



Alvernia University

**John and Karen Arnold
School of Nursing**

Bachelor of Science in Nursing

Policies and Procedures Manual

AY 2026-2027

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Policy and Procedures Manual Acknowledgement

I acknowledge that at all times I will conduct myself as a professional nursing student, operating within the requirements as outlined within the John and Karen Arnold School of Nursing Policies and Procedures Manual.

I understand that each year I will be required to renew my commitment to these policies as my guide through the program. I understand that this manual serves as an important reference for my conduct within the program and as a guideline that enables me to answer important questions as they arise.

I understand that any questions regarding policies and procedures should be brought to the Chief Nursing Officer to ensure satisfactory understanding.

As an Nursing Student, I attest that I have read and reflected upon the following sections in detail.

- Part 1: Program Overview
- Part 2: Essential Skills and Technical Requirements for Nursing Students
- Part 3: Admission, Progression, Retention and Guidelines for Success
- Part 4: Curriculum, Academic and Clinical Policies
- Part 5: Clinical Requirements
- Part 6: Student and Professional Organizations and Licensure
- Part 7: Faculty and Staff Roles and Responsibilities
- Part 8: Appendices

My signature on Canvas attests that I have read, understand, and will comply with the John and Karen Arnold School of Nursing Policies and Procedures.

I am aware that I am responsible to understand and fully comply with any revisions that may be made to this manual following my entrance into the School of Nursing.

I also understand that important policies are also found in the references below-

[Student Handbook](#)

[Course Catalog](#)

Enrollment in the John and Karen Arnold School of Nursing is conditional upon compliance with the policies of the School of Nursing Handbooks, the University Student Handbook and Course Catalog. Nothing in the program handbooks 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.

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 or are against clinical agency policy.
- 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 John and Karen Arnold 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, letters of warning or reprimand placed in the student's file, program dismissal. 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

Behaviors that breach the Code of Ethics which may result in consequences include but are not limited to the following:

- Unprofessional verbal and/or non-verbal communication during learning experiences, or within interactions with fellow students, core faculty, associated faculty, clinical faculty, or other external stakeholders
- Unprofessional communication or failure to communicate via electronic media (email, etc) in an effective, professional, or timely manner. This includes violation of the Social

Media policy of the University or Department.

- Failure to meet faculty expectations relative to positive engagement or contribution to the learning environment
- Failure to adequately prepare for classroom learning experiences, as an example, required readings or preparation assignments.
- Demeaning and distracting behavior or language within the learning environment; demeaning behaviors toward any individual internal or external to the program is unacceptable at any time.
- Failure to assume personal responsibility for behaviors and actions
- Failure to meet established contribution requirements of volunteerism, service, community engagement, and other non-academic opportunities within the program.

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

Part 1: Program Overview

History of the John and Karen Arnold School of Nursing

Alvernia University's John and Karen Arnold School of Nursing planning started 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 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. (These tracks are presently on hold).

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.

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.

School of 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, 2021); *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).

Accreditation Status

The Bachelors of Science Nursing Program at Alvernia University is accredited by the Commission on Collegiate Nursing Education (CCNE) www.ccnaccreditation.org.

The Bachelors of Science Nursing Program has full program approval through the Pennsylvania State Board of Nursing

Part 2: Essential Functions and Technical Standards for Nursing Students in the John and Karen Arnold School of Nursing

Essential Functions and Technical Standards for Nursing Students

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 A** 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	• 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	• 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	• 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	• 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

	professional and non-professional team members) • Sense-making of information gathered from communication • Social intelligence	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	• Ability to observe patient conditions and responses to health and illness • Ability to assess and monitor health needs • Computational thinking • Cognitive load management	• Obtain and interpret information from assessment maneuvers such as assessing respiratory and cardiac function, blood pressure, blood 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	• Critical thinking, problem solving and decision-making ability needed to care for persons, families and/or communities across the health continuum and within their	• 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

	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	• 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	• Concern for others, integrity, ethical conduct, accountability, interest and motivation • Acquire interpersonal skills for professional interactions with a diverse population of individuals, families, and communities • 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	• 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 practice. • 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

	necessary quality health care • Cross-cultural competency • Virtual collaboration	
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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>

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	• 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	• 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 (e.g., manipulate a syringe) • Twist (e.g., turn objects/knobs using hands) • Squeeze with finger (e.g., eye dropper)
Physical Endurance	• 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.
	• Push and pull 25 pounds (e.g., position patients)

Physical Strength	• 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	• Twist • Bend • Stoop/squat • Move quickly (e.g., response to an emergency) • Climb (e.g., ladders/stools/stairs) • Walk
Hearing	• 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	• 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	• 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	• Detect odors from patient (e.g., foul smelling drainage, alcohol breath, etc.) • Detect smoke • Detect gases or noxious smells
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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

Part 3: Admission, Progression, Retention and Guidelines for Success

Admission Policies

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 for Success

To provide the maximum opportunity for learning and to support the mutual respect necessary and success 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 Policies for All 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 B)
- **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 who cumulative GPA drops <2.5 may be dismissed from the School of Nursing. Note- students are NOT dismissed from the university.
- 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 Policies and Procedures Handbook, Alvernia University Course Catalog and Alvernia University Student Handbook.

Requirements for Student Progression- to start in the School of Nursing

- 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 315.
- 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.

Progression in Clinical and Laboratory Courses

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.

- Dismissal from the clinical site, by the clinical site- will result in immediate dismissal from the School of Nursing.
- 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.
- Violation of HIPAA confidentiality will result in dismissal from the School of Nursing
- Failure to follow policies of the clinical site
- Use of tobacco or other substances banned from the clinical agency.
- 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 that may Affect Student Progression

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.
- Violation of the policies from the clinical agency- to include but not limited to- smoking, vaping or other tobacco products in clinical or on the clinical site.
- Leaving the clinical area without notifying the clinical instructor.
- New criminal charges which prohibit the student from participating in clinical learning activities- all students must submit documentation of any new criminal charges or other violations that may occur while in the nursing program.
- 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.

Dismissal

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.
- **Program Dismissal decisions by programs are final unless the program's policy was not followed. For allegations that a program policy was not followed, the appeal is to Academic Standards [Student Handbook](#)**

Note- Dismissal from the School of Nursing does NOT mean dismissal from the university.

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

Appealing Dismissal

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 concerns.
- The Chief Nursing Officer will appoint a faculty member as a Reinstatement Committee Chair.
- Additional 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.
- 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.
- Students who are registered for NUR courses the following semester will be dropped by the registrars office.

- Should the student be reinstated, they will need to reregister for NUR courses.
- **Program Dismissal decisions by programs are final unless the program's policy was not followed. For allegations that a program policy was not followed, the appeal is to Academic Standards [Student Handbook](#)**

Reinstatement

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

- Obtain a passing grade of $\geq$ C+ in all subsequent NUR courses
- May not withdraw from any additional nursing courses
- Must meet with their Academic advisor or designee 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.

Appealing Course and/or Assignment Grades

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 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.

S.O.L.A.R. Initiative for Student Support

Culture of Care

S- Support

O- Opportunities

L- Love

A-Access

R- Resources

Solar is a university initiative to support students with academic and non-academic needs to facilitate success. A licensed social worker is available to direct students to appropriate resources to meet student needs. Please see- [Alvernia University Solar](#) or email Solar@alvernia.edu

Part 4: Curriculum and Academic/Clinical Policies

Curriculum Sequencing and 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. Content is leveled to build on previous content to facilitate student learning.

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, 2025).

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.

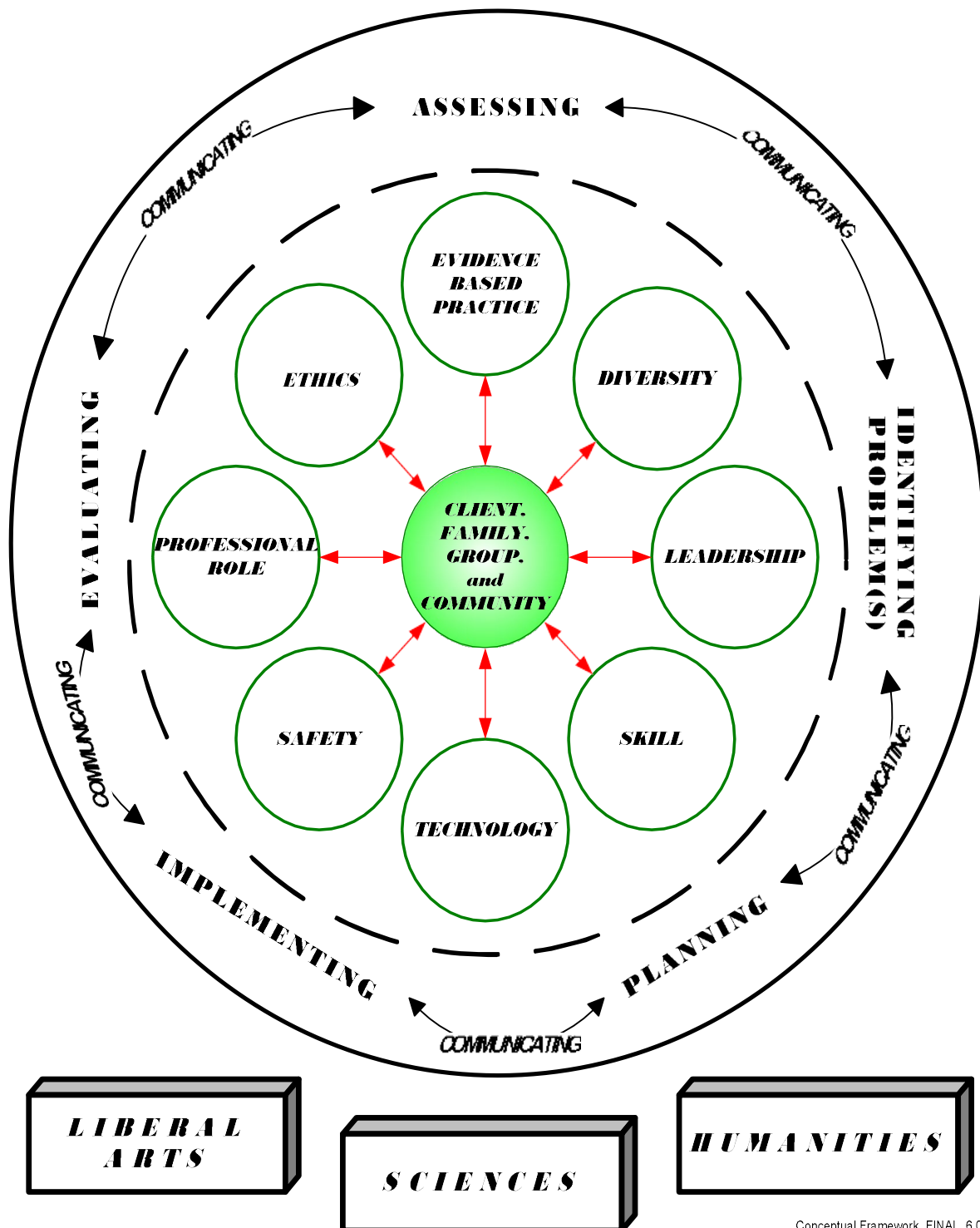
Technology

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.

Conceptual Framework Diagram



Conceptual Framework_FINAL_6 08 kzw

Capstone Project

All students in the School of Nursing will complete a Capstone Project

Additional information will be available to students in Fall 2026

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/Clinical Judgement
- Collaboration and communication with peers and other professionals
- Time management/Prioritization
- Deliver professional presentations
- Ethical decision making
- Advocate for others

Academic Performance Policy for Nursing Courses

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. (See Testing Policy)
- 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.
- 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
- Academic Affairs- Honor Code Policy and Procedures [Student Handbook](#)

Testing Policy

Purpose

To prepare students for the NCLEX-RN exam and to ensure test security, the School of Nursing has adopted the following testing policy for all students. Students who do not follow the testing policy may be asked to leave the exam and/or receive a "zero" for the exam, with no opportunity to retake the exam.

Students can take exams on a laptop (preferred), tablet or iPad.

Policy

- 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 same time as the class, scheduled through Accessibility Services.
- 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.
- All student belongings will be placed in the front of the room, students may only have the scrap paper and/or calculator provided by the faculty, along with a writing implement, if

appropriate for the exam.

- No electronic devices are allowed, all cell phones, smart watches and other electronic equipment must be put away and placed on silent.
- Should a student need access to their cell phone for an emergency or other concerns, the cell phone will be placed with the faculty member in the front of the room.
- Students who wish to use noise canceling headphones must use plain foam earplugs, no headphones allowed.
- No AI glasses, should a student have prescription AI glasses they will not be able to take the exam unless they remove their glasses, students may need to return and take the exam at another time with regular glasses, subject to point deductions as per the course syllabus.
- No AI accessories are allowed. Students with AI accessories must remove the accessory or receive a “zero” for the exam.
- No hoodies or hats are allowed.
- Students may be asked to empty their pockets and if wearing shorts show the top of their legs.
- No lip balms or other items are allowed.
- Students may have one beverage with them, subject to faculty inspection.
- Students with accommodation must take the exam the same time as their classmates.
- Students taking an exam in a separate testing environment may not leave that environment until class has started the exam. (Example- Exam for the class starts at 1000, a student took the exam early- 0800-0930 the student who took the exam early may not leave the testing environment until the exam is started in the classroom to secure test integrity).
- Students who share test information with classmates are violating the academic integrity policy of the university and will receive a zero on the exam.

All faculty instructions must be followed. Students who do not follow the above expectations may be asked to leave the testing area and may receive a zero for the exam.

Reference- National Council State Boards of Nursing (NCSBN) 2026- [Examination Candidate Rules](#)

Academic Warnings- Alert System

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.

Students may receive Alerts from faculty after exams and other assignments. It is important that all students follow up with faculty and/or their nursing advisor to facilitate their success.

Students are responsible for knowing their course grades and to seek assistance when needed.

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

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.

Use of AI in Writing Assignments

Purpose

This policy establishes guidelines for the appropriate use of artificial intelligence (AI) tools within the nursing program. AI may be used to support learning; however, its use must uphold academic integrity, promote clinical competence, and ensure patient safety. AI is a supplemental resource and **must not replace independent nursing judgment or professional accountability.**

Guiding Principles

- Patient safety and professional accountability are the highest priorities
- Students must demonstrate independent clinical reasoning and decision-making
- AI is a support tool - not a substitute for knowledge, skills, or judgment
- Transparency in AI use is required in all permitted contexts

Levels of AI Use

Level 1: No AI (Independent Practice)

AI use is strictly prohibited.

Applies to: Examinations (theory and clinical), skills assessments, clinical and simulation, medication calculations, and competency evaluations.

Expectations:

- All work must be completed independently
- Use of AI constitutes academic misconduct

Level 2: AI Planning (Pre-Task Support)

AI may be used for preparation only and not for submitted work.

Examples:

- Brainstorming ideas
- Reviewing disease processes or concepts
- Organizing assignments or study materials

Expectations:

- Final submissions must reflect the student's own work and understanding
- Students must be able to explain all content independently

Level 3: AI Collaboration (Guided Assistance)

AI may be used with critical evaluation and revision.

Examples:

- Drafting written assignments or care plans
- Editing for clarity, grammar, and organization
- Generating practice questions

Expectations:

- Students must critically review and substantially revise AI-generated content
- All clinical information must be verified using course materials and approved nursing sources
- AI use must be clearly disclosed

Level 4: Full AI Use (Directed Use)

AI may be used extensively with instructor guidance.

Examples:

- Developing patient education materials
- Research synthesis and project development

Expectations:

- Students must demonstrate clinical reasoning and justify all decisions
- AI should enhance, not replace, professional judgment
- All AI use must be documented

Level 5: AI Exploration (Innovation & Co-Design)

AI is used for advanced, creative, or research-based work, typically under faculty supervision.

Examples:

- Quality improvement initiatives
- Research and innovation projects

Expectations:

- Active collaboration with faculty
- Emphasis on innovation, ethics, and professional responsibility

Clinical Practice Restrictions

The following apply at all levels:

- AI must not be used for real-time patient care decision-making during clinical or simulation
- AI outputs must never replace instructor, preceptor, or clinical judgment
- Confidential or patient-identifiable information must never be entered into AI tools

Academic Integrity and Disclosure

Students are required to:

- Clearly disclose when and how AI tools were used
- Verify all information using credible nursing and clinical sources
- Demonstrate the ability to explain and defend all submitted work

Example Disclosure Statement

"I used AI to assist with brainstorming and organization. All content was reviewed, revised, and verified using course materials and clinical guidelines."

Failure to comply with this policy may result in academic misconduct proceedings in accordance with institutional policy.

Examples of how to cite and reference AI use:

Google. (2025). Gemini 3 Flash [Large language model]. <https://gemini.google.com> opens in new window

OpenAI. (2025). ChatGPT [Large language model]. <https://chatgpt.com> opens in new window

Perplexity AI. (2026). Perplexity [Large language model]. <https://www.perplexity.ai> opens in new window

Parenthetical citations: (Google, 2025; OpenAI, 2025; Perplexity AI, 2026)

Narrative citations: Google (2025), OpenAI (2025), and Perplexity AI (2026)

AI references

Summary

AI can be a valuable tool in nursing education when used responsibly. This policy ensures that students develop the knowledge, skills, and clinical judgment necessary for safe, ethical, and professional nursing practice.

Reference:

Perkins, Furze, Roe & MacVaugh. (2024). The AI Assessment Scale.

https://www.canva.com/design/DAGPfnleXV8/E2oTbyjScUiJ9JaT56Clvw/view?utm_content=DAGPfnleXV8&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview

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 policy is in the University [Student Handbook](#)

Military Service

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.

Clinical Guidelines for Student Success

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 the following examples, not limited to- 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 Wolters Kuhler, 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.

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 of 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.
- Any violation of university or clinical agency policy.

Policies and Guidelines to Assist Students Struggling in Class/Clinical/Lab or Simulation

Professional Performance Contract for Student Success

A professional performance contract may be developed for students who are exhibiting unprofessional behavior in a course, or 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 may be having difficulty meeting course outcomes due to demonstrating behaviors or issues related to professional performance in educational settings that require improvement during and/or 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 Performance Contract developed by the course/clinical faculty in collaboration with the Program Level Coordinator and Chief Nursing Officer. **Appendix D**
- The Professional Performance Contract will be discussed with the student when the performance concern is identified.
- The Professional Performance Contract 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, if appropriate, as well as the student's academic advisor, will be notified of the terms of the Professional Performance 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 Professional Performance Contract will be discussed with the student on an interval basis identified by faculty. The expectations are that any student issue or issues will be improving or resolved within the timeframe indicated on the Professional Performance Contract.
- Documentation of student progress with the terms of the Professional Performance 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 Professional Performance Contract may receive a grade no higher than a "C" and/or dismissed from the Nursing Program.

The procedure for the Professional Performance Contract is different from a Clinical Action Plan, yet the Professional Performance Contract **may include** a Clinical Action Plan and may also advise the student to attend the Clinical Judgement Support Program. A Clinical Action Plan provides an opportunity for course faculty to communicate specific areas of concern in writing and develop a written remediation plan to assist a student to meet course and program outcomes.

Clinical Judgement Support Program

The Clinical Judgment Support Program (CJSP) is a 4-week-long structured and faculty-led program that is designed to support nursing students who are identified as needing additional development in skills performance, time management, critical thinking, and data collection with synthesis of patient information. This program utilizes simulation experiences, guided discussions, real-time feedback, and debriefing using the Clinical Judgment Measurement Model to evaluate and improve the students' nursing clinical judgment. Involvement in the CJSP can either be voluntary or required.

Students may be referred to the CJSP by program faculty or staff, or may self-refer to improve skills and performance. **Appendix E**

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.
- Students who consistently cancel appointments or do not show for scheduled appointment may receive a "zero" for the skill which will result in a course grade deduction.

Audio and Video Recording

As part of the education experience, to provide valuable feedback, student learning 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.

Part 5: Clinical Requirements

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 of this mandatory drug screening is covered by student fees.

All drug screens must be completed 2-3 weeks prior to the start of clinical. Any delay in obtaining a drug screen will be considered positive and the student will need to withdraw from all clinical courses.

Students who have a positive drug screen for any reason will be unable to attend clinical and need to withdraw from clinical courses for the semester. **There will be no repeat drug screenings for a positive drug screen.**

Please note that the following examples are considered a positive drug screen and will require students to withdraw from clinical courses. Note that other results per the laboratory may also be considered positive:

- Positive for any illegal substance
- Having a medical marijuana card
- Exposure to secondhand smoke
- Inconclusive drug screen

Please be aware of any ointments and foods, which may cause a positive drug screen, examples include, but are not limited to, anything containing CBD, poppy seeds, or other unknown, unregulated substances. **There will be NO repeat drug screening for a positive drug screen for any reason.**

****Students who take prescription medications will be contacted to provide documentation regarding prescribed medications.**

Students should go first thing in the morning and NOT drink a lot of water. A diluted drug screen is considered “inconclusive” and will need to be repeated within 24 hours at YOUR cost. Students who have a second inconclusive drug screen will be required to withdraw from clinical courses, there will be no third drug screen. You must have a negative drug screen to attend clinical.

Students may be asked to obtain an additional drug screen at any time during the semester, for cause. Indications may include but are not limited to:

- observed impaired behavior
- delay in obtaining drug screen past the prescribed deadline
- history of a positive drug screen
- frequent absences or tardiness.

The cost for all additional drug screening beyond the initial screening, will be the student’s responsibility. Students must obtain the drug screen within 24 hours of the request or will not be able to attend clinical. Students may also be required to participate in any random drug screening protocol implemented by clinical agencies.

Students who obtain a repeated drug screen must upload the results into Complio.

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

Student Health Policy and Clinical Requirements

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.

(Also refer to University Handbook and University Catalog)

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

Please see the information on Complio-located in Appendix F/on Canvas 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

Required Background Checks

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 **Appendix F**. 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

Should a student acquire a new violation while in the nursing program, the student is responsible to alert the Chief Nursing Officer of the violation to determine if the student can still attend clinical experiences. Many violations without a disposition may prohibit the student from attending clinical experiences.

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.

Mandatory Online Education for Health Care Majors

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.

Dress Code Policy for Clinical and Other Educational Activities

Students are expected to be well groomed and dress appropriately, in clinical settings, service learning activities, community activities and all other learning activities, on and off 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 the dress code 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 John and Karen Arnold School of Nursing uniform includes:

- maroon scrub pants
- white scrub top with logo
- gray scrub jacket with logo.

The uniform is to be worn when a student is participating in learning activities in clinical, laboratory and simulation.

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 School of Nursing- please see the link below to order uniforms.

- 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

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.

Other Appearance Requirements

- All students must keep hair neat and off the face and 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.
- Students should avoid dangling earrings and long necklaces as patients can grab these items, injury themselves, the student and damage the jewelry.
- 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 Dress

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.

Professional appearance is important, 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.

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

Part 6: Student and Professional Organizations and Licensure

Alvernia University Student Nurses Association

Description and By-Laws

All students in the John and Karen Arnold School of Nursing are members of the Alvernia University Student Nurses Association, ASNA. Please see the bylaws to identify the purpose, role and activities of ASNA.

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

Active membership in ASNA is earned by accumulating points throughout each semester. Points are awarded for attendance at meetings, community service, and participation in fundraising events. Members with 40 points or more at the end of their senior year receive an ASNA pin.

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.

Student Nurses Association- Professional Development

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:

- 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.

Sigma Theta Tau- International Honor Society- Alvernia University Upsilon Zeta Chapter (#460)

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.

Membership 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.

Benefits of Sigma Theta Tau Membership

- Professional Development Conferences and Webinars
- Free Journal
- Research Grants and Assistance
- Discounts at various retailers
- International Community and Resources
- For additional benefits please visit- www.sigmanursing.org

Information for Licensure

All students, regardless of what state they wish to be licensed in, need to apply for licensure through [PearsonVue](#) (can apply up to 90 days prior to graduation)

PearsonVue administers the NCLEX exam, students need to register and pay the appropriate fee.

Students then need to go to the State in which they wish to be licensed and apply for licensure, and pay the appropriate fees.

Please follow the appropriate checklist for the state. Many states require Criminal Background Checks and other guidelines. Please note there may be a timeline requirement for obtaining these checks. **(In NUR 409 a presentation on licensure will be held- Do NOT apply prior to this presentation).**

Please review requirements for the State as different States require different documents from the School.

The Chief Nursing Officer can complete any documents needed. If the state requires student transcripts the student MUST order the transcripts to be sent after their degree is conferred.

Compact license- Allows students to practice in multiple states. The students' state of residence MUST be a compact state to apply for a compact license.

Temporary Practice Permit- Not always needed, allows students to work prior to being licensed. This is an additional cost and may not be needed.

Accommodations- Students who have used accommodations during their nursing program are eligible to use accommodations for NCLEX. Please ensure the appropriate paperwork is submitted to the Chief Nursing Officer.

Once students graduate, those being licensed in Pennsylvania will have their Nursing Education Verification form (NEV) will be sent from the school.

Once all paperwork matched and submitted the student will receive an Authorization to Test (ATT) which allows the student to schedule their exam.

Legal Limits to 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.

[Pennsylvania State Board of Nursing](#)

Part 7: Faculty and Staff Roles and Responsibilities

Faculty and Staff of the John & Karen Arnold School of Nursing

The John and Karen Arnold School of Nursing has a number of experienced faculty and staff that are available to help students navigate the School of Nursing, clinical responsibilities, and identify appropriate resources for student success.

Course Faculty

Course faculty include faculty who teach in the classroom, lab, simulation and clinical environment. They are your first contact with members of the School of Nursing. Questions and concerns regarding course assignments, course exams and other course specific questions should be directed to course and clinical faculty.

Course Coordinator

Each course has a Course Coordinator. In non-clinical courses, this may be course faculty. In clinical courses it may be course faculty or another individual who is overseeing multiple course or clinical faculty. This information is listed on the Course syllabus. The Course Coordinator is an additional resource in conjunction with course faculty.

Director of Labs & Simulation

The director of simulation is responsible for overseeing the laboratory and simulation activities for students in the School of Nursing. Concerns with scheduling or other laboratory or simulation activities may be addressed to the Director of Simulation.

Laboratory Staff Members

Members of the laboratory staff are responsible for working with students to increase skill proficiency and to test accuracy and safety in performing clinical skills.

Level Coordinator

Course faculty and course coordinators work with the Level Coordinator to ensure curricular activities are appropriate and monitor student progression.

Clinical Coordinator

The Academic Clinical Coordinator is responsible for setting up clinical experiences, ensuring clinical requirements are met, and setting up make up clinical days if appropriate. Please note the number of students going to clinical each semester is large, this is a complex role in which last minute changes are not possible. Please ensure any clinical requests are submitted well in advance as listed in this handbook under- Attendance policies.

Chief Nursing Officer

The Chief Nursing Officer (CNO) oversees all aspects of the John and Karen Arnold School of Nursing. Students are welcome to meet with the CNO if they have discussed issues with course faculty, course coordinator and if appropriate level coordinator with no resolution to their concern. The CNO's door is always open, the CNO will work with students to identify resources or appropriate personnel to discuss concerns.

Dean of the College of Health Sciences

Should students not receive resolution to their concerns, they are welcomed to meet with the Dean of the College of Health Sciences who oversees all programs in the College.

Angel Beckford, MSN

Cynthia Bickings, MSN

Karin Charles, EMT-Paramedic

Joy Flicker, MSN

Jennifer Haraschak, MSN

Alan Howard, PhD

Kayla Keeney, MSN

Heather Keperling, EdD

Jamie Miller, MSN

Janet Pagotto, MSN

Colleen Rhoads, MSN

Cynthia Rothenberger, DNP

Linda Roy, PhD

Angela Salio, MSN

Karen Sponagle, MSN

Jeannine Tait-Donlan, MSN

Natalie Weidman, DNP

Jennifer Weidner, MSN

Part 8: Appendices

Appendix A

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 (SON) 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 (SON) 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,' the form may be submitted to the Chief Nursing Officer's Office or completed as an assignment on Canvas. 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 accommodation.

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 accommodation. 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.

Declaration of Meeting Technical Standards for Enrollment, Promotion, and Graduation

Note: It is the Candidate's responsibility to complete and submit the document to the Chief Nursing Officer, or complete the signature of the document as an assignment on Canvas.

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 _____

Clearance Form

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 submit this form to the Clinical Coordinator and/or the Chief Nursing Officer

Functional Abilities			
Gross Motor Skills	Yes- student can achieve	No- student cannot achieve	Comments if appropriate
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			
	Yes- student can achieve	No- student cannot achieve	Comments if appropriate
Push and pull 25 poun Physical Strength ds (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			
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 differences- 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 & beyond 20			

feet away- patient room, hall			
	Yes- student can achieve	No- student cannot achieve	Comments if appropriate
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-

Appendix B

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 other non-academic 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-

3 points- done consistently throughout the semester.

1 point- done when student received mid-term grades, or realized they would not be successful in the course.

0 points- not done

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/meets with faculty after exams, regardless of the student's score		
b. Alerts faculty to concerns that may affect course success.		

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 and follows 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- all assignments handed in on time, communicates concerns with faculty		
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.

Clinical Remediation Form

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

Student Professional Performance Contract

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Student Name:

Date:

Course:

Course Faculty:

Academic Advisor:

The student professional performance 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, which may include but not limited to class, lab, and clinical.

Purpose:

1. Provide the student with individualized, specific, and mutually agreed upon action steps to improve student academic and/or clinical performance.
2. Promote professional responsibility and accountability.
3. The Professional Performance Contract may include the Clinical Judgement Support Program (CJSP) along with a Clinical Action Plan.

Procedure:

1. The student will be given an individualized Professional Performance Contract developed by the course/clinical faculty in collaboration with the Chief Nursing Officer of the Nursing Program.
2. The Professional Performance contract will be discussed with the student at the beginning of the semester, or when concerns are identified, progress at meeting the expectations of the contract will be discussed at specific intervals.
3. The contract may include the student attending the Clinical Judgment Support Program (CJSP)- see information on the CJSP.
4. A copy of the signed Professional Performance contract and the students' progress in meeting the expectations, will be placed in the student's academic file. (Should a student not sign the contract, the contract will still be active and the student must meet all expectations.)
5. Faculty involved in any educational experience with the students, as well as the student's advisor, will be notified of the terms of the Professional Performance contract and will support the student in the remediation of any knowledge/skills/attitudes that prevent the student from performing in accordance with standards of professional nursing.
6. Student progress with the terms of the Professional Performance contract will be discussed with the student on a weekly basis by one of the following- Course Coordinator, Course Faculty, or designee.

7. Following the initiation of the contract, the expectations are that any student issues will be improved or resolved by the target date specified, if warranted the contract may move onto the next semester.
8. The student will continue to be evaluated by course faculty in accordance with any evaluation tool used within that course.
9. Students who fail to meet the terms of the Professional Performance contract by the date identified on the contract, may only receive a C for the course.
10. If identified by course faculty, the Professional Performance Contract may carry over to the next semester.

Areas for Improvement Include:

☐ Attendance/ Punctuality
☐ Accountability
☐ Appropriate Professional Behavior

☐ Understanding Pathophysiology
☐ Synthesis of Theory and Practice
☐ Critical Thinking/Decision Making

☐ Communications
☐ Flexibility
☐ Integrity
☐ Intellectual Curiosity/ Seeks help when needed
☐ Initiative
☐ Professional Appearance
☐ Preparedness

☐ Use of Nursing Process
☐ Oral Communication
☐ Written Communication
☐ Completion of Assignments
☐ Technical Proficiency/Skills
☐ Organizational Skills/Time Management
☐ Leadership Potential
☐ Other: _____

☐ The student has been referred to the Clinical Judgement Support Program.

The student will continue to be evaluated by the course faculty in accordance with any evaluation tool used within that course. Students who fail to meet the terms of the Professional Performance contract by the completion of the evaluation period may only achieve a C in the course.

The Professional Performance Contract may advance to the next semester if appropriate.

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Outcome:

Resolution/ Completion Date: _____

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Appendix E

Clinical Judgement Support Program

Overview/Purpose

The Clinical Judgment Support Program (CJSP) is a 4-week-long structured and faculty-led program that is designed to support nursing students who are identified as needing additional development in skills performance, time management, critical thinking, and data collection with synthesis of patient information. This program utilizes simulation experiences, guided discussions, real-time feedback, and debriefing using the Clinical Judgment Measurement Model to evaluate and improve the students' nursing clinical judgment. Involvement in the CJSP can either be voluntary or required.

Objectives

Upon completion of the Clinical Judgment Support Program, students will be able to:

1. Collect and interpret relevant data from the patient chart.
2. Prioritize nursing interventions based on subjective and objective data.
3. Safely perform nursing skills in accordance with program and evidence-based standards.
4. Demonstrate effective time management and organizational strategies.
5. Demonstrate consistent improvement in critical thinking and reasoning during simulation experiences.
6. Participate in debriefing to improve awareness of strengths and areas for improvement regarding competency in skills completion, prioritization, organization and understanding of clinical judgment in a clinical setting.

Program Structure

Students can be referred to the program through clinical or lab instructor referral or a student may self-refer if they want to increase skills and clinical judgement. The CJSP is intended for nursing students who are identified through clinical and/or lab evaluation as requiring additional assistance with strengthening their clinical judgment, organization and prioritization. Students can be referred to and/or voluntarily complete the 4-week program if they are identified as having a deficiency in, but not limited to the above referenced skills. Students who are on a learning or Professional Performance contract may be referred and required to participate in the 4-week program as a requirement of their contract.

Once a student is referred to the program, they will schedule a weekly 2-hour experience to be completed with a faculty member. Before the student's scheduled experience, the student must read the patient's chart and complete a clinical worksheet that measures the student's ability to identify relevant information from the patient's chart. The student will bring the completed

worksheet to their scheduled time slot. The first 30-45 minutes of the experience will be dedicated to reviewing the student's completed clinical worksheet. The student and instructor will discuss pertinent data that the student collected from the chart including patient history, medication list, lab values, and assessment findings. The student will then create a plan of care for the patient based on priority findings.

The student will then participate in an approximately 1-hour-long structured stop-go simulation. During the simulation, the student will complete parts of the simulation, with pauses in the simulation at pre-determined times where the instructor will work with the student to provide real-time feedback regarding performance along with findings and interventions. The purpose of the stop-go simulation is for the student to break down and synthesize the information and for the instructor to provide real-time educational opportunities intended for student improvement.

After the student completes the simulation, the student and the instructor will then complete a short debriefing session intended to help the student visualize and understand the simulation they completed. The debriefing session at the end of each scenario is guided by the Clinical Judgement Measurement Model. This tool will assist the instructor in determining if the student is meeting clinical judgment expectations.

On the fourth week of the program the student will complete a simulation from start to finish with no instructor interruption. The student will be expected to arrive to their 4th week experience with a completed clinical worksheet that will be handed to the instructor and they will then complete their 4th week simulation. A debriefing will be held at the end of the simulation on the 4th week to evaluate the students' performance. Satisfactory completion of the 4th simulation and demonstration of consistent improvement over the 4 weeks is required to complete the program.

Students who voluntarily refer to and complete the program may be required to return for further support if they are not meeting clinical expectations after completion of the program. Upon return, support may be specific to identified areas of deficiency. Students will then need to demonstrate competency to complete the additional requirements of the program.

Students who are designated by faculty by being required to participate in the 4-week CJSP as a part of a learning or Professional Performance Contract, the 4-week program may not be extended students will be required to demonstrate consistent improvement over the course of the 4-week program and satisfactory completion of the 4th unguided simulation experience. Students who do not meet the objectives for satisfactory completion of the CJSP may receive a grade no higher than a C in the course.

Student Expectations

- Be on time for all learning activities that are part of the CJSP
- Be prepared each week as per instructor instructions

- Reflect upon faculty feedback for improvement of clinical judgement
- If a scheduling conflict arises, notify the designated faculty at least 24 hours in advance.
- Students who miss more than two scheduled CJSP appointments may receive a grade no higher than a C for the course. Extenuating circumstances will be considered on an individual basis.

Students who do not meet the above expectations on a consistent basis may be subject to receiving a grade of no higher than a C in the course.

Program Structure/ Student Identification-

Students may be referred to the program by faculty or self-refer to the program. Students may be referred to the program for concerns identified but not limited to the following areas:

- Ability to integrate theoretical knowledge to clinical
- Prioritization
- Organization
- Ability to recognize pertinent patient data for safe patient care
- Skill acquisition.

Students that are referred to the program by faculty are required to complete the program.

Program Activities

Once a student is referred to the program, the student will be required to work with the designated faculty member to complete the following-

- Schedule a weekly 2 hour session with designated faculty
- Complete the pre-assignment- Students receive a patient chart and must complete a clinical worksheet outlining pertinent data
- The student and faculty member will collaborate and discuss the clinical worksheet, the student will develop a plan of care for the scenario.
- The student will participate in approx.. a 1 hour simulation experience.
- During the simulation, faculty will pause the simulation at designated timeframes to provide real time feedback to help students synthesize the information.
- At the conclusion of the simulation, the faculty member and student will debrief using the Clinical Judgement Measurement Model, to help students and faculty identify progress towards clinical objectives.
- During the 4th week of the program, the students will participate in a clinical scenario independently, demonstrating safe patient care, organization, prioritization, problem solving and other areas as identified in the Clinical Judgement Measurement Model.
- Students who are unable to demonstrate improvement and independent care during the 4th week simulation scenario may only receive a C for the course due to inability to meet clinical objectives**

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- Be on time for all learning activities that are part of the CJSP

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- Reflect upon faculty feedback for improvement of clinical judgement
- If a scheduling conflict arises, notify the designated faculty at least 24 hours in advance.
- Students who miss more than two scheduled CJSP appointments may receive a grade no higher than a C for the course. Extenuating circumstances will be considered on an individual basis.

Students who do not meet the above expectations on a consistent basis may be subject to receiving a grade of no higher than a C in the course.

** Students who voluntarily refer to the CJSP may receive additional time if continued improvement is noted in clinical judgement.

**Students who are referred by faculty and are required to attend may or may not receive additional time as discussed with the CJSP faculty, clinical instructor, course faculty and Chief Nursing Officer.

Clinical Judgement Support Program- Clinical Action Plan

Student Name:

Date:

Course:

Course Faculty:

Academic Advisor:

Clinical Judgement Support Program

11. The CJSP is a 4 week program individualized to the students' needs. The referral to the CJSP will be of the Professional Performance contract for improvement.
12. The student will attend 4-2 hour weekly sessions of the Clinical Judgment Support Program.
13. Each week the student will participate in activities to improve clinical judgement, skills, time management, priority setting and/or other activities identified by course faculty. The student will receive individualized feedback for improvement each week.
14. At week 4, the student will be reevaluated for independent practice in the simulation scenario.
15. Students who fail to meet the expectations of the CJSP by the conclusion of the 4 weeks may only receive a C for the course.

All students referred to the Clinical Judgement Support Program will be placed on a Clinical Action Plan for Improvement-

To ensure safe, competent, and professional nursing practice, all students are expected to meet minimum performance standards during clinical and simulation lab experiences. These standards are assessed using the Creighton Competency Evaluation Instrument (CCEI).

Performance Expectations:

A minimum score of 77% is required for all clinical days and simulation lab activities evaluated with the CCEI.

Students must consistently demonstrate competency across all domains, including knowledge, skills, and attitudes as outlined by the CCEI.

Failure to meet this minimum benchmark will result in academic intervention.

Remediation and Clinical Action Plan Guidelines:

If a student receives a score of 77% or below on any clinical or lab evaluation, they will be notified by the faculty.

If a student scores 77% or below for two or more weeks in clinical or after one lab activity:

A Remediation Plan (for lab) or Clinical Action Plan (for clinical placement) will be initiated using the Clinical Judgement Support Program (CJSP).

These plans are developed collaboratively with faculty to identify areas for improvement and support student success.

Plans may include additional practice, skill review, targeted learning assignments, and/or supervised return demonstrations. Continued performance below expectations may impact progression in the program.

- *The CJSP is a 4-week program individualized to the students' needs. The referral to the CJSP will be for the Professional Performance contract for improvement.*
- *The student will attend 4-2 hour weekly sessions of the Clinical Judgment Support Program.*
- *Each week, the student will participate in activities to improve clinical judgement, skills, time management, priority setting, and/or other activities identified by course faculty. The student will receive individualized feedback for improvement each week.*
- *At week 4, the student will be reevaluated for independent practice in the simulation scenario.*

Professional Responsibility:

- *Students are expected to come prepared, engage fully, and seek clarification or feedback when needed.*
- *Students are encouraged to reflect on their performance using the CCEI feedback to guide their development.*
- *Students who fail to meet the expectations of the CJSP by the conclusion of the 4 weeks may only receive a C for the course. Failure to meet safe practice standards, even on a single occasion, may result in immediate faculty intervention regardless of the overall score.*

Consequences if performance or behaviors are not improved.

If unable to demonstrate improvement in the Clinical Judgment Support Program simulation scenarios, the student may not be successful in the course, receiving a grade no higher than a C. This will be discussed with the course coordinator of the course, the Director of Simulation, and the Chief Nursing Officer of the Program.

Area for Improvement	Faculty comments and/or Observations- Examples	Expected Outcomes	Target Date

Appendix F- Complio- Posted on Canvas as an addendum