SCHOOL OF NURSING

UNDERGRADUATE STUDENT HANDBOOK

Academic Year
2011-2012
PREFACE

This Handbook will provide you with information about the programs of study and the policies and procedures specific to our School of Nursing. It should be used as a supplement to the Widener University Bulletin, Widener University Student Handbook, and other University Publications. As such, the policies, procedures, regulations, requirements, standard of conduct and other information contained in such other publications are not reprinted herein, but are incorporated by reference herein as if all of the foregoing were set forth at length. All students are obliged to be familiar with and to comply with all of the policies, procedures, regulations, requirements, standards of conduct and other information set forth in such other publications.

The contents of this Handbook provide for the continuing integrity of the programs of study in the School of Nursing, thereby preparing you, the student, for professional roles. The University and the School of Nursing reserve the right and authority at any time to alter any of all of the statements contained herein, to modify the requirements for admission and graduation, to change or discontinue programs of study, to amend any regulation or policy affecting the student body, to increase tuition and fees, to deny admission, to revoke an offer of admissions, and to dismiss from the University any student at any time, if it is deemed by the University or the School of Nursing to be in the best interest of the University, the School of Nursing, the university community, or the student to do so. The provisions of this publication are subject to change without notice, and nothing in this publication may be considered as setting forth terms of a contract between a student or prospective student and Widener University.

ACCREDITATION AND APPROVAL

Widener University’s School of Nursing’s Bachelor of Science in Nursing (BSN) and Master of Science in Nursing (MSN) programs are fully accredited by the Commission on Collegiate Nursing Education, and the BSN and MSN Family Nurse Practitioner programs are approved by the State Board of Nurse Examiners of the Commonwealth of Pennsylvania.

Commission on Collegiate Nursing Education (CCNE)  
One DuPont Circle, NW  
Suite 530  
Washington, DC 20036  
(202) 887-6791

Commonwealth of Pennsylvania  
State Board of Nursing  
P.O. Box 2649  
Harrisburg, PA 17105  
(717) 783-7142

The School of Nursing Undergraduate Student Handbook is applicable to the Bachelor of Science in Nursing (BSN) traditional program, as well as the RN-to-BSN, and RN to MSN programs.
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<td>ROTC - FLANC Advisor, Jr. Level Coord., Chair Strategic Plan</td>
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<td>Rasin, Joyce</td>
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<td>Tenaro, Margaret</td>
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I. Learning Prescription
The professional nurse is an integral member of society. Widener University School of Nursing undergraduate program promotes civic leadership by emphasizing the importance of caring for diverse populations in a globalized society. Learning experiences are tailored to encourage civic engagement through service learning and clinical activities that meet the needs of the communities we serve.

Widener University School of Nursing believes that professional nursing is a balance of science and art. Our undergraduate nursing curriculum is built upon a solid foundation of liberal arts and sciences and includes education that allows the students to manage advances in technology.

The members of faculty, staff and leadership of Widener University School of Nursing value each other and the uniqueness of each member. We foster a caring environment of academic excellence through faculty mentorship and personal attention to students.

The faculty serves as role models for students in moral and ethical decision making, professional accountability and responsibility. Emphasis is placed on cultivating a sense of inquiry and critical thinking as well as the utilization of evidence based practice and research. Widener University School of Nursing values the role of students as health advocates. Effective communication, team work and leadership are all essential to the undergraduate curriculum.

Preparing the undergraduate nursing student to function in the rapidly changing health care system is of prime importance. The School of Nursing undergraduate program prides itself on the preparation of graduates who value the importance of lifelong learning and become leaders in many different health care environments in our region.
OVERVIEW
MISSION/VISION/GOALS

WIDENER UNIVERSITY VISION STATEMENT
Widener aspires to be the nation’s preeminent metropolitan university recognized for an unparalleled academic environment, innovative approaches to learning, active scholarship, and the preparation of students for responsible citizenship in a global society.

WIDENER UNIVERSITY MISSION STATEMENT
As a leading metropolitan university, we achieve our mission at Widener by creating a learning environment where curricula are connected to societal issues through civic engagement. We lead by providing a unique combination of liberal arts and professional education in a challenging, scholarly, and culturally diverse academic community. We engage our students through dynamic teaching, active scholarship, personal attention, and experiential learning. We inspire our students to be citizens of character who demonstrate professional and civic leadership. We contribute to the vitality and well-being of the communities we serve.

WIDENER UNIVERSITY GOALS
• Develop a university community whose diversity enriches the lives of all members and where our students are prepared for living in a pluralistic and ever-changing world.

• Achieve an unparalleled academic environment by promoting rigorous educational programs, productive scholarship and lifelong learning.

• Create a student-centered living and learning experience that supports the achievement of academic excellence.

• Transform Widener into a university known for distinctive education programs that effectively use experiential and collaborative learning, mentoring, and engaged teaching and that emphasize the linkage between the curricula and societal needs.

• Expand and diversify the university’s financial resources and manage its assets in an efficient and effective manner.

• Make Widener an employer of first choice and a place that attracts talented people at all levels to work or volunteer to help us fulfill our unique mission.

• Implement strategies to strengthen the integration of liberal arts and sciences and professional programs, and enrich our general education offerings to ensure that every undergraduate student has common educational experiences involving civic engagement and experiential learning.

• Foster an environment that will encourage innovation in teaching, scholarship and program development.

• Raise the profile of Widener among metropolitan leaders, the general public, the academic disciplines and the national higher education community.

• Optimize the university’s enrollment to achieve a vital university community at both the undergraduate and graduate levels.
• Address the metropolitan region’s most pressing concerns and enhance our program offerings to respond to the educational needs of our communities.

• Actively promote the development of leadership skills and provide opportunities for leadership experiences for members of the university community so that they may demonstrate civic and professional leadership.

• Ensure academic excellence by maintaining the university’s commitment to academic freedom and by upholding faculty governance, especially in matters pertaining to pedagogy, curriculum and scholarship.

5/04

SCHOOL OF NURSING

The School of Nursing is an integral part of Widener University. The University was founded in 1821 and has grown to become a multi-campus metropolitan university located in the Commonwealth of Pennsylvania and the state of Delaware. The School of Nursing’s vision, mission and goals are reflective of and consistent with the vision, mission, and goals of the University.

VISION STATEMENT

The Widener University School of Nursing aspires to be a preeminent school of nursing in a metropolitan university recognized for developing clinically prepared, scientifically oriented, technologically proficient, professional nurses who provide leadership as clinicians, educators, scholars and researchers to transform the health and quality of life of diverse communities in a global society.

MISSION STATEMENT

As a comprehensive School of Nursing, we achieve our mission by creating a learning environment where curricula are connected to societal health issues through diverse community engagement. We lead by providing a unique professional nursing education in a challenging, scholarly, and supportive learning community. We engage our students through interactive teaching, professional role modeling, active scholarship, and experiential learning. We inspire our students to be professionals who demonstrate leadership in nursing practice, education, scholarship, and research throughout the global community. We contribute to the health and well-being of the communities we serve.

Approved by faculty 9/24/04
SCHOOL OF NURSING STRATEGIC GOALS

1. Foster a SON community whose diversity all members and where our students are prepared for living and serving in a pluralistic and ever changing world.

2. Achieve an unparalleled academic environment in the SON by promoting rigorous educational programs, productive scholarship, and lifelong learning.

3. Create a student centered living and learning experience that supports the achievement of academic excellence by nursing students.

4. Promote the SON as a school known for offering programs that use experiential learning and collaborative learning, mentoring, and engaged teaching that emphasize the linkage between the curricula and societal needs.

5. Expand and diversify the SON’s financial resources and mange its assets in an efficient and effective manner.

6. Make the SON and employer first choice and a place that attracts talented people at all levels to work or volunteer to fulfill the mission of the SON.

7. Implement strategies to strengthen the integration of liberal arts and sciences and professional programs, and enrich our general education offerings to ensure that every undergraduate nursing student has common educational experiences involving civic engagement and experiential learning.

8. Foster an environment that encourages innovation in teaching, scholarship, and program development.

9. Raise the profile of the SON among metropolitan nursing leaders, the general public, and among the national professional and higher education communities.

10. Optimize the SON’s enrollment to achieve a vital university community at both the undergraduate and graduate levels.

11. Address the metropolitan region’s most pressing health concerns and enhance our program offerings to respond to the needs of our community of interest.

12. Actively promote the development of leadership skills and provide opportunities for leadership experiences for students, faculty, and alumni of the SON so that they may demonstrate civic and professional leadership.

13. Ensure academic excellence by maintaining the SON’s commitment to academic freedom and by upholding faculty governance, especially in matters pertaining to pedagogy, curriculum, and scholarship.

Approved FF 5/2010
Nursing education has the mandate to both respond to and influence society and the health care system. To meet these responsibilities, the School of Nursing through its various programs produces graduates who can influence society and the health care system through their leadership. Program outcomes for the baccalaureate, advanced practice and doctoral levels are as follows:

OUTCOME I
The Bachelor of Science in Nursing program prepares graduates to function as generalists in multiple settings. The program equips graduates to assume professional responsibility for making knowledgeable, collaborative judgments leading to nursing diagnoses and interventions. As members of a learned profession, these graduates accept personal and professional responsibility and exercise leadership within their communities by acting as consumer advocates and educators in promoting health.

OUTCOME II
The Master of Science in Nursing program provides opportunities for individuals to develop leadership in diverse health care settings as advanced practitioners. The graduate of the Master’s program uses knowledge in a specialized area of nursing, and in related sciences and humanities to improve health care in a variety of cultures and settings. Graduates are prepared to use nursing theories and research findings to guide and enhance practice. The Master's program serves as a foundation for Doctoral study.

OUTCOME III
The Doctor of Philosophy program prepares a nurse educator and is based on the belief that nursing is a professional discipline with its unique role and body of knowledge. The graduate is a practitioner who applies rigorous methods of disciplined inquiry to scholarship, teaching, and service to the profession and society.

Approved 5/97
Reviewed 8/05
GOALS OF THE BACCALAUREATE PROGRAM

The Bachelor of Science in Nursing (BSN) program prepares graduates to function as generalists in multiple settings. More specifically, the goals of the baccalaureate program are to:

- Ensure that the undergraduate nursing curriculum provides the opportunity for undergraduate students to acquire a basic knowledge in the humanities, the social sciences, and the natural sciences and mathematics.
- Prepare the undergraduate student to master the basic requirements and standards of the nursing curriculum.
- Prepare the undergraduate student for lifelong academic development.
- Teach nursing students methods of critical thinking, scholarly inquiry, scientific research, problem solving, and communication, including information systems.
- Encourage creative thinking and participative learning and to foster within students the desire for lifelong learning.
- Assist students in identifying and enhancing their personal, academic and career goals and to help them develop the means of achieving these goals.
- Develop in nursing students a sense of ethical and moral values as well as a sense of social and professional responsibilities to adhere to professional standards of practice and professional ethics and to advocate for the patient.
- Offer educational programs and active teaching/learning strategies in an interactive learning environment to students from diverse academic and experiential backgrounds.
- Prepare the graduate through theory and clinical practice, to assume responsibility for the prevention of illness and the promotion, maintenance and restoration of health for individuals, families and communities at the regional, national and global level.
- Prepare students to provide evidence-based and theoretically sound nursing care by collaborating with other health care team members.
- Prepare students to provide culturally competent health care with diverse populations in a wide variety of settings regionally, nationally, and globally.
- Develop the undergraduate student’s leadership skills in addressing safety and quality improvement initiatives to optimize patient outcomes.

Approved FF 4/20/2010
BACLAUREATE EXPECTED STUDENT OUTCOMES

BSN Learning Outcomes

1. Synthesize theoretical concepts and constructs from the humanities, social sciences, mathematical, natural, and physical sciences into nursing practice.

2. Use individual, organizational, and systems leadership in management theories to interact constructively and ethically to influence and assure effective, evidence based, safe, quality outcomes in the delivery of nursing care to human beings in an ever changing world or global society.

3. Apply methods of scholarly inquiry and interpretation to translate best current evidence to into nursing practice.

4. Implement evidence based and theoretically sound nursing care by collaborating with other health care team professionals to promote optimal health for individuals and populations.

5. Use technology to facilitate care to provide safe, ethical, and effective clinical decision making for individuals, populations, and healthcare workers.

6. Integrate into practice a basic knowledge of healthcare policy, finance, and regulatory environments; including local, national, and global trends including system cost factors and the impact on individuals and populations.

7. Integrate into practice a basic knowledge of the impact of socio-cultural, economic, legal, and political factors influencing healthcare delivery and practice.

8. Use effective communication techniques to produce positive interprofessional and intraprofessional teams.

9. Demonstrate appropriate team building strategies when working with interprofessional and intraprofessional teams.

10. Use health promotion along with disease and injury prevention strategies to maximize the health of individuals and populations across the lifespan.

11. Advocate for social justice with a commitment to the health of vulnerable populations and the elimination of health disparities.

12. Assume accountability for professional standards of moral, ethical, and legal conduct through self-reflection of attitudes, beliefs, and values as they relate to decision making, advocacy, collaboration, and social responsibility.

13. Foster personal and professional growth and development through self care and lifelong learning.

14. Perform developmentally and culturally focused patient and family assessment that include a comprehensive appraisal of physical, behavioral, socioeconomic, and environmental parameters.

15. Deliver patient-centered education that reflects consideration for patient developmental level, cultural background, literacy, and family system.
16. Recognize the relationships of genetics, and genomics to health, prevention, screening, diagnostics, prognostics, selection of treatment, and monitoring of treatment effectiveness.

17. Apply effective communication in interactions with patient and patient’s support network.

18. Demonstrate in clinical practice the application of sound principles of psychomotor skills that reflect efficient, safe, and compassionate patient care.
II. ORGANIZING FRAMEWORK

Introduction The organizing framework of the Widener University School of Nursing is derived from the unique mission and vision of the university and the School of Nursing that addresses the needs of our community of interest. It embraces professional nursing standards and the essential concepts as articulated by the American Association of Colleges of Nursing (AACN) in the *AACN Essentials* document for undergraduate and graduate education. Foundational to the organizing framework are the metaparadigm concepts: human being, environment, health and nursing, which are incorporated throughout the curricula in all programs.

- The bachelor of science in nursing (BSN) program prepares graduates to function as generalists in multiple settings.
- The master of science in nursing (MSN) program prepares graduates for leadership in diverse health care settings as advanced practitioners and clinical nurse specialist.
- The doctor of philosophy (PhD) program prepares scholars for educational leadership roles, disciplined inquiry, and the dissemination of new knowledge.
- The doctor of nursing practice (DNP) program prepares graduates for the highest level of advanced practice in CNS or NP roles.

Definition of Essential Concepts (American Association of Colleges of Nursing)

Liberal Education

The baccalaureate nursing curriculum provides a liberal education that includes broad exposure to multiple disciplines and ways of knowing, as well as in-depth study in the discipline of nursing. Learning outcomes include knowledge of human culture and the natural world gleaned from science, social science, mathematics, humanities, and the arts. Intellectual and practical skills, including written and oral communication; inquiry; critical and creative thinking; quantitative literacy; information literacy; teamwork; and integration of learning are additional outcomes of a liberal education. Civic responsibility and engagement demonstrate individual and social responsibility. Liberal education also fosters ethical reasoning, knowledge of diverse cultures, and a propensity for lifelong learning. The graduate curriculum builds upon the liberal education acquired at the baccalaureate level. (AACN, 2008; AAC&U, 2005).

Role

Nursing education prepares its graduates to assume the role of the professional nurse – generalist at the baccalaureate level and advanced practice nurse at the graduate level. Nurses are prepared to be a provider of care, a designer/manager/coordinator of care, and an active member of the nursing profession within a global community. The nurse cooperates and collaborates with consumers, educators, and other health professionals in multidisciplinary settings to promote, maintain and restore health.

As a provider of care to diverse populations in a global community, the professional nurse must have a theoretical and evidenced based body of knowledge. Nurses are prepared to transform the health and quality of life of diverse communities using professional ethical frameworks and enhanced knowledge and by providing culturally sensitive care. As an advocate, the nurse engages in partnership with patients/clients – whether individuals, families, groups, or communities – to deliver high quality care, evaluate care outcomes, provide leadership in improving care, promote reduction of health disparities, and foster active participation in health care decisions. As an educator, the nurse must help individuals, families, groups, and communities acquire, interpret, and use information related to health care, illness, and health promotion.

The nurse must be a health care designer, manager, and coordinator using research findings and guided by evidenced based outcomes. As a designer of care, the nurse must design and implement
high quality, evidenced based, cost effective care guiding the patient/client through the health care system. As a manager of care, the nurse must be a supervisor and evaluator of other health care providers; an interpreter of information related to health care, illness, and health promotion; and an information manager, assisting patients/clients in accessing, understanding, evaluating, and applying health related information. As coordinator, the nurse manages care to meet the needs of vulnerable populations in order to maximize independence and quality of life.

**Core Competencies**

Professional nursing requires strong critical thinking, communication, assessment, and technical skills as a foundation for the development of sound clinical judgment and decision-making. The nursing curricula are designed to provide graduates with course work and clinical experiences that promote the development of these essential core competencies for this practice discipline.

**Core Knowledge**

Nursing core knowledge builds upon the nursing essential core competencies. An appropriate set of values, an ethical framework, knowledge and action within the political and regulatory processes defining health care delivery and systems of care are required along with a commitment to lifelong learning. The School’s Mission Statement embodies the key concepts of core knowledge in its five-pronged approach to professional nursing education by creating curricula to address diverse societal health issues, promoting supportive and challenging learning environments, engaging students in scholarship and experiential learning, motivating students to demonstrate leadership in all areas of professional nursing, and contributing to the overall health and well-being of the communities we serve. Opportunities to explore emerging health care technologies are afforded to our students through a variety of course objectives and experiences.

**Professional Values**

Students enter nursing education already possessing a diverse set of personal beliefs and values. The delivery of health care and nursing education is fraught with moral dilemmas and the need to make ethical decisions based on professional values as well as the values of the patient/client. The School of Nursing promotes the development of professional values by providing curricula that incorporate the concepts of caring, altruism, autonomy, human dignity, integrity, social justice, and accountability.

**References**


Approved by Full Faculty
5.22.06; updated reference 6/11
School of Nursing Undergraduate Handbook

SCHOOL OF NURSING OPERATIONAL DEFINITIONS

**Academic Policies:** Published rules that govern the implementation of the academic program including, but not limited to, admission, retention, progression, graduation, grievance, and grading policies (CCNE, 2009, p. 19).

**Academic Support Services:** Services available to the nursing program that facilitate faculty and students in any teaching/learning modality, including distance education, in achieving the expected outcomes of the program. These may include, but are not limited to, library, computer and technology resources, advising, counseling, and placement services. (CCNE, 2009, p. 19).

**Advanced Practice Nursing (APN):** is recognized as the role of “licensed registered nurses (RN’s) who are prepared at the graduate level in nursing as nurse practitioner, clinical nurse specialist, certified nurse-midwife, or nurse anesthetist. It is recognized that those roles or titles may change over time or new roles may evolve. However, APN...applies to any nurse prepared at the master’s degree level “to provide direct client care” (AACN, 1996, p. 12).

**Caring:** is the provision of a supportive, protective, dignity enhancing and nurturing mental, physical, sociocultural and spiritual environment through scientific problem-solving, responsibility, commitment, participative teaching/learning, interpersonal relationship skills and the promotion of acceptance of human diversity (adapted from the Watson Caring Framework).

**Change:** is a planned or unplanned alteration in a human being, family, community or environment.

**Chief Nurse Administrator:** the registered nurse with a graduate degree who serves as the administrative head of the nursing unit (CCNE, 2009, p. 19).

**Communication:** is the process of sending, receiving and interpreting messages. The process consists of three components: the communicator, the message and the receiver. Communication competence is the ability to speak, listen, behave and interact in a way that is both appropriate for the setting and effective for the desired purpose. Communication modes encompass verbal (oral and written), non-verbal and technological means (adapted from Rubins, 1983). While the definition of communication remains constant across the programs in the level of communication ability increases in depth and breadth from the undergraduate program through the graduate program.

**Community of Interest:** The School of Nursing defines the community of interest as internal and external constituencies that have an interest in the mission, vision, goals and expected outcomes of the School of Nursing and its effectiveness in achieving them. The community of interest may include, but is not limited to, the internal community of interest, comprised of current School of Nursing students, faculty, administrators and staff and the administration of Widener University and the external community of interest including clinical affiliating agencies where students complete their education, other academic institutions, prospective students and families, patients/clients, preceptors, alumni, employers, professional organizations, and regulatory/certification bodies. (SON, 5/06, revised 9/06). The community of interest might also encompass individuals and groups of diverse backgrounds, races, ethnicities, genders, values, and perspectives who are served and affected by the program (CCNE, 2009, p. 19).

**Critical Thinking:** is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. The process of critical thinking can be taught by faculty and learned by students, and requires knowledge of the discipline (nursing) since critical thinking within a discipline is context dependent.
**Cultural Competence:** awareness, knowledge and skills that enable one to respect individuals and understand the points of view of those who are culturally different from oneself and to provide care to those who are culturally different from oneself (SON Strategic Plan, 2006).

**Curriculum:** All planned didactic and clinical educational experiences under the direction of the program that facilitate students in achieving expected outcomes. Nursing curricula include supervised clinical learning experiences (CCNE, 2009, p. 19).

**Evidence-based Practice (EBP):** care delivery based on the best research findings available, incorporating clinical expertise, as well as patient preferences and values, to enhance clinical decision-making for the purpose of achieving optimal patient, provider, and system outcomes. It includes the appraisal and application of the scientific findings to support practice knowledge development and systems-based health care.

**Diversity:** Differences between and among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area (WU Strategic Plan, p. 145).

**Education:** is the formalized and informal acquisition of knowledge for nursing practice which is principally and broadly organized according to three generally accepted metaparadigm propositions:

1. the principles and laws which govern the life process and health of the human being as a whole
2. the patterns of human-environment interaction which facilitate health
3. the environmental conditions and nursing actions which best prevent illness, assist the reparative process, and nurture health and well-being.

**Environment:** is everything external to the human being as a whole and includes spiritual, social, cultural, economic, and political elements at the local national and international levels. Human beings are continuously engaged in mutual, dynamic interaction with their environment, a process that is characterized by increasing complexity and diversity in pattern and organization. Patterns of human-environmental interaction facilitate health (SON Handbooks, 2008).

**Goals:** Statements of general aims for the program that are consistent with the institutional and program missions and reflect the values and priorities of the program (CCNE, 2009, p. 19).

**Health:** is a dynamic state of well-being which is value-related and in intrinsic to the life process; it is a mutable manifestation of patterns of human environmental interaction. Identifiable principles and lows govern life processes and health of the human being as a whole. The nurturance and promotion of health and well-being are the primary social responsibility of the nursing profession (SON Handbooks, 2008).

**Healthy People 2020:** a document that outlines the national goals and objectives for health

“**Healthy People provides science-based, 10-year national objectives for improving the health of all Americans.**
For 3 decades, Healthy People has established benchmarks and monitored progress over time in order to:
Encourage collaborations across sectors, Guide individuals toward making informed health decisions, Measure the impact of prevention activities”

**Human Being:** is a holistic individual who, as a member of a family or community group, continuously engages in a mutual dynamic interaction with the environment to encourage personal, spiritual, social,
cultural, economic and political development. All human beings have intrinsic worth, unique potential, and right and responsibilities and are potential consumers of health care. Nursing’s concern with the human being as a whole occurs at three levels of complexity: individuals, families, and communities (SON Handbooks, 2008).

Leadership: can be understood as the collective activity of organizational members to accomplish the tasks of setting direction, creating alignment, and gaining commitment. All of these tasks enable individuals to work together effectively as a collection (WU Strategic Plan, p. 145).

Learning: is a shared and dynamic process which evolves from theoretical knowledge incorporated with life experiences and continues throughout life. It involves cognitive, perceptual effective and motor domains and is manifested by increasingly diverse and complex changes in ideas, attitudes, and behaviors (SON Handbooks, 2008).

Learning Environment: is an educational climate which is conducive to freedom of thought, creative and independent inquiry, critical thinking, and open communication (SON Handbooks, 2008).

Mission: A statement of purpose defining the unique nature and scope of the parent institution and the nursing program (CCNE, 2009, p. 20).

NCLEX-RN First-Time Pass Rate: The number of students taking the NCLEX-RN exam between the dates of October 1 of a given year through September 30 of the following year who pass the exam on the first attempt, as reported by the Pennsylvania State Board of Nursing.

NCLEX-RN Cumulative Pass Rate for All Takers of a Graduating Class: This rate quantifies the pass rate for members of a graduating class, and is inclusive of all attempts.

Calculation of the rate: The denominator of this calculation is the number of individuals in the graduating class, inclusive of all graduations occurring within a calendar year. The numerator for this calculation is the number of graduates who have passed the NCLEX-RN examination on the first or subsequent attempts during the period of July 1 through June 30 of the year following the graduation date. The rate is expressed as a percentage.

Determination of Passing: A graduate is determined to have passed when the School of Nursing is able to verify licensure through reports of the State Board or through license verification systems available online through the various state boards of nursing.

Truth-in-advertising: In all cases, this rate shall be used in conjunction with first-time pass rates reported by the PA Board of Nursing.

Passed Full Faculty 4/1/11

Nursing: is a science and an art based upon compassionate care and service to society and is composed of activities which best prevent illness, assist the reparative process and nurture and promote optimal health and well being. As a science it is an organized body of knowledge specific to nursing arrived at by logical analysis and scientific rationale through observation and by being an educated consumer of research. As an art, nursing practice is guided by the creative use of the science of nursing (SON Handbooks, 2008).

Nursing Practice: includes disease state management care, project management leadership and systems-based care. It is not site specific. In the diagnosis and treatment of human responses to actual or potential health problems, characterized by:
1. attention to the full range of human experiences and responses to health and illness without restriction, a problem-focused orientation
2. integration of objective data gained from an understanding of the patient or group’s subjective experience
3. application of scientific knowledge to the processes of diagnosis and treatment
4. provision of a caring relationship that facilitates health and healing.


*Nursing Science*: is an organized body of knowledge specific to nursing. It includes frameworks, theories, principles and concepts at various stages of development, generated by logical analysis and subject to verification by empirical search (SON Handbooks, 2008).

**Outcomes**: (CCNE, 2009, p. 20).

**Individual Student Learning Outcomes**: Learner-focused statements explicitly describing the characteristics or attributes to be attained by students as a result of program activities. At the curricular level these outcomes may be reflected in course, unit, and/or level objectives.

**Expected Outcomes**: Statements of predetermined levels of aggregate achievement expected of students who complete the program and of faculty. Expected outcomes are established by the faculty and are consistent with professional nursing standards and guidelines and reflect the needs of the community of interest.

**Actual Outcomes**: Aggregate results describing student and faculty accomplishments. Actual outcomes are analyzed in relation to expected outcomes to demonstrate program effectiveness.

**Aggregate Student Outcomes**: A description of the level of students’ actual collective attainment of designated outcomes as a result of completing the nursing program. Aggregate student outcomes include graduation rates, NCLEX-RN® pass rates, certification rates, employment rates, employer satisfaction with graduates, and program-identified outcomes.

**Aggregate Faculty Outcomes**: Collective accomplishments of faculty that support the program’s mission and goals. Actual accomplishments may reflect teaching, scholarship, practice, and/or service components of the faculty role.

**Program Improvement**: The process of utilizing results of assessments and analyses of actual student and faculty outcomes in relation to expected outcomes to validate and revise policies, practices, and curricula as appropriate (CCNE, 2003, p. 14).

**Parent Institution**: The-entity (e.g., university, academic health center, college, or other entity) accredited by an institutional accrediting agency (regional or national) recognized by the U.S. Secretary of Education that has overall responsibility and accountability for the nursing program. (CCNE, 2009, p. 21).

**Professional Nursing Standards and Guidelines**: Statements of expectations and aspirations providing a foundation for professional nursing behaviors from graduates of baccalaureate, master’s, and professional doctoral programs. Standards are developed by a consensus of professional nursing communities who have a vested interest in the education and practice of nurses. CCNE recognizes that professional nursing standards and guidelines are established through: state rules and regulations, nationally recognized accrediting agencies and professional nursing specialty organizations, national and institutional educational organizations, and health care agencies used in the education of nursing graduates. CCNE requires that baccalaureate or graduate pre-licensure programs in nursing use *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008); that master’s degree programs
use *The Essentials of Master’s Education for Advanced Practice Nursing* (AACN, 1996); that DNP programs use *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006); and that nurse practitioner programs use *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2008). Programs incorporate additional professional nursing standards and guidelines, as appropriate, consistent with the mission, goals, and expected outcomes of the program (CCNE, 2009, p. 21).

**Research:** “is a scientific process that validates and refines existing knowledge and generates new knowledge that directly and indirectly influences nursing practice.”

**Scholarship:** Items 1-4 are from Ernest Boyer (1990); item 5 derived from Ernest Boyer (1996). Scholarship means the research, discovery and dissemination of new ideas and findings through publications and presentations. Under the Boyer definition, scholarship can have five different foci:

1. **The scholarship of discovery** involves empirical, inductive research that expands the knowledge of a specific discipline and that contributes to the intellectual climate of the university.
2. **The scholarship of integration** places isolated facts in a meaningful context, makes connections across disciplines, places specialties in a broad frame of reference, and provides synthesis and interpretation.
3. **The scholarship of application** applies knowledge to consequential issues, for example, medical diagnosis, therapeutic intervention, public policy formation, etc.
4. **The scholarship of teaching** investigates pedagogical approaches to the enterprise of transmitting, transforming and extending knowledge in the context of teaching and learning.
5. **The scholarship of engagement** is scholarship that focuses on bringing the resources of the university to problem and issues of communities (Boyer gives special emphasizes to scholarship concerned with the education of school children and the preparation and performance to school teachers).


**Teaching-Learning Practices:** Strategies that guide the instructional process toward achieving individual student learning outcomes and expected student outcomes (CCNE, 2009, p. 21).

**Therapeutic Nursing Interventions:** are theory-based goal directed behaviors by professional nurses that facilitate clients growth towards outcomes related to optimal health. Goal directed behaviors are reflected in the nursing roles.

CJ/bph 5/18/06
Revised JB/MBW/bph 5/19/06
Approved full faculty 5/25/06
Reviewed BJP 3/28/10
Edited LRA:5/8/10
Approved 5/19/10
Revised 9/30/11
III. STANDARDS OF PRACTICE
The School of Nursing’s mission is responsive to an identified set of professional nursing standards and guidelines. The SON programs, including Bachelor of Science in Nursing, Master of Science in Nursing, and the Doctor of Nursing Practice, are designed in accordance with the Standards for Accreditation of Baccalaureate and Graduate Degree Nursing Programs (CCNE, 2009). All programs incorporate Nursing’s Social Policy Statement (2nd ed.) (ANA, 2004), the ANA Code of Ethics for Nurses with Interpretive Statements (2001), Quality and Safety Education in Nursing Graduate Competencies (QSEN, 2008), the ANA Principles for Social Networking and the Nurse (2011), and The TIGER Initiative: Collaborating to Integrate Evidence and Informatics into Nursing Practice and Education: An Executive Summary (Technology Informatics Guiding Education Reform [TIGER], 2009).

The Baccalaureate programs are guided by the American Association of Colleges of Nursing Essentials for Baccalaureate Education for Professional Nursing Practice (AACN, 2008), and the American Nursing Association Nursing: Scope and Standards of Practice (ANA, 2004).

The Master of Science in Nursing programs are guided by the American Association of Colleges of Nursing Essentials of Master’s Education for Advanced Practice Nursing (AACN, 1996), Nursing: Scope and Standards of Practice (ANA, 2004), Nursing’s Social Policy Statement (2nd ed.) (ANA, 2003), and the Code of Ethics for Nurses with Interpretive Statements (ANA, 2001). In addition, specific programs augment these standards with specialty standards. These include the following: National Organization of Nursing Practitioner Faculties, Domains and Core Competencies of Nursing Practitioner Practice (NONPF, 2006); National Organization of Nurse Practitioner Faculties Nurse Practitioner Primary Care Competencies in Specialty Area: Family (NONPF, 2002); National Task Force on Quality Nurse Practitioner Education, Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2008); Association of Community Health Nursing Educators, Graduate Education for Advanced Practice in Community Public Health Nursing (ACHN, 2003); National Association of Clinical Nurse Specialists Statement on Clinical Nurse Specialist Practice and Education (2nd ed.) (NACNS, 2004); Clinical Nurse Specialist Core Competencies. Executive Summary (2006).

The Doctor of Nursing Practice (DNP) program is guided by the American Association of Colleges of Nursing Essentials of Doctoral Education for Advanced Practice (AACN, 2006); the National Organization of Nurse Practitioner Faculties, Integrated Nurse Practitioner Core Competencies (NONPF, 2011), National Association of Clinical Nurse Specialist, Core Practice Doctorate Clinical Nurse Specialist (CNS) Competencies (NACNS, 2009), and the Quality and Safety Education in Nursing Graduate Competencies (QSEN, 2008).

The Doctor of Philosophy (PhD) program is guided by the American Association of Colleges of Nursing Expected Outcomes and Curricular Elements of PhD Programs in Nursing (AACN, 2001). Both baccalaureate and master’s programs adhere to the statutes and regulations of the Pennsylvania State Board of Nursing (PA SBON).

Approved 5/97, Revised 10/02, 8/05, 4/06, 11/09, 5/10, 7/11, and 9/11
PROFESSIONAL NURSING PRACTICE IN PENNSYLVANIA

The Pennsylvania State Board of Nursing reserves the right to deny a professional license to any applicant who has been convicted of a felony or any offense related to the use or sale of alcohol or controlled substances in Pennsylvania or any other state. It is the student's responsibility to contact the Pennsylvania State Board of Nursing with questions pertaining to this policy.

The definition of the practice of professional nursing in Pennsylvania as enacted by the General Assembly of the Commonwealth of Pennsylvania is as follows:

"The 'Practice of Professional Nursing' means diagnosing and treating human responses to actual or potential health problems through such services as case finding, health teaching, health counseling, and provision of care supportive to or restorative of life and well-being, and executing medical regimens as prescribed by a licensed physician or dentist. The foregoing shall not be deemed to include acts of medical diagnosis or prescription of medical therapeutic or corrective measures, except as performed by a certified registered nurse practitioner acting in accordance with rules and regulations promulgated by the Board”.

Amended 12/02

PROFESSIONAL NURSING LAW

The following statements are taken from the "The Professional Nursing Law" as enacted by the General Assembly of the Commonwealth of Pennsylvania. Copies of the Professional Nursing Law can be found in the Office of the Dean of the School of Nursing, and the Center for Simulation and Computerized Learning/Testing. Academic Program Directors listed in the front of this handbook.

Section 4.1 Temporary Practice Permit. - In order for a person to practice professional nursing during the one (1) year period from completion of his or her education program or the one (1) year period from the application for licensure by a person who holds a current license issued by any other state, territory or possession of the United States or the Dominion of Canada, the Board may issue a temporary practice permit which is nonrenewable and valid for a period of one (1) year and during such additional period as the Board may in each case especially permit, except that the temporary practice permit shall expire if such person fails the licensing examination.

Section 6(a). Fees; Qualifications for Licensure. No application for licensure as a registered nurse shall be considered unless accompanied by fee determined by the Board by regulation. Every applicant, to be eligible for examination for licensure as a registered nurse, shall furnish evidence satisfactory to the Board that he or she is of good moral character, has completed work equal to a standard high school course as evaluated by the Board and has satisfactorily completed an approved program of professional nursing. Approved programs shall include baccalaureate degree, associate degree, and diploma nursing programs, and programs in transition from approved diploma – to degree – granting programs when all other requirements have been met.

Section 6 (c). The Board shall not issue a license or certificate to an applicant who has been convicted of a felonious act prohibited by the act of April 14, 1972 (P.L.233, No. 64), known as the "The Controlled Substance, Drug, Device and Cosmetic Act", or convicted of a felony relating to a controlled substance in a court of law of the United States or any other state, territory or county - unless:
(1) at least ten (10) years have elapsed from the date of conviction;
(2) the applicant satisfactorily demonstrates to the Board that he has made significant progress in personal rehabilitation since the conviction such that licensure of the applicant should not be expected to create a substantial risk of harm to the health and safety of patients or the public or a substantial risk of further criminal violations; and
(3) the applicant otherwise satisfies the qualifications contained in or authorized by this act.
(4) As used in this subsection the term "convicted" shall include a judgment, an admission of guilt or a plea of nolo contendere. An applicant's statement on the application declaring the absence of a conviction shall be deemed satisfactory evidence of the absence of a conviction, unless the Board has some evidence to the contrary.

Amended 12/02

Section 14.1. Impaired Professionals Program.

(a) The Board, with the approval of the Commissioner of Professional and Occupational Affairs, shall appoint and fix the compensation of a professional consultant who is a licensee of the Board with education and experience in the identification, treatment and rehabilitation of persons with physical or mental impairments. Such consultant shall be accountable to the Board and shall act as a liaison between the Board and treatment programs, such as alcohol and drug treatment programs licensed by the Department of Health, psychological counseling and impaired nurses support groups approved by the Board and which provide services to nursing licensees under this act.

(b) The Board may defer and ultimately dismiss any of the types of corrective action set forth in this act for an impaired professional so long as the licensee is progressing satisfactorily in an approved treatment program, provided that the provisions of this subsection shall not apply to a licensee who has been convicted of, pleaded guilty to or entered a plea of nolo contendere to a felonious act prohibited by the act of April 14, 1972 (P.L. 233, No. 64), known as the "The Controlled Substance, Drug, Device and Cosmetic Act," or the conviction of a felony relating to a controlled substance in a court of law of the United States or any other state, territory or country. An approved program provider shall, upon request, disclose to the consultant such information in its possession regarding an impaired nurse in treatment which the program provider is not prohibited from disclosing by an act of this Commonwealth, another state or the United States. Such requirement of disclosure by an approved program provider shall apply in the case of impaired professionals who enter an agreement in accordance with this section, impaired professionals who are the subject of a Board investigation or disciplinary proceeding and impaired professionals who voluntarily enter a treatment program other than under the provisions of this section but who fail to complete the program successfully or to adhere to an after-care plan developed by the program provider.

(c) An impaired professional who enrolls in an approved treatment program shall enter into an agreement with the Board under which the professional's license shall be suspended or revoked but enforcement of that suspension or revocation may be stayed for the length of time the professional remains in the program and makes satisfactory progress, complies with the terms of the agreement, and adheres to any limitations on his practice imposed by the Board to protect the public. Failure to enter into such an agreement shall disqualify the professional from the impaired professional program and shall activate an immediate investigation and disciplinary proceeding by the Board.
(d) If, in the opinion of such consultant after consultation with the provider, an impaired professional who is enrolled in an approved treatment program has not progressed satisfactorily, the consultant shall disclose to the Board all information in his or her possession regarding such professional, and the Board shall institute proceedings to determine if the stay of enforcement of the suspension or revocation of the impaired professional's license shall be vacated.

(e) An approved program provider who makes a disclosure pursuant to this section shall not be subject to civil liability for such disclosure or its consequences.

(f) Any hospital or health care facility, peer or colleague who has substantial evidence that a professional has an active addictive disease for which the professional is not receiving treatment, is diverting a controlled substance or is mentally or physically incompetent to carry out the duties of his license shall make or cause to be made a report to the Board: Provided, that any person or facility who acts in a treatment capacity to impaired professionals in an approved treatment program is exempt from the mandatory reporting requirement of this subsection. Any person or facility who reports pursuant to this section in good faith and without malice shall be immune from any civil or criminal liability arising from such report. Failure to provide such report within a reasonable time from receipt of knowledge of impairment shall subject the person or facility to fine not to exceed one thousand dollars ($1,000). The Board shall levy this penalty only after affording the accused party the opportunity for a hearing, as provided in Title 2 of the Pennsylvania Consolidated Statutes (relating to administrative law and procedure).

Amended 6/02

On June 29, 2006 Governor Ed Rendell signed into law Act 58 of 2006 (SB 235), which requires thirty (30) hours of Board approved mandatory continuing education (CE) during each two-year license period for individuals licensed as registered nurses in the Commonwealth of Pennsylvania.

The Pennsylvania State Board of Nursing has developed CE regulations for the registered nurse.

The first group of nurses required to meet the CE requirement will be those whose license expires October 31, 2010. Please check this website for updated announcements regarding the CE requirements for all RNs. (www.dos.state.pa.us/nurse)

bph:revised 9/06;8/08;9/09
PROFESSIONAL CODE FOR NURSES

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

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

3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

4. The nurse assumes responsibility and accountability for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.

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

6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

ANA 2001

### CURRICULUM

**BACCALAUREATE PROGRAM (prelicensure)**

**Effective Fall 2010 for Incoming Freshman**

#### Freshman Year:

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>Advanced Composition and Literature 3 (WE)</td>
</tr>
<tr>
<td>PSY 105</td>
<td>SOC 105 Introduction to Sociology 3</td>
</tr>
<tr>
<td>CHEM 105</td>
<td>BIO 121/123 Anatomy &amp; Physiology I (w/lab) 4</td>
</tr>
<tr>
<td>CHEM 106</td>
<td>NURS 125 Introduction to Nursing (WE/SL) 3</td>
</tr>
<tr>
<td>NURS Freshman Seminar 1</td>
<td>Social Science Elective 3</td>
</tr>
<tr>
<td>Physical Education .5</td>
<td>Physical Education .5</td>
</tr>
</tbody>
</table>

**TOTAL 14.5**

**TOTAL 16.5**

#### Sophomore Year:

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 122/124</td>
<td>Microbiology (w/ lab) 4</td>
</tr>
<tr>
<td>200 Level</td>
<td>NURS 261 Health Assessment 3</td>
</tr>
<tr>
<td>PHIL 350</td>
<td>NURS 205 Pharmacokinetics and Medication Administration 3</td>
</tr>
<tr>
<td>NURS 232</td>
<td>PSY 385 Statistics 3</td>
</tr>
<tr>
<td>NURS 201</td>
<td>NURS 216 Nutrition 3</td>
</tr>
</tbody>
</table>

**TOTAL 16**

**TOTAL 16**

All freshman and sophomore year courses must be completed by the end of sophomore year in order to enter the junior year courses. Students must have a minimum cumulative average of 3.0 or higher to progress into the junior year and earn a “C” or higher in all required courses.

#### Junior Year:

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 300</td>
<td>Medical Surgical Nursing II 5</td>
</tr>
<tr>
<td>NURS 333</td>
<td>NURS 334 Family Focused Care of Children 5</td>
</tr>
<tr>
<td>NURS 340</td>
<td>NURS 332 Evidence Based Nursing Practice (WE) 3</td>
</tr>
<tr>
<td>NURS 374</td>
<td>NURS 375 Knowledge Synthesis for Nursing Practice II 1</td>
</tr>
<tr>
<td>NURS 305</td>
<td>NURS 306 Pathopharmacology II 2</td>
</tr>
<tr>
<td>NURS 301</td>
<td>NURS 307 Knowledge Synthesis for Practice III 1</td>
</tr>
</tbody>
</table>

**TOTAL 16**

**TOTAL 16**

#### Senior Year:

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 432</td>
<td>NURS 445 Nursing Leadership 5</td>
</tr>
<tr>
<td>NURS 465</td>
<td>NURS 485 Population Health 5</td>
</tr>
<tr>
<td>NURS **</td>
<td>NURS 475 Knowledge Synthesis for Practice IV 3</td>
</tr>
<tr>
<td>NURS 474</td>
<td>Knowledge Synthesis for Practice III 1</td>
</tr>
<tr>
<td>NURS 405</td>
<td>Pathopharmacology III 2</td>
</tr>
</tbody>
</table>

**TOTAL 16**

**TOTAL 13**

**TOTAL CREDITS 124**

Students in the University Honors Program take ENG103 plus one additional elective in lieu of ENG101 &102
(C,L) represents a clinical course (C), represents a lab course (L) with both classroom and clinical/lab experiences. Each credit is equivalent to one hour of class each week or 2 hours of lab/3hours of clinical.
(W)=writing enriched; (S)= service learning, (F/S)= can be taken in either the fall or spring semester
^Math101 is a prerequisite for Chemistry

Note: Veterans, freshmen, incoming transfer students 21 or older, students transferring with more than 30 credits, and students with verifiable excuses are exempt from Phys Ed Requirements. They may graduate with 123 credits.
## BACCALAUREATE CURRICULUM - FULL TIME

**For students matriculated prior to Fall 2010 and Transfer students entering clinical prior to 2012.**

### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>^CHEM 105 General, Organic, and Biochemistry</td>
<td>3</td>
<td>***ENGL 102 Advanced Composition &amp; Lit</td>
<td>3</td>
</tr>
<tr>
<td>^CHEM 106 General, Organic, and Biochemistry</td>
<td>1</td>
<td>*SOC 105 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>**ENGL 101 Composition &amp; Critical Thought</td>
<td>3</td>
<td>BIO 121/123 Anatomy &amp; Physiology I (w/ lab)</td>
<td>4</td>
</tr>
<tr>
<td>*PSY 105 Introduction to Psychology</td>
<td>3</td>
<td>PE 102 Physical Education II</td>
<td>.5</td>
</tr>
<tr>
<td>PE 101 Physical Education I</td>
<td>.5</td>
<td>+ Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>History or Art History or elective</td>
<td>3</td>
<td>NURS 125 Introduction to Nursing (WE,S)</td>
<td>3</td>
</tr>
<tr>
<td>Freshman Seminar (recommended)</td>
<td>(1)</td>
<td>TOTAL</td>
<td>13.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>TOTAL</strong></td>
<td>16.5</td>
</tr>
</tbody>
</table>

### SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*PSY 211 Growth and Development I</td>
<td>3</td>
<td>BIO 219 Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>+++PSY 385 Statistics with Comp Lab</td>
<td>4</td>
<td>BIO 220 Microbiology Lab</td>
<td>1</td>
</tr>
<tr>
<td>****NURS 230 Calculating with Confidence</td>
<td>1</td>
<td>*SOC 215 The Family (WE)</td>
<td>3</td>
</tr>
<tr>
<td>+Humanities Elective (300 level)</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>BIO 122/124 Anatomy &amp; Physiology II (w/ lab)</td>
<td>4</td>
<td>NURS 216 Nutrition in Health Care</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>15</td>
<td><strong>TOTAL</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

*All freshman and sophomore year courses must be completed by the end of sophomore summer in order to enter the junior year courses.*

### JUNIOR YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 350 Care of the Adult (C)</td>
<td>9</td>
<td>#NURS 360 Care of the Childbearing Family (C)</td>
<td>6</td>
</tr>
<tr>
<td>NURS 351/353 Health Assessment w/ lab</td>
<td>3</td>
<td>NURS 363 Research in Nursing Practice (WE)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 352 Pathophysiology/Pharmacology</td>
<td>4</td>
<td>NURS 364 Psychiatric/Mental Health (C)</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>16</td>
<td><strong>TOTAL</strong></td>
<td>17</td>
</tr>
</tbody>
</table>

### SENIOR YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 361 Care of the Childbearing Family (C)</td>
<td>6</td>
<td>NURS 460 Home Health Care (C)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 450 Care of the Community (C)</td>
<td>3</td>
<td>NURS 462 Care of the Adult with Complex Problems (C)</td>
<td>7</td>
</tr>
<tr>
<td>NURS 452 Concepts &amp; Roles in Professional Nursing (WE)</td>
<td>3</td>
<td>NURS 472 Critical Thinking &amp; Clinical Decision Making II</td>
<td>1</td>
</tr>
<tr>
<td>NURS 471 Critical Thinking &amp; Clinical Decision Making I</td>
<td>1</td>
<td>##NURS 490 Practicum (C)</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td><strong>TOTAL</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>16</td>
<td><strong>TOTAL CREDITS</strong></td>
<td>124</td>
</tr>
</tbody>
</table>

TOTAL CREDITS (if exempt from Physical Edu): 125

### Notes

*These courses may be taken either fall or spring semester.

**Pre-requisite for NURS 125

***Students must complete both ENGL101 and ENGL102; students in the University Honors Program need ENGL103 plus one additional humanities elective.

****No more than 2 semesters may elapse between students taking NURS226 and NURS230 and then NURS350

#These courses may be taken either spring semester junior year or fall semester senior year.

##N460, N462 must be successfully completed before attempting N490.

++At least one humanities or history course must be taken at the 300 level. Two semesters of the same language fulfills both humanities elective requirements. For course pre-requisites see the Bulletin.

(C) Represents a Clinical course with both classroom and clinical experience. Each nursing credit is equivalent to one hour of class each week or two hours of laboratory/clinical.

(WE) = Writing Enriched. (S) = Service Learning

++Qualified students may take Graduate Nursing Course.

+++PSY381, a three hour course, will become effective September 2009. This will reduce total credits for the BSN to 123 for students taking Psy381.

^Requires Math 117 placement, if not, Math 101 is a pre-requisite for Chemistry.

LB/bph (5/07); DRG/JMB/bph (9/08)
BACCALAUREATE CURRICULUM – PART TIME

<table>
<thead>
<tr>
<th>SEMESTER 1 – SPRING OR SUMMER (Prior to Junior Level courses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N125 Introduction to Nursing (WE)</td>
</tr>
<tr>
<td>N216 Nutrition in Health Care</td>
</tr>
<tr>
<td>NURS 226/227 Foundations of Nursing Practice</td>
</tr>
<tr>
<td>NURS 230 Calculating with Confidence</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Students must have all pre-requisite courses completed with a grade of C or better prior to entering their junior year.

<table>
<thead>
<tr>
<th>SEMESTER 2 – FALL (1st year Junior)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 351 Health Assessment</td>
</tr>
<tr>
<td>NURS 352 Pathophysiology/Pharmacology</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 3 – SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 350 Care of the Adult (C)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 4 – SUMMER (2nd Year Junior)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 364 Psychiatric/Mental Health (C)</td>
</tr>
<tr>
<td>NURS 363 Research in Nursing Practice (WE)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 5 – FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 360 Care of the Childbearing Family (C)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 6 – SPRING (Senior)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 450 Care of the Community (C)</td>
</tr>
<tr>
<td>NURS 452 Concepts and Roles in Professional Nursing (WE,S)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 7 – SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 361 Care of the Childbearing Family (C)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 8 – FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 462 Care of the Adult with Complex Problems (C)</td>
</tr>
<tr>
<td>NURS 471 Critical Thinking and Clinical Decision Making I</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 9 – SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 460 Home Health Care (C)</td>
</tr>
<tr>
<td>NURS 472 Critical Thinking and Clinical Decision Thinking II</td>
</tr>
<tr>
<td>NURS 490 Nursing Practicum (C)</td>
</tr>
<tr>
<td><strong>Total Nursing Credits</strong></td>
</tr>
<tr>
<td><strong>Total Liberal Studies/Sciences</strong></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
</tr>
</tbody>
</table>

NO more than 2 semesters may elapse between students taking NURS 226 & NURS 230 & then NURS 350

Theory classes may be held in the evenings, clinical experiences in the afternoon or weekends.

WE = Writing Enriched
S = Service Learning
C = Clinical

**PSY 381 or other 3 credit statistics course may be accepted as substitute if already on Widener Transcript.
RN TO BSN PROGRAM

Liberal Studies/Sciences (56 credits): can be transferred or completed at Widener prior to the start of the RN-BSN Program courses.

- Humanities Electives (12 credits) includes: English 102 Literature
- Social Science electives (12 credits) includes: Intro to Psychology and Intro to Sociology
- Science Electives (12 credits) includes Human A & P
- Additional courses: English 101 (3 credits), Statistics (3 credits), & Free Electives (14 credits)

Nutrition in Health (3 credits): can be challenged, transferred, or completed at Widener prior to the start of the RN-BSN Program courses.

RN License Bloc (33 credits): must hold a valid RN PA license.

RN-BSN Program Courses at Widener University (30 credits): can start program in any semester. *All 6-credit courses will be 14 weeks in length. **All 3-credit courses will be 7 weeks in length.

Fall (12 credits)

*Leadership & Management for the RN (WE) (6)
**Healthcare Policy for the RN (3)
**Nursing Theories & Professional Practice (3)

Spring (12 credits)

*Population Health for the RN (WE) (6)
**Genetics & Genomics (3)
**Gerontology for the RN (3)

Summer (6 credits)

**Research Design for the RN (3)
**Evidence Based Practice for the RN (3)

Entire RN-BSN Program Total Credits = 122

Liberal Studies/Sciences 56 credits
Nutrition in Health 3 credits
RN License Bloc 33 credits
RN-BSN Program Courses at Widener University 30 credits

GPA of 2.0 is required for admission to the RN to BSN program.
All prerequisites must be completed prior to the start of the RN to BSN course work.
Must complete program in 3 years after RN to BSN courses started.
Portfolio and Informatics are incorporated into each course.
CE programs can be available to help the RN refresh on Basic Computer Skills, Health Assessment and Pharmacology.

9/07; 9/09; 7/11
GRADUATE NURSING COURSES
Senior nursing or RN/BSN students who have a cumulative GPA of at least a 3.0 may enroll in graduate courses while fulfilling the requirements for an undergraduate degree. These students may register for no more than one graduate course at a time and accumulate no more than six (6) credits, provided they have the permission of their advisor and the appropriate administrator of the graduate program. Courses must be taken for a grade. Registration is on a space-available basis. All prescribed course sequences and all necessary prerequisites must be followed.

The approved graduate courses are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 611</td>
<td>Models and Theories for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 634</td>
<td>Nursing Leadership for Advanced Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 638</td>
<td>Issues in Health Care for Under-Served Populations</td>
<td>3</td>
</tr>
<tr>
<td>NURS 636</td>
<td>Dynamics of Family Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 652</td>
<td>Statistical Analysis and Interpretation</td>
<td>3</td>
</tr>
</tbody>
</table>

Full-time undergraduate students who register for both undergraduate and graduate courses as part of their course load pay no additional tuition. Part-time students pay the applicable graduate tuition.

PROGRAMS FOR REGISTERED NURSES
Widener’s School of Nursing is committed to meeting the needs of registered nurses who wish to further their education at the baccalaureate and graduate level. The RN to BSN program is offered for registered nurses holding an associate’s degree or diploma who wish to pursue the Bachelor of Science in Nursing (BSN) degree. The RN to MSN Bridge Program is offered for registered nurses prepared with the associate’s degree or diploma who also hold a bachelor’s degree in another field of study.

RN TO BSN PROGRAM
The RN to BSN Program can be completed in one calendar year from the time prerequisite courses are finished. Students can enter the program in any semester, including fall, spring, or summer. Course will be delivered online, with visits to campus occurring from one to two times per semester, depending upon the course design. Between visits, academic requirements are accomplished from any location with Internet access. Faculty are prepared to create an outstanding online experience in a small class environment where students receive support from classmates and mentorship from faculty members. Additional information can be found in the Widener University Undergraduate Studies Bulletin.

COURSE DELIVERY FOR RN TO BSN PROGRAM
The RN to BSN curriculum is delivered in a hybrid format, blending learning strategies using Internet delivery with periodic visits to campus. Students come to campus on selected dates for orientation, with the remainder of content, learning activities, and evaluation occurring via Campus Cruiser, an online learning management system. This is a very rich, intensive, learning format. Study occurs in small classes of 25 or less, with frequent interaction among students and faculty. Students must have ready access to a high speed (DSL or cable) Internet connection. This learning format requires students to be independent and self-motivated. It fosters inquiry, interaction, and critical thinking regarding course content. Technical support is available through both Campus Cruiser and the Widener Help Desk.

ADMISSION CRITERIA FOR RN TO BSN PROGRAM
- Licensure as a registered nurse in the State of Pennsylvania
- Application to the RN to BSN Program
- Transcripts from all colleges and universities attended
PROGRAM OF STUDY FOR RN TO BSN PROGRAM

Fall (12 credits)
*Leadership & Management for the RN (WE) (6)
**Healthcare Policy for the RN (3)
**Nursing Theories & Professional Practice (3)

Spring (12 credits)
*Population Health for the RN (WE) (6)
**Genetics & Genomics (3)
**Gerontology for the RN (3)

Summer (6 credits)
**Research Design for the RN (3)
**Evidence Based Practice for the RN (3)

*All 6-credit courses will be 14 weeks in length. **All 3-credit courses will be 7 weeks in length.

PROGRESSION CRITERIA FOR RN to BSN PROGRAM

1. Theory, or course, grades are calculated per the course syllabus, and are reported as a letter grade. Students are required to earn a grade of “C” or higher in the theory component of all nursing courses, including clinical and non-clinical required courses in order to successfully complete, or pass the course. The minimum numeric score required to earn a grade of “C” in any nursing course is 75.

2. Students are permitted only two attempts to successfully complete a nursing course; a withdrawal counts as an attempt. A student who earns a grade of less than “C” in the same nursing course twice will be dismissed from the nursing program. Likewise, a student who withdraws from a nursing course and earns a grade of less than “C” on a subsequent attempt at the same course will be dismissed from the nursing program.

3. A grade of less than “C” in any two nursing courses will result in dismissal from the nursing program.

4. Students who are dismissed from the nursing program for failure to meet academic progression requirements may continue in another major within the University if their grade point meets requirements for that major.

5. Students may petition for a waiver of policy, as outlined in the School of Nursing Undergraduate Handbook, which is available online. Students who have requested a waiver of policy remain dismissed throughout this process, and are not eligible to continue in the nursing curriculum.

RN TO MSN Bridge Program
Registered nurses holding a bachelor’s degree in another field of study are eligible to bridge to the Master of Science in nursing (MSN) program with the completion of three undergraduate nursing courses. Registered nurses must hold a license to practice in the State of Pennsylvania to be accepted into the RN to MSN Bridge Program. RN to MSN students are required to take three undergraduate bridge courses before being admitted to the graduate program (MSN). Students applying for the RN to MSN Bridge program must submit the graduate application available online. Students must register as non-matriculated graduate nursing students and follow the graduate nursing registration procedure outlined in the online graduate student handbook.
**RN to MSN Bridge Course Requirements (12 credits)**

*Population Health for the RN (WE) (6)*

**Research Design for the RN (3)**

**Evidence Based Practice for the RN (3)**

(*All 6-credit courses will be 14 weeks in length. **All 3-credit courses will be 7 weeks in length.)*

All courses must be completed with a grade of “B” or higher

Students are eligible to take two graduate nursing courses (6 credits) as non-matriculated students while completing the three undergraduate nursing bridge courses.

The applicant should begin the process of acceptance to the graduate nursing program through the Office of Graduate Enrollment Management. Admission requirements for the master’s degree in nursing (MSN) are described in the online graduate nursing catalog.

During completion of the three undergraduate bridge courses, and the fulfillment of all master’s program admission requirements, the student selects an advanced practice registered nurse (APRN) specialty role as either family nurse practitioner (FNP) or as a clinical nurse specialist (CNS) in the area of adult health nursing. A sub-specialty of adult health in emergency/critical care (ECC) is also available. A bachelor’s degree in nursing (BSN) is not awarded.

While completing the RN to MSN bridge courses, the student will be advised by the Director of RN to BSN/MSN (610-499-4254). The student must arrange an interview with the graduate faculty advisor for the selected APRN clinical specialty area and be presented to the Graduate Admission Committee. Once admitted, the graduate faculty program coordinator for the selected APRN clinical specialty will advise the student.

Graduates of the master’s program are eligible to sit for the national advanced practice registered nurse (APRN) certification examinations through the American Nurses Credentialing Center (ANCC) for the CNS role and either ANCC or the American Academy of Nurse Practitioners (AANP) for the FNP role.

**ADMISSION CRITERIA RN to MSN BRIDGE PROGRAM**

- Completed application form (applicants can apply online at www.widener.edu)
- Transcript from all previously attended institutions of higher education, including a transcript from previously completed bachelor’s degree
- Licensure as a registered nurse in the State of Pennsylvania
- Two letters of recommendation, preferably from professional nurses with graduate degrees, regarding the applicant’s practice and potential for the FNP or CNS advanced practice role
- Admission interview
- Minimum GPA of 3.0 (on a 4.0 scale)
- Completion of an undergraduate statistics and research course with a grade of “C” or better
- Satisfactory scores on the Test of English as a Foreign Language (TOEFL) for all applicants from non-English speaking countries
- Minimum of one year of recent practice in nursing
- Personal interview with program advisor
- Current resume
- Goal statement
V. STANDARDS FOR ACADEMIC INTEGRITY

The School of Nursing adheres to the University policy of academic integrity as stipulated in the University Student Handbook and as stated below. Student appeals related to allegations of academic fraud are heard by Academic Council of the School of Nursing.

Statement on Academic Integrity
Widener University strongly supports the concepts of academic integrity and expects students and all other members of the Widener University community to be honest in all academic endeavors. Cheating, plagiarism, and all other forms of academic fraud are unacceptable; they are serious violations of University policy, as specified in the Undergraduate Student Bulletin. In some circumstances, students' conduct may require review under the research integrity policy, the freedom to learn policy, the judicial review policy, and other University policies. Widener University expects all students to be familiar with University policies on academic integrity. The University will not accept a claim of ignorance—either of the policy itself or of what constitutes academic fraud—as a valid defense against such a charge.

Violations of Academic Integrity
Violations of Academic Integrity constitute academic fraud. Academic fraud consists of any action that serves to undermine the integrity of the academic process or that gives the student an unfair advantage, including but not limited to:

- inspecting, duplicating or distributing test materials without authorization
- cheating, attempting to cheat, or assisting others to cheat
- altering work after it has been submitted for a grade
- plagiarizing
- using or attempting to use anything that constitutes unauthorized assistance
- fabricating, falsifying, distorting or inventing any information, documentation or citation

Each student's program may have on record additional specific acts particular to a discipline that constitute academic fraud. These specific acts are specified in relevant handbooks or course syllabi.

School of Nursing Additional Violations of Academic Integrity
In addition to but not limited to the above, for the School of Nursing violations of academic integrity include:

a. unauthorized possession or disposition of academic material not formally released by course faculty;
b. falsifying or altering clinical/patient records or other recordings;
c. not reporting patient safety errors, etc.;
d. falsifying research data or data analysis; and
e. specific clinical behaviors identified in nursing courses.
Statement of Plagiarism

One of the most common violations of the Academic Integrity is plagiarism. Plagiarism can be intentional or unintentional. However, since each student is responsible for knowing what constitutes plagiarism, unintentional plagiarism is as unacceptable as intentional plagiarism and commission of it will bring the same penalties. In many classes, faculty members will provide their definition of plagiarism. In classes where a definition is not provided, students will be held to the definition of plagiarism which follows.

Definition of Plagiarism
Plagiarism - submitting the work of others as one's own-is a serious offense. In the academic world, plagiarism is theft. Information from sources-whether quoted, paraphrased, or summarized-must be given credit through specific citations. When a student paraphrases a work, it is still necessary to cite the original source. Merely rearranging a sentence or changing a few words is not sufficient. The citation style should be appropriate for the discipline and should clearly indicate the beginning and ending of the referenced material. All sources used in the preparation of an academic paper must also be listed with full bibliographic details at the end of the paper, as appropriate in the discipline.

Faculty and Student Responsibilities
Every student, faculty member, and administrator is responsible for upholding the highest standards of academic integrity. Every member of the Widener community shall honor the spirit of this policy by refusing to tolerate academic fraud.

When expectations for a course are not addressed in this policy, it is the responsibility of the instructor to provide students with additional guidelines for what constitutes "authorized" and "unauthorized" assistance.

It is the responsibility of every student to seek clarification if in doubt about what constitutes "authorized" and "unauthorized" assistance. In cases of collaborative work, all students within the collaborative group may be responsible for "unauthorized" assistance to any individual student within the collaborative group.

Students are required to obtain permission prior to submitting work, any part of which was previously or will be submitted in another course. The instructor has the option of accepting, rejecting, or requiring modification of the content of previously or simultaneously submitted work.

A student who suspects that a violation of academic integrity has occurred should report that violation to the Associate Provost for the Undergraduate Academic Affairs or their Dean. In this report, the student should describe any action taken, such as talking with the person involved, or with a faculty or staff member. Every effort will made to preserve the anonymity of the student reporting the incident; however, confidentiality cannot be guaranteed.

Resolution at the Faculty/Student Level
Process

A faculty member who becomes aware of possible academic fraud should inform the suspected student(s) in writing and send a copy to the Office of the Associate Provost for Undergraduate Academic Affairs.
The faculty member will also provide the student with the opportunity to respond to the charges within 5 business days. If the student fails to respond to this opportunity, the student forfeits any right to appeal the decision to the School or College level where the course is taught and the faculty member will determine the penalty.

The faculty member and student will discuss the academic fraud, and agree either to pursue student/faculty resolution or if no such agreement is reached, the matter will be referred to the School or College level where the course is taught.

If the faculty member is not satisfied with the sanctions available, he or she may refer the case to the School or College level by informing the Dean responsible for the course in question. If the student does not accept responsibility for the academic fraud or disagrees with the sanction imposed by the faculty member, the student may appeal the outcome to the School or College level.

**Penalties**
The suggested penalty for academic fraud in any course is failure in the course. However, faculty members may take alternative steps. Penalties available to faculty members include:

- Formal warning
- Reduction in grade for the assignment
- Reduction in the grade for the course
- Failing grade for the assignment
- A failing grade in the course (F)
- A failing grade in the course (XF transcript designation, a grade of XF will appear on the transcript and be defined on the transcript as failure as a result of academic fraud)

**Reporting, and Offenses Subject to Expulsion**
In all cases where a faculty member informs a student of possible academic fraud, the faculty member will inform the Office of the Associate Provost for Undergraduate Academic Affairs as the office of record. In cases where a faculty member takes action for a case of academic fraud, the faculty member will send a report describing the academic fraud and the penalty being imposed to the student, to the Dean of the School or College where the course involved is taught, the Dean of the School or College where the student is enrolled, and to the Office of the Associate Provost for Undergraduate Academic Affairs as the office of record.

All reports of academic fraud will be reviewed by the Associate Provost for Undergraduate Academic Affairs to verify whether reports have been receive indicating that the student has been found responsible for any other act of academic fraud. In cases where the Associate Provost for Undergraduate Academic Affairs finds that the case is a repeat offense where the student has received a failing grade (F or XF) in a course for each offense or a case where a student has stolen or attempted to steal an examination, the Associate Provost for Undergraduate Academic Affairs will expel the student from the University. The student may appeal cases resulting in expulsion to the Academic Review Board.
Resolution at the School or College Level

Process

Cases of academic fraud outside the class will be referred to the School or College where the student is enrolled.
Upon receiving the case, the Dean of the School or College where the course is taught shall notify the student and the Associate Provost for Undergraduate Academic Affairs in writing of the charge of academic fraud, the penalty to be imposed, and all rights of appeal.

If a student wishes to contest the charge of academic fraud, he/she may do so according to the process stipulated in the bylaws or Student Handbook of the School or College where the course is taught. In such a case, the student will also be informed of the process as stipulated by the School or College. In cases where the School or College penalty results in dismissal of the student from the School or College, the Student may appeal the decision to the University level in writing or by e-mail to the Associate Provost for Undergraduate Academic Affairs.

Procedure for Student Appeal to School of Nursing

a) Faculty in the School of Nursing will follow the process stated in University policy under "Resolution at faculty/student level."

b) If the faculty member cannot resolve the matter satisfactorily with the student, he or she may follow a formal complaint against a student through the office of the Dean of the School of Nursing. Such complaint will include a letter of allegation, supporting evidence, and penalty to be imposed.

c) The Dean of the School of Nursing shall notify the student in writing of the complaint, the evidence upon which the complaint is based, the penalty to be imposed, and of all rights of appeal.

d) If the student wished to contest the allegation of academic fraud, the student may request a full hearing before the Academic Council of the School of Nursing.

Procedure for Student Request for Full Hearing

a) The student shall address and present the request for a full hearing as a formal letter to the Chair of Academic Council within five (5) business days of receipt of the Dean's letter. The request should include the nature of the appeal and available information to substantiate the appeal. The student's faculty mentor, faculty involved, appropriate Academic Program Director, and the Dean will also receive copies of the student's letter.

b) Upon receipt of the student's letter, the Chair of Academic Council will convene a committee meeting within five (5) business days to review the student's request and to schedule the hearing.

c) The student's faculty mentor, faculty, appropriate Academic Program Director, and Dean will be informed by the Chair of Academic Council, of the date, time, and place of the hearing.
Conduct of the Hearing

a) All parties involved in the appeal shall have the right to be present at a portion of the hearing to respond to all information presented as well as to present their side of the appeal. Each party may have a School of Nursing faculty mentor present at the hearing.

b) The Chair of Academic Council may, at the discretion of the Chair, request any party involved in the appeal, including the mentor, to leave the hearing at any time.

c) The full hearing may be continued at the discretion of Academic Council.

d) Within three (3) business days following the conclusion of all Academic Council meetings, the Chair shall submit a written report of the Committee’s findings and recommendations to the Dean.

e) The prescribed penalty shall be imposed in cases where determination of guilt by Academic Council committee or in cases in which the student chooses not to contest the charges.

f) The Dean of the School of Nursing will study the case, review the Academic Council’s findings and recommendations, and will render a final decision.

g) The Dean will communicate the final decision to the student via email of a letter in PDF format to the Widener account and via Standard USPS mail.

h) The Dean will notify the appropriate Associate Provost (Graduate/Undergraduate) in writing of the name of the student who has been found guilty.

i) Appeals beyond the School of Nursing following the Academic Council's decisions may be made by the student to the University Academic Review Board. Students should consult the University Student Handbook for board duties. Appeals to the Academic Review Board must be initiated by the student through the Office of the Associate Provost.

j) In the event a student is charged with academic fraud and the student is not enrolled in the course in which academic fraud is being charged, action will be taken by the Dean's office of the school/college where the student is matriculated.

k) When a student is found guilty under Widener's academic fraud policies, that student is then prohibited from exercising either the repeat-of-courses or the retroactive pass/fail options to remove the F grade (given as a result of fraud) from the GPA calculation. This restriction always applies to the particular course for which the F grade was given, as a result of academic fraud, in a particular semester. Equivalent courses taken during other semesters are not in general restricted.

l) A confidential, centralized listing of students disciplined for academic fraud will be maintained by the Office of the Provost. In the event of alleged second offense, the student will be informed, in writing, by the Office of the Provost of this allegation.

m) Names will be dropped from the list of first offenses upon graduation or at the end of seven years after the last attendance.
The above articulated steps constitute due process when students are accused of academic fraud. Minutes will be taken of all Academic Council meetings and hearings held concerning any appeal. Hearings may be tape recorded by the Chair of Academic Council. Minutes/tape recording will be kept in a secure file.

Approved by faculty September 2000
Editorial revision 7/03, 4/04, 8/09, 8/11

Penalties
The maximum penalty imposed in School or College resolution for individuals convicted of academic fraud shall be dismissal from the School or College. Lesser penalties may include:

- Formal warning
- Reduction in grade for the assignment
- Reduction in the grade for the course
- Failing grade for the assignment
- Failing grade in the course (F)
- Failing grade in the course (XF transcript designation, a grade of XF will appear on the transcript and be defined on the transcript as failure as a result of academic fraud)
- Required attendance at an academic integrity workshop or tutorial

Reporting, and Offenses Subject to Expulsion
The Dean will send a report describing the academic fraud and the penalty being imposed to the student, to the affected faculty member(s), the Dean of the School or College where the student is enrolled and to the Office of the Associate Provost for Undergraduate Academic Affairs as the office of record. All reports of academic fraud will be reviewed by the Associate Provost for the Undergraduate Academic Affairs to verify whether reports have been received indicating that the student has been found responsible for any other act of academic fraud. In cases where the Associate Provost for Undergraduate Academic Affairs finds that the case is a repeat offense where the student has received a failing grade (F or XF) in a course for each offense, the Associate Provost for Undergraduate Academic Affairs will expel the student from the University. The student may appeal cases resulting in expulsion to the Academic Review Board.

Resolution at the University Level Process
The Associate Provost for Undergraduate Academic Affairs will review all reports of academic fraud. If the Associate Provost for Undergraduate Academic Affairs finds the case is a repeat offense where the student has received a failing grade (F or XF) in a course for each offense, the Associate Provost for Undergraduate Academic Affairs will expel the student from the University. The student may appeal the case to the Academic Review Board. If the Associate Provost for Undergraduate Academic Affairs finds the case is a repeat offense where the student has not received a failing grade for both offenses, the case will be referred to the Academic Review Board. If the student has stolen or attempted to steal an examination, the Associate Provost for Undergraduate Academic Affairs will expel the student from the University. The student may appeal the case to the Academic Review Board.

Penalties
- The maximum penalty imposed by the Academic Review Board for individuals convicted of academic fraud shall be expulsion from the University. Penalties may include:
• An XF grade in the course (A grade of XF will appear on the transcript and be defined on the transcript as failure as a result of academic fraud).
• Removal of the privilege of representing the University in extracurricular activities including athletics, as well as the privilege of running for or holding office in any student organization that is allowed to use University facilities or receives University funds.
• Suspension from the University for up to one academic year. Students suspended for academic fraud cannot transfer into Widener any credits earned during the suspension.
• Dismissal from the University. Students dismissed for academic fraud must apply for readmission according to the Academic Review Board guidelines. Readmission applications by students suspended for academic fraud must be approved by the Academic Review Board.
• Expulsion from the University without the opportunity for readmission.

**Reporting**
The Associate Provost for Undergraduate Academic Affairs will send a report describing the academic fraud and the penalty being imposed to the student, to the affected faculty members, and to the Dean of the School or College where the course involved is taught and to the Dean of the School or College where the student is enrolled, as well as maintain a copy as the office of record.

**Appeals/Decisions**
When a student is expelled or dismissed by the Associate Provost for Undergraduate Academic Affairs, the student may initiate his/her appeal to the Academic Review Board by notifying the Associate Provost for Undergraduate Academic Affairs in writing of his/her request for an appeal, together with a concise statement of the grounds for the appeal.

Written notice of the student's request for appeal, together with the concise statement of the student's grounds for the appeal, must be received by the Associate Provost for Undergraduate Academic Affairs no more than ten (10) business days following the decision of the faculty, school/college or university.

When a case is referred to the Academic Review Board, the Associate Provost for Undergraduate Academic Affairs shall notify the student in writing of the time and location for the Academic Review Board hearing. The membership of the Academic Review Board consists of the Provost, the Associate Provost for Undergraduate Academic Affairs, the Dean of each school/college, the Chair of the Faculty, and the chair of the Faculty Council Academic Affairs Committee; provided, however, that any majority of the foregoing members shall constitute a quorum for purposes of conducting any matters to come before the Academic Review Board pursuant to these standards. Any Faculty member on the Academic Review Board involved in the original accusations will not participate in deliberations in that case. At an appeal before the Academic Review Board, the student shall have the opportunity to be heard, to include the right to produce witnesses or introduce evidence, subject to the reasonable discretion of the Academic Review Board. The student may also be accompanied by a representative of his/her choosing who may not participate in the appeal. The Academic Review Board shall not be subject to any evidentiary rules but shall accept or reject evidence in its sound discretion. All appeals shall be closed to the public and absence of a stenographic record, the Academic Review Board shall provide, in its sole discretion, either a recorded record or notes of the proceedings taken by a member of the Academic Review Board. The results of all appeals to the Academic Review Board, permitted in the Academic Integrity Policy, shall be final.

Any matter submitted to a faculty member, the school/college or the university for decision or review under this Policy shall be decided in a timely manner and the parties shall use their best efforts to
conclude the proceedings within the semester in which the alleged offense has occurred or the appeal is received; provided, however, that any delay in the proceedings shall in no way operate as a waiver of the University's right to assess any or all of the sanctions permitted hereunder.

STUDENT CONDUCT
All students are expected to be honest, mature, responsible and to respect the rights and property of others. The purpose of the Student Code is to promote, preserve, and protect the educational mission of the university. All students must be aware of and conform to the Widener University “Student Code of Conduct” that is published online in all Widener University Student Handbooks. The Student Code of Conduct applies to all student behavior in class, lab, clinical settings, and public places.

Nursing is a profession requiring the highest level of ethical behavior. Students are held to the American Nurses Association Code of Ethics. This code is available online at: http://www.nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/EthicsStandards/CodeofEthics.aspx.

Violating the Widener University Code of Conduct, the School of Nursing Code of Conduct or the American Nurses Association Code of Ethics is a serious offense and may result in the student’s dismissal from the School of Nursing.

In addition to the general University Student Code of Conduct, the following student behaviors may result in disciplinary action by the School of Nursing. Even a single incident of one of these behaviors may result in dismissal from the School of Nursing. This may mean permanent separation from the School of Nursing. These issues of professionally related conduct may include but are not limited to:

- a breach of client confidentiality.
- a behavior that jeopardizes a client, student, Widener University personnel or clinical agency personnel.
- other unprofessional behaviors, based on faculty judgment, which are clearly documented.

Approved 5/95, Editorial Revisions 6/04, Revised 8/08, Editorial Revisions 8/11

MOBILE TECHNOLOGY DEVICES POLICY
Mobile Technology Devices include but are not limited to: Smart phones such as: Blackberry, Android, Iphone, and other portable devices such as laptop, Itouch and/or Ipad.

Mobile information technology devices may be used in clinical, simulation, and classrooms if permitted by the agency and faculty. If those devices also include a cell phone, instant messaging/text messaging, or camera feature, these features are NOT ALLOWED to be used in any of these settings. The use of the internet through the use of these devices in these settings is limited to educational purposes ONLY.

Students are expected to comply with Health Insurance Portability and Accountability Act (HIPAA) regulations. All patient related information (simulated and/or real) is confidential. Patient related information (simulated and/or real) is defined as all information related to the health, business, or personal matters of the patient or patient’s family. This includes but is not limited to Protected Health Information (PHI) that is based on a patient’s diagnosis, examination, treatment, observation, or conversation, and information maintained in data bases that contain diagnostic or treatment related information. (*Dismissal offence: See student handbook for details)
Cleaning of mobile technology devices must comply with the clinical agency’s infection control policy and procedures. **If the device becomes contaminated it should be cleaned with the recommended disinfectant. If a patient is in isolation, the mobile technology device cannot be taken into the patient’s room. Hand hygiene is the best method of preventing transmission of disease. Students who do not comply with this policy will be subject to possible consequences as stated in the SON handbook.
VI. ADMISSION POLICIES

Incoming Freshmen
- Completed application to Widener University specifying a major in nursing
- SAT Score of 900 or higher (combined verbal and math)
- High School GPA of 2.85 (on a 4.0 scale) or higher
- TOEFL*: IBT scores of 79 (total score)/26 (spoken) or paper-based exam scores of 550/55 (spoken)

Widener Students Transferring from another Major
- 2.75 or higher cumulative GPA at Widener
- Grade of “C” or higher in CHEM 105/106
- Grade of “C” or higher in all courses required for the nursing curriculum
- TOEFL*: IBT scores of 79 (total score)/26 (spoken) or paper-based exam scores of 550/55 (spoken)

Transfer Students from another College or University
- Completed application to Widener University specifying a major in nursing
- 3.0 or higher cumulative GPA in previous course work, with a pattern of academic success, particularly in the science courses.
- Letter of good standing from the dean/director/chair of the nursing program for students whose transcript contains evidence of nursing courses, including a statement indicating the student is eligible to return to the School.
- TOEFL*: IBT scores of 79 (total score)/26 (spoken) or paper-based exam scores of 550/55 (spoken)

*All non-native English speaking applicants born outside the U.S. (international applicants, immigrants to the U.S., and U.S. permanent residents), including but not limited to, students who have completed English as a Second Language course(s) are required to take the TOEFL examination. Results from the TOEFL taken up to two years prior to admission will be accepted.

Students not admitted into the School of Nursing as freshmen have the opportunity to transfer into the program if they meet the minimum program requirements.
VII. GRADING POLICIES

GRADE CALCULATION
The method for calculating the final grade is specified in each course syllabus. Students who have questions regarding calculations of grades are referred to their faculty member. Selected nursing courses will have a 75% average required in objective testing that must be obtained. Courses with this policy will so state in the course syllabus provided at the beginning of the course. In this case, grades from other assignments will be included only after a grade of 75 on objective testing is achieved as stated in the course syllabus.

COMPUTERIZED TESTING PROGRAM
Throughout the curriculum students will be required to take nationally-normed computerized exams developed by Elsevier Health Education Systems Incorporated (HESI). The cost of this program is charged to the students’ tuition bill each semester as a course fee. Such fees are non-refundable.

Students will take the HESI examinations as specified in their course syllabi. Course syllabi will also specify calculation of the HESI score(s) as a part of the total course grade.

DEAN’S LIST AND ACADEMIC HONORS
A full-time student or a part-time student carrying 6 credits or more whose average grade for any semester is 3.00 to 3.49 will be awarded Academic Honors; those with a GPA of 3.50 and above will be placed on the Dean's List.

GRADING SCALE FOR THE SCHOOL OF NURSING

<table>
<thead>
<tr>
<th>Passing Grades</th>
<th>Failing Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 93-100</td>
<td>C- 70-74</td>
</tr>
<tr>
<td>A- 90-92</td>
<td>D 60-69</td>
</tr>
<tr>
<td>B+ 87-89</td>
<td>F Below 60</td>
</tr>
<tr>
<td>B 83-86</td>
<td></td>
</tr>
<tr>
<td>B- 80-82</td>
<td></td>
</tr>
<tr>
<td>C+ 77-79</td>
<td></td>
</tr>
<tr>
<td>C 75-76</td>
<td></td>
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</tbody>
</table>

The use of a whole letter or plus/minus grading scale is the decision of each individual faculty member. A faculty member may choose not to differentiate grades using the plus/minus system for any particular course.

Approved 5/99

SENIOR STUDENT RETAKING A FINAL EXAMINATION
A senior student who achieves a final course grade of less than ‘C’ in NURS 460 or NURS 462 during the last semester prior to graduation will be eligible, based upon the criteria below, to retake the final examination one time in that course, in order to attempt to achieve a passing final course grade.
RN/MSN students who achieve a grade of less than a ‘C’ in their last course prior to graduation may retake the final examination one time in that course.

In order to retake a final examination, all of the following criteria must be met:
1. The student's theoretical average in the course before taking the final examination was 75 or above and the student's earned grade below 75 on the final examination was the sole reason for a final course grade of C-, D or F;
2. The student has not earned a C-, D or F in any previous nursing course during any enrollment period in the School of Nursing; and
3. The student has achieved satisfactory passing clinical performance evaluations in all nursing courses.

Revised: 5/00, Reviewed 6/04
VIII. DUE PROCESS/GRIEVANCE

STUDENT APPEAL POLICY

I. Procedure

A. The student should first attempt to informally resolve her/his concerns by meeting with the faculty member responsible for the course. If, after the meeting, no resolution has occurred, the student drafts a written statement of the problem according to the guidelines outlined on the Statement of Grade Appeal/Grievance form in Appendix H. The student submits the written statement to both the involved faculty member and the course coordinator, obtaining their signatures on the Statement of Grade Appeal/Grievance form. Following the meeting with the student, the faculty member responsible for the course will document by letter the decision related to the student's concern. Faculty shall send the letter to the student with copies to the student's file, the appropriate Associate Dean and/or the Program Director.

If the decision fails to produce a resolution acceptable to the student, the student should meet with his or her faculty mentor to discuss a possible further course of action and obtain the mentor's signature on the Statement of Grade Appeal/Grievance form. If, after the discussion with the mentor, the student wishes to pursue the concern as an appeal, the student may initiate a request for a full hearing before the Academic Council of the School of Nursing. All requests for full hearings must be initiated prior to the beginning of the next semester.

B. Student requests for a full hearing of the appeal may be initiated by the student only on the grounds that a policy and/or procedure was/were not followed.

C. The student shall present the request for a full hearing as a formal letter to the Chair of Academic Council within five (5) business days of receipt of the written decision of the faculty. The letter should include: 1. the nature of the appeal, 2. available information to substantiate the appeal, and 3. the grounds on which the appeal is based. The student shall send copies of the letter to the advisor, all faculty involved, the appropriate Associate Dean and the Dean. The completed Statement of Grievance form must accompany this formal request for a hearing.

D. Upon receipt of the student’s letter and completed Statement of Grievance form, the Chair of Academic Council will convene a committee meeting within five (5) business days to review the student’s request.

E. After review of the request, the Chair of Academic Council will notify the student by letter via Widener email and regular USPS mail within five (5) business days of one of the following Committee decisions:

1. Rejection of the request - If determined not to be within the jurisdiction of Academic Council, beyond the designated time frame, or with insufficient grounds. The student will be referred to the proper source if any, for resolution by the Chair of Academic Council.

2. Acceptance of the request - A full hearing will be scheduled by the Chair of Academic Council within 5 business days.

F. The student’s mentor, faculty, appropriate Academic Program Director/Assistant Dean for Undergraduate Student Services, and Dean of the School of Nursing will be informed by the Chair of Academic Council of the acceptance or rejection of the request for a full hearing and the date, time, and place of the hearing.
II. **Conduct of the Hearing**

A. All parties involved in the appeal shall have the right to be present at a portion of the hearing to respond to all information presented as well as to present their side of the appeal. Each party may have a School of Nursing advisor present at the hearing.

B. The Chair of Academic Council may, at the discretion of the Chair, request any party involved in the appeal, including the advisor to leave the hearing at any time.

C. The full hearing may be continued at the discretion of Academic Council.

D. Within three (3) business days following the conclusion of all Academic Council meetings, the Chair shall submit a written report of the Committee’s findings and recommendations to the Dean and Academic Program Director.

E. The Academic Program Director will notify the student in writing of Academic Council’s findings and recommendations and the right to appeal the faculty decision to the Dean within five (5) business days of the receipt of the written report from the Chair of Academic Council. The Director's letter will be copied to the appropriate Associate Provost, Dean, Undergraduate Assistant Dean, Chair of Academic Council, student's faculty mentor, and the faculty member(s) involved.

F. Minutes will be taken of Academic Council meetings and hearings held concerning any appeal. Hearings may be tape recorded by the Chair of Academic Council. Minutes/tape recording will be kept in a secure file.

III. **Appeal to the Dean**

A. If the student chooses to appeal to the Dean, the student must appeal to the Dean by letter within five (5) business days of receipt of the Dean’s letter regarding the outcome of the full hearing by Academic Council. The letter should specify the grounds for the further appeal as well as the information to substantiate the appeal.

B. The student will be notified of the Dean’s decision within five (5) business days of the Dean’s receipt of the student’s letter. Students will be notified via Widener email and standard USPS mail. Copies of the Dean’s letter will be forwarded to the appropriate Associate Provost, appropriate Academic Program Director, Assistant Dean of Undergraduate Student Services, Chair of Academic Council, student’s faculty mentor, and faculty member(s) involved.

C. The Dean’s decision related to the student’s appeal will be final.

Approved by faculty 9/00

*Editorial Revisions, 8/01, 6/04, 5/09, 9/09, 8/11*
GRIEVANCE POLICY
Students are provided with opportunities to express their concerns and complaints. Students have additional opportunities to express their interests, issues, and concerns through student representation as voting member on selected SON standing committee. Students also voice concerns by completion of course and Faculty Evaluations at the end of each course. Grievance issues related to discrimination and harassment, and or violation of the Widener Compact shall be addressed by university wide policies and procedures.

The School of Nursing, has established policies and procedures by which it defines and reviews complaints. The purpose of the grievance policy and procedure is to provide students with a mechanism to request review of decisions and actions within the School of Nursing (See Statement of Grievance Form). The School of Nursing encourages the prompt resolution of student and faculty concerns. Students are encouraged to discuss specific concerns with their academic advisors or appropriate faculty members. Course related problems should be addressed by speaking directly with the involved faculty member. If an acceptable resolution is not achieved the course coordinator should be informed of the situation. Many disputes may be resolved following a thorough discussion of the issues by the parties involved. The order in which School of Nursing constituents are to be approached, listed first to last, is as follows: course faculty, course coordinator, faculty mentor, Academic Program Director, and finally Dean.
IX. PROGRESSION POLICIES

For freshmen matriculated fall 2010 and beyond

Students must meet the pre and co-requisites for each nursing course. In order to progress into junior year, student must have completed all required courses with a ‘C’ or better, and have a cumulative GPA of 3.0 or higher.

Lower Division Policies

1. Nursing prerequisites may be repeated only once following either: a) a grade less than ‘C’ or b) withdrawal. The repeat attempt requires written permission from the school dean or dean’s designee on the Repetition of Course forms. If, on the repeat attempt, the student does not complete the course with a minimal grade of ‘C’ or withdraws from the course, the student will be dismissed from the School of Nursing BSN program.

2. Biology 121 and 122 or corresponding transfer courses must be successfully completed not more than five years prior to entry to upper division (junior year).

3. Students enrolled at Widener in a major other than nursing who wish to be considered for the school of nursing BSN program must fulfill the following requirements: a) successfully complete CHEM 105 and 106 with a grade of “C” or higher, b) earn a grade of “C” or higher in any courses that are part of the required nursing curriculum, and c) achieve a cumulative GPA of 2.75 in their present major (see Change in Curriculum” section of current catalog). A cumulative GPA of 3.0 must be attained for entry into junior level nursing courses. No appeals or exceptions shall be considered.

4. Matriculated students may take a maximum of nine semester credits off campus only with special permission of the School of Nursing Academic Program Director and the university’s associate provost. A Course Transfer Authorization form must be completed for all courses taken off campus.

Upper Division Policies

1. Students must achieve a Widener University cumulative GPA of 3.0 and a grade of ‘C’ or higher on all lower division prerequisite courses (All courses listed for the freshman and sophomore years) for admission into the upper division.

2. Students must demonstrate compliance with all clinical requirements as specified in the School of Nursing Undergraduate Student Handbook. Students who have not completed the appropriate clinical requirements by the end of sophomore year and junior year will be dismissed from the program.

3. Students must have successfully completed the pre-requisite courses by the end of spring or summer semester of the sophomore year. See curriculum grid.

4. All Widener students must have a minimum GPA of 3.0 or higher to progress into junior year.

5. Students are responsible to have their transcripts from all other institutions sent to the Associate Dean by August 15th. Academic deficiencies may result in deferring progression into the Junior year. Students who are enrolled in summer school to complete prerequisite courses may submit a letter signed by the course instructor designating the grade earned in the course. An official transcript verifying the grade earned must be forwarded as soon as possible. Students may not begin the Junior year until documentation of all lower division requirements has been received by the School of Nursing.
6. Documentation of compliance with all of **clinical requirements**, including:
   a) Immunizations:
      Tetanus/diphtheria/pertussis (tDAP) within 10 years, and
      Meningitis (required for students less than 25 years of age)
   b) Titers ~ serologic proof of immunity
      MMR
      Varicella
      Hepatitis B
   c) Physical Examination
   d) Criminal Background Investigation through agency designated by the School of Nursing
      (within 6 months of beginning clinicals)
   e) FBI Criminal Check
   f) Child Abuse Clearance for Pennsylvania
   g) 10 Panel Drug Screen (within 6 months of beginning clinicals)
   h) Two-step PPD (required annually)
   i) Cardiopulmonary Resuscitation Certification (American Heart Association Health Care Provider) 2 year certification or American Red Cross Health Care Provider 2 year certification
   j) Personal Health Insurance (documentation required annually)

   **Failure to meet these requirements may result in the student being dismissed from the program.**

**Nursing Progression Policies**

1. Theory grades are calculated per the course syllabus, and are reported as a letter grade. Students are required to earn a grade of “C” or higher in the theory component of all nursing courses, including clinical and non-clinical required courses in order to successfully complete, or pass the course. The minimum numeric score required to earn a grade of “C” in any nursing course is 75.

2. Laboratory or clinical grades are evaluated per the course syllabus and reported as “pass” or “fail”. A grade of “pass” in the clinical/laboratory component of a course is required to successfully complete, or pass, the course.

3. Students failing either the classroom or clinical component of a nursing course must repeat the course in its entirety, including classroom and clinical components.

4. Students who withdraw from one nursing course with co-requisite requirements before midterm must withdraw from the other co-requisite course(s) as well. For progression purposes, withdrawal from one course and its co-requisites will be considered as one withdrawal.

5. Students are permitted only one unsuccessful attempt to complete a nursing course throughout the program. Both withdrawals and failures count as an attempt.
   a. A grade of less than “C” in the same nursing course twice will result in dismissal from the nursing program.
   b. A withdrawal from a nursing course and a grade of less than “C” on a subsequent attempt after a previous withdrawal from the same course will result in dismissal from the nursing program.
   c. A grade of less than “C” in any nursing course with subsequent withdrawal from the same course on the second attempt.
   d. A grade of less than “C” in any two nursing courses will result in dismissal from the nursing program.
e. A withdrawal from a nursing course, followed by a subsequent withdrawal from any other
nursing course will result in dismissal from the nursing program.
f. A withdrawal from a nursing course, followed by a subsequent failure of any nursing course
will result in dismissal from the nursing program.

6. Students who are dismissed from the School of Nursing may petition for a waiver of policy, as
outlined in the School of Nursing Undergraduate Handbook. Extenuating circumstances beyond a
student’s control are considered. Decisions are made based upon the student’s previous academic
record, including results on standardized tests, such as the HESI specialty exams. Patterns of success
in science courses without withdrawal or repetition are expected. Students who request a waiver of
policy remain dismissed throughout this process, and are not eligible to continue in the nursing
curriculum until a decision is rendered.

7. Students who are dismissed from the nursing program for failure to meet academic progression
requirements may continue in another major within the University if their grade point meets
requirements for that major.
B. For students beginning Upper Division (junior year), fall 2011

Students must meet the pre and co-requisites for each nursing course. In order to progress into junior year, student must have completed all required courses with a ‘C’ or better, and have a cumulative GPA of 2.75 or higher.

Lower Division Policies
1. Nursing prerequisites and nursing courses may be repeated only once following a grade less than ‘C’ or a withdrawal. The repeat attempt requires written permission from the school dean or dean’s designee on the Repetition of Course forms. If, on the repeat attempt, the student does not complete the course with a minimal grade of ‘C’ or withdraws from the course, the student will be dismissed from the School of Nursing BSN program

2. Biology 121 and 122 or corresponding transfer courses must have been successfully completed not more than five years prior to entry to junior year.

3. Students enrolled at Widener in a major other than nursing who wish to be considered for the school of nursing BSN program must have a) successfully completed CHEM 105 and 106 with a grade of "C" or higher, b) earned a grade "C" or higher in any courses that are part of the required nursing curriculum, and c) achieved a cumulative GPA of 2.75 in their present curriculum (see Change in Curriculum) section of current catalog. A cumulative GPA of 2.75 must be maintained for entry into junior level nursing courses.

4. Matriculated students may take a maximum of nine semester credits off campus only with special permission of the School of Nursing associate dean and the university’s associate provost. A Course Transfer Authorization form must be completed for all courses taken off campus.

Upper Division Policies
1. Widener University cumulative GPA of 2.75 and a grade of ‘C’ or higher on all prerequisite courses, including:
   CHEM 105/106, ENGL 101, ENGL 102, PSY 105, SOC 105, SOC 215, BIOL 121, BIOL 122, BIOL 219/220, PSY 211, PSY 381 or 385

2. Satisfactory completion of the following general education courses: History or Art History and Humanities 300 level Elective

3. Widener University grade of C or better on all lower division nursing prerequisites and a cumulative GPA of 2.75 or greater are required for admission to the upper division.

4. Students with a 2.75 or greater can be admitted provisionally pending completion of the nursing prerequisites with a grade of C or better:
   - NURS 125 Introduction to Nursing (3 semester credit hours)
   - NURS 226/227 Foundations of Nursing Practice with Lab (3 semester credit hours)
   - NURS 230 Calculating with Confidence (1 semester credit hour)
   - NURS 216 Nutrition in Health Care (credit may be accepted for other 3 credit nutrition courses taught by a registered dietitian upon review of syllabus)

5. Students must have successfully completed the pre-requisite courses by the end of spring or summer semester of the sophomore year. See curriculum grid.

6. All Widener students must have a minimum GPA of 2.75 or higher to progress into Junior year.
7. Students are responsible to have their transcripts from all other institutions sent to the Associate Dean by August 15th. Academic deficiencies may result in deferring progression into the Junior year. Students who are enrolled in summer school to complete prerequisite courses may submit a letter signed by the course instructor designating the grade earned in the course. An official transcript verifying the grade earned must be forwarded as soon as possible. Students may not begin the Junior year until documentation of all lower division requirements has been received by the School of Nursing.

8. NURS 226/227 Foundations of Nursing Practice and NURS 230 Calculating with Confidence must be taken immediately preceding entry to the Junior year. If more than 2 semesters elapse from NURS 226 and NURS 230 to the first clinical course, NURS 350 Care of the Adult, the students must successfully challenge or retake NURS 226/227 and/or NURS 230.

9. Documentation of compliance with all of clinical requirements, including:
   a) Immunizations:
      - Tetanus/diphtheria/pertussis (tDAP) within 10 years, and
      - Meningitis (required for students less than 25 years of age)
   b) Titers ~ serologic proof of immunity
      - MMR
      - Varicella
      - Hepatitis B
   c) Physical Examination
   d) Criminal Background Investigation through agency designated by the School of Nursing
      (within 6 months of beginning clinicals)
   e) FBI Criminal Check
   f) Child Abuse Clearance for Pennsylvania
   g) 10 Panel Drug Screen (within 6 months of beginning clinicals)
   h) Two-step PPD (required annually)
   i) Cardiopulmonary Resuscitation Certification (American Heart Association Health Care Provider) 2 year certification or American Red Cross Health Care Provider 2 year certification
   j) Personal Health Insurance (documentation required annually)

   Failure to meet these requirements may result in the student being dismissed from the program.

Nursing Progression Policies

1. Theory grades are calculated per the course syllabus, and are reported as a letter grade. Students are required to earn a grade of “C” or higher in the theory component of all nursing courses, including clinical and non-clinical required courses in order to successfully complete, or pass the course. The minimum numeric score required to earn a grade of “C” in any nursing course is 75.

2. Laboratory or clinical grades are evaluated per the course syllabus and reported as “pass” or “fail”. A grade of “pass” in the clinical/laboratory component of a course is required to successfully complete, or pass, the course.

3. Students failing either the classroom or clinical component of a nursing course must repeat the course in its entirety, including classroom and clinical components.

4. Students who withdraw from a course with co requisite requirements before midterm must withdraw from the other co requisite course(s) as well. For progression purposes, withdrawal from one course and its prerequisites co requisites will be considered as one withdrawal.
5. Students are permitted only one unsuccessful attempt to complete a nursing course throughout the program and both withdrawals and failures count as an attempt. It is important to note that this policy will not be retroactive to include students' past nursing withdrawals. However, any past nursing failures will apply.

6. A withdrawal from a nursing course during or after the fall 2011 semester followed by a failure in any other nursing course will result in dismissal from the School of Nursing.

7. A grade of less than "C" in the same nursing course twice will result in dismissal from the School of Nursing.

8. A grade of less than "C" in any nursing course with subsequent withdrawal from the same course on the second attempt will result in dismissal from the nursing program.

9. A grade of less than "C" in any two nursing courses will result in dismissal from the nursing program.

10. A withdrawal from a nursing course, followed by a subsequent withdrawal from any other nursing course will result in dismissal from the nursing program.

11. Students who are dismissed from the School of Nursing may petition for a waiver of policy, as outlined in the School of Nursing Undergraduate Handbook, available online. Extenuating circumstances beyond a student's control are considered. Decisions are made based upon the student's previous academic record, including results on standardized tests, such as the HESI specialty exams. Patterns of success in science courses without withdrawal or repetition are expected. Students who request a waiver of policy remain dismissed throughout this process, and are not eligible to continue in the nursing curriculum until a decision is rendered.

12. Students who are dismissed from the nursing program for failure to meet academic progression requirements may continue in another major within the University if their grade point meets requirements for that major.

C. For students in Upper Division (senior year) fall 2011
Students must meet the pre and co-requisites for each nursing course. In order to progress into junior year, student must have completed all required courses with a "C" or better, and have a cumulative GPA of 2.75 or higher.

Lower Division Policies
1. Nursing prerequisites and nursing courses may be repeated only once following a grade less than "C" or a withdrawal. The repeat attempt requires written permission from the school dean or dean's designee on the Repetition of Course forms. If, on the repeat attempt, the student does not complete the course with a minimal grade of "C" or withdrawals from the course, the student will be dismissed from the School of Nursing BSN program.

2. Biology 121 and 122 or corresponding transfer courses must have been successfully completed not more than five years prior to entry to junior year.
3. Matriculated students may take a maximum of nine semester credits off campus only with special permission of the School of Nursing associate dean and the university's associate provost. A Course Transfer Authorization form must be completed for all courses taken off campus.

Upper Division Policies

1. Widener University cumulative GPA of 2.75 and a grade of "C" or higher on all prerequisite courses, including:
   - CHEM 105/106, ENGL 101, ENGL 102, PSY 105, SOC 105, SOC 215, BIOL 121, BIOL 122, BIO 219/220, PSY 211, PSY 381 or 385

2. Satisfactory completion of the following general education courses: History or Art History and Humanities 300 level Elective

3. Students with a 2.75 or greater can be admitted provisionally pending completion of the nursing prerequisites with a grade of C or better:
   - NURS125 Introduction to Nursing (3 semester credit hours)
   - NURS226/227 Foundations of Nursing Practice with Lab (3 semester credit hours)
   - NURS230 Calculating with Confidence (1 semester credit hour)
   - NURS216 Nutrition in Health Care (credit may be accepted for other 3 credit nutrition courses taught by a registered dietitian upon review of syllabus)

4. Students must have successfully completed the pre-requisite courses by the end of spring or summer semester of the sophomore year. See curriculum grid.

5. All Widener students must have a minimum GPA of 2.75 or higher to progress into junior year.

6. Students are responsible to have their transcripts from all other institutions sent to the Associate Dean by August 15th. Academic deficiencies may result in deferring progression into the Junior year. Students who are enrolled in summer school to complete prerequisite courses may submit a letter signed by the course instructor designating the grade earned in the course. An official transcript verifying the grade earned must be forwarded as soon as possible. Students may not begin the junior year until documentation of all lower division requirements has been received by the School of Nursing.

7. NURS 226/227 Foundations of Nursing Practice and NURS 230 Calculating with Confidence must be taken immediately preceding entry to the junior year. If more than 2 semesters elapse from NURS 226 and NURS 230 to the first clinical course, NURS 350 Care of the Adult, the students must successfully challenge or retake NURS 226/227 and/or NURS 230.

8. Documentation of compliance with all of clinical requirements, including:
   a) Immunizations:
      - Tetanus/diphtheria/pertussis (tDAP) within 10 years, and
      - Meningitis (required for students less than 25 years of age)
   b) Titers-serologic proof of immunity
      - MMR
      - Varicella
      - Hepatitis B
   c) Physical Examination
   d) Criminal Background Investigation through agency designated by the School of Nursing
(within 6 months of beginning clinical)
e) FBI Criminal Check
f) Child Abuse Clearance for Pennsylvania
g) 10 Panel Drug Screen (within 6 months of beginning clinical)
h) Two-step PPD (required annually)
i) Cardiopulmonary Resuscitation Certification (American Heart Association Health Care Provider) 2 year certification or American Red Cross Health Care 2 year certification
j) Personal Health Insurance (documentation required annually)

Failure to meet these requirements will result in the student being dropped from the clinical course(s).

Nursing Progression Policies
1. Theory grades are calculate per the course syllabus, and are reported as a letter grade. Students are required to earn a grade of "C" or higher in the theory component of all nursing courses, including clinical and non-clinical required to earn a grade of "C" in any nursing course is 75.

2. Laboratory or clinical grades are evaluated per the course syllabus and reported as "pass" or "fail". A grade of "pass" in the clinical/laboratory component of a course is required to successfully complete, or pass, the course.

3. Students failing either the classroom or clinical component of a nursing course must repeat the course in its entirety, including classroom and clinical components.

4. Students who withdrew from a course with co requisite requirements before midterm must withdraw from the other co requisite course(s) as well.

5. Students are permitted only one unsuccessful attempt to complete a nursing course, and a withdrawal counts as an attempt.
   a. A grade of less than "C" in the same nursing course twice will result in dismissal from the nursing program.
   b. A withdrawal from a nursing course and a grade of less than "C" on a subsequent attempt after a previous withdrawal from the same course will result in dismissal from the nursing program.
   c. A grade of less than "C" in any nursing course with subsequent withdrawal from the same course on the second attempt will result in dismissal from the nursing program.
   d. A grade of less than "C" in any two nursing courses will result in dismissal from the nursing program.

6. Students who are dismissed from the School of Nursing may petition for a waiver of policy, as outlined in the School of Nursing Undergraduate Handbook. Extenuating circumstances beyond a student's control are considered. Decisions are made based upon the student's previous academic record, including results on standardized tests, such as the HESI specialty exam. Patterns of success in science courses without withdrawal or repetition are expected. Students who request a waiver of policy remain dismissed throughout this process, and are not eligible to continue in the nursing curriculum until a decision is rendered.

7. Students who are dismissed from the nursing program for failure to meet academic progression requirements may continue in another major within the University if their grade point meets requirements for that major.
PROGRESSION INTERRUPTED
Students who cannot continue in the program because of a course failure or withdrawal in a NURS 300 or NURS 400 level course may re-enroll in the program within a period of 12 months from the point of exit. Leave of Absence (LOA) will be granted only by the Associate Provost due to either medical care or compelling personal hardship.

9/07; Revised 8/08

GRADES NEEDED
A minimum grade of ‘C’ or better must be earned in ALL of the following required courses for a student to be able to progress into the junior year of the nursing curriculum:

BIOL 121, Anatomy & Physiology I and Lab
BIOL 122, Anatomy & Physiology II and Lab
BIOL 219, Microbiology
BIOL 220, Microbiology Lab
CHEM 105, General, Organic and Biochemistry
CHEM 106, General, Organic and Biochemistry Lab
ENG 101, Composition & Critical Thought
ENG 102, Advanced Exposition & Literature
PSY 105, Introduction to Psychology
SOC 105, Introduction to Sociology
200 level Sociology or Psychology
PHIL 350 Ethics
Social Science Elective
Psy 381/385

A ‘C’ is the minimum required grade for all nursing courses. A nursing course in which a grade less than a ‘C’ is earned may be repeated one time. (See the Dismissal Policy).

Approved 5/99
Pending revision 9/2011

PROGRESSION TO UPPER DIVISION

- Application for progression to Upper Division Nursing form available online or from Assistant Dean for Undergraduate Student Services
- Documentation of Clinical Requirements (see item 7 above)
- Transcript demonstrating completion of, or enrollment in, all required prerequisite courses with a GPA of 3.0 or greater.

Prioritization: Applicants will be ranked according to the following criteria. A wait list of qualified candidates will be developed based on rank in the event that the number of applicants exceeds capacity. While Widener has not reached the point of implementing a wait list, this chart provides a mechanism should it become necessary.

| POINTS |
|---|---|
| **Admitted as Freshman to SON** | 6 |
| **Widener Credits** |  |
| 58 + Widener Credits | 10 |
| 31-57 Widener Credits | 9 |
| 8-30 Widener Credits | 8 |
| 7 Widener Credits | 7 |
| **Widener GPA** |  |
| 3.75 – 4.0 | 4 |
| 3.50-3.74 | 3 |
| 3.25 – 3.49 | 2 |
| 3.0-3.24 | 1 |
### DISMISSAL POLICIES

The University dismissal policies are outlined in the Widener University Undergraduate Student Handbook under the section marked Academic Standing. The School of Nursing adheres to the University dismissal policies. Students will be dismissed from the School of Nursing for failure to meet the progression policies regarding failures as well as any of the following situations:

- GPA below 2.0
- Failure to complete clinical requirements spring semester sophomore year (summer session for summer transfer students) and spring semester junior year.
- A violation of the University Student Code of Conduct (see Student Conduct).
- Failure to keep any contractual stipulation imposed by the Academic Program Director or the Dean of the School of Nursing.
- Violations are specified in the student conduct section of this handbook.

In rare circumstances readmission may be considered for students who were dismissed.

The procedure to apply for readmission is as described:

1. The student must submit a letter of request for a **waiver of policy** for readmission to the Academic Program Director for Undergraduate Studies.
2. The Academic Program Director for Undergraduate Studies will forward all readmission letters, along with student academic files, to the School of Nursing’s Academic Council for review, consideration, and decision on student re-admission.
3. Dismissed students shall remain dismissed until such time as the policy regarding dismissal is waived.
4. The School of Nursing reserves the right to mandate stipulations for re-admission and to specify the semester and year in which the readmitted student may enroll in class.
5. The School of Nursing reserves the right to allow a student to repeat a course through Academic Transitions, and to require specific academic requirements including Academic Support Services and specific grade and other stipulations as specified by the Academic Council or Dean.
6. The student must agree to all contractual stipulations in writing.
7. The offer for readmission will be rescinded if the student refuses to accept any of the specified stipulations.
8. Adherence to stipulations is required, and will be considered in readmission decision-making.
9. The student must apply for re-admission through the University Office of Admissions if he/she has left the University.

Approved 9/98, Reviewed 6/04, Revised 5/06, Approved by Faculty 5/22/06, Editorial Changes 8/08
WAIVER OF SCHOOL OF NURSING ACADEMIC POLICY
A waiver may be sought when a student seeks an exception to a School of Nursing policy. Requests for waivers are considered by the SON Academic Council on an individual basis and are not generalized to the student body. For a waiver of policy for re-admission, please refer to Dismissal Policies above. NOTE: No waiver of policy requests regarding GPA lower than required for progression to upper division will be accepted.

Procedure:
1. The student meets with his/her faculty advisor in order to discuss the policy issue and appropriateness of a request.
2. If deemed appropriate by the Director, the student submits, in writing, his/her request for waiver to the appropriate. The request should include the stated policy to be considered and relevant information to substantiate the request.
3. The Director forwards requests for waiver of policy to Academic Council.
4. All School academic policies will remain in effect until a final decision concerning a request is made.
5. Academic Council recommends approval or denial of student requests for waiver of policy. The Academic Program Director informs the student in writing of the Committee’s recommendation.
6. If the decision fails to produce a resolution acceptable to the student, the student may petition the Dean of the School of Nursing.
7. The Dean’s decision is final and will be communicated to the student via the Widener email account and standard USPS mail.
8. Outcomes of requests for waiver will be reported to the faculty.

Reviewed 6/04, 5/06, 8/08, Editorial Revisions 8/11

WITHDRAWAL
The drop period for Nursing 460 and 462 will be three weeks before the end of these courses, because they are offered in an abbreviated format ending prior to NURS 490, Practicum. The date will be specified in the course syllabus. For all other courses, it is as designated by the University.

Refunds for courses are determined by the University. (See the University Bulletin). The effective date used for all adjustment of charges will be the date that written notice of the withdrawal is received by the appropriate program office of Widener University.
X. ADVISEMENT

ACADEMIC ADVISING
All pre-licensure students are advised by the Assistant Dean of Undergraduate Student Services beginning in the freshman year. In addition, students are assigned a faculty mentor upon admission to develop supportive relationships with their students in order to foster their academic success. Students may request a change in faculty mentor after consultation with the Academic Program Director.

ACADEMIC RECORDS
Records for students are kept in locked files accessible only by Director, faculty and staff in the School of Nursing. The record contains such information as course grades, clinical evaluations, correspondence, course planning forms, etc. The academic record is the property of the University. Student access to such records and disclosure of information contained in such records is governed by the Widener University Policy Pertaining to the Confidentiality of, Access to, and Disclosure of Student Record. Students are advised to review such policy for further information.

CANCELLATION OF NURSING COURSES
The School of Nursing has the right to cancel any course with insufficient enrollment.

CREDIT BY EXAMINATION
The School of Nursing recognizes credit by Widener University teacher-made challenge exams, National League for Nursing Exams (NLN), or the College Level Examination Program. Copies of Widener's CLEP policy are available in the University College Office, LC Room 120, 610-499-4282. (Appendix E)

School of Nursing students may challenge the following courses:

<table>
<thead>
<tr>
<th>Exam</th>
<th>Fee</th>
<th>Score</th>
<th>Credit</th>
<th>Contact</th>
<th>EXT.</th>
<th>When Given</th>
</tr>
</thead>
<tbody>
<tr>
<td>*BIO 121/122 Anatomy and Physiology I&amp;II</td>
<td>$100</td>
<td>50</td>
<td>8</td>
<td>Secretary to Academic Program Director</td>
<td>4206</td>
<td>3 times/year</td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>NURS 216 Nutrition in Health Care (NLN)</td>
<td>$100</td>
<td>50</td>
<td>3</td>
<td>Secretary to Academic Program Director</td>
<td>4211</td>
<td>3 times/year</td>
</tr>
</tbody>
</table>

*Only available to students whose previous A&P courses are more than 5 years old and whose grades are above a "C"

Procedure:
1. Students should contact the appropriate secretary for dates, times, study information (if any), and other particulars concerning challenge exams.
2. Students must submit check payable to Widener University prior to the administration of the exam.
3. If the designated score on the exam is achieved, the appropriate credits will be added to the student’s transcript, where indicated.
4. Challenge exams may be taken one time only. If the necessary score is not achieved, the student must take the appropriate course.
DEVELOPMENTAL COURSES

As noted in the Undergraduate Bulletin, no more than three credits of successfully completed developmental courses may be counted toward completion of graduation requirements. This includes English 100, since all students must complete English 101 and English 102 as required courses. Other developmental courses include MATH 101 and Reading 105.

HONORS PROGRAM

The School of Nursing Honors Program is designed for academically talented nursing students. Its purpose is to provide meaningful learning experiences that will prepare students to continuously learn, apply, and create new knowledge throughout their lifetimes. Class time is spent cultivating critical thinking, skill in self-expression, and independent analysis of material. This program is intended as a complement to the University Honors Program in General Education. Participation may be in addition to or independent of the university program. Eligible students must have a 3.2 cumulative GPA at the end of sophomore year and a 3.5 GPA in nursing major.

This program does not apply to the RN/BSN or RN/MSN students.

HUMANITIES REQUIREMENTS

The following courses satisfy humanities requirements; Art History (AH), Art Studio (AS), Creative Writing (CRWR), English (ENGL), History (HIST), Humanities (HUM), Fine Arts (ARTS), Music History/Theory (MUS), Philosophy (PHIL), and all modern languages (FREN, GRMN, ITAL, JAPN, and SPAN).

INDEPENDENT STUDY in Nursing

An independent study is available for self-directed learners who have an interest in either a theoretical or clinical nursing topic in which they would like to pursue further study. An independent study is student-initiated; the student must identify a faculty member willing to serve as the instructor prior to enrollment in the course. The selection for the faculty member must be appropriate to the instructor's area of expertise. A faculty member will be responsible for approval of student objectives, criteria for evaluation, clinical supervision (if applicable), and final grade assignment.

Clinical activities may consist of observation or direct patient care. Direct patient care activities must be supervised by a Department of Nursing faculty member. If a clinical activity is involved in the Independent Study, the faculty member will seek agency approval and initiate an agency contract through the Associate Dean, Undergraduate Studies, as appropriate. Please note that students in the nursing program who are preclinical will not be permitted to develop an independent study with a clinical experience.

Determination of the appropriate credit allotment should be based on the learning objectives of the Independent Study. Credits will be allocated on the basis of an estimated one hour/week of actual library research or other appropriate study activity per credit, or three hours of clinical activity per week/credit. Evaluation methods are assigned in addition to the estimated hours of study required per credit. A student may take no more than a total three credits of independent study in the nursing major.
PROPOSAL FOR NURSING INDEPENDENT STUDY

STUDENT NAME:______________________________________________________

FACULTY:______________________________________________________________

ACADEMIC TERM:_______________________________________________________

CREDITS:______________________________________________________________

TOPIC OF STUDY:_______________________________________________________

PURPOSE OF STUDY:_____________________________________________________

OBJECTIVES:

LEARNING ACTIVITIES:

METHOD(S) OF EVALUATION:

STUDENT SIGNATURE:____________________________________________________

FACULTY SIGNATURE:_____________________________________________________

ACADEMIC PROGRAM DIRECTOR:___________________________________________

Approved FF 4/1/11
Procedure for Independent Study

1. Independent study may be pursued by a sophomore, junior, or senior level students matriculated in the Department of Nursing. Students must register for Independent Study during the designated registration time on the academic calendar.

2. A Proposal for Independent Study is student initiated. At the outset of the independent study, students will submit to the faculty member a typed proposal for the independent study (See Appendix) to include the topic for the independent study, along with specific objectives for the learning experience.

3. Once the faculty member approves the objectives, the student and the faculty member will agree on the assignment of credits, and the method(s) of evaluation. Following approval for the proposal by the faculty member, the contract for Independent study is submitted to the Academic Program Director for approval. The contract must be signed by the student, faculty member, and Academic Program Director. One copy will be placed in the student's file, one copy will be kept by the faculty member, and one will be returned to the student.

4. According to a prearranged schedule of meetings, the faculty member will work closely with the student to guide the student's progress towards the accomplishment of proposal objectives.

5. The faculty member is responsible to grade the independent study and submit the grade according to the university protocol.

OVERLOAD POLICIES
University policy states that students must have a G.P.A. of 3.0 or above to carry an overload. An overload of more than one (1) course will be permitted only in rare instances upon specific approval of the Academic Program Director.

PRE-REGISTRATION
Pre-registration is completed online through Campus Cruiser. Dates for pre-registration are posted on Campus Cruiser. It is the students’ responsibility to access campus cruiser for their assigned date and time. Students must contact their mentors for an appointment to obtain approval and the mentor's signature prior to attempting to register online. Detailed information about the process is available on the Registrar's home page. Group mandatory advising meetings for all classes will be scheduled each semester. Students will receive approval to register at the group advising session. Students are advised to contact their mentors with any questions. Repeated courses cannot be registered for online. Repetition of course form must be submitted along with drop/add form to repeat a course.
XI. GRADUATION POLICIES

GRADUATION REQUIREMENTS
To qualify for graduation, a student must have:

- a cumulative grade point average of 2.0,
- a minimum grade of C in all required courses, and
- a total of 124 credits (or 123 if Physical Education is waived).

GRADUATION PETITION
A student anticipating graduation must submit a graduation petition by the end of the pre-registration period in the semester prior to the one in which his/her program will be completed. Incomplete grades must be removed by May 1 or December 1 in order for your petition to be completed in time for graduation. A student must re-petition (complete another Graduation Petition form) if graduation does not occur in the anticipated semester of the original petition. Forms are found online. Fees must be remitted as designated by the registrar.

ACADEMIC HONORS
To be considered for academic honors at graduation, a student must have completed at least 60 credits at Widener University. Additional information may be found in the Undergraduate Bulletin.

STATE BOARD "RN" LICENSING PROCEDURES
1. For Pennsylvania: please visit http://www.portal.state.pa.us/portal/server.pt/community/state_board_of_nursing/12515/licensure_information/572048#forms for the application for the exam/temporary practice permit application and related instructions. Applicants can directly download this application for the licensing exam and/or temporary practice permit and contained within it is valuable information related to the application process. These applications can also be submitted online for Pennsylvania graduates and the only requirement is a major credit card. Instructions for online submission are also found on the website.

2. For other states: please visit https://www.ncsbn.org/index.htm for the application forms and procedure and notify the Dean of the School of Nursing. (This should be done in the beginning of the student's final semester.)

3. Students requiring special testing accommodations for the NCLEX-RN exam will need to complete a “Request for Accommodations” online from the SBON website. Accommodations require:
   - Section 1 to be completed by the candidate.
   - Section 2 to be completed by Nursing Education Program Director (Dean).
   - Section 3 to be completed by licensed/certified health care practitioner.

4. The Pennsylvania State Board Verification will be signed by the Dean of School of Nursing when ALL graduation/educational requirements have been met.
XII. TRANSFER POLICIES

TRANSFER FROM ANOTHER NURSING PROGRAM
Students transferring from another nursing program, as evidenced by nursing courses on the transcript, must have a letter of good standing in the nursing program sent by the Dean/Chair/or Director of that program to the Dean of Widener University's School of Nursing.

TRANSFER OF CREDITS
Course work must come from a regionally accredited institution of higher learning, recognized by the appropriate professional body. An original transcript with institution seal and registrar's signature is required.

Nursing courses may be considered for transfer. The student must provide the full syllabus for each course for faculty review.

Course work is accepted based on requirements of the School of Nursing, either as equivalent to a required course or as an elective.

Credit will NOT be awarded for developmental, basic, secretarial science or community service programs offered by community colleges.

A grade of C is the minimum requirement for transfer of a course from another institution to the School of Nursing.

There is no time limit on transfer credit for most required general education courses in the nursing curriculum. An exception is Anatomy and Physiology I and II which must have been completed within 5 years of entry to the junior year. Students may validate current knowledge by successfully completing the NLN challenge exam. A student who does not pass the challenge examination must retake Anatomy and Physiology I and II.

TRANSFER OF CREDITS ONCE MATRICULATED
After matriculation, students at Widener will not be authorized to take more than nine credits from other institutions and will only be authorized to take courses elsewhere if they have greater than 45 credits remaining until graduation with permission from the Associate Provost for Undergraduate Academic Affairs.

Transfer of credit for courses taken at other institutions after matriculation at Widener must have the prior approval of the associate provost for undergraduate academic affairs. The procedure to obtain this approval is:

1. Permission of student’s school or college, granted by the Assistant Dean for Undergraduate Student Affairs.
2. Approval of course is suitable for Widener credit by school or college within which credit is sought.
3. Final approval from the Associate Provost.

Courses taken at other institutions will have no effect on the student’s cumulative GPA at Widener since quality grade-point credits will not be transferred. A minimum grade of “C” must be earned in a course to have credits transferred to Widener.
TRANSFER INTO SCHOOL OF NURSING

Internal Transfer for students beginning clinical to fall 2012 or thereafter
Students enrolled at Widener University in another major or University College, and who wish to be considered for admission into the School of Nursing curriculum must have:

- successfully complete Chemistry 105/106 with a grade of “C” or higher
- earned a grade of “C” or higher in any courses that are part of the required nursing curriculum
- achieved 2.75 or higher cumulative GPA in their present major. **A cumulative GPA of 3.0 must be attained for entry into the junior level nursing courses.**

External Transfer for students beginning clinical fall 2012 or after
Students attending colleges or universities other than Widener University and who wish to transfer into the School of Nursing must:

- have achieved a cumulative GPA of 3.0 or higher in previous coursework
- submit an updated transcript at the end of the semester; if currently enrolled in coursework at the time of acceptance a cumulative GPA of 3.0 or above must be maintained or acceptance will be rescinded.
- follow the procedures for Transfer Student listed in the Widener University Undergraduate Bulletin

Once accepted, the student must successfully complete NURS 125, 201, 205, 232, and 261/262 with a grade of C or higher at Widener University, and achieve a Widener University cumulative **GPA of 3.0 or higher prior to progressing into clinical nursing courses**, which begin in the fall of junior year.
XIII. CLINICAL/LAB POLICIES

CLINICAL REQUIREMENTS
Students must complete specified requirements to enter junior and senior clinical courses. These requirements are provided to the students in the spring of the sophomore year by the office of the Academic Program Director (Appendix A).

Deadlines: Failure to meet deadlines established by the Academic Program Director may result in dismissal from the nursing program.

CONFIDENTIALITY OF CRIMINAL BACKGROUND
School of Nursing administration will discuss criminal background information and drug/alcohol screen results of students on a need-to-know basis. This may include Widener University officials and personnel at Clinical Agencies who are responsible for placement of students. Criminal background results and drug screening results will be maintained in a file separate from the student’s academic file.

Criminal background results and drug/alcohol screen results of licensed nurses are subject to the Commonwealth of Pennsylvania Code Title 49. Professional and Vocation Standards issued by the Department of State. Section 14.1 (f) states “Any hospital or health care facility, peer or colleague who has substantial evidence that a professional has an active addictive disease for which the professional is not receiving treatment, is diverting a controlled substance or is mentally or physically incompetent to carry out the duties of his license shall make or cause to be made a report to the Board”.

CRIMINAL BACKGROUND CHECK
The curricula for the Bachelor of Science in Nursing, Master of Science, and Doctor of Nursing Practice in Nursing degrees require clinical experiences to occur within hospitals, clinics, private practices, and other healthcare organizations (Collectively “Clinical Agencies”). Many of these agencies require a criminal background check before students are permitted to engage in clinical experiences. Therefore, the School of Nursing and Clinical Agencies require a criminal background check for all students. This is to be completed during the semester immediately prior to the beginning of clinical experiences. Students may be required to complete additional background investigations during their course of study, dependent upon specific agency policies. Such requirements are beyond the control of the School of Nursing. The expenses of all background investigations are the responsibility of the student. Criminal background checks will be performed by a third-party company selected by the School of Nursing. Students will be given instructions regarding processes by the appropriate Academic Program Director. As a part of the process, students will authorize the background screening company to release results to the School of Nursing through the office of the appropriate Academic Program Director. Failure to meet deadlines established by the School of Nursing may negatively affect clinical placements. Failure to complete the background check will preclude entry into clinical courses and can result in dismissal from the program. The office of the Academic Program Director will administratively remove noncompliant students from all clinical courses. Should the criminal background check reveal convictions, further investigation will be undertaken by the School of Nursing through the office of the appropriate Associate Dean. VIOLATIONS INVOLVING NARCOTICS OR CONTROLLED SUBSTANCES, CRIMES OF VIOLENCE (HOMICIDE, AGGRAVATED ASSAULT, CHILD OR ELDER ABUSE, DOMESTIC VIOLENCE), OR LISTING ON THE NATIONAL TERRORIST WATCH LIST, OR THE SEX AND VIOLENT OFFENDER REGISTRY MAY PRECLUDE ADMISSION TO CLINICAL COURSES, WHICH WOULD NEGATE COMPLETION OF THE NURSING DEGREE. Violations of any nature may preclude the School of Nursing from placing students in clinical agencies, dependent upon the policies in place at such agencies. The School of Nursing will make every effort to place a student affected by such agency policies. HOWEVER, STUDENTS WHOSE CRIMINAL BACKGROUND FINDINGS ARE NOT ACCEPTABLE TO THE CLINICAL AGENCIES WITH WHICH THE SCHOOL OF
NURSING HAS EXISTING CLINICAL AGREEMENTS MAY EXPERIENCE DISRUPTIONS TO THEIR PLAN OF STUDY OR, IN EXTREME CASES, MAY BE UNABLE TO COMPLETE THE COURSE OF STUDY IN NURSING.

Any student with a criminal background finding other than a misdemeanor will be referred to the Dean of the School of Nursing for investigation. The student will be notified by the Academic Program Director to contact the Dean directly. The student in question will not be permitted to attend clinical experiences, while the matter is under investigation the Dean will confer with the Associate Vice President for Administration as needed, and will notify faculty and student of final decision. If a student is not able to complete clinical experiences, the student will be administratively dismissed from the program. Students with questions

DRUG AND ALCOHOL SCREENING
Policy: The School of Nursing at Widener University shall (a) support faculty in meeting their obligation to comply with section § 21.18, Standards of nursing conduct of the Pennsylvania State Board of Nursing which states that “A registered nurse shall: …. Act to safeguard the patient from the incompetent, abusive or illegal practice of any individual (http://www.pacode.com/secure/data/049/chapter21/chap21toc.html#21.18a, retrieved October 2, 2007) and (b) assure compliance with conditions for criminal background investigations and drug screens as specified in agency contracts with the Clinical Affiliates where students gain clinical experiences. Students who are under the influence of drugs and/or alcohol are deemed to be impaired and, therefore, incompetent to provide care to patients.

Potential Effects of Convictions on Licensure: Completion of the baccalaureate degree is the first step toward licensure as a Registered Nurse. Upon completion of the BSN degree, graduates apply to be licensed in the state of their choice. Requirements and fees vary by state.

STUDENTS SEEKING TO COMPLETE A BACCALAUREATE DEGREE IN NURSING AND TO ACHIEVE LICENSURE AS A REGISTERED NURSE ARE DIRECTED TO THE PENNSYLVANIA BOARD OF NURSING INTERNET SITE OR TO THE SITE OF THE STATE OF CHOICE. STUDENTS MUST SPECIFICALLY BE AWARE OF THE POTENTIAL EFFECTS OF CONVICTIONS OF A CRIMINAL NATURE ON LICENSURE.

The following is excerpted from Section 6 of the Pennsylvania Nurse Practice Act:

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

(1) at least ten (10) years have elapsed from the date of conviction;

(2) the applicant satisfactorily demonstrates to the Board that he has made significant progress in personal rehabilitation since the conviction such that licensure of the applicant should not be expected to create a substantial risk of harm to the health and safety of patients or the public or a substantial risk of further criminal violations; and

(3) the applicant otherwise satisfies the qualifications contained in or authorized by this act.

As used in this subsection the term "convicted" shall include a judgment, an admission of guilt or a plea of nolo contendere. An applicant’s statement on the application declaring the absence of a conviction shall be deemed satisfactory evidence of the absence of a conviction, unless the Board has some evidence to the contrary.

(6 amended June 29, 2002, P.L.651, No.99)
http://www.dos.state.pa.us/bpoa/lib/bpoa/20/nurs_board/nurseact.pdf
IMPAIRED BEHAVIOR IN CLINICAL COURSES

Clinical nursing experiences require a keen intellect and mental acuity. Students must present themselves to their clinical sites free from the influences of alcohol and chemical substances that would impair their judgment. Faculty in the clinical must be prepared to recognize and manage impairment that may result from use of drugs and/or alcohol.

Some common, but not all-inclusive, signs of impairment are:

- Noticeable mood changes;
- Repeated lateness for clinical experiences;
- Isolation, withdrawal, or avoidance of students or faculty;
- Increased frequency of trips to the bathroom;
- Unexplained absences from the clinical unit;
- Physical signs such as shakiness, tremors, dilated or constricted pupils, slurred speech, unsteady gait, or disheveled appearance (adapted from the Pennsylvania State Board of Nursing Newsletter, Summer 2007).

Faculty who observe clustering of such signs, repeated patterning of signs, or who detect odors consistent with alcohol consumption/marijuana use must take action to preserve the well-being of patients and the student. Faculty are encouraged to seek a second opinion as appropriate to the situation, including other faculty members or preceptors at the same institution, or phone consultation with the Course Coordinator or appropriate Academic Program Director.

Procedure:

1. The student will be removed from the clinical placement at the discretion of the faculty member who is responsible for the clinical experience. The faculty member may confer with other personnel involved with the student as indicated by the circumstances. A report must be completed and placed in the student file (Appendix D).

2. The faculty member will contact the Course Coordinator immediately to report the situation. The Course Coordinator will contact the appropriate Associate Dean immediately. Should the Academic Program Director be unavailable, the Dean of the School of Nursing shall be notified.

3. The student shall be assessed by the faculty member to determine the setting most appropriate for the collection of a drug screen and/or alcohol screen. These settings include:
   a. the third party lab selected by the School of Nursing, via transport by Widener Campus Safety if the student exhibits no signs requiring emergency treatment,
   b. the immediate clinical setting if it is an acute care setting and the student exhibits signs that require immediate emergency management,
   c. the Crozer Emergency Department via ambulance if the student exhibits signs that require immediate emergency management and the clinical setting is other than an acute care facility, or
   d. the Crozer Emergency Department via Widener Campus Safety if the student requires treatment, but exhibits no signs requiring immediate emergency management.

4. The faculty member or designee will contact 911 or Widener Campus Safety as needed to provide transportation.
5. Chain of Custody forms to accompany samples may be obtained from the secretary’s office of the Academic Program Director. The form will be given to the emergency department in the immediate clinical facility, or will be given to the responding Widener Campus Safety Officer.

6. At the conclusion of treatment, Widener Campus Safety will transport students from Crozer Emergency Department or the immediate clinical setting to the main campus in Chester. Further transportation is the responsibility of the student.

7. A student who is removed from the clinical setting for reasons set forth in this section will be temporarily suspended from further clinical experiences in all clinical courses.

8. In order to lift suspension, the student must provide a statement signed by the health care provider indicating that the student is able to perform in the role of the student nurse, and must authorize release of the drug and alcohol screen results to the appropriate Academic Program Director. A positive drug or alcohol screen is not acceptable.

9. A student with a positive drug or alcohol screen not supported by a legitimate prescription will remain suspended from the clinical setting for the duration of the semester, which will preclude course completion and result in failure of the clinical course(s).

10. Students may be dismissed from the School of Nursing for such an offense.

11. Any student who is dismissed from the School of Nursing for reason of positive drug or alcohol screen may re-apply. The student must provide documentation from an appropriate healthcare provider that he or she has undergone appropriate treatment/rehabilitation.

12. A student, who is readmitted, must comply with unannounced drug and/or alcohol screens to be conducted at an independent laboratory identified by the School of Nursing within a 6-hour period after notification. All drug or alcohol screens must return with negative results. Any positive result or failure to comply with testing will result in dismissal from the School of Nursing.

13. The student is required to continue counseling or other interventions as specified by his/her health care provider and/or the School of Nursing. Compliance with interventions will be documented by the health care provider in a letter to the appropriate Academic Program Director on a periodic basis to be determined by the Academic Program Director and stipulated in a contract developed and signed at the time of readmission. Failure to comply will result in final expulsion, after which the student will be ineligible to return to the School of Nursing.

14. This policy sets forth consequences and requirements in the School of Nursing; any student who has a positive drug or alcohol screen while in the clinical setting will be referred to Widener University’s Dean of Students, and all university policies will apply.

15. Students are responsible for all expenses for drug and alcohol screens and for related treatment.

16. Any student who refuses to submit to drug or alcohol screening as stipulated in this policy shall be ineligible to return to clinical, which will preclude course completion and result in failure of the course.
INCIDENT REPORT FOR STUDENTS
A School of Nursing Student Incident Report is filed when any unusual event occurs (such as needle sticks, falls, being struck by a patient, etc.) which may cause harm to students.

The Academic Program Director should be notified as soon as the faculty member has knowledge of such an event. The completed form should then be sent to the office of the Academic Program Director for processing.

Incidents involving exposure to infectious disease, hazardous material, or serious injury must be reported to the Academic Program Director and University Health Services immediately. Clinical instructors must contact the course coordinator who will contact the Academic Program Director. A call to University Health Center will be made. The incident report will be transmitted on the scene or next business day depending on time of occurrence.

BLOOD AND BODY FLUID EXPOSURES/NEEDLE STICK INJURIES
“An exposure that might place a health care professional at risk for HIV is defined as a percutaneous injury (e.g. a needlestick or cut with a sharp object) or contact of mucous membrane or nonintact skin (e.g. exposed skin that is chapped, abraded, or afflicted with dermatitis) with blood, tissue, or other body fluids that are potentially infectious” (CDC, 2005, pg 2). Students who sustain a needlestick injury, or get blood or other potentially infectious materials in their eyes, nose, mouth, or on broken skin should “immediately flood the exposed area with water and clean any wound with soap and water or a skin disinfectant if available” (http://osha.gov/SLTC/bloodbornepathogens/postexposure.html)

LATEX ALLERGY
Students with a known latex allergy must inform the Office of the Academic Program Director and note this information on their student health forms. Students are also responsible to inform each faculty member/instructor of their allergy and of the recommended accommodations at the onset of each new clinical or laboratory rotation. Where appropriate, non-latex gloves will be utilized. Students are responsible for knowing which article/equipment in the work environment may contain latex and cause an adverse reaction.

MEDICAL CONDITIONS REQUIRING MEDICATION
Students whose healthcare provider has prescribed a medication or controlled substance that could impair clinical functioning must inform the course coordinator and appropriate Academic Program Director in writing at the beginning of each clinical course. In addition, the student must provide a written statement from the healthcare provider indicating that the student is physically and mentally fit to provide care in the clinical setting. The School of Nursing requires such notification for the protection of students and their patients. This documentation is to be sent to University Health Services.

CENTER FOR SIMULATION AND COMPUTERIZED TESTING
The CSCT, located on the 1st and 2nd floor of the New Academic Building is for the use of all nursing students attending Widener University. Its purpose is to provide students with instructional resources for selected courses and supplement nursing courses.

Flexible CSCT hours are scheduled each semester to enable students to meet course expectations and requirements.

For further information, call the CSCT at 610-499-4616 or the Director at 610-499-4215.
PROFESSIONAL ATTIRE
The appearance of a student in the School of Nursing communicates definite messages about the profession and the School. As a student, professional attire may be required for School of Nursing activities.

Students are urged to consult the CAPS website (www.widener.edu/CAPS/career guides) for more detailed information. Information about appropriate attire for clinical experiences is found in the School of Nursing Handbook under ‘Uniform Regulations.

AGENCY REQUIREMENTS
1. Widener SON faculty and students are the guests of our clinical agencies. As such, the utmost care is required to adhere to professional dress, conduct and agency policies.

2. Students are expected to comply with clinical agency policies related to identification badges, confidentiality, HIPAA privacy regulations, criminal record check, drug free work environment, health records, immunizations, parking, meals, and mandatory procedural reviews, etc. Failure to comply with clinical agency policies may result in denial of clinical experience. Clinical agencies may require the students’ signature, verifying their understanding of specific policies.

3. Clinical agencies have the right to remove students from duty when in the judgment of the agency they cannot carry out their duties due to physical or mental impairment. If such impairment is suspected to be due to drug and/or alcohol use, the agency may require drug testing and/or alcohol and/or counseling. If the student refuses, the agency may request the student be removed.

4. The School may be required to provide agencies with the names and specific records of students. Clinical agencies have the right to bar SON students and/or faculty from the agency. Such an occurrence is to be reported immediately to the Academic Program Director and Dean, who will then investigate the issues leading to such action.

5. A Criminal Record Check, a Child Abuse History Clearance, and a Drug and Alcohol Screening are required for all nursing students. Students are expected to wear the designated School of Nursing uniform, University ID badge, and name pin to all clinical rotations, unless otherwise specified by the course coordinator.

HEALTH CONDITIONS REQUIRING UNIVERSITY HEALTH CLEARANCE
The School of Nursing is responsible for protection of students and the patients for whom they care for by assuring that each student meets the School of Nursing Essential Functions identified in Appendix B in the Handbook. Students in clinical rotations, who have a significant health issue that precludes attendance or that may impair ability to function effectively in the clinical setting, must assure that their physicians provide a statement of medical clearance, including any functional limitations specific to the School of Nursing Essential Functions, to University Health Services. The Director of Student Health Services will communicate with the appropriate Academic Program Director and/or Dean (in the absence of the Academic Program Director) to provide a recommendation for clearance for return to the academic or clinical setting. The Academic Program Director/Dean (in the absence of the Academic Program Director) will communicate with faculty to let them know when students are cleared to return to the clinical setting. Faculty should expect students experiencing the following conditions, or others of a similar severity to require clearance from University Health Services prior to returning:

1. High risk pregnancy
2. Myocardial infarction
3. Stroke
4. Other major medical conditions
5. Major surgery
6. Fractures
7. Infectious disease other than cold or flu
8. Chemotherapy / radiation therapy
9. Major trauma
10. Head injury

Students experiencing these conditions must initiate the clearance process through University Health Services. Faculty who may become aware of a student experiencing these conditions must notify the appropriate Academic Program Director.

Students who miss clinical as a result of illness/injury will be afforded the opportunity to make-up clinical without incurring addition expense if only a limited number of experiences are missed. Students who miss a significant number of clinical days will discuss this matter with faculty members to determine whether the number of days missed will necessitate withdrawal from the course. Elective interventions must be scheduled outside the scheduled dates of the academic semester. Students who miss clinical due to elective procedures will need to withdraw from the course and are subject to progression policies.

Students who are experiencing significant health issues are eligible for a leave of absence. The student must contact the appropriate School of Nursing Academic Program Director (Graduate or Undergraduate), who will advise the student regarding the process for such a request through the office of the Graduate or Undergraduate Associate Provost.

CLINICAL ABSENCES
Absences resulting from documented illness/emergency are the only excused absences in the School of Nursing. When an illness or emergency prevents students from fulfilling the clinical or community assignment, they must contact their instructor and clinical agency directly as early as possible, prior to the beginning of clinical day. Failure to contact the instructor and agency is an unexcused absence and may result in failure of the clinical course. The clinical instructor is responsible for contacting the course coordinator as soon as a student has missed a clinical day.

Any absence must be made up. Up to two days of clinical absences will be made up at the end of the clinical course. This may be a clinical day, simulation scenario, or lab assignment and the time/date is at the discretion of the course coordinator. Attendance at this make up experience is mandatory. Students who do not attend will receive a failing grade for the course.

Students who miss greater than two clinical days will discuss this matter with the course coordinator and Academic Program Director to determine whether the number of days missed will necessitate withdrawal from the course. Students who are experiencing significant health issues are eligible for a leave of absence. The student must contact the School of Nursing Academic Program Director to discuss the appropriate course of action.

Approved FF 5/11

CLINICAL LATENESS
It is the student’s responsibility to be on time for clinical assignments or faculty may remove the student from the unit in the event of lateness for an unacceptable reason. In the event the student is removed from the unit for lateness, that removal will be counted as a clinical absence. In the event of unavoidable lateness students must call their instructors and notify them that they will be late. Due to the nature of
traffic in the Tri-State area, students should plan travel time to include potential delays of up to thirty minutes.

**CLINICAL ASSIGNMENTS**
Students will be participating in the care of many types of clients at various clinical agencies, as designated by the faculty at the clinical agency. Students are expected to dress in appropriate professional attire with lab coat when in the clinical setting preparing for clinical experiences.

**CLINICAL ROTATIONS**
Although the majority of clinical experiences will be week days, students may have evening and/or weekend rotations. Clinical experiences take place in a variety of settings in the tri-state area. Students can expect to travel up to one hour to their clinical placement site. Students must assume responsibility for their own transportation.

**CLINICAL/THEORY COURSES**
Both the theory and clinical/laboratory portions of a nursing course must be successfully completed to obtain a passing grade. Letter grades are given for the theory portion and either a "Pass" or "Fail" grade for the clinical/laboratory portion. **A failing clinical grade will result in a final course grade of ‘F’, regardless of the theory grade.**

**CONFIDENTIALITY**
Confidentiality is both an ethical and legal responsibility of all professional nurses.

Annual review of the HIPAA Privacy Regulations is required.

Students are to maintain the confidentiality of all clients. Information concerning any client's identity, diagnosis, treatment, family problem or life style is considered confidential and shall not be discussed or otherwise passed on to any individuals outside of the agency.

**CPR REQUIREMENT**
A current 2-year certification from the American Heart Association Healthcare Provider or the American Red Cross Association Healthcare Provider (BLS). The course should include 1 man CPR, 2 man CPR, child and infant CPR, management of obstructed airway for both conscious and unconscious victims, and automatic external defibrillation. Students must have a valid CPR card during the entire nursing program. Proof of certification is submitted with other clinical requirements as designated by the Academic Program Director.

**DENIAL OF CLINICAL EXPERIENCE**
A School of Nursing faculty member has full and unmitigated authority to deny, based upon the faculty member's judgment, a student's participation in any School-approved clinical nursing experience activity. Students will have the right to a full hearing before the School’s Academic Council. The hearing will be held in an expeditious manner.

**EMERGENCY CARE**
Should a health problem arise during a clinical experience, students will be referred to the nearest appropriate acute care facility. Students are responsible for all medical costs incurred; the University will not assume this responsibility. Prior to returning to the clinical, the student must be cleared through University Health Services.
ESSENTIAL REQUIREMENTS
Students must meet the “Essential Requirements for Clinical Experiences” specified in Appendix B.

Approved 5/93, revised 6/02, 10/07, 8/08

HEALTH INSURANCE
All medical costs are the responsibility of the student. Therefore, students are required to have health insurance. Verification of this insurance is required annually.

HEALTH REQUIREMENTS
1. Health requirements are required to meet the contractual stipulations of the clinical agencies in which clinical experiences take place.
2. Students will be instructed to access the Certified Background (juniors) or American Databank (seniors) website to fulfill these requirements.

Note: Students will be dismissed from the program if health requirements are not completed and they are not "cleared" by Certified Background (juniors) or American Databank (seniors). Students will be responsible to submit all required documentation prior to the specified deadline.

HIPAA GUIDELINES
Students must annually review and sign the Widener University School of Nursing HIPAA form. (Appendix C)

LEARNING PRESCRIPTIONS
Students who are determined to have skill deficiencies can be referred to the CSCT for remediation. Clinical faculty is encouraged to complete a “Learning Prescription” form which can be found in the appendices.

MALPRACTICE INSURANCE
Malpractice insurance is required of all clinical nursing students. A group malpractice insurance policy is available through the University for all generic students. Students are billed annually for malpractice coverage.

PERSONAL SAFETY
Personal safety is a matter of concern to everyone. Most clinical agencies have policies regarding personal safety. Students are responsible for familiarizing themselves with these guidelines and using good judgment. Students may have independent clinical community assignments where the student will not be accompanied by an instructor.

In general, use the following guidelines:
- Concerns related to safety shall be discussed with the instructor.
- Faculty instruction related to safety shall be followed.
- Agency guidelines shall be followed.
- Visits should be scheduled between the hours of 9 AM and 4 PM whenever possible and students should make visits to client homes in pairs.
- Clients shall be contacted in advance of a visit when possible.
- Students shall wear the School's student uniform, unless otherwise directed.
- If not familiar with the area, students shall verify the directions with the clinical instructor or agency staff member.
- Students shall inform the clinical instructor, and/or agency staff member of their destination and expected return time.
UNIFORM REGULATIONS – (Not applicable to RN Students)
The School of Nursing has specific uniform requirements for all clinical rotations.

1. Acute Care, Community Settings, and Clinical and Laboratory classes
   A. A clean, pressed navy blue scrub set of shirt and pants is to be worn by all students. The uniform
      will include the School of Nursing patch on the left sleeve of the shirt and the student’s pictured
      University ID.

   B. The navy blue scrub shirt will have Widener University School of Nursing embroidered in gold
      (using ½ - inch script style) in the upper left front section of the shirt. The scrub set shirt with two
      patch pockets is to be worn on the outside. The scrub pant length should not hang over the shoes.
      Long sleeved shirts or T-shirts cannot be visible beneath the scrub shirt.

   C. A navy blue short lab jacket with the School of Nursing patch on the left sleeve may be worn
      over the scrub set.

   D. All white supportive leather shoes or leather sneakers and white socks are to be worn. No open
      back or open toe shoes are permitted.

   E. School of Nursing patches and name pins may be purchased from the Widener University
      Bookstore. A plastic holder for the student’s picture ID can be purchased from Campus Security
      or the bookstore.

   F. WUSNA, Red Cross Service Pins, and First Time Pass Pins may be worn on the student uniform
      above the student name tag as appropriate to the clinical setting.

2. Other Clinical Settings
   A. Professional street clothes or other types of uniform may be permitted. Clinical faculty will
      discuss specific guidelines for these situations.

   B. Professional dress includes minimal jewelry, closed-toe shoes, and modest choices for
      necklines and hemlines. No jeans are permitted.

3. Widener University student name pins and University ID’s must be visible at all times.

4. Hair must be styled off the face and collar.

5. Beards and mustaches must be neatly groomed.

6. Make-up is permitted in moderation.

7. Fingernails must not extend beyond the end of the finger. Nail polish is not permitted.

8. Artificial nails or nail extenders are not permitted. See CDC information at www.cdc.gov

9. Tattoos must not be visible.

10. Wedding bands, watches, and one small post earring per ear are the only articles of jewelry permitted.
    No additional body adornments are permitted.
11. Students are expected to have a watch (with a second hand), a hemostat, bandage scissors, a professional stethoscope, and a penlight with them on the clinical unit at all times. Many of these items can be purchased at the Widener bookstore.

12. Students may wear a head covering as required by their religious beliefs.

Revised 6/04, 9/05, 9/06, 4/11, 5/11

**UNIVERSITY ID**
Students must wear University student photo ID in addition to their name pins.
XIV. STUDENT LIFE

SCHOOL OF NURSING COMMITTEES

Students are represented at School of Nursing Faculty meetings and on several School of Nursing Committees. Listed below are the committees with their respective functions and membership guidelines.

UNDERGRADUATE PROGRAM COMMITTEE

Functions:

A. To establish the agenda for the Undergraduate Program Committee meetings in collaboration with membership and the Academic Program Director.
B. To consider, study, analyze, develop and evaluate the curriculum and course changes submitted by the faculty and/or students.
C. To develop, review and recommend undergraduate curriculum changes to the faculty.
D. To develop, review and recommend policies for the undergraduate program.
E. To review and recommend changes to committee bylaws and submit changes to the Faculty Affairs committee by March 1 of each year.
F. By March 1 of each year, review and recommend changes, if appropriate, to the following sections of the SON Faculty Handbook and submit changes to the Faculty Affairs committee: Goals and Outcomes of the Baccalaureate Program, Center for Simulation and computerized testing/learning, and Standards of Professional Practice.

Membership:

A. A tenured or tenure track faculty member who teaches in the undergraduate program, voted by the faculty of the committee, shall serve as chairperson for a long term of two years without succession.
B. Seven (7) faculty who teach in the undergraduate program. At least four (4) of these faculty members must be course coordinators.
C. Director of Clinical Affairs
D. Director for the Center of Simulation and Computerized Testing
E. Assistant Dean of Undergraduate Student Services
F. Director of the RN - BSN program
G. Academic Program Director shall be an ex-officio member
H. Student representation shall include one undergraduate student each at the junior and senior level.

RECRUITMENT AND STUDENT AFFAIRS COMMITTEE

Functions:

A. To develop, recommend and coordinate strategies for student recruitment.
B. To coordinate joint student-faculty activities.
C. To review and recommend non-academic policies for the School of Nursing.
D. To develop a list of nominees eligible for various student awards and complete recipient selection process.
E. To review and recommend changes to committee bylaws and submit changes to the Faculty Affairs committee by March 1 of each year.

Membership:

A. Membership shall consist of five (5) faculty members one of whom shall serve as chairperson.
   Membership shall include the faculty advisor of the Widener University Student Nurses’
Association and the Director of Community Relations and Continuing Education. Student representation shall include one (1) undergraduate junior or senior student.

SENIOR CLASS ACTIVITIES

Nightingale Ceremony
This very special ceremony welcomes graduating seniors into the profession of nursing. Students plan the ceremony under the guidance of faculty and act as hosts and speakers. The event is attended by Widener University leaders, including the President and Provost, as well as the Dean of the SON.

White Breakfast
This signature event brings together graduates, faculty, and staff to reflect on the past years at Widener. This breakfast is planned by students under the guidance of faculty. The nature of this event is celebratory, yet is to be conducted with professional decorum. The fee for these events is added to the student's spring semester bill.

STUDENTS AWARDS
Eligibility for School of Nursing Awards is based on student activities, scholarship and/or community service.

Seniors (Presented at the Nightingale Ceremony)

The Certificate of Recognition for Outstanding Academic Achievement is presented by the faculty of the School of Nursing to the graduating registered nurse who has earned the highest average in the nursing major.

The Complex Care Award is presented to the graduating senior(s) in the School of Nursing who demonstrated outstanding academic and exceptional clinical nursing abilities in the care of adults with complex health problems.

The Class of 1970 Award is presented to the graduating senior(s) in the School of Nursing who was selected by classmates as outstanding in nursing abilities, class participation, and contributions to the Student Nurses' Association and the School.

The Lillian B. Wald Community Health Award is presented to the graduating senior in the School of Nursing who has demonstrated excellence in the ability to promote the health of a community and in providing nursing care to ill clients in their homes.

The School of Nursing Dean's Undergraduate Award is presented to a graduates of the pre-licensure and RN-to-BSN Program who demonstrated leadership ability and excellence in nursing. Criteria for these awards include a GPA greater than or equal to 3.5, as well as contributions to leadership initiatives and civic engagement.

The R. Kenneth Johnson Memorial Award is presented to the graduating senior(s) in the School of Nursing who demonstrated outstanding academic and clinical abilities in the nursing care of childbearing families during the obstetrical nursing course.

The Dr. Theresa L. Lynch Award is presented by the faculty of the School of Nursing to the day and evening graduating senior student who has earned the highest academic average in the nursing major. It is given in recognition of the outstanding contribution of Dr. Lynch to the development of the School.
The Kathryne E. Melwert Award is presented to the graduating senior(s) in the School of Nursing who demonstrated the most outstanding growth professionally, academically, and socially toward becoming a professional nurse. It is given by the Crozer Chapter of the PMC Alumni Association to honor a former professor of nursing.

The School of Nursing Outstanding Alumni Award may be presented annually to a deserving alumnus of the Crozer Foundation, PMC Colleges, or Widener University. The recipient must have made an outstanding contribution to his or her chosen profession of nursing and/or to the community.

The Pediatric Excellence Award is presented to the graduating senior(s) who demonstrated excellence in the care of pediatric client and their families.

The Hildegarde E. Peplau Psychiatric-Mental Health Nursing Award is presented to the graduating senior(s) in the School of Nursing who demonstrated excellence in clinical practice and mastery of theory in mental health-psychiatric nursing.

The Undergraduate Nursing Research Utilization Award is presented to the graduating senior(s) who best demonstrated the use of nursing research findings to guide practice.

The U. S. Army Nurse Corps Spirit of Nursing Award is presented by the U. S. Army Nurse Corps to the graduating senior(s) in the School of Nursing who demonstrated excellence in academic, community, and professional achievements.

The School of Nursing Valedictorian Award is presented to the graduating senior with the highest GPA earned after the completion of four years at Widener University.

The Betty Weyn Award for Care to the Childrearing Family is presented to the graduating senior(s) in the School of Nursing who demonstrated true caring and understanding of pediatric clients and their families and who demonstrated the most growth in clinical abilities to do so.

The Widener University Student Nurses' Association (WUSNA) Outstanding Dedication Award is presented to the graduating senior(s) who demonstrated outstanding service to the Widener University Student Nurses' Association. This individual, through active participation in the dedication to the Student Nurses' Association mission and goals, has fostered growth of both the organization and the student members.

The Student Athlete Award is presented to a graduating senior who has demonstrated high academic and athletic achievement while a student in the School of Nursing.

The U.S. Army Clinical Excellence and Leadership Award is presented by the U.S. Army Nurse Corps to the graduating senior who has demonstrated academic excellence and leadership in the School of Nursing.

Sigma Theta Tau International Eta Beta Chapter President’s Award is presented to the graduating senior who has met the academic requirements for membership and demonstrates outstanding performance in both clinical practice and leadership.

Sigma Theta Tau International Eta Beta Chapter Outstanding Clinical Practice Award is presented to the graduating senior who has met the academic requirements for membership and demonstrates outstanding performance in clinical practice.

Sigma Theta Tau International Eta Beta Chapter Outstanding Leadership Award presented to the graduating senior who has met the academic requirements for membership and demonstrates outstanding performance in leadership.
**Juniors** (Presented at the Student Recognition Ceremony)

**The Academic Achievement Award** is presented to the student with the highest overall GPA at the completion of the Sophomore year. The student must have completed a minimum of 51 credits at Widener University.

*The New Century Club of Chester Award* is presented to the student who is a resident of Chester or surrounding region and who demonstrates evidence of scholarship and professional growth.

*The Dorothy Stewart Thompson Award* is presented to a senior student who best exemplified clinical competence and community service during the junior year.

*The Eleanore O. Dower Award* is presented to a senior nursing student with a high academic average who was exemplary during the junior year in the practice of nursing.

*Eva C. Leet Endowed Scholarship* is presented to an upper-class student who resides in Atlantic, Cumberland, or Cape May Counties, New Jersey, and has demonstrated academic success.

*The Francine Saylor Ferris Memorial* is presented to a senior student who best reflected the qualities of leadership, scholarship, service and dedication to nursing during the junior year.

**The Janette Packer Award** is presented to the "all-around" junior student who has demonstrated outstanding academic achievement and as well as outstanding achievement in a wide range of University activities during the sophomore year.

*The Jeanne Gelman Award* is presented to a senior student who demonstrated outstanding qualities of caring and compassion to patients during the junior year.

**The Jennifer Donohue Memorial Award** is presented to the senior student who has demonstrated academic and clinical achievement as well as outstanding achievement in a wide range of University activities during the Junior year.

*The Laila Al-Saleh Memorial Nursing Undergraduate Scholarship Award* is presented to a senior who demonstrates academic success, financial need, and commitment to community service.

**Samuel and Hilda Karl Endowed Scholarship** is awarded to a junior or senior student with outstanding academic merit.

*The Leona Hayman Memorial Nursing Scholarship Award* is presented to a graduate of Chester High School, or surrounding region, who demonstrates outstanding maturity in the care of patients while maintaining familial responsibilities and achieving academic success.

**The Linda Richards Award** is presented to a senior(s) in the School of Nursing who demonstrated significant achievements during the junior year in caring for adult clients.

**The Marjorie Silli Memorial Scholarship Award** is presented to a sophomore, junior or senior student from St. Francis Parish, Springfield, or Cardinal O'Hara High School, who demonstrates excellence in nursing, a high GPA, and financial need.

**The School of Nursing Science Award** is presented to the junior student who received the highest cumulative GPA for the science courses at Widener University; chemistry, anatomy and physiology I & II and microbiology.
*The Undergraduate Scholarship Award* is presented to the student who exemplified the academic, clinical and leadership abilities important for the practice of professional nursing.

The Widener University Student Nurses' Association Award is presented to an active member of WUSNA who demonstrates leadership and interest in participating and organizing student activities related to the nursing profession.

*Gil and Carol Cacciutti Nursing Scholarship (Dermatology Nurses’ Association)* is presented to a nursing student demonstrating outstanding academic merit.

*John A. & Hugh-Leene Dornsife Endowed Scholarship* is presented to a full time undergraduate nursing student with a GPA of 3.0 or higher.

*Recipient must demonstrate financial need.*

Student Athletic Award:
SIGMA THETA TAU INTERNATIONAL
NURSING HONOR SOCIETY
ETA BETA CHAPTER

Eta Beta Chapter of Sigma Theta Tau, International, the Nursing Honor Society, was established in 1984. The purposes of the Society include:
   a) Recognizing superior achievement;
   b) Developing leadership qualities;
   c) Fostering high professional standards;
   d) Encouraging exploration, innovation and research in nursing;
   e) Strengthening commitment to the ideals and purposes of the profession.

Membership:
The requirements for membership on the baccalaureate level include:
   a) A minimum academic average of 3.0 on a 4.0 scale and ranking in the top 35% of their class.
   b) Completion of the junior year of the required nursing curriculum (50% of the baccalaureate nursing course requirements).
   c) Recommendations from Sigma Theta Tau Faculty members and/or faculty attesting to potential leadership and professional commitment.

Candidates are invited to apply for membership. An induction ceremony is held each academic year. For further information regarding the chapter and faculty counselors please refer to the Eta Beta website: http://etabetanursingsociety.org/etabetachapter/Home

WIDENER UNIVERSITY STUDENT NURSES' ASSOCIATION (WUSNA)

All students matriculated in the School of Nursing at Widener University are invited members of the Widener Chapter of the Student Nurses' Association (WUSNA). Each nursing student is also a member of the Student Nurses' Association of Pennsylvania (SNAP) and the National Nurses Association (NSNA). An annual fee is charged to the student's account to cover membership fees. Students have the right to opt out of membership.

Opportunities for serving on various committees are available and open to all nursing students. These committees include: Community Service, Break Through to Nursing (BTN), Fundraising, Publicity, and Social Activities. Please contact a member of the Executive Board if you are interested.

Elections for the Executive Board are held in April for the following academic year. Members in good standing are eligible to run for office and to nominate and vote for candidates. Newly elected officers shall work in concert with the current Executive Board for the month of April and assume their duties in May.

The mission of WUSNA is to promote and enhance professionalism and the academic aspects of the Widener Nursing student. WUSNA provides many volunteer services for the surrounding community. WUSNA organizes many different activities throughout the school year designed to inform nursing students of current trends in health care and promote camaraderie and fellowship within the School of Nursing. The times, dates, and focus of various events will be posted on the WUSNA web site, on the digital monitors in the New Academic Building and/or announced in class.

General meetings are held on Mondays 12-1 PM as announced. All are invited to attend the meetings. This is your opportunity to meet with fellow nursing students and see what WUSNA is all about. There will be
opportunities to earn points toward pinning throughout the year. A formal pinning ceremony will take place in March to honor these members. Friends and family are encouraged to attend this ceremony.

**APPOINTMENTS WITH ADMINISTRATION/FACULTY**

Appointments with the Dean of the SON are scheduled with the Administrative Assistant to the Dean, by calling 610-499-4213. Appointments with the Director for the Pre-licensure Program are scheduled with the secretary to the Program Director at 610-499-4211. Appointments for students in the RN/BSN program are scheduled by the secretary of that office at 610-499-4206. Students are requested to provide an overview of the nature of the business they wish to discuss at the time the meeting is scheduled.

Faculty post their scheduled office hours by their doors. Appointments with faculty members should be made individually by the student. Students may contact faculty by telephone leaving a message on the faculty member’s voicemail, or by email.

**CAMPUS CRUISER**

Campus cruiser email is the official point of contact for faculty and administration of the School of Nursing. Students must check e-mail daily and are responsible for keeping space available in their inboxes. Managing, tracking and sharing information for the Widener University community is facilitated through the Campus Cruiser platform. Email, grades, course information, registration and personal profile updates are available through Campus Cruiser. Questions related to log in identification and password registration are handled through the ITS Help Desk (610-499-1047).

**CAREER ADVISING AND PLANNING SERVICES (CAPS)**

Career Advising and Planning Services (CAPS), located at 526 E. 14\(^{th}\) Street, assists students with all aspects of their career development. This includes choosing a major, exploring career options, gaining experience through internships and summer jobs, developing effective resumes, learning effective interviewing skills, creating individualized job search strategies, and applying to graduate school. The services of CAPS are available to all Widener Students.

Individual assistance is available by appointment and **CAPS-On-Call** (held Mon, Tues., Thur and Fri afternoons) provides students the opportunity to meet with a counselor on a walk-in-basis.

All students can self-register to access **CAPSnet**, online service that offers job listings and employer database. Students may also use **CAPSnet** to participate in the Alumni Mentor Program. CAPS coordinates several career fairs annually, including a Nursing Career Fair, offering students the opportunity to meet with employers and to learn about full-time and summer jobs, and internship opportunities.

An extensive career library is located within CAPS and houses a computerized career guidance system, career resources, organizational literature, and graduate school materials. Job vacancy notebooks contain listings of full-time, internship, summer, and part-time positions. The CAPS website (www.widener.edu/CAPS) includes an up-to-date calendar of events, career and job resources, and links to numerous Web sites geared to college students.

To receive the greatest benefits, students are encouraged to visit CAPS early in their educational program. For more information, or to schedule an appointment, call 610-499-4176.

**CHANGE OF ADDRESS OR NAME**

It is the student’s responsibility to notify the Registrar’s Office of any change in name, address, or telephone number. Students must also notify the Office of the Assistant Dean for Undergraduate Services of above changes. RN/MSN students must also notify the Office of Graduate Studies of these changes.
COMMUNICATION
The School of Nursing makes every effort to communicate information from the School, faculty, staff and the Widener University Student Nurses' Association to all concerned. Students are responsible for materials posted on the digital monitors in the New Academic Building. Email accounts are provided through the Information Technology Services Office. Course registration and information can be accessed through Campus Cruiser. Students must check their Campus Cruiser messages twice daily.

COUNSELING
Confidential personal counseling is available to students free of charge. Appointments can be made by calling the Student Counseling Center, 610-499-1261.

DISABILITY SERVICES
In accordance with the American with Disabilities Act (ADA), any student has the right to request reasonable accommodation of a disability. Accommodations must be requested through Academic Support Services, Disabilities Services Office (520 E. 14th St., 610.499.1266); which is the program that authorizes all ADA accommodations on campus. It is important to make this request as soon as possible so that there is time to make any necessary arrangements.

FINANCIAL AID
Students are encouraged to direct all questions related to financial aid to their counselor in the Financial Aid Office, located in Lipka Hall, (610-499-4174). Students receiving financial aid must see a counselor before graduating, transferring to another major, or withdrawing from the University.

FINANCIAL CLEARANCE
Students must be financially cleared by the designated University deadline in fall and spring semesters. For summer courses the designated date will be three (3) weeks after the start of the course. Students in the Undergraduate Program of the School of Nursing who are not financially cleared by census date will NOT be permitted to attend their respective clinical rotations or take tests. They may attend classes pending financial clearance.

INTERNATIONAL STUDENTS
International students provide a unique cultural and personal addition to Widener University. They are encouraged to apply early in the academic year prior to the year they wish to attend Widener University to ensure time to complete the additional requirements which are explicated in the current Widener University Undergraduate Bulletin.

INTERNATIONAL STUDENT SERVICES
All nonacademic functions such as housing, immigration visas and sponsorship are handled by International Student Services, 610-499-4498.

PERSONAL SAFETY
Personal safety is a matter of concern to everyone. Please remember to be aware of your surroundings when attending evening and night classes at the Main Campus. To assure your personal safety, Widener University has located RED telephones in each building and BLUE Emergency Call Boxes around campus. Campus security is available at ext. 4200, 24 hours a day. Escort service by campus security is available to any building or parking lot on campus. During evening hours students should request an escort.

ACADEMIC SUPPORT SERVICES
The School of Nursing actively encourages all nursing students to participate in the following Academic Support Services as needed: the Academic Skills program, Early Warning System, Office of Freshman Programs, Math Center, Personal Academic Coaching, Reading and Academic Skills (RAS) Center and the Writing Center. A description of these programs can be found in the Widener University Student Handbook. Referrals may be made by the student’s faculty mentor, the Director of Freshman Programs, or any faculty member. Peer tutors are available through the RAS for specific courses. Peer nursing tutors are available through RAS. Availability is announced in the classrooms at the beginning of each semester and posted throughout the School of Nursing.

Numerous audiovisual materials including CAI’s, videos, and CD-Rom programs are available for student review in the Center for Simulation and Computerized Testing (CSCT). Flexible CSCT hours are scheduled each semester according to course needs. Students are highly encouraged to independently use extra media resources for remediation needs of course content.

Students are advised to make use of faculty office hours to review and clarify course material. Post-test reviews are conducted by faculty in many courses to help students recognize mistakes and to reinforce knowledge and help students to achieve the course objectives.

Approved 9/99 - Revised 8/03, 8/11

SCHOLARSHIPS AND FINANCIAL AID
Students are advised to contact the Office of Enrollment Services at 610-499-4161 for the Main Campus to inquire about financial aid.

Information specific to scholarships is available from the Undergraduate Office.

STUDENT EMPLOYMENT
Student employment is voluntary and is not a requirement of Widener University. Academic success should be the student’s top priority.

In accordance with the Nurse Practice Act of Pennsylvania, a student of nursing may not be hired as a practical nurse nor as a professional nurse, unless they are currently licensed. [PA B. Doc No. 83-1257. Section 21.112]

The School of Nursing recommends that students carefully balance hours with academic responsibilities. Full time students are advised to limit work hours to no more than 20 hours weekly.

WRITING CENTER
Widener University provides comprehensive assistance with writing skills at the Writing Center, located in Old Main Annex. Writing tutors are available Monday thru Friday. Students can receive help with generating ideas for assignments, creating outlines, reviewing drafts, proofreading papers, and general writing skills such as improving the organization and clarity of their written expression. Writing Center services are by appointment only, and appointments can be scheduled by calling 610-499-4332.
APPENDICES
School of Nursing

Pre-Clinical Requirements for Students Scheduled for Graduate and Undergraduate Clinical Courses

The following pre-clinical requirements apply to BSN, MSN, and DNP students. These requirements must be met for you to participate in required clinical experiences.

The requirements to be met are as follows:

A. Requirements met through Certified Background
   • Criminal background check
   • Substance abuse screen – 10 panel urine drug screen
   • See enclosed policy “Requirements for Criminal Background Investigations and Drug and Alcohol Screening for Students in Clinical Courses”

B. Requirements to be submitted to Certified Background:
   (DEADLINE: May 1st)
   • CPR Certification inclusive of infant, child, adult, 2 person, and AED
   • Pennsylvania Child Abuse History Clearance (within 12 months of beginning clinical)
   • FBI Criminal Background Check
   • Documentation of Health Insurance Coverage (copies of current coverage)
   • Pre-Clinical Health History
   • Pre-Clinical Physical exam to determine
   • Ability to perform essential functions
   • A titer package is available through Widener University Student Health
   • Health insurance portability- HIPAA Acknowledgement
   • Documentation of immunization of serologic immunity and tuberculosis screening.
   • Annual Flu vaccination each Fall.

C. Student Responsibilities
   • Photo ID/ Widener University Name tag to be worn at all times while in clinical setting
     (name tag available through Widener University Bookstore)

D. Additional Requirements for RN/BSN and Master’s Students
   • Proof of licensure as a Registered Nurse in PA for RN/BSN students and CNS students; FNP students required to be licensed in PA plus either NJ or DE license to facilitate clinical placements.
   • Malpractice insurance within acceptable limits for specialty.

Please be sure to submit your documentation in advance of the designated deadline of May 1st.
The Essential Functions for Nursing Practice

The programs of study leading to the Bachelor of Science in Nursing (BSN) and Master of Science in Nursing (MSN) require students to engage in diverse, complex, and specific experiences essential to the acquisition and practice of essential nursing skills and functions. Unique combinations of cognitive, affective, psychomotor, physical and social abilities are required to satisfactorily perform these functions. In addition to being essential to the successful completion of the degree requirements, these functions are necessary to ensure the health and safety of patients, fellow students, faculty, and other health care providers.

In keeping with its mission and goals and compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), Widener University School of Nursing promotes an environment of respect for and support of persons with disabilities. The ADA defines disability as “…a physical or mental impairment that substantially limits one or more of the major life activities of such individual: a record of such an impairment: or being regarded as having such an impairment” Physical or mental impairment is broadly defined and includes “…any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more …body systems … [and]…any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities…”

Essential functions are defined as those skills and competencies that all BSN and MSN students at Widener University must have the capacity to demonstrate, with or without reasonable accommodations. Students are not required to be competent in all of these skills at the time of admission, but must have the physical and mental capacity to perform the tasks in clinical practice. If a student is unable, or suspects s/he may be unable, to complete any of the essential functions outlined in this document, with or without reasonable accommodations, the student is strongly encouraged to consult with the Director of Disability Services as soon as possible. Essential functions include but are not limited to the following:

Competency 1: The ability to see, hear, touch, smell and distinguish colors

Compliance with this competency requires that the student be able to:

- See objects up to 20 inches away.
- See objects up to 20 feet away.
- See objects more than 20 feet away.
- Use depth perception.
- Use peripheral vision or compensate with central vision.
- Hear normal speaking level sounds.
- Hear faint voices.
- Hear faint body sounds such as auscultated blood pressure, heart sounds, lung sounds, and bowel sounds.
- Hear in situations when unable to see lips move, such as when masks are used.
- Hear auditory alarms.
- Demonstrate tactile ability sufficient for physical assessment (e.g., palpation, auscultation, percussion, and functions of physical assessment) and skills related to therapeutic intervention.
- Feel vibrations such as a pulse.
- Detect temperature.
- Feel differences in surface characteristics such as with skin turgor.
- Feel differences in sizes and shapes.
- Detect environmental temperature.
- Detect odors from clients and others.
- Detect smoke.
- Detect gases or noxious smells.
- Distinguish color.
- Distinguish color intensity.
Competency 2: Oral and writing ability with accuracy, clarity and efficiency

- Communicate effectively and sensitively with other students, faculty, staff, patients, family, other professionals, and the public.
- Express ideas and feelings clearly.
- Demonstrate a willingness and ability to give and receive feedback.
- Explain treatment procedures.
- Provide effective health teaching to individuals and groups.
- Interpret and document nursing actions and patient/client and family responses.
- Give oral and written reports to faculty and other members of the health care team.

Competency 3: Manual dexterity, gross and fine movements

- Sufficiently and safely move from room to room and maneuver in small places.
- Perform gross and fine motor skills to provide safe and effective nursing care.

Gross motor skills include but are not limited to the ability to:
- move quickly
- move within confined spaces
- sit and maintain balance
- stand and maintain balance
- walk
- climb
- twist, bend, stoop, squat
- reach above shoulders to manage IVs or monitors
- reach below waist to manage plug-ins or equipment
- push, pull, lift, support at least 25 pounds in order to position, transfer, and ambulate patients/clients
- move light objects up to 10 pounds
- move heavy objects weighing from 10-50 pounds
- defend self against a combative patient/client
- carry equipment or supplies
- use upper body strength
- squeeze with hands
- administer cardio-pulmonary resuscitation to adults, children, and infants
- stand at patient/client side during a procedure
- sustain repetitive movements
- maintain physical tolerance

Fine motor skills include but are not limited to:
- pick up objects with hands
- grasp small objects with hands
- write with pen, pencil, or accommodating device
- key/type using a computer or master an accommodating device
- pinch/pick up work with fingers
- twist or turn items with hands
- squeeze with finger

Competency 4: Ability to learn, think critically, analyze, assess, solve problems, reach judgment

- Read and comprehend extensive written material pertinent to nursing science and effective/safe clinical nursing care
- Effectively use short term and long term memory abilities
- Solve problems using a logical, systematic process
• Apply relevant nursing principles in solving problems pertinent to professional nursing practice
• Synthesize nursing knowledge and skills in planning and providing effective/safe nursing care
• Identify cause and effect relationships
• Establish priorities among several tasks or pieces of data
• Transfer knowledge and skills from one clinical nursing situation to another
• Distinguish facts from assumptions, personal opinions, and personal beliefs
• Distinguish relevant from irrelevant facts, and important from trivial facts
• Use logical reasoning to make plausible inferences about clinical nursing situations
• Distinguish conclusions from the reasoning that supports them
• Make judgments based on factual evidence
• Suspend making judgments when lacking sufficient evidence
• Express ideas in an organized way, both verbally and in writing
• Analyze nursing assessment data to accurately identify client problems
• Develop realistic written nursing care plans for clients that aid in solving client problems
• Verbalize reasoning used in planning and providing nursing care
• Develop fair and accurate criteria for evaluating nursing care provided
• Accurately evaluate nursing care in relation to stated criteria
• Modify nursing care in relation to evaluation process and changes in client condition or situation
• Accurately evaluate own performance in relation to written standards
• Accurately identify areas for continued learning and performance improvement
• Develop realistic plans for continued learning and performance improvement

Competency 5: Emotional stability and ability to accept responsibility and accountability

Emotional abilities required in the program include but are not limited to the ability to:
• Complete all responsibilities in the assessment and implementation of nursing care for patients/clients and families
• Establish therapeutic boundaries
• Demonstrate good judgment
• Be accountable for own behaviors
• Maintain a calm demeanor in stressful or emotionally provocative situations
• Use sensory and motor skills accurately without becoming overwhelmed
• Promote mature, sensitive, and effective relationships with patients, students, faculty, staff, and other professionals
• Respect differences in patients/clients and families
• Provide patient/client, families with emotional support
• Focus attention on task
• Illustrate insight and an awareness of self
• Adapt to changing environment or stress
• Deal with crisis situations appropriately

Approved 10/24/03
Editorial Revisions 5/28/08
DRG/bph
SCHOOL OF NURSING

Acknowledgement of Essential Functions for Nursing Practice

I have read the Widener University Essential Functions for Nursing Practice. Should I experience any change in my health status, for example, surgery, injury, or pregnancy that could impair my ability to perform these Essential Functions it is my responsibility to see my health care provider. Any limitations must be reported to the office of Disability Services.

Printed Name __________________________________________________________

Student Signature____________________________________________________

Date__________________

Acknowledgement of Health Insurance Portability and Accountability Act (HIPAA) Minimum Necessary Criteria & Responsibility Form

I understand that my role as a member of the workforce and continued role as a member of the workforce is contingent upon compliance with all policies and rules of the Health System. In addition, I understand that I am required to keep confidential patient protected health information. I recognize and acknowledge that during the course of my participation as a member of the workforce, I may become aware of such private and confidential information. I hereby agree to keep this information confidential forever and not to use or disclose it to others, including all members of the Health System’s workforce, and its entities and patients and family members, unless there is a need to know and I am otherwise authorized by the Health System, the Health system polices and procedures, the patient (for that patient’s specific information) or, where appropriate, as required by law. I understand that I must comply with the Health System’s policies and procedures regarding protected health information under HIPAA laws and regulations and I acknowledge that I have been trained in the appropriate uses and disclosures of protected health information as they relate to my specific workforce role.

Printed Name________________________________________________________

Student Signature____________________________________________________

Date__________________

5/28/08 DRG>bph
School of Nursing
Report of Behavior Congruent with Impairment

Student Name: _____________________________________________

Clinical Site: ________________________________________________

Course: _____________________________________ Faculty:______________________________

The following are common, but not all-inclusive signs of impairment:

- Noticeable mood changes;
- Repeated lateness for clinical experiences;
- Isolation, withdrawal, or avoidance of students or faculty;
- Increased frequency of trips to the bathroom;
- Physical signs such as shakiness, tremors, dilated or constricted pupils, slurred speech, unsteady gait, or disheveled appearance (adapted from Pennsylvania State Board of Nursing Newsletter, Summer 2007, article Helping nurses recognize and support colleagues who may be impaired by K. Knipe and S. Petula);
- Odors consistent with alcohol consumption/marijuana use

Signs of impairment with specific, objective observations:

Actions taken:
- □ Removal from the clinical setting
- □ Notification of Course Coordinator
- □ Disposition of student
  - □ Laboratory via Widener Campus Safety
  - □ Current Clinical Setting
  - □ Crozer ED via Widener Campus Safety
  - □ Crozer ED via ambulance
- □ Other __________________________

Comments on Actions:

Identification of others who observed conduct:

<table>
<thead>
<tr>
<th>Name</th>
<th>Employer</th>
<th>Role</th>
<th>email</th>
<th>phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Faculty Signature: ____________________________ Date: ________________
WIDENER UNIVERSITY CLEP INFORMATION

On July 1, 2008, Widener University, Exton Campus will be an Open CLEP Test Center. Testing times will be from 9:00 am until 4:00 pm, Monday through Friday, or by special appointment. Summer CLEP Testing will be Monday through Thursday. The cost of the CLEP Test will be $70.00 per exam and a $20.00 registration fee per exam. Please call the Exton Office at 484-713-0088 to schedule a time.

On July 1, 2001, CLEP converted to computer-based testing only. The paper and pencil version is no longer administered.

You will be asked to list Widener University’s address and school code on your registration form so your test results can be sent to us. Our address and school code is as follows:

**Main Campus:**
Widener University, University College
One University Place, Chester,
PA 19013-5792
School Code is 2642

**Delaware Campus:**
Widener University, 4601 Concord Pike, or PO Box 7139,
Wilmington, DE 19803-0139
School Code is 5081

**Exton Campus:**
Widener University, University College, 825 Springdale Drive
Exton, PA 19341
School Code is 2692

On the day of the exam please bring a photo I.D. No one will be permitted to test without proper identification. A check or money order for $70.00 per exam, made payable to CLEP, is required on the day of testing. Students can also pay by credit card. CLEP accepts Visa, Mastercard, Discover, and American Express. CLEP will also accept debit cards with the VISA or Mastercard logo.

A $20.00 non-refundable fee, per test, is also required to register for the exams. This check or money order should be made payable to Widener University.

Widener University’s CLEP policy is attached. If you have any questions please contact Don Devilbiss or Debbie Jones on the Main Campus; Doris Stoddart on the Delaware Campus; Matt Weidman on the Exton Campus.

**Main Campus**
610/499-4283

**Delaware Campus**
302/477-2216

**Exton Campus**
484-713-0088

For more information please visit the College Board Web Site at: [http://www.collegeboard.org/clep/](http://www.collegeboard.org/clep/)
WIDENER UNIVERSITY CLEP POLICY RESTRICTIONS

1. A Widener student may **not** take a CLEP exam:
   - for a course he/she has failed
   - if he/she has withdrawn from the comparable course
   - to receive credit for a course already taken; however, if a student drops a course within the **first week** of the Drop/Add period, the student may take a CLEP exam to cover the course.

2. A student **cannot** CLEP a **lower level** course if an upper level course in the same discipline has been completed:
   - **Subject examination** - A student may **not** take a CLEP subject examination to satisfy the prerequisite of an upper level course that the student has already completed. (However, a student who has taken the Western Civilization II examination may take Western Civilization I; likewise with History of the United States I and II and Macroeconomics and Microeconomics).

   - **General Examinations** - Credit is restricted to students who have not completed any courses in the subject area.

3. **Students are responsible** for reviewing the guidelines and determining their eligibility to take CLEP tests. Consultation with an academic advisor is recommended. Academic advisors will have the final review of CLEP credits earned to meet graduation requirements.

   Note: Previous college work will **not** be monitored by the CLEP administrator.

If you have **any questions** regarding Widener’s CLEP policy, or need further information, please call the Exton Campus at 484-713-0088, Main Campus at 610-499-4283 or Delaware Campus at 302-477-2216.
### 2011-2012 CLEP POLICY - MAIN, DELAWARE, AND EXTON CAMPUS

<table>
<thead>
<tr>
<th>CLEP SUBJECT EXAMS</th>
<th>Minimum Score for Credit</th>
<th>Semester Hours Credit</th>
<th>Corresponding Widener Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
<td>50</td>
<td>3</td>
<td>GP 101</td>
</tr>
<tr>
<td>Analyzing &amp; Interpreting Literature</td>
<td>50</td>
<td>3</td>
<td>English 102</td>
</tr>
<tr>
<td>Calculus with Elementary Functions</td>
<td>50</td>
<td>4</td>
<td>Math 141</td>
</tr>
<tr>
<td>College Algebra</td>
<td>50</td>
<td>3</td>
<td>Math 117</td>
</tr>
<tr>
<td>Note - University College students receive:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Biology</td>
<td>50</td>
<td>4</td>
<td>Biology 101</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>50</td>
<td>3</td>
<td>Chem 101, Chem 145-146</td>
</tr>
<tr>
<td>History of the U.S. I</td>
<td>50</td>
<td>3</td>
<td>History 121</td>
</tr>
<tr>
<td>History of the U.S. II</td>
<td>50</td>
<td>3</td>
<td>History 122</td>
</tr>
<tr>
<td>Human Growth &amp; Development</td>
<td>50</td>
<td>3</td>
<td>Psychology 211</td>
</tr>
<tr>
<td>Information Systems &amp; Computer Applications</td>
<td>50</td>
<td>3</td>
<td>Free elective ^1 or IS 105</td>
</tr>
<tr>
<td>Note - University College students receive:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introductory Educational Psychology</td>
<td>50</td>
<td>3</td>
<td>Ed. 201 or Psy 201 ^2</td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>50</td>
<td>3</td>
<td>Psychology 105</td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>50</td>
<td>3</td>
<td>Sociology 105</td>
</tr>
<tr>
<td>Principles of Accounting</td>
<td>50</td>
<td>3</td>
<td>Accounting 204</td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td>50</td>
<td>3</td>
<td>Economics 201 ^3</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>50</td>
<td>3</td>
<td>Management 210</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>50</td>
<td>3</td>
<td>Economics 202 ^4</td>
</tr>
<tr>
<td>Western Civilization I</td>
<td>50</td>
<td>3</td>
<td>History 101</td>
</tr>
<tr>
<td>Western Civilization II</td>
<td>50</td>
<td>3</td>
<td>History 102</td>
</tr>
</tbody>
</table>

^1Day school students receive free elective credit; cannot be used by students who already have credit for MIS 160.
^2Students seeking certification in education will need to arrange a placement (on-site observation) with the Center for Education.
^3Economics 201 formerly Economics 101.
^4Economics 202 formerly Economics 102.
### GENERAL EXAMS *

<table>
<thead>
<tr>
<th>Course</th>
<th>Minimum Score</th>
<th>Semester Hours</th>
<th>Transcript Credit</th>
<th>Notation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>50</td>
<td>3</td>
<td></td>
<td>English 100</td>
</tr>
<tr>
<td>Humanities (fine arts and literature)</td>
<td>50</td>
<td>6</td>
<td></td>
<td>Humanities elective</td>
</tr>
<tr>
<td>College Mathematics</td>
<td>50</td>
<td>6</td>
<td></td>
<td>Math elective</td>
</tr>
<tr>
<td>Natural Sciences (biological and physical)</td>
<td>50</td>
<td>8</td>
<td></td>
<td>Natural Science elective</td>
</tr>
<tr>
<td>Social Sciences and History</td>
<td>50</td>
<td>6</td>
<td></td>
<td>Social Science elective (3 credits) and History elective (3 credits)</td>
</tr>
</tbody>
</table>

*This general examination is not acceptable for Widener’s English 101 requirement. Students should take the subject examination, Freshman College Composition, for English 101 credit.

Students cannot have taken art history, music, or literature courses, but can have English 101 and English 102.

Students cannot have taken biology or physical science courses.

Students can not take Political Science, sociology, or history courses.

* SEE RESTRICTIONS
## UNDERGRADUATE CURRICULUM - THEORY AND CLINICAL HOURS

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE CREDITS PER SEMESTER</th>
<th>THEORY CREDITS PER SEMESTER</th>
<th>THEORY HOURS PER SEMESTER</th>
<th>CLINICAL CREDITS PER SEMESTER</th>
<th>CLINICAL LABORATORY HOURS/</th>
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<tbody>
<tr>
<td>NURS 125</td>
<td>3</td>
<td>3</td>
<td>28</td>
<td>0</td>
<td>0</td>
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<tr>
<td>NURS 216</td>
<td>3</td>
<td>3</td>
<td>42</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NURS 226/227</td>
<td>3</td>
<td>2</td>
<td>28</td>
<td>1</td>
<td>28</td>
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<tr>
<td>NURS 230</td>
<td>1</td>
<td>1</td>
<td>14</td>
<td>0</td>
<td>0</td>
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<tr>
<td>NURS 350</td>
<td>9</td>
<td>3</td>
<td>42</td>
<td>6</td>
<td>168</td>
</tr>
<tr>
<td>NURS 351/353</td>
<td>3</td>
<td>2</td>
<td>28</td>
<td>1</td>
<td>28</td>
</tr>
<tr>
<td>NURS 352</td>
<td>3</td>
<td>3</td>
<td>42</td>
<td>0</td>
<td>0</td>
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<tr>
<td>NURS 357</td>
<td>3</td>
<td>3</td>
<td>42**</td>
<td>0</td>
<td>0</td>
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<tr>
<td>NURS 360</td>
<td>6</td>
<td>3</td>
<td>42</td>
<td>3</td>
<td>84</td>
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<tr>
<td>NURS 361</td>
<td>6</td>
<td>3</td>
<td>42</td>
<td>3</td>
<td>84</td>
</tr>
<tr>
<td>NURS 363</td>
<td>3</td>
<td>3</td>
<td>42</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NURS 364</td>
<td>5</td>
<td>3</td>
<td>28</td>
<td>2</td>
<td>56</td>
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<td>NURS 450</td>
<td>3</td>
<td>2</td>
<td>28</td>
<td>1</td>
<td>28</td>
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<tr>
<td>NURS 452</td>
<td>3</td>
<td>3</td>
<td>42</td>
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<tr>
<td>NURS 453</td>
<td>3</td>
<td>3</td>
<td>42**</td>
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<tr>
<td>NURS 455</td>
<td>4</td>
<td>4</td>
<td>42**</td>
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<tr>
<td>NURS 456</td>
<td>6</td>
<td>3</td>
<td>42**</td>
<td>3</td>
<td>84</td>
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<tr>
<td>NURS 458</td>
<td>6</td>
<td>3</td>
<td>42**</td>
<td>3</td>
<td>84</td>
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<tr>
<td>NURS 460</td>
<td>3</td>
<td>2</td>
<td>28</td>
<td>1</td>
<td>28</td>
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<tr>
<td>NURS 462</td>
<td>7</td>
<td>3</td>
<td>42</td>
<td>4</td>
<td>112</td>
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<tr>
<td>NURS 471</td>
<td>1</td>
<td>1</td>
<td>14</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NURS 472</td>
<td>1</td>
<td>1</td>
<td>14</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NURS 490</td>
<td>4</td>
<td>0.75</td>
<td>12</td>
<td>3.25</td>
<td>96</td>
</tr>
</tbody>
</table>

*Includes 12 hours of service learning experience. May include content delivered via distance/alternative strategies and may, therefore, not meet on a traditional schedule.

**RN/BSN Courses - include additional independent assignments to equal the 42 hours of classroom instruction.

1 credit hour = 14 instructional hours and 1 exam (evaluation) 2 clinical hours = 1 credit hour.
A Student Incident Report is filed when any unusual event (such as needle sticks, falls, being struck by a patient...) occurs which may cause injury to a student in the clinical setting. The form should be completed as soon as the faculty member has knowledge of such an event. The form is then sent to the appropriate Associate Dean for processing.

NAME OF STUDENT: __________________________ SOCIAL SECURITY# ________________________

DATE OF INCIDENT: ____________________ TIME OF INCIDENT: _________________

NAME OF THE AGENCY: __________________________________________________________________

EXACT LOCATION OF THE INCIDENT IN THE AGENCY: _________________________________

DESCRIPTION OF INCIDENT BY THE FACULTY: __________________________________________

NAMES AND TITLES, IF APPROPRIATE, OF ALL INDIVIDUALS INVOLVED IN INCIDENT:
(i.e. Nurse Manager, Patient, Physician....)

DESCRIBE TREATMENT RECEIVED:

TREATMENT RECEIVED: _______________________________________________________________

DATE OF TREATMENT: ______________________

TREATED AT: ________________________________________________________________

BY WHOM: ________________________________________________________________

IF NOT TREATED, WHY NOT? ________________________________________________

___________________________________________________________________________

Signature of Faculty Completing Form Date

Agency Representative Signature Date
(Individual to whom incident was reported)
APPENDIX H

WIDENER UNIVERSITY SCHOOL OF NURSING
DUE PROCESS FORM

Name of Student: ____________________________     Date: ________________________________

Academic Program: (check one)

BSN _____    RN – BSN _____    MSN _____    DNP _____    PhD _____

Course name and course number: ________________________________________________

Many disputes may be resolved following a discussion of the issues by the parties involved. If such a meeting has occurred, and no resolution has been achieved, the student may attach a detailed statement addressing concerns. The student must obtain signature of the involved faculty member, and proceed to the Appeals process. One copy of this form must be distributed to each of the parties involved.

Statement of the problem/concern/complaint must address the following:

- Describe the resolution you are seeking.
- Clearly and concisely state what you are requesting.
- When did you first become aware of the problem?
- Identify any extenuating circumstances related to the problem.
- What steps have you already taken to address the problem/situation?
- Identify resources or supports that may help you improve or correct the situation.

I have met with the student and discussed the issues stated above.

*Student Signature_____________________________     Date_____________________
   Indicates only that student has prepared the documentation and consulted with the faculty.

*Faculty Signature_____________________________     Date_______________________

*Mentor Signature_____________________________     Date_______________________

Course Coordinator Signature____________________     Date: ___________________
   * Indicates only that student has consulted with advisor and does not indicate, express, or imply approval.

Resolution (check one):
   □ Issue resolved between student and faculty
   □ Issue not resolved; pursuing Academic Council meeting.
Learning Prescription

Student: __________________________  Clinical Faculty: __________________________

Date: ___________________ Course: NURS_____________________________________

___ Clinical remediation  ___ Skill remediation

Issue: ____________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Plan/Outcome: __________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

** ___ Student MAY attend clinical until remediation is complete

** ___ Student MAY NOT attend clinical until remediation is complete

Student should contact Director CSCT 610-499-4215 or dferry1111@msn.com to schedule
appointment for remediation and to complete remediation plan. Student must present prescription
when scheduling appointment. CLINICAL COMMUNICATION/WARNING MUST BE
SUBMITTED BY CLINICAL FACULTY WITHIN 48 HOURS.

DEF/3/2009, updated 9/09