

**WILKES UNIVERSITY
SCHOOL OF NURSING**

**UNDERGRADUATE STUDENT HANDBOOK
2011 – 2012**

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MISSION STATEMENT

MISSION:

The mission of the Wilkes University School of Nursing is to prepare professional practitioners of nursing who have mastered the core concepts and principles of the discipline, to address ethical issues in practice, to promote lifelong learning and to serve others with intelligence, compassion, and integrity in a constantly evolving, multicultural environment.

VISION:

The vision of the Wilkes University School of Nursing, a nationally accredited program, is to be a recognized leader in nursing education who prepares professional nurses for an evidenced-based practice committed to community service and healthcare policy development.

- Baccalaureate and Accelerated Baccalaureate nursing students are prepared to meet the challenges of practice in an increasingly complex healthcare environment through evidenced-based practice.
- Graduate students are prepared to function at an advanced practice level as educators, leaders and expert clinicians.

Reviewed: SAC/SD 07/08

Reviewed: SAC/SD 12/08

Reviewed: SAC;wr 06/10

Revised: USAC/wr 08/11

PHILOSOPHY

The Wilkes University School of Nursing, consistent with the mission of the University, is committed to educating our students for lifelong learning and success in a constantly evolving and multicultural world through a commitment to individualized attention, exceptional teaching, and academic excellence, and to upholding the Wilkes' tradition of community service. The School supports the University's core curriculum, which includes a broad spectrum of courses designed to stimulate the student's intellectual, personal and social development.

The educational program in nursing prepares students to deal with the complexities of a dynamic profession and society. The nursing faculty identifies human beings, environment, health and nursing as the major concepts of the curriculum. This philosophy expands on the conceptual meanings of these ideas.

Human beings are unique, rational entities with inherent dignity and worth. Each person is a physical, psychological, spiritual, social and cultural being with specific needs. In an effort to meet these needs, people develop human response patterns. These human response patterns are interrelated with developmental stages and influence the ability of people to maintain order and to experience wellness. Human beings are in constant interaction with a dynamic environment. While people and their environment are distinguishable from each other, each participates in the creation of the other.

The environment is multidimensional, dynamic, and integral to human beings and their response patterns. It encompasses the biologic, physical, psychological, sociocultural, political, and economic experiences of people. Human beings experience the environment as individuals, families, and communities who share common beliefs and values. The environment, thus, affects and effects change in the patterning of both people and itself.

Health is a dynamic state of being which can be depicted on a wellness-illness continuum. A person's position on the continuum is a result of that person's interrelationship with the environment; movement along the continuum is reflected in the person's response patterns. Optimum health is

uniquely experienced as that point on a wellness-illness continuum which reflects the maximum level of wellness that can be achieved.

Nursing is a human science which focuses on people, their environment, and their health. It is characterized by interaction between the nurse and the client; is directed toward identifying human response patterns to the environment; and takes place to assist individuals, families and communities to meet human needs through promoting, maintaining, and restoring health and preventing illness. Whenever actual or potential threats to a client interfere with the ability to meet human needs, and/or whenever a client desires assistance in maintaining optimal health, nurses intervene through a deliberative process of assessment, analysis, planning, implementation, and evaluation.

Within the legal and ethical parameters of the profession, the nurse assumes the roles of practitioner, advocate, teacher, researcher, and leader to provide health care to clients in a variety of settings. The professional nurse functions interdependently with members of the health team in collaborative relationships wherein each profession contributes according to its knowledge base, skills, and focus.

The nursing faculty believes that learning is a continuous process throughout the life span. It is achieved in direct proportion to the needs, interests, and resources of the individual learner and is measured by change in behavior. The process of learning is sequential and deals in the cognitive, affective, and psychomotor domains. The teacher is responsible for providing quality learning experiences, sharing information, and maintaining a climate conducive to learning. The learner is responsible for acquisition of knowledge, skills, and attitudes essential to the practice of professional nursing. The teacher and the learner interact to explore and develop an understanding of the relationship among theory, research, and practice. This interaction facilitates critical thinking, fosters professional practice and, ultimately, contributes to the development of nursing.

The baccalaureate program and the accelerated baccalaureate program for nursing prepare a beginning self-directed professional practitioner. Graduates function as generalists whose education

for professional nursing is based upon the integration of knowledge from the humanities, the physical and social sciences, nursing theory, and applied research. Entry level nursing education facilitates political awareness and the development of personal and professional standards, and provides the basis for graduate study as an advanced practice nurse. The master's program in nursing builds upon baccalaureate education and is designed to prepare an Advanced Practice Nurse. Graduates have advanced skills in the roles of direct client care provider, consultant, educator, researcher, collaborator and manager. The emphasis in the master's program is on the development of clinical and professional expertise with selected populations in Northeastern Pennsylvania. The master's program serves as basis for doctoral study in nursing.

Reviewed: SAC/SD 07/08
Revised: SAC/SD 12/08
Reviewed: SAC;wr 06/10
Revised: USAC/wr 08/11

PURPOSES OF THE BACCALAUREATE NURSING PROGRAM

1. Prepare a beginning self-directed professional practitioner capable of initiating and implementing the nursing process on behalf of clients in a variety of circumstances.
2. Provide a foundation for graduate study in nursing.

Reviewed: SAC SD 07/08
Reviewed: SAC SD 12/08
Reviewed: SAC;wr 06/10
Reviewed: USAC/wr08/11

BACCALAUREATE PROGRAM IN NURSING PROGRAM OUTCOMES

At the completion of the baccalaureate nursing program the graduate will effectively:

1. Synthesize knowledge from the humanities, the physical and social sciences, nursing theory and applied research as a basis for professional practice.
2. Use the nursing process to prevent illness and promote, maintain, and/or restore health of clients.
3. Function within the legal and ethical parameters of professional roles in managing health care with clients.
4. Collaborate as a member of the health team, with individuals, families and communities.
5. Use research in nursing practice.
6. Demonstrate the clinical competencies expected of a beginning, self-directed professional practitioner.

Reviewed: SAC SD 07/08
Reviewed: SAC SD 12/08
Reviewed: SAC;wr06/10
Reviewed: USAC/wr 08/11

ACCELERATED BACCALAUREATE PROGRAM FOR SECOND DEGREE STUDENTS PROGRAM OUTCOMES

1. Synthesize knowledge from the humanities, the physical and social sciences, nursing theory, and applied research as a basis for professional practice.
2. Use the nursing process to prevent illness and promote, maintain, and/or restore health to clients.
3. Function within the legal and ethical parameters of professional roles in managing health care with clients.
4. Collaborate, as a member of the health team, with individuals, families, and communities.
5. Use research in nursing practice.
6. Demonstrate the clinical competencies of a beginning, self-directed professional practitioner.
7. Enter advanced practice programs to earn a specialty practice degree of certificate.

Reviewed: SAC SD 07/08
Reviewed: SAC SD 12/08
Reviewed: SAC;wr 06/10
Revised: USAC/wr 08/11

PURPOSES OF THE MASTER'S PROGRAM

1. Prepare advanced practice nurses in the role of Clinical Nurse Specialist with a focus in either Gerontological nursing or psychiatric mental health nursing.
2. Provide a foundation for doctoral study in nursing and continuing professional development.

Reviewed: SAC SD 07/08
Reviewed: SAC SD 12/08
Reviewed: SAC;wr 06/10
Reviewed: USAC/wr 08/11

MASTER'S PROGRAM IN NURSING

PROGRAM OUTCOMES

1. Synthesize advanced knowledge of nursing and related disciplines in the development of Advanced Practice Nursing for the roles of the Clinical Nurse Specialist.
2. Develop clinical expertise as an Advanced Practice Nurse in the role of Clinical Nurse Specialist.
3. Develop skills and abilities to assume the role of the Advanced Practice Nurse.
4. Evaluate nursing research for its applicability to Advanced Practice Nursing.
5. Evaluate applicable knowledge and concepts in nursing to deal with the complexities of a dynamic society.
6. Participate in lifelong learning as a part of Advanced Practice Nursing.

Reviewed: SAC SD 07/08
Reviewed: SAC SD 12/08
Reviewed: SAC;wr 06/10
Reviewed: USAC/wr 08/11

PURPOSES OF THE DOCTOR OF NURSING PRACTICE PROGRAM

1. Produce knowledgeable, competent and clinically proficient advanced practice nurses with the skills and dispositions needed to serve in leadership capacities in their respective fields.
2. Prepare clinical experts who are able to apply acquired knowledge and skills to problems and practice in a specialized field.

DOCTOR OF NURSING PRACTICE PROGRAM OUTCOMES

1. Synthesize nursing science to manage complex health problems and improve health outcomes in advanced nursing practice.
2. Develop and evaluate knowledge and skills in organizational and systems leadership to improve health care practice and policy.
3. Critically analyze information technology, research methodology, quality improvement methodology to implement the best evidence based practice.
4. Design and analyze patient care technology and information systems to enhance quality of health care delivery.
5. Evaluate health care policies to improve health care policy outcomes at the local, state, and national levels.
6. Employ specialized knowledge and leadership skills when collaborating and leading other inter-professional health care teams in complex health care delivery systems.
7. Analyze health disparities, cultural diversity, environmental and societal needs in the care of individuals, aggregates, and populations.
8. Develop, demonstrate, and sustain advanced levels of clinical judgment, systems thinking and accountability to implement and evaluate evidence based care.h disparities, cultural diversity, environmental and societal needs in the care of individuals, aggregates, and populations.

Reviewed: USAC/wr 08/11

AMERICAN NURSES' ASSOCIATION CODE OF NURSES

1. The nurse provides services with respect for human dignity and the uniqueness of the client, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse safeguards the client's right to privacy by judiciously protecting information of a confidential nature.
3. The nurse acts to safeguard the client and the public when health care and safety are affected by the incompetent, unethical, or illegal practice of any person.
4. The nurse assumes responsibility and accountability for individual nursing judgments and actions.
5. The nurse maintains competence in nursing.
6. The nurse exercises informed judgment and uses individual competence and qualifications as criteria in seeking consultation, accepting responsibilities and delegating nursing activities to others.
7. The nurse participates in activities that contribute to the ongoing development of the profession's body of knowledge.
8. The nurse participates in the profession's efforts to implement and improve standards of nursing.
9. The nurse participates in the profession's efforts to establish and maintain conditions of employment conducive to high quality nursing care.
10. The nurse participates in the profession's effort to protect the public from misinformation and misrepresentation and to maintain the integrity of nursing.
11. The nurse collaborates with members of the health professions and other citizens in promoting community and national efforts to meet the health needs of the public.

-American Nurses' Association-

DO NOT REMOVE THIS PAGE FROM BOOK!

POLICY ON STUDENT'S RESPONSIBILITY FOR BEING INFORMED ABOUT POLICIES AND INFORMATION IN STUDENT HANDBOOK

Policy: It is the student's responsibility to be informed and to act in accordance with the policies and other information published in the School of Nursing Handbook, as well as the Wilkes University *Student Handbook* and the Wilkes University *Bulletin*. Additionally, it is the student's responsibility to keep informed relative to new information which is communicated to all students during the course of each academic year.

Students are to read and be thoroughly familiar with the Wilkes University *Student Handbook* and the Wilkes University *Bulletin*. Furthermore, students are to stay alert to new information that is posted on the Clinical Nursing Simulation Center (CNSC) bulletin boards. It is the student's responsibility to raise questions about any policy or information coming to the student, which is not clear. Students are encouraged to raise questions concerning any aspect of their educational program.

Each student is responsible for reviewing the student handbook. Student signature indicates that the student has reviewed the handbook online and is obligated to adhere to all stated policies.

Student Printed Name _____

Student Signature _____

Date signed _____

Student Handbook Year 2011-2012

Circle one:

Sophomore Junior Senior Accelerated Baccalaureate Graduate

THIS PAGE WILL BE KEPT ON FILE

Reviewed: SAC SD 07/08
Reviewed: SAC SD 12/08
Revised: SAC;wr 06/10
Revised: USAC/wr 08/11

DO NOT REMOVE THIS PAGE FROM BOOK!

POLICY ON CHANGES IN NAME, ADDRESS AND PHONE NUMBER

Policy: Students must immediately notify the School of Nursing secretary of any changes in name, address and phone number.

PREVIOUS: _____
(name)

(address)

(phone)

CURRENT: _____
(name)

(address)

(phone)

Reviewed: SAC SD 07/08
Reviewed: SAC SD 12/08
Reviewed: SAC;wr 06/10
Reviewed: USAC/wr 08/11

PROFESSIONALISM

As consistent with expectations of the practice of professional nursing, proper behavior and attitudes are expected for students enrolled in all nursing courses. Failure to comply with this professionalism policy will result in disciplinary actions at the discretion of the course instructor and course coordinator. **Students will receive one warning during the semester, then a 1.0 point deduction (based on a 100 point scale) from the final course grade with each subsequent disregard of this policy.**

Professionalism is demonstrated by a student who:

- adheres to the Wilkes University Code for Students as well as the conduct expectations outlined in the Nurse Practice Act of the Commonwealth of Pennsylvania
- follows ANA *Code for Nurses*
- uses appropriate verbal and non-verbal communication
- is punctual
- is reliable, dependable, and accountable for one's actions
- behaves in an ethical manner
- produces quality work
- accepts constructive criticism and modifies one's behavior as necessary
- is cooperative (e.g. non-argumentative; willing and helpful)
- is non-judgmental (student demonstrates an attitude of open-mindedness towards others and situations; does not "stereotype" others or prejudge situations)
- communicates assertively with honesty and integrity (actively and appropriately engages in dialogue or discussion)
- is self-directed in undertaking tasks, self-motivated
- is respectful (demonstrates regard for self, patients, peers, faculty, staff and university property)
- is empathetic (demonstrates appreciation of others' positions; attempts to identify with others' perspectives; demonstrates consideration towards others)
- handles stress (remains calm, levelheaded, and composed in critical, stressful or difficult situations)
- is an active learner (seeks knowledge; asks questions, searches for information; takes responsibility for own learning)
- is confident (acts and communicates in a self-assured manner, yet with modesty and humility)
- follows through with responsibilities (**in the event of being assigned to a task that calls for skills not possessed, the student's responsibility is to seek out the assistance of the instructor**).
- is diplomatic (is fair and tactful in all dealings with patients, peers, faculty and staff)
- demonstrates a desire to exceed expectations (goes "above and beyond the call of duty"; attempts to exceed minimal standards and requirements for tasks, assignments, and responsibilities)
- utilizes time efficiently (allocates and utilizes appropriate amounts of time to fulfill responsibilities; utilizes others' time wisely; awake and alert in class)

Lack of respect for other students, professors or staff as demonstrated by comments, tone of voice, or disruptive behavior **will not be tolerated**. Everyone has a right to be heard and should be able to express their constructive comments without ridicule or interruption. When expressing opinions, making comments or sharing ideas, “I” phrases should be used.

Revised: SAC SD 12/08
Reviewed: SAC;wr 06/10
Reviewed: USAC/wr 08/11

CLASSROOM ATTENDANCE

Attendance is **required**. Attendance will be taken at each class. In the case of an unusual circumstance (e.g. major illness, death in the family), the student must contact the classroom instructor **no later than one-half hour prior to the beginning of the class**. **A student will receive a warning on the first lateness or unexcused absence, then a 1.0 deduction (based on a 100 point scale) from the final grade with each subsequent disregard of this policy.**

An excuse from the appropriate health care provider may be requested. Refer to the *Wilkes Handbook* for further attendance policies.

Students should not schedule travel during the week of final exams. Emergency situation will be discussed with course instructor and undergraduate program director. .

Revised: SAC SD 12/08
Reviewed: SAC;wr 06/10
Reviewed: USAC/wr 05/11

DRESS POLICY

As consistent with the expectations of the practice environment, **professional dress and attention to personal hygiene are mandatory in the clinical setting**. Attire and personal grooming are expected such that they do not distract from nor compromise the professional integrity of the School of Nursing or the nursing profession. Students must also follow all pertinent guidelines of assigned clinical agency in regard to dress policy.

To create and maintain a professional appearance, encourage a sense of pride and dignity in personal appearance, promote adherence to principles of medical asepsis in dress and grooming, and to promote personal and patient safety.

The uniform for both men and women consists of:

1. A galaxy blue scrub pant and a galaxy blue scrub top with the Wilkes Flying “W” and Wilkes University School of Nursing embroidered in gold thread over the left upper chest area. Students may also purchase the optional long sleeve and/or short sleeve white shirt specified on the uniform price list sheet to wear under the scrub top. White uniform shoes or all white sneakers with NO COLOR markings and white socks are also required. Clogs and open back shoes are *not* permitted. The Wilkes University Student ID, stethoscope, watch with a sweep second hand, BLACK INK pen and small notebook, bandage scissors, and penlight are also required equipment for clinical practice.

A white lab coat with the Wilkes University School of Nursing Patch on the left upper arm sleeve and Wilkes University ID badge is to be worn over appropriate business/professional dress clothing (no jeans or tennis shoes) when obtaining clinical assignment.

NOTE: See your instructor for exact uniform worn in your assigned agency. For example, in some psychiatric agencies, no uniform is worn.

2. Hairstyles

The hair should not interfere with the delivery of patient care. For safety and sanitary reasons, as well as for appearance, all students with long hair must have it secured away from the face and shoulders while involved in clinical activities. Well-trimmed beards, sideburns and mustaches are acceptable. Hair should be clean and well groomed at all times.

3. Make-up

Make-up should be used with restraint. Patients may be allergic to fragrances so these should be kept minimal.

4. Nails

Nails should be short, clean, and rounded. Clear nail polish shall be permissible if nails are well kept. No artificial nails, acrylics, tips, or other overlays may be worn when providing direct patient care.

JCAHO (Joint Commission on the Accreditation of Healthcare Organizations) has indicated that hospitals are expected to comply with Patient Safety Goal # 7, the reduction of nosocomial infections. There has been evidence implicating artificial fingernails in the transmission of infections by health care workers, including a *Pseudomonas* outbreak in a neonatal nursery and *Candida* prosthetic joint infections. These infections have led to serious morbidity and mortality in those patients. Accordingly, representatives from Clinical Services Administration, Risk Management, Infection Control and Human Resources met to discuss the CDC directive related to Hand Hygiene. It was a unanimous decision to amend Administrative Policy 10-13, "Hand Hygiene", to reflect the ban on artificial fingernails.

5. Jewelry and Tattoos

- a. A wedding ring or small-sized non-ornate ring shall be permitted.
- b. Ornate or dangling earrings shall not be permitted. If ears are pierced, one small plain earring per ear shall be permitted. No hoop earrings or large stud earrings are permitted.
- c. No other body piercing jewelry should be visible including tongue, eyebrow, nose, or lip piercing.
- d. No other visible jewelry is permitted.
- e. No body tattoos should be visible.

Once any jewelry, body piercing, or tattoo becomes visible to the clinical instructor, the student will be asked to conceal or remove the item. The student will be dismissed from the clinical setting if the student continues to violate the dress code.

Revised: SAC SD 12/08
Revised: SAC;wr 06/10
Revised: USAC/wr 06/11

ACADEMIC HONESTY

At Wilkes the faculty and the entire University community share a deep commitment to academic honesty and integrity. The following are considered to be serious violations and will not be tolerated:

1. Plagiarism: the use of another's ideas, programs, or words without proper acknowledgement.
2. Collusion: improper collaboration with another in preparing assignments, computer programs, or in taking examinations.
3. Cheating: giving improper aid to another, or receiving such aid from another, or from some other source.

Any student who violates the Intellectual Responsibility and Plagiarism Policy will fail the course.

Reviewed: SAC/wr 06/10
Revised: USAC/wr 05/11

COMMUNICATION POLICY

- All electronic correspondence will be sent to the student's Wilkes University e-mail and/or Desire2Learn (D2L) account. No other e-mail account will be used. Students are responsible for obtaining all electronic correspondence that is sent via the university account.
- All cell phones, pagers, and other communication devices are to be on **silent mode** or **turned off** during class. Cell phones, texting, and pagers are **NOT** to be used or answered during class, CNSC, or clinical time. **Students will receive a warning the first time, then a 1.0 deduction (based on a 100 point scale) from the final course grade with each subsequent disregard of this policy.** Cell phones are **NOT** to be used as a calculator during exams.
- To maintain confidentiality and privacy and to assure optimal efficiency of staff: grades test scores, or other learning material will only be given via the student's Wilkes University e-mail and/or D2L account.

Reviewed: SAC: 07/08
Reviewed: SAC SD 12/08
Reviewed: SAC;wr 06/10
Revised: USAC/wr 02/11
Reviewed: USAC/wr 08/11

POLICY ON STUDENT CONDUCT

Policy:

Students preparing for initial licensure as a registered nurse will be expected to abide by the Code of Conduct and the conduct expectations outlined in the Nurse Practice Act; copies of the Nurse Practice Act may be obtained from the Wilkes bookstore for a minimal fee.

Any agency may refuse to accept a student for clinical or observational experiences at any time during the curriculum because of the student's criminal or child abuse clearance record. The State Board of Nursing may also refuse to issue a Temporary Practice Permit upon completion of the program.

Reviewed SAC SD 07/08
Revised: SAC SD 12/08
Reviewed: SAC;wr 06/10
Reviewed: USAC/wr 08/11

CONFIDENTIALITY POLICY

Policy: In accordance with new hospital and agency regulations, students and faculty must be accountable to a confidentiality agreement. Within and outside the clinical agencies students and faculty will adhere to the following guidelines:

- Pertinent patient identification including name, social security number, or codes will not be copied.
- Patient charts will not be removed from the confines of the nursing unit.
- Patient identification will not be discussed or mentioned in any public domain such as elevators, cafeteria, etc.
- Patient initials will be used on all teaching/learning assignments.
- Assignments posted by faculty will contain room number, patient initials, and pertinent clinical data.
- Students and faculty will follow all agency policies.

Reviewed: SAC SD 07/08
Reviewed: SAC SD 12/08
Reviewed: SAC;wr 06/10
Reviewed: USAC/wr 08/11

POLICY ON STUDENT ADVISEMENT

Policy: The responsibility of each student is to keep the advisor informed of all events that change the plan of learning.

1. Each student will make an appointment at the time of pre-registration.

2. Appointments are made by signing up on the **Office Hour Schedule sign-up sheet** posted on the faculty's office door.
3. Faculty members are in their offices during the posted office hours. If no appointments are written on their sign-up sheets, they are available for drop-in visits.
4. Messages may be left for the advisor on e-mail, voice mail, or in writing.
5. Advisement is for the purpose of assisting you in formulating your educational objectives.
6. It is the responsibility of the student to discuss all deficiency notices with the advisor.
7. Personal and/or emotional problems are referred to the University counselor. If necessary, the student should see the Dean of Student Affairs to seek assistance.
8. It is ultimately the student's responsibility to ensure that all degree and major requirements have been met.

Reviewed: SAC SD 07/08; Reviewed: SAC SD 12/08; Reviewed: SAC;wr 06/10; Reviewed: USAC/wr 08/11

PROGRESSION POLICY

PROGRESSION POLICY

In order to progress INTO clinical nursing courses, students must:

- **Complete the KAPLAN Admissions exam.**
 - **Wilkes University's School of Nursing requires that the student score within the 55th percentile or higher in each of the following skill categories: reading, writing, and mathematics.**
- **Earn a 2.0 or better in all prerequisite nursing courses:**
 - **BIO 113 (Microbiology); BIO 115, and 116 (Anatomy and Physiology I and II); and ENG 101 (Composition).**
- **Maintain an overall Grade Point Average (GPA) of 2.5 or greater.**

In order to progress THROUGH the nursing curriculum, all nursing majors must:

- **Earn a 2.5 or better in all nursing courses.**
- **Earn a 2.0 or better in all required science courses.**
- **Meet expected outcomes in all nursing courses.**
 - **A nursing student who earns less than a 2.5 in a nursing course may repeat that course once.**
 - **A nursing student who earns less than a 2.5 in a second nursing course is ineligible to continue in the nursing program.**
- **Maintain an overall Grade Point Average (GPA) of 2.5 or greater.**

Revised: SAC SD: 07/08
 Revised: SAC SD 12/08
 Revised: SAC;wr 06/10
 Revised: USAC/wr 02/11
 Revised: USAC/wr 05/11

WITHDRAWAL FROM A COURSE

Policy: Students in the School of Nursing will adhere to the withdrawal policies of Wilkes University.

Reviewed: SAC: SD 07/08
Reviewed: SAC SD 12/08
Reviewed: SAC;wr 06/10
Reviewed: USAC/wr 08/11

POLICY ON GRIEVANCE

Policy: Students must have appropriate recourse for action if they are having a clear and justifiable grievance in an academic and/or clinical area.

All students are encouraged to follow the established procedure of this policy. This policy and procedure is not intended to preclude a student's immediate and direct access to the Associate Dean of the School on this or any other matter, rather it is intended as a guide for appropriate and effective action within the School.

Procedure: A student having difficulty in an academic or clinical area is to:

- a. First attempt to resolve the problem with the instructor involved.
- b. If the problem cannot be resolved through informal discussions with the instructor, the student should initiate a meeting with the undergraduate program director or graduate program director who will then discuss the problem with the student and the instructor.
- c. If the problem remains unsolved it will be referred to the Associate Dean of the School for further action.
- d. If the student is not satisfied with the decision of the Associate Dean of the School, he/she may appeal the decision in accordance with the Wilkes Grievance Policy (see Wilkes University Student Handbook).

Reviewed: SAC: SD 07/08
Revised: SAC SD 12/08
Reviewed: SAC;wr 06/10
Revised: USAC/wr 08/11

STUDENT REPRESENTATIVES

Policy: The Student Affairs, Curriculum, and Graduate Program Committees, and Student Nurses Association of Pennsylvania (SNAP) chapter will have student representatives from each level. The Curriculum Committee will have one student representative from the senior level. The Graduate Program Committee will have one student representative who will attend the Graduate Committee meetings. All nursing students pay annual dues to SNAP.

Each year students are selected by their peers to serve on committees within the school. The requirements and responsibilities for these positions are listed below. Interested students are to contact a Nursing Student Organization (NSO) officer at the beginning of each school year.

1. Any full or part-time nursing major, currently enrolled in a nursing course may serve as a student representative. One undergraduate student may serve on the Student Affairs and Curriculum Committees and one master's student may serve on the Graduate Program Committee.
2. Role of students serving as representatives on departmental committees are as follows:

Each student representative is a participating, contributing and voting member of the chosen committee. In this capacity the student has a right to:

- a. Have items placed on the agenda.
 - b. Request clarification of any topic under discussion during a meeting.
 - c. Request the tabling of a motion.
3. The student's responsibility is as follows:

Study the agenda and come prepared to fulfill the role as student representative by:
 - a. being informed on topics to be discussed.
 - b. eliciting input from the constituency being represented. The student representative is representing a group of students; therefore, participation and contribution is to be a reflection of this constituency.
 - b. attending all regularly scheduled meetings except those portions of meetings which are closed to students due to the confidentiality of matters discussed. Executive sessions are called when an individual student has a problem requiring faculty action.
 4. Faculty responsibility:
 - a. Help provide students an opportunity and time to share and prepare for meetings.
 - b. Support students; provide clarification, and information, as necessary, to assist students in decision-making.
 5. Students are encouraged to attend any school standing committee meetings, with the exception of Faculty Affairs, as an observer and/or participant without voting privileges.

Revised: SAC: SD: 07/08
Reviewed: SAC: SD 12/08
Revised: SAC:wr 06/10
Reviewed: USAC/wr 08/11

THE MEDICAL IMPACT AND POTENTIAL RISKS FOR PREGNANT STUDENTS ATTENDING CLINICAL

Policy: It is necessary that students notify their academic advisor, level coordinator and clinical instructor if they are/become pregnant. Pregnant students should be aware of

potential risks associated with some learning experiences such as, but not limited to, caring for clients with infectious diseases, strenuous activity, toxic substances including radiation and chemotherapy, and the potential for bodily harm.

It is the responsibility of the nursing student to consult with the course coordinator and her clinical instructor prior to her clinical experience to identify clinical agency policies related to pregnant individuals and the impact of these policies on the student's ability to meet all course outcomes satisfactorily. It is also the responsibility of the nursing student to provide documentation from her health care provider to the level coordinator and her clinical instructor clearing her to perform clinical assignment duties. An individual experiencing high risk pregnancy or difficulties with pregnancy is required to provide additional documentation from her health care provider clearing her to perform clinical assignment duties. This will be kept on record in the student's file. Additionally, when a student is returning during the semester after delivery, medical clearance from her health care provider stating that the student may resume clinical assignment duties without restrictions is required and shall be kept on record in the student's file. Neither Wilkes University nor its affiliating clinical agencies assume responsibility for any harm that might occur to a fetus or pregnant student.

Approved: SAC 01-18-10
Reviewed: SAC;wr 06/10
Reviewed: USAC/wr 08/11

CRITERIA FOR PHYSICALLY CHALLENGED STUDENTS

Policy: It is the policy of this school that physically challenged students must meet the following criteria for admission and completion of the nursing program.

1. All students must have a physical examination.
2. A student who has a limitation and/or disability, which may potentially interfere with the student's achievement of educational objectives, may be required to submit to an evaluation by a physician designated by Wilkes.
3. The situation will be reviewed by the Associate Dean of the School in consultation with that physician.
4. The Associate Dean of the School will review information from any pertinent source:
Student
Clinical Instructor
Faculty Advisor
Physician
Student's parents (or other person/i.e., vocational counselor) at the student's request.
5. The Associate Dean of the School of Nursing will make the final decision.

Reviewed: SAC SD 07/08
Reviewed: SAC SD 12/08
Reviewed: SAC;wr 06/10
Reviewed: USAC/wr 08/11

COMPLETION OF REQUIRED CLINICAL NURSING SIMULATION CENTER (CNSC) EXPERIENCES

Policy: All Clinical Nursing Simulation Center (CNSC) experiences must be successfully completed during the week identified in the course outline. These experiences include skill demonstrations and clinical simulations.

All CNSC experiences (including practice times) should be scheduled with the CNSC secretary. Students must come to the CNSC experience prepared. This includes watching all of the required sections on the CD-ROM, reading all required pages or chapters, and any other assignments indicated in the CNSC preparation packet posted for each clinical course on D2L. Students need to come to clinical simulations as though they are going to clinical. Uniforms, student ID, and any applicable equipment are required on arrival to the CNSC.

If an emergency arises that prevents a student from making a scheduled appointment, the student must call the CNSC Director at 408-4075 and the Course Coordinator. Excuses for missing simulations and demonstrations must be deemed valid by both the CNSC Director and the Course Coordinator.

Skill Demonstrations & Clinical Simulations:

Failure to successfully complete a skills demonstration or clinical simulation during the scheduled week will result in a loss of five (5) points on the next written exam.

Students who are not successful at completing a skills demonstration or clinical simulation must complete assigned remedial work and make an appointment for another attempt prior to the end of the designated week. It is recommended that this second attempt is scheduled with a different CNSC staff person than the original. If the second attempt is not completed prior to the end of the designated week, it must be completed by Wednesday of the following week.

Failure to successfully complete a skills demonstration or clinical simulation at the second attempt prohibits the student from performing unidentified skills in the clinical setting and will result in a clinical failure. When this failure occurs prior to the tenth week of the academic semester, the student will be allowed to withdraw from the nursing course, as per university policy.

Revised: SAC: SD: 07/08
Revised: SAC SD 12/08
Revised: SAC 01/18/10
Reviewed: SAC;wr 06/10
Revised: USAC/wr 08/11

POLICY ON PAPER ASSIGNMENT SUBMISSIONS

Policy: The student is expected to maintain Academic Honesty and adhere to the Intellectual Responsibility and Plagiarism Policy as stated in the University Student Handbook and as stated under Academic Honesty in this Nursing Student Handbook. The following submission and grading criteria shall apply to all students when submitting papers for nursing courses:

1. Completed papers shall be submitted to the course instructor via digital drop box on D2L in Microsoft word format by 4:00PM on the scheduled due date.
2. One printed copy shall be submitted to the designated instructor assigned to read the paper by 4:00pm on the scheduled due date.
 - a. Students shall provide copies of journal articles and/or web site links for references used to complete the paper when asked by instructor assigned to read the paper.
3. Five (5) points per day, including weekends, will be deducted from the final grade of the paper, which is not submitted via both digital drop box and in print by 4:00pm on the scheduled due date.
4. Copies of the paper will be kept on file in the School of Nursing for a period of no less than five years, after which time the papers shall be destroyed.

Approved SAC: 01-18-10
Reviewed: SAC:wr 06/10
Revised: USAC/wr 08/11

EXAMINATION POLICY

All students are expected to arrive at the exam on time. In cases of unusual circumstances, students must contact the **classroom instructor no later than one hour prior to the start of the exam for that day**. Notification of absence requires the following steps:

1. Telephone classroom instructor (use all posted telephone numbers, if necessary)
2. Follow-up telephone call with e-mail message.
3. Contact department secretary or leave a voice message if unable to speak to instructor.
4. If ill, a health care provider's excuse may be requested by instructor upon return to class.

Students:

1. will not bring food or drink into the examination area.
2. will close all books and papers and make inaccessible.
3. will have a pen or pencil to write the examination.
4. will speak directly to a proctor when requesting clarification of words or statements.
5. will not leave the room without permission of a proctor during the examination.
6. will leave the room and move away quietly upon completion of examination.
7. will not be given extra time to take the examination if they arrive late.

Students should also note that the proctor:

1. will remove the answer sheet and test paper from any student giving improper aid to another or receiving such aid from another, or from some other source.
2. will report any violators to the Associate Dean of the School of Nursing, Dean of Student Affairs and Vice-President for Academic Affairs.

Reviewed SAC SD 07/08
Reviewed: SAC SD 12/08
Reviewed: SAC:wr 06/10
Reviewed: USAC/wr 08/11

MEDICATION CALCULATION PROFICIENCY POLICY

Policy: Students must complete a medication calculation proficiency exam as directed by the Course Coordinator. Traditional calculators may be used but students need to provide written work showing how the problem was solved. Cell phones cannot be used as a calculator. It is crucial to learn abbreviations and conversions prior to the exam. Students who identify themselves as needing remedial work on basic math should seek assistance at the University Learning Center.

Students must achieve **at least a minimum passing grade of 80%** to continue the clinical component. **If the student does not achieve a minimum grade of 80, the student must complete remediation as directed by the Clinical Nursing Simulation Center (CNSC) and repeat the exam by Friday of the first week of the semester.** The student must show proof of remediation to the instructor before he/she is allowed to sit for the exam on the second attempt. Students will be allowed to attend clinical the week of the first exam attempt, but will not be permitted to administer medications.

If the student does not achieve a minimum grade of 80 on the second exam attempt, the student is unable to meet the clinical objectives resulting in a clinical failure. The student will be allowed to withdraw from the nursing course, as per university policy. The following clinical nursing courses will adhere to this policy: N 220, N 230, N240, N 250, N310, N320, N331, and N332.

FOR CLINICAL NURSING COURSES N210/N330

15% of the N210 course grade will be a medication proficiency exam implemented in the Pre-Hospital Clinical as follows:

0% = Pre-test Examination Administered Week 1 of Classes.

5% = Exams Administered on Weeks 2, 3, and 4 of Classes.

Any student scoring less than 80% on exams administered during weeks 2, 3, and 4 will be required to complete a remediation assignment. Students who achieve a mean score of less than 80% on all three exams administered during weeks 2, 3, and 4 will be required to remediate and retest during week 5. If the student is unsuccessful on the retest, the student will be required to withdraw from N210. Every examination given in N210 theory class will have medication proficiency questions correlated with course content.

Dosage calculation will be included within the first course, N330, of the Accelerated Baccalaureate Program. Students will receive information concerning the textbook and expected preparation during the summer prior to beginning the semester. Students also complete a Medication Administration Module within their Pre-hospital clinical practice time scheduled in the CNSC. Medication dosage calculation questions are incorporated into all N330 exams.

POLICY ON INTEGRATED TESTING PROGRAM

Policy:

All students **except Registered Nurses** are required to complete the Integrated Testing Program administered by the School of Nursing.

Course Examinations

Standardized tests in content areas will be given in selected nursing courses. Guided study is available throughout the course to students and is recommended for success in testing.

The Integrated Testing Program is to award points for scores on the end-of-course tests. Students are awarded a maximum of 5 points for their scores on the Integrated Tests. ***These points will be added to the lowest unit test score. This EXCLUDES the final comprehensive examination.***

Integrated Testing scores total points = Maximum of 5 points to lowest unit test score.

Test scores: 0 to 5 points

60th percentile or higher score: 5 points

50th percentile score: 3 points

40th percentile score: 1 point

Below 40th percentile score: 0 points

For the Predictor Integrated Test, the student must retake the exam until the student achieves a 65% raw score or higher score. Students who do not achieve success on the Predictor Test by the due date will receive an incomplete for Nursing 320 or Nursing 332 until success is achieved.

(2008). *Kaplan and Lippincott Williams & Wilkins Integrated Testing Program Faculty Manual* (8th ed.). p 31.

COURSE PLACEMENT OF INTEGRATED TESTING

Standardized tests in content areas will be given in selected nursing courses listed below. Dates for tests will be determined by the course instructor/level coordinator. Guided study is available throughout the course to students and is recommended for success in testing.

Traditional Baccalaureate Students

<u>N210</u> -Critical Thinking (N Wt**) -Fundamentals (Wt*)	<u>N220</u> OB/GYN (Wt*)	<u>N230</u> -Peds (Wt*)	
<u>N240</u> -Medical Surgical I (Wt*)	<u>N250</u> -Medical Surgical II (Wt*)	<u>N260</u> -Psychosocial Test (Wt*)	<u>N272</u> -Pharmacological/Parenteral (Wt*)
<u>N310</u> -Comprehensive Medical- Surgical Nursing (Wt*)	<u>N320</u> Management & Professional Issues (Wt*)		

<u>Community</u> <u>(N Wt*)</u> <u>Gerontology when</u> <u>available (Wt*).</u>	<u>RN Assess</u> <u>(N Wt**)</u> <u>Critical Thinking</u> <u>(N Wt**)</u> <u>***NCLEX -RN</u> <u>Predictor Integrated Test</u> <u>to be completed prior to</u> <u>graduation (65% Raw</u> <u>Score)</u>		
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*Wt = weighted

**N Wt = Non-Weighted

***NCLEX-RN = National Council of State Boards of Nursing Licensing Examination for Registered Nurses

Accelerated Baccalaureate Program for Second Degree Students

<u>N330</u> <u>-Critical Thinking</u> <u>(N Wt**)</u> <u>-Fundamentals</u> <u>(Wt*)</u>	<u>N331</u> <u>-Medical Surgical I</u> <u>(Wt*)</u> <u>-Medical Surgical II</u> <u>(Wt*)</u> <u>-Psychosocial (Wt)</u>	<u>N332</u> <u>- Critical Thinking</u> <u>(N Wt**)</u> <u>OB/GYN Kaplan Exam (Wt*)</u> <u>-Peds(Wt*)</u> <u>-Professional Issues(Wt*)</u> <u>-Nsg Assess (N Wt**)</u> <u>N224</u> <u>Pharmacology/Parenteral(Wt*)</u> <u>***NCLEX -RN</u> <u>Predictor Integrated Test to be</u> <u>completed prior to graduation</u> <u>(65% Raw Score)</u>	
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*Wt = weighted

**N Wt = Non-Weighted

***NCLEX-RN = National Council of State Boards of Nursing Licensing Examination for Registered Nurses

Revised: SD 12/09; Revised: SAC;wr 06/10; Revised: USAC;wr 12/10; Revised: USAC/wr 05/11

POLICY ON ASSIGNMENT DUE DATES

Policy: Due dates for assignments are included in the course outline packet. Five (5) points per day, including weekends, will be deducted from the final grade of any assignment which is submitted after 4:00 p.m. on the due date. All student assignments are required unless otherwise indicated.

Failure to submit a written clinical assignment by the due date will result in a five (5) point deduction on the next scheduled exam.

Failure to perform return CNSC demonstrations by the specific due date will result in a five (5) point deduction on the next scheduled exam.

Reviewed: SAC SD 07/08
Reviewed: SAC SD 12/08
Reviewed: SAC;wr 06/10
Revised: USAC/wr 05/11

CLINICAL INFORMATION

Policy: The student is responsible for being familiar with the following clinical information. **Student Agreement Concerning Clinical Instruction.** The clinical instructional program is an integral and essential part of the education program designed to prepare students for a career in nursing. As a student of WILKES UNIVERSITY, compliance with the **Student Agreement Concerning Clinical Instruction** is required.

1. It is specifically understood and agreed that the students, while participating in the major of nursing, are not employees of the Institution, nor substitutes taking the place of regular employees of the Institution. Furthermore, students are not and shall not be entitled to be covered by the Workman's compensation rendered as part of the Clinical Education Program.
2. Be aware that the responsibilities of the School of Nursing include:
 - a. being responsible for supplying any information required by the Institution prior to the arrival of the students except as prohibited by the Family Education Right and Privacy Act of 1974.
 - b. being responsible for the selection and assignments of students who will participate in the clinical experience.
 - c. being responsible for assuring that a faculty member of Wilkes shall be present at all times that WILKES student nurses are engaging in clinical practice, except for students in their senior nursing courses.
 - d. assigning to the Institution only those students who have fulfilled all the health requirements.
 - e. arranging professional liability insurance for all students. **PLEASE NOTE THAT** this coverage is **ONLY** for assignments during student clinical experiences. It does **NOT** cover any student employment.
3. Be aware that the responsibilities of the Institution shall include:
 - a. providing for the care of all patients. At all times the ultimate responsibility for patient care shall be that of the Institution. Any patient may be withdrawn from student assignment for valid reason.
 - b. providing all necessary patient care supplies needed by clients.
 - c. providing opportunity for a jointly planned program of clinical experience.
4. Be aware that the responsibilities of students shall include:
 - a. following all of the established policies for the Institution (including regulations concerning parking procedures).
 - b. wearing the appropriate uniform and approved name pin when picking up assignments and giving patient care.

- c. reporting to the clinical area promptly and being prepared to give assigned care.
 - d. treating as confidential any information that becomes available by virtue of the clinical patient care assignment including the health status, diagnosis, or treatment of any specific patient. Student will refrain from discussion or publication of any such information that can be associated with or in any way linked to a named patient, physician, or other health professional or facility.
 - e. maintaining the clinical skills checklist each semester as per the written instructions on the clinical skills checklist.
 - f. completing community service requirement.
5. Be aware that the Nursing School reserves the **right to dismiss** a student who is deemed unsafe as characterized by dangerous, inappropriate, irresponsible, or unethical behavior that actually or potentially places the student, patient, patient's family, or health team members in jeopardy.

Examples of unacceptable clinical behavior include but are not limited to:

- a. Inadequate preparation for the clinical experience.
 - b. Attending the clinical experiences under the influence of drugs and/or alcohol.
 - c. Refusal to care for an assigned patient based on patient characteristics such as race, culture, religious beliefs, or diagnosis.
 - d. Acts of omission or commission in the care of patients, such as physical abuse, placing the patient in a hazardous position, condition, or circumstance; mental/emotional abuse; and medication errors.
 - e. Disruption of patient care or unit functioning related to poor interpersonal relationships with agency health team members, peers, or faculty.
 - f. Any behavior that affects one or more parameters of safe clinical practice and/or jeopardizes the well-being of patients, patients' families, health team members, peers, or faculty.
 - g. Any behavior that violates professional qualities, such as violation of patient confidentiality or solicitation of patient services leading to personal gain.
6. A student or faculty member may request an independent faculty evaluation in the clinical area.
7. A student who fails a clinical component of a nursing course will not be placed with the same clinical instructor when the student repeats the clinical rotation.

Reviewed: SAC: SD 07/08
Revised: SAC SD 12/08
Revised: SAC;wr 06/10
Reviewed: USAC/wr 08/11

GUIDELINES GOVERNING ATTENDANCE AT THE CLINICAL EXPERIENCE

Policy:

It is the student's responsibility to meet all course outcomes satisfactorily. Therefore, **attendance at all clinical experiences is mandatory.**

The procedure for reaching the specific clinical instructor in the event of clinical absence will be discussed during clinical orientation. It is the student's responsibility to contact their clinical instructor prior to the start of clinical.

Not all clinical rotations will provide opportunities to make up missed clinical experiences. Various agency policies and orientations may prohibit students from attending an alternate agency during a specific rotation. As a result, students are responsible for the following:

Clinical will be attended until the last week of class. Students are responsible for **making up all clinical absences.**

Students will not be charged for the first clinical absence regardless of the length of the clinical day. However, **if more than one clinical absence occurs**, students will be **charged a fee of \$100.00** for each additional make up day. The fee must be **paid in advance** of the clinical make up. Students are responsible for their own transportation to assigned clinical agencies.

Clinical absence make-up days can only be made up in the student's assigned agency. Clinical make up days will occur during the week of final examinations based upon instructor availability.

Failure to complete the required clinical hours by the last scheduled final examination of the semester will result in a grade of incomplete for the course.

Revised: SAC: SD: 0708
Revised: SAC SD 12/08
Revised: SAC;WR 02-15-10
Reviewed: SAC;wr 06/10
Revised: USAC;wr12/10
Reviewed:USAC/wr 08/11

ABSENCES DUE TO INCLEMENT WEATHER

Wilkes Nursing School follows University policy regarding delays and closing for snow emergency. Regarding clinical attendance, if the University closes then clinical is cancelled. If a compressed schedule is issued, then 7 AM -1 PM clinical is cancelled and 3-9:30 PM will be held.

It is the policy of the Wilkes University Nursing School that if a student feels unsafe to drive the student should use judgment based on the travel environment. However,

if the University does not close and clinical is not cancelled the student is required to make up the clinical experience as an absence.

In the event of frequent clinical cancellations related to snow, it is at the discretion of the faculty to require clinical make ups in order to achieve the course objectives. Therefore, additional day/evening clinical may be added without cost to the student.

Reviewed: SAC: SD: 07/08
Reviewed: SAC SD 12/08
Revised: SAC;wr 06/10
Reviewed:USAC/wr 08/11

INITIAL HOME VISITS

Policy: For all initial home visits to clients who are new to an agency the student must be accompanied by faculty or agency staff.

Reviewed: SAC: SD: 07/08
Reviewed: SAC SD 12/08
Reviewed: SAC;wr 06/10
Reviewed: USAC/wr 08/11

HEALTH FORM POLICY

POLICY: Students **MUST** obtain the appropriate requirements on the Wilkes University Nursing Health Form. **All documents should be completed and returned to the Wilkes University Nursing School's Experiential Coordinator by June 15th. Students returning to clinical practice in January will be required to have their health forms submitted by January 5th.** The form is available online at the following: www.wilkes.edu/pages/391.asp Each student is advised to make 2 copies of their forms for his/her own records. Failure to have all examinations, clearances and titers completed by the due date will result in a late fee of \$100.00. It is recommended that the forms be sent to the Nursing School by registered mail with a return receipt requested. It is the **student's responsibility** to know when their requirements expire. Records will be reviewed periodically and reminder notices will be sent to the student for any deficiencies. The Wilkes University Nursing School assumes no responsibility for agencies that refuse the student admission to clinical agencies based on incomplete health records and clearances.

HEALTH SCREENING REQUIREMENTS, CRIMINAL BACKGROUND CHECKS AND CHILD ABUSE CLEARANCES

- **Health Examination-** Students are **required** to have a completed physical examination form. The exam should be current and completed ***no less than 6 months*** prior to the start of clinical. **THIS IS AN ANNUAL REQUIREMENT!!!**
- **TB Screening-** An **initial** 2-step PPD is **required**. ***Initially***, all students must submit results for the ***2 STEP PPD then a single yearly PPD thereafter***. All students must have their PPD's completed **prior to the start of clinical!** Exceptions of students who should not received a PPD:
 - Students who have received bacilli calmetter-guerin (BCG) immunization should not get a PPD
 - Students who have had a positive PPD

- Students who are immunosuppressed, have had cancer, or are on steroids should not get a PPD.
- If a PPD cannot be obtained, the student should have a SINGLE chest x-ray to document freedom from disease and be examined by their healthcare provider for symptoms of TB. **THIS IS AN ANNUAL REQUIREMENT!!!**
- CPR Credentialing – All nursing students are **required** to provide proof of current CPR credentialing. The ONLY acceptable CPR courses are BCLS for Health Care Providers from the American Heart Association (2-year renewable) or BCLS for Professional Rescuers from the American Red Cross (1-year renewable).
- Student Statement of Release- The Wilkes University School of Nursing respects the confidentiality of the student’s health information and is required by law to protect the student’s health information. All student health forms are secured as mandated by the Pennsylvania State Board of Nursing. Disclosure of health information to clinical agencies **requires** the student’s authorization. A signed Statement of Release authorizes Wilkes University’s School of Nursing to disclose health information to clinical agencies and/or to contact the student’s Healthcare Provider for clarification of information. **THIS IS AN ANNUAL REQUIREMENT!!!**
- Urine for Drug Screen –A urine for drug screen must be submitted prior to the start of clinical. **THIS IS AN ANNUAL REQUIREMENT!!!**
- Measles, Mumps and Rubella- **Proof of immunity to measles, mumps and rubella are required** by a lab titer. Once the titers are determined they do not have to be rechecked. If a rubella titer is negative, a follow-up rubella booster must be given. Six months following a booster, a new titer is required.
- Hepatitis B- Proof by Hepatitis B Surface Antibody titer is required. Exceptions:
 - History of Hepatitis B disease-Copy of Anti-HBc positive report must be submitted
 - Hepatitis B declination (a waiver must be signed)
 - Incomplete Hepatitis series immunization
- Varicella/Chicken Pox- **Proof of Varicella titer is required.**
- Tetanus- **Tetanus booster must be in the last 10 years** (Date of last booster must be provided).
- FBI Criminal Background Check with Finger Printing- All students are **required** to submit a YEARLY FBI Criminal Background Check with Finger Printing. Go to www.pa.cogentid.com, click Dept of Welfare, under registration click register online, enter your information & click next, verify and confirm your information and click submit, print & keep your registration, go to pay online, print and keep your payment receipt. **YOU WILL NEED TO PRESENT YOUR REGISTRATION & CONFIRMATION NUMBERS/RECEIPTS AT THE FINGER PRINTING SITE!! THIS IS AN ANNUAL REQUIREMENT!!!**
- Child Abuse History Clearance- All Students are **required** to submit a Pennsylvania Child Abuse History Clearance once. This clearance must be completed prior to the start of clinical. Students are to follow the Pennsylvania child abuse clearance procedure for obtaining clearance: Log on to <http://www.dpw.state.pa.us/General/FormsPub/003671038.htm>

Revised: SAC: SD 07/08
 Revised: SAC SD 12/08
 Revised: SAC;wr 06/10
 Revised: USAC/wr 07/11

ADDITIONAL REQUIREMENTS

Some clinical agencies have additional policy requirements such as, but not limited to, the influenza or flu vaccination (flu shot). If a student is assigned to an agency that has additional requirements, the student will be responsible for abiding by the clinical agency request. Every effort will be made to assist the student in obtaining the additional requirements. Any financial obligation related to this will be the sole responsibility of the student. If the student cannot obtain the additional requirements due to health reasons, a note from the physician will need to be obtained and placed with the student's health record **prior to the start of clinical**. If the clinical agency declines entry of the student to the clinical area due to noncompliance with this policy or due to the student's inability to obtain the additional requirements, the student must change clinical agencies with another co-operating student at an agency that does not require the additional requirements. Both students must inform the nursing department of their intent in writing prior to the start of clinical of their intent to switch their clinical agency.

Approved: SAC 02-15-10
Reviewed: SAC;wr 06/10
Reviewed: USAC/wr 08/11

CPR BASIC CARDIAC LIFE SUPPORT COURSE COMPLETION

Policy: **The student is responsible for providing up to date proof of successful Basic Cardiac Life Support (BCLS) course completion to the clinical instructor the first day of clinical rotation.** The BCLS course must be either the American Heart Association BCLS for Health Care Providers or the American Red Cross Professional CPR. It is recommended that students place a copy of the BCLS course completion card behind the identification card in the student name tag holder.

Reviewed SAC SD 07/08
Reviewed: SAC SD 12/08
Revised: SAC;wr 06/10
Reviewd: USAC/wr 08/11

SHARPS, NEEDLE STICK, AND BLOOD AND BODY FLUID EXPOSURE INJURIES

Most sharp, needle stick, and blood and body fluid injuries occur when students are:

1. Disposing of used sharps and needles.
2. Administering parenteral injections or infusion therapy to uncooperative patients.
3. Recapping needles after use.
4. Handling linens or trash containing uncapped needles and blood and body fluids.
5. Cleaning up after patient care procedures in which needles are used.
6. Emptying patient collection devices containing blood and body fluids.

In the event a student accidentally pricks him/herself with a used needle or sharp instrument or comes in contact with the blood or body fluids of another individual in the health care agency or CNSC, the exposure incident must be reported immediately to a staff or faculty member. The cut, puncture, nick, or scratch caused by the sharp or needle stick and/or skin exposed to blood or body fluids should be washed thoroughly with soap and water. Any open site should bleed freely for a few seconds prior to covering with a clean dry dressing. The student will be referred to his/her primary health care provider for post-exposure evaluation and follow-up in accordance with the OSHA standard.

The risk of needle-stick injuries can be reduced by discarding used needles in puncture resistant disposal containers without first recapping, bending, or breaking them by hand. Risk of injury may also be reduced when students obtain assistance when administering injections or infusion therapy to uncooperative patients in the clinical setting and when using caution when cleaning up after procedures that include the use of needles and blood and bodily fluids. Additionally, the incidence of needle-stick injuries may be reduced when students utilize the needle-disposal units located at the CNSC and throughout their assigned clinical agencies.

When a student is at an assigned clinical agency and is accidentally exposed to a sharp, needle stick, or blood and body fluid exposure the student must report the incident to his/her clinical instructor. The student will be required to follow the clinical agency's policy and procedure for such injury/exposure incident.

Approved: SAC 02-15-10
Reviewed: SAC;wr 06-10
Reviewed: USAC/wr 08/11



**Wilkes University
 School of Nursing
 Pearsall Hall
 109. S. Franklin Street
 Wilkes-Barre, PA 18766**

**SHARPS, NEEDLE STICK, OR BLOOD AND BODY FLUID EXPOSURE
 INJURIES**

Describe the route of injury/exposure and the circumstances related to the incident:

I, _____ have been instructed by a staff member or nurse faculty member to contact my primary health care provider for post exposure evaluation and follow-up care related to my accidental injury/exposure in the CNSC.

Student Printed Name _____

Student Signature _____ Date _____

Nursing Faculty/Staff Member _____ Date _____

Healthcare Provider /Staff Member _____ Date _____

When completed, this document must be returned to the Director of Experiential Nursing, Pearsall Hall 109.

Approved: SAC 02-15-10
 Reviewed: SAC;wr 06/10
 Reviewed: USAC/wr 08/11

POLICY ON INCIDENT REPORTS

Policy: Nursing students involved in any incident in a clinical agency concerning a patient or visitor are to fill out, under the direct supervision of a faculty member, that agency's Incident Report as well as the School of Nursing form. The report is to be co-signed by the student involved as well as the faculty member observing the preparation of the Incident Report.

The Incident Report should be written clearly, outlining just the facts and shall not contain faculty or student opinions.

A copy of the Incident Report is to be sent to the Associate Dean of the Wilkes University School of Nursing. A copy of the Wilkes Incident Report goes into the student's file. At the time of the student's graduation, the secretarial staff in the School of Nursing will destroy all Incident Reports in the student file.

Reviewed: SAC: SD 07/08
Reviewed: SAC SD 12/08
Reviewed: SAC;wr 06/10
Reviewed: USAC/wr 08/11

**WILKES UNIVERSITY
SCHOOL OF NURSING**

CRITICAL INCIDENT REPORT

Purpose: To report unusual student behaviors, accidents or incidents which involve a patient or visitor in a clinical agency.

Student Name: _____ Course: _____

Clinical Area: _____ Date: _____

Describe Situation:

Student Signature

Date

Faculty Signature

Date

Reviewed: SAC: SD 07/08
Reviewed: SAC SD 12/08
Reviewed: SAC;wr 06/10
Reviewed: USAC/wr 08/11

STUDENT COMMUNITY SERVICE REQUIREMENT

The mission of the School of Nursing is founded upon the Wilkes tradition of community service. Community service is defined as "...those activities that enrich, benefit, or strengthen the community of which Wilkes is a part. Service activities include, but are not limited to, university service..." (Wilkes University Faculty Handbook 21st edition Section 5-8-3C).

In order to satisfactorily complete the clinical component of *each* clinical nursing course, each student must complete **5 hours of community service** in addition to the required clinical hours. **Original documentation** of community service hours must be provided to the clinical instructor prior to the end of each clinical rotation for *each* clinical nursing course; photocopies of service hours will be accepted ONLY when 10 or more hours of community service with the *same* community organization is completed. *** If documentation of service hours is not provided to the clinical instructor prior to the end of the clinical rotation, this will result in an incomplete as the course grade.*

Community service hours must be completed one semester at a time at a recognized community organization. *Earlier* completion of the community service requirement must have prior approval by nursing faculty.

Revised: SAC;wr 06/10
Reviewed: USAC/wr 08/11

STUDENT EMPLOYMENT

Policy: To identify the criteria under which the student may be employed.

1. Student employment shall be on a voluntary basis and not as a requirement for use of a clinical facility.
2. Students must work within the job description outlined at the individual hiring institution.
3. Nursing majors employed may not wear their student uniforms or be identified as Wilkes nursing majors.
4. When students are employed in health agencies, they may not engage in professional nursing activities that are outside their designated job description.
5. Wilkes nursing majors are responsible for their own acts and should not accept assignments beyond their level of competence.

Reviewed: SAC: SD: 07/08
Reviewed: SAC;wr 06/10
Reviewed: USAC/wr 08/11

PRECAUTION GUIDELINES FOR NURSING STUDENTS CARING FOR CLIENTS WITH INFECTIOUS DISEASES

A. Blood and Body Fluid Precautions:

1. Wear gowns if contamination of clothing with clients' blood or body fluids is anticipated (Standard Precautions).
2. Wear gloves when in contact with blood and body fluids
3. Thorough hand washing before and after administering care or wearing gloves.
4. Wear masks when anticipated respiratory contact with droplet secretions, e.g. a coughing client who is unable to cover nose and mouth or when suctioning a client.
5. Protective eye wear (eyeglasses or goggles) when anticipating contact from blood or body fluids, or copious respiratory secretions.
6. Avoid accidental contact with sharp items contaminated with blood (needles, scalpels, razors). **DO NOT RECAP NEEDLES.** All sharp objects, which are disposable, should be discarded in puncture resistant containers marked as biohazard.
7. Avoid contact with blood and body fluids if nurse has open lesions.
8. All lab specimens are handled with gloves and labeled with biohazard warning.
9. Soiled linen is bagged and marked as a biohazard for laundry handlers.
10. Clean spills of blood and body fluids with a 1:10 solution of bleach.

B. Nursing Students:

1. It is recommended that students notify their instructor if they are/become pregnant and review the student pregnancy policy located on page 20 of this handbook.

C. During Invasive Procedures:

1. Gown, two pairs of gloves, masks and eye coverings. Any agency policies additional to the above guidelines will be followed.

Existing agency policy will supersede this policy. If there is no agency policy, the stated guidelines will be followed.

Reviewed: SAC: SD 07/08
Reviewed: SAC SD 12/08
Revised: SAC;wr 06/10
Reviewed: USAC/wr 08/11

GRADUATION

Policy: It is the student's responsibility to meet all requirements for graduation.

Two semesters prior to graduation, a candidate for graduation should report to the office of the Registrar to submit an order for a diploma, to review the requirements

for the appropriate degree, and complete all necessary forms required prior to graduation.

Nursing students can order the Wilkes University School of Nursing pin during the spring semester. Cost of the pin will be designated by the jeweler according to the price of gold and silver at that time.

Nursing students should note that they will graduate with a Bachelor of Science degree (B.S.) with a major in nursing and not a Bachelor of Nursing (B.N.) or a Bachelor of Science in Nursing (B.S.N).

Reviewed: SAC: SD 07/08
Revised: SAC SD 12/08
Reviewed: SAC:wr 06/10
Reviewed: USAC/wr 08/11

LICENSING REQUIREMENT

Candidates for a license to practice in the health field are required to have “good moral character.” The Pennsylvania State Board of Nursing takes into consideration, when deciding on the applications for registration and license to practice under their jurisdiction, whether candidates have been convicted of any felony or misdemeanor. Candidates are referred to the regulations specified in the Professional Nurse Law (P.L. 317, No. 69).

It is the student’s responsibility to meet all requirements for the National Council of State Board Licensing Examination (NCLEX) and specific state requirements for licensure.

1. Students must submit application for State Board Examination. For those students who will take the examination in Pennsylvania, the department chairperson will explain the procedure.
2. For those students who plan to take the State Board Examination outside of Pennsylvania, the following applies:
 - a. Submit an application to the appropriate State Board Office according to each state’s requirements. Each state has different procedures.
CONTACT THE STATE BOARD IN THE STATE WHERE YOU PLAN TO BE LICENSED FOR COMPLETE INFORMATION SPECIFIC TO THAT STATE’S REQUIREMENTS.

NOTE: It is the student’s responsibility to be aware of all requirements for the state in which he or she plans to take their Boards and to meet all deadlines.

Reviewed: SAC: SD 07/08
Revised: SAC 12/08
Reviewed: SAC:wr 06/10
Reviewed: USAC/wr 08/11

PHILOSOPHY AND TAXONOMY OF CLINICAL NURSING SIMULATION CENTER EXPERIENCE

Introduction

The laboratory component of each nursing course is a learning experience which provides the student with an opportunity to practice the theory taught in the classroom. The Clinical Nursing Simulation Center, community and clinical settings are the areas where learning takes place. Clinical laboratory objectives are derived from the course objectives. These learning experiences can serve a variety of purposes: initial exposure to a topic or skill, application of skills and knowledge, reinforcement, supplemental and expansion of classroom material, individual guidance, and preparation for the scheduled clinical experience.

Clinical Nursing Simulation Center

The Clinical Nursing Simulation Center provides activities and materials for achieving the course objectives by the use of printed and audio-visual materials and simulated experiences. Some of these activities are independent study, while others involve supervised learning. The faculty assigns experiences in the simulation center to assist the student in meeting the objectives of the course. A terminal date is mandated by the faculty for required learning activities. Failure to meet these dates results in a lower course grade. Mastery of learning activities is evidenced on a satisfactory-unsatisfactory basis. The student may request an evaluation before the terminal date.

Clinical Laboratory

The learning experiences in the clinical laboratory comprise observations and/or interaction with clients in a variety of settings. It is the clinical setting that the student can best integrate knowledge and skill in the practice of nursing.

The following nursing courses have a laboratory component: Nursing 210, 220, 230, 240, 250, 260, 310 and 320, 330, 331,332.

Reviewed SAC: SD 07/08
Revised: SAC SD 12/08
Reviewed: SAC;wr 06/10
Reviewed: USAC/wr 08/11

MEMBERSHIP IN PROFESSIONAL NURSING ORGANIZATIONS

STUDENT MEMBERSHIP IN THE NATIONAL STUDENT NURSES' ASSOCIATION (NSNA) AND THE STUDENT NURSES' ASSOCIATION OF PENNSYLVANIA (SNAP)

As part of a holistic effort to foster each individual's commitment to being an active participant in the profession of nursing, as well as to be consistent with expectations for professional individuals, the Wilkes University School of Nursing encourages all nursing majors to join the Nursing Student Organization (NSO) of Wilkes University and the National Student Nurses Association (NSNA). Fees collected annually for NSNA membership will also grant each student membership in the NSNA's corresponding state chapter, the Student Nurses Association of Pennsylvania (SNAP).

The Wilkes University School of Nursing mandates that all nursing majors who progress into clinical nursing courses must be enrolled as members of the NSNA and SNAP organizations. Upon entering the first clinical nursing course, each student will be provided with the paperwork necessary for membership in the SNAP and the NSNA, and will be required to complete the forms for said memberships as well as the payment of all corresponding yearly membership fees in order to progress in the nursing program. This process will subsequently be repeated annually for all membership renewals necessary to maintain membership until graduation or withdrawal from the program.

Reviewed: SAC;wr 06/10
Revised: USAC/wr 08/11

ZETA PSI CHAPTER OF THE SIGMA THETA TAU INTERNATIONAL(STTI) NURSING HONOR SOCIETY

Membership into the Zeta Psi Chapter's Nursing Honor Society is by invitation only and is based upon the established criteria and governing guidelines of the Zeta Psi Chapter and the STTI Nursing Honor Society professional organization. The established criteria includes academic excellence in course work and in scholarship, leadership development, and service to the community aimed at improvements in the health and well being of society. The governing guidelines that honor society's of nursing must follow require students to be at least half way thru the nursing program; hence all nursing students reaching the half-way point of their nursing curriculum are referred to the Zeta Psi Chapter's nominating committee for consideration. The nominating committee, in conjunction with chapter leaders, determines student eligibility based upon established chapter criteria and governing guidelines and sends out formal letters of invitations to eligible students.

Approved:U SAC;wr 11/10
Reviewed: USAC/wr 08/11

TIME MANAGEMENT AND STUDY TIPS

Keep a master calendar

Everything should be written on your calendar, from dentist appointments and parties, to study time and the due dates of term papers. When entering a project due date, also block out time to work on the project, and allot at least twice as much time as you think it will take. For example, if a term paper is due on November 20th, schedule several hours in the library the week of October 20th, several hours for reading and taking notes the first two weeks of November, and at least ten hours for writing between November 12th and 18th. Always check the calendar before deciding to do anything, so you do not end up trying to be in two places at one time, or doing 30 hours of studying in one evening.

You may find it helpful to use several colors to identify things. You can write different types of time commitments in different colors or use colored underlining or highlighting: red for tests and due dates of papers, blue for scheduled study time and working on projects, green for your job, purple for social events and fun things, etc. If you have family responsibilities, you might want to post everyone's schedule on a central calendar (say, on the refrigerator door), using a different color for each person.

What kind of calendar to use depends on your personal preference – the important thing is to have one and use it. A large wall calendar has the advantage of being right in front of you and you cannot miss seeing the day's obligations. It is also easy to see the flow of the semester on a wall calendar, and you can find empty time for tutoring or to go to a movie. A pocket calendar has the advantage of portability – you always have it with you so you can check it quickly when someone suggests getting together to study or going bowling. But, there may not be enough space to write everything in it. A book size calendar is portable and has room to write in, but may be too bulky to carry everywhere. You may have to try several different systems before you find what works best for you, but the most important thing is: have a calendar and use it.

Prioritize

Ask yourself: what is the most important thing you have to do today. Then be sure to do it.

Make a “to do” list

One approach to organizing time is to make a list every week of everything that needs to be done that week. Break it down into one-hour segments. Laundry is a one-hour task. When you finish it, cross it off the list. If clinical prep takes 4 hours, write the numbers 1, 2, 3, 4 after it on your list. Then, when you have worked on prep for one hour, take a break and cross off one number. You figure writing the term paper will take 10 hours, so put the numbers 1 to 10 after that on the list, and cross off the appropriate numbers after each writing session.

Another approach to a list is to classify things in terms of how important they are: “A” items are those which must be done soon, “B” items are those that need to be done sooner or later; “C” items can wait until later. Prepping for clinical and studying for this week’s tests are “A” items, reading for next week’s test and doing the literature search for the paper due in two months are “B” items, and writing to Aunt Sally and doing laundry are “C” items (although there comes a point when laundry moves from “C” to “A”). Try to get all the “A’s”, some of the “B’s”, and a few of the “C’s” done every week. For sanity and stress relief, be sure to put something fun on your “A” list every week.

Stockpile supplies

Before the semester begins, make sure you have two of everything you might need – one to use and one for backup. When you open the backup, buy a new one immediately. Nothing is worse than seeing your term paper emerge from the printer at 2 a.m. as pale gray words on white paper and not having a fresh print cartridge for your printer.





CRITICAL

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Significant
others

Insignificant
others

Things to keep on hand include pens, pencils, paper (every type of paper you use), stapler and staples, paper clips, clear tape, dimes for the copy machine, computer diskettes, printer ribbon or cartridge, note cards, an eraser, white out, highlighter or underliner.

Keep extra snacks and beverages on hand for late night study sessions (do you prefer salty or sweet?). “Well-nourished student” is probably an oxymoron, but try to eat a reasonably well-balanced healthy diet. Although caffeine can give you a boost through a late night cram session, if used too often it can actually sap your energy.

If you have a kitchen, be sure you always have enough food on hand for a meal. You should never let these supplies get down to nothing. When you have only one of something left, buy another. Take your own tastes into account, but a suggested “bare bones” list might include macaroni, rice, cereal, tomato sauce, canned soup, tuna, bread, milk, butter or margarine, potatoes, and onions. With these ingredients, minimal cooking skills, and some imagination, you can make a variety of meals quickly.

If you live in the dorm, emergency meal supplies might include cold cereal, canned tuna, or dehydrated soup. And for real emergencies, there is always a meal in a can, such as Boost, Ensure, or Slim Fast.

And don't forget to have extra white socks or stockings on hand for clinical.

Emergencies

They happen. Keep a list of phone numbers handy, so you can reach a doctor, dentist, computer repairman, or plumber at (almost) any hour of the day or night. Have emergency kits handy, so you can handle minor emergencies yourself, and hold major emergencies at bay for a few hours.

A medical emergency kit could contain your (or your mom's) favored remedies for headaches, colds and flu, hives, and cramps, as well as traditional first aid supplies: Band-Aids, gauze pads, tape, and antiseptic.

Your emergency telephone list should include the usual things (doctor, dentist) and school oriented numbers (clinical instructor, RA). It should also list your parents (both home and work numbers) so that if you are incapacitated, someone else can notify them. And get the phone numbers of two or three people who are in each course you are taking, so you can find out what happened when you were out.

Have backup plans for emergencies. Know where there is a computer which is compatible with yours, so you can still get your paper in on time if your personal computer or printer crashes at the worst possible time (and be sure to back up everything you do on disks). Have a (long) list of substitute baby-sitters in case your regular one elopes right before finals week. Find someone who can drive you to clinical the day your car refuses to move.

Always make an extra copy of important papers. The cost of photocopying or time spent printing a second paper is cheap compared to the aggravation of having to go back and do it again. The second copy will come in handy if you question a grade or if the paper gets lost.

And for real emergencies, keep a complete change of clothing in the trunk of your car.

Getting the Work Done

Procrastination is normal – no one wants to do something that is unpleasant. If you think you can't do it well, you don't want to start. If you don't know where to begin, you don't begin. While putting it off, you continue to worry about it, and it grows in your mind to a seemingly insurmountable problem. If you put it off long enough, you end up with insufficient time to finish, and guarantee that you will fail.

Here are some ideas to try when faced with a project you really don't want to work on:

1. Break it into little bits. Read and take notes on only one article, write one section of the term paper, do just two statistics problems, and then take a break. Remember what Henry Ford said about making automobiles: "Nothing is particularly hard if you divide it into small jobs."
2. Do it for a short amount of time. You can stand almost anything for 10 minutes. Give yourself permission to quit at the end of that time. Set a timer, and when it rings, go on to something else (just remember to come back later). If, having started, you don't want to quit, set the timer for another 10 minutes, remembering again that you are allowed to quit when it rings.
3. Do the most unpleasant part, or the part you dread most, first. Once that is out of the way, the rest is easy. And after getting the worst over with, you will feel good about yourself for having done it. The math or physics problems don't have to be

done in the order in which they are printed in the book; the reference list does not have to be typed last.

SALLY CORTH



DUELING THEORIES.

I'VE HEARD THAT THEORY, TOO. OF COURSE IT FLIES IN THE FACE OF THE THEORY THAT YOU SHOULDN'T LEAP TOO QUICKLY ON PROBLEMS THAT MAY GO AWAY.



4. Ease your way into it. Do something easy, but related to the task at hand. Review and revise what you wrote yesterday as an introduction to what you need to write today. Do the easiest statistics problem first.
5. Build in a reward. Some of the rewards for work done as a student are intrinsic – they are already built in to the system. If you do all the reading and all the homework, you will get a good mark on the test. However, sometimes you may need a more tangible reward. Do you want to watch a particular TV show? Okay, but only if you finish reading the next chapter. Maybe you'll reward yourself with a long distance phone call, a chocolate bar, or a game of pool. Use what works for you.
6. Set a deadline. No, not the final deadline when the whole thing is due. Set an earlier deadline, or a series of deadlines: all reading completed by Monday for Friday's test; research completed by October 20th for the paper that is due November 20th.

Self Care

Take care of yourself. This includes eating nutritious food at appropriate intervals and sleeping a sufficient number of hours **every** night. Both lack of sleep and poor nutrition contribute to fatigue. You are not going to learn anything by studying when you are overtired. A refreshed brain, which can think clearly, is your most valuable asset whether you are trying to justify your conclusions to your clinical instructor or picking out the correct answer on a test.

(No, the four basic food groups are **not** pizza, chocolate, French fries, and beer).

Exercise regularly. Exercise should be more regular and prolonged than running up two flights of stairs to class or pushing an occupied wheelchair the length of a hospital corridor (jumping to conclusions and pushing your luck don't count either). Regular exercise helps increase your stamina and decrease fatigue, two benefits which are vital when you have class after clinical.

Build a support network. Some of your network is already in place – your parents, spouse, best friend, people who know you as a whole person outside of school. You should also have support as a student – people you have met in class who are going through the same thing you are going through now. Get together for lunch or study sessions. Listen to each other and offer encouragement when necessary. Share experiences, complain, problem-solve, laugh, and cry. Be there for each other.

What if you have scholastic problems?

Some courses are going to be easy for you. Others will be difficult. When you feel you are floundering in a class, there are a number of things you can do. The key is to recognize your difficulty as early in the semester as possible. The longer you wait before seeking help, the harder it is to catch up with the course.

1. Look critically at your study habits. Are you devoting enough time each week (each day?) to each subject? A good rule of thumb is to study a minimum of 2 hours a week for every hour you spend in class. Read the text before class to get a preview of what the teacher will discuss and write down anything you do not understand. If the lecture does not clear it up, you can ask the teacher about it right in class, while the subject is fresh. Are you doing the homework problems? Test problems are often similar to homework problems so doing the homework regularly takes on additional importance. When you sit down to study, do you actually study or do you listen to music, daydream, or watch TV? Eliminate as many outside distractions as possible so you can concentrate on the subject at hand.
2. Study with a friend, preferably one who is strong in your area of weakness, and weak where you are strong. You can then help each other. When you get together to study, agree on what you will cover and how long to work before you take a break. Concentrate on the material at hand and save the gossip and complaining for break time.
3. Sign up for peer tutoring. Students who are further along in their studies do this tutoring, usually “A” students majoring in the area they are tutoring. Not only do they understand the material, but they also have insight into what each teacher in the department expects. The trick with peer tutoring is to sign up early enough – there are more students needing help than peer tutors.

4. Read the same material from a different textbook. Textbook writers each have their own way of organizing material. The principles, laws, and facts of a subject remain the same no matter who wrote the textbook, but interpretation of the facts may differ from author to author. Some books have better graphics and others have better written explanations. The change in approach to material may help you understand it better. And don't be afraid to check out high school texts – their simplified explanation of the material may make the college level text more readable.
5. Talk to the teacher. Most teachers **want** you to succeed in their class. They like what you have specialized in and want you to like it too. Or at least appreciate it. Teachers have different approaches to helping students in trouble. They may explain the problem area in more depth to you right then, or they may choose to go over it again in class (if one student does not understand, others probably do not either). Some teachers will refer you to another textbook or to peer tutoring. Some teachers even have extra review sessions at the end of the semester.
6. Be persistent. If one source of help does not bring you up to class level, try another approach: a different book, a different tutor, or a different teacher. If the classroom instructor cannot explain it in a way that you understand, ask your clinical instructor or the instructor in the learning lab. (Nursing instructors have assisted students with history and English papers; biology teachers have explained statistics). If this material is required for your major, sooner or later you are going to have to master it (or change your major). If you do not learn the material, it will come back to haunt you. In nursing, you are tested on each topic four times: when it is listed in the course syllabus, on the final exam for that course, on the comprehensive exam required for graduation, and on state boards. So learn it all.

Remember, you don't have to be a genius to be a nurse. You don't have to be a genius to graduate college. You just have to be willing to spend the time and energy to do the work, to go to class, to study, to prep for clinical, to review for tests, to write the papers. Every day moves you closer to graduation and to becoming an RN.

Reviewed: SAC: SD 07/08

Reviewed: SAC SD 12/08

Reviewed: SAC;wr 06/10

Reviewed: USAC/wr 08/11

APPENDIX A
PROJECTED STUDENT EXPENSES
(2011-2012 ACADEMIC YEAR)

Additional Nursing Expenses and Fees	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
National Student Nurses Association (NSNA) , Student Nurse Association of Pennsylvania (SNAP)	\$45***	\$45***	\$45***	\$45***
Zeta Psi Nursing Honor Society By Invitation Only: Based on Course GPA, Leadership, and Service to Community			Membership Fee***	Membership Fee***
Uniform Shirt		\$30-35		
Uniform Pants		\$25		
Lab Coat/Scrub Jacket		\$20-40		
Uniform Shoes		\$40 and up		
Stethoscope		\$30 and up		
Bandage Scissors		\$6		
Hemostats		\$6		
Pen Light		\$2-6		
BP Cuff		\$30		
AHA CPR for Health Care Providers Course		\$50		\$50
Criminal Record Check		\$33 and up	\$33 and up	\$33 and up
PA Child Abuse History Clearance		\$10		
Physical, Immunizations, and PPD		\$100 and up*	\$100 and up*	\$100 and up*
Liability Insurance		\$30-40**	\$30-40**	\$30-40**
Comprehensive Examinations		\$125 and up per semester**	\$125 and up per semester**	\$125 and up per semester**
Field Trip				Approx \$100**
Student Clinical Supply Bags		\$110**	\$80**	\$45**
	* MAY BE COVERED BY STUDENT'S MEDICAL INSURANCE			
	** WILL BE BILLED BY FINANCIAL MANAGEMENT OFFICE			
	***FEE COVERS NATIONAL AND LOCAL LEVELS			

ALL FEES ARE SUBJECT TO INCREASE BASED UPON COMPANY AND HOSPITAL CLINICAL REGULATION CHANGES.

Revised: SAC: SD 12/08 ; Revised: SAC;wr 06/10; Revised: USAC/wr 07/11

APPENDIX B

NURSING STUDENT ORGANIZATION (N.S.O.) BYLAWS

Article I: Name

The name of the organization shall be the Nursing Student Organization (N.S.O) of Wilkes University.

Article II: Purposes and functions

The purpose of the Nursing Student Organization shall be:

- a.) To contribute to nursing education in order to provide for the highest quality health care.
- b.) To aid in the development of the whole person and his /her responsibility for the health care of people in all walks of life.

The functions of the Nursing Student Organization shall be:

- a.) To have direct input into standards of nursing education and influence the education process.
- b.) To influence health care, nursing education and practice through legislative activities, as appropriate.
- c.) To promote and encourage participation in community affairs and activities towards improved health care and the resolution of related social issues.
- d.) To represent nursing students to the consumer, to institutions, and to other organizations.
- e.) To promote and encourage recruitment efforts, participation in student activities, and education opportunities, regardless of a person's race, color, creed, sex, life-style, national origin, age or economic status.
- f.) To provide programs representative of fundamental and current professional interest and concerns.
- g.) To elect representatives from the student nursing body at Wilkes University to serve on the designated faculty committees of the School of Nursing.

Article III: Membership

Section I: Eligibility:

The eligible members of the organization shall be all the undergraduate students at Wilkes University – Freshman, Sophomores, Juniors and Seniors.

Section II: Membership:

- a.) Membership in the Student Nurses Association of Pennsylvania (SNAP) and Student Nurses' Association (NSNA) is strongly recommended but not required of general members.
- b.) Any member holding an NSO officer position or Student Representative position must also be a member of the SNAP and the NSNA .

Article IV: Officers and Student Representative on Nursing Faculty Committees of the Organization

Section I: Officers and Student Representatives:

- a.) The officers of the Nursing Student Organization shall be President, Vice-President, President-Elect, Secretary, Treasurer, and two representatives from each of the Senior, Junior, Sophomore and Freshman classes.
- b.) All elected officers and representatives are responsible to the N.S.O for participation in committee work and for reporting activities of committees at N.S.O. meetings.
- c.) All elected officers and representatives must maintain good academic standing and if any one of the elected officers or representatives does not remain in good academic standing, the N.S.O. may appoint a replacement by Executive Council Action.
- d.) If any one of the elected officers or representatives does not fulfill the duties for which he/she is responsible, the N.S.O. may appoint a replacement by Executive Council Action.
- e.) The Executive Council shall be comprised of the President, Vice-President, President-Elect, Secretary, Treasurer, and Faculty Advisor.

Section II: Eligibility:

Members of the organization are eligible for all above-mentioned offices in the N.S.O.

Revised: SAC: SD: 07/08
Reviewed: SAC: SD 12/08
Reviewed: SAC:wr 06/10
Revised: USAC/wr 08/11

APPENDIX C



School of Nursing Clinical Contract

Course: _____

Location: _____

Instructor: _____

Student: _____

As part of the on-going evaluation process, and after review of anecdotal notes and course objectives, the following observations have been made:

Based on the above observations the student must complete the following corrective actions in order to meet the clinical objectives:

If _____ is unable to complete the corrective actions outlined above and meet the clinical objectives by _____, it will result in clinical failure.

Clinical Instructor Printed Name: _____

Clinical Instructor _____ DATE: _____
(Signature)

Student Printed Name: _____

Student, WUSN _____ DATE: _____
(Signature)

