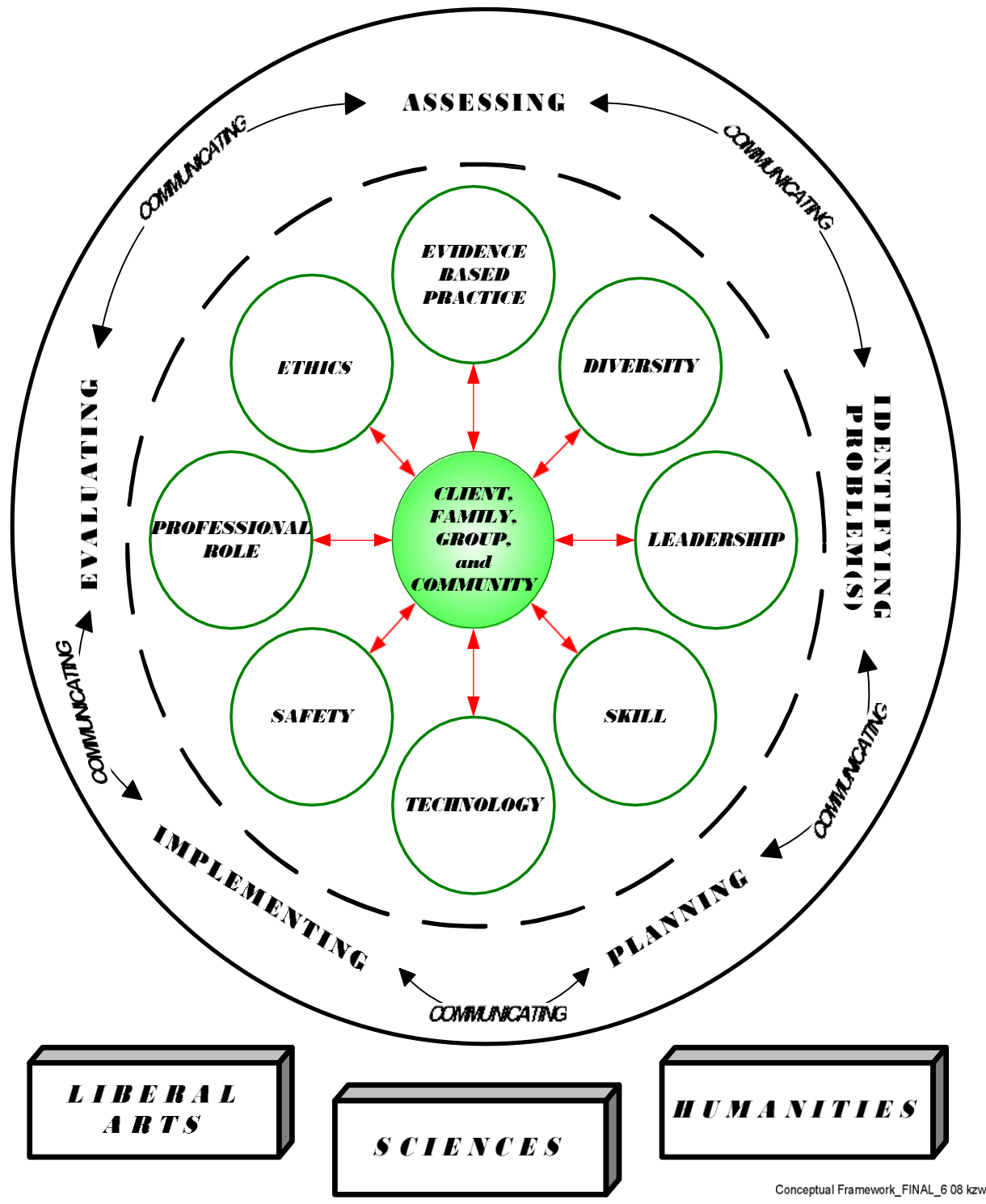
Within the healthcare environment, safety refers to freedom from whatever exposes one to danger or from liability to cause danger, harm, injury, or loss. Safety is taught and modeled at every level of the nursing programs and is considered a standard of all nursing practice and care.

References:

American Nurses Association. (2015). Code of ethics for nurses and Interpretive statements. Retrieved from: http://nursingworld.org/ethics/code/protected_nwcoe813.htm

American Association of Colleges of Nursing. (2008 and 2021). The essentials of baccalaureate education for professional nursing practice. Author.

CONCEPTUAL FRAMEWORK DIAGRAM



Conceptual Framework_FINAL_6 08 kzw

CAPSTONE PROJECT

The purpose of the Capstone Project is to allow students to develop and demonstrate competency in a cluster of skills integral to the practice of professional nursing at the baccalaureate level.

These skills reflect the outcomes of the BSN Program and include:

- Reading and critiquing published research
- Critical thinking
- Collaboration and communication with peers and other professionals
- Time management
- Deliver professional presentations
- Ethical decision making

Phase I – Research Critique, Critical Thinking (NUR 408)

Work on the Capstone Project begins in NUR 408, Introduction to Research Methods. In this course, with faculty guidance, students examine evidence-based practice (EBP) relevant to the discipline of nursing. Students gather published research on the selected topic (with faculty approval). While studying specific aspects of the research process in class, students analyze the research studies relevant to this topic. Skills in searching for appropriate research sources, reading research, critical thinking, and research critique are developed throughout the course.

In collaboration with an assigned student group, students examine and prepare a poster that describes the:

- significance of the problem
- current literature
- summary of the evidence
- clinical considerations
- recommendations for nursing practice.

Students present their findings to their classmates via a poster presentation. A copy of the poster and presentation grade completes the requirements for Phase I of the Capstone. The skills developed in Phase I enable each student to progress to the next level of the Capstone work, a group project on an EBP topic, which is completed in the final semester of the BSN Nursing Program.

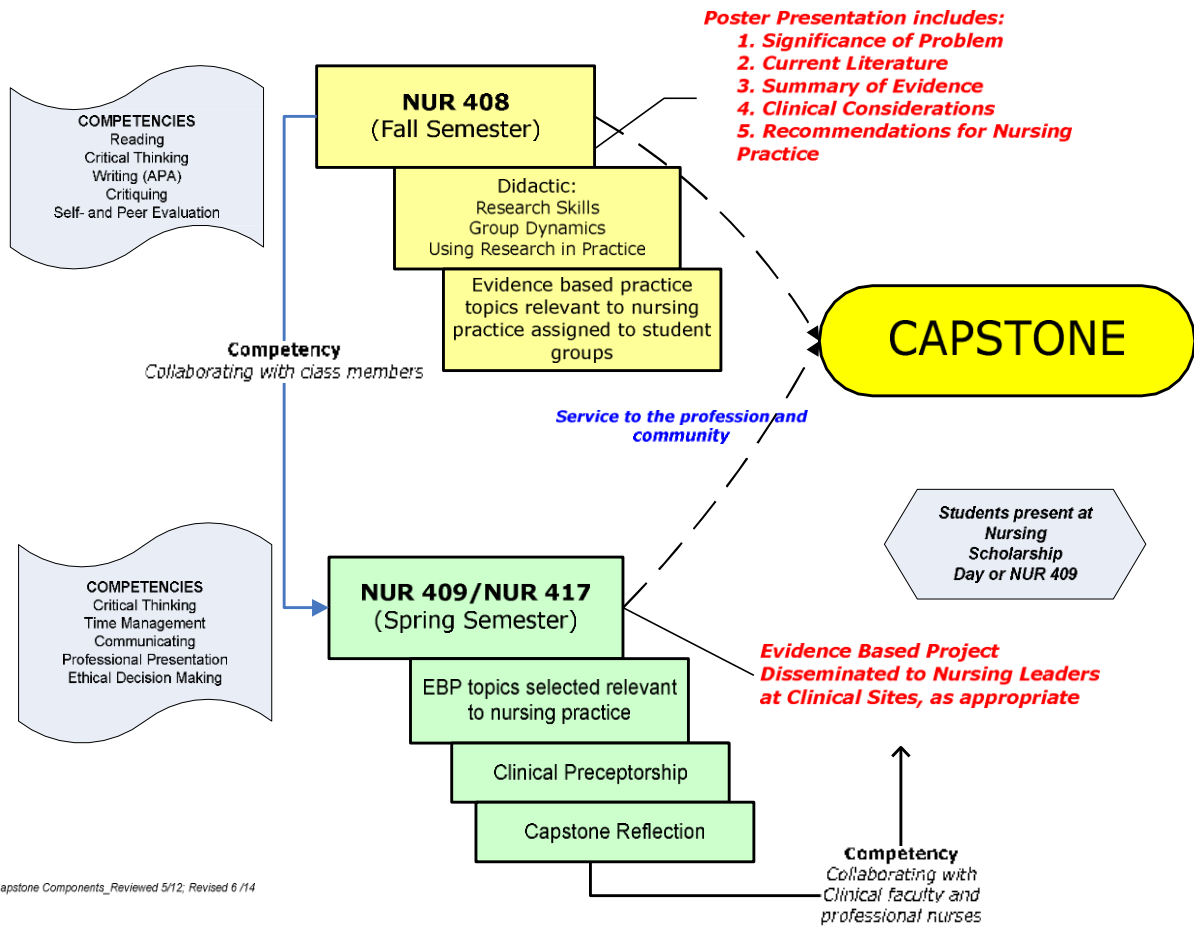
Phase II – Application of Research Skills, Collaboration, Time Management, Professional Presentation (NUR 409/NUR 417)

In the second phase of the Capstone Project, students further develop skills in research critique, critical thinking, and communication to produce an evidence-based practice project. Project topics are selected in conjunction with faculty and nursing professionals at the various agencies where students are assigned in their senior level clinical rotations. In collaboration with an assigned group, students gather, and critique research related to the chosen professional issue. The culmination of this project is a scholarly paper and formal presentation of the findings. Findings may also be disseminated to appropriate agency staff. Students complete a written reflection on their beliefs/goals about their future nursing practice, and how their professional decisions have been shaped by values, Franciscan mission, and their general undergraduate experience at Alvernia.

Note: Students who are taking NUR 408, NUR 409, and/or NUR 417 out of the usual sequence due to the need to repeat/delete a required course must meet the Capstone objectives in a manner negotiated with the course faculty and Chief Nursing Officer. This process may require taking a directed study course.

Nursing Capstone Components

The diagram below illustrates Nursing Capstone Components for the Pre licensure BSN Program.



CAPSTONE_Capstone Components_Reviewed 5/12; Revised 6/14
kzw

Additional Policies and Guidelines for Student Reference

LEGAL LIMITATIONS FOR STATE LICENSURE

It is the policy of the BSN Program to inform each student of the Pennsylvania State Board of Nursing Professional Nurse Law in legal limitation for licensure.

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

The term “convicted” shall include a judgment, an admission of guilt or a plea of nolo contendere. An applicant’s statement on the licensure application declaring the absence of a conviction shall be deemed satisfactory evidence of the absence of a conviction unless the Board has some evidence to the contrary. (6 amended Dec. 15, 1986, P.L. 1607, No. 179). This action by the Board may be recommended regardless of the student’s ability to complete the BSN Program’s educational requirements for graduation.

It is possible that the Board may deny licensure based on the applicant’s criminal or child abuse history. If the individual does become licensed, various laws may preclude the individual from employment in a wide variety of settings.

The School of Nursing will make every attempt to inform the student based on the information available. Students are encouraged to contact the State Board of Nursing for specific questions or concerns.

References: Legal Counsel to the Board of Nursing Correspondence Letter, 2/28/01 and PA Professional Nurse Law Section 6. Fees; Qualifications for Licensure, 9/99.

Law	Description	Requirement	Mechanism of Checking
<p>Older Adults Protective Services Act</p> <p>OAPSA Act 169 (1996) and Act 13 (1997)</p> <p>(www.aging.state.pa.us)</p>	<p>Affects employees/students in nursing homes, personal care homes, domiciliary care homes, adult daycare centers and home health care providers</p>	<p>Submit to a criminal record background check</p> <p>Report the suspected abuse of any person who is receiving care from the agency regardless of age</p>	<p>PA Criminal Record Check</p> <p>For students who have not been residents of PA for two consecutive years immediately preceding the date of application, a Federal Bureau of Investigation (FBI) Criminal History Background check on the required Department of Aging Form (FD-258 and PDACBC-1)</p> <p>(8/31/07 Department of Aging Memo)</p>
<p>PA Department of Public Welfare Child Protective Services Law</p> <p>Section 6344 Title 23 Pa. Chap. 63 Act 73</p> <p>(www.dpw.state.pa.us)</p>	<p>Affects any individual with a significant likelihood of regular contact with children in the form of care, guidance, supervision or training.</p>	<p>Submit to PA Child Abuse History Clearance, PA Criminal Record Check, and FBI Criminal History Background Check</p>	<p>PA Child Abuse History Clearance Form (CY-113- UF)</p> <p>PA Criminal Record Check</p> <p>FBI Criminal History Background Check</p>
<p>PA Department of Education</p> <p>Act 34 (1985) amended by Act 114 (2006) (criminal background)</p> <p>Act 151 (child abuse)</p> <p>Section 111 of Public School Code and Chapter 8 of State Board of Education Regulations</p> <p>(www.teaching.state.pa.us)</p>	<p>All student teachers participating in classroom teaching, internships, clinical, or field experiences; prospective employees of public and private schools, vo-tech, and intermediate units who have direct contact with children must provide a copy of PSP, FBI reports no more than 1 year old</p>	<p>Submit to PA Child Abuse History Clearance, PA Criminal Record Check, and FBI Criminal History Background Check</p>	<p>PA Child Abuse History Clearance Form (CY-113- UF)</p> <p>PA Criminal Record Check</p> <p>FBI Criminal History Background Check</p>

<p>PA Department of Education</p> <p>Background Checks (Act 114 and Act 24)</p> <p>Changes to Section 111 of School Code September 28, 2011</p>	<p>Act 24 of 2011 contains a number of significant changes to the PA School Code that are designed to enhance the safety of school children.</p> <p>Section 111 applies to all student teachers participating in classroom teaching, internships, clinical, or field experiences; prospective employees of public and private schools, vo-tech, and intermediate units who have direct contact with children.</p>	<p>Required reporting within 72 hours of any arrest or conviction of an offense listed in Section 111e that has occurred after September 28, 2011.</p>	<p>PA Child Abuse History Clearance Form (CY-113- UF)</p> <p>PA Criminal Record Check</p> <p>FBI Criminal History Background Check via Cogent Systems</p> <p>PDE reporting form 6004</p>
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Prohibitive Offenses Contained in Act 169 of 1996 as Amended by Act 13 of 1997

Offense Code	Prohibitive Offense	Type of Conviction
CC2500	Criminal Homicide	Any
CC2502A	Murder I	Any
CC2502B	Murder II	Any
CC2502C	Murder III	Any
CC2503	Voluntary Manslaughter	Any
CC2504	Involuntary Manslaughter	Any
CC2505	Causing or Aiding Suicide	Any
CC2506	Drug Delivery Resulting in Death	Any
CC2702	Aggravated Assault	Any
CC2901	Kidnapping	Any
CC2902	Unlawful Restraint	Any
CC3121	Rape	Any
CC3122.1	Statutory Sexual Assault	Any
CC3123	Involuntary Deviate Sexual Intercourse	Any
CC3124.1	Sexual Assault	Any
CC3125	Aggravated Indecent Assault	Any
CC3126	Indecent Assault	Any
CC3127	Indecent Exposure	Any
CC3301	Arson and Related Offenses	Any
CC3502	Burglary	Any
CC3701	Robbery	Any
CC3901	Theft	1 Felony or 2 Misdemeanors
CC3921	Theft by Unlawful Taking	1 Felony or 2 Misdemeanors
CC3922	Theft by Deception	1 Felony or 2 Misdemeanors

CC3923	Theft by Extortion	1 Felony or 2 Misdemeanors
CC3924	Theft by Property Loss	1 Felony or 2 Misdemeanors
CC3925	Receiving Stolen Property	1 Felony or 2 Misdemeanors
CC3926	Theft of Services	1 Felony or 2 Misdemeanors
CC3927	Theft by Failure to Deposit	1 Felony or 2 Misdemeanors
CC3928	Unauthorized use of a Motor Vehicle	1 Felony or 2 Misdemeanors
CC3929	Retail Theft	1 Felony or 2 Misdemeanors
CC3929.1	Library Theft	1 Felony or 2 Misdemeanors
CC3930	Theft of Trade Secrets	1 Felony or 2 Misdemeanors
CC3931	Theft of Unpublished Drama or Musicals	1 Felony or 2 Misdemeanors
CC3932	Theft of Leased Properties	1 Felony or 2 Misdemeanors
CC3933	Unlawful use of a Computer	1 Felony or 2 Misdemeanors
CC3934	Theft from a Motor Vehicle	1 Felony or 2 Misdemeanors
CC4101	Forgery	Any
CC4114	Securing Execution of Documents by Deception	Any
CC4302	Incest	Any
CC4303	Concealing Death of a Child	Any
CC4304	Endangering Welfare of a Child	Any
CC4305	Dealing in Infant Children	Any
CC4952	Intimidation of Witnesses or Victim	Any
CC4953	Retaliation Against Witness or Victims	Any
CC5902B	Promoting Prostitution	Felony
CC5903C	Obscene or Other Sexual Materials to Minors	Any
CC5903D	Obscene or Other Sexual Materials	Any
CC6301	Corruption of Minors	Any
CC6312	Sexual Abuse of Children	Any
CS13A12	Acquisition of Controlled Substance by Fraud	Felony
CS13A14	Delivery by Practitioner	Felony
CS13A30	Possession with Intent to Deliver	Felony
CS13A36	Illegal Sale of Non-Controlled Substance	Felony
CS13A37	Designer Drugs	Felony

HARASSMENT POLICY IN ACADEMIC FIELD EXPERIENCES

Background

It is the responsibility of each person on campus to respect the personal dignity of others. Alvernia has always encouraged its students, faculty and staff to celebrate in the diversity of the University and to immediately confront any expressions of harassment within the community based on differences in sex, sexual orientation, gender identity, race, religion, disability or ethnic background. Your Academic Field Experience will be taking you outside of the Alvernia Campus Community. The Agency in which you will serve has been carefully screened by the University and the Sponsoring Agency has affirmed its complete agreement with the policy of showing no tolerance for any form of harassment. The Sponsoring Agency has agreed to hold all members of its institutional community to the same high standards of respect and dignity essential to the mission of Alvernia.

Please see the University [Student Handbook](#) for more information.

COMPLAINT PROCEDURE

A formal complaint is defined as a written expression of serious dissatisfaction related to any aspect of Alvernia University nursing programs. A formal complaint is distinguished from a dispute about a grade in a course or other course evaluation matter, which is handled under the Alvernia academic grievance procedures and harassment complaints, which are handled in accordance with the Alvernia University Harassment policy. See [Student Handbook](#)

AUDIO AND VIDEO RECORDING

As part of the education experience, student activities are recorded through Audio Video recording. The cameras and audio are always recording.

Audio video equipment is located in all 4 simulation labs and in both medication/supply rooms in the sim areas.

Storage of Recordings-

The videos are stored on the Cloud (Azure) indefinitely. They are removed when manually deleted after five years. This is a secure server with controlled access from simulation staff.

Access to recordings

- Lab Staff have access to recordings for educational and training purposes.
- Students may be granted access to a recording for a limited period of time for educational review only.
- Use of video recording for uses other than educational are strictly prohibited.

Knowledge of recording

Students will be notified of recording for educational purposes prior to day of testing and prior to all simulation activities.

Students will acknowledge permission for use of audio-visual recording and photo permission through the BSN handbook acknowledgement and Alvernia University admission paperwork.

AUTHORIZATION TO RELEASE MEDICAL INFORMATION

All full-time Alvernia University students are required to submit a completed Medical History Form and Physical Exam to the Health and Wellness Center. [Student Handbook](#)

STUDENT EMPLOYMENT GUIDELINES

Many students engage in part-time employment during their educational program. To assist new students in planning a combined academic and part-time employment weekly schedule, the School of Nursing recommends the limits set below. This lists the academic credit loads consistent with various total hours of employment. It is based on the recommendation that the student should plan at least two (2) hours of study and class preparation for each hour in class.

Please ensure that your work schedule allows for adequate time for class preparation and assignments. Students are asked not to work night shift prior to a clinical day.

Maximum Hours of Employment	Maximum Hours of Course Credit	Hours of Preparation Time	Total Hours
12	15	30	57
18	12	24	54
25	10	20	55
30	8	18	54
40	6	12	58

Reference:

Pennsylvania Code. (2001) Title 49. Professional & Vocational Standards, Department of State, Chapter 21.112. State Board of Nursing.

HISTORY OF THE JOHN & KAREN ARNOLD SCHOOL OF NURSING

The seeds for Alvernia University's John and Karen Arnold School of Nursing were first planted in 1973. In cooperation with a local Catholic hospital whose intent it was to phase out its diploma program, Alvernia College embarked on a commitment to establish a nursing program "within the mainstream of an institution of higher learning." Alvernia's administration embraced the opportunity to develop a Catholic-oriented nursing program according to the mission of the College, along with the sponsoring religious order, the Bernardine Franciscan Sisters. A feasibility study verified the need for a college-based nursing program in Berks County, and Alvernia College made a commitment to establish a two-year associate degree nursing program with resident facilities.

Initial approval to plan the program was granted by the State Board of Nurse Examiners on May 28, 1974. The Bernardine Sisters were integral in pursuing the advanced nursing education necessary for program planning and teaching expertise. In addition, consultations for program development were obtained from Dr. Edith Rubino, a consultant from the National League for Nursing, as well as from directors of many Associate and Baccalaureate Programs. In November 1976, the State Board of Nurse Examiners granted initial approval, and soon thereafter, in January 1977, the Pennsylvania Department of Education approved the granting of the Associate Degree in Nursing (ADN). In addition to the Bernardine Sisters, additional qualified lay people were hired to meet the faculty needs of the program. Clinical sites from the surrounding communities were utilized for clinical experiences. Nineteen students registered for the first class which began in the summer of 1977, and seventeen graduated in May 1979.

After engaging in an extensive self-study process, a survey was conducted by the National League for Nursing, Division of Accreditation Services in the spring of 1985. As a result of that evaluation, initial accreditation of the Associate Degree in Nursing Program was granted. The program was re-visited and re-accredited again by the National League for Nursing in November 1993 for a full eight years. In order to meet the changing needs of the nursing workforce and meet the healthcare needs of Berks County and surrounding communities, the Alvernia College Administration and nursing faculty examined the feasibility of converting the Associate Degree in Nursing Program to a four-year generic Bachelor of Science in Nursing (BSN) Program. Over a two-year period, Alvernia College faculty submitted and defended proposals to the Pennsylvania State Board of Nursing, including completion of a site visit by the State Board. Full, initial approval for the traditional BSN program was granted in June 2000.

During the academic year 1999-2000, initial accreditation was underway for an RN to BSN program with the Commission on Collegiate Nursing Education (CCNE), the new generic Bachelor of Science in Nursing Program was included under the accreditation. The first freshman class of 20 students was the Spring of 2002, the program received a \$250,000 PA State Grant from the Department of Community and Economic Development which was used to upgrade classroom and skills laboratory technology, launch an outreach program to bring additional students, and research the need for a Master of Science in Nursing program in the Berks County area. Equipment and technology for simulation education was expanded as a result of this grant, along with the development of Alvernia's "Nursing Resource Center", which soon became a regional standard for simulation education and was often visited by other programs seeking to expand their own lab and simulation resources. In the fall 2004, the PA State Board of Nursing conducted an on-site compliance visit, resulting in full approval status for the new generic BSN program. In addition, the Commission on Collegiate Nursing Education (CCNE) conducted an on-site visit in November 2004. The generic BSN and the RN to BSN Programs were both given a 10-year approval status with no recommendations for improvement.

In September 2008, during its 50th Anniversary year, Alvernia College transitioned to Alvernia University. This transition led to an increased emphasis on graduate education across disciplines. For the Department of Nursing, this movement toward increased graduate offerings led to the development of a Master of Science in Nursing (MSN) Program. The decision to design and seek approval for an MSN degree was based on input from faculty, administrators, students, alumni, and community leaders. With

sufficient data and faculty expertise to support a program in Nursing Education leading to an MSN, the curriculum and blended online program was designed based on national and state standards. After a full proposal and on-site evaluation by the Pennsylvania Department of Education (PDE), provisional approval was granted in August 2008. The first graduate nursing course started in January 2009; in May 2011 the first graduating class of the MSN program received their degrees from Alvernia University. Since the beginning, the MSN Program added a second track in Nursing Leadership and Administration.

In the fall of 2016, after a period of research and program development, Alvernia welcomed its first group of students into the Doctorate in Nursing Practice (DNP) Program. Designed to prepare nurse leaders at the highest level, tracks focus on the roles of Family Nurse Practitioner, Adult-Gerontological Nurse Practitioner, and Clinical or Health Systems Leadership.

In 2022 Alvernia University received the largest philanthropic gift by a trustee in the 64-year history of the University, from business leaders and philanthropists, John and Karen Arnold. This generous support from the Arnolds and other partners transitioned the nursing program to a School of Nursing and supports the renovation of the John R. Post Center at Reading CollegeTowne. This renovation will allow nursing faculty to provide state of the art educational experiences to students enrolled in the John and Karen Arnold School of Nursing. As the School of Nursing continues to celebrate a strong history of nursing education excellence, it continues to graduate exceptional nurses who continue throughout their careers to learn, love and to serve to meet the healthcare needs of their community.

Appendices

Appendix A

Scoring Rubric for Repeating Nursing Courses

The School of Nursing will make every attempt to accommodate students who need to repeat a nursing course. Due to enrollment and to ensure equal learning opportunities for all students, to include lab, clinical and simulation, students who need to repeat a course for academic concerns that are not related to medical issues, will receive a score using the rubric below. Students with higher scores on the rubric will be registered first, other students will be registered based on available seats in the course.

Students who are struggling in a course will be able to register for the next semester with the understanding that if they are not successful, they will not be able to progress to the next semester and will not be able to register to repeat a course until they receive permission from the Chief Nursing Officer to register for a nursing course for a second attempt. Permission to register will be based on enrollment numbers and the point allocations as listed below.

Point Allocation information will be obtained from Faculty Feedback, attendance at lab/clinical/tutoring, office hours along with overall success in course activities.

Scoring Guidelines-

5 points- done consistently in class, clinical, lab and/or simulation

3 points- done some of the time in class, clinical, lab and/or simulation

1 point- only done after realizing they would not be successful in the course

0 points- not done during class, clinical, lab and/or simulation.

Objective	Score	Comments
1. Demonstrate initiative for own learning as demonstrated by-		
a. Consistently seeks learning opportunities in class/lab and clinical		
b. Asks questions that indicate a baseline knowledge from review/reading of material		
c. Questions are appropriate to clarify knowledge		
d. Utilizes review materials- includes electronic materials provided		
e. Attends tutoring and/or SI sessions through Academic success.		
2. Communicates with faculty concerns that may affect course success.		
a. Attends office hours/seek faculty assistance		
Objective	Score	Comments
3. Demonstrates safe skill acquisition in lab/clinical and/or simulation		
a. Requires little to no prompting when completing skills		

b. Attends practice sessions to improve skill acquisition		
4. Demonstrates the ability to follow directions consistently to meet learning outcomes.		
a. Consistently reads directions to understand assignments and other learning activities.		
b. Seeks help appropriately after reading directions and attempting to problem solve independently.		
5. Demonstrates the ability to take and utilize feedback for professional growth.		
a. Listens/reads feedback and makes appropriate revisions on assignment or skill completion.		
6. Demonstrates appropriate behavior in class/lab/clinical/simulation as demonstrated by-		
a. Professional attitude		
b. On time for learning activities		
c. Follow through on assignments		
d. Consistent attendance in class/lab/clinical		
7. Demonstrate success on at least 50% of course exams/assignments.		
Total Point Allocation		

Additional Comments-

Appendix B

Scoring Rubric for Readmission to Nursing

Students who are dismissed from The School of Nursing may petition for readmission to the program. A readmission committee will be formed and will meet to discuss the students- activity in the course, accountability for their own learning- meeting with faculty, attending Academic Success, utilization of electronic resources; ability to act professional, follow directions, and grades in foundational courses that contribute to success in Nursing.

Students who are petitioning for readmission will not be able to register for any NUR courses until the student is notified of the committee’s decision for reinstatement.

Scoring Guidelines-

- 5 points- Consistently done in class, clinical, lab and/or simulation
- 3 points- done some of the time in class, clinical, lab and/or simulation
- 1 point- only done after realizing they would not be successful in the course
- 0 points- not done during class, clinical, lab and/or simulation.

Objective	Score	Comments
1. Demonstrate initiative for own learning as demonstrated by-		
a. Consistently seeks learning opportunities in class/lab and clinical		
b. Asks questions that indicate a baseline knowledge from review/reading of material		
c. Questions are appropriate to clarify knowledge		
d. Utilizes review materials- includes electronic materials provided		
e. Attends tutoring and/or SI sessions through Academic success.		
2. Communicates with faculty concerns that may affect course success.		
a. Attends office hours/seeks faculty assistance		
3. Demonstrates safe skill acquisition in lab/clinical and/or simulation		
a. Requires little to no prompting when completing skills		
b.		
c. Attends practice sessions to improve skill acquisition		
d.		
4. Demonstrates the ability to follow directions consistently to meet learning outcomes.		
a. Consistently reads directions to understand assignments and other learning activities.		
Objective	Score	Comments
b. Seeks help appropriately after reading directions and attempting to problem solve independently.		

5. Demonstrates the ability to take and utilize feedback for professional growth.		
a. Listens/reads feedback and makes appropriate revisions on assignment or skill completion.		
6. Demonstrates appropriate behavior in class/lab/clinical/simulation as demonstrated by-		
a. Professional attitude		
b. On time for learning activities		
c. Follow through on assignments		
d. Consistent attendance in class/lab/clinical		
7. Demonstrate success on at least 50% of course exams/assignments.		
Total Point Allocation		

Additional Comments-

Appendix C

Faculty will complete this form, students are required to take this form to the lab for skill remediation.

ALVERNIA UNIVERSITY CLINICAL REMEDIATION FORM NURSING SKILLS

Student Name _____

Nursing Course _____ Date of Referral _____

Signature _____

You are required to remediate the following skills within the time frame specified by your course/clinical faculty. Please bring this form with you to your scheduled remediation session. It will be completed by the lab staff and a copy will be sent to the course faculty.

Skill: _____

Comments: _____

Skill: _____

Comments: _____

Skill: _____

Comments: _____

Remediation Completion Date _____ Signature _____

General Comments: _____

Appendix D

Alvernia University Bachelor of Science Nursing Program

Professional Improvement Plan

Student Name: _____

Date: _____ **Course:** _____

Course Faculty: _____

Academic Advisor: _____

The student professional probation status contract signifies commitment between the student and the faculty to establish an improvement plan to correct demonstrated behaviors related to professional performance in the nursing educational setting.

Purpose:

1. Provide the student with individualized, specific, and mutually agreed upon action steps to improve student academic performance.
2. Promote professional responsibility and accountability in class, clinical experiences, simulation, lab or when representing Alvernia University School of Nursing

Procedure:

1. Students will be given an individualized Behavior Contract developed by the course/clinical faculty in collaboration with the course level coordinator and Chief Nursing Officer.
2. The Behavior Contract will be discussed with the student during the semester and/or at the conclusion of the semester during which unacceptable professional behavior(s) occurred.
3. A copy of the Behavior Contract signed by the student will be placed in the student's academic file.
4. Faculty who teaches the student in any educational experiences in the next semester, as well as the student's academic advisor will be notified of the terms of the Behavior Contract and will support the student in the remediation of any knowledge/skills/attitudes which prevent the student from performing in accordance with standards of professional nursing.
5. Students' progress with the terms of the Behavior Contract will be discussed with the student prior to mid-term in the semester following the initiation of the contract: The expectations are that any student issue or issues will be improving or resolved within the semester following the initiation of a Behavior Contract.
6. Documentation of student progress with the terms of the Behavior Contract will be kept in the student's academic file.
7. Students will continue to be evaluated by course faculty in accordance with any evaluation tool used within that course.
8. Students who fail to meet the terms of the Behavior Contract by the completion of the following semester may be dismissed from the Nursing Program.

Check areas needing improvement:

Attendance/ Punctuality

Understanding Pathophysiology

- Accountability
- Appropriate Professional Behavior
- Communications
- Flexibility
- Integrity
- Intellectual Curiosity/ Seeks help when needed
- Initiative
- Professional Appearance
- Preparedness

- Synthesis of Theory and Practice
- Critical Thinking/Decision Making
- Use of Nursing Process
- Oral Communication
- Written Communication
- Completion of Assignments
- Technical Proficiency/Skills
- Organizational Skills/Time Management
- Leadership Potential
- Other: _____

Description of Incident/Situation

- 1. List of learning outcome (s) not met or behaviors needing remediation.**
- 2. Detailed description of how the student’s performance is not meeting the learning outcomes.**
- 3. Plan of action for remediation for improved performance and behavior.**
- 4. Consequence if performance or behaviors are not improved.**
- 5. Evaluation plan, including future meetings and consequences if behaviors and performance do not improve.**

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Resolution:

Resolution Completion Date: _____

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Appendix E

Technical Standards for Matriculation, Promotion, and Graduation Form

All students need to read and sign this form upon matriculation into the nursing program.

Alvernia University's John and Karen Arnold School of Nursing Process for Determining Compliance with the Technical Standards for Matriculation, Promotion, and Graduation

All matriculants and current students ("Candidates") must possess the physical, cognitive, emotional, and interpersonal capabilities necessary to complete the pre-licensure Bachelor of Science in Nursing Education program and to provide highly effective patient care within the nursing education program. These capabilities are called technical standards, which are essential functions that all nursing students must demonstrate to meet the requirements of a pre-licensure nursing education program. Candidates—whether for admission, academic promotion, or graduation—must meet these Technical Standards, with or without reasonable accommodation. (See the "Technical Standards" for details of these capabilities.) These technical standards are predicated on the school's learning objectives and essential for completing the BSN degree. They have been approved by the John and Karen Arnold School of Nursing Curriculum Committee and the Chief Nursing Officer of the John and Karen Arnold School of Nursing.

Declaration: At the time of matriculation, all candidates must sign and submit the form, 'Declaration of Meeting Technical Standards for the John and Karen Arnold School of Nursing,' to the Chief Nursing Officer's Office. Students are responsible for informing the Chief Nursing Officer of any changes to their status. Failure to submit the form or to report changes could delay or prevent promotion or graduation. Falsification of the form violates the Honor Code and may result in dismissal from the BSN Nursing program." (See the form at the foot of this document.)

Review of Technical Standards: The standards are reviewed, revised as needed, and reconfirmed by the John and Karen School of Nursing Curriculum Committee annually. This review takes into account the SON's ongoing curriculum and clinical standards evaluation, and changes in applicable law and/or University policy.

John and Karen Arnold School of Nursing Technical Standards Committee: The Technical Standards Committee determines whether Candidates meet the BSN Program's Technical Standards and, if not, whether reasonable accommodation(s) would allow them to meet the standards. If the Committee determines that a case does not fall within the scope of a technical standards issue, the Committee will triage the case to the appropriate group.

The John and Karen Arnold School of Nursing Technical Standards Committee comprises the Chief Nursing Officer, the Nursing Academic Clinical Coordinator, and the appropriate level coordinator. or designee. Review and advice will be sought as appropriate and may include the General Counsel for the University and the Director of Accessibility Services.

Students with Disabilities:

Alvernia University and the John and Karen Arnold School of Nursing do not discriminate against qualified applicants or enrolled students with disabilities. These Technical Standards are not intended to deter any candidate or enrolled student for whom reasonable accommodation(s) will allow the fulfillment of the complete curriculum.

Admitted and enrolled students with disabilities have access to resources at the University. See the [University's Accessibility Services](#) website.

Request for review and/or accommodations

Candidates for matriculation: Candidates with disabilities who are offered admission should begin discussions with the Technical Standards Committee as soon as the offer is received. It is the Candidate's responsibility to provide sufficiently current information that documents the general nature and extent of the disability, the functional limitations that would need to be accommodated, and the requested accommodations. Guidelines for when information and documentation are deemed sufficiently current vary by type of disability and may be found on the **University's Student Accessibility** website. The Technical Standards Committee is responsible for determining whether Candidates meet the SON Technical Standards and, if not, whether *reasonable* accommodation would allow them to meet the standards. In making that determination, the Committee may seek additional information about a candidate's disabilities and about possible accommodations from knowledgeable persons within or outside the School of Nursing. The Committee may require a candidate to undergo examination by appropriate specialists. Such examination will be at the candidate's expense.

The Committee will review each candidate case by case, with careful consideration of all the candidate's skills and attributes. Candidates currently abusing alcohol or other substances are not suitable candidates for enrollment.

Reasonable/unreasonable accommodation: An accommodation is unreasonable if it poses a direct threat to the health or safety of the Candidate or others, if making it requires a substantial modification in an essential element of the curriculum, if it lowers academic standards, or if it poses an undue administrative or financial burden on the University/School of Nursing. No disability can be accommodated with an auxiliary aid or intermediary that provides a selective function, cognitive support, or medical knowledge. Aids and intermediaries also may not act as a substitute in performing essential skills, or supplement clinical and ethical judgment. That is to say, accommodations cannot eliminate essential program elements.

Candidates for academic promotion or graduation: In the event that a student sustains a disability during their matriculation in the nursing program, there are two potential pathways depending on the nature and duration of the disability. The Technical Standards Committee will review each case to determine the impact on the student's ability to meet program requirements and to identify possible reasonable accommodations. The committee will apply the same standards and follow the same procedures used for candidates during matriculation.

Permanent Disability: If the disability permanently jeopardizes the student's ability to complete the nursing program and reasonable accommodations cannot eliminate the risk to patients or others, or allow the student to meet the program's technical standards, the student will be required to withdraw from the clinical course and explore alternative academic or career options.

Temporary Disability: If the disability temporarily affects the student's ability to continue in the program, they may:

Take a Medical Leave: The student may take a medical leave of absence, allowing time for full recovery before re-enrolling and resuming coursework once they can meet the program's demands.

Withdraw from Impacted Courses: The student may choose to withdraw from specific courses impacted by the injury, with the understanding that they will need to re-enroll in those courses at a later date. This may extend the time required to complete the program and delay graduation.

In both scenarios, if a student develops a disability or condition that poses a risk to patients or others, and reasonable accommodations cannot address these risks, the student will be required to withdraw from

clinical coursework. Students impaired by alcohol or substance abuse are not suitable for promotion or graduation.

Students are encouraged to work closely with their academic advisor and the nursing faculty to create a plan that balances their educational goals with their health and well-being, ensuring compliance with the program's technical standards.

On occasion the student's disability precludes a clinical site from accepting them for a clinical experience. Should no clinical site be able to accept the student due to their disability, the student may face a delay in graduation if the disability is temporary. If the disability is permanent and no clinical placements are available, the student may be unable to complete the requirements for graduation from the nursing program. It is important to note that the School of Nursing is not responsible for decisions made by external clinical sites and students must acknowledge the possibility of this outcome.

John and Karen Arnold School of Nursing Declaration of Meeting Technical Standards for Enrollment, Promotion, and Graduation

Note: It is the Candidate's responsibility to complete and submit the document.

Are you capable of meeting the School of Nursing Technical Standards as described in the attached document?

Yes, without accommodations

Yes, with existing accommodations as approved by the Technical Standards Committee

No; review and accommodations are needed

Reminder: It is your responsibility to (a) notify the John and Karen Arnold School of Nursing Chief Nursing Officer in writing if you can no longer meet the Technical Standards without accommodation and (b) provide adequate current documentation of the nature and extent of the condition and/or functional limitations to be accommodated.

I certify that I have answered all questions accurately and truthfully.

Print full name: _____

Sign full name: _____ Date _____

Appendix F

Alvernia University- John and Karen Arnold School of Nursing

Return to Clinical Form following Student Injury/Illness/Surgery

Student Name-_____ Date_____

Date of Next Appointment (If needed)_____

To ensure safe patient care and student safety in all learning environments, the functional abilities listed below are required for safe patient care. (National Council of State Boards of Nursing, Inc.)

Please identify if the student being evaluated can meet the abilities listed below-

Students please send this form to the Clinical Coordinator and Assoc. Dean of Nursing

Functional Ability	Yes- student can achieve	No- student cannot achieve	Comments if appropriate
Gross Motor Skills			
Sit and stand maintaining balance for extended periods			
Reach above shoulders			
Reach below waist (ex- plug-in electrical outlet)			
Fine Motor Skills			
Pick up small objects with hands			
Pinch/pick/squeeze work with fingers- ex- work with a syringe, pinch eye dropper			
Twist wrist- turn knobs			
Physical Endurance			
Drive up to one hour to clinical site			
Stand without assistance during procedures			
Sustain repetitive movements- CPR			
Physical Endurance to work an entire shift			
Physical Strength			
Push and pull 25 pounds (e.g., position patients)			
Support 25 pounds of weight (e.g., ambulate patient)			
Lift 25 pounds (e.g., pick up a child, transfer patient)			
Move light objects weighing up to 10 pounds (e.g., IV poles)			
Move heavy objects, between 11-50 lbs			
Functional Ability	Yes- student can achieve	No- student cannot	Comments if appropriate

		achieve	
Physical Strength-cont'd			
Defend self against combative patient			
Carry equipment and supplies			
Use upper body strength- CPR, restrain a patient			
Carry and squeeze a fire extinguisher			
Mobility			
Twist			
Bend			
Squat			
Move quickly- respond to emergencies			
Climb			
Walk extended distances- up and down hallways			
Sensory- Hearing and Vision			
Hear normal speaking levels			
Hear faint voices and faint body sounds			
Hear alarms			
See objects up to 20 inches away- computer and skin conditions			
See objects up to and beyond 20 feet away- patient in room, hallway			
Distinguish color- color codes on supplies, skin conditions			
Feel pulsations and vibrations			
Detect temperature			
Feel differences in surfaces- rough, smooth			
Palpate size and shape of organs and other assessment findings.			
Smell-identify noxious odors and smells			

Signature of Healthcare Provider _____

Printed Name of Healthcare Provider _____

Contact Phone Number/Email _____

Comments-