Wesley College
Bachelor of Science in Nursing Program

2019-2020
Student Guide
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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 or online), 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://wesley.edu/academics/programs/undergraduate-programs/nursing
<table>
<thead>
<tr>
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<th>Office Location</th>
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<td>Simulation Coordinator</td>
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<td>Director of Nursing Learning Resource</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.

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<tr>
<td>A.I. DuPont Hospital for Children</td>
<td>(302) 651-4000</td>
</tr>
<tr>
<td>1600 Rockland Road, Wilmington, DE 19803</td>
<td></td>
</tr>
<tr>
<td>Bayhealth Hospital—Kent Campus</td>
<td>(302) 674-4700</td>
</tr>
<tr>
<td>640 S. State Street, Dover, DE 19901</td>
<td></td>
</tr>
<tr>
<td>Bayhealth Hospital—Sussex Campus</td>
<td>(302) 422-3311</td>
</tr>
<tr>
<td>100 Wellness Way, Milford, DE 19963</td>
<td></td>
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<tr>
<td>Christiana Care Health Care Services</td>
<td>(800) 693-2273</td>
</tr>
<tr>
<td>Christiana Care Medical Center</td>
<td>(302) 733-3300</td>
</tr>
<tr>
<td>4755 Ogletown-Stanton Road, Newark, DE 19718</td>
<td></td>
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<tr>
<td>Wilmington Hospital</td>
<td>(302) 733-1000</td>
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<tr>
<td>501 W 14th Street, Wilmington, DE 19801</td>
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<tr>
<td>Crozer-Chester Medical Center</td>
<td>(610) 447-2800</td>
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<tr>
<td>Nathan Speare Regional Burn Treatment Center</td>
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<tr>
<td>One Medical Center Blvd., Upland, PA 19013-3902</td>
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<tr>
<td>Rockford Center</td>
<td>(302) 996-5480</td>
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<tr>
<td>100 Rockford Drive, Newark, DE 19714</td>
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<tr>
<td>Dover Behavioral Health Center</td>
<td>(302) 674-7688</td>
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<tr>
<td>725 Horsepond Road, Dover, DE 19901</td>
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<tr>
<td>Union Hospital</td>
<td>(410) 620-3753</td>
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<tr>
<td>106 Bow Street</td>
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<tr>
<td>Elkton, MD 21921</td>
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<tr>
<td>Upper Chesapeake Health System</td>
<td>(410) 843-5000</td>
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<tr>
<td>501 South Union Avenue</td>
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<tr>
<td>Havre de Grace, MD 21078</td>
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<td>AGENCY (Name, address)</td>
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<td>Alcoholics Anonymous-www.aa.org</td>
<td>Alcohol use disorder</td>
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<td>Child Development Watch 18 N. Walnut St., Milford, DE 19963</td>
<td>Developmental assessments/ intervention planning</td>
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<tr>
<td>Amedisys Hospice 107 Chesapeake Boulevard Suite 134 Elkton, MD 21921</td>
<td>End of life Care</td>
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<td>Exceptional Care for Children 11 Independence Way Newark, Delaware 19713</td>
<td>Children with special needs</td>
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<tr>
<td>Father Martin’s Ashley Alcohol Rehab 800 Tydings Lane, Havre De Grace, MD 21078</td>
<td>Alcoholism and drug substance use disorders treatment center</td>
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<tr>
<td>Luther Towers 430 Kings Hwy, Dover, DE 19901</td>
<td>Health promotion for the aging population</td>
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<tr>
<td>Narcotics Anonymous-www.na.org</td>
<td>Narcotic substance use disorder</td>
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<td>Queens Manor Queen Street, Dover, Delaware 19901</td>
<td>Health promotion for the aging population</td>
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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 reflects 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. All members of the College community are encouraged 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. The College recognizes its 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 and celebrate 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 an institution of higher education that seeks to be among the finest student-centered learning communities in the liberal arts tradition. Consistent with our historically United Methodist affiliation, 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 essential skills and competencies (Level I), breadth of knowledge (Level II), depth of understanding (Level III), and application in the major (Level IV). 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 (2010), the Accreditation Commission for Education in Nursing, the American Nurses Association Scope & Standards of Practice (2015), the Code of Ethics for Nurses (2015), 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 (2007).
The Scope of Nursing Practice describes the “who,” “what,” “where,” “when,” “why,” and “how” of nursing practice. Each of these questions must be answered to provide a complete picture of the dynamic and complex practice of nursing and its evolving boundaries and membership. The definition of nursing provides a succinct characterization of the “what” of nursing. Registered nurses and advanced practice registered nurses comprise the “who” constituency and have been educated, titled, and maintain active licensure to practice nursing. Nursing occurs “when” ever there is a need for nursing knowledge, wisdom, caring, leadership, practice, or education, anytime, anywhere. Nursing occurs in any environment “where” there is a healthcare consumer in need of care, information, or advocacy. The “how” of nursing practice is defined as the ways, means, methods, and manners that nurses use to practice professionally. The “why” is characterized as nursing’s response to the changing needs of society to achieve positive healthcare consumer outcomes in keeping with nursing’s social contract with an obligation to society. The depth and breadth in which individual registered nurses and advanced practice registered nurses engage in the total scope of nursing practice is dependent on their education, experience, role, and the population served.

The Standards of Practice describe a competent level of nursing care, as demonstrated by the critical thinking model known as the nursing process. The nursing process includes the components of assessment, diagnosis, outcomes identification, planning, implementation, and evaluation. Accordingly, the nursing process encompasses significant actions taken by registered nurses and forms the foundation of the nurse’s decision-making.

Standards of Practice

Standard 1. Assessment
The registered nurse collects pertinent data and information relative to the healthcare consumer’s health or the situation.

Standard 2. Diagnosis
The registered nurse analyzes the assessment data to determine actual or potential diagnoses, problems, and issues.

Standard 3. Outcomes Identification
The registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.

Standard 4. Planning
The registered nurse develops a plan that prescribes strategies to attain expected, measurable outcomes.

Standard 5. Implementation
The registered nurse implements the identified plan.

**Standard 5A. Coordination of Care**
The registered nurse coordinates care delivery.

**Standard 5B. Health Teaching and Health Promotion**
The registered nurse employs strategies to promote health and a safe environment.

**Standard 6. Evaluation**
The registered nurse evaluates progress toward attainment of goals and outcomes.

**Standards of Professional Performance**
The Standards of Professional Performance describe a competent level of behavior in the professional role, including activities related to ethics, culturally congruent practice, communication, collaboration, leadership, education, evidence-based practice and research, quality of practice, professional practice evaluation, resource utilization, and environmental health. All registered nurses are expected to engage in professional role activities, including leadership, appropriate to their education and position. Registered nurses are accountable for their professional actions to themselves, their healthcare consumers, their peers, and ultimately to society.

**Standard 7. Ethics.** The registered nurse practices ethically.

**Standard 8. Culturally Congruent Practice.** The registered nurse practices in a manner that is congruent with cultural diversity and inclusion principles.

**Standard 9. Communication.** The registered nurse communicates effectively in all areas of practice.

**Standard 10. Collaboration.** The registered nurse collaborates with healthcare consumer and other key stakeholders in the conduct of nursing practice.

**Standard 11. Leadership.** The registered nurse leads within the professional practice setting and the profession.

**Standard 12. Education.** The registered nurse seeks knowledge and competence that reflects current nursing practice and promotes futuristic thinking.

**Standard 13. Evidence-based Practice and Research.** The registered nurse integrates evidence and research findings into practice.

**Standard 14. Quality of Practice.** The registered nurse contributes to quality nursing practice.

**Standard 15. Professional Practice Evaluation.** The registered nurse evaluates one’s own and others’ nursing practice.

**Standard 16. Resource Utilization.** The registered nurse utilizes appropriate resources to plan, provide, and sustain evidence-based nursing services that are safe, effective, and fiscally responsible.

**Standard 17. Environmental Health.** The registered nurse practices in an environmentally safe and healthy manner.
Provision 1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2. The nurse’s primary commitment is to the patient, whether an individual, family, group, community, or population.

Provision 3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

Provision 5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Provision 6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

Provision 7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.
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 (2008)*. 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.
QUALITY AND SAFETY EDUCATION FOR NURSES COMPETENCIES (2007)

- **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.

- **Evidence-based practice**: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

- **Teamwork and collaboration**: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

- **Safety**: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

- **Quality improvement**: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

- **Informatics**: Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.
WESLEY COLLEGE
DEPARTMENT OF NURSING
BACHELOR OF SCIENCE IN NURSING DEGREE PROGRAM

END OF PROGRAM STUDENT LEARNING OUTCOMES

1. Synthesize knowledge from a liberal education in essential skills and competencies, breadth of knowledge, depth of understanding, and application in the major.

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
Reviewed 5/3/2016
Reviewed 5/9/2018
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* Must achieve a grade of C or better to graduate
** Must achieve a grade of B or better to graduate
+ College core courses

Total Credits 125

Page 15
# WESLEY COLLEGE
## BACHELOR OF SCIENCE IN NURSING
### DEGREE REQUIREMENT CHECKLIST (Effective 8/2014)

<table>
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*All Nursing students must achieve a grade of “C” or better to graduate. BSN Students are required to achieve a “B” in all Nursing courses.

Level One: Essential Skills & Competencies (EN100, EN101, FY100 Freshman Seminar, MA180, SC100 Frontiers of Science)

Level Two: Breadth of Knowledge (choose one course from each category)

Level Three: Students must successfully complete three Level Two courses before proceeding on to Level Three courses. Depth of Understanding (choose three courses from different disciplines in the same concentration)

Level Four: Capstone (in major)
Wesley College Core Curriculum

**Level Four:** Application (3 Credits)

**Level Three:** Depth of Understanding (9 Credits)

**Level Two:** Breadth of Knowledge (12 Credits)

**Level One:** Essential Skills & Competencies (15 Credits)

Choose one approved course from each of the following categories:

- **Arts & Culture**
- **Literature & Languages**
- **Philosophy & Religion**
- **History & Social Sciences**

**Capstone (in major)**

Concentrations: Identifying with Diversity; Personal, Social and Ethical Responsibility

**Concentration Course 1**

**Concentration Course 2**

**Concentration Course 3**

**Student Progress**

**Level Two:** Students choose from range of integrative courses approved for each category.

**Level Three:** Students chooses one concentration and take three courses approved for that concentration.
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
All applicants to the BSN program must meet the admission requirements of the College and the Department of Nursing. Acceptance into the BSN Program is a competitive process. In order for your application to be considered the following criteria must be met:

- Combined SAT Score of 1000 (2 part) or 1360 (3 part) or greater, or an equivalent score on the ACT Exam (19)
- Cumulative High School/College GPA of 2.5 or greater on a 4.0 scale
- A satisfactory score on their chosen Pre-Admission Examination
  - NLN-PAX - The current test score requirement is 115 or greater
  - ATI TEAS-V - Student must achieve the test score of proficient to be accepted into the program
  - Pre-Admission Examination test scores are valid for two years.

If a student fails to achieve a satisfactory Pre-Admission score after two attempts, he or she must complete an additional semester and can retake the Pre-Admission Examination one final time. The student must score a satisfactory score for the application to be re-considered. All pre-entrance testing attempts will be counted, regardless of testing locations. Failure to achieve successful completion after a third attempt will result in the student being ineligible for admission into the BSN program at Wesley College. Student is also required to achieve the following criteria:

a. Satisfactory criminal background check, a negative abuse registry verification, and a negative urine drug screen as specified by the clinical agencies
b. Physical and mental health documented on the physical form provided by Wesley College
c. Documentation of negative QuantiFERON-Gold (tuberculosis test)
d. Immunization record to include: Tdap Vaccine, annual Flu vaccine, Two dose series Varicella Vaccine well as Wesley College Health Center immunization requirements
e. Completion of all Admission Paperwork
f. 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 1000 (2 part) or 1360 (3 part). 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 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 active LPN license.
2. 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.
3. Achieve the criteria required for all applicants listed above.

Achievement of the above criteria grants LPN applicants a waiver from taking 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
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.

BSN 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 prior to the start of their first clinical nursing course.

Criteria: Prior to the start of the first clinical course, students must upload the required documents into CastleBranch® and complete required departmental forms. Students who fail to do so will not be able to progress in the nursing program.

CastleBranch® documents

1. The Report of Physical Health Assessment for the Wesley College Health form
   - Documentation of a negative QuantiFERON TB Gold for tuberculosis
   - Documentation of immunization status:
     1. Tdap Vaccination
     2. Annual Flu Vaccination
     3. Two dose series Varicella Vaccine or positive Titer indicating immunity
     4. Other required immunizations per Wesley College Health Center
2. Criminal background check
3. Current CPR card (Refer to CPR Policy)

Departmental documents

1. Confidentiality Statement
2. Abuse Registry Review Authorization Forms
3. Release of Information Authorization
4. Total Testing Package Agreement

Procedure
A. Student guidelines for completion of admission paperwork
   1. Process College confirmation papers.
   2. Complete criminal background check and adult abuse registry when instructed.
   3. Obtain a complete physical including a QuantiFERON Gold lab test 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. Complete the required drug testing at the Dover LabCorp site within 24 hours of receiving notification from the Department.
   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.
   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.
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
**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.

**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*
*Reviewed and Revised 5/3/2016*
*Reviewed 5/9/2018*
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 Clinical 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 Clinical Coordinator for directions to access the Heart Code by Laerdal® learning and testing system.
4. Current CPR certification is required to attend clinical. If documentation is not provided, the student will be unable to progress in the nursing clinical course.
5. 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 Clinical 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*
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 as defined by the clinical agencies.

Procedure:
1. The student will provide evidence to the clinical coordinator of initiation of the criminal background check in Delaware as instructed.

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. Criminal Background records will be maintained in a confidential double locked file until the individual is no longer a student at Wesley College. Documents will be shredded upon the student exiting the nursing program.

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 5/3/2016, 5/9/2018
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 and maintain throughout the BSN program a satisfactory drug screen.

Procedure:
1. Each student must submit to a 9 to 11 panel random drug screen within the required time frame. Drug screens are to be completed at any LabCorp site. 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:
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Policy effective beginning August 2003
Policy reviewed by Department of Nursing Faculty in the spring, even numbered years.

POLICY ON THE TRANSFER OF UNDERGRADUATE NURSING COURSES INTO THE BSN PROGRAM

The purpose of this policy is to set forth the guidelines for the acceptance of undergraduate nursing courses taken at another educational institution and their transfer into the BSN program at Wesley College.

1. Only courses taken at a nationally accredited nursing program will be considered.
2. Only courses that are part of the curriculum that prepares students to become registered nurses will be considered. Courses taken as part of a practical nurse preparation curriculum will not be considered for transfer. Please refer to the LPN admission policy for advanced standing for LPN’s.
3. Only 100 level and 200 level nursing courses will be considered for transfer.
4. All students enrolled in the BSN program must take the upper division (300 level and 400 level) nursing courses at Wesley College.
5. The student must receive a grade of 80.00%, or a grade of B, or higher in the undergraduate course that is being considered for transfer.
6. The course requested for transfer must be equivalent in credit hours and clinical hours (if it is a clinical course) to the Wesley College course.
7. It is the responsibility of the student who is requesting the transfer of the nursing course to provide the course coordinator, or faculty member, who teaches that course in the BSN program with a copy of the course syllabus.
8. The BSN faculty member will evaluate the course and forward their recommendation to the BSN Program Director and the Nursing Department Chair.
9. The Nursing Department Chair will notify the College’s Office of the Registrar of the decision regarding the transfer of the course.
10. Students must first attempt NR229-Pathophysiology and NR230-Pharmacology at Wesley College. If the student is unsuccessful in either course or withdraws from either course, then an equivalent course can be taken at another institution and transferred into Wesley to allow the student to progress to junior level nursing courses. The outside course must first be approved in writing by the Nursing Department and the Registrar.

Approved by the Nursing Faculty: 5/7/19
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 80.00% 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 80.00% in the testing component. However, these assignments must be completed as required. If the 80.00% is not achieved, ancillary assignments are not calculated as part of the final course grade.

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 courses must be completed with a final grade of “C” or above before nursing students begin level III nursing courses.
9. It is recommended that students successfully complete all core courses before they 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 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 an independent health care provider 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 develops 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.

13. 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.

**Implementation**
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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, 5/6/2014,*
*Revised 5/12/2015*
*Reviewed and Revised 5/3/2016, 5/9/2018*
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

**Implementation**
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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, 5/6/2014*
*Reviewed and Revised 5/3/2016*
*Reviewed 5/9/2018*
**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 or as determined by faculty.

2. Failure to complete the remediation plan prior to the next scheduled examination, unless modified by the faculty, 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.
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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.

*Reviewed 5/3/2016*
*Reviewed and Revised 5/9/2018*
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**
   
   Initial QuantiFERON TB Gold must be completed prior to attending clinical agencies. A One-Step PPD must then be obtained on an annual basis throughout the individual's time as a student in the nursing program. 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
   - Other immunization requirements per Wesley College Health Center
   - Two dose series Varicella Vaccination or Titer indicating immunity

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 5/2011
Reviewed 5/2012
PROFESSIONAL EXPECTATIONS POLICY

Purpose: The Department of Nursing believes that students must integrate professional behaviors 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 (Caring, Integrity, Diversity, and Excellence)
2. Participate as an active member of the Wesley College Student Nurses Association
3. Honor commitments. If one has signed up to participate in an event, show up! If an unforeseen circumstance prevents attendance, the student is to notify the person in charge of the event to inform them. Whenever possible, the student who cannot keep the commitment should find a replacement. A “no-show,” “no-call” occurrence will result in the student having to complete an additional event (three instead of two) to meet course requirements.
4. Adhere to all department policies
5. Attend periodic professional seminars, conventions, and events.
6. Maintain 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.
7. Adhere to the Wesley College Title IX Policy.
8. Demonstrate respect for others by refraining from inappropriate or offensive speech and actions.

Failure of a student to comply with this policy will result in initiation of the Variance Policy.

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, 5/6/2014
Reviewed and Revised 5/3/2016, 5/9/2018
DEPARTMENTAL RECORDS RETENTION POLICY

Purpose: The purpose of this policy is to set forth guidelines for the Department of Nursing’s retention of records.

Criterion: The Department of Nursing will maintain student records one year post leave from the program.

Procedure:

1. Academic advisors will provide the Department Chairperson with students’ academic advising files immediately upon the students’ voluntary leave, dismissal, or graduation from the program.

2. Course coordinators will provide the Department Chairperson with students’ clinical records immediately upon the students’ voluntary leave, dismissal, or graduation from the program.

3. Copies of all student records will be locked and maintained in the office of the Department Chairperson for a period of one year whereupon the records will be destroyed.

4. All students’ permanent academic records are maintained by the Office of the Registrar.

Approved: 5/7/2019
SOCIAL MEDIA POLICY

**Purpose:** The Department of Nursing believes that students must utilize social media in a responsible and professional manner.

**Criteria:** All students must maintain confidentiality in regards to patient care experiences and all educational experiences.

**Procedure:**
Expectations for students in the BSN program are the following:

1. Students and faculty are not permitted to be friends or followers on social media sites. Social media includes any type of web-based technology/interactive platform.
2. Students are not permitted to upload or post any photos, videos, or audio visual materials from the classroom, clinical, or Lab
3. Any student who violates this policy may be dismissed from the BSN program.

*Policy Initiated 5/2013  
Reviewed 5/6/2014  
Reviewed and Revised 5/3/2016, 5/9/2018*

ELECTRONIC 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, Smart watches, and other electronic devices are not permitted in clinical agencies except as designated by the faculty.
2. In case of emergencies, make specific arrangements with faculty members.
3. Personal electronic devices cannot be used as calculators for testing purposes.
4. All camera and recording functions of any electronic device must be turned off except with permission of the faculty.

**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 5/201, Reviewed 5/6/2014  
Reviewed and Revised 5/3/2016, 5/9/2018*
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 the student’s responsibility to call the clinical instructor before the clinical day begins to inform her/him directly of a clinical absence or lateness. If the instructor cannot be reached, notify the Course Coordinator.
   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 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, virtual simulation, and any off-campus hospital or agency assignment.

3. Punctuality is essential in nursing. Should the unavoidable occur, a call must be made to the clinical instructor to report the lateness. The clinical instructor will determine whether this remains a viable clinical experience.

4. Appearance and professional manner. The student will:
   a. Adhere to the accepted standards and legal regulations of the nursing profession. Failure to do so constitutes unprofessional conduct as defined in the Rules and Regulations related to the law regulating the practice of nursing in the state of Delaware.
   b. Accept personal responsibility for attendance, punctuality, grooming, and appropriate rest, hydration, and nutrition. For students who demonstrate impairment related to sleep deficit, drugs or medications, or inadequate nutrition or hydration a variance will be completed and the student will be dismissed from the clinical experience.
   c. Demonstrate effective working relationships with patients, agency personnel, instructors and other students.
d. Protect the confidentiality of patient information (Please refer to professional expectation policy, social media policy and electronic 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 be dismissed from the clinical experience and receive an unsatisfactory (U) for the clinical day as well as a zero for each Student Learning Outcome. 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**

The student will:

1. Prepare for the clinical experience as outlined in each course syllabus.

2. Review clinical objectives in sufficient time to prepare before clinical experiences.

3. Practice skills in the campus laboratory before coming to the clinical experience.

4. Arrive at pre-conferences prepared with knowledge to provide safe, effective nursing care.

5. Refer to the 5 column outline of the present unit related to the learning objectives of the clinical assignment.

6. All clinical assignments should be treated as confidential information.

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 until a retesting date is scheduled. The student 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 the 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. The instructor acts as group leader for this conference.

2. **Patient Care**
   a. The clinical experience 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 make an appointment for remediation with the Director of Nursing Learning Resource **BEFORE THE NEXT CLINICAL DAY**.

   d. Classroom learning will be integrated by the clinical instructor and the student during the provision 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 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 requirements.

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 grade of U will be assigned if the student 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 Clinical Evaluation Tool and shared with the student prior to the next clinical experience.
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.

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Reviewed and Revised 5/2012, 5/2013
Reviewed 5/6/2014
Reviewed and Revised 5/3/2016, 5/9/2018
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 90.00% on Pass/Fail comprehensive clinical computation test at the end of each level in order to progress to the next level of study.

**Procedure:**
Student must achieve 90.00% 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. Level 4 final math test will be administered in NR421, Critical Thinking to Enhance Professional Nursing.

If students fail to achieve the 90.00% required on the first attempt, they must enter the remediation process, they may retest 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.

Students unable to obtain the required 90% will receive a grade of Incomplete until competence can be demonstrated.

**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 online resources accompanying the textbook
2) Scheduled clinical calculations help session offered through the department
3) Computer-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:**
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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 and Revised 5/12/2014, Revised 5/9/2018
CLINICAL CANCELLATION POLICY

1. The decision to cancel clinical experience should be made by the Course Coordinator in conjunction with the clinical instructor. The Department Chair must be notified immediately. The decision for clinical cancellation will be made at least two hours in advance prior to starting clinical.

2. Clinical days missed for weather related problems should be made up when weather permits.

3. 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.

4. 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. That clinical experience must be made up.

Implementation
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This policy is posted on the Nursing website and in the BSN Student Guide
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Policy effective beginning August 2003
Policy reviewed by Department of Nursing Faculty in the spring, even numbered years.

Reviewed and Revised 5/3/2016, 5/9/2018
CLINICAL LAB SKILLS TESTING/RETESTING POLICY

The purpose of clinical skills testing is to evaluate a student’s basic competency in performing a particular clinical skill. Competent demonstration of a skill in the Wesley College Department of Nursing Clinical Lab clears a student to perform the skill in the clinical area under supervision of the clinical instructor.

The Wesley College Department of Nursing clinical lab instructors offer a variety of resources to assist students in achieving basic competency for each skill. (A list of clinical skills to be tested and resources available are explained in the Clinical Skills Manual for each clinical nursing course.)

Skills checklists are used to grade a clinical skill’s competency demonstration. Competency is evaluated not only by following the steps in a checklist, but through strict adherence to patient safety and infection control measures listed in the checklist.

If a nursing student is unsuccessful in demonstrating basic skill competency, the following skills testing policy will be implemented:

1. It is the student’s responsibility to schedule a testing time within the date parameters set by the Director of Nursing Learning Resource. The Director of Nursing Learning Resource will not send multiple reminders. Testing dates are listed in the Clinical Lab Manual. Failure to schedule a testing date within these parameters will result in a failure for that skill set.

2. All the following must be met in order for a student to be permitted to test at the scheduled appointment time. Failure to meet any one of the testing requirements will prevent the student from testing, the student will receive a grade of Unsatisfactory for that skill set, and the student must reschedule a testing time at the convenience of the Director of Nursing Learning Resource.
   a. The student must:
      i. Arrive on time for scheduled testing appointment.
      ii. Be in complete clinical uniform as stated in the Wesley College BSN Guide.
      iii. Have necessary supplies from Nurse Pack.
      iv. Have appropriate clinical skills checklists ready for testing.
      v. Have completed all assigned ATI Skills Learning Modules (at least 1 hour for each skill being tested,) and a Post-Test score of 100% for each skill. Student must show proof of completion.
      vi. When assigned, must show completed Medication Cards for all medications assigned to the skill, using the requested format for all cards.
      vii. Complete any required documentation related to the skill as instructed by the Director of Nursing Learning Resource, within the time frame specified.

3. Any student who does not meet the requirement to test or who fails to successfully demonstrate a clinical skill(s) on their first attempt will lose all points assigned for that skill. The student must meet with the Director of Nursing Learning Resource and demonstrate that they have remediated the skill(s) prior to scheduling a second test date. Within two weeks of the original testing time, the student must pass the skill before the next testing session starts.

4. Any student who fails to successfully demonstrate a clinical skill on the second attempt must meet with the Director of Nursing Learning Resource and develop a remediation plan prior to scheduling a third test date. The student will be charged a $50.00 fee to be tested for the third time. This fee must be paid prior to retesting.
5. Any student who fails to successfully demonstrate a clinical skill on the third attempt must meet with the Course Coordinator and Director of Nursing Learning Resource prior to scheduling a fourth test date. The student will be charged a $50.00 fee to be tested for the fourth time. This fee must be paid prior to testing.

6. Any student who is unable to successfully demonstrate a clinical skill on the fourth attempt will be asked to meet with the BSN Program Director, Course Coordinator, and Director of Nursing Learning Resource and will be advised to withdraw from the course due to earning a failing grade in clinical.

7. **Returning Students:**
   a. Any student returning to the clinical sequence of courses will pay a $75.00 testing fee, which must be paid prior to testing. If the student fails the initial testing, another $75.00 must be paid prior to the retesting appointment.
   b. New and transferring students will not be charged a fee, unless they fail the initial testing. However, a retest will require a retesting fee of $75.00, which must be paid prior to retest.

The retesting fee is not for the purpose of punishing a student, but to cover the considerable amount of time and clinical lab supplies involved in having to retest a student.

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 2017
Policy reviewed by Department of Nursing Faculty in spring, even numbered years.

*Reviewed and Revised 5/9/2018*
PROFESSIONAL APPEARANCE 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:

<table>
<thead>
<tr>
<th>Hospital/ Clinical Skills Lab</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official Wesley College uniform</td>
<td>Official Wesley College community shirt</td>
</tr>
<tr>
<td>Picture ID Name tag</td>
<td>Picture ID Name tag</td>
</tr>
<tr>
<td>Uniform pants</td>
<td>Khaki uniform pants</td>
</tr>
<tr>
<td>White or navy ankle socks or knee highs</td>
<td>White or khaki ankle socks or knee highs</td>
</tr>
<tr>
<td>White turtleneck or white T-shirt</td>
<td>White leather shoes</td>
</tr>
<tr>
<td>White leather shoes</td>
<td></td>
</tr>
<tr>
<td>Official Wesley College uniform jacket</td>
<td>Official Wesley College uniform jacket</td>
</tr>
</tbody>
</table>

   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 secured as to not impede vision or contaminate the patient care environment (contingent to clinical site policy or at the discretion of faculty, hair will be above the collar secured closely to the scalp). 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 and wedding bands 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 and plain in each earlobe. (No other visible body piercing will be worn in clinical including tongue rings, gauges, 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). Only natural nails are permitted.

6. Excessive use of make-up, eyelash extension, 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 and in the clinical lab.

9. Strapless shoes 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.

DEPARTMENTAL COMMUNICATION POLICY

Purpose: The Department of Nursing recognizes the need for open and clear communication within the Department of Nursing, both to ensure timely sharing of information pertinent to policies, procedures, curriculum standards, and requirements and also to ensure students are effectively able to share their concerns.

Procedure for general communication of information:

A. Several mechanisms are in place to ensure that communication occurs regularly and effectively.
   1. The Department of Nursing maintains a Communication Board in the student lounge on the first floor of Johnston Hall.
   2. Town Hall Meetings are held at the beginning of each semester to serve as a review of departmental policies and as an open forum for questions and discussion.
   3. The President of the Student Nurses Association and the elected Student Representative from each class are invited to the scheduled Nursing Faculty meetings to share information and concerns from their class to the faculty.
   4. Each student has an assigned faculty academic advisor within the nursing department.
   5. All faculty members have posted weekly office hours.

B. Students have an obligation to be familiar with policies and procedures by engaging in the following activities:
   1. Reading the BSN Student Guide provided at the beginning of each academic year.
   2. Monitoring the Communication Board in the student lounge on a regular basis.
   3. Attending a Town Hall meeting each semester. If class scheduling prevents a student’s attendance at the Town Hall meeting, the Department Chair must be informed in writing and the student must make an appointment with their academic advisor to obtain the missed information.
   4. Using only the Wesley College email system to communicate with faculty.

Procedure for grievances and concerns within the Department of Nursing:

A. Course concerns
   1. Course concerns are best resolved within the classroom by speaking privately to the professor involved.
   2. If there is an issue within a specific course that affects multiple people, the class representative may bring the issue to a faculty meeting for resolution.

B. Individual concerns/grievances
   1. The Department of Nursing follows the general grievance policy for Wesley College.
   2. Concerns about a specific course should follow the following steps:
      a. Speak directly and in private with the professor teaching the course; if this does not resolve the issue, follow the “chain of command” by speaking next
with the Course Coordinator, followed by the BSN Program Director, and finally the Nursing Department Chairperson.

b. If after speaking with each of these individuals a concern remains, a student may speak with the Vice President for Academic Affairs for resolution.

3. For general concerns, a student can submit them in writing to the locked student suggestion box in the student lounge which is maintained by the BSN Program Director. These concerns can be submitted anonymously if the student so chooses.

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 and Revised 5/2012, 5/6/2014
Reviewed 5/3/2016
Reviewed and Revised 5/9/2018
**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 included in the clinical lab fee.
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 required proctored 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 5/2011 & 5/2012*
*Reviewed and Revised 5/2013, 5/6/2014*
*Reviewed 5/3/2016*
*Reviewed and Revised 5/9/2018*
STATEMENT OF LEGAL LIMITATIONS FOR LICENSURE

Graduates of the Wesley College Bachelor of Science in Nursing Program are eligible to take 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 take 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.

1. As soon as feasible after the faculty member becomes aware of a student incident, the faculty member will inform the student involved. The student will complete a Student Variance Report and submit it to both the Course Coordinator and the Department Chair within 24 hours of this notification or by the next non-weekend day.

2. The Department Chair will arrange a meeting with the student, the faculty member, and the Program Director within 72 hours to discuss the incident and take appropriate action. If the Department Chair is not available, the faculty member involved, the Course Coordinator of the course, and the Program Director will meet with the student to discuss the incident and take appropriate action. (If the faculty member 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 Course Coordinator 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 5/201, 5/2012
Reviewed and Revised 5/6/2014
Reviewed 5/3/2016
Reviewed and Revised 5/9/2018
WESLEY COLLEGE
DEPARTMENT OF NURSING
BACHELOR OF SCIENCE IN NURSING

STUDENT VARIANCE REPORT
(Please Print)

I. STUDENT’S STATEMENT

Date of Incident __________ Time __________ Location _________________________

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

Brief description of incident
_________________________________________________________________________

Witnesses’:
_________________________________________________________________________

Reported to ___________________________________ Date __________ Time __________

Student Signature __________________________________ Date Submitted _____________

II. FACULTY’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 __________
CONFERENCE

DATE:

TIME:

THOSE PRESENT:

REPORT OF PROCEEDINGS:

ACTION TAKEN:

Signature

Department Chair

Date

Reviewed 5/9/2018

[53]
READMISSION TO THE NURSING PROGRAM

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.

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. Possess a 2.5 cumulative GPA

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.

Students who were academically dismissed from the BSN program will not be considered for readmission to the nursing program. In the case of extenuating circumstances a formal appeal will be considered. (Refer to Post Dismissal Appeal Procedure Policy)

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
Reviewed 5/3/2016
Reviewed and Revised 5/9/2018
POST DISMISSAL APPEAL PROCEDURE POLICY

Purpose: This policy and procedure outlines the process that students previously dismissed from the program must follow to file an appeal.

Students who have been academically dismissed from the BSN program will not be considered for readmission to the nursing program. In the case of extenuating circumstances, a formal appeal will be considered.

Readmission to the program is not guaranteed, regardless of the reason for dismissal. Students are readmitted on a space available basis.

Post Dismissal Appeal Procedure

1. Students who are dismissed following the fall semester will need to appeal prior to the last day of class of the following spring semester. Students who are dismissed following the spring semester will need to appeal prior to the last day of class of the following fall semester.

2. Students must provide the BSN Program Director with written documentation stating the extenuating circumstances that negatively impacted successful progression in the program.

3. The Nursing Department Admissions Committee will review all documentation and will interview students seeking readmission within two weeks of receiving the students’ request for appeal. Applicants for appeal will be notified by email when and where the interview will be held. This committee is comprised of the Nursing Department Chair, the BSN Program Director, and another nursing member of the faculty selected at-large. The BSN Program Director will chair the committee. The committee will present their recommendation to the full nursing faculty for a final vote.

4. The BSN Program Director will notify the student of the Nursing Faculty’s decision in writing. The decision of the Nursing Faculty is binding on all parties and ends the appeal procedure.

5. Students who are readmitted will be required to pass clinical skills and math competency. If readmitted students fail another nursing course, they are permanently dismissed and are ineligible to reapply for readmission to the BSN program under this policy.

Students who are approved for readmission to the nursing program must complete the nursing program requirements as outlined in the Readmission to the Nursing Program Policy. If the appeal is approved, readmission is contingent on passing clinical skills and math competency by the end of drop/add week.

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 2018. Policy reviewed by Department of Nursing Faculty in the spring, even numbered years.
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 Director of Nursing Learning Resource of the student’s confirmed eligibility via email or written document.
3. The Director of Nursing Learning Resource will email or mail the course appropriate Clinical Skills Testing Scenario and instructions for testing to the student.
4. The student may then contact the Director of Nursing Learning Resource 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 prior to the beginning 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 Director of Nursing Learning Resource 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 Director of Nursing Learning Resource, 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 Director of Nursing Learning Resource 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 Director of Nursing Learning Resource, the BSN Program Director and or the appropriate Course Coordinator. A determination will be made at that time, based on the students 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 have one additional testing opportunity for which a $75 fee must be paid; if the student is unsuccessful on the second attempt, the student must 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.
SENIOR PRACTICUM POLICY

Purpose: The senior practicum is designed to facilitate the transition from a student role to the role of an entry level nurse. The senior practicum, through a relationship with a nurse mentor, encourages the senior nursing student to synthesize the clinical skills and knowledge learned in school and to apply them in a comprehensive manner in the practice setting. Leadership and research concepts are integrated and the experiences culminate in a focused senior capstone project.

Definitions:
Nurse Mentor: Licensed, practicing Registered Nurse with a minimum of a BSN degree and at least 18 months of clinical nursing experience with a desire to mentor a senior nursing student.

Wesley College Senior BSN Student: A nursing student in good academic standing who has completed seven (7) semesters of study towards the BSN degree.

Senior Practicum: Concentrated clinical experience under the supervision of a nurse mentor. The Wesley College Senior BSN Student works directly with the nurse mentor to provide direct patient care during the nurse mentor’s assigned work schedule.

Clinical Capstone Patient Care Concept Map: A comprehensive plan of care designed in collaboration with the patient and nurse mentor for one patient cared for during the mentor experience. The plan of care must provide evidence of ability to develop simple and complex concepts in multiple contexts and demonstrate through the concept map, skill self-direction and knowing what is appropriate for what context.

Clinical Agency: Clinical facility providing the clinical practice experiences and nurse mentors.

Educational Unit: Wesley College BSN Department of Nursing

Procedures:
- Annually in September, the Chair of the Wesley College Department of Nursing or authorized designee establishes agreements with clinical agencies through the appropriate agency liaison mechanism.
- Annually in November through the agency communication method, identify nurse mentors.
- Approved nurse mentors will remain in an active file for a period of two years.
- Annually in January, Wesley College will provide orientation materials for nurse mentors.

Responsibilities:
Student:
- Maintain current mandatory requirements such as TB testing, CPR, and immunizations
- Demonstrate professional behaviors
- Maintain competency in clinical skills
- Establish personal goals and outcomes for the senior practicum experience
- Coordinate schedule with nurse mentor to achieve a minimum of 12 hours to a maximum of 36 hours per week of direct patient care during the nurse mentor’s work schedule to achieve a minimum of 84 practicum hours.
- Maintain a weekly log of experiences
- Attend weekly seminars with the Wesley College faculty coordinator
- Develop and present a clinical capstone in the format of a patient care concept map
- Evaluate the effectiveness of the senior practicum experience
**Educational Unit**
- Maintain student records to include: CPR certification, criminal background check, adult abuse registry, drug screening, and immunization record
- Provide liability insurance coverage for the student
- Validate student skill proficiency in a clinical lab setting prior to the senior practicum experience
- Provide nurse mentors and students with expected outcomes
- Maintain contact with nurse mentors at least every other week via phone, email, or on site visits
- Evaluate the effectiveness of the experience
- Evaluate the clinical capstone patient care concept map.

**Agency sponsoring practicum**
- Provide clinical practice setting
- Approve the staff RN for the role of nurse mentor for a senior nursing student
- Provide direction and support for the nurse mentor
- Facilitate student access and orientation to the facility
- Obtain Child Abuse Registry clearance if necessary
- Evaluate the overall senior practicum/nurse mentor experience at the clinical setting level

**Nurse Mentor**
- Sign a nurse mentor agreement with the Educational Unit
- Provide the Educational Unit with a biographical form (component of agreement form) and copy of current RN license
- Work directly with the student nurse to provide all aspects of patient care assigned to the nurse mentor during the typical scheduled shift.
- Facilitate application of education to clinical practice
- Facilitate application of delegation principles
- Demonstrate the various roles of a professional nurse

Effective date: January 8, 2007  
Reviewed and Revised 5/09  Reviewed and Revised 1/2018  
Policy review by Department of Nursing faculty
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>4.25 – Minimal Assistance</td>
</tr>
</tbody>
</table>
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-Minimal Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Unsafe performance;</td>
<td>• Safe performance with supervision but</td>
<td>• Safe and accurate performance noted with</td>
<td>• Safe and accurate performance noted with</td>
<td>• Safe and accurate performance noted with</td>
</tr>
<tr>
<td>unable to demonstrate behavior(s)</td>
<td>performance not always accurate</td>
<td>each behavior</td>
<td>each observation</td>
<td>each observation without</td>
</tr>
<tr>
<td>• Continuous support and direction</td>
<td>• Continuous support and direction required</td>
<td>• Requires support and occasional</td>
<td>• Occasionally requires supportive</td>
<td>cues from mentor</td>
</tr>
<tr>
<td>required</td>
<td>• In majority of behavior, lacks skills and</td>
<td>directive cues</td>
<td>and directive cues</td>
<td>Coordinated skill</td>
</tr>
<tr>
<td>• Poor organization;</td>
<td>is uncoordinated</td>
<td>• Partial lack of skill and/or</td>
<td>• Coordinated skill performance, but uses</td>
<td>performance</td>
</tr>
<tr>
<td>unskilled</td>
<td>• Performance of care is delayed, omitted, or</td>
<td>coordination in part of care</td>
<td>some extra energy to complete skill</td>
<td>Care provided in a timely, efficient</td>
</tr>
<tr>
<td>• Non-productive; unable to act</td>
<td>disrupted</td>
<td>• Requires extended time to complete</td>
<td>• Complete care in a reasonable timeframe</td>
<td>manner</td>
</tr>
<tr>
<td>• Cannot identify or apply nursing</td>
<td>Incompetence causes</td>
<td>tasks/care, some care provided late</td>
<td>• Relaxed and confident during provision of</td>
<td></td>
</tr>
<tr>
<td>principles</td>
<td>waste of time and energy</td>
<td>• Poor planning and organization, wastes</td>
<td>care</td>
<td></td>
</tr>
<tr>
<td>• Attempts an activity or behavior</td>
<td>Principles of nursing practice applied</td>
<td>time</td>
<td>• Theoretical knowledge applied</td>
<td></td>
</tr>
<tr>
<td>but unable to complete</td>
<td>inappropriately and fragmented</td>
<td>• Identifies appropriate</td>
<td>accurately and consistently</td>
<td></td>
</tr>
<tr>
<td>• Focus is only on task and</td>
<td>• Focus is only on task and own</td>
<td>nursing principles, but needs assistance</td>
<td>• Focuses on the client throughout</td>
<td></td>
</tr>
<tr>
<td>own behavior</td>
<td>own behavior</td>
<td>to apply the principles</td>
<td>provision of care</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Demonstrates increased</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>ability to focus on patient</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>behaviors</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Focuses entirely on the client initially</td>
<td></td>
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<td></td>
<td></td>
<td>then if care is complex increases</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>focus on care/task</td>
<td></td>
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</tr>
</tbody>
</table>
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=Minimal Assistance, 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>Synthesize knowledge from a liberal education in essential skills and competencies, breadth of knowledge, depth of understanding, and application in the major.</td>
<td></td>
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<tr>
<td>Student behaviors:</td>
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</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>
<td>1 2 3 4 5 no</td>
</tr>
<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>
</tr>
<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>
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<td>1 2 3 4 5 no</td>
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</table>

Comments
### 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.
   - 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no
2. Distinguishes between normal and abnormal assessment findings in light of client’s age, developmental level and disease status.
   - 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no
   - 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no

### 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.
   - 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no
2. Interviews the client/family to elicit relevant data.
   - 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no
3. Communicates pertinent client data to appropriate health team members in a timely fashion.
   - 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no
4. Documents patient data and nursing care appropriately & timely.
   - 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no
5. Uses communication practices that minimizes risks associated with handoffs across care levels.
   - 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no 1 2 3 4 5 no

Comments

[63]
<table>
<thead>
<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>
<th>Mid-term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Behaviors:</td>
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</tr>
<tr>
<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>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
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</tr>
<tr>
<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>
<td>1 2 3 4 5 no</td>
<td></td>
</tr>
<tr>
<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>
<td>1 2 3 4 5 no</td>
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Comments

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<th>Week 2</th>
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<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>Student Behaviors:</td>
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</tr>
<tr>
<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>
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</tr>
<tr>
<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>
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</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<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>
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<tr>
<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>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
<td></td>
</tr>
<tr>
<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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</tbody>
</table>

Comments
### Student Learning Outcome:
Integrate information and health care technology with knowledge based on research to provide competent nursing care.

<table>
<thead>
<tr>
<th>Student Behaviors:</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>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>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
</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>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
</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>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
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</tbody>
</table>

Comments

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

<table>
<thead>
<tr>
<th>Student Behaviors:</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>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>
</tr>
<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>
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<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>
<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>
<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>
<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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<thead>
<tr>
<th></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>Promotes healthy lifestyles through health education, community partnerships, and health promotion strategies.</td>
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<tr>
<td><strong>Student Behaviors:</strong></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>
<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>
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<tr>
<td>3. Seeks education about health information before providing care and patient education.</td>
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<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>Practices within the values, ethics, and standards of professional nursing practice.</td>
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<tr>
<td><strong>Student Behaviors:</strong></td>
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</tr>
<tr>
<td>1. Applies legal/ethical standards to nursing 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>
<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. Prepares and safely administers medications and treatments.</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>3. Use national patient safety resources to maintain safety in health care settings.</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>Student Initials/date</td>
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<td>Faculty Initials/date</td>
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<tr>
<td>Mid-term Grade: _______ Faculty Signature/date: _____________________ Student Signature/date: __________</td>
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<td>Week 11</td>
<td>Week 12</td>
<td>Week 13</td>
<td>Week 14</td>
<td>Final</td>
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<td>Clinical Assignment (Date and location)</td>
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[66]
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<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>Synthesize knowledge from a liberal education in essential skills and competencies, breadth of knowledge, depth of understanding, and application in the major.</td>
<td></td>
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</tr>
<tr>
<td><strong>Student behaviors:</strong></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>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>
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</tr>
<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>
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</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>
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</tr>
<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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<tr>
<td><strong>Comments</strong></td>
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<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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<td>1. Completes a thorough evidenced-based concept map for a client.</td>
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<tr>
<td>2. Distinguishes between normal and abnormal assessment findings in light of client’s age, developmental level and disease status.</td>
<td>1 2 3 4 5 no</td>
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<td>3. Bases individualized patient care plan on patient values, clinical expertise, and evidence.</td>
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<tr>
<td>Communicates using an ongoing interactive process that builds therapeutic interpersonal relationships.</td>
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<tr>
<td>1. Establishes a therapeutic relationship with the client/family.</td>
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<tr>
<td>2. Interviews the client/family to elicit relevant data.</td>
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<tr>
<td>3. Communicates pertinent client data to appropriate health team members in a timely fashion.</td>
<td>1 2 3 4 5 no</td>
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<tr>
<td>4. Documents patient data and nursing care appropriately &amp; timely.</td>
<td>1 2 3 4 5 no</td>
<td>1 2 3 4 5 no</td>
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<tr>
<td>5. Uses communication practices that minimizes risks associated with handoffs across care levels.</td>
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<tr>
<td>Comprehends the implications of the health care system on quality patient care and the scope of nursing.</td>
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<tr>
<td>1. Maintains a safe environment in light of physiological status/developmental needs.</td>
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<td>2. Uses tools to make processes of client care specific and individualized.</td>
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<tr>
<td>3. Uses quality measures to provide best practice.</td>
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<td><strong>Student Learning Outcome:</strong> Applies the nursing process to provide evidence-based, clinically competent, contemporary, professional nursing care</td>
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<td><strong>Student Behaviors:</strong></td>
<td>1. Gathers and validates assessment data.</td>
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<td>2. Initiates appropriate actions based on interpretation of vital signs/changes in client.</td>
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<td>3. Prioritizes nursing diagnoses appropriately.</td>
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<td>4. Formulates patient-centered outcomes that are specific, measurable, attainable and relevant, with a time frame.</td>
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<td>5. Derives nursing interventions that meet outcome criteria.</td>
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<td>6. Revises plan of care based on evaluation as appropriate.</td>
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<td><strong>Student Learning Outcome:</strong> Integrates information and health care technology with knowledge based on research to provide competent nursing care.</td>
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<td><strong>Student Behaviors:</strong></td>
<td>1. Provides care according to evidence-based practice, policies, and standards.</td>
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<td>2. Demonstrates effective use of technology to support safety and quality in patient care.</td>
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<td>3. Documents the patient plan of care in the electronic health record.</td>
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<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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<td>4. Is consistently punctual for lab and clinical sessions</td>
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<td>5. Accepts responsibility for clinical assignments without excuses.</td>
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<td>6. Demonstrates professional accountability when providing care to the client.</td>
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<td>1. Utilizes opportunities to provide teaching.</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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<td>3. Seeks education about health information before providing care and patient education.</td>
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[70]
### Student Learning Outcome:
Practices within the values, ethics, and standards of professional nursing practice.

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### Student Behaviors:

1. Applies legal/ethical standards to nursing practice.
2. Prepares and safely administers medications and treatments.
3. Use national patient safety resources to maintain safety in health care settings.

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Comments:

**Student Initials/date**

**Faculty Initials/date**

Final Clinical Grade: ________ Faculty Signature/date: ____________________________ Student Signature/date: ____________________________

**Satisfactory (S):** Performs at expected level

**Unsatisfactory (U):** Performs below the expected level

Comments:

Approved 11/22/13
Reviewed & Revised 5/6/2014
Revised 5/3/2016
Reviewed 5/9/2018
Reviewed & Revised 1/22/2020

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.