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The Wesley College Bachelor of Science in Nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN) 3343 Peachtree Road NE, Suite 850 Atlanta, Georgia 30326. Phone: (404) 975-5000 or website: http://www.acenursing.org/

All educational options are approved by the Delaware State Board of Nursing.

EQUAL OPPORTUNITY

Wesley College will not discriminate in any employment practice, education program, or activity on the basis of race, color, religion, ethnic or national origin, age, disability, sex, or veteran status. The College fully complies with the requirements of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, the Rehabilitation Act of 1973, and all other applicable federal, state, and local statutes, ordinances, and regulations.

NO PORTION OF THIS BOOKLET MAY BE REPRODUCED WITHOUT THE WRITTEN PERMISSION OF THE DEPARTMENT OF NURSING, WESLEY COLLEGE
INTRODUCTION

This Student Guide for the Bachelor of Science in Nursing (BSN) Program at Wesley College is designed as a resource of information pertinent for the successful completion of the course of study.

The Student Guide provides the philosophy, conceptual framework, suggested curriculum sequence, and degree requirements. The Policies applicable to admission, retention, progression, classroom conduct, clinical performance, and graduation are also included.

The Student Guide used as a reference throughout the individual's course of study, will facilitate adaptation to the professional role of a Wesley College Bachelor of Science Degree Nurse. The Department of Nursing reserves the right to modify, revoke, suspend, terminate, or change any or all of the information and Policies contained in the BSN Student Guide, in whole or in part, with appropriate notice.

In addition, students should refer to the Wesley College Student Handbook and College Catalog for major College policies and procedures. Students should pay particular attention to the Standards for Conduct, College Grading Policy, Academic Grievance Policy, and the College policy on Academic Plagiarism and Dishonesty. Each student enrolled at Wesley College must take responsibility to know the information contained in the Student Handbook (obtained at the Academic Affairs Office or on line), the BSN Program Student Guide (obtained at the Department of Nursing), and the College Catalog (obtained at the Registrar's Office or on line).

All BSN nursing students are required to comply with the policies as set forth in the College Catalog, Student Handbook and the BSN Program Student Guide. Students should be aware that a failure to comply with these policies subjects the student to dismissal from a nursing course and/or the BSN Program.

The BSN Program Student Guide can be downloaded at http://www.wesley.edu/academics/programs/undergraduate-programs/nursing.html
<table>
<thead>
<tr>
<th>Name</th>
<th>Office Location</th>
<th>Phone Number</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Robert Contino</td>
<td>HSB Room 132</td>
<td>736-2482</td>
<td><a href="mailto:Robert.Contino@wesley.edu">Robert.Contino@wesley.edu</a></td>
</tr>
<tr>
<td>Professor Department Chairperson</td>
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<tr>
<td>Dr. Karen Panunto</td>
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<td>736-2511</td>
<td><a href="mailto:Karen.Panunto@wesley.edu">Karen.Panunto@wesley.edu</a></td>
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<tr>
<td>Associate Professor BSN Program Director</td>
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<td>Dr. Nancy Rubino</td>
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<td><a href="mailto:Rebecca.Benson@wesley.edu">Rebecca.Benson@wesley.edu</a></td>
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<tr>
<td>Assistant Professor</td>
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<td>Dr. Julie Fisher</td>
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<td>736-2510</td>
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<tr>
<td>Professor</td>
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<td>HSB Room 130</td>
<td>736-2488</td>
<td><a href="mailto:Mary.Harmon@wesley.edu">Mary.Harmon@wesley.edu</a></td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Shari Tanner</td>
<td>HSB Room 207</td>
<td>736-2497</td>
<td><a href="mailto:Shari.Tanner@wesley.edu">Shari.Tanner@wesley.edu</a></td>
</tr>
<tr>
<td>Learning Resource Coordinator</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Mrs. Darla Davidson</td>
<td>HSB Room 213</td>
<td>736-2507</td>
<td><a href="mailto:Darla.Davidson@wesley.edu">Darla.Davidson@wesley.edu</a></td>
</tr>
<tr>
<td>Assistant Professor</td>
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<tr>
<td>Mrs. Karen House</td>
<td>HSB Room 216</td>
<td>736-2733</td>
<td><a href="mailto:Karen.House@wesley.edu">Karen.House@wesley.edu</a></td>
</tr>
<tr>
<td>Student Success Coordinator</td>
<td></td>
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</tr>
<tr>
<td>Mrs. Margaret McElligott</td>
<td>HSB Room 206</td>
<td>736-2497</td>
<td><a href="mailto:Margie.McElligott@wesley.edu">Margie.McElligott@wesley.edu</a></td>
</tr>
<tr>
<td>Instructor of Nursing</td>
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<tr>
<td>Simulation Coordinator</td>
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</tr>
<tr>
<td>Mr. Jerry Mench</td>
<td>HSB Room 229</td>
<td>736-2430</td>
<td><a href="mailto:Jerry.Mench@wesley.edu">Jerry.Mench@wesley.edu</a></td>
</tr>
<tr>
<td>Visiting Instructor</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Mrs. Carol Minor</td>
<td>HSB Room 217</td>
<td>736-2406</td>
<td><a href="mailto:Carol.Minor@wesley.edu">Carol.Minor@wesley.edu</a></td>
</tr>
<tr>
<td>Clinical Coordinator</td>
<td></td>
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<tr>
<td>Dr. Denise Morris</td>
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<td>736-2346</td>
<td><a href="mailto:Denise.Morris@wesley.edu">Denise.Morris@wesley.edu</a></td>
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<tr>
<td>Assistant Professor</td>
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<td>Mrs. Dianitza Runser</td>
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<td>736-2414</td>
<td><a href="mailto:Dianitza.Runser@wesley.edu">Dianitza.Runser@wesley.edu</a></td>
</tr>
<tr>
<td>Visiting Instructor</td>
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CLINICAL PRACTICE FACILITIES

The following is a list of the major facilities utilized for clinical practice for experience. The Department Chairperson and faculty continue to explore additional clinical placements to broaden the BSN clinical experiences. Additions to this list of practice facilities are available through the Department of Nursing office. The Nursing Faculty reserves the right to modify the clinical placements to meet the educational needs of the program. A list of adjunct faculty is available through the Department of Nursing office.

<table>
<thead>
<tr>
<th>FACILITY</th>
<th>PHONE</th>
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<tbody>
<tr>
<td>A.I. DuPont Hospital for Children</td>
<td>(302) 651-4000</td>
</tr>
<tr>
<td>(Dial main number, request connection to specific unit)</td>
<td></td>
</tr>
<tr>
<td>1600 Rockland Road, Wilmington, DE 19803</td>
<td></td>
</tr>
<tr>
<td>Bayhealth Medical Center</td>
<td>(302) 674-4700</td>
</tr>
<tr>
<td>(Dial main number, request connection to specific unit)</td>
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</tr>
<tr>
<td>Kent General Hospital</td>
<td></td>
</tr>
<tr>
<td>640 S. State Street, Dover, DE 19901</td>
<td></td>
</tr>
<tr>
<td>Milford Memorial Hospital</td>
<td>(302) 422-3311</td>
</tr>
<tr>
<td>21 W Clarke Avenue, Milford, DE 19963</td>
<td></td>
</tr>
<tr>
<td>Christiana Care Health Care Services</td>
<td>(800) 693-2273</td>
</tr>
<tr>
<td>(Dial main number, request connection to specific unit)</td>
<td>(302) 733-3300</td>
</tr>
<tr>
<td>Christiana Care Medical Center (Cancer Unit)</td>
<td></td>
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<tr>
<td>Christiana Care Medical Center</td>
<td></td>
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<tr>
<td>4755 Ogletown-Stanton Road, Newark, DE 19718</td>
<td></td>
</tr>
<tr>
<td>Wilmington Hospital</td>
<td>(302) 733-1000</td>
</tr>
<tr>
<td>501 W 14th Street, Wilmington, DE 19801</td>
<td></td>
</tr>
<tr>
<td>Crozer-Chester Medical Center</td>
<td>(610) 447-2800</td>
</tr>
<tr>
<td>Nathan Speare Regional Burn Treatment Center</td>
<td></td>
</tr>
<tr>
<td>One Medical Center Blvd., Upland, PA 19013-3902</td>
<td></td>
</tr>
<tr>
<td>Genesis Health Care</td>
<td>(302) 734-5990</td>
</tr>
<tr>
<td>Silver Lake Nursing and Rehabilitation Center</td>
<td></td>
</tr>
<tr>
<td>1080 Silver Lake Blvd., Dover, DE 19901</td>
<td></td>
</tr>
<tr>
<td>Rockford Center</td>
<td>(302) 996-5480</td>
</tr>
<tr>
<td>100 Rockford Drive, Newark, DE 19714</td>
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</tbody>
</table>
Dover Behavioral Health Center  (302) 674-7688
725 Horsepond Road, Dover, DE 19901

Meadow Wood Behavioral Health Center  (302) 328-3330
575 South DuPont Highway, New Castle, DE 19720

St Francis  (302) 421-4100
701 North Clayton Street
Wilmington, DE 19808

Union Hospital  (410) 620-3753
106 Bow Street
Elkton, MD 21921

Upper Chesapeake Health System  (410) 843-5000
501 South Union Avenue
Havre de Grace, MD 21078
<table>
<thead>
<tr>
<th>AGENCY</th>
<th>FOCUS</th>
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<tr>
<td>Al-Anon-www.al-anon.org</td>
<td>Family/friends dealing with alcohol addiction</td>
</tr>
<tr>
<td>Alcoholics Anonymous-www.aa.org</td>
<td>Alcohol addiction</td>
</tr>
<tr>
<td>Amedisys Home Care</td>
<td>Medical/Surgical follow through home visits – Community Health Nursing</td>
</tr>
<tr>
<td>College Bus. Park College Rd, Dover, DE 19904</td>
<td></td>
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<tr>
<td>Child Development Watch</td>
<td>Developmental assessments/ intervention planning</td>
</tr>
<tr>
<td>18 N. Walnut St., Milford, DE 19963</td>
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<tr>
<td>Delaware Home Health Care</td>
<td>Medical/surgical follow through Community Health Nursing</td>
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<tr>
<td>4001 Miller Road, Wilmington, DE 19802</td>
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<tr>
<td>Delaware Hospice</td>
<td>End of life Care</td>
</tr>
<tr>
<td>911 South DuPont Highway, Dover, DE 19901</td>
<td></td>
</tr>
<tr>
<td>Delaware Sleep Disorder Centers</td>
<td>Sleep disorders</td>
</tr>
<tr>
<td>104 Sleepy Hollow Drive, Middletown, DE.</td>
<td></td>
</tr>
<tr>
<td>Exceptional Care for Children</td>
<td>Children with special needs</td>
</tr>
<tr>
<td>11 Independence Way</td>
<td></td>
</tr>
<tr>
<td>Newark, Delaware 19713</td>
<td></td>
</tr>
<tr>
<td>Father Martin’s Ashley Alcohol Rehab</td>
<td>Alcoholism and drug addiction treatment center</td>
</tr>
<tr>
<td>800 Tydings Lane, Havre De Grace, MD 21078</td>
<td></td>
</tr>
<tr>
<td>Luther Towers</td>
<td>Health promotion for the aging population</td>
</tr>
<tr>
<td>430 Kings Hwy, Dover, DE 19901</td>
<td></td>
</tr>
<tr>
<td>Narcotics Anonymous-www.na.org</td>
<td>Narcotic addiction</td>
</tr>
<tr>
<td>Queens Manor</td>
<td>Health promotion for the aging population</td>
</tr>
<tr>
<td>Queen Street, Dover, Delaware 19901</td>
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</table>
| Schools (public and charter schools) in Kent and Sussex Counties of Delaware | Screening  
Health education/promotion school age population  
Children with special needs                                        |
| Kent County Community School                                     |                                                                      |
| Visiting Nurses Association                                      | Medical/Surgical follow through home visits Community Health Nursing |
| 1 Read’s Way, New Castle Corp. Commons, DE                       |                                                                      |
WESLEY COLLEGE
DEPARTMENT OF NURSING
BACHELOR OF SCIENCE IN NURSING DEGREE PROGRAM

PHILOSOPHY OF THE COLLEGE

Wesley College is committed to an educational philosophy that expresses its Christian and its United Methodist traditions. The Wesley College concept of education is based upon several assumptions.

First, education is an intellectual response to a loving God. Such a response should involve the pursuit of truth and knowledge and the development of skills that will facilitate the fulfillment of the individual to serve humanity and the world more effectively.

Second, education is concerned with the whole person. While academic excellence is a primary objective of the College, an education is much more than the sum of all academic work. We encourage all members of the College community to discover and appreciate cultural, aesthetic, and religious realities that are vital to personal growth and development.

Third, education is value centered. Questions of values emerge in a changing society as technological advances influence daily life and help determine the shape of the future. We recognize our responsibility to be involved in the study of ethical issues to make informed choices and be responsive to human needs.

Fourth, education is a human enterprise that serves persons who may benefit from its collective resources. In seeking to reflect the richness of a pluralistic life, the College welcomes persons from all religious, national and ethnic groups. Such a college creates a learning environment that respects each individual.

Fifth, education is a shared responsibility. The College believes that learning is interactive and personal and offers programs that give opportunity for creative expression and the development of leadership. At the same time, the College holds that privileges are inseparable from responsibilities.

PHILOSOPHY OF THE DEPARTMENT OF NURSING

The Department of Nursing embraces the beliefs of Wesley College. These beliefs philosophically underpin all program development and design within the Department of Nursing. Further beliefs are stated in terms of nursing education, nursing practice, and health, as nursing has a distinct body of knowledge, which guides nursing practice.

Beliefs fundamental to the Department of Nursing are expressed within the core value of community, and the building of community capacity within the framework of nursing education and nursing practice. Nursing education should serve the individual nurse, the profession and the community. Nursing education is a dynamic process that upholds the principles of life-long learning and respects previous knowledge the individual brings to the educational environment. Nursing education provides a unique, holistic base of theoretic knowledge that prepares the individual to practice in ways that facilitate and promote the health of individuals, families, and communities.

Health is defined as an integrated method of functioning. It is developing and interacting in meaningful ways with the social and physical environment with the goal of maximizing one’s potential (capacity).
The practice of nursing is fundamentally client based, and requires a broad and holistic view of health within the context of community. Nursing practice is collaborative in nature, and requires independent critical thought, a broad theory base, and a scholarly approach to problem solving as well as health promotion.

**Definition of Terms:**

**Person**
Humans of all ages and health levels. People have continually changing potentials for growth.

**Patient (Client)**
The individual, family, or community as participants of care. Patients have continually changing capacity for growth.

**Health**
Integrated method of functioning, developing and interacting in meaningful ways with the social and physical environment with the goal of maximizing ones’ potential (capacity).

**Patient-Centered Care**
Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.

**Environment**
Social, cultural, physical, spiritual surroundings of person (s).

**Nurse**
Professionally recognized health and illness care provider

**Nursing**
The practice of nursing is fundamentally patient based, and requires a broad and holistic view of health within the context of community. Nursing practice is collaborative in nature, and requires independent critical thought, a broad theory base in knowledge, and a scholarly approach to problem solving as well as health promotion.
THE MISSION OF THE COLLEGE

Wesley College is a United Methodist institution of higher education that seeks to be among the finest student-centered learning communities in the liberal arts tradition. Consistent with our Methodist heritage, the College affirms meaning and purpose in life through justice, compassion, inclusion and social responsibility that enhance community life and respect for the environment. Wesley College exists to liberate and empower its students with the knowledge, skills, ethical attitudes and capacity for critical thinking needed to achieve personal and professional goals and to contribute to the local and global society.

MISSION STATEMENT: DEPARTMENT OF NURSING

The Department of Nursing mission statement embraces the Wesley College mission and incorporates basic principles of holism, community, lifelong learning and critical thinking into the curriculum design of the basic and advanced nursing programs.

The Wesley College Department of Nursing seeks to prepare graduates to practice holistic nursing at both the beginning and advanced practice level within a global society. We encourage lifelong learning incorporating moral, ethical, and esthetic principles that contribute to personal and professional development. The Department of Nursing provides an environment, which enhances critical thinking and clinical competence within the totality of nursing practice.
The BSN conceptual framework incorporates the principles of evidence-based knowledge integration, humanistic caring relationships, professionalism, and critical thinking through the nursing process to achieve the aims of nursing while facilitating patient centered health capacity.

BSN students begin in the first year of study to integrate nursing theory and concepts with knowledge from the college core areas of communicating in the world, global society and its culture, the human experience, scientific literacy, and analysis. This evidence-based knowledge integration, which continues throughout the four years of study, fosters the development of professional attributes and skills to establish humanistic caring relationships through an understanding of the values of both the College and the Department of Nursing. BSN students use the nursing process to critically think through nursing situations to achieve the nursing aims of health promotion, health maintenance, and health restoration. The central focus at all levels of the BSN curriculum is the patient centered health capacity. The emphasis on the individual, family, and/or the community depends on the level of study in the BSN curriculum. Students build nursing skills and recognition of external and internal environmental forces to assist the patient to achieve desired health capacity.

In addition to these concepts the BSN program is based on the program goals and outcomes on the Institute of Medicine’s report on the future of nursing, the Accreditation Commission for Education in Nursing, the American Nurses Association Scope & Standards of Practice (2011), Nursing’s Social Policy Statement (2011), the Code of Ethics for Nurses (2011), the American Association of Colleges of Nursing Essentials of Baccalaureate Education for Professional Nursing Practice (2008) and Quality and Safety Education for Nursing (QSEN) Competencies.
NLN COMPETENCIES FOR GRADUATES
OF BACCALAUREATE PROGRAMS

Human Flourishing
Incorporate the knowledge and skills learned in didactic and clinical courses to help patients, families, and communities continually progress toward fulfillment of human capacities.

Nursing Judgment
Make judgments in practice, substantiated with evidence, that synthesize nursing science and knowledge from other disciplines in the provision of safe, quality care and that promote the health of patients, families, and communities.

Professional Identity
Express one's identity as a nurse through actions that reflect integrity, a commitment to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients, families, and communities; and a willingness to provide leadership in improving care.

Spirit of Inquiry
Act as an evolving scholar who contributes to the development of the science of nursing practice by identifying questions in need of study, critiquing published research, and using available evidence as a foundation to propose creative, innovative, or evidence-based solutions to clinical practice problems.

This document can be downloaded at:
http://www.nln.org/facultyprograms/competencies/comp_bacc.htm
The American Association of Colleges of Nursing (AACN) provides direction for the preparation of professional nurses in the document titled *The Essentials of Baccalaureate Education for Professional Nursing Practice*. The following nine Essentials summarize the expectations of a baccalaureate nursing program:

**Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice**
- A solid base in liberal education provides the cornerstone for the practice and education of nurses.

**Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety**
- Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

**Essential III: Scholarship for Evidence Based Practice**
- Professional nursing practice is grounded in the translation of current evidence into one’s practice.

**Essential IV: Information Management and Application of Patient Care Technology**
- Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

**Essential V: Health Care Policy, Finance, and Regulatory Environments**
- Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

**Essential VI: Inter-professional Communication and Collaboration for Improving Patient Health Outcomes**
- Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

**Essential VII: Clinical Prevention and Population Health**
- Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

**Essential VIII: Professionalism and Professional Values**
- Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

**Essential IX: Baccalaureate Generalist Nursing Practice**
- The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.
- The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

This document can be downloaded at [http://www.aacn.nche.edu/Education/pdf/BaccEssentials08.pdf](http://www.aacn.nche.edu/Education/pdf/BaccEssentials08.pdf)
STUDENT LEARNING OUTCOMES

1. Synthesize knowledge from a liberal education in communication, human experience, scientific literacy, analysis, and global society

2. Apply leadership and management skills to provide quality and cost-effective health care

3. Apply the nursing process to provide evidence-based, clinically competent, contemporary professional nursing care.

4. Integrate information and health care technology with knowledge based on research to provide competent nursing care.

5. Comprehend the implications of the health care system on quality patient care and the scope of nursing.

6. Communicate using an ongoing interactive process that builds therapeutic interpersonal relationships.

7. Promote healthy lifestyles through health education, community partnerships and health promotion strategies.

8. Practice within the values, ethics and standards of professional nursing practice.

9. Apply critical thinking skills to provide comprehensive compassionate evidence-based nursing care across the life span and in the continuum of health care environments.

Approved 5/4/2011
Reviewed 5/2012
Reviewed and Revised 5/6/2014
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<td><strong>Course #</strong></td>
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<td>EN100</td>
<td>College Writing</td>
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<td>Math Concepts &amp; Operations</td>
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<td>General Psychology</td>
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<td>Soxxx</td>
<td>100, 200, or 301</td>
</tr>
<tr>
<td>KNxxx</td>
<td>Healthy Lifestyles</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>Fall Semester Two 2012</th>
<th>Spring Semester Two 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course #</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>BI310</td>
<td>Microbiology</td>
</tr>
<tr>
<td>NR203</td>
<td>Client Assessment for Health Promotion</td>
</tr>
<tr>
<td>NR214</td>
<td>Foundations of Nursing</td>
</tr>
<tr>
<td>NR229</td>
<td>Pathophysiology or</td>
</tr>
<tr>
<td>NR230</td>
<td>Pharmacology</td>
</tr>
<tr>
<td>KNxxx</td>
<td>Healthy Lifestyles</td>
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<tr>
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<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Course #</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>NR307</td>
<td>Health Maint &amp; Restoration II</td>
</tr>
<tr>
<td>NR312</td>
<td>Research in Nursing</td>
</tr>
<tr>
<td>Core Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Core Requirement</td>
<td>3</td>
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<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>Fall Semester Four 2014</th>
<th>Spring Semester Four 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course #</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>NR403</td>
<td>Maternal/Child Nursing</td>
</tr>
<tr>
<td>NR409</td>
<td>Community Health Nursing</td>
</tr>
<tr>
<td>NRxxx</td>
<td>Leadership &amp; Management</td>
</tr>
<tr>
<td>NRxxx</td>
<td>Nursing Elective</td>
</tr>
<tr>
<td>NRxxx</td>
<td>Nursing Elective</td>
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</tbody>
</table>

**Total = 124 credits**
### Bachelor of Science in Nursing Program (Effective 8/2014)

#### Fall Semester | Credits | Spring Semester | Credits
--- | --- | --- | ---
**BI210** Anatomy & Physiology I * | 4 | **BI215** Anatomy & Physiology II * | 4
**ENXXX** College Writing I *+ | 3 | **EN101** College Writing II *+ | 3
**PY100** General Psychology | 3 | **NR107** Intro to Professional Nursing ** | 3
**MA180** Applies Math Concepts *+ | 3 | **MA201** Intro to Statistical Methods or * | 3
Freshman Seminar | 3 | **PY222** Statistics for Social Sciences | 3
**TOTAL** 16 | **TOTAL** 16 |

#### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Course</th>
<th>Credits</th>
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</thead>
</table>
**CH130** Chem for Allied Health * | 4 | **BI310** Microbiology(or any 200 level * | 4
**NR203** Client Assessment for Health Promotion | 3 | Micro with a lab from an accredited college) | 4
**NR214** Foundations of Nursing ** | 5 | **NR228** Health Maint & Rest. I ** | 5
**NR229** Pathophysiology OR ** | 3 | **NR229** Pathophysiology OR ** | 3
**NR230** Pharmacology ** | 3 | **NR230** Pharmacology ** | 3
Integrated Course | 3 | Integrated course | 3
**Integrated Course** | 3 | **Integrated course** | 3
**TOTAL** 18 | **TOTAL** 18 |

#### Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
</table>
**NR307** Health Maint & Restoration II ** | 5 | **NR313** Health Maint & Rest. III ** | 5
**NR312** Research in Nursing ** | 3 | **NR324** Mental Health Nursing ** | 5
Integrated Course | 3 | Theme Course | 3
Theme Course | 3 | Theme Course | 3
**TOTAL** 17 | **TOTAL** 13 |

#### Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
</table>
**NR403** Maternal/Child Nursing ** | 5 | **NR423** Leadership & Management ** | 3
**NR409** Community Health Nursing ** | 5 | **NR425** Senior Practicum ** | 5
**NR421** Critical Thinking to Enhance Professional Nursing Practice ** | 3 | **NR426** Transition to Prof Practice ** | 3
| **NR4xx** Nursing Elective ** | 3 | **TOTAL** 14 |
**TOTAL** 13 | **TOTAL** 14 |

* Must achieve a grade of C or better to graduate

** Must achieve a grade of B or better to graduate

Total Credits 124
+ College core courses
## BACHELOR OF SCIENCE IN NURSING
**DEGREE REQUIREMENT CHECKLIST FOR STUDENTS PRIOR TO Fall 2014**

<table>
<thead>
<tr>
<th>Semester Complete</th>
<th>Course Name</th>
<th>Credits</th>
<th>Semester Complete</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td><strong>COMMUNICATING IN THE WORLD</strong></td>
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<td></td>
<td><strong>ANALYSIS</strong></td>
<td></td>
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<tr>
<td></td>
<td><em>EN100 College Writing</em></td>
<td>3</td>
<td></td>
<td><em>MA108 Math Concepts &amp; Oper.</em> (Transfer of a higher level math course requires math dept approval to meet the requirement)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>EN101 Literature for Composition</em></td>
<td>3</td>
<td></td>
<td>Applied Analysis any one of the following courses:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any two of the following courses:</td>
<td>6</td>
<td></td>
<td>MA201 Statistics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AR Art 101, 103, 105, 109, 202, 203, 205, 209</td>
<td></td>
<td></td>
<td>PY 222 Statistics for Social Science</td>
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</tr>
<tr>
<td></td>
<td>CM Speech 101, 120, 201</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>DR Drama 110, 214</td>
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<tr>
<td></td>
<td>ES English as a Second Language</td>
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<tr>
<td></td>
<td>EN English 202, 203, 204, 211, 318</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FR French 100-201, 302</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>IT Italian 100-101</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MU (applied music and ensemble)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>MU115, 117, 119, 123, 133, 137, 141, 146, 147, 151, 253, 319, 323, 333,337,341, 346, 347</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>SP Spanish 100-201</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>THE HUMAN EXPERIENCE</strong></td>
<td></td>
<td></td>
<td><strong>GLOBAL SOCIETY AND ITS CULTURE</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literature (any 200- or 300-level literature course in English [except EN318], French or Spanish)</td>
<td>3</td>
<td></td>
<td>Any one of the following courses:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EN205,206,207,208,209,210,320,334,340,349,375,400,415D,440</td>
<td></td>
<td></td>
<td>SO Sociology 100, 201, 301</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FR203, 301</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>SP202,203,300</td>
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<td></td>
<td>Religion (any Religion course)</td>
<td></td>
<td></td>
<td><strong>American Culture</strong>: any one of the following courses:</td>
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<tr>
<td></td>
<td>PE</td>
<td></td>
<td></td>
<td>EN English 207, 208, 353, 355, 357, 440</td>
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<tr>
<td></td>
<td>PE</td>
<td></td>
<td></td>
<td>HI History 103, 104, 200-204, 220, 323, 324, 327</td>
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<tr>
<td></td>
<td>PY100 General Psychology</td>
<td></td>
<td></td>
<td>HU Humanities 230</td>
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<tr>
<td></td>
<td>PY232 Psychology of Human Dev.</td>
<td></td>
<td></td>
<td>MU Music 127, 128, 200</td>
<td></td>
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<tr>
<td></td>
<td><strong>SCIENTIFIC LITERACY</strong></td>
<td></td>
<td></td>
<td>PO Political Science 231, 323, 360, 373, 374, 377</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BI210 Anatomy and Physiology I*</td>
<td>4</td>
<td></td>
<td>RE Religion 200</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BI215 Anatomy and Physiology II*</td>
<td></td>
<td></td>
<td>SO Sociology 202</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CH130Chemistry for Allied Health*</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>BI310 Microbiology** (any micro course 200 level or above that includes a lab from an accredited institution meets this requirement.)</td>
<td>4</td>
<td></td>
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</tbody>
</table>

*Must achieve a grade of C or better to graduate

** Must achieve a grade of B or better
ADMISSION POLICY

Purpose: The Department of Nursing believes that established criteria should determine admission to the BSN program. The Admission Policy intends to outline criteria for admission to the BSN program.

Criteria: All applicants to the BSN program must meet the admission requirements of the College and the Department of Nursing.

All BSN Applicants
Wesley College Department of Nursing requires all applicants to the BSN program demonstrate the following criteria:

a. A satisfactory score on the Pre-Admission Examination (NLN-PAX –RN).
   The current test score requirement is 115 or greater.

b. Writing sample score of 3 or greater on a 1-5 scale (writing sample administered at the same time as the Pre-Admission Examination - NLN PAX-RN)

c. Satisfactory Criminal Background Check

d. Abuse Registry Clearance

e. Physical and mental health documented on the physical form provided by the Department of Nursing

f. Documentation of 2 step PPD

g. Immunization record to include: Tdap Vaccine, annual Flu vaccine, as well as Wesley College Health Center immunization requirements

h. CPR documentation

i. Negative Drug Screen

j. Completion of all Admission Paperwork

k. Admission paperwork must be completed by the last day of drop-add

Additional criteria required for BSN admission outlined according to category includes:

First Time College Student Admission
Wesley College Department of Nursing requires high school graduates applying to the BSN program demonstrate the following criteria:

1. Combined SAT score of 1360 or above. This requirement applies to the student who has graduated from high school within the last three years. SAT scores are not required for students who have been out of school for three years or more.

2. A high school curriculum that included:
   a. Science – two lab sciences, one must be in Biology
   b. Math – 2 courses
   c. English – 4 courses
   d. Social Science course

3. A high school grade point average of 2.5 or higher

4. Achieve the criteria required for all applicants listed above.

Current Wesley College Student Changing Declared Major to Nursing
Wesley College Department of Nursing requires current Wesley College undergraduate students changing their declared major to nursing demonstrate the following criteria:

1. Achieve a cumulative GPA of at least a 2.5 at Wesley College.

2. Achieve criteria of all BSN applicants listed above.

Transfer Student Admission
Wesley College Department of Nursing requires transfer student applicants to the BSN program demonstrate the following criteria:

1. Provide evidence of a cumulative GPA of 2.5 or greater

2. Submit syllabi and detailed content outlines of nursing courses under consideration for transfer credit.

3. Achieve the criteria required for all applicants listed above.
4. Take all required Level 3 and Level 4 clinical nursing courses at Wesley College
5. Refer to the Skills Competency/Clinical Readmission Policy and Procedure.

**LPN Admission seeking Advanced Placement**
Wesley College Department of Nursing requires LPN applicants to the BSN program demonstrate for advanced placement the following criteria:

1. Submit a copy of current LPN license from the State of Delaware or a compact state.
2. Submit two (2) letters of reference: One (1) from the most recent employer and one (1) personal reference of choice.
3. Satisfactorily demonstrate clinical skills competency for a given case scenario. (Refer to the Skills Competency/Clinical Readmission Policy and Procedure). Achieve a grade greater than or equal to 90% on the Department of Nursing Math for Medications examination with a maximum of two attempts.
4. Achieve the criteria required for all applicants listed above.

Achievement of the above criteria grants LPN applicants advanced standing credit: NR107 Introduction to Professional Nursing – 3 credits and NR214 Foundations of Nursing – 5 credits.

**Admission Procedure**
Apply to Wesley College
1. If the BSN category criteria are met, declare nursing as the major on the College application
2. Register and schedule the Pre-admission exam (NLN-PAX-RN) at nlnonlinetesting.org
3. Receive notification of status for BSN admission if all criteria are met.
4. If accepted to the BSN program, follow college guidelines to confirm admission.

**Implementation**
This policy applies to all applicants to the Wesley College BSN Program.
The policy is posted on the Nursing website and in the BSN Student Guide.
All BSN nursing students, nursing faculty and staff, and the Vice President of Academic Affairs will receive a written copy of this policy.
Policy effective beginning August 25, 2006
Policy reviewed by Department of Nursing Faculty in the spring, even numbered years.

*Reviewed and Revised 5/2013*
*Reviewed and Revised 5/6/2014*
BSN ADMISSION PAPERWORK POLICY

Purpose: The Department of Nursing believes that students must demonstrate sound physical and mental health, ethical values, and professionalism to practice as a professional nurse. The BSN Admission Paperwork Policy intends to outline required papers students submit at the time of admission to meet the requirements to practice in clinical settings.

Criteria: All applicants to the BSN program must submit signed admission paperwork to be eligible to participate in clinical experiences by the end of drop/add week. Students who fail to do so will not be able to progress in the nursing program.

A. The Report of Physical Health Assessment for the Wesley College BSN Program form
   • Documentation of a two-step PPD screening for tuberculosis
   • Documentation of immunization status
     1. Tdap Vaccination
     2. Annual Flu Vaccination
     3. Required immunizations per Wesley College Health Center

B. Confidentiality Statement
C. Release of Information Authorization
D. Criminal Background Check
E. Current CPR card
G. Abuse Registry Review Authorization Forms

Procedure

A. Student guidelines for completion of admission paperwork
   1. Process College confirmation papers.
   2. Complete criminal background check and adult abuse registry.
   3. Obtain a complete physical including a two-step PPD for tuberculosis screening and documentation of immunizations from a health care provider of your choice.
   4. Complete all components of the health form
   5. Read and sign the confidentiality statement, release of information authorization, and abuse registry review authorization forms
   6. Receive the drug test lab slip from Wesley College Department of Nursing. Complete the required drug testing at the Dover Lab Corps site within 48 hours of receiving the slip.
   7. Maintain a copy of all forms for your records

B. Faculty consideration and review of completed admission paperwork
   1. When, in the judgment of the Chairperson or Faculty of the Department of Nursing the Report of Physical Health Assessment raises a question as to the student’s fitness for the BSN Program, the acceptance into the Program shall not become final until the student is examined by a healthcare provider designated by the College at the expense of the College.
   2. If, the student fails to meet all State Board Criteria to sit for licensure requirements as outlined in Delaware’s Board of Nursing, Legal Limitations for Licensure in Delaware rules and regulations, Article 1910 the Department Chair or designee will notify the student in writing and the student will not be permitted to enter the Program.
Implementation
This policy applies to all applicants to the Wesley College BSN Program
This policy is posted on the Nursing website and in the BSN Student Guide
All BSN nursing students, nursing faculty and staff, and the Vice President of Academic Affairs will receive a copy of
this policy.
Policy effective beginning August 2003
Policy reviewed by Department of Nursing Faculty in the spring, even numbered years.

Reviewed and Revised 5/2011
Reviewed 5/2012
Reviewed and Revised 5/6/2014
ABUSE REGISTRY POLICY

Purpose: The Department of Nursing believes that to maintain patient safety and the integrity of professional nursing, students must demonstrate ethical behaviors.

Criteria: All BSN students must demonstrate at admission and maintain throughout the BSN program a satisfactory record with the abuse registry.

Procedure:
1. Each student needs investigation for evidence of abuse behavior as outlined by state of Delaware policies.
2. Student will be required to complete and sign all forms required by the state of Delaware.
3. Results that disqualify the student for licensure or placement in a clinical agency will result in immediate dismissal from the nursing program.
4. Students receive written notification of disqualification for continuation in the BSN program.
5. Students disqualified will not be eligible for readmission.

Implementation:
This policy applies to all students in the Wesley College BSN Program
This policy is posted on the Nursing website and in the BSN Student Guide
All BSN nursing students, nursing faculty and staff, and the Vice President of Academic Affairs will receive a copy of this policy.
Policy effective beginning August 2003
Policy reviewed by Department of Nursing Faculty in the spring, even numbered years.

Reviewed 5/2011
Reviewed 5/2012
Reviewed and Revised 5/6/2014
CPR CERTIFICATION POLICY

Purpose: The Department of Nursing believes that to maintain patient safety and the integrity of professional nursing, students must demonstrate and maintain competent CPR skills.

Criteria: Clinical practice in hospitals and health agencies requires evidence that each student maintain certification in CPR (cardiopulmonary resuscitation).

Procedure:
1. Students must maintain current CPR certification through the American Heart Association Health Care Provider course.
2. New incoming students must attain initial CPR certification through the Wesley College process. Contact the Learning Resource Coordinator for directions to access the Heart Code by Laerdal ® learning and testing system.
3. Students must recertify CPR through the Wesley College process. Contact the Learning Resource Coordinator for directions to access the Heart Code by Laerdal ® learning and testing system.
4. A current certification card must be on file by the first class of the Fall Semester for all progressing students.
5. Current CPR certification is required to attend clinical. If documentation is not provided by the end of the drop/add, student will be unable to progress in the nursing clinical course.
6. The process for CPR certification through the Wesley College process is as follows:
   • Purchase access to the CPR program through the Department of Nursing
   • Complete the online CPR study materials
   • Successfully complete the computerized test –this authorizes the student to demonstrate the CPR skills
   • Practice the CPR skills in the campus lab
   • Schedule an appointment with the Learning Resource Coordinator to demonstrate the CPR skills on the computerized model.

Implementation
This policy applies to all students in the Wesley College BSN Program
This policy is posted on the Nursing website and in the BSN Student Guide
All BSN nursing students, nursing faculty and staff, and the Vice President of Academic Affairs will receive a copy of this policy.
Policy effective beginning August 2003
Policy reviewed by Department of Nursing Faculty in the spring, even numbered years.

Reviewed and Revised 5/2011
Reviewed 5/2012
Reviewed and Revised 5/6/2014
CRIMINAL BACKGROUND CHECK POLICY

**Purpose:** The Department of Nursing believes that to maintain patient safety and the integrity of professional nursing, students must demonstrate ethical behaviors.

**Criteria:** All BSN students must demonstrate at admission and maintain throughout the BSN program a satisfactory criminal background check.

**Procedure:**
1. Before beginning coursework in the nursing program, the student will provide evidence to the clinical coordinator of initiation of the criminal background check in Delaware.

2. The fee for this procedure is the responsibility of the student.

3. If a background check indicates an offense that disqualifies the student for licensure or placement in clinical agency by state law, the student will be immediately dismissed from the nursing program.

4. Students receive written notification of disqualification from the Department Chair for continuation in the BSN Program.

5. Students disqualified will not be eligible for readmission.

6. Criminal Background records will be maintained in a confidential double locked file until the individual is no longer a student at Wesley College.

**Implementation**
This policy applies to all students in the Wesley College BSN Program
This policy is posted on the Nursing website and in the BSN Student Guide
All BSN nursing students, nursing faculty and staff, and the Vice President of Academic Affairs will receive a copy of this policy.
Policy effective beginning August 2003
Policy reviewed by Department of Nursing Faculty in the spring, even numbered years.

Reviewed 5/2011
Reviewed 5/2012
Reviewed 5/6/2014
DRUG SCREENING POLICY

**Purpose:** The Department of Nursing believes that to maintain patient safety and the integrity of professional nursing, students must demonstrate ethical behaviors.

**Criteria:** All BSN students must demonstrate at admission and maintain throughout the BSN program a satisfactory drug screen.

**Procedure:**
1. Each student must submit to a 9-11 panel random drug screen. Drug screens are to be completed at a Lab Corp site in Dover, Delaware. All test results are forwarded to the Department of Nursing. Drug screen results may be forwarded to clinical agencies upon request.
2. The cost of the drug screening process is the responsibility of the student.
3. If the drug screen is positive and it is determined that the student should be dismissed from the program, the student will receive written notification of disqualification for continuation in the BSN program.
4. Students disqualified will not be eligible for readmission.
5. Random drug screening may be conducted at any time during the nursing program. This will be done at the expense of the student.

**Implementation:**
This policy applies to all students in the Wesley College BSN Program
This policy is posted on the Nursing website and in the BSN Student Guide
All BSN nursing students, nursing faculty and staff, and the Vice President of Academic Affairs will receive a copy of this policy.
Policy effective beginning August 2003
Policy reviewed by Department of Nursing Faculty in the spring, even numbered years.

Reviewed 5/2011
Reviewed 5/2012
Reviewed and Revised 5/6/2014
PROGRESSION AND RETENTION POLICY

Purpose: The Department of Nursing believes that to maintain patient safety and the integrity of professional nursing, students must demonstrate achievement of academic standards.

Criteria: All BSN students must demonstrate the academic and clinical ability to progress in the BSN program.

Procedure:
1. Each nursing student is required to obtain a final grade of "B" or above in all nursing courses to be eligible to register for the succeeding course in the nursing curriculum. The specific percentage grading scale for nursing is:
   - A+ 95.0-100
   - A 90.0-94.99
   - B+ 85.0-89.99
   - B 80.0-84.99
   - C+ 75-79.99
   - C 70-74.9
   - D 65-69.99
   - F Below 65

2. BSN students must attain an average overall passing grade of 80% in exams or quizzes in order to pass a nursing course. Ancillary assignments such as papers, projects, presentations, etc. will be counted and averaged into a student’s final grade only when a student has achieved the 80% in the testing component. However, these assignments must be completed as required. If the 80% is not achieved, ancillary assignments are graded on a pass/fail basis.

3. Students can fail one nursing course while matriculated in the BSN program. Failure of a second nursing course will result in dismissal from the BSN program. Failure of a repeated course is the same as failing two courses.

4. BSN students must maintain a 3.0 nursing cumulative GPA in order to enroll in any clinical nursing course. All students must maintain an overall 2.5 cumulative GPA.

5. Students in clinical nursing courses must perform satisfactorily in both class and laboratory components in order to pass each course.

6. Students must achieve the designated level of performance in all components of a nursing course. It is the student's responsibility to be familiar with course requirements in this regard as set forth on the course syllabi.

7. Each nursing student is required to participate in the comprehensive assessment and remediation for each course as prescribed by the BSN program faculty. It is the students’ responsibility to be familiar with policies associated with requirements concerning tests to complete for each course or level and scores to be achieved for program progression as outlined in specific course syllabi.

8. All BSN nursing students are required to successfully complete both Anatomy and Physiology I and II with a final grade of “C” or above prior to beginning level II nursing courses. In addition, all required science nursing courses must be completed with a final grade of “C” or above before nursing students begin level III nursing courses.

9. All students are required to successfully complete all core courses before they are eligible to register for the fourth year level of nursing courses.

10. All BSN nursing students are required to perform satisfactorily in other courses as designated in the college catalog.
11. Whenever, in the judgment of the Chairperson of the Department of Nursing, or Administrative head of a clinical nursing agency where clinical sessions are held, a student's conduct or apparent physical or mental condition requires that immediate action be taken to protect the life of any patient or student or to reduce the substantial likelihood of immediate injury or damage to the health or safety of any patient, student, employee or any other person present in a participating clinical agency, the Chairperson or designee of the Department of Nursing shall have the authority summarily to suspend the student from the BSN Program or to impose other conditions or sanctions. Such summary suspension or other action by the Chairperson of the Department of Nursing shall become effective immediately upon imposition and subsequently the Chairperson shall give written notice thereof to the student, who may appeal the suspension by following the guidelines of the college appeal process. If no appeal is filed within seven (7) days of the date of the written notice of suspension or other action from the Chairperson, the suspension or other action shall become final.

If the student appeals a suspension or other action, which is based upon an apparent physical or mental condition, the student shall, if required by the Vice President of Academic Affairs, submit to an examination by a public health care provider designated by the College, at the expense of the College, before any hearing on the appeal. The student’s failure to submit to such an examination shall result in dismissal of the appeal.

12. It is the responsibility of a student who contracts any condition, (including but not limited to pregnancy, communicable disease, etc.) which may have an effect on the student's performance of his/her duties, to immediately advise the Department Chairperson or designee as soon as the condition becomes known to the student. A student with such a condition may continue in the BSN Program so long as the student is able to meet the requirements of the nursing courses and the student's health care provider indicates in writing to the Chairperson that the student's continuation in the Program presents no hazard to patients or to the student.

Implementation
This policy applies to all students in the Wesley College BSN Program
This policy is posted on the Nursing website and in the BSN Student Guide
All BSN nursing students, nursing faculty and staff, and the Vice President of Academic Affairs will receive a copy of this policy.
Policy effective beginning August 2003
Policy reviewed by Department of Nursing Faculty in spring, even numbered years.

Reviewed and Revised 5/2013
Reviewed and Revised 5/6/2014
CLASS ATTENDANCE POLICY

Purpose: The Department of Nursing believes that students learn and integrate knowledge in a structured learning environment.

Criteria: Faculty recommends all students attend all nursing classes. Repeated absences could jeopardize student learning.

Procedure:
1. Attend all scheduled classes
2. Arrive on time for the beginning of each class
3. Remain throughout the full class session
4. Faculty will issue warning for repeated class absences
5. Students must submit class absence forms to receive authorization for scheduled absences (for example sports, other course associated assignments)

Implementation
This policy applies to all students in the Wesley College BSN Program
This policy is posted on the Nursing website and in the BSN Student Guide
All BSN nursing students, nursing faculty and staff, and the Vice President of Academic Affairs will receive a copy of this policy.
Policy effective beginning August 2003
Policy reviewed by Department of Nursing Faculty in the spring, even numbered years.

Reviewed and Revised 5/2011
Reviewed 5/2012
Reviewed 5/6/2014
STUDENT SUCCESS POLICY

Purpose: The Department of Nursing is committed to outcomes that facilitate student success and performance during the BSN curriculum.

Criteria: All students must demonstrate the academic ability to progress in the BSN program. Any student who is unsuccessful in passing an examination will be required to participate in a plan for remediation.

Procedure:
1. The plan will be developed by the course faculty member in charge of that examination and must be completed before the student takes the next scheduled examination.

2. Failure to complete the remediation plan prior to the next scheduled examination will result in the student being ineligible to take the next examination until the developed remediation plan is successfully completed. The student will then have to reschedule the examination with the appropriate faculty member and will have to take a make-up examination in an alternate format.

3. It is the student’s responsibility to contact the course faculty member to schedule a meeting to discuss the plan for remediation.

Implementation
This policy applies to all students in the Wesley College BSN Program.
This policy is posed on the Nursing website and in the BSN Student Guide
All BSN nursing students, nursing faculty and staff, and the Vice President for Academic Affairs will receive a copy of this policy.
Policy effective beginning August 2014
Policy reviewed by Department of Nursing Faculty in the spring, even numbered years.
ANNUAL PROFESSIONAL RESPONSIBILITIES POLICY

Purpose: The Department of Nursing believes that to maintain patient safety and the integrity of professional nursing, students must maintain their own personal health and safety.

Criteria: Clinical practice in hospitals and health care agencies requires students to maintain their individual health and safety as a health care provider. Each student must fulfill the following criteria annually.

Procedure:
1. **Tuberculin Screening**
   The **TWO STEP PPD** screening test must be completed prior to attending clinical agencies. A PPD must then be obtained on an annual basis throughout the individual's practice as a health care provider. Written verification of results must be on file with the Wesley College BSN Program annually. Lack of verification will prohibit the student from progression in the clinical nursing course. Students unable to receive a PPD due to previous exposure or adverse reaction, should contact the Department of Nursing Clinical Coordinator.

2. **Immunization Record**
   All required immunizations must be completed. Documentation of immunizations must be on file with the Wesley College BSN Program.
   - Tdap Vaccination
   - Flu Vaccine
   - Immunization requirements per Wesley College Health Center

3. **Orientation**
   Orientation requirements as mandated by the various clinical facilities must be completed by the student before beginning his/her clinical placement.

4. **Confidentiality Statement**
   Students will sign a confidentiality statement annually.

5. **Total Testing Agreement**
   Students will sign a Total Testing Agreement upon admission to the nursing program.

6. **Release of Information**
   Students will sign a Release of Information statement upon admission to the nursing program.

7. **Permission for use of Photograph**
   Students will sign a Permission form for use of photograph upon admission to the nursing program.

Any student who fails to meet the above professional responsibilities pertaining to clinical practice as a student, cannot progress in the clinical nursing course.

Implementation
This policy applies to all students in the Wesley College BSN Program
This policy is posted on the Nursing website and in the BSN Student Guide
All BSN nursing students, nursing faculty and staff, and the Vice President of Academic Affairs will receive a copy of this policy.
Policy effective beginning August 2003
Policy reviewed by Department of Nursing Faculty in the spring, even numbered years.
Reviewed and Revised 5/201, Reviewed and Revised 5/6/2014*
PROFESSIONAL EXPECTATIONS POLICY

Purpose: The Department of Nursing believes that students must integrate professional behaviors as students to consistently emulate professional behaviors after graduation.

Criteria: Society, patients, families, and professionals of the health care team expect students in a program of study to present a professional image.

Procedure: The student in the BSN program of professional study is expected to:

1. Demonstrate American Nurses Association core values (Excellence, Unity, Respect, Diversity and Integrity)
2. Participate as an active member of the Wesley College Student Nurses Association
3. Adhere to all department policies
4. Attend periodic professional seminars, conventions, and events.

Implementation:
This policy applies to all students in the Wesley College BSN Program
This policy is posted on the Nursing website and in the BSN Student Guide
All BSN nursing students, nursing faculty and staff, and the Vice President of Academic Affairs receive a copy of this policy.
Policy effective beginning August 2003
Policy reviewed by Department of Nursing Faculty in the spring, even numbered years.

Reviewed and Revised 5/2011
Reviewed 5/2012
Reviewed 5/6/2014
SOCIAL MEDIA POLICY

Purpose: The Department of Nursing believes that students must maintain confidentiality of patient information in all aspects of clinical experiences.

Criteria: All students must maintain confidentiality in regards to patient care experiences and clinical affiliates of the BSN Program.

Procedure:
The student in the BSN program of professional study is expected to:

1. Demonstrate confidentiality of any confidential information related to clinical experiences, patient information or any information related to clinical affiliates of the BSN program through social media.

2. Social media is to include, but not limited to, any type of web-based technology such as Wikipedia, Twitter, YouTube, and Facebook.

3. Any student who violates this policy may be dismissed from the BSN program.

Policy Initiated 5/2013
Reviewed 5/6/2014

MOBILE DEVICE POLICY

Purpose: The Department of Nursing believes that a quiet, structured environment is conducive to student learning.

Criteria: Faculty recommends that the student focuses on class and clinical content by limiting outside distractions during class and clinical sessions.

Procedure:
1. Cell phones and beepers must be silenced and out of sight while in class and are not permitted in clinical agencies.
2. In case of emergencies, make specific arrangements with faculty members.
3. Cell phones cannot be used as calculators.
4. All camera functions of any mobile device must be turned off.

Implementation:
This policy applies to all students in the Wesley College Bachelor of Science in Nursing program. This policy is posted on the website and in the BSN Student Guide. All BSN students, nursing faculty and staff, the Vice President for Academic Affairs will receive a copy of this policy. Policy effective beginning August 2007. Policy reviewed by Department of Nursing Faculty in the spring, even numbered years.

Reviewed and Revised 5/2011
Reviewed 5/2012
Reviewed 5/6/2014
CLINICAL POLICIES

Purpose: Clinical provides a setting for students to learn nursing skills essential in the provision of safe, therapeutic nursing care. Clinical experiences occur at a variety of facilities and locations to meet clinical objectives for each nursing course.

Criteria: Clinical is a required component of each clinical nursing course at Wesley College and ATTENDANCE IS MANDATORY. The student is responsible for INDEPENDENTLY studying and practicing required skills. Each student must successfully demonstrate each skill required in each course.

Procedure: CLINICAL PROTOCOL - GENERAL POLICIES

1. Attendance at clinical is mandatory. In case of illness the following apply:
   a. It is student’s responsibility to call the clinical instructor before the clinical day begins to inform her/him directly that you will not be in clinical. If you cannot reach your instructor, notify the agency directly and leave a message for the instructor at the unit.
   b. Students are to bring their clinical excuses to the Department Chair for determination on whether it is an excused or non-excused absence. Students with absences will arrange with their course coordinator to make up that clinical experience. Students will be charged a minimum fee of $75.00 for each make-up clinical day. The fee must be paid prior to the clinical experience. This fee will be waived if the student has an excused absence by the Department Chair.

2. Clinical experience is a learning privilege. Failure to attend clinical for any reason whatsoever is a serious deprivation of your professional development and can result in a dismissal from the BSN program.
   a. Lost clinical experiences must be made up prior to the end of the course. It is the course coordinator and clinical instructor’s prerogative to determine the manner in which the make-up experience will occur.
   b. Clinical experience includes both the campus clinical learning lab and any off campus hospital or agency assignment.

3. Punctuality is essential in nursing. Should the unavoidable occur and you realize you will be a few minutes late, a call must be made to your clinical instructor. (This can be done by a roommate or family member).

4. Appearance and professional manner:
   a. You are expected to adhere to the accepted standards and legal regulations of the nursing profession. Failure to do so constitute unprofessional conduct as defined in section 10.4.1 of the Rules and Regulations related to the law regulating the practice of nursing in the State of Delaware.
   b. You are expected to accept personal responsibility for attendance, punctuality, and grooming in uniform.
   c. You should demonstrate effective working relationships with patients, agency personnel, instructors and other students.
   d. You are expected to protect the confidentiality of patient information (Please refer to social media policy)
and mobile device policy).

e. Smoking Policy:
   Since it is a fact that smoking is deleterious to health, and since the primary purpose of
   nursing is health promotion, the faculty, committed to excellence in patient care, require that
   students do not smoke while on clinical assignments whether in uniform or in street clothes.
   Nurses, as professionals, inadvertently encourage their patients to smoke when they,
   themselves, as health authorities, continue to do so in the face of scientific evidence of its
   harmful effects. The odor of smoke lingers on fingers, the uniform, and the breath, so that
   even though smoking takes place out of the patient's view, the evidence of smoking is
   unmistakable--especially to those to whom it is offensive. We trust that in the spirit of
   committed professionals, each student will give this important ethical issue his/her immediate
   consideration.

   Students who violate the Smoking Policy will receive an unsatisfactory (U) for the clinical day and a letter of
   reprimand will be placed in the student's file. Multiple violations of the Smoking Policy can result in
   dismissal from the BSN Program.

**CLINICAL PRELIMINARY PREPARATION**

1. The process for preparing for the clinical experience is outlined in each course syllabus.

2. The student obtains clinical objectives in sufficient time to prepare before clinical experiences.

3. The student will come to pre-conferences prepared with knowledge to provide safe, effective nursing care.

4. Skills should be practiced in the campus laboratory before coming to the clinical experience.

5. The student should refer to the 5 column outline of the present unit related to the learning objectives of the clinical
   assignment.

6. The assignment is a confidential document and should be treated accordingly.

7. Clinical laboratory experience is one of the richest learning opportunities in the nursing program. Students
   unprepared to carry out patient assignments with safety will not be permitted to participate in the laboratory
   session and will receive an unsatisfactory (U) for the clinical day. Any student who has not met Campus
   Laboratory Skill Deadlines will not be allowed to attend clinical after the deadline date and will receive an
   unsatisfactory (U) due to unexcused absence. See statement 2 above (Clinical Policies) for consequences of
   unsatisfactory clinical performance or attendance.

**CLINICAL DAY**

1. Pre-Conference
   a. This lasts for about half an hour and is a time for organization. It provides opportunity for addressing
      questions or misunderstandings, which may have arisen regarding your client assignment. Pre-conference
      allows the instructor to determine your preparation for client care. The focus will be to clarify nursing
      care objectives for the day.

   b. If the client assignment is changed because of a discharge, the new assignment will be made and discussed
      at this time.

   c. The instructor acts as group leader for this conference.

2. Patient Care
a. The clinical is spent with selected clients who represent a planned learning experience for the nursing student. New skills are performed, developing skills are evaluated and mastered skills are reevaluated.

b. The clinical instructor will provide guidance, supervision and support.

c. Should a student not perform a nursing skill in a satisfactory manner in the clinical area, the Clinical Instructor will require the student to return to the Campus Practice Lab BEFORE THE NEXT CLINICAL DAY. In this event, the student should practice the designated nursing skill to proficiency in the Campus Practice Lab, make a new appointment with the Learning Resource Coordinator to be evaluated, perform the skill, be signed off and return the validated communication slip to the Clinical Instructor on the next clinical day. Failure to do so results in an unsatisfactory grade.

d. Classroom learning will be integrated by the clinical instructor and the student during the giving of nursing care.

e. THE STUDENT IS RESPONSIBLE FOR ENSURING COMPETENT, ACCURATE AND SAFE PATIENT CARE. This is accomplished by thorough and conscientious preparation on the part of the student and close cooperation and supervision by the clinical instructor.

3. Post-Conference
   a. The post-conference provides an opportunity for discussing, sharing new learning and expressing your feelings. It is also a time for problem solving and for evaluation of learning.

   b. The instructor is a resource person and guides the discussion without leading it.

   c. The student group is encouraged to seek answers and offer explanations.

   d. The post-conference should clarify and integrate the nursing care objectives set in pre-conference.

CLINICAL EVALUATION

1. Evaluation of Written Work
   a. See specific course guidelines for the grading system and requirement.

2. Evaluation of Clinical Performance
   a. To receive a grade of satisfactory in clinical performance, the student must meet each objective on the clinical evaluation form for that course at a satisfactory level by the end of the course.

   b. The clinical instructor will evaluate clinical performance with a grade of S (Satisfactory) or U (Unsatisfactory) on a weekly basis. A student will receive a grade of U if he/she displays blatant disregard for patient safety, is unprepared for clinical assignment, or if he/she fails to perform at the expected level of practice. The weekly grade of S or U with any pertinent comments will be noted on the weekly anecdotal notes. The student should sign these comments at the end of that clinical day.

   c. At mid-semester the clinical instructor will meet with each student to discuss his/her progress toward meeting the clinical objectives. If the student has not met one or more objectives, the instructor and student will prepare a written remediation plan that will be implemented during the remainder of the semester. Both the student and the clinical instructor will sign the plan and maintain it in the student’s clinical folder. The instructor will also notify the course coordinator of the student’s performance.

   d. The instructor will also have a final clinical evaluation conference with each student. If the student fails to meet one or more objectives at a satisfactory level by the end of the course, the student will not pass that particular nursing course.
This policy applies to all students in the Wesley College Bachelor of Science in Nursing program. This policy is posted on the website and in the BSN Student Guide. All BSN students, nursing faculty and staff, the Vice President for Academic Affairs will receive a copy of this policy. Policy effective beginning August 2007. Policy reviewed by Department of Nursing Faculty in the spring, even numbered years.

Reviewed and Revised 5/2012
Revised 5/2013
Reviewed 5/6/2014
CLINICAL DOSAGE CALCULATION POLICY

Purpose: The ability to accurately compute and interpret a clinical dosage calculation is an essential skill affecting many areas of responsibility for a registered nurse.

Criteria: The BSN student must demonstrate competency in this area by achieving a score of at least 90% on a comprehensive written clinical computation test at the end of each level in order to progress to the next level of study.

Procedure:
Student must achieve 90% at the following levels of performance.

Level 1: fractions, decimals, ratios, percent’s, simple equations, ratio and proportion, systems of measurement, converting between systems of measurement, time, and temperature

Level 2: interpreting drug orders, understanding drug labels, oral, parenteral dosage calculations, reconstitution, formulas for basic drug calculations, basic IV calculations

Level 3: advanced adult IV calculations, adult dosage by body weight and body surface area

Level 4: pediatric dosage calculations by body weight and body surface area, pediatric IV solutions

If students fail to achieve the 90% required on the first attempt, they must enter the remediation process, they may retest (maximum two retests) following remediation until a passing grade is achieved on the comprehensive level clinical computation test. The student must achieve a passing grade on the comprehensive level clinical computation test to progress to the next level of study. The comprehensive level clinical computation test includes calculations on the level specific content as well as any calculations from previous levels.

Remediation Process: the Department of Nursing offers a variety of resources to enhance the clinical calculations’ skills of its nursing students. A student assigned to the remediation process must take advantage of these resources.

1) Clinical Calculations textbook and CD that accompanies the textbook
2) Scheduled clinical calculations help session offered through the department
3) Computed assisted instruction.
4) Scheduled appointment with clinical lab instructors.
5) Tutoring offered by Wesley College Student Support Services

Students in remediation must show evidence of the use of at least one of these resources before taking the calculations retest.

Implementation:
This policy applies to all students in the Wesley College BSN Program.
This policy is posted on the Nursing website and in the BSN Student Guide.
All BSN nursing students, nursing faculty and staff, and the Vice President of Academic Affairs will receive a copy of this policy.
Policy effective beginning August 2006. Policy reviewed by Department of Nursing Faculty in the spring, even numbered years. Reviewed 5/2011 & 5/2012 & 5/6/2014
CLINICAL CANCELLATION POLICY

1. The decision to cancel clinical experience should be made by the clinical instructor in conjunction with the course coordinator. The Department Chair must be notified immediately. The decision for clinical cancellation will be made by 5:00 a.m. for day shift clinical and 1:00 p.m. for evening shift clinical.

2. Clinical days missed for weather related problems should be made up when weather permits. Clinical days cancelled by the College will not be made up.

3. The clinical instructor will attempt to notify each student before the student leaves home. This could be delegated to students as in a calling tree.

4. Students must submit an accurate phone number or numbers where they may be reached. Answering services and other phone line obstructions should be removed in the hours before clinical experience.

5. Should clinical not be cancelled, the responsibility for deciding whether the roads are too hazardous remains with the student. Students shall not receive "U's" for clinical because of unsafe driving conditions. Students are responsible for notifying their clinical instructor in advance if they are not planning to attend a clinical experience.

Implementation
This policy applies to all students in the Wesley College BSN Program
This policy is posted on the Nursing website and in the BSN Student Guide
All BSN nursing students, nursing faculty and staff, and the Vice President of Academic Affairs will receive a copy of this policy.
Policy effective beginning August 2003
Policy reviewed by Department of Nursing Faculty in the spring, even numbered years.

Reviewed 5/6/2014
UNIFORM POLICY

Purpose: The Department of Nursing believes student dress presents the college, the department and the student in a professional manner.

Criteria: Students must attend clinical in the appropriate uniform for the assigned clinical experience. All clinical policies are relevant to campus lab.

Procedure:
1. A uniform is required for all clinical experiences. The student must be in complete uniform as follows:

   **Hospital/ Clinical Skills Lab**                             **Community**
   Official Wesley College uniform                           Official Wesley College community uniform jacket
   Picture ID Name tag                                       Picture ID Name tag
   Uniform pants                                             Khaki uniform pants
   White ankle socks or knee highs                           White leather shoes
   White turtleneck or white T-shirt                         White turtleneck or white T-shirt
   White leather shoes                                       Official Wesley College uniform jacket
   Official Wesley College uniform jacket

   Uniforms should be clean, neat and in a good state of repair; reflecting high professional standards at all times

2. Hair for both males and females must be well groomed and above the collar. For males: beards and mustaches are permitted as long as they are well-groomed. Students cannot have hair color or style that violates clinical agency policies.

3. Watches, wedding bands and engagement rings are the only jewelry to be worn. No high mounted jewel settings will be worn. (These can cut and scratch the patient). One set of small, unobtrusive, pierced earrings is permitted so long as they do not extend beyond the earlobe. Acceptable earrings would be small, plain, metal or pearl without stones in each ear. (No other visible body piercing will be worn in clinical. Including tongue rings or studs)

4. No visible tattoos are permitted.

5. Fingernails must be kept short and without polish. (The danger of clear nail polish involves the possibility of chips contaminating the sterile field). No artificial nails.

6. Excessive use of make-up, strong perfume or aftershave is not permitted

7. A wristwatch with sweep second hand, bandage scissors, stethoscope, and black pen must be carried and worn at all times with uniform.

8. Official Wesley College uniform jacket, navy blue or white cardigan sweater, or white lab coat may be worn with the uniform, except when giving patient care.

9. Strapless shoes or Clogs and canvas sneakers will not be permitted.

10. For female students, whenever pregnancy becomes evident, an approved maternity uniform must be worn to the clinical area.

11. Other restrictions may be required due to clinical agency requirements
Implementation
This uniform policy applies to all students in the Wesley College BSN Program
This policy is posted on the Nursing website and in the BSN Student Guide
All BSN nursing students, nursing faculty and staff, and the Vice President of Academic Affairs will receive a copy of
this policy.

Policy effective beginning August 2003. Policy reviewed by Department of Nursing Faculty in the spring, even numbered
years.

Reviewed and Revised 5/2013
Reviewed and Revised 5/6/2014
DEPARTMENTAL COMMUNICATION POLICY

Purpose: The Department of Nursing supports facilitation of communication between the Department of Nursing and nursing students to ensure timely sharing of information pertinent to the policies, procedures and curriculum standards and requirements.

Criteria: The Department of Nursing maintains a communication board in the Department of Nursing Student Lounge. Two town meetings (one each semester) are held each year and serve as an open forum for discussion.

Procedure:
1. Students will monitor the communication board on a regular basis.
2. All students are expected to attend the town meeting discussion forums.
3. Students may submit topics for the forums at least one week before the scheduled meeting.
4. If the student is unable to attend, they must notify the Department Chair in writing.
5. All email communication will be conducted through the Wesley College email system.

Implementation
This communication policy applies to all students in the Wesley College BSN Program.
This policy is posted on the Nursing website and in the BSN Student Guide.
All BSN nursing students, nursing faculty and staff, and the Vice President of Academic Affairs will receive a copy of this policy.
Policy effective beginning August 2006.
Policy reviewed by Department of Nursing Faculty in the spring, even numbered years.

Reviewed & Revised 5/2012
Reviewed & Revised 5/6/2014
TOTAL ASSESSMENT PROGRAM POLICY

Purpose: The Department of Nursing chooses to provide Wesley College nursing students with Internet access to standardized tutorial and testing materials that will enhance their performance in the BSN program and on the national licensing examination.

Criteria: The Department of Nursing requires all nursing students to participate in a comprehensive national program for curriculum support materials to assist students in the nursing program. These materials include tutorials, review materials, practice assessments and proctored assessments. These programs begin at admission and are implemented across the curriculum in preparation for NCLEX testing. All students must participate in this program from admission through graduation. There will be no exceptions made.

Procedure:
1. The charge for this required curricular component will appear on the student bill each semester while enrolled in a nursing course. It is a separate payment from tuition.

2. Students must complete required materials as assigned on BSN course syllabi.

3. Students should use practice tests and online remediation materials.

4. Students should monitor personal progress by reviewing online progress reports quarterly.

5. Students failing to complete the achievement test may receive an incomplete (I) grade for any nursing course as outlined in nursing syllabi. A grade of incomplete in a nursing course prohibits the student progression in the nursing curriculum.

Implementation
This total assessment program applies to all students in the Wesley College BSN Program
This policy is posted on the Nursing website and in the BSN Student Guide
All BSN nursing students, nursing faculty and staff, and the Vice President of Academic Affairs will receive a copy of this policy.
Policy effective beginning August 2005
Policy reviewed by Department of Nursing Faculty in the spring, even numbered years.

Reviewed & Revised 5/2013
Reviewed & Revised 5/6/2014
STATEMENT of LEGAL LIMITATIONS FOR LICENSURE

Graduates of the Wesley College Bachelor of Science in Nursing Program are eligible to write the NCLEX-RN licensure examination in their own state. If a student chooses to seek a license in Delaware, the following legal limitations for licensure would apply. Other states are similar.

LEGAL LIMITATIONS FOR LICENSURE IN DELAWARE

Graduates of the Bachelor of Science in Nursing Program must achieve a passing score on the licensure examination for registered nurses (NCLEX-RN) before being issued an RN license. Graduates may write the NCLEX-RN in any state of their choosing. In Delaware, the Board of Nursing outlines in its rules and regulations the following additional licensure requirements: Refer to Article 1910 – Requirements for Registered Nurses

The following grounds are included in Section 1922:

The board may impose sanctions Section 1922 (B) singularly or in combination when it finds a licensee or former licensee is guilty of any offense substantially related to the practice of Nursing:

Nurse practice acts vary from state to state in their licensure requirements. Prospective nursing students need to be aware of the legal limitations. Questions regarding licensure must be directed to the Board of Nursing in the individual states.
STUDENT VARIANCE POLICY

Purpose: The Department of Nursing must protect the health and safety of any patient, student, and employee.

Criteria: This policy outlines actions to follow if a student variance occurs.

Procedure for action on student variances
1. As soon as feasible after the instructor becomes aware of a student incident, the instructor will inform the student involved that a Student Incident Report is to be submitted to the instructor and the Department Chair no later than 24 hours of notification of the variance.

2. The Department Chair will arrange a meeting with the student, the instructor and the Program Director within 72 hours to discuss the incident and take appropriate action. If the Department Chair is not available, the instructor involved, the faculty coordinator of the course, and the Program Director will meet with the student to discuss the incident and take appropriate action. (If the instructor and course coordinator are the same person, another faculty member from the course will be included).

3. Each Variance Report will be reviewed on an individual basis. Each incident will be considered in terms of actual or potential harm to the patient, if applicable, in terms of the student’s performance to date, and in terms of suitability to professional nursing.

4. If there is sufficient evidence to indicate the student’s unsuitability for nursing such as (actual harm to a patient as the result of a patient safety error, accumulation of patient safety errors or continued unprofessional behavior) the student will be summarily dismissed from the nursing program. In this event, the Department Chair and the faculty coordinator for the course will consult with the Vice President of Academic Affairs immediately.

5. Two copies of all proceedings will be filed as follows: in the student’s academic advisement folder and in the Department Chair file, with agency incident report attached, if applicable. The Department Chair file copy will be retained for three years following the incident.

Implementation
This policy applies to all students in the Wesley College BSN Program
This policy is posted on the Nursing website and in the BSN Student Guide
All BSN nursing students, nursing faculty and staff, and the Vice President of Academic Affairs will receive a copy of this policy.
Policy effective beginning August 2003
Policy reviewed by Department of Nursing Faculty in the spring, even numbered years.

Reviewed & Revised 5/6/2014
I. STUDENT’S STATEMENT

Date of Incident ________ Time ________ Location __________________________

Persons directly involved ______________________________________________________________________
(Include patient’s hospital # if applicable)

Brief description of incident
________________________________________________________________________________________
________________________________________________________________________________________

Witnesses’: ____________________________________________ Date __________ Time ______

Reported to __________________________________________ Date __________ Time ______

Student Signature __________________________ Date Submitted __________

II. INSTRUCTOR’S STATEMENT

Date notified ________ Time ________

Did you go to the scene of incident? Yes ____ No ____

Do you agree with student’s statement? Yes ____ No ____

Comments:
_____________________________________________________________________________________

Action Taken:
_____________________________________________________________________________________

If appropriate, was an agency incident report filed? Yes ____ No ____

Signature __________________________ Date ________
READMISSION TO THE NURSING PROGRAM: POLICY A:

**Purpose:** To readmit returning nursing students in good standing.

**Criteria:** Students who have withdrawn from the Bachelor of Science in Nursing Program in good standing must meet the specific standards outlined in the college catalog and below. **Students who were academically dismissed from the BSN program will not be considered for readmission to the nursing program.**

**Procedure:**
1. Students requesting readmission to the Department of Nursing must complete the following requirements before being considered for readmission to the nursing program:
   a. complete the Wesley College Readmission Application, submit it to the Office of Academic Affairs and complete their readmission process satisfactorily.
   b. write a letter to the Department of Nursing requesting readmission to include what changes student has made to make them a more successful BSN student
   c. achieve a 2.5 cumulative GPA
   d. gain acceptance into the program by a majority vote of the full-time nursing faculty.

2. If a student has been absent longer than 12 months, he or she may be required to repeat clinical courses as determined by the faculty.

The Wesley College Department of Nursing maintains the right to deny readmission when there is sufficient evidence that the student will not be successful.

**Implementation:**
This policy applies to all students in the Wesley College BSN Program.
This policy is posted on the nursing website and in the BSN Student Guide.
All BSN nursing students, nursing faculty and staff, and the Vice President of Academic Affairs will receive a copy of this policy.
Policy effective August 2007.
Policy reviewed by Department of Nursing Faculty in the spring, even numbered years.

*Reviewed and Revised 8/2011*
*Reviewed 5/2012*
*Reviewed and Revised 5/6/2014*
POLICY AND PROCEDURE FOR SKILLS COMPETENCY/CLINICAL READMISSION ASSESSMENT

Purpose: This policy and procedure outlines the clinical skills competency testing process that the returning/transfer/LPN nursing student must follow to be admitted, readmitted or transferred into a designated clinical nursing course.

Criteria: The student must successfully complete the Clinical and Math Competency testing as part of the Readmission, LPN admission, or transfer process.

Procedure:

1. In order to proceed to the skills competency testing portion of the readmission/transfer process, the student must have been deemed eligible for readmission or transfer by the WC BSN program Director.
2. The BSN Program Director will officially notify the Clinical Lab Coordinator of the student’s confirmed eligibility via email or written document.
3. The BSN program Director will email or mail the course appropriate Clinical Skills Testing Scenario and instructions for testing to the student and the clinical lab coordinator.
4. The student may then contact the Clinical lab coordinator to review the scenario, the skills to be tested, the testing process, clinical calculations to be tested and to clarify any unclear issues.
5. Skills testing is completed during the first week of classes of the semester that the clinical course is being offered.
6. Testing will be completed no later than the Course Drop/Add day of that semester’s first week of classes.
7. Skills and clinical will be tested in a scenario/simulation format:
   a. NR214 readmission/transfer – all clinical skills and clinical calculations included in the NR107 course will be tested.
   b. NR228 readmission/transfer – all clinical skills and clinical calculations included in the NR107 and NR214 courses will be tested.
   c. NR 307 readmission/transfer – all clinical skills and clinical calculations included in the NR 107, NR214 and NR228 courses will be tested.
   d. NR313 readmission/transfer – all clinical skills and clinical calculations included in the NR 107, NR214, NR228 and NR307 courses will be tested.
   e. 400 level courses – all clinical courses through NR313 will be tested.
8. After receipt of the appropriate course clinical skills scenario, the student should independently review and practice the skills and clinical calculations to be tested. Sources that may be used for review and practice are: Clinical skills textbook, Clinical skills checklists, videos of skills, computer programs and hands on practice with skills supplies. The Clinical Lab Coordinator may make skills practice supplies available in the lab, by request of the student, but it is the responsibility of the student to practice the required skills on their own.
9. The Clinical Lab Coordinator, Nursing Instructor or Clinical Lab Faculty may test the student.
10. The current version of the course’s Clinical Skills textbook and Clinical Skills Checklist will be used for testing.
11. The student must prepare a comprehensive concept map based on the scenario information provided. If not familiar with concept mapping, the student may complete a comprehensive nursing care plan for submission and review upon entrance to the testing appointment. This concept map/care plan may be used by the student during the skills testing process to guide their care. The concept map/care plan may not include how to do a procedure.
12. The student must also prepare comprehensive medication cards which will be reviewed by the testing instructor at the start of the testing appointment. The student may use these cards during the testing.
13. The student will arrive to the testing appointment in clinical uniform or in professional dress with a lab coat. The student must follow the current Wesley College Department of Nursing uniform policy.
14. If the student arrives at the appointment without following the requirements outlined in steps #11, 12 and 13 of the this procedure, they will forfeit their appointment. This appointment will not be rescheduled. The Clinical Lab
Coordinator will inform the BSN Program Director of the student's inability to follow directions and that testing will not occur.

15. The student will have one hour to complete the hands on portion of the skills competency testing. After the skills testing is completed, the student will complete a nurse's note documenting the patient care provided. The nurse's note will be submitted to the testing instructor prior to leaving the testing appointment.

16. A clinical calculations test will also be completed during the appointment time. As stated in #7, the clinical calculations to be tested will be based on the course the student is seeking to enter.

17. The clinical calculations test may be in the form of a computer test, and/or a written test.

18. The student must achieve a score of at least 90% on this clinical calculation test.

19. Once the entire testing process is completed, the student may leave. The testing instructor will then review the testing results with the Clinical Lab Coordinator, the BSN Program Director and or the appropriate Course Coordinator. A determination will be made at that time, based on the student's testing results, whether to allow the readmission/transfer to occur.

20. The student will be notified of this decision with 24 hours of the testing appointment.

21. If unsuccessful, the student will be required to drop the course. Options for placement will be discussed with the student by the BSN Program Director.

22. If successful, the student may continue in the current clinical course.

23. Once readmitted/ transferred into a course, the student must be current with all required course textbooks, skills checklists textbooks, nurse packs, clinical calculations software access codes, electronic charting access codes, uniform supplies and any other resources required by the course.

Reviewed and revised 5/2013
Reviewed 5/6/2014
Clinical Performance Evaluation:

It is the expectation of the faculty that students be familiar with clinical policies located in the Wesley College BSN Student Guide prior to attending clinical.

1. To receive a grade of satisfactory in clinical performance, the student must meet each objective on the clinical evaluation form for that course at a satisfactory level by the end of the course.

2. The clinical instructor will evaluate clinical performance with a grade of S (Satisfactory) or U (Unsatisfactory) on a weekly basis. A student will receive a grade of U if he/she displays blatant disregard for patient safety, is unprepared for clinical assignment, or if he/she fails to perform at the expected level of practice. The weekly grade of S or U with any pertinent comments will be noted on the weekly anecdotal notes. The student should sign these comments at the end of that clinical day.

3. At mid-semester the clinical instructor will meet with each student to discuss his/her progress toward meeting the clinical objectives. If the student has not met one or more objectives, the instructor and student will prepare a written remediation plan that will be implemented during the remainder of the semester. Both the student and the clinical instructor will sign the plan and maintain it in the student’s clinical folder. The instructor will also notify the course coordinator of the student’s performance.

4. The instructor will also have a final clinical evaluation conference with each student. If the student fails to meet one or more objectives at a satisfactory level by the end of the course, the student will not pass that particular nursing course.

Grading Criteria:

For the final evaluation students must achieve the minimal expected level of performance as indicated on the Clinical Evaluation Performance Scale for each outcome in order to pass the course and progress in the program.

<table>
<thead>
<tr>
<th>Level</th>
<th>Minimum Expected Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Level</td>
<td>2 - Novice</td>
</tr>
<tr>
<td>Sophomore Level</td>
<td>3 - Assisted</td>
</tr>
<tr>
<td>Junior Level</td>
<td>4 - Supervised</td>
</tr>
<tr>
<td>Senior Level</td>
<td>5 - Self-Directed</td>
</tr>
</tbody>
</table>

[51]
# Clinical Evaluation Performance Scale

<table>
<thead>
<tr>
<th>1-Dependent</th>
<th>2-Novice</th>
<th>3-Assisted</th>
<th>4-Supervised</th>
<th>5-Self-Directed</th>
</tr>
</thead>
</table>
| - Unsafe performance; unable to demonstrate behavior(s)  
- Continuous support and direction required  
- Poor organization; unskilled  
- Non-productive; unable to act  
- Cannot identify or apply nursing principles  
- Attempts an activity or behavior but unable to complete  
- Focus is only on task and own behavior | - Safe performance with supervision but performance not always accurate  
- Continuous support and direction required  
- In majority of behavior, lacks skills and is uncoordinated  
- Performance of care is delayed, omitted, or disrupted  
- Incompetence causes waste of time and energy  
- Principles of nursing practice applied inappropriately and fragmented  
- Focus is only on task and own behavior | - Safe and accurate performance noted with each behavior  
- Requires support and occasional directive cues  
- Partial lack of skill and/or coordination in part of care  
- Requires extended time to complete tasks/care, some care provided late  
- Poor planning and organization, wastes time  
- Identifies appropriate nursing principles, but needs assistance to apply the principles  
- Focuses on task and own behavior, not on client | - Safe and accurate performance noted with each observation  
- Occasionally requires supportive and directive cues  
- Coordinated skill performance, but uses some extra energy to complete skill  
- Complete care in a reasonable timeframe  
- Relaxed and confident only occasional episodes of anxiety  
- Theoretical knowledge applied accurately and consistently  
- Focuses on the client throughout provision of care | - Safe and accurate performance noted with each observation without cues from mentor  
- Coordinated skill performance  
- Care provided in a timely, efficient manner  
- Relaxed and confident during provision of care  
- Theoretical knowledge applied accurately and consistently  
- Focuses on the client initially then if care is complex increases focus on care/task |
Wesley College Department of Nursing  
Clinical Evaluation Tool

Course__________     Academic Year___________  Faculty___________________  Student____________________________________________

Semester: ___ Fall   ___ Spring

This evaluation tool will function as a formative and summative evaluation of the student’s performance in achieving clinical objectives. It incorporates input from faculty, students, and preceptors when appropriate.

Scoring Guide for Formative Weekly Evaluations:  1=Dependent,     2=Novice,     3=Assisted,      4=Supervised,     5=Self-Directed,     no= not observed

Scoring Guide for Summative Midterm and Final Evaluations will be an average of the weekly formative scores. A “S” for satisfactory performance or an “U” for unsatisfactory performance will be assigned weekly, and as a summative evaluation at midterm and end the semester.

<table>
<thead>
<tr>
<th>Clinical Assignment (Date and location)</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Mid- term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synthesizes knowledge from liberal education in communication, human experience, scientific literacy, analysis, and global society.</td>
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<tr>
<td>Student behaviors:</td>
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<td></td>
</tr>
<tr>
<td>1. Describes the pathophysiology associated with client’s nursing and medical diagnoses.</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
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<tr>
<td>2. Incorporates client’s cultural background when planning and implementing care.</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
</tr>
<tr>
<td>3. Advocates for and supports client/family’s decisions.</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
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<tr>
<td>4. Integrates the contributions of other disciplines to facilitate patient achievement of the highest health capacity.</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
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</tbody>
</table>

Comments

[53]
### Student Learning Outcome:
Applies critical thinking skills to provide comprehensive compassionate evidence-based nursing care across the life span and in the continuum of health care environments.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Mid-term</th>
</tr>
</thead>
</table>

### Student Behaviors:
1. Completes a thorough evidenced-based concept map for a client.
2. Distinguishes between normal and abnormal assessment findings in light of client’s age, developmental level and disease status.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Mid-term</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
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</tr>
</tbody>
</table>

### Student Learning Outcome:
Communicates using an ongoing interactive process that builds therapeutic interpersonal relationships.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Mid-term</th>
</tr>
</thead>
</table>

### Student Behaviors:
1. Establishes a therapeutic relationship with the client/family.
2. Interviews the client/family to elicit relevant data.
3. Communicates pertinent client data to appropriate health team members in a timely fashion.
4. Documents patient data and nursing care appropriately & timely.
5. Uses communication practices that minimizes risks associated with handoffs across care levels.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
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<th>Week 5</th>
<th>Week 6</th>
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<tbody>
<tr>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
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</tr>
<tr>
<td>Student Behaviors:</td>
<td>1. Maintains a safe environment in light of physiological status/developmental needs.</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
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<tr>
<td></td>
<td>2. Uses tools to make processes of client care specific and individualized.</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
</tr>
<tr>
<td></td>
<td>3. Uses quality measures to provide best practice.</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
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Comments

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<th>Week 6</th>
<th>Week 7</th>
<th>Mid-term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Behaviors:</td>
<td>1. Gathers and validates assessment data.</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
</tr>
<tr>
<td></td>
<td>2. Initiates appropriate actions based on interpretation of vital signs/changes in client.</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
</tr>
<tr>
<td></td>
<td>3. Prioritizes nursing diagnoses appropriately.</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
</tr>
<tr>
<td></td>
<td>4. Formulates patient-centered outcomes that are specific, measureable, attainable and relevant, with a time frame.</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
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<tr>
<td></td>
<td>5. Derives nursing interventions that meet outcome criteria.</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
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<tr>
<td></td>
<td>6. Revises plan of care based on evaluation as appropriate.</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
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Comments

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<tr>
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<td><strong>Student Behaviors:</strong></td>
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</tr>
<tr>
<td>1. Provides care according to evidence-based practice, policies, and standards.</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
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</tr>
<tr>
<td>2. Demonstrates effective use of technology to support safety and quality in patient care.</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
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</tr>
<tr>
<td>3. Documents the patient plan of care in the electronic health record.</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
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Comments

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<tr>
<td><strong>Student Behaviors:</strong></td>
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</tr>
<tr>
<td>1. Presents self in a professional manner (speech, dress, behavior).</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
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<tr>
<td>2. Seeks and uses help appropriately.</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
</tr>
<tr>
<td>3. Completes care in a timely, organized, and efficient manner.</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
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</tr>
<tr>
<td>4. Is consistently punctual for lab and clinical sessions.</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
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<tr>
<td>5. Accepts responsibility for clinical assignments without excuses.</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
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<tr>
<td>6. Demonstrates professional accountability when providing care to the client.</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
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Comments
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<tr>
<th>Student Learning Outcome:</th>
<th>Week 1</th>
<th>Week 2</th>
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<th>Week 6</th>
<th>Week 7</th>
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<tbody>
<tr>
<td>Student Behaviors:</td>
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</tr>
<tr>
<td>1. Utilizes opportunities to provide teaching.</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
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<tr>
<td>2. Engages patients/families in active partnerships that promote health and achieve health capacity.</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
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</tr>
<tr>
<td>3. Seeks education about health information before providing care and patient education.</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
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Comments

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<tr>
<th>Student Learning Outcome:</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
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<tbody>
<tr>
<td>Student Behaviors:</td>
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<tr>
<td>1. Applies legal/ethical standards to nursing practice.</td>
<td>1 2 3 4 5 no</td>
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<tr>
<td>2. Prepares and safely administers medications and treatments.</td>
<td>1 2 3 4 5 no</td>
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<td>3. Use national patient safety resources to maintain safety in health care settings.</td>
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Comments

Student Initials/date

Faculty Initials/date

Mid-term Grade: _______ Faculty Signature/date: _____________________ Student Signature/date: ___________________

Comments:  

[57]
<table>
<thead>
<tr>
<th>Clinical Assignment (Date and location)</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
<th>Week 11</th>
<th>Week 12</th>
<th>Week 13</th>
<th>Week 14</th>
<th>Final</th>
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</thead>
<tbody>
<tr>
<td>Synthesizes knowledge from liberal education in communication, human experience, scientific literacy, analysis, and global society.</td>
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<tr>
<td><strong>Student behaviors:</strong></td>
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<tr>
<td>1. Describes the pathophysiology associated with client’s nursing and medical diagnoses.</td>
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<tr>
<td>2. Incorporates client’s cultural background when planning and implementing care.</td>
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<tr>
<td>3. Advocates for and supports client/family’s decisions.</td>
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<td>4. Integrates the contributions of other disciplines to facilitate patient achievement of the highest health capacity.</td>
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<tbody>
<tr>
<td>Applies critical thinking skills to provide comprehensive compassionate evidence-based nursing care across the life span and in the continuum of health care environments.</td>
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<tr>
<td>1. Completes a thorough evidenced-based concept map for a client.</td>
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<td>2. Distinguishes between normal and abnormal assessment findings in light of client’s age, developmental level and disease status.</td>
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<td>3. Bases individualized patient care plan on patient values, clinical expertise, and evidence.</td>
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<th>Final</th>
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</table>

**Student Learning Outcome:** Communicates using an ongoing interactive process that builds therapeutic interpersonal relationships.

**Student Behaviors:**
1. Establishes a therapeutic relationship with the client/family.
2. Interviews the client/family to elicit relevant data.
3. Communicates pertinent client data to appropriate health team members in a timely fashion.
4. Documents patient data and nursing care appropriately & timely.
5. Uses communication practices that minimizes risks associated with handoffs across care levels.

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Comments

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</table>

**Student Learning Outcome:** Comprehends the implications of the health care system on quality patient care and scope of nursing.

**Student Behaviors:**
1. Maintains a safe environment in light of physiological status/developmental needs.
2. Uses tools to make processes of client care specific and individualized.
3. Uses quality measures to provide best practice.

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Comments

[59]
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<tr>
<th>Student Learning Outcome:</th>
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<th>Final</th>
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</table>

**Student Behaviors:**

1. Gathers and validates assessment data.
2. Initiates appropriate actions based on interpretation of vital signs/changes in client.
3. Prioritizes nursing diagnoses appropriately.
4. Formulates patient-centered outcomes that are specific, measurable, attainable and relevant, with a time frame.
5. Derives nursing interventions that meet outcome criteria.
6. Revises plan of care based on evaluation as appropriate.

<table>
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<tr>
<th>Student Learning Outcome:</th>
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<th>Week 14</th>
<th>Final</th>
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</thead>
</table>

**Student Behaviors:**

1. Provides care according to evidence-based practice, policies, and standards.
2. Demonstrates effective use of technology to support safety and quality in patient care.
3. Documents the patient plan of care in the electronic health record.

Comments
### Student Learning Outcome:
Applies leadership and management skills to provide quality and cost-effective health care.

<table>
<thead>
<tr>
<th>Student Behaviors:</th>
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<th>Week 9</th>
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<th>Week 12</th>
<th>Week 13</th>
<th>Week 14</th>
<th>Final</th>
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</thead>
<tbody>
<tr>
<td>1. Presents self in a professional manner (speech, dress, behavior).</td>
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<tr>
<td>2. Seeks and uses help appropriately.</td>
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<tr>
<td>3. Completes care in a timely, organized, and efficient manner.</td>
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<tr>
<td>4. Is consistently punctual for lab and clinical sessions.</td>
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<tr>
<td>5. Accepts responsibility for clinical assignments without excuses.</td>
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<tr>
<td>6. Demonstrates professional accountability when providing care to the client.</td>
<td>1 2 3 4 5 no</td>
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Comments

### Student Learning Outcome:
Promotes healthy lifestyles through health education, community partnerships, and health promotion strategies.

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<thead>
<tr>
<th>Student Behaviors:</th>
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<tbody>
<tr>
<td>1. Utilizes opportunities to provide teaching.</td>
<td>1 2 3 4 5 no</td>
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<tr>
<td>2. Engages patients/families in active partnerships that promote health and achieve health capacity.</td>
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<tr>
<td>3. Seeks education about health information before providing care and patient education.</td>
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Comments
**Student Learning Outcome:**  
Practices within the values, ethics, and standards of professional nursing practice.

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</thead>
</table>

**Student Behaviors:**

1. Applies legal/ethical standards to nursing practice.
   - 12345 no
2. Prepares and safely administers medications and treatments.
   - 12345 no
3. Use national patient safety resources to maintain safety in health care settings.
   - 12345 no

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**Comments**

**Student Initials/date**

**Faculty Initials/date**

**Final Clinical Grade:**

- Satisfactory (S): Performs at expected level
- Unsatisfactory (U): Performs below the expected level

**Comments:**

To receive a grade of satisfactory in clinical performance, the student must meet each Student Learning Outcome on the clinical evaluation form for that course at the satisfactory level by the end of the course. If the student fails to meet one or more Student Learning Outcomes at a satisfactory level by the end of the course, the student will not pass the course.

*Approved 11/22/13*
*Reviewed & Revised 5/6/2014*