

# COMMONWEALTH UNIVERSITY BREINER SCHOOL OF NURSING



## ASN Nursing Student Program Guide Academic Year 2025-2026

Clearfield & Lock Haven Campuses  
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Clearfield, PA 16830  
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<https://www.commonwealthu.edu/academics/colleges/breiner-school-nursing>

**This information in this version of the Associate of Science Nursing Program Guide is subject to change.  
The program guide is not intended to nor does it contain all regulations that relate to students.**

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## Welcome Letter

Dear ASN Student,

*Welcome to the Commonwealth University Associate of Science in Nursing Program. Congratulations on your decision to enter a rewarding yet challenging career. You are embarking on a lifelong learning experience. Although Nursing is physically and emotionally demanding, the joy and satisfaction of knowing you can make a difference in someone's life each day makes it all worthwhile.*

*Whether you are newly transitioning into college or continuing your education, hard work lies ahead. If you have any questions or concerns about your educational experience, contact your advisor or myself. Each of us in the Nursing Department are committed to assisting you in accomplishing your goal of becoming an RN.*

*Campus location placement for each student is based on many factors such as needs of the particular course, number of students, etc. The process is involved and very time consuming. It is impossible to take requests from students regarding campus location placement. Student flexibility is essential in all of our programs. Given the number of students in the program, the program must be able to place students at either of the campuses.*

*This handbook is intended to guide you through your academic career at Commonwealth University, School of Nursing. On behalf of the faculty and staff, best wishes for a successful academic career at Commonwealth University.*

Warm Regards,  
**Breiner School of Nursing**

## STUDENT RESPONSIBILITY FOR ACADEMIC PROGRAM

Each student is individually and personally responsible for learning the requirements of the curriculum in order to graduate. Accordingly, students are responsible for information contained within the Nursing Student Program Guide, the University Student Handbook, and the University Catalog (all online).

It should be understood that information and policies presented in the aforementioned catalog/handbooks are subject to change before a new edition is published.

Your signature will be required on the Acknowledgement of Receipt and Understanding form found at the end of this program guide.

## ASN NURSING PROGRAM DEFERMENT POLICY

A student may request a deferment of enrollment up to one year beyond the date when they were scheduled to begin the ASN program. If the one-year time period is exceeded, the student must submit a new application.

The deferral must be requested before the first day of the semester for which the student was originally accepted. Students who defer their application and have a change in their educational history must be re-evaluated based on the new grades and coursework.

Students are responsible for communicating any updates to their application, including, but not limited to educational history, disciplinary history, and biographical information, when requesting a deferral.

If you wish to defer your attendance, you must submit a written request and explanation either by email or within your admissions offer response and it is reviewed by the Faculty Organization Committee.

Deferred students planning to return must do the following:

1. Notify the School of Nursing by email of your plan to return by December 1<sup>st</sup>.
2. Submit the re-application form by December 1<sup>st</sup> for the start of the next Fall Semester.
3. Submit official transcripts from coursework completed during deferment year.

**\*\*\*Please note: The Clearfield Campus will be closing May 2027 and Fall 2025 is the last semester to start the program at this location, with the exception of LPN Advance Placement into the second year.**

## OVERVIEW OF ASN PROGRAM

Accreditation/Approval Statement

Commonwealth University, Breiner School of Nursing is accredited by:

Middle States Commission on Higher Education

Reaccreditation: 2021

The Nursing Program is accredited by:

Accreditation Commission for Education in Nursing, Inc. (ACEN)

3390 Peachtree Road, NE Suite 1400

Atlanta, GA 30326

404-975-5000 / [www.acenursing.org](http://www.acenursing.org)

The Commonwealth University, Breiner School of Nursing is approved by:

Pennsylvania State Board of Nursing

PO Box 2649

Harrisburg, PA 17105-2649

## Equal Education Opportunity Statement

Commonwealth University, a member of PASSHE, does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, disability or age in its programs and activities.

## Affirmative Action Plan

### EQUAL OPPORTUNITY STATEMENT

Commonwealth University welcomes students, faculty and staff from all racial, religious, national and socioeconomic backgrounds. The University does not discriminate in admission or access to its program and activities on the basis of handicap, gender or minority status.

### SOCIAL EQUITY/AFFIRMATIVE ACTION

Commonwealth University is firm in its resolve that equal employment shall be accorded to all qualified individuals without regard to race, religion, color, disability, national origin, age, sex.

The ultimate objective of this policy is the abolition of practices which tend, inadvertently or otherwise, to discriminate against women and minorities. Such conduct has the effect of substantially interfering in a severe and pervasive manner with an individual's work or academic performance, or of creating in a severe and pervasive manner an intimidating, hostile or offensive working or academic environment to a reasonable person.

The objective of the Commonwealth University Social Equity/Affirmative Action Plan is to facilitate equal opportunity by taking positive, aggressive steps to improve the employment and educational conditions for all who choose our University as their place of work or study. By enlisting the aid and cooperation of all segments of the campus community behind the equal opportunity effort, the objectives of the Commonwealth University Social Equity/Affirmative Action Plan shall be accomplished.

All inquiries concerning the program are encouraged to be submitted to the designated Director of Social Equity/ Affirmative Action of Commonwealth University at (570) 484-2838.

This policy is following federal and state law, including but not limited to, Title VI and VII of the Civil Rights Act of 1964, Title IV of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Pennsylvania Human Relations Act.

### AMERICANS WITH DISABILITIES

No otherwise qualified student with disabilities shall, on the basis of his/her disability be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity sponsored by this University.

### OFFICE OF CIVIL RIGHTS GUIDELINES

Commonwealth University is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex and disability in its activities, programs, or employment practices as required by Title VI, Title VII or Title IX and Section 504.

For information regarding civil rights or grievance procedures, contact Section 504 Coordinator, at Commonwealth University, Lock Haven, PA 17745 570- 484-2838. For information regarding services, activities and facilities that are accessible to and useable by handicapped persons, call 570-484-2838.

### OMBUDSMAN

The Assistant to the President/Director of Social Equity serves as the University Ombudsman. Administrators, faculty, staff and students can consult with the Ombudsman in the event they have specific problems on campus and need a mediator to assist them. Every consultation is confidential. Please contact the Ombudsman to set up an appointment at 570-484-2838 or stop in East Campus J-202.



### Breiner School of Nursing Mission Statement

The Commonwealth University of Pennsylvania, Breiner School of Nursing mission is to promote excellence, value diversity, and provide education to meet the various and changing health care needs. The educational process which integrates the concepts from the liberal arts and sciences prepares professional nurses at the associate, baccalaureate, master's, and doctoral levels emphasizing critical thinking, clinical judgment, and disparate experiences and perspectives.

### ASN Standards of Clinical Practice

The Commonwealth University Associate of Science in Nursing Program subscribes to the American Nurses Association Standard of Clinical Practice. (Nursing: Scope and Standards of Practice, 2010) (See Appendix A)

### ASN Program Outcomes

*For Accreditation purposes: It is anticipated that –*

1. Eighty-five percent (85%) of graduates will demonstrate evidence of achievement of each end-of-program student learning outcomes.
2. The most recent annual pass rate will be at least 80% for all first-time test takers.
3. Seventy-five percent (75%) of all students who begin the first nursing course in the generic ASN program will complete the program on time (100%), which is 4 academic semesters.
4. Seventy-five percent (75%) of all LPN to ASN students who begin the first nursing course will complete the program on time, which is 2 academic semesters.
5. Ninety percent (90%) of graduates will report employment as an RN within 1 year of graduation.

*Please note: The University does not guarantee any specific outcome to individual students.*

## BREINER SCHOOL OF NURSING PHILOSOPHY

### PERSON

The faculty believe that the person is an open system interacting with other systems – family, group and community. The person is a holistic being with biopsychosocial spiritual and cultural needs. As an open system, the person is in continuous and dynamic interaction with the environment. The person adapts to changes in this environment and grows throughout the lifespan. The faculty believe in the inherent worth and uniqueness of individuals and populations. Each person possesses human sameness yet reveals unique cultural, racial, religious, gender, lifestyle, genetic, and age-related characteristics. Each person has the right to be treated with dignity and respect in a nondiscriminatory manner.

### ENVIRONMENT

The faculty believes that the environment is multidimensional, global, dynamic and integral to persons and their biopsychosocial, spiritual and cultural needs. Environment encompasses diverse sociocultural, psychological, technological, and physiological elements. These elements influence and are influenced by the interaction of legal, ethical, physical, economic, sociological and political forces. People experience the environment as individuals, families and communities who share common beliefs and values. Given the dynamic and reciprocal relationship between the person and the environment, nursing must be responsive to lifestyle and environmental factors that are major determinants of population health.

### HEALTH

The faculty believe that health is a dynamic process across the lifespan, up to and including end-of-life. Individual and population-based health is defined and influenced by the health/illness beliefs, values, attitudes and practices of individuals, families, communities and populations. Health is defined by the individual. Dynamic relationships among evolving individuals, families and communities and changing social and environmental contexts are critical determinants of health.

### NURSING

The faculty believe that nursing is a professional discipline that is both an art and a science. Nursing focuses on the person as individuals, families, communities and populations in a caring and holistic manner. Nursing is a process of simultaneous, purposeful actions that are theory-based, contextual and grounded in critical thinking, clinical reasoning and the scientific method. The goal of nursing is to promote optimal health and prevent disease and injury at individual and population levels. As practitioner, teacher, leader/manager and consumer of research, the baccalaureate nurse values a sense of inquiry and participates in the process of retrieval, appraisal and synthesis of evidence in collaboration with the person and other inter-professionals to guide practice and improve patient outcomes. At the master's level, the advanced practice nurse assumes leadership as a practitioner, educator, manager/administrator, consultant, and researcher in specialized areas of nursing practice. The faculty believe that it is essential to educate nurses who view the profession as a scientific discipline possessing a belief system reflecting ethical values, practice according to professional standards, demonstrate concern for humankind and commit to life-long learning, self-reflection and ongoing self-awareness development.

## ASN CURRICULUM

### ASN End of Program Student Learning Outcomes (EPSLOs)

Commonwealth University Associate of Science in Nursing Program prepares the graduate to:

1. Provide nursing care across the lifespan, adapted to the health care consumer's physiological, socio-cultural, developmental, and spiritual dimensions of health. **(Patient-Centered Care)**
2. Demonstrate professional nursing behaviors, evidencing integrity, legal accountability, ethical responsibility, advocacy, caring and a commitment to lifelong learning. **(Professionalism)**
3. Select informatics and technology to manage information, minimize error, and achieve defined health care outcomes. **(Informatics and Technology)**
4. Select effective and professional communications skills. **(Communication)**
5. Interpret effective relationships with health care consumers and members of the health care team in order to meet mutually determined health care outcomes. **(Teamwork and Collaboration)**
6. Demonstrate the ability to provide nursing care that protects health care consumers and health care personnel from health and environmental hazards. **(Safety)**
7. Evaluate the principles of quality improvement to achieve cost effective, patient-centered outcomes. **(Quality Improvement)**
8. Use critical reasoning and best current evidence to make nursing care decisions. **(Evidence-Based Practice)**
9. Select Leadership strategies to direct nursing care, promote change and foster achievement of health care goals. **(Leadership)**
10. Demonstrate professional nursing behaviors related to global health practices that include the effects of the culturally diverse community, from the individual to global perspectives, on such areas as disease transmission, violence, health care policy, and health care economics. **(System Based Practice/Global Awareness)**

## ASN Curriculum Track Sheet

### **Commonwealth University – Breiner School of Nursing** **Associate of Science Nursing**

|   |              |
|---|--------------|
| <b>FOUNDATIONS</b>                      | <b>12 cr</b> |
|   |              |
| <b>WRITING</b>                          | <b>3 cr</b>  |
| WRIT 103: Foundations in Composition    |              |
|   |              |
| <b>Oral Communication</b>               | <b>3 cr</b>  |
| COM 100, 101, 102, <u>or</u> 103 (3 sh) |              |
|   |              |
| <b>QUANTITATIVE</b>                     | <b>3 cr</b>  |
| MATH 101 or Higher                      |              |
|   |              |
| <b>HISTORY</b>                          | <b>3 cr</b>  |
|   |              |

|   |             |
|---|-------------|
| <b>NATURAL WORLD</b>                                | <b>3 cr</b> |
| HLSC 115: Human Anatomy & Physiology 1              |             |
| PSYC 100 (waived)                                   |             |
| <b>CITIZENSHIP &amp; RESPONSIBILITY (WAIVER)</b>    |             |
| Citizenship, Ethical reasoning, Critical Reasoning  |             |
| <b>INTERCONNECTIONS</b>                             | <b>3 cr</b> |
| Diversity, Global Perspectives, or Foreign Language |             |
| <b>CREATIVITY &amp; EXPRESSION</b>                  | <b>3 cr</b> |
| Literature, Arts, or Creativity                     |             |

|  |              |
|--|--------------|
| <b>MAJOR AREA &amp; COGNATE COURSES</b>  | <b>41 cr</b> |
|  |              |
| HLSC120: Human Anatomy & Physiology 2    | 4 cr         |
| PSYC212: Lifespan Development            | 3 cr         |
|  |              |
| NURS101: Nursing 1                       | 8 cr         |
| NURS102: Nursing 2                       | 8 cr         |
| NURS201: Nursing 3                       | 8 cr         |
| NURS202: Nursing 4                       | 8 cr         |
| NURS212: Nursing Transition              | 2 cr         |
|  |              |
|  |              |
|  |              |
| <b>Electives</b>                         |              |
| NUR230 Pathophysiology                   | 3 cr         |
| NUR220 Health Assessment                 | 3 cr         |
| NUR225 Pharmacology for Nursing          | 1,2,3 cr     |
| NUR205 Nursing Field Experience          | 3 cr         |
|  |              |
| NUR435 Origins of Nursing and Healthcare |              |
|  |              |
|  |              |
|  |              |
|  |              |

\*Overall minimum cumulative GPA 2.7 and a grade of “C” or higher is required in Nursing Courses to progress in the ASN program.

\*A grade of “C” or higher is required in the sciences: AP1 and AP2

**Commonwealth University – Breiner School of Nursing**  
**Associate of Science Nursing**

**Fall Semester I**

WRIT 103: Foundations in Composition (3)  
MATH 101: or higher (Quantitative) (3)  
HLSC 115: Human Anatomy and Physiology I (4)  
NURS 103: Nursing 1 (8)

Credit Total: 18

**Spring Semester II**

PSYC 240: Lifespan Development (Interconnections) (3)  
HLSC 120: Human Anatomy and Physiology II (4)  
NURS 104: Nursing 2 (8)

Credit Total: 15

**Fall Semester III**

History (3)  
COMM: 100, 101, 102, or 103 (Oral Communication) (3)  
NURS 210L Nursing 3 (8)

Credit Total: 14

**Spring Semester IV**

Creativity & Expression (Literature, Arts, or Creativity) (3)  
NURS 211: Nursing 4 (8)  
NURS 213: Nursing Transition (2)

Credit Total: 13

\*Overall minimum cumulative GPA 2.7 and a grade of “C” or higher is required in Nursing Courses to progress in the ASN program.

\*A grade of “C” or higher is required in the sciences: AP1 and AP2.

Nursing students MUST follow the sequence of courses as outlined in the Associate Degree Curriculum Plan once they begin the program (as shown above in “First thru Fourth Semester”). General education courses may be taken prior to entrance into the nursing program and “Other Courses Required to Complete the ASN Degree” may be taken prior or during the two years of the nursing program. The acquisition of general education credits at Commonwealth University that could apply to the Associate of Science Degree does not guarantee admission into the nursing program.

**Winter/Summer College - Optional**

While not required, Winter and Summer sessions are offered each year and may help you stay get ahead. You may take up to three (3) credits during Winter semester and up to six (6) credits during Summer semester.

*FO/CC approved 6/2024*

## Theoretical Experience

The theoretical evaluation of students occurs in the classroom setting via the instructor designed examinations and written assignments. The percentage of these methods which determines the final theory grade is identified by the instructor, as well as included in the syllabus, at the beginning of each course.

## ASSESSMENT TECHNOLOGIES INSTITUTE/COMPREHENSIVE ASSESSMENT & REVIEW PROGRAM (ATI/CARP)

### What is ATI?

ATI stands for Assessment Technologies Institute (ATI). ATI offers an Assessment-Driven Review (ADR) program designed to increase student pass rates on the nursing licensing exam and to decrease program attrition. The ATI Comprehensive Program is utilized throughout level I and level II of the Associate of Science in nursing (ASN) degree program. ATI tools can help students prepare more efficiently, as well as increase student confidence and familiarity with content and computerized NCLEX-RN testing.

The ATI program includes books, Nurse Logic, Learning Systems, on-line practice exams and proctored exams over the major content areas in nursing. It also includes indicators of critical thinking and provides a comprehensive prediction of how well a student will perform on the NCLEX state board exam. The ATI books are to supplement the course content and enhance student learning. They are not to replace the course textbooks.

### What is a Proficiency Level?

The proficiency level is a way to assign a grade for test performance. Listed below are descriptions of what each proficiency level means and how grades will be assigned for the ATI test. The proficiency level is printed on the student's ATI results sheet. The goal of CU is for students to achieve **at least a proficiency level 2**.

| ATI Proficiency Level              | Contribution to Student Grade   |
|------------------------------------|---|
| <b>Proficiency Level 3</b>         | Student receives <b>100%</b> . Indicates student is likely to succeed on NCLEX-RN in this content area. Students are encouraged to engage in continuous focus review to maintain and improve their knowledge of this content.                         |
| <b>Proficiency Level 2</b>         | Student receives <b>94%</b> . Indicates student is fairly certain to meet NCLEX-RN standards in this content area. Students are encouraged to engage in continuous focus review in order to improve their knowledge of this content.                  |
| <b>Proficiency Level 1</b>         | Student receives <b>85%</b> . Indicates student is just likely to meet NCLEX-RN standards in this content area. Students are encouraged to develop and complete a rigorous plan of focused review in order to achieve a firmer grasp of this content. |
| <b>Proficiency "Below Level 1"</b> | Student receives <b>75%</b> . Indicates a need for thorough review of this content area. Students are strongly encouraged to develop and complete an intensive plan for focused review.   |

What is Remediation?

To remediate means to review an area that is not fully understood. **Remediation is required for proficiency level 1 or “below level 1.”** Remediation is mandatory but the requirements may vary depending on the course. The instructor will provide a description of the remediation plan for the material that applies to the course and detailed remediation instructions in the course syllabus.

When completing any remediation activity that is not proctored (i.e., on the internet at home or out of the classroom), be aware that the instructor has access to detailed information about the timing and duration of remediation efforts.

Remediation Guidelines

Student directions:

(This is at the discretion of instructor)

Go to the [www.atitesting.com](http://www.atitesting.com) website, student home page. Click on the “My ATI” tab, then the “Improve” tab. This section provides you with a list of content for Focused Review. Locate the exam you need to remediate and click on the “Review” tab. The areas that are recommended for review are listed as “Focused Review”. While in your focused review, content will populate based on your performance and this is directly related to questions you answered incorrectly on said assessment. You will be provided videos, active learning templates, and pages from your eBooks by content area. In addition, you may use your nursing textbooks to locate reference material about your missed question(s).

Upon completion of remediation, a follow up quiz is available to evaluate your improvement of learning. Detailed Remediation plans for each nursing course will be provided by the instructor(s) for that course.

ATI Test Placement\*

| Course Number | ATI Test                                       |
|---------------|--|
| NURS 103      | Fundamentals                                   |
| NURS 104      | Maternal Newborn<br>Nursing Care of Children   |
| NURS 210      | Mental Health<br>Community Health              |
| NURS 211      | Pharmacology<br>Comprehensive Medical Surgical |
| NURS 213      | Leadership<br>Comprehensive Predictor          |

**\*Subject to change**

Comprehensive Predictor Assessment

Students in Nursing 213 will take the Comprehensive Predictor Exam; this is very important in preparing to take the NCLEX State Board Exam. The Comprehensive Predictor Assessment is a 180-item assessment designed to reflect the content areas of the current NCLEX RN blueprints. This tool provides information of the student’s probability of NCLEX success, as well as detailed information about strengths and weaknesses.

RN Customized Live NCLEX Review by ATI

A three-day workshop at Clearfield Campus is provided May of graduation. After reviewing students’ predictor exam results, ATI educators will provide a customized workshop specifically tailored for the group.

“All students enrolled in the ASN program are required to attend a **mandatory 3-day live review** at Clearfield Campus, through Assessment Technologies Institute (ATI) which is offered in May of the graduating semester. After verification of attendance in full is confirmed, the nursing education verification (NEV) will be sent to the Pennsylvania State Board of Nursing for authorization to test.”

## CLINICAL INFORMATION

### Clinical Experience

Before beginning the clinical experience, the student must have professional liability insurance, CPR BLS Provider certification, PA Criminal Records Check, FBI cogent fingerprinting, child abuse clearance, drug testing, an annual physical examination, and proof of immunization. A flu shot will be required by November 1 of the academic year. An annual exam is required.

Clinical placement for each student is based on many factors such as needs of the particular course, clinical site availability, number of students per group, faculty availability, etc. The process is involved and very time consuming. It is impossible to take requests from students regarding clinical placement. Student flexibility is essential in all of our programs. Given the number of students in the program, the program must be able to place students at any of the clinical agencies for clinical and observational experiences during the course of the program. The faculty feel that a well-rounded clinical experience is in the best interest of students and can create opportunities for employment and exploration that would not be available were clinical placement to be handled in a different manner.

The nursing instructor prepares and posts students' assignments prior to clinical. On assigned clinical day student reports to the clinical area in full uniform, on time and adequately prepared. The instructor may dismiss students who do not complete the required pre-clinical preparations, and this will be considered an unexcused absence for the day. The instructor checks and initials the clinical experience checklist.

Student clinical performance will be evaluated weekly via the Weekly Clinical Evaluation Checklist/Comments Instruction form. Further discussion will be held by appointment as needed. Both verbal and written midterm and final evaluations will be given to the students during the semester.

Permission to leave the clinical area during clinical experience must be obtained by the student from the Clinical Instructor.

### Clinical Attendance Policy

**An unexcused clinical absence will result in failure of the course.** Examples of unexcused absences include, but not limited to: vacation, medical and dental appointments, job interviews, or family activities. Absence due to required court appearances or death of an immediate family member will be granted. Documentation to support the absence will be required.

If absent for clinical due to student illness, the student is required to follow the policy of the clinical instructor and must call the instructor prior to the clinical experience. Failure to follow this procedure will lead to unexcused absence. If ill for more than one 12-hour clinical day or two nursing lab experiences, whether consecutive or sporadic per semester, the student must provide a Student Clinical Release Form-Medical signed by a physician, nurse practitioner, or Physician's Assistant. Any limitations must be outlined on this form. Any restrictions listed on this form will be reviewed by faculty on an individual basis and according to clinical and hospital site policy. The student is responsible to adhere to any limitations. The release form or a written medical excuse **must be presented to the clinical instructor upon returning to the program.** The student will not be permitted on the clinical area until the form is filed in the health record. If further clinical or lab absence occurs, the student is placed on clinical warning. Any further absences may result in clinical failure. Extenuating circumstances will be reviewed by nursing faculty on an individual basis. However, this does not guarantee additional time will be granted. The Department Chairperson and/or Assistant Chairperson of the Nursing Program shall have the authority to apply these requirements within his/her academic discretion. (A copy of the Student Clinical Release Form-Medical can be found in this handbook)



Clinical make-up days will be at the discretion of the Nursing Faculty. The first clinical absence will require an in-person 12-hour makeup day. Subsequent clinical absences will require the completion of the medical release form or be subject to approval from the nursing faculty and will require the hours to be made up as directed by the nursing faculty. **All clinical absences greater than 12 hours could result in failure to meet clinical objectives and result in course failure.**

When unable to attend clinical or nursing lab experiences, the student is required at all times to follow the directions of the Nursing Faculty. Clinical make-up days will be at the discretion of the individual nursing instructor and will be based on the student's ability to meet clinical objectives for that semester. The student is responsible for the content covered during any absence. **Clinical make-up days may be required and may occur during evenings or weekends. Make up days are at the discretion of the nursing program faculty.** The student will be required to demonstrate satisfactory performance of skills covered in nursing lab experiences by appointment with the clinical instructor. Specific instructions are provided for hospital and/or clinical rotation sites regarding notification of planned absence at the beginning of each rotation.

\* Absences for class and/or clinical due to inclement weather will be evaluated on an individual basis by nursing faculty.

#### Clinical Dress Code

The Breiner School of Nursing ASN uniform is a symbol of the Nursing School and should be worn with dignity and pride. The uniform shall be clean and neatly pressed. Clean, black nursing shoes and laces must be worn with the uniform. Shoes must have an enclosed heel. If an undershirt is necessary, a plain white shirt may be worn underneath. The uniform must be worn with appropriate undergarments. Students should be in complete uniform dress code when arriving to clinical setting.

Nursing Students must wear their student nurse photo ID badge when in uniform and carry a stethoscope, bandage scissors and a hemostat. When in uniform, the approved clinical jacket may be worn or a long sleeve white undergarment, if necessary. **No sweaters may be worn during clinical.**

Pregnant students must wear a student maternity uniform.

When in uniform, jewelry is restricted to a wedding ring(s), watch, and a single stud-like earring per earlobe. Gauged earrings must be flesh colored. No necklaces. No visible piercing(s) other than the earlobe. Visible tattoos will be dealt with on an individual basis. Make-up may be worn in moderation. Nails shall be clean and trimmed; only clear nail polish may be worn. No artificial nails. The student should be free of fragrances and offensive odors such as perfume, cologne, cigarette or other smoke, body odor, etc. No gum is permitted during clinical. Dress code must be in alignment with hospital and/or clinical rotation policies.

Hair shall be clean, neat, and tied back away from the face and off the collar. Beards, sideburns and mustaches shall be kept clean and trimmed. No unusual hair colors, i.e., blue, purple or green.

Professional appearance is at the discretion of the faculty. Students not complying with Dress Code and Uniform requirements while in the clinical setting will be sent home by the faculty member, unless the issue can be remedied immediately. If sent home, this day will be considered an unexcused absence.

## Clinical Experience Evaluation

The student's clinical performance is evaluated on a Weekly Clinical Evaluation Checklist/Comments Instruction form and reviewed with each student. Written assignments are evaluated with written comments. The student has the opportunity to review and discuss their evaluation of performance with the instructor weekly.

The student's weekly clinical performance will be based on the end-of-program student learning outcomes (EPSLOs) that are aligned with the specific course objectives. The content from this evaluation tool will be utilized to complete both the midterm and final evaluations. "Minimal Expected Performance Levels" have been developed for the assessment of achievement of EPSLOs (see table below). If at midterm evaluation, the student is falling below the "minimal expected performance level", a Quality Improvement Plan will be implemented. At final evaluation, a student should meet the "minimal expected performance level" assigned to each nursing course. If the student's clinical performance level falls below the minimum expected performance level, the student will fail the clinical portion of the course. Since both theory and clinical must be passed in order to pass the course, the student will be assigned the final grade of an "E". A final grade of an "E" indicates dismissal from the nursing program.

|  |  |
|--|--|
| <b>SELF DIRECTED (4)</b><br>ALMOST NEVER REQUIRES (<10% OF TIME)<br>Direction, guidance, monitoring, support | ALMOST ALWAYS EXHIBITS (>90% OF TIME)<br>Focus on client/system; accuracy, safety, skillfulness;<br>assertiveness and initiative; efficiency and organization;<br>eagerness to learn |
| <b>SUPERVISED (3)</b><br>OCCASIONALLY REQUIRES (25% OF TIME)<br>Direction, guidance, monitoring, support     | VERY OFTEN EXHIBITS (75% OF TIME)<br>Focus on client/system; accuracy, safety, skillfulness;<br>assertiveness and initiative; efficiency and organization;<br>eagerness to learn     |
| <b>ASSISTED (2)</b><br>OFTEN REQUIRES (50% OF TIME)<br>Direction, guidance, monitoring, support              | OFTEN EXHIBITS (50% OF TIME)<br>Focus on client/system; accuracy, safety, skillfulness;<br>assertiveness and initiative; efficiency and organization;<br>eagerness to learn          |
| <b>NOVICE (1)</b><br>VERY OFTEN REQUIRES (75% OF TIME)<br>Direction, guidance, monitoring, support           | OCCASIONALLY EXHIBITS (25% OF TIME)<br>Focus on client/system; accuracy, safety, skillfulness;<br>assertiveness and initiative; efficiency and organization;<br>eagerness to learn   |
| <b>DEPENDENT (0)</b><br>ALMOST ALWAYS REQUIRES (> 90% OF TIME)<br>Direction, guidance, monitoring, support   | ALMOST NEVER EXHIBITS (< 10% OF TIME)<br>Focus on client/system; accuracy, safety, skillfulness;<br>assertiveness and initiative; efficiency and organization;<br>eagerness to learn |

*Pertaining to issues of absences due to student illness, inclement weather, faculty illness or any other department related activity, scores will be calculated to the appropriate number of clinical days on unit.*

## ePortfolio

Your ePortfolio is a collection of your completed assignments for each nursing course. The specific assignments for each course are found on the course syllabi. The ePortfolio provides evidence that you have successfully completed the student learning outcomes for each course.

Your responsibilities include:

1. Completing course assignments successfully.
2. Inserting the designated assignments in the ePortfolio.
3. Having the ePortfolio available for faculty review during midterm and final evaluations of each course.
4. Maintaining the ePortfolio throughout the program.

## Social Media Policy

The Social Media Policy provides Commonwealth University (CU) nursing students with rules to participate in social media.

Definition: Social Media is a conventional term of electronic communication through which users create online communities to share information, ideas, personal messages, email or video hosting sites.

First and foremost, all nursing students must recognize their ethical and legal obligation to maintain patient privacy and confidentiality at all times. As a nursing student it is important to represent Commonwealth University School of Nursing in a fair, accurate, and legal manner while protecting the department's reputation.

Students may be held personally liable for proprietary, defamatory or libelous material posted on any form of social media. Students will face sanctions for posting of materials that is defamatory, profane, threatening, harassing, hateful or humiliating to patients, students, hospital staff, preceptors, nurse, CU faculty and staff, employers and co-workers included. Sanction will be determined by the Faculty Organization Committee of the Nursing Department.

Improper use of social media may result in being sued for defamation, invasion of privacy or harassment. Occurrences of inappropriate use of social and electronic media may be submitted to the State Board of Nursing, which may affect licensure or eligibility for licensure. The use of pseudonymous email addresses or online identities can be investigated and traced so their use does not protect the student from responsibility and any liabilities related to posting online materials and or social media.

Students must promptly report any identifiable breach of confidentiality of privacy in regard to self, other nurses and/or other nursing students. Students must be knowledgeable of hospital and health care institution policies, relevant state and federal laws and professional standards regarding patient privacy and confidentiality and their application to social and electronic media.

The Department of Nursing may act to dismiss any student from the Nursing program who violates the social media statement. Students must not share, post or otherwise disseminate any information (including images) about a patient or information gained in the nurse-patient relationship with anyone unless there is care-related need to disclose the information or other legal obligation to do so. Student must not use social media during clinical hours or at any time on the clinical agency's equipment or property.

## Confidentiality

All individuals associated with patient care must respect the privacy of those served by the facility.

Clinical facilities require the student to sign a confidentiality statement.

Students must refrain from discussion of patient information in public places, or with their families and friends. An innocent statement could lead to unnecessary stress or legal action. In addition, all paperwork must reflect confidentiality of the patient. Commonwealth University Nursing Program will follow all HIPAA guidelines.

## Administration of Intravenous Push Medications

Students in the Commonwealth University, Associate of Science in Nursing program will follow the policy of the individual hospital of their clinical rotation with regard to the intravenous push medications.

## Communicable Disease Policy

A communicable disease is defined as “an illness caused by an infectious agent or its toxins that occurs through the direct or indirect transmission of the infectious agent or its products from an infected individual or via an animal, vector or the inanimate environment to a susceptible animal or human host (New York, N.Y., 24RCNY Health Code § 11.01 (2010) [CDC, cdc.gov, 2020]).

Standard Precautions are the minimum infection prevention practices that apply to all patient care, regardless of suspected or confirmed infection status of the patient, in any setting where health care is delivered.

Contact Precautions include effective handwashing for 20 seconds, before and after patient contact; PPE as required (gloves, gown, mask); and use dedicated or disposable equipment. Clean and disinfect reusable equipment before use on another person (CDC, 2016).

Droplet Precautions include effective handwashing before and after patient room entry; make sure that eyes, nose and mouth are covered before patient room entry (face shield or goggles, mask), which are removed before exiting room (CDC, 2016).

Airborne Precautions include washing hands before and after entering a patient care room; Put on a fit-tested N-95 or higher-level respirator before room entry; Remove respirator after exiting the room and closing the door. Door to room must remain closed.

1. All nursing students and faculty are required to follow strict standard precautions and transmission-based precautions (contact, droplet airborne) as required and defined by the Center for Disease Control above.
2. All students are required to report exposure of transmissible disease/virus, such as Tuberculosis and COVID-19.
  - a. Faculty and students will abide by the Commonwealth University, COVID-19 policies.
3. All nursing students and faculty are required to report body fluid exposures, accidents, injuries, illness and exposure to transmissible disease or virus that occurs on the clinical unit. Students must report the aforementioned to the clinical instructor/faculty member and the faculty will report to the Department Chair or Director of the School of Nursing. Policies of the clinical facility will be followed. The student will be responsible for all health costs incurred by any accident, injury, or illness occurring during the program. Continued follow-up and practitioner approval to return to class or clinical may be required and will be dependent on the severity of the exposure or event.

4. All nursing students must show documentation of required immunizations and/or titers and a physical examination prior to clinical experiences, and by the due date designated by the nursing program Clinical Coordinator. Students will not be permitted on the clinical units without successful completion of these requirements.
  - a. Pre-entrance health examination shall include the following: complete physical examination; laboratory tests, and PPD 2 step (verification by MD if the student had TB and unable to receive PPD).
  - b. Immunizations required include MMR (measles, mumps, and rubella), Varicella (chicken pox), polio, tetanus, Hepatitis B. If proof of immunization is not available, titers must be submitted demonstrating immunity.
  - c. Student must provide documentation of a flu vaccination by October 15th of each year.
  - d. LEVEL II: Annual exam includes: A physical examination update and one step TB test.
  - e. Failure to furnish required health records will prevent the student from participating in the clinical experience and result in an unexcused clinical absence and may result in course failure.

#### Needle Stick / Significant Exposure

When a student receives a needle stick/significant exposure, he/she will follow the policy of the institution where they are assigned.

#### Latex Sensitivity

Any student with a latex sensitivity is responsible for notifying their clinical instructor of the allergy. Accommodations will be made according to assigned hospital's latex sensitivity policy.

### STUDENT OPPORTUNITIES & RESPONSIBILITIES

#### Academic Advisement / Office Hours

Students are assigned a nursing faculty advisor upon acceptance into the School of Nursing. Students and their assigned faculty advisor are posted in Banner and made available to all students at the beginning of each semester.

The BSON aims to keep students with the same advisor throughout the program. However, students need to check each semester as occasionally changes must be made.

Students must arrange to meet their faculty advisor during posted office hours or by appointment. Students must email their faculty advisor to schedule an appointment during the time period immediately prior to and during the registration/enrollment period.

**Faculty advisors are not available during winter break or the summer months for advisement.** All students must meet for advisement/course registration/enrollment prior to the end of the semester. Faculty advisors will guide and facilitate the students' progression throughout the nursing program.

**In addition, nursing students are not permitted to drop courses without first consulting with their faculty advisor.**

## Abilities Required in Nursing Courses

Nursing courses require that students possess the following abilities:

1. Mobility to transfer and mobilize the non-ambulatory patient and assist an ambulatory patient utilizing safety measures. Ability to lift and/or support in order to safely reposition, transfer, and ambulate patients.
2. Musculo-skeletal control to perform gross and fine motor tasks inherent in required skills; e.g., the administration of medications; safely carrying a newborn and performing activities of daily living for the patient unable to do so for himself.
3. Visual ability to read medical records, labels on medication containers and calibrations on devices used to make physiological measurements.
4. Ability to hear sounds of spoken verbal communication, as well as sounds that indicate changes in the patient's physiological condition (i.e., breath sounds, blood pressure, apical pulse.).
5. Speech ability to speak to focal clients and members of the health team utilizing effective verbal communication skills, and speech which can be understood by all persons across the life span.
6. Emotional stability to accurately perceive situations influencing the care of assigned patients and to make unimpaired observations and judgments regarding care of assigned patients.

*\*If a student should present with any physical or cognitive limitation, each case will be reviewed on an individual basis. Documentation is required. Reasonable accommodations will be made if possible*

## Classroom and Clinical Cell Phone Policy

Cell phones are to be turned off or on vibrate during class. No student is permitted to record in the classroom unless the professor of the course has given that student specific permission to do so.

The use of cellular telephones in the clinical setting is prohibited. Clinical settings include all environments utilized in any of the clinical courses: skills laboratory, acute care facilities, sub-acute care and rehabilitation facilities, long-term care facilities, clinics and physician offices, and community resources.

Permission to carry cell phones on vibrate for emergency calls are up to the discretion of the clinical instructor. Any student wishing to request special permission must discuss their situation with their clinical instructor **prior** to attending clinical.

The recommendation is cell phones should not be stored in backpacks, coats, lockers, etc. Phones not stored in secured areas increases the risk of theft of the cell phone and other personal items. The safest storage area for cell phones is locked in the student's vehicle during clinical hours.

Inappropriate cell phone usage will be addressed on an individual basis according to the indiscretion.

## Keep Informed

Students are expected to check their CU email daily and make sure their mailbox is not full. Also, student cell phone messages need to be cleared for clinical instructors to leave messages especially on inclement weather clinical days.

Faculty will only use a student's CU email account for correspondence. Students are expected to check the announcement board in the Brightspace course companion daily. Faculty will notify students of changes in nursing department policies and/or procedures via the CU email and Brightspace announcement board.

A drop box, in each Brightspace nursing course companion, will contain the policy and/or procedure change for students' reference. Each student is expected to respond to the appropriate drop box indicating the policy/procedure change was received, read and understood. Any changes in policy/procedures are added to the nursing program guide when reviewed and updated annually.

## Class Attendance

**Commonwealth University Attendance Policy:** Regular and punctual class attendance is expected and is the foundation for academic success. When class work is missed due to extenuating circumstances beyond the student's control, the student communicates the need for special arrangements as soon as the need is known. Official documentation is provided to verify the reason for the absence if requested by the instructor. Legitimate excuses may include illness, serious mitigating circumstances, official military service, or official university representation. In these cases, faculty members will permit students to make up all graded course components without penalty in a reasonable manner at a time agreeable to the instructor and student. Students must provide documentation before absences can be excused. All instructors are expected to make their class participation and attendance policies clear in the course syllabi. Faculty will accept notification from the Dean of Students or Health Services offices as verification of excused absence for students who are unable to notify faculty through no fault of their own. Please see [CU Attendance Policy](#) for more details.

Attendance will be monitored at the discretion of the Nursing Faculty. The student is **expected to attend all classes** and willingly participate in class according to the [CU Attendance Policy](#). The student is expected to review lecture objectives for each class and complete the assigned readings prior to lecture for that material. The student should discuss missed classes, work, quizzes, and/or exams with the professor(s). **Faculty is not obligated to provide make-up work for a student who has an unexcused absence from any class.** It is the student's responsibility to complete all course requirements even if a class is missed. If a student misses' class for an officially excused reason, then he/she is expected to make up the missed work. Responsibility for materials presented in, assignments made for, and tests/quizzes given in regularly scheduled classes lies solely with the student. Students should consult with the Nursing Faculty member concerning absences. Where extended absences are caused by illness, the student should provide verification from the Health Service or the attending physician to the Registrar's Office and Nursing Office.

## Graduation with Honors

Students in the Associate of Science in Nursing Program who have completed 30 or more of the 60-credit degree at Commonwealth University with an honors GPA, excluding the final semester, will be listed in the graduation program as: Cum Laude (3.50 to 3.59), Magna Cum Laude (3.60 to 3.74), and Summa Cum Laude (3.75 to 4.00). The final determination of honors will be based upon the GPA at the end of the final semester and the student will receive notification with diploma.

## Scholarships and Awards

Students must submit the application and meet the criteria stated on the scholarship description. For a complete list of scholarships available to nursing students, check the Commonwealth University website under Admissions.

### Examples of Scholarships Available to Nursing Students:

1. Clearfield Hospital Auxiliary – Nursing Department
2. Clearfield School of Nursing Alumnae Scholarship – Nursing Department
3. APSCUF Scholarship – online
4. Nightingale Award of Pennsylvania – for info go to: [www.nightingaleawards.org](http://www.nightingaleawards.org)
5. Clearfield Nursing Educational Award – Nursing Department

## Highest Academic Achievement Award for an ASN Nursing Student

\*The CU, Clearfield and Lock Haven Campuses Nursing Assistant Chair and/or CU BSN Chair will determine the recipient of this award.

1. Student must be in second year of nursing program.
2. Student must have achieved the highest GPA.
3. Student must have completed 30 or more of the 60 credits at the Commonwealth University, excluding the final semester.
4. In the event more than one student qualifies, the candidate with the most CU credits will be chosen.
5. After reviewing criteria #3, if more than one student still qualifies, the candidates in question will be interviewed by the Faculty to determine how the individual plans to apply their academic achievement to their chosen nursing profession.

## Student Participation in Organizational Activities

The faculty's philosophy of nursing education is that the process includes more than the development of skills but also an awareness of attitudes, group dynamics and opportunities for personal and professional growth. To enhance this development, the Nursing Department students elect representatives to the department curriculum committee and are appointed to ad hoc committees to provide student perspectives. Students also have the opportunity of belonging to the University's Student Organization, which provides additional opportunities for professional, educational, social and community activities. These organizations/committees for student participation are listed below with brief descriptions.

- A. **Student Organization:** See University Handbook on CU website.
- B. **ASN Faculty/Curriculum Sub-Committee:** The purpose of this committee is to plan, implement, evaluate and revise the nursing curriculum consistent with the philosophy and objectives of the department and responsive to the current trends in nursing, education, and health care.
  - a. Function of the Committee:
    - i. Review course descriptions and curriculum plan for the department handbook
    - ii. Approve policies and procedures relative to the curricular aspects of the department.
    - iii. Act on recommendations made by faculty and/or special committees.
    - iv. Develop, revise and approve forms/records utilized in the curriculum.
    - v. Discuss student concerns presented by student representatives.
    - vi. Edit and forward course proposals to the University Curriculum Committee.
  - b. Membership:
    - i. CU School of Chair and/or Assistant Chair
    - ii. All Nursing Faculty.
    - iii. One (1) student representative from each class at each campus, both of which are elected annually at each campus.
    - iv. Student Representative must be in good standing with the university, have no clinical or academic warnings on record.
  - c. Student representative functioning duties include:
    - i. Elicit student concerns/suggestions appropriate for faculty consideration related to the department and curriculum.
    - ii. Report committee agenda/decisions to respective student bodies.
  - d. This Committee Meets Monthly.



- C. **OADN National Honor Society:** In the Spring of 2018, the Organization for Associate Degree Nursing (N-OADN) approved the formation of a national honor society for CU's nursing program. CU formally Lock Haven University, has been chartered as the Epsilon Upsilon Chapter. To be considered for membership:

- Students must have attained a 3.0 overall GPA.
- Students must have attained and maintained a 3.0 GPA in all nursing courses (cannot receive less than a B in ALL ASN nursing nurses)
- Students must have demonstrated conduct on campus and in the clinical areas that reflect integrity and professionalism.

Students who meet eligibility requirements will be invited for consideration for induction into the Epsilon Upsilon Chapter of Alpha Delta Nu during the 1st week of the Fall semester of the second year in the RN nursing program. Participation is optional. If the student wishes to join Alpha Delta Nu, the following is expected: (Required for induction into the honor society)

- Participation in scheduled meetings (only two absences allowed).
- Complete the Capstone/Service Project in either the Fall or Spring semester of the second year.

### Transportation

While attending the Commonwealth University Nursing Program, the student will receive many learning experiences in a variety of educational settings. Students must assume the responsibility for personal transportation to and from all clinical sites as the University does not provide this service between educational settings.

### State Board Regulations and National Council Licensing Examinations

The prospective student will be assisted in the preparation of the application for the licensure examination, the application for state licensure, and the application for a temporary practice permit upon satisfactory completion of the program. The University has no control over the scheduling of the licensure examination. Students wishing to take examinations in other states should discuss the matter with the Nursing Department Chairperson.

The National Council Licensing Examination (NCLEX) will be Computer Adaptive Testing (CAT), and individual scheduling is to be done by the candidate. Information regarding this process will be given to the student prior to graduation.

### BSN Education Opportunities

Students who intend to pursue the RN to BSN may take BSN courses during their enrollment in the ASN program. Requirements are a 3.0 GPA overall along with a B or greater in all nursing courses. ASN advisor and BSN Program Director must approve of course requests. Exceptions will be reviewed on an individual basis.

## ACADEMIC POLICIES OF ASN PROGRAM

### Relationship between Clock and Credit Hours

| <b><u>FIRST LEVEL</u></b>                                       |                       |                            |                       |
|---|-----------------------|----------------------------|-----------------------|
| <b><u>FIRST SEMESTER</u></b>                                    | <b><u>LECTURE</u></b> | <b><u>LAB/CLINICAL</u></b> | <b><u>CREDITS</u></b> |
| WRIT 103 Foundations in Composition                             | 3                     | 0                          | 3                     |
| HLSC 115 Human Anatomy & Physiology I/Lab                       | 3                     | 1                          | 4                     |
| MATH 101 (Math 101 or higher)                                   | 3                     | 0                          | 3                     |
| NURS 103 Nursing 1  | <u>5</u>              | <u>9</u>                   | <u>8</u>              |
| <b>TOTAL</b>  | <b>14</b>             | <b>10</b>                  | <b>18</b>             |
| <b><u>SECOND SEMESTER</u></b>                                   |                       |                            |                       |
| PSYC 212 Lifespan Development (Interconnections)                | 3                     | 0                          | 3                     |
| HLSC 120 Human Anatomy & Physiology II/Lab                      | 3                     | 1                          | 4                     |
| NURS 104 Nursing 2  | <u>4</u>              | <u>12</u>                  | <u>8</u>              |
| <b>TOTAL</b>  | <b>10</b>             | <b>13</b>                  | <b>15</b>             |
| <b><u>SECOND LEVEL</u></b>                                      |                       |                            |                       |
| <b><u>THIRD SEMESTER</u></b>                                    |                       |                            |                       |
| NURS 210 Nursing 3  | <u>4</u>              | <u>12</u>                  | <u>8</u>              |
| <b>TOTAL</b>  | <b>4</b>              | <b>12</b>                  | <b>8</b>              |
| <b><u>FOURTH SEMESTER</u></b>                                   |                       |                            |                       |
| NURS 211 Nursing 4  | 4                     | 12                         | 8                     |
| NURS 213 Nursing Transition                                     | <u>2</u>              | <u>0</u>                   | <u>2</u>              |
| <b>TOTAL</b>  | <b>6</b>              | <b>12</b>                  | <b>10</b>             |
| <b><u>OTHER COURSES REQUIRED TO COMPLETE THE ASN DEGREE</u></b> |                       |                            |                       |
| Creativity & Expression (Literature, Arts, or Creativity)       | 3                     | 0                          | 3                     |
| Oral Communication: COMM 100, 101, 102, or 103                  | 3                     | 0                          | 3                     |
| History   | <u>3</u>              | <u>0</u>                   | <u>3</u>              |
| <b>TOTAL</b>  | <b>9</b>              | <b>0</b>                   | <b>9</b>              |
| <b><u>TOTAL CREDITS:</u></b>                                    |                       |                            | <b>60</b>             |

1 hour lecture = 1 credit

3 hours lab/clinical = 1 credit (Nursing)

Please note: Nursing students **MUST** follow the sequence of courses as outlined in the Associate Degree Curriculum Plan once they begin the program (as shown above in “First thru Fourth Semester”). General education courses may be taken prior to entrance into the nursing program and “Other Courses Required to Complete the ASN Degree” may be taken prior or during the two years of the nursing program. The acquisition of general education credits at Commonwealth University that could apply to the Associate of Science Degree does not guarantee admission into the nursing program.

## Grading Policy

The academic requirements for the ASN Program are higher than the University at large. The student must earn a grade of "C" in theory and "Satisfactory" in clinical for the following courses – Nursing 103, 104, 210, and 211. The student must receive a "C" in Nursing 213. Grades are not rounded.

The clinical experience is evaluated Satisfactory or Unsatisfactory instead of being awarded a letter grade. To receive credit for the clinical component, the student must not only pass clinical but receive a "C" or above in theory. Clinical failure (unsatisfactory performance) results in an "E" for the course.

All objectives and course requirements for nursing courses must be met before advancing into the next semester. The programmatic need in the nursing curriculum mandates completion of one nursing course before advancing into the next.

### Grading Scale

|            |       |   |
|------------|-------|---|
| 94 – 100   | ..... | A |
| 87 – 93    | ..... | B |
| 81 – 86    | ..... | C |
| 75 – 80    | ..... | D |
| 74 – Below | ..... | E |

## Quizzes / Exams Policy

Exams and quizzes will be electronic format. Students are required to bring a laptop to class for this purpose. The Respondus® Lockdown Browser must be downloaded onto the laptop for testing prior to testing time. Arrive 15 minutes prior to the scheduled testing time for laptop set-up is recommended. An Ethernet cord is required for testing

It is understood that an excused absence from regularly scheduled classes does not excuse the student from responsibility for examination, knowledge of assignments, or the learning to be facilitated by the class. **All quizzes/exams missed due to an unexcused absence will result in the student receiving a grade of zero for same.**

The Nursing Department STRONGLY URGES and at times requires regular attendance due to the amount of material covered. Exceptions for quizzes and exams will not be made for childcare, transportation, work schedules, or personal reasons while you are a part of the nursing program.

If absent on the day of a scheduled exam or quiz due to illness, the student is expected to email nursing faculty proctoring the exam and/or call the nursing office at 814-768-3450 BEFORE 8:00 A.M. The student with an excused absence must take the quiz/exam the next day the student is present or arrange a suitable time with nursing faculty. A student may not make up more than one (1) quiz /exam per semester. Further quizzes/exams missed will result in a zero. Extraordinary circumstances will be evaluated individually.

If a student misses a quiz/exam due to an unexcused absence (child care, transportation, work schedules, or personal reasons), and notifies nursing faculty after 8:00 A.M. or not at all the student will receive a grade of zero.

Faculty reserves the right to administer a make-up exam for the missed exam. A student may not make-up more than one exam/quiz per semester. Any further exam missed after that time will result in a grade of a zero. Extenuating circumstances will be evaluated individually.

## Exam Testing Policy

### A. Prior to testing

- It is important to manage your personal computer.
- Make sure all computer updates are complete prior to exams.
- The Respondus® Lockdown Browser must be downloaded onto the laptop for testing prior to the testing time.
- Inform instructor if there is a problem with personal computer before exam begins.
- If absent on the day of a scheduled exam or quiz due to illness, the student is expected to email or text nursing faculty proctoring the exam by 8:00 a.m.
- The student with an excused absence must take the quiz/exam the next day the student is present or arrange a suitable time with nursing faculty. A student may not make up more than one (1) quiz /exam per semester. Further quizzes/exams missed will result in a zero. Extraordinary circumstances will be evaluated individually.
- If a student misses a quiz/exam due to an unexcused absence (child care, transportation, work schedules, or personal reasons), and notifies nursing faculty after 8:00 a.m. or not at all the student will receive a grade of zero.

### B. Testing Site

- Testing is done in the classroom.
- Bring personal computer, and charger.
- Arrive 10-15 minutes prior exam starting.
- Students must sit two seats from another students. If not possible, the student will inform the proctor.
- Complete any required ATI Practice Exams prior to testing. Refer to course syllabus for further requirements.
- Paper and calculators will be provided. Bring your own pencils or earplugs (foam only).
- No personal items will be allowed at your desk. This includes any beverages, gum, or food items. During all examinations, backpacks will be placed at the front of the classroom with PHONES TURNED OFF.
- No apple/electronic watches and/or AI glasses, ball hats, sleeves must be pushed up, masks, if worn, kept over nose at all times. Instructors have the right to inspect these items.
- Instructors will NOT answer any questions related to exam content once testing begins.
- Instructors will provide password to begin test.
- After exam completion, students may exit the testing room, but must not congregate or make any noise in the hallway per faculty discretion.

### C. Late for Exams

- We encourage all students to arrive early for exams. Exams will start on time. Anyone coming in late disrupts the testing environment.
- Students who arrive late will NOT be able to take the exam. They will need to wait until all students have finished the exam before entering the classroom. The student who arrives late for a quiz/exam must take the quiz/exam the next day the student is present or arrange a suitable time with nursing faculty. A student may not make up more than one (1) quiz /exam per semester. Further quizzes/exams missed will result in a zero. Extraordinary circumstances will be evaluated individually.
- Students who are late for an exam on more than one occasion may incur academic penalties at the instructors' discretion.

D. Remediation

- Students who achieve less than 81% on any nursing exam are required to contact and meet with a faculty member within one week to review the exam and address testing issues.

E. Academic Honesty

- Commonwealth University forbids academic dishonesty (cheating). Students who commit acts of academic dishonesty shall be subject to the sanctions outlined in the Academic Honesty Policy, which may be found in the University Catalog (online) and in the ASN Student Program Guide. This policy applies to all students registered at Commonwealth University during or after their enrollment.

F. Exam Review Policy

After Exams:

- Exam reviews may be conducted by nursing faculty after all students have taken the exam and the test questions have been reviewed for accuracy. Please note that not all exams will be reviewed in their entirety. The final decision is up to the course chair and professors.
- Exams will only be reviewed after the exam and before the next exam is given.
- The faculty have the option to review the test in full or highlight problem areas only.
- The exam will only be visually shared if students are present in the classroom per faculty discretion.
- Exam reviews will be held at the earliest time possible, as designated by nursing faculty.
- Faculty may conduct exam reviews outside of the designated class time, but not over Zoom.
- Students may contact faculty to make an appointment for individual exam review and is required for anyone scoring below 81%.
- The purpose of reviewing the exam is to identify patterns of mistakes or subject deficiencies. Things to look for: Are you struggling with Select All That Apply (SATA) questions, are you changing answers, is there a specific concept you missed multiple times, are you missing key words etc.
- Students will not be allowed to review exams before the final.
- **NO** cell phones or other electronic devices allowed during the review.
- Faculty will review the questions and quiz/exam statistics prior to the review and will not engage in debate over the correct answer(s).
- The final exam will not be reviewed.

**Acknowledgement of Receipt and Understanding**

My signature indicates I have read the above Exam Testing Policy and agree to comply with the guidelines contained.

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Student Signature

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Date

## Incomplete Grades

Incompletes are to be given only in cases where the student through no fault of his/her own, has been unable to complete the work of the semester. Incompletes are not to be given merely to allow extra time for a student to complete course work. Programmatic need in the nursing curriculum mandates that incompletes in nursing courses must be made up within two (2) weeks following the end of the semester for which the incomplete grade was given or they will automatically be converted to failure with the exception of courses completed spring of the academic year. A student may be placed on clinical warning at any point in the semester.

## Warning / Dismissal

### 1. Academic Dismissal:

Continued enrollment in the ASN Nursing Program depends upon the student maintaining satisfactory academic progress throughout the curriculum. It is the expectation of the ASN Nursing Program that the student will:

- Maintain a 2.70 minimum cumulative GPA
- Pass all nursing courses with a minimum of 81%
- Meet all classroom and clinical course requirements

\* A student who does not achieve the above stated expectations will be dismissed from the ASN program.

### 2. Clinical Warning/Dismissal:

Unsatisfactory/unsafe clinical performance will result in placement on clinical warning. A student may be placed on clinical warning at any point in the semester. A clinical warning remains in effect throughout the semester in which it takes effect. An unsatisfactory clinical evaluation at the end of the course will result in a final grade of "E" for the nursing course, i.e., failure of the nursing course. Placement on clinical warning will be documented on the Summary of Clinical & Academic Performance form.

Once a student is dismissed or withdraws, the student is responsible for contacting the Undergraduate Nursing Department Assistant Chairperson (Clearfield and Lock Haven Campuses) to schedule an exit interview. The exit interview must occur within 30 days of the close of the semester. If a student does not schedule the exit interview, readmission to the ASN program could be hindered.

## Leave of Absence / Withdrawal Policy

Any student requesting a Leave of Absence or Withdrawal from the Nursing Program/University must make his/her request in writing to the Nursing Department. This letter must include a reason for requesting the leave or withdrawal and the student's plans for University return.

1. The Department Chairperson has the right to request a personal interview with the student requesting the leave or withdrawal before a decision is made.
2. The Department Chairperson will present the request to the nursing faculty with all pertinent information.
3. No Leave of Absence or Withdrawal will be granted for longer than one year or two full semesters. Upon return, the student must begin in the nursing course in which the leave or withdrawal occurred.
4. If the leave or withdrawal is granted, the student will be informed as such and must withdraw officially from the Nursing Program. At this time, the student will be informed of any conditional requirements for his/her return.

5. Before returning to the Nursing Program, the student is asked to notify the Nursing Department of his/her intent, the semester before he/she is to return in order to register for the required courses at Commonwealth University.
6. To withdraw from a nursing course, the student needs to follow the withdrawal from a class or course change as outlined in the Student Handbook.
7. If a leave of absence is taken for medical reasons, the individual must provide a Student Clinical Release Form – Medical prior to his/her leave. Upon a request for return, the student must provide another Student Clinical Release Form – Medical.
8. The student may request only one Leave of Absence/Withdrawal throughout their enrollment in the nursing program. (Extenuating circumstances may be reviewed by the Nursing Faculty on an individual basis.)

### Pregnancy/Maternity Leave

The Nursing Department does not require the pregnant student to take a leave of absence unless your healthcare practitioner imposes a lifting restriction on you. Upon medical confirmation of pregnancy, the student should communicate this fact to the clinical instructor, or health records committee. **In order to continue with the nursing program, the student must provide a Student Clinical Release Form – Pregnancy indicating any limitations. The student must submit one of these forms every semester while enrolled during pregnancy.** The student is responsible for adhering to the limitations and hospital policies. Post-delivery, the student must provide another Student Clinical Release Form – Pregnancy from the physician. According to the Clinical Absence Policy, if the student is absent for two 6 hour or one 12-hour clinical day, or nursing lab experiences, whether consecutive or sporadic per semester, the student will be placed on clinical warning. Any further absences may result in clinical failure. Extenuating circumstances will be reviewed by nursing faculty on an individual basis. **However, this does not guarantee additional time will be granted.** (A copy of the Student Clinical Release Form-Pregnancy can be found in the back of this handbook. Additional copies are available in the Nursing Office.)

### Compassionate Leave

Student must notify their instructor that they need to be absent for such leave. Two clinical days are permitted for the death of a member of the family: mother, father, brother, sister, husband, wife, significant other, child, grandparent, aunt, uncle, cousin. This is not considered under the clinical absence policy as a clinical absence.

## Readmission Policy

1. Readmission to the nursing program involves the professional judgment of the nursing faculty with its recommendation based upon a majority vote of the faculty, and the student's satisfactory completion of the readmission criteria as stated below. If the student is readmitted into the nursing program, he/she MUST repeat both components of the course in which achievement was unsatisfactory.
2. Overall GPA of 3.00.
3. The student must successfully pass with a Level 2 or higher the designated Assessment Technologies Institute (ATI) exam(s):
  - Readmission into Nursing 104, Fundamentals of Nursing.
  - Readmission into Nursing 210, Fundamentals of Nursing and Obstetrics.
  - Readmission into Nursing 211, Fundamentals of Nursing, Obstetrics, Pediatrics, and Mental Health Nursing.

### **\*\*\*STUDENTS ARE PERMITTED TO TAKE THE ATI EXAM(S) ONLY ONE TIME\*\*\***

4. Letter of request for readmission by the student including a Learning Contract which is a mutual agreement between the student and professor that clearly outlines concrete learning outcomes for program success. This learning contract will include the following:
  - Description of the reason(s) you left the program.
  - Analysis of factors that led to this outcome.
  - Specific measurable goals that will be accomplished to facilitate program success.
  - Plan of action to meet your goals; be specific.
  - Submit plan in typed word format and print a copy for submission.
  - The learning contract must be signed/ dated and will become a part of the student record. This contract will remain in effect throughout the entire program.
5. The learning contract must also be presented to a nursing faculty member/advisor for review.
6. The student must provide documented proof of weekly tutoring sessions for the entire semester through the Student Learning Resource Center.
7. Students who wish to re-enter the nursing program who have been gone for the program for one (1) year or (2) full semesters, must repeat his/her nursing studies beginning with Nursing 103 pending seat availability.
8. It should be understood that a student dropped from the nursing program is not by such action dropped from the University. Either academic probation or academic suspension from the University is based upon failure to achieve academic standard and is detailed in the University catalog. Thus, a student who is dropped from nursing for unsatisfactory performance in nursing courses may be eligible to transfer into another area of study.
9. **A student may request readmission to the nursing program only one time.**
10. A student requesting readmission to the nursing program after a medical leave must submit a Student Clinical Release Form – Medical and evaluated on an individual basis by the faculty.



## Dismissal Due to Low GPA

Students who are dismissed from the Nursing Program due to failure to maintain a 2.70 GPA will be required to do the following prior to readmission:

1. Overall GPA of 3.00.
2. The student must successfully pass with a Level 2 or higher the designated Assessment Technologies Institute (ATI) exam(s):
  - Readmission into Nursing 104, Fundamentals of Nursing.
  - Readmission into Nursing 210, Fundamentals of Nursing and Obstetrics.
  - Readmission into Nursing 211, Fundamentals of Nursing, Obstetrics, Pediatrics, and Mental Health Nursing.

**\*\*\*STUDENTS ARE PERMITTED TO TAKE THE ATI EXAM(S) ONLY ONE TIME\*\*\***
3. Letter of request for readmission by the student including a Learning Contract which is a mutual agreement between the student and professor that clearly outlines concrete learning outcomes for program success. This learning contract will include the following:
  - Description of the reason(s) you left the program.
  - Analysis of factors that lead to this to this outcome.
  - Specific measurable goals that will be accomplished to facilitate program success.
  - Plan of action to meet your goals; be specific.
  - Submit plan in typed word format and print a copy for submission.
  - The learning contract must be signed/ dated and will become a part of the student record. This contract will remain in effect throughout the entire program.
4. The learning contract must also be presented to a nursing faculty member/advisor for review.

## Grade Appeal Policy

### Informal Procedure

If a student believes the final course grade awarded by the instructor has resulted from an error in calculation or recording of the grade or reflects an unwarranted deviation from grading procedures and course outlines set out at the beginning of the course, the student should discuss the matter with the instructor and if unsatisfied, with the department chair in the department in which the course was offered.

### Formal Procedure

If a student believes that an improper final course grade has been assigned and is dissatisfied with the outcome of an informal procedure, a formal appeal may be filed on the following grounds:

1. Error in Calculation or Recording of a Grade.
2. Arbitrary and Capricious Evaluation: Significant and unwarranted deviation from grading procedures and course outlines set at the beginning of the course (ordinarily during the first week of the course) or a grade assigned arbitrarily and capriciously on the basis of whim, impulse or caprice. The student may not claim arbitrariness and capriciousness if he/she disagrees with the subjective professional evaluation of the instructor.

The following steps must be followed: The student submits a written statement to the instructor explaining his/her request to review the grading procedure. Possible outcomes from step 1:

1. Faculty member finds in the student's favor — a grade change will be processed at the Registrar's Office.
2. Faculty member determines original grade is appropriate — the student will be notified in writing by the faculty member within 10 working days. (Reasonable and necessary extensions of time may be granted by the reviewing officer at any point in the process.)

If the outcome is 2B and the student is not satisfied with that decision, the student may prepare a written complaint which contains supporting evidence and indicates the desired solution. This complaint must be submitted to the dean of the college in which the course is offered and the faculty member within 20 regular semester class days from the dated response of the faculty member. Within 10 working days, the dean shall hear the evidence by each side and may collect further evidence. Both sides must be given access to such evidence and given the opportunity to rebut it. The dean shall attempt to achieve a negotiated settlement and will notify in writing the student and the faculty member of his/her findings and decision within 10 working days of the meeting.

If the student is not satisfied with the dean's decision, he/she may appeal in writing to the Provost/Senior Vice President for Academic Affairs within 10 working days of the dated response of the dean. The appeal must be accompanied by a copy of the written complaint that was given to the dean and faculty member in step 3.

Within 10 working days, the Provost/Senior Vice President for Academic Affairs shall hear evidence by each side and may collect further evidence. Both sides must be given access to such evidence and given the opportunity to rebut it. The Provost/Senior Vice President for Academic Affairs shall attempt to achieve a negotiated settlement and will notify in writing the student and the faculty member of his/her decision within 10 working days. The Provost/Senior Vice President for Academic Affairs shall take whatever action is necessary to restore equity in the situation. This includes the assignment of an equitable letter grade or a W or P where appropriate. The decision of the Provost/Senior Vice President for Academic Affairs shall be final within the University. Revised 7/29/13 Approved – President – January 2014 (implementation fall 2014)

*Taken from the Lock Haven University Student Undergraduate Student Handbook 2016-2017, pgs.14-15.  
Subject to change with the adoption of CU policies.*

## Drug and Alcohol Policy

The Commonwealth University Nursing Program prohibits the manufacture, use, consumption, possession and/or distribution of drugs and alcohol during enrollment in the Nursing Program. With this understanding, the Commonwealth University School of Nursing acknowledges the following:

- For the purpose of this policy, the term “drug(s)” shall mean (i) controlled substances which are illegal to possess, use and/or distribute under Pennsylvania and/or Federal law; (ii) controlled substances which are legally obtainable under Pennsylvania and/or Federal law, but which were not legally obtained; and (iii) substances which are legal to possess or use but which the student misuses, abused or used in a manner or for a purpose other than prescribed. The term drug(s) shall include, but not limited to alcohol, cocaine, marijuana, heroin, opium or any derivatives thereof.

### **LIST OF DRUG PANEL**

COCAINE  
BENZODIAZEPINES  
AMPHETAMINES  
PCP  
PROPOXYPHINE  
CANNABINOID  
BARBITUATES  
OXYCODONE  
METHADONE  
OPIATES  
MDMA (ECSTASY)

#### Testing:

- Students are expected and required to report for clinical experience and class on time and in appropriate mental and physical condition.
- All accepted students shall be subjected to drug testing two weeks prior to starting classes in the Nursing Program each academic semester. The Nursing Program reserves the right to withdraw any offer of admission based upon the results of such testing or the refusal to submit to such testing.
- The Commonwealth University Nursing Program may require any student to submit to drug and alcohol testing upon reasonable suspicion that the student is or appears to be under the influence or intoxication of drugs or alcohol or who otherwise exhibits the signs, symptoms, and/or effects of drug or alcohol use, misuse, or abuse.
- Students returning from substance abuse programs must submit to random drug testing.
- Clinical sites may require drug testing and failure to comply will subject student to the discipline of the Nursing Program.
- All students may be tested randomly during their enrollment in the Nursing Program.

#### Discipline:

- Students involved in violations would be referred to proper legal authorities and subject to dismissal from the program.
- Any prospective student who refuses to submit to testing shall not gain admission into the Nursing Program.
- Any prospective student testing positive for drugs or alcohol shall be refused admission into the Nursing Program.
- Any enrolled student who refuses to submit to testing shall be subject to dismissal.
- Any enrolled student testing positive for drugs or alcohol shall be subject to dismissal.
- Students with drug dependency or substance abuse problems, while enrolled in the Commonwealth University School of Nursing, are encouraged to seek help in dealing with the condition. Students who voluntarily seek assistance, within an approved licensed treatment facility, will not jeopardize their enrollment. However, clinical performance problems and other violations of school policy will continue to be noted and may subject the student to the disciplinary process.
- Any person attempting to or knowingly and willfully alter or substitute a sample provided by that person or another person for testing shall be immediately dismissed from the Nursing Program.
- Any student testing positive while in a substance abuse program, will be immediately dismissed.

#### Access to the Disclosures of Test Results and/or Counseling Progress Reports:

- The results of any test performed under this policy shall be treated confidentially and shall only be disclosed to the appropriate Nursing Program personnel.
- As a further condition of continuing enrollment, students must abide by the terms of this policy and must report to the Chairperson of the Nursing Program any conviction under a criminal drug statute for violations occurring during enrollment in the Nursing Program.
- Any students receiving Financial Aid will lose the Financial Aid when convicted of a drug related offense.
- Testing is at the student expense.

- If a student tests positive for a prescribed drug, the person must obtain a written statement from the prescribing physician stating that the drug level is within prescribed limits and that the level does not indicate abuse. The physician must indicate that the drug will not interfere with safe practice in the clinical area.
- Students testing positive or those criminally charged with drug/alcohol violations are entitled to a hearing before a panel for review of allegations or charges. The three- person panel consists of a student, non-nursing faculty member and a member of the nursing faculty. Any disputes with the decision of the panel may be applied with the chairperson/director of the nursing department.

#### Medical Marijuana Policy:

The Pennsylvania Department of Health is currently implementing the Pennsylvania Medical Marijuana Program, a component of the Medical Marijuana Act (MMA) that was signed as law on April 17, 2016. This program provides access to medical marijuana for patients with serious medical conditions as defined by the Pennsylvania Department of Health.

Currently, the federal government regulates drugs through the Controlled Substances Act, which does not recognize the difference between medical and recreational use of marijuana. Under federal law, marijuana is a Schedule 1 controlled substance, which means that it is considered to have no medical value. Practitioners may not prescribe marijuana for medical use under federal law.

Commonwealth University is part of the Network of Drug-Free Colleges and Universities. Policies are in place, that are aligned with federal law, to prohibit the possession, sale, use, transfer, purchase, or delivery of illegal drugs and illegal paraphernalia on campus. These policies can be found in the CU Undergraduate Student Handbook and the CU Policies web page:

(<https://www.commonwealthu.edu/student-handbook>)

The Pennsylvania's Medical Marijuana statute also specifically provides that an employer does not have to accommodate an individual in a safety sensitive position if that person is under the influence of medical marijuana. Most positions involving direct patient care will be considered safety sensitive positions. Our clinical partners can deny any student using medical marijuana placement for clinical experiences.

To align with the university and our clinical partners, students entering the nursing program are required to have laboratory screenings for drugs and alcohol one to two weeks prior to admission to the program. In addition, the nursing program may require any student to submit to drug and alcohol screening upon reasonable suspicion the student is or appears to be under the influence of drugs or alcohol. As per current policy, the CU Nursing Program reserves the right to withdraw any offer of admission or prohibit progression in nursing based upon the results of drug screening or the refusal to submit to drug screening.

Due to the current discrepancy between state and federal law regarding the Drug Free Work Place Act and the MMA, and the CU and nursing program drug policies, nursing students using medical marijuana will not be allowed in the nursing program while using medical marijuana.

### Student Academic Records Policy

The privacy and confidentiality of all student records shall be preserved. Students are given opportunity to review all grades and clinical evaluations before they are filed. Students are granted access to their educational records subject to reasonable regulations as to time, place, and supervision. Transcripts will be released only with written permission of the student or graduate according to University procedure.

It may be necessary for accrediting and approving bodies to examine student files as part of their evaluation process.

### Policy Related to Human Anatomy & Physiology I and II for the ASN

- Per University policy, there is a three (3) time limit that a student may take a specific course.
- A student may take Human Anatomy & Physiology I and II prior to beginning the nursing program or concurrently with NURS103 and NURS104 respectively. A grade of at least a C must be achieved in order to progress in the nursing program.
- A "C-" is not accepted for the sciences.
- If a student wants to take a course at another university to transfer in as one required for any CU program, please contact your academic advisor prior to registering for the course.

### Student Employment Policy

The faculty does not restrict the nursing student from seeking and/or maintaining employment. When students are employed in a health agency, they may not be employed as a registered or practical nurse unless they are currently licensed as an LPN. Students are encouraged to consider their health, academic workload, and scholastic progress during employment.

### Graduation Policy

Students must meet all University and Nursing Department requirements to be eligible for graduating from the Associate of Science of Nursing Program are as follows:

- Completion of the Associate of Science in Nursing curriculum – 60 credit hours.
- A grade of "C" must be achieved in all Nursing courses and "C" in HLSC 115 (Anatomy and Physiology I/lab) and HLSC 120 (Anatomy and Physiology II/lab).
- Attainment of an overall cumulative GPA of a 2.70 on a 4.00 scale.
- Completion of the 3-day ATI Live Review course.
- Completion of the ePortfolio.

## STUDENT SERVICES

### Counseling Services

The Department of Academic Development and Counseling's Counseling Services is an integral part of CU Clearfield Campus. The Counseling Service's broad mission is to serve the Clearfield Campus Community. The CU Clearfield Campus presently offers a campus counselor two days per week throughout the fall and spring semesters. The services provided include consultation and counseling to students with personal, psychological, emotional or academic adjustment issues.

Consultation and education regarding mental health topics and issues affecting students is also available to faculty and staff. The Counseling Service utilizes a brief, solution-focused therapy model that is based on the students' needs and goals.

### Special Accommodations for Students with Documented Disabilities

A student requesting accommodations under Section 5.04 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), must submit official documentation of his/her disability to the Director of Disability Services at (570) 484-2926. This request must also be submitted to the Nursing Department Chairperson who will collaborate with the Academic Development Counseling Professor at the Lock Haven Campus. A determination will be made to see if reasonable accommodations can be established to assist the student in meeting the theoretical and/or clinical objectives. The Department Chairperson will notify the student and clinical faculty of the accommodations required.

The Office of Disability Services for Students is an extension of the services provided by the Department of Academic Development and Counseling. Although the Clearfield Campus is not barrier free, reasonable accommodations are used to guarantee program access to qualified individuals with a disability. The Office of Disability Services receives and reviews written documentation that verifies the existence of a disability which must be provided by each student requesting disability services and accommodations. The Disability Services counselor is also responsible for meeting/discussing with potential students and their families and matriculated students who are struggling in their academics; the accommodations that Clearfield Campus can provide to make for the student's academic pursuits more attainable. The Disability Services counselor also provides ongoing support and academic counseling, provides letters of accommodation, and fields questions and concerns of students, parents, faculty and staff.

### Student Health Services

- Glennon Health Services will house all student Nursing Student Physical Examinations. Students are not allowed in the clinical setting without all required documents.
- Students must assume total responsibility for the cost of any health care needed during the student's program of studies.
- Health insurance is recommended and is the responsibility of each individual student.
- If a student requires health care while on the clinical setting, they must seek appropriate care.
- If the student experiences a medical emergency while at the Clearfield or Lock Haven Campuses, 911 will be notified for transport to the local hospital emergency room.
- If a student requires health care while on Lock Haven Campus, they may go to the Glennon Health Services. (Details of these services are available in the University Student Handbook)

## STUDENT LEARNING RESOURCE CENTER

### Tutoring Services

The Clearfield Campus Student Learning Resource Center serves as a central location to provide tutoring and resource material to support student academic success. The Center offers tutoring and support in all courses. Take advantage of the one-on-one help from professors or schedule a time to meet with a peer tutor! To set up tutoring services please see the website: <https://www.commonwealthu.edu/offices-directory/university-learning-center>

The Lock Haven Campus tutoring service is located on the 2<sup>nd</sup> floor of the Stevenson Library. This central location is best to provide tutoring and resource material to support student academic success. The Center offers tutoring and support in all courses. Take advantage of the one-on-one help from professors or schedule a time to meet with a peer tutor. To set up tutoring services please see the Website: <https://www.commonwealthu.edu/offices-directory/university-learning-center>

### Tutorial Services

The SLRC also offers Tutorial Services. The SLRC partners with faculty and students to provide academic support for all interested students. Students have the opportunity to work with peer tutors or with the course instructor. Students may receive individual or group tutoring with a peer tutor or faculty member. This service is free to any student that may be interested. Tutors are paid providing them with an opportunity to earn money while in school. They also gain valuable experience which can be added to their resume. The SLRC also provides a meeting space for this service. Clearfield Campus students also have access to the online free tutoring offered through the Lock Haven Campus.

### Career Services

Career Service Programs offers support to on career identification through activities geared toward self and career awareness, career exploration and preparation. The Career Fair is hosted by the SLRC. The campus community and Clearfield community collaborate to provide opportunities for the community and students to explore and identify careers that may be compatible with their personalities. The opportunities for internships, volunteering, and mentoring possibilities are explored through the businesses and organizations that participate in the annual career fair.

The marketing/admissions representative work yearlong building partnerships with businesses to secure jobs, internship, and mentoring opportunities for the students. Workshops and presentations are designed and delivered by the SLRC staff, faculty, and local organizations and businesses. These workshops are used to help students navigate their way through the preparation and exploration process and culminate in the implementation of their career choice. The SLRC created a career resource book with information about organizations and businesses that have participated in the career fair for use by students and the community. The resource book is a collection of internships, volunteer experiences and potential job opportunities available.

### Other Academic Support Services

Workshops offered through the both the Tutoring Center and the SLRC include cover letter and resume writing, interviewing, test taking and study skills, relaxation techniques and APA style citation.

### Technology Services

The Department of Technology Infrastructure (IT) offers a variety of service, from software issue to password reset for email and computer log in. Contact the IT Helpdesk 570-484-2286, Option 1 (M-F 8AM – 4PM). The link below is a resource packet from the IT department.

<https://helpdesk.commonwealthu.edu/TDClient/66/Portal/Home/>

## REQUIREMENTS FOR ASN STUDENTS

**All Documentation and Paperwork must be acquired by student and sent to:**

**LEVEL I: UPLOAD TO PROJECTCONCERT**

**LEVEL II: UPLOAD TO PROJECTCONCERT**

### CPR Certification

Students are expected to maintain **American Heart Association** health care provider certification in cardiopulmonary resuscitation while enrolled in the nursing program. (**BLS**: One Man, Two Man, Infant, Child, Choking and the Automated External Defibrillator-AED). Failure to maintain this certification will prevent the student from participating in the clinical experience and result in an unexcused clinical absence.

### Liability Insurance

Professional liability insurance within required limits must be maintained by the student while enrolled in the program (\$1,000,000 – \$3,000,000 aggregate). Forms for professional liability insurance are available through the Nursing Office.

### Pennsylvania Criminal Record Check, Child Abuse Clearance, and FBI Cogent Fingerprinting

All nursing students must follow the Nurse Practice Act (Act No. 185-109) of Pennsylvania which states "... The Board of Nursing 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 years have elapsed from the date of conviction; and
2. The applicant satisfactorily demonstrates to the board that he/she has made significant progress in personal rehabilitation; and
3. The applicant otherwise satisfies the qualifications contained in or authorized by this act; and
4. Child abuse clearance must be free of any convictions during the lifetime. If there has been a conviction, you cannot be accepted into the program. If a conviction occurs while a student is enrolled in the program, the student will be dismissed from the program; and
5. Results of the criminal background check may affect the outcome of admission to the clinical component of the Nursing program at Commonwealth University.

Students are required to obtain the PA Criminal Record Check, Child Abuse Clearance, and FBI Clearance prior to admission and yearly after being enrolled.



## Student Health Records

A Nursing Student Physical Examination is required of all students prior to enrollment and on an annual basis. This examination is to be done by a licensed physician or physician's assistant or qualified nurse clinician of the student's choice. All forms and results are to be sent to the Nursing Office before classes commence in the Fall.

- A health record is kept by the nursing department for each student for the entire period of enrollment.
- All consultation, laboratory studies, diagnostic tests and other studies are incorporated into the student's health record.
- It is the student's responsibility to upload all health record information to designated faculty member before the onset of the semester.
- Pre-entrance health examination shall include the following:
  - Complete Nursing Physical examination; laboratory tests, including complete blood count and **2-step PPD** (verification by MD if the student had TB and unable to receive PPD).
- Immunizations required are (or proof of prior immunization):
  - MMR (measles, mumps, and rubella)
  - Varicella (chicken pox) – 2 doses needed or documented titer
  - Polio
  - Tetanus (Tdap) – the last dose must be within 10 years
  - Hepatitis B – series of 3 immunizations or titer
  - Influenza – (Fall Semester, between September 1<sup>st</sup> and end of October)
  - Covid-19 vaccination or declination waiver
- If proof of immunizations is not available, blood titers are required to document immunity.

**LEVEL II Students:** Before the start of the 2<sup>nd</sup> year - 3<sup>rd</sup> semester.

- **Annual exam includes:**
  - A physical examination update and **one step TB test**.
- Influenza – (Fall Semester, DUE November 1 or when clinical site requires)
- LPN Advanced Placement Students must complete the Nursing Student Physical Examination.

Failure to furnish required health records will prevent the student from participating in the clinical experience and result in an unexcused clinical absence and may result in course failure.

Flu shot is required by both levels between October and November 1. Proof of vaccination needs to be on record in Project Concert.

The Nursing Physical Examination Form and Annual Nursing Exam are provided in the Clinical Clearance Handbook.

## APPENDIX

### A. AMERICAN NURSES ASSOCIATION SCOPE AND STANDARDS OF PRACTICE **COMMONWEALTH UNIVERSITY ASSOCIATE OF SCIENCE IN NURSING**

#### **AMERICAN NURSES ASSOCIATION SCOPE AND STANDARDS OF PRACTICE (2015)**

##### **Standards of Practice for the Registered Nurse**

The six (6) Standards of Practice describe a competent level of nursing care as demonstrated by the nursing process:

1. **Assessment:** Collects comprehensive data pertinent to the patient's health or the situation.
2. **Diagnosis:** Analyzes the assessment of data to determine the diagnoses or issues.
3. **Outcomes Identification:** Identifies expected outcomes for a plan individualized to the patient or the situation.
4. **Planning:** Develops a plan that prescribes strategies and alternatives to attain expected outcomes.
5. **Implementation:** Implements the identified plan.  
Elaborating this standard are five others:
  - Coordination of Care
  - Health Teaching and Health Promotion
  - Consultation
  - Prescriptive Authority and Treatment
6. **Evaluation:** Evaluates progress towards attainment of outcomes.

American Nurses Association (ANA). (2015) *Scope and Standards of Nursing Practice* (3rd ed.). Silver Springs, MD: ANA.

#### **AMERICAN NURSES ASSOCIATION SCOPE AND STANDARDS OF PRACTICE (2015)**

##### **Standards of Professional Performance for a Registered Nurse**

The eleven (11) Standards of Professional Performance that describe a competent level of behavior in the professional role:

1. **Ethics:** Practices ethically
2. **Education:** Attains knowledge and competency that reflects current nursing practice.
3. **Evidence-Based Practice and Research:** Integrates evidence and research findings into practice.
4. **Quality of Practice:** Contributes to quality nursing practice.
5. **Communication:** Communicates effectively in a variety of formats in all areas of practice.
6. **Leadership:** Demonstrates leadership in the professional practice setting and the profession.
7. **Collaboration:** Collaborates with the healthcare consumer, family and others in the conduct of nursing practice.
8. **Professional Practice Evaluation:** Evaluates his or her own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.
9. **Resource Utilization:** Utilizes appropriate resources to plan and provide nursing services that are safe, effective and financially responsible.
10. **Environmental Health:** Practices in an environmentally safe and healthy manner.
11. **Culturally Congruent Practice:** Practices in a manner that is congruent with cultural diversity and inclusion principles.

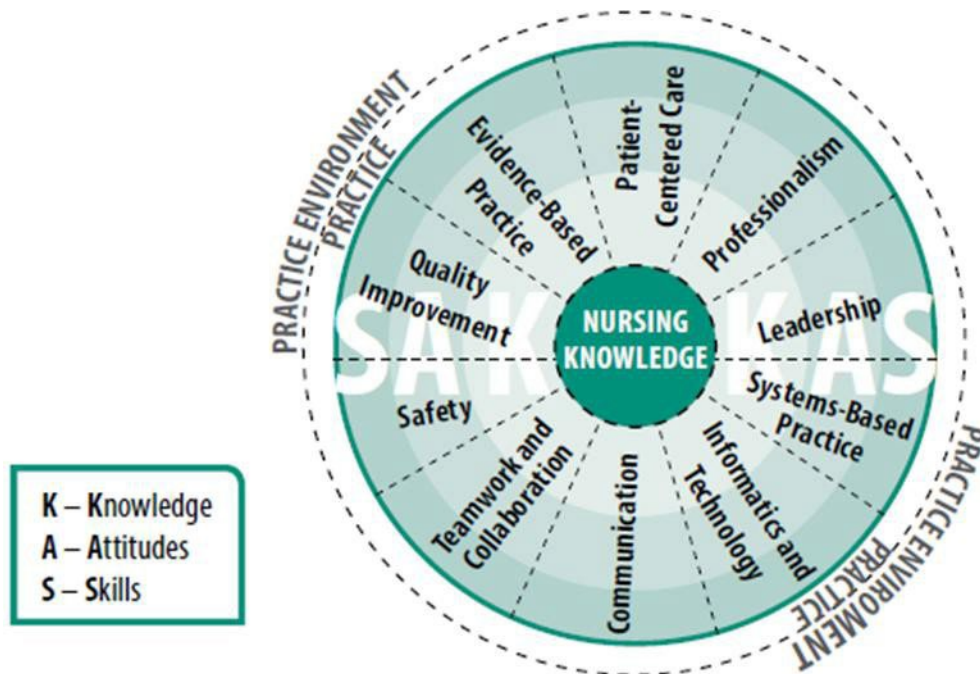
American Nurses Association (ANA). (2015) *Scope and Standards of Nursing Practice* (3<sup>rd</sup> ed.). Silver Springs, MD: ANA.

## B. QUALITY AND SAFETY EDUCATION FOR NURSES (QSEN) GOALS

Using the Institute of Medicine (2003) competencies for nursing, QSEN faculty have defined pre-licensure and graduate quality and safety competencies for nursing and proposed targets for the knowledge, skills, and attitudes to be developed in nursing pre-licensure programs for each competency:

- **Patient-Centered Care** “Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.”
- **Teamwork and Collaboration** “Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.”
- **Evidence Based Practice** “Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.”
- **Quality Improvement** “Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.”
- **Safety** “Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.”
- **Informatics** “Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.”

C. NURSE OF THE FUTURE CORE COMPETENCIES



Adapted from: Massachusetts Department of Higher Education Nursing Initiative, Revised March 2016

## D. CU CLEARFIELD AND LOCK HAVEN CAMPUSES LIBRARY

### **Introduction to Library Services & Resources**

The library offers a wide array of resources to compliment your nursing courses and to provide information needed for assignments, case studies, processes, procedures, clinicals, self-study and more.

### **Visit the Library When You...**

- Need help with getting started with an assignment or your research
- Need help finding nursing or other types of information
- Have to find information in addition to what is available in your textbook
- Need to view nursing videos or access nursing software
- Want a quiet place to study individually or as a group
- Need to find nursing books, journals and articles

### **Getting Help at the Library**

Contact your librarian anytime that you need help, have questions about using the library and our resources or need assistance finding the right information.

### **Commonwealth University Nursing Resources Webpage**

The library maintains a Nursing Resources Library Guide that provides quick access to information and databases most used by nursing students. Access the web page at

<https://library.commonwealthu.edu/home>.

### **Library Services Overview**

ILLIAD/EZBorrow – Interlibrary Loan delivery services allowing you to obtain free of charge, books, articles and materials not owned by the Commonwealth University Libraries. For more information about these services contact:

**Clearfield Campus**  
**814-768-3412**

**Stevenson Library**  
**570-484-2465**

- Reserves – Access required readings and videos identified by your professor.
- Copier/Scanner – Copying and scanning is available in the library. No charge.
- Change Machine
- Media Equipment – A variety of equipment such as cameras, video cams, calculators, headphones and more are available for borrowing.
- Media Room – TV/VCR/DVD/Computer equipment is available as well as a collaborative workstation for engaging in group work and study.

### **Nursing/Medical Book Collection (Print and Electronic)**

The library provides access to a reference and circulating collection of nursing encyclopedias, handbooks, manuals, nursing care plans, NCLEX practice materials, lab and diagnostic books and a wealth of other materials to support you in your studies and while on clinical. Many items are now also available electronically.

### **Articles – Print and Online Databases**

The nursing student will be required throughout their academic career to access a variety of nursing journals. The library maintains 20+ print journal subscriptions and provides access to hundreds of online journals, many available in full-text.

Commonly used Nursing Databases include but are not limited to:

- CINAHL
- Nursing Reference Collection
- ClinicalKey
- ALTHHealth
- Source Medline
- PUBMed

### **Citing Sources**

Nursing students are required to use the APA style when creating citations. Examples of APA Style can be found at the following webpage: *Style Guide Links* at <https://library.commonwealthu.edu/home>. Ask us for help if you need assistance.

### **Remote Access**

Many online databases are accessible from anywhere that you have access to a computer and the internet. When accessing databases off-campus you will need to authenticate permission using your CU username and password. Full instructions are available at <https://library.commonwealthu.edu/home>.

### **REMEMBER**

We are here to support you in your studies. Ask for help anytime that you need assistance in using the library or our resources.

## Forms Section

**COMMONWEALTH UNIVERSITY – BREINER SCHOOL OF NURSING**  
**ASSOCIATE OF SCIENCE IN NURSING**  
**CLINICAL CONTRACT**

Clinical is a critical component of learning in Nursing. In clinical, the student represents the nursing profession and Commonwealth University (CU). Students are expected to be professional and provide safe client care. In order to do this, students are expected to:

- **Be prepared for clinical.** This means that all clinical preparation must be completed before the time you are expected to be at clinical. Students who are unprepared for clinical will be removed from the clinical site and sent home from clinical. Consistently being unprepared for clinical will result in failure of the clinical portion of the course, hence failure in the course.
- **Provide safe client care.** Clinical is a learning experience where students apply what is learned in class. Therefore, students are evaluated, on a weekly basis, on their ability to consistently perform safe client care. Students who are unsafe in clinical practice will fail clinical, hence will fail the course.
- Each clinical experience across the program of study builds on each other in complexity and performance expectations. Expected student performance for the clinical is clearly detailed by program and learner outcomes in the clinical evaluation tool for each nursing course.
- Students must complete all clinical paperwork at a satisfactory level in order to pass the clinical portion of the course. Consistently late or minimally performed clinical paperwork will be considered inadequate and result in a non-passing clinical grade.
- Students will be formally evaluated by faculty at mid-clinical and at the end of the clinical experience. Students will complete a clinical self-evaluation at the end of each clinical, including out rotation experiences.
- All clinical and nursing lab experiences are mandatory. At times students become ill or have an emergency and are not able to attend clinical. If absent for clinical due to student illness, the student is required to call the clinical site before morning report and follow the policy of the clinical instructor. Failure to follow this procedure will lead to unexcused absence. Please refer to the ASN Nursing Student Program Guide for further information concerning clinical absence.
- Students are expected to be on time for clinical and to be dressed in appropriate professional Commonwealth University clinical attire. Please refer to the ASN Nursing Student Program Guide for further information concerning clinical dress code.
- Students are accountable for professional and ethical behavior at all times. This includes, but is not limited to, academic honesty, professional appearance, positive attitude and respectful demeanor with faculty, patients and their families, nurses, physicians, preceptors, other students and other members of the health care team. Inappropriate behavior includes, but is not limited to, the use of offensive language, gestures or remarks while representing CU in all settings: hospital, patient room, campus, classroom and online. Failure to present a professional image at all times will result in dismissal from clinical and an “E” as the final grade for the nursing course.
- All individuals associated with patient care must respect the privacy of those served by the facility. Students must refrain from discussion of patient information in public places, or with their families and friends. In addition, all paperwork must reflect confidentiality of the patient. Commonwealth University Nursing Program will follow all HIPAA guidelines. **Student cell phones and beepers are not permitted on the clinical areas.** Students who breach patient confidentiality in clinical practice (written, verbal or bringing cell phones onto the clinical area) will fail clinical, hence will fail the course.

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|                      |                   |      |
|----------------------|-------------------|------|
| Student (Print Name) | Student Signature | Date |
|----------------------|-------------------|------|

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|                               |                            |      |
|-------------------------------|----------------------------|------|
| Clinical Faculty (Print Name) | Clinical Faculty Signature | Date |
|-------------------------------|----------------------------|------|

Approved: CC 9/8/14      Revised: 12/14, 8/15      Reviewed: CC 9/21



Commonwealth University  
Associate of Science in Nursing  
STUDENT CLINICAL RELEASE FORM – MEDICAL

**Physician's Permission for Student to Attend Clinical**

\_\_\_\_\_, is enrolled as a Nursing Student in the Commonwealth University Associate of Science in Nursing Program.

"Abilities Required in Nursing Courses" indicates the physical demands, if any, to which the student may be exposed in clinical rotation. They are as follows: mobility to transfer patients; musculoskeletal control; visual, hearing and speech ability; and emotional stability.

Please complete the following information and return this form so that we may cooperate with you to assure the health and safety of this student during their nursing clinical experience.

Student is \_\_\_\_/ is not \_\_\_\_ able to perform the duties as outlined in the list of abilities.

RESTRICTIONS/COMMENTS:

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\_\_\_\_\_I recommend that the student take a Leave of Absence.

The student maintains sole responsibility for adhering to restrictions or comments as above and for attainment of clinical objectives.

\_\_\_\_\_  
Physician's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

Return to: Commonwealth University, Nursing Department  
201 University Drive  
Clearfield, PA 16830

Approved: F.O. 5/98

Reviewed: 4/02; 8/13; 10/20, 8/23

Commonwealth University  
Associate of Science in Nursing  
STUDENT CLINICAL RELEASE FORM – PREGNANCY

**Physician's Permission for Student to Attend Clinical**

\_\_\_\_\_, is enrolled as a Nursing Student in the Commonwealth University Associate of Science in Nursing Program, has recently reported her pregnancy to our department.

"Abilities Required in Nursing Courses" indicates the physical demands, if any, to which the student may be exposed in clinical rotation. They are as follows: mobility to transfer patients; musculoskeletal control; visual, hearing and speech ability; and emotional stability.

In addition, the student may be exposed to the disagreeable conditions such as:

- Prolonged standing/walking
- Exposure to cytotoxic drugs
- Exposure to body substances
- Exposure to infectious diseases

Please complete the following information and return this form so that we may cooperate with you to assure the health and safety of this student during their nursing clinical experience.

Student is \_\_\_\_/ is not \_\_\_\_ able to perform the duties as outlined in the list of abilities.

RESTRICTIONS/COMMENTS:

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\_\_\_\_\_ I recommend that the student take a Leave of Absence.

The student maintains sole responsibility for adhering to restrictions or comments as above and for attainment of clinical objectives.

\_\_\_\_\_  
Physician's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

Return to: Commonwealth University, Nursing Department  
201 University Drive  
Clearfield, PA 16830

Approved: F.O. 5/98

Reviewed: 4/02; 8/13; 10/20, 8/23

COMMONWEALTH UNIVERSITY ASSOCIATE OF SCIENCE IN NURSING  
MIDTERM/FINAL EVALUATION OF CLINICAL PERFORMANCE NURSING

Student Name: \_\_\_\_\_

| Upon Completion, the Student will:  | NUR 103  |        | NUR 104    |            | NUR 210  |       |
|---|----------|--------|------------|------------|----------|-------|
| PATIENT- CENTERED CARE  | MID TERM | FINAL  | MID TERM   | FINAL      | MID TERM | FINAL |
| Course Objective  | #1, #3   | #1, #3 | #1, #2, #3 | #1, #2, #3 | #1       | #1    |
| <b>SLO-1.</b> Provide nursing care across the lifespan, adapted to the healthcare consumer's physiological, psychological, socio-cultural, developmental, and spiritual dimensions of health. |          |        |            |            |          |       |
| A. Provides priority-based nursing care to individuals, families and groups through independent and collaborative application of the nursing process.   |          |        |            |            |          |       |
| B. Assesses patient values, preferences decisional capacity, and expressed needs as part of ongoing assessment, clinical interview, implementation of care plan and evaluation of care.       |          |        |            |            |          |       |
| C. Communicates patient values, preferences, and expressed needs to other member of the health care team.   |          |        |            |            |          |       |
| D. Seeks information from appropriate sources on behalf of the patient, when necessary.   |          |        |            |            |          |       |
| E. Implements nursing care to meet holistic needs of the patient on socioeconomic, cultural, ethnic, and spiritual values and beliefs influencing health care and nursing practice.           |          |        |            |            |          |       |

| <b>PROFESSIONALISM</b>   | <b>N103<br/>MID TERM</b> | <b>N103<br/>FINAL</b> | <b>N104<br/>MID<br/>TERM</b> | <b>N104<br/>FINAL</b> | <b>N210<br/>MID TERM</b> | <b>N210<br/>FINAL</b> |
|--|--------------------------|-----------------------|------------------------------|-----------------------|--------------------------|-----------------------|
| <b>Course Objectives</b>   | <b>#6</b>                | <b>#6</b>             | <b>#6</b>                    | <b>#6</b>             | <b>#6, #7</b>            | <b>#6, #7</b>         |
| <b>SLO-2.</b> Demonstrate professional nursing behaviors, evidencing integrity, legal accountability, ethical responsibility, advocacy, caring, and a commitment to lifelong learning. |                          |                       |                              |                       |                          |                       |
| A. Demonstrates accountability for own nursing practice.   |                          |                       |                              |                       |                          |                       |
| B. Describes role and responsibilities as a patient advocate.  |                          |                       |                              |                       |                          |                       |
| C. Utilizes an ethical decision-making framework in clinical situations.   |                          |                       |                              |                       |                          |                       |
| D. Incorporates professional nursing standards and accountability into practice.   |                          |                       |                              |                       |                          |                       |
| E. Recognizes limits to one's scope of practice while adhering to licensure law and regulations.   |                          |                       |                              |                       |                          |                       |
| F. Revise established plans of care based on evaluation of individual/family responses to interventions.   |                          |                       |                              |                       |                          |                       |
| <b>INFORMATICS AND TECHNOLOGY</b>  | <b>N103<br/>MID TERM</b> | <b>N103<br/>FINAL</b> | <b>N104<br/>MID<br/>TERM</b> | <b>N104<br/>FINAL</b> | <b>N210<br/>MID TERM</b> | <b>N210<br/>FINAL</b> |
| <b>Course Objective</b>  |                          |                       |                              |                       | <b>#3</b>                | <b>#3</b>             |
| <b>SLO-3.</b> Select informatics and technology to manage information, minimize error, and achieve defined health care outcomes.   |                          |                       |                              |                       |                          |                       |
| A. Utilizes data, as presented through the EHR to implement informed clinical decisions while delivering safe, quality patient care.   |                          |                       |                              |                       |                          |                       |
| B. Demonstrates skills in using patient care technologies, information systems, and communication devices that support safe nursing practice.  |                          |                       |                              |                       |                          |                       |
| C. Upholds ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy.  |                          |                       |                              |                       |                          |                       |

| <b>COMMUNICATION</b>  | <b>N103<br/>MID TERM</b> | <b>N103<br/>FINAL</b> | <b>N104<br/>MID<br/>TERM</b> | <b>N104<br/>FINAL</b> | <b>N210<br/>MID TERM</b> | <b>N210<br/>FINAL</b> |
|---|--------------------------|-----------------------|------------------------------|-----------------------|--------------------------|-----------------------|
| <b>Course Objective</b>   | <b>#4, #5</b>            | <b>#4, #5</b>         | <b>#4, #5</b>                | <b>#4, #5</b>         | <b>#4</b>                | <b>#4</b>             |
| <b>SLO-4.</b> Select effective and professional communication skills.   |                          |                       |                              |                       |                          |                       |
| A. Utilizes clear, concise, and effective written, electronic, and verbal communications.   |                          |                       |                              |                       |                          |                       |
| B. Demonstrates effective interviewing techniques.  |                          |                       |                              |                       |                          |                       |
| C. Communicates effectively with colleagues.  |                          |                       |                              |                       |                          |                       |
| D. Assesses factors that influence the patient's and family's ability to learn, including readiness to learn, preferences for learning style, and level of health literacy. |                          |                       |                              |                       |                          |                       |
| <b>TEAMWORK AND COLLABORATION</b>   | <b>N103<br/>MID TERM</b> | <b>N103<br/>FINAL</b> | <b>N104<br/>MID<br/>TERM</b> | <b>N104<br/>FINAL</b> | <b>N210<br/>MID TERM</b> | <b>N210<br/>FINAL</b> |
| <b>Course Objective</b>   |                          |                       |                              |                       |                          |                       |
| <b>SLO-5.</b> Interpret effective relationships with health care consumers and members of the health care team in order to meet mutually determined health care outcomes.   |                          |                       |                              |                       |                          |                       |
| A. Acts collaboratively with integrity, consistency, and respect for diverse and differing views.   |                          |                       |                              |                       |                          |                       |
| B. Functions competently within own scope of practice as a member of the health care team.  |                          |                       |                              |                       |                          |                       |
| C. Initiates requests for assistance when a situation warrants.   |                          |                       |                              |                       |                          |                       |
| D. Solicits input from other team members to improve individual and team performance.   |                          |                       |                              |                       |                          |                       |

| <b>SAFETY</b>  | <b>N103<br/>MID TERM</b> | <b>N103<br/>FINAL</b> | <b>N104<br/>MID<br/>TERM</b> | <b>N104<br/>FINAL</b> | <b>N210<br/>MID TERM</b> | <b>N210<br/>FINAL</b> |
|--|--------------------------|-----------------------|------------------------------|-----------------------|--------------------------|-----------------------|
| <b>Course Objective</b>  | <b>#7</b>                | <b>#7</b>             | <b>#7</b>                    | <b>#7</b>             |                          |                       |
| <b>SLO-6.</b> Demonstrate the ability to provide nursing care that protects health care consumers and personnel from health and environmental hazards. |                          |                       |                              |                       |                          |                       |
| A. Demonstrates effective use of strategies at the individual and systems levels to reduce risk of harm to self and others.                            |                          |                       |                              |                       |                          |                       |
| B. Communicates observations or concerns related to hazards and errors involving patients, families and/or the health care team.                       |                          |                       |                              |                       |                          |                       |
| C. Utilizes established safety resources for professional development to focus attention on assuring safe practice.                                    |                          |                       |                              |                       |                          |                       |
| <b>QUALITY IMPROVEMENT</b>   | <b>N103<br/>MID TERM</b> | <b>N103<br/>FINAL</b> | <b>N104<br/>MID<br/>TERM</b> | <b>N104<br/>FINAL</b> | <b>N210<br/>MID TERM</b> | <b>N210<br/>FINAL</b> |
| <b>Course Objective</b>  |                          |                       |                              |                       |                          |                       |
| <b>SLO-7.</b> Evaluate the principles of quality improvement to achieve cost effective, patient-centered outcomes.                                     |                          |                       |                              |                       |                          |                       |
| A. Actively seeks information about quality improvement in the care setting from relevant institutional, regulatory and local/national sources.        |                          |                       |                              |                       |                          |                       |
| B. Participates in the use of quality indicators and core measures to evaluate the effect of changes in the delivery of care.                          |                          |                       |                              |                       |                          |                       |
| <b>EVIDENCE-BASED PRACTICE</b>   | <b>N103<br/>MID TERM</b> | <b>N103<br/>FINAL</b> | <b>N104<br/>MID<br/>TERM</b> | <b>N104<br/>FINAL</b> | <b>N210<br/>MID TERM</b> | <b>N210<br/>FINAL</b> |
| <b>Course Objectives</b>   | <b>#2</b>                | <b>#2</b>             |                              | <b>#2, #5</b>         | <b>#2, #5</b>            |                       |
| <b>SLO-8.</b> Use critical reasoning and best current evidence to make nursing care decisions.   |                          |                       |                              |                       |                          |                       |
| A. Bases individualized care on best current evidence, patient values, and clinical expertise.   |                          |                       |                              |                       |                          |                       |
| B. Utilizes current evidence, critical thinking and clinical reasoning to modify clinical practice.  |                          |                       |                              |                       |                          |                       |

| LEADERSHIP   | N103<br>MID TERM | N103<br>FINAL | N104<br>MID<br>TERM | N104<br>FINAL | N210<br>MID TERM | N210<br>FINAL |
|--|------------------|---------------|---------------------|---------------|------------------|---------------|
| Course Objective   |                  |               |                     |               |                  |               |
| <b>SLO-9.</b> Select leadership strategies to direct nursing care, promote change and foster achievement of health care goals.   |                  |               |                     |               |                  |               |
| A. Demonstrates purposeful, informed, outcome-oriented thinking.   |                  |               |                     |               |                  |               |
| B. Acts as an effective role model and resource for students and support staff.  |                  |               |                     |               |                  |               |
| C. Delegates selected nursing activities to unlicensed personnel to maintain or improve patient's health, and well-being.  |                  |               |                     |               |                  |               |
| SYSTEMS BASED PRACTICE/<br>GLOBAL AWARENESS  | N103<br>MID TERM | N103<br>FINAL | N104<br>MID<br>TERM | N104<br>FINAL | N210<br>MID TERM | N210<br>FINAL |
| Course Objective   |                  |               |                     |               |                  |               |
| <b>SLO-10.</b> Demonstrate professional nursing behaviors related to global health practices that include the effects of the culturally diverse community, from the individual to global perspectives, on such areas as disease transmission, violence, health care policy, and health care economics. |                  |               |                     |               |                  |               |
| A. Utilize technological systems to access local, state, national and global information about health care.  |                  |               |                     |               |                  |               |
| B. Evaluate societal and health care trends influencing health care systems.   |                  |               |                     |               |                  |               |

**GRADING SCALE:**

|  |  |
|--|--|
| <b>SELF DIRECTED (4)</b><br>ALMOST NEVER REQUIRES (<10% OF TIME)<br>Direction, guidance, monitoring, support | ALMOST ALWAYS EXHIBITS (>90% OF TIME)<br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn |
| <b>SUPERVISED (3)</b><br>OCCASIONALLY REQUIRES (25% OF TIME)<br>Direction, guidance, monitoring, support     | VERY OFTEN EXHIBITS (75% OF TIME)<br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn     |
| <b>ASSISTED (2)</b><br>OFTEN REQUIRES (50% OF TIME)<br>Direction, guidance, monitoring, support              | OFTEN EXHIBITS (50% OF TIME)<br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn          |
| <b>NOVICE (1)</b><br>VERY OFTEN REQUIRES (75% OF TIME)<br>Direction, guidance, monitoring, support           | OCCASIONALLY EXHIBITS (25% OF TIME)<br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn   |
| <b>DEPENDENT (0)</b><br>ALMOST ALWAYS REQUIRES (> 90% OF TIME)<br>Direction, guidance, monitoring, support   | ALMOST NEVER EXHIBITS (< 10% OF TIME)<br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn |

**EXPECTED LEVELS OF PERFORMANCE**

| LEVEL          | MINIMAL EXPECTED PERFORMANCE | MINIMUM SCORE |
|----------------|------------------------------|---------------|
| <b>NUR 103</b> | Novice – Assisted            | 1.5           |
| <b>NUR 104</b> | Assisted                     | 2.0           |
| <b>NUR 210</b> | Assisted – Supervised        | 2.5           |
| <b>NUR 211</b> | Supervised – Self-directed   | 3.0           |



***NURS103 MIDTERM COMMENTS***

*(Address strengths and areas for student growth)*

**Faculty Comments:**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Student Comments:**

[illegible]

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## ***NURS103 FINAL COMMENTS***

*(Address strengths and areas for student growth)*

**Faculty Comments:**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Student Comments:**

[illegible]

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***NURS104 MIDTERM COMMENTS***

**Faculty Comments:**

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Student Comments:**

[illegible]

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***NURS104 FINAL COMMENTS***

*(Address strengths and areas for student growth)*

**Faculty Comments:**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Student Comments:**

[illegible]

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**NURS210 MIDTERM COMMENTS**  
(Address strengths and areas for student growth)

**Faculty Comments:**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Student Comments:**

[illegible]

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**NURS210 FINAL COMMENTS**  
(Address strengths and areas for student growth)

**Faculty Comments:**

[illegible]

**Student Comments:**

[illegible]

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**COMMONWEALTH UNIVERSITY ASSOCIATE OF SCIENCE IN NURSING**  
MIDTERM/FINAL EVALUATION OF PRECEPTORSHIP CLINICAL PERFORMANCE NURSING

Student Name: \_\_\_\_\_

**The final evaluations for all EPSLOs need to be a 3 (supervised-self-directed). A checkmark in the secondary objectives (ex: a, b, c, etc.) indicates minimum expected performance.**

**Both the theory and the clinical portion must be passed in order to pass the course.**

| Upon Completion, the Student will:   | NUR 211<br>PRECEPTORSHIP |        |
|--|--------------------------|--------|
| PATIENT- CENTERED CARE   | MID-TERM                 | FINAL  |
| Course Objective   | #1, #2                   | #1, #2 |
| <b>SLO-1.</b> Provide nursing care for clients experiencing complex health care alterations and for protecting and promoting vulnerable populations in the community adapted to the physiological, psychological, sociocultural, developmental and spiritual dimensions of health by clearly identifying the diagnosis and explaining the pathophysiology of the diagnosis along with determining the information needed to support the selected nursing diagnosis. (Patient-Centered Care). |                          |        |
| A. Provides priority-based nursing care to individuals, families and groups through independent and collaborative application of the nursing process.  |                          |        |
| B. Assesses patient values, preferences decisional capacity, and expressed needs as part of ongoing assessment, clinical interview, implementation of care plan and evaluation of care.  |                          |        |
| C. Communicates patient values, preferences, and expressed needs to other member of the health care team.  |                          |        |
| D. Seeks information from appropriate sources on behalf of the patient, when necessary.  |                          |        |
| E. Implements nursing care to meet holistic needs of the patient on socioeconomic, cultural, ethnic, and spiritual values and beliefs influencing health care and nursing practice.  |                          |        |

| <b>PROFESSIONALISM</b>   | <b>NUR 211<br/>MID-TERM</b> | <b>NUR 211<br/>FINAL</b> |
|--|-----------------------------|--------------------------|
| <b>Course Objective</b>  | <b>#6, #7</b>               | <b>#6, #7</b>            |
| <b>SLO-2.</b> Demonstrate professional nursing behaviors, evidencing integrity, legal accountability, ethical responsibility, advocacy, caring and a commitment to lifelong learning utilizing the learning experience to evaluate personal goals in preparation for real life success. (Professionalism)  |                             |                          |
| A. Demonstrates accountability for own nursing practice.   |                             |                          |
| B. Describes role and responsibilities as a patient advocate.  |                             |                          |
| C. Utilizes an ethical decision-making framework in clinical situations.   |                             |                          |
| D. Incorporates professional nursing standards and accountability into practice.   |                             |                          |
| E. Recognizes limits to one's scope of practice while adhering to licensure law and regulations.   |                             |                          |
| F. Revise established plans of care based on evaluation of individual/family responses to interventions.   |                             |                          |
| <b>INFORMATICS AND TECHNOLOGY</b>  | <b>NUR 211<br/>MID-TERM</b> | <b>NUR 211<br/>FINAL</b> |
| <b>Course Objective</b>  | <b>#3</b>                   | <b>#3</b>                |
| <b>SLO-3.</b> Select evidence-based informatics and technology strategies to support the management of information, minimize error, and achieve defined health care outcomes by examining and analyzing the cognitive science, ethical applications and legislative aspects of social networking through examination of institutional informatics policies and procedures applying them to a reflective journal entry on a clinical situation where a breach in confidentiality could be grounds for termination. (Informatics and Technology) |                             |                          |
| A. Utilizes data, as presented through the EHR to implement informed clinical decisions while delivering safe, quality patient care.   |                             |                          |
| B. Demonstrates skills in using patient care technologies, information systems, and communication devices that support safe nursing practice.  |                             |                          |
| C. Upholds ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy.  |                             |                          |



| <b>COMMUNICATION</b>   | <b>NURS 211<br/>MID-TERM</b> | <b>NURS 211<br/>FINAL</b> |
|--|------------------------------|---------------------------|
| <b>Course Objective</b>  | <b>#4</b>                    | <b>#4</b>                 |
| <b>SLO-4.</b> Select effective and professional communication skills by analyzing research information to support evidence based therapeutic communication skills utilized in a clinical patient communication experience and by examining the content and process of the interaction, identifying verbal and non-verbal responses and analyzing different therapeutic communication skills utilized through the completion of a reflective journal entry. (Communication) |                              |                           |
| A. Utilizes clear, concise, and effective written, electronic, and verbal communications.  |                              |                           |
| B. Demonstrates effective interviewing techniques.   |                              |                           |
| C. Communicates effectively with colleagues.   |                              |                           |
| D. Assesses factors that influence the patient's and family's ability to learn, including readiness to learn, preferences for learning style, and level of health literacy.  |                              |                           |
| <b>TEAMWORK AND COLLABORATION</b>  | <b>NUR 211<br/>MID-TERM</b>  | <b>NUR 211<br/>FINAL</b>  |
| <b>Course Objective</b>  | <b>#5</b>                    | <b>#5</b>                 |
| <b>SLO-5.</b> Interpret effective relationships with health care consumers and members of the health care team in order to meet mutually determined health care outcomes.  |                              |                           |
| A. Acts collaboratively with integrity, consistency, and respect for diverse and differing views.  |                              |                           |
| B. Functions competently within own scope of practice as a member of the health care team.   |                              |                           |
| C. Initiates requests for assistance when a situation warrants.  |                              |                           |
| D. Solicits input from other team members to improve individual and team performance.  |                              |                           |

| <b>SAFETY</b>  | <b>NUR 211<br/>MID-TERM</b> | <b>NUR 211<br/>FINAL</b> |
|--|-----------------------------|--------------------------|
| <b>SLO-6.</b> Demonstrate the ability to provide nursing care that protects health care consumers and personnel from health and environmental hazards.   |                             |                          |
| A. Demonstrates effective use of strategies at the individual and systems levels to reduce risk of harm to self and others.  |                             |                          |
| B. Communicates observations or concerns related to hazards and errors involving patients, families and/or the health care team.   |                             |                          |
| C. Utilizes established safety resources for professional development to focus attention on assuring safe practice.  |                             |                          |
| <b>QUALITY IMPROVEMENT</b>   | <b>NUR 211<br/>MID-TERM</b> | <b>NUR 211<br/>FINAL</b> |
| <b>SLO-7.</b> Evaluate the principles of quality improvement to achieve cost effective, patient-centered outcomes.   |                             |                          |
| A. Actively seeks information about quality improvement in the care setting from relevant institutional, regulatory and local/national sources.  |                             |                          |
| B. Participates in the use of quality indicators and core measures to evaluate the effect of changes in the delivery of care.  |                             |                          |
| <b>EVIDENCE-BASED PRACTICE</b>   | <b>NUR 211<br/>MID-TERM</b> | <b>NUR 211<br/>FINAL</b> |
| <b>Course Objective</b>  | <b>#2, #3, #4</b>           | <b>#2, #3, #4</b>        |
| <b>SLO-8.</b> Use critical reasoning and best current evidence to make nursing care decisions for clients experiencing complex alterations in health by identifying an evidence-based practice issue in the clinical setting and analyzing 2-3 current articles to further identify the evidence to support best clinical nursing practices. (Evidence-Based Practice) |                             |                          |
| A. Bases individualized care on best current evidence, patient values, and clinical expertise.   |                             |                          |
| B. Utilizes current evidence, critical thinking and clinical reasoning to modify clinical practice.  |                             |                          |

| LEADERSHIP  | NUR 211<br>MID-TERM | NUR 211<br>FINAL |
|---|---------------------|------------------|
| <b>SLO-9.</b> Select leadership strategies to direct nursing care, promote change and foster achievement of health care goals by synthesizing the leadership concepts of collaboration, negotiation, communication, coordination and evaluation into a reflective journal entry that demonstrates theoretical insight and clinical judgment. (Leadership) |                     |                  |
| A. Demonstrates purposeful, informed, outcome-oriented thinking.  |                     |                  |
| B. Acts as an effective role model and resource for students and support staff.   |                     |                  |
| C. Delegates selected nursing activities to unlicensed personnel to maintain or improve patient's health, and well-being.   |                     |                  |
| GLOBAL AWARENESS  | NUR 211<br>MID-TERM | NUR 211<br>FINAL |
| <b>SLO-10.</b> Demonstrate professional nursing behaviors related to global health practices that include the effects of the culturally diverse community, from the individual to global perspectives, on such areas as disease transmission, violence, health care policy, and health care economics.  |                     |                  |
| A. Utilize technological systems to access local, state, national and global information about health care.   |                     |                  |
| B. Evaluate societal and health care trends influencing health care systems.  |                     |                  |

| LEVEL   | MINIMAL EXPECTED PERFORMANCE | MINIMUM SCORE |
|---------|------------------------------|---------------|
| NURS211 | Supervised-Self-directed     | 3.0           |

|  |  |
|--|--|
| <b>SELF DIRECTED (4)</b><br>ALMOST NEVER REQUIRES (<10% OF TIME)<br>Direction, guidance, monitoring, support | ALMOST ALWAYS EXHIBITS (>90% OF TIME)<br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn |
| <b>SUPERVISED (3)</b><br>OCCASIONALLY REQUIRES (25% OF TIME)<br>Direction, guidance, monitoring, support     | VERY OFTEN EXHIBITS (75% OF TIME)<br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn     |
| <b>ASSISTED (2)</b><br>OFTEN REQUIRES (50% OF TIME)<br>Direction, guidance, monitoring, support              | OFTEN EXHIBITS (50% OF TIME)<br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn          |
| <b>NOVICE (1)</b><br>VERY OFTEN REQUIRES (75% OF TIME)<br>Direction, guidance, monitoring, support           | OCCASIONALLY EXHIBITS (25% OF TIME)<br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn   |
| <b>DEPENDENT (0)</b><br>ALMOST ALWAYS REQUIRES (> 90% OF TIME)<br>Direction, guidance, monitoring, support   | ALMOST NEVER EXHIBITS (< 10% OF TIME)<br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn |

***NURS211 MIDTERM COMMENTS***

*(Address strengths and areas for student growth)*

**Faculty Comments:**

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Student Comments:**

[illegible]

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***NURS211 FINAL COMMENTS***

*(Address strengths and areas for student growth)*

**Faculty Comments:**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Student Comments:**

[illegible]

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

COMMONWEALTH UNIVERSITY  
ASSOCIATE OF SCIENCE IN NURSING

STUDENT PROGRAM GUIDE  
ACKNOWLEDGEMENT OF RECEIPT AND UNDERSTANDING

I have accessed on Brightspace (D2L) in the Nursing Course shell the current copy of the ASN Nursing Student Program Guide pertaining to the Nursing Program at Commonwealth University. My signature indicates I have read and agree to comply with the guidelines contained within this manual.

---

(PRINT) STUDENT NAME

---

STUDENT SIGNATURE

DATE

**Please Sign and upload to Brightspace NURS course shell by the end of the first week of class.**

*Approved: F.O. 5/98;  
Reviewed: 4/02; 8/13, 8/19/2014, 1/10/2022*

## NURSING 103 WEEKLY CLINICAL EVALUATION CHECKLIST

***A checkmark indicates minimum expected performance.***

***This form will provide a summary of the student's clinical performance weekly. The student's clinical performance will be based on the respective course objectives. The content from this evaluation tool will be utilized to complete both the midterm and final evaluations. Both the theory and the clinical portion must be passed in order to pass the course.***

|  |  |
|--|--|
| <b>SELF DIRECTED (4)</b><br>ALMOST NEVER REQUIRES (<10% OF TIME)<br>Direction, guidance, monitoring, support | <b>ALMOST ALWAYS EXHIBITS (&gt;90% OF TIME)</b><br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn |
| <b>SUPERVISED (3)</b><br>OCCASIONALLY REQUIRES (25% OF TIME)<br>Direction, guidance, monitoring, support     | <b>VERY OFTEN EXHIBITS (75% OF TIME)</b><br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn        |
| <b>ASSISTED (2)</b><br>OFTEN REQUIRES (50% OF TIME)<br>Direction, guidance, monitoring, support              | <b>OFTEN EXHIBITS (50% OF TIME)</b><br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn             |
| <b>NOVICE (1)</b><br>VERY OFTEN REQUIRES (75% OF TIME)<br>Direction, guidance, monitoring, support           | <b>OCCASIONALLY EXHIBITS (25% OF TIME)</b><br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn      |
| <b>DEPENDENT (0)</b><br>ALMOST ALWAYS REQUIRES (> 90% OF TIME)<br>Direction, guidance, monitoring, support   | <b>ALMOST NEVER EXHIBITS (&lt; 10% OF TIME)</b><br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn |

| LEVEL   | MINIMAL EXPECTED PERFORMANCE | MINIMUM SCORE |
|---------|------------------------------|---------------|
| NURS103 | Novice – Assisted            | 1.5           |

Student Name: \_\_\_\_\_

**COMMONWEALTH UNIVERSITY ASSOCIATE OF SCIENCE IN NURSING**  
**NURS103 WEEKLY CLINICAL EVALUATION CHECKLIST**

| End of Program Student Learning Outcomes<br>(CO Course Objective)   | WK<br>1 | WK<br>2 | WK<br>3 | WK<br>4 | WK<br>5 | WK<br>6 | WK<br>7 | WK<br>8 | WK<br>9 | WK<br>10 | WK<br>11 | WK<br>12 | WK<br>13 | WK<br>14 | WK<br>15 |
|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|----------|----------|----------|
| <b>PATIENT-CENTERED CARE<br/>(CO #1, CO#2)</b>  |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |
| 1. Provides priority-based nursing care to individuals, families and groups through independent and collaborative application of the nursing process.                                   |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |
| 2. Assesses patient values, preferences decisional capacity, and expressed needs as part of ongoing assessment, clinical interview, implementation of care plan and evaluation of care. |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |
| 3. Communicates patient values, preferences, and expressed needs to other member of the health care team.   |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |
| 4. Seeks information from appropriate sources on behalf of the patient, when necessary.   |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |
| 5. Implements nursing care to meet holistic needs of the patient on socioeconomic, cultural, ethnic, and spiritual values and beliefs influencing health care and nursing practice.     |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |



| <b>PROFESSIONALISM (CO #6, CO #7)</b>  | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 6. Demonstrates accountability for own nursing practice.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 7. Describes role and responsibilities as a patient advocate.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 8. Utilizes an ethical decision-making framework in clinical situations.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 9. Incorporates professional nursing standards and accountability into practice.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 10. Recognizes limits to one's scope of practice while adhering to licensure law and regulations.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 11. Revise established plans of care based on evaluation of individual/family responses to interventions.                                      |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>INFORMATICS &amp; TECHNOLOGY</b>  | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
| 12. Utilizes data, as presented through the EHR to implement informed clinical decisions while delivering safe, quality patient care.          |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 13. Demonstrates skills in using patient care technologies, information systems, and communication devices that support safe nursing practice. |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 14. Upholds ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy.               |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |

| <b>COMMUNICATION (CO #4)</b>   | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 15. Utilizes clear, concise, and effective written, electronic, and verbal communications.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 16. Demonstrates effective interviewing techniques.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 17. Communicates effectively with colleagues.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 18. Assesses factors that influence the patient's and family's ability to learn, including readiness to learn, preferences for learning style, and level of health literacy. |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>TEAMWORK/COLLABORATION<br/>(CO #5)</b>  | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
| 19. Acts collaboratively with integrity, consistency, and respect for diverse and differing views.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 20. Functions competently within own scope of practice as a member of the health care team.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 21. Initiates requests for assistance when a situation warrants.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 22. Solicits input from other team members to improve individual and team performance.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |

| <b>SAFETY</b>  | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 23. Demonstrates effective use of strategies at the individual and systems levels to reduce risk of harm to self and others.                     |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 24. Communicates observations or concerns related to hazards and errors involving patients, families and/or the health care team.                |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 25. Utilizes established safety resources for professional development to focus attention on assuring safe practice.                             |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>QUALITY IMPROVEMENT</b>   | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
| 26. Actively seeks information about quality improvement in the care setting from relevant institutional, regulatory and local/national sources. |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 27. Participates in the use of quality indicators and core measures to evaluate the effect of changes in the delivery of care.                   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>EVIDENCE-BASED PRACTICE<br/>(CO #2, CO #3, CO #4)</b>   | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
| 28. Bases individualized care on best current evidence, patient values, and clinical expertise.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 29. Utilizes current evidence, critical thinking and clinical reasoning to modify clinical practice  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |

| <b>LEADERSHIP</b>  | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 30. Demonstrates purposeful, informed, outcome-oriented thinking.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 31. Acts as an effective role model and resource for students and support staff.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 32. Delegates selected nursing activities to unlicensed personnel to maintain or improve patient's health, and well-being. |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>SYSTEMS BASED PRACTICE/ GLOBAL AWARENESS</b>  | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
| 33. Utilize technological systems to access local, state, national and global information about health care.               |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 34. Evaluate societal and health care trends influencing health care systems.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>COMMENT SHEET: Y or N</b>   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>Student Initial/Date</b>  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>Faculty Initial/Date</b>  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |

## NURSING 104 WEEKLY CLINICAL EVALUATION CHECKLIST

***A checkmark indicates minimum expected performance.***

***This form will provide a summary of the student's clinical performance weekly. The student's clinical performance will be based on the respective course objectives. The content from this evaluation tool will be utilized to complete both the midterm and final evaluations. Both the theory and the clinical portion must be passed in order to pass the course.***

|  |  |
|--|--|
| <b>SELF DIRECTED (4)</b><br>ALMOST NEVER REQUIRES (<10% OF TIME)<br>Direction, guidance, monitoring, support | <b>ALMOST ALWAYS EXHIBITS (&gt;90% OF TIME)</b><br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn |
| <b>SUPERVISED (3)</b><br>OCCASIONALLY REQUIRES (25% OF TIME)<br>Direction, guidance, monitoring, support     | <b>VERY OFTEN EXHIBITS (75% OF TIME)</b><br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn        |
| <b>ASSISTED (2)</b><br>OFTEN REQUIRES (50% OF TIME)<br>Direction, guidance, monitoring, support              | <b>OFTEN EXHIBITS (50% OF TIME)</b><br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn             |
| <b>NOVICE (1)</b><br>VERY OFTEN REQUIRES (75% OF TIME)<br>Direction, guidance, monitoring, support           | <b>OCCASIONALLY EXHIBITS (25% OF TIME)</b><br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn      |
| <b>DEPENDENT (0)</b><br>ALMOST ALWAYS REQUIRES (> 90% OF TIME)<br>Direction, guidance, monitoring, support   | <b>ALMOST NEVER EXHIBITS (&lt; 10% OF TIME)</b><br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn |

| LEVEL   | MINIMAL EXPECTED PERFORMANCE | MINIMUM SCORE |
|---------|------------------------------|---------------|
| NURS104 | Assisted                     | 2.0           |

Student Name: \_\_\_\_\_

**COMMONWEALTH UNIVERSITY ASSOCIATE OF SCIENCE IN NURSING**  
**NURS104 WEEKLY CLINICAL EVALUATION CHECKLIST**

| End of Program Student Learning Outcomes<br>(CO Course Objective)   | WK<br>1 | WK<br>2 | WK<br>3 | WK<br>4 | WK<br>5 | WK<br>6 | WK<br>7 | WK<br>8 | WK<br>9 | WK<br>10 | WK<br>11 | WK<br>12 | WK<br>13 | WK<br>14 | WK<br>15 |
|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|----------|----------|----------|
| <b>PATIENT-CENTERED CARE<br/>(CO #1, CO#2)</b>  |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |
| 1. Provides priority-based nursing care to individuals, families and groups through independent and collaborative application of the nursing process.                                   |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |
| 2. Assesses patient values, preferences decisional capacity, and expressed needs as part of ongoing assessment, clinical interview, implementation of care plan and evaluation of care. |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |
| 3. Communicates patient values, preferences, and expressed needs to other member of the health care team.   |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |
| 4. Seeks information from appropriate sources on behalf of the patient, when necessary.   |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |
| 5. Implements nursing care to meet holistic needs of the patient on socioeconomic, cultural, ethnic, and spiritual values and beliefs influencing health care and nursing practice.     |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |

| <b>PROFESSIONALISM (CO #6, CO #7)</b>  | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 6. Demonstrates accountability for own nursing practice.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 7. Describes role and responsibilities as a patient advocate.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 8. Utilizes an ethical decision-making framework in clinical situations.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 9. Incorporates professional nursing standards and accountability into practice.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 10. Recognizes limits to one's scope of practice while adhering to licensure law and regulations.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 11. Revise established plans of care based on evaluation of individual/family responses to interventions.                                      |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>INFORMATICS &amp; TECHNOLOGY</b>  | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
| 12. Utilizes data, as presented through the EHR to implement informed clinical decisions while delivering safe, quality patient care.          |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 13. Demonstrates skills in using patient care technologies, information systems, and communication devices that support safe nursing practice. |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 14. Upholds ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy.               |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |

| <b>COMMUNICATION (CO #4)</b>   | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 15. Utilizes clear, concise, and effective written, electronic, and verbal communications.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 16. Demonstrates effective interviewing techniques.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 17. Communicates effectively with colleagues.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 18. Assesses factors that influence the patient's and family's ability to learn, including readiness to learn, preferences for learning style, and level of health literacy. |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>TEAMWORK/COLLABORATION<br/>(CO #5)</b>  | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
| 19. Acts collaboratively with integrity, consistency, and respect for diverse and differing views.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 20. Functions competently within own scope of practice as a member of the health care team.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 21. Initiates requests for assistance when a situation warrants.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 22. Solicits input from other team members to improve individual and team performance.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |



| <b>SAFETY</b>  | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 23. Demonstrates effective use of strategies at the individual and systems levels to reduce risk of harm to self and others.                     |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 24. Communicates observations or concerns related to hazards and errors involving patients, families and/or the health care team.                |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 25. Utilizes established safety resources for professional development to focus attention on assuring safe practice.                             |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>QUALITY IMPROVEMENT</b>   | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
| 26. Actively seeks information about quality improvement in the care setting from relevant institutional, regulatory and local/national sources. |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 27. Participates in the use of quality indicators and core measures to evaluate the effect of changes in the delivery of care.                   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>EVIDENCE-BASED PRACTICE<br/>(CO #2, CO #3, CO #4)</b>   | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
| 28. Bases individualized care on best current evidence, patient values, and clinical expertise.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 29. Utilizes current evidence, critical thinking and clinical reasoning to modify clinical practice  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |

| <b>LEADERSHIP</b>  | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 30. Demonstrates purposeful, informed, outcome-oriented thinking.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 31. Acts as an effective role model and resource for students and support staff.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 32. Delegates selected nursing activities to unlicensed personnel to maintain or improve patient's health, and well-being. |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>SYSTEMS BASED PRACTICE/ GLOBAL AWARENESS</b>  | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
| 33. Utilize technological systems to access local, state, national and global information about health care.               |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 34. Evaluate societal and health care trends influencing health care systems.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>COMMENT SHEET: Y or N</b>   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>Student Initial/Date</b>  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>Faculty Initial/Date</b>  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |

## NURSING 210 WEEKLY CLINICAL EVALUATION CHECKLIST

***A checkmark indicates minimum expected performance.***

***This form will provide a summary of the student's clinical performance weekly. The student's clinical performance will be based on the respective course objectives. The content from this evaluation tool will be utilized to complete both the midterm and final evaluations. Both the theory and the clinical portion must be passed in order to pass the course.***

|  |  |
|--|--|
| <b>SELF DIRECTED (4)</b><br>ALMOST NEVER REQUIRES (<10% OF TIME)<br>Direction, guidance, monitoring, support | <b>ALMOST ALWAYS EXHIBITS (&gt;90% OF TIME)</b><br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn |
| <b>SUPERVISED (3)</b><br>OCCASIONALLY REQUIRES (25% OF TIME)<br>Direction, guidance, monitoring, support     | <b>VERY OFTEN EXHIBITS (75% OF TIME)</b><br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn        |
| <b>ASSISTED (2)</b><br>OFTEN REQUIRES (50% OF TIME)<br>Direction, guidance, monitoring, support              | <b>OFTEN EXHIBITS (50% OF TIME)</b><br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn             |
| <b>NOVICE (1)</b><br>VERY OFTEN REQUIRES (75% OF TIME)<br>Direction, guidance, monitoring, support           | <b>OCCASIONALLY EXHIBITS (25% OF TIME)</b><br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn      |
| <b>DEPENDENT (0)</b><br>ALMOST ALWAYS REQUIRES (> 90% OF TIME)<br>Direction, guidance, monitoring, support   | <b>ALMOST NEVER EXHIBITS (&lt; 10% OF TIME)</b><br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn |

| LEVEL   | MINIMAL EXPECTED PERFORMANCE | MINIMUM SCORE |
|---------|------------------------------|---------------|
| NURS210 | Assisted – Supervised        | 2.5           |

Student Name: \_\_\_\_\_

**COMMONWEALTH UNIVERSITY ASSOCIATE OF SCIENCE IN NURSING**  
**NURS210 WEEKLY CLINICAL EVALUATION CHECKLIST**

| End of Program Student Learning Outcomes<br>(CO Course Objective)   | WK<br>1 | WK<br>2 | WK<br>3 | WK<br>4 | WK<br>5 | WK<br>6 | WK<br>7 | WK<br>8 | WK<br>9 | WK<br>10 | WK<br>11 | WK<br>12 | WK<br>13 | WK<br>14 | WK<br>15 |
|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|----------|----------|----------|
| <b>PATIENT-CENTERED CARE<br/>(CO #1, CO#2)</b>  |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |
| 1. Provides priority-based nursing care to individuals, families and groups through independent and collaborative application of the nursing process.                                   |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |
| 2. Assesses patient values, preferences decisional capacity, and expressed needs as part of ongoing assessment, clinical interview, implementation of care plan and evaluation of care. |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |
| 3. Communicates patient values, preferences, and expressed needs to other member of the health care team.   |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |
| 4. Seeks information from appropriate sources on behalf of the patient, when necessary.   |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |
| 5. Implements nursing care to meet holistic needs of the patient on socioeconomic, cultural, ethnic, and spiritual values and beliefs influencing health care and nursing practice.     |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |

| <b>PROFESSIONALISM (CO #6, CO #7)</b>  | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 6. Demonstrates accountability for own nursing practice.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 7. Describes role and responsibilities as a patient advocate.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 8. Utilizes an ethical decision-making framework in clinical situations.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 9. Incorporates professional nursing standards and accountability into practice.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 10. Recognizes limits to one's scope of practice while adhering to licensure law and regulations.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 11. Revise established plans of care based on evaluation of individual/family responses to interventions.                                      |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>INFORMATICS &amp; TECHNOLOGY</b>  | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
| 12. Utilizes data, as presented through the EHR to implement informed clinical decisions while delivering safe, quality patient care.          |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 13. Demonstrates skills in using patient care technologies, information systems, and communication devices that support safe nursing practice. |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 14. Upholds ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy.               |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |

| <b>COMMUNICATION (CO #4)</b>   | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 15. Utilizes clear, concise, and effective written, electronic, and verbal communications.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 16. Demonstrates effective interviewing techniques.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 17. Communicates effectively with colleagues.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 18. Assesses factors that influence the patient's and family's ability to learn, including readiness to learn, preferences for learning style, and level of health literacy. |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>TEAMWORK/COLLABORATION<br/>(CO #5)</b>  | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
| 19. Acts collaboratively with integrity, consistency, and respect for diverse and differing views.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 20. Functions competently within own scope of practice as a member of the health care team.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 21. Initiates requests for assistance when a situation warrants.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 22. Solicits input from other team members to improve individual and team performance.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |

| <b>SAFETY</b>  | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 23. Demonstrates effective use of strategies at the individual and systems levels to reduce risk of harm to self and others.                     |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 24. Communicates observations or concerns related to hazards and errors involving patients, families and/or the health care team.                |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 25. Utilizes established safety resources for professional development to focus attention on assuring safe practice.                             |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>QUALITY IMPROVEMENT</b>   | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
| 26. Actively seeks information about quality improvement in the care setting from relevant institutional, regulatory and local/national sources. |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 27. Participates in the use of quality indicators and core measures to evaluate the effect of changes in the delivery of care.                   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>EVIDENCE-BASED PRACTICE<br/>(CO #2, CO #3, CO #4)</b>   | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
| 28. Bases individualized care on best current evidence, patient values, and clinical expertise.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 29. Utilizes current evidence, critical thinking and clinical reasoning to modify clinical practice  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |

| <b>LEADERSHIP</b>  | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 30. Demonstrates purposeful, informed, outcome-oriented thinking.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 31. Acts as an effective role model and resource for students and support staff.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 32. Delegates selected nursing activities to unlicensed personnel to maintain or improve patient's health, and well-being. |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>SYSTEMS BASED PRACTICE/ GLOBAL AWARENESS</b>  | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
| 33. Utilize technological systems to access local, state, national and global information about health care.               |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 34. Evaluate societal and health care trends influencing health care systems.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>COMMENT SHEET: Y or N</b>   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>Student Initial/Date</b>  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>Faculty Initial/Date</b>  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |



## NURSING 211 WEEKLY CLINICAL EVALUATION CHECKLIST

***A checkmark indicates minimum expected performance.***

***This form will provide a summary of the student's clinical performance weekly. The student's clinical performance will be based on the respective course objectives. The content from this evaluation tool will be utilized to complete both the midterm and final evaluations. Both the theory and the clinical portion must be passed in order to pass the course.***

|  |  |
|--|--|
| <b>SELF DIRECTED (4)</b><br>ALMOST NEVER REQUIRES (<10% OF TIME)<br>Direction, guidance, monitoring, support | <b>ALMOST ALWAYS EXHIBITS (&gt;90% OF TIME)</b><br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn |
| <b>SUPERVISED (3)</b><br>OCCASIONALLY REQUIRES (25% OF TIME)<br>Direction, guidance, monitoring, support     | <b>VERY OFTEN EXHIBITS (75% OF TIME)</b><br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn        |
| <b>ASSISTED (2)</b><br>OFTEN REQUIRES (50% OF TIME)<br>Direction, guidance, monitoring, support              | <b>OFTEN EXHIBITS (50% OF TIME)</b><br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn             |
| <b>NOVICE (1)</b><br>VERY OFTEN REQUIRES (75% OF TIME)<br>Direction, guidance, monitoring, support           | <b>OCCASIONALLY EXHIBITS (25% OF TIME)</b><br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn      |
| <b>DEPENDENT (0)</b><br>ALMOST ALWAYS REQUIRES (> 90% OF TIME)<br>Direction, guidance, monitoring, support   | <b>ALMOST NEVER EXHIBITS (&lt; 10% OF TIME)</b><br>Focus on client/system; accuracy, safety, skillfulness; assertiveness and initiative; efficiency and organization; eagerness to learn |

| LEVEL   | MINIMAL EXPECTED PERFORMANCE | MINIMUM SCORE |
|---------|------------------------------|---------------|
| NURS211 | Supervised – Self-directed   | 3.0           |

Student Name: \_\_\_\_\_

**COMMONWEALTH UNIVERSITY ASSOCIATE OF SCIENCE IN NURSING**  
**NURS211 WEEKLY CLINICAL EVALUATION CHECKLIST**

| End of Program Student Learning Outcomes<br>(CO Course Objective)   | WK<br>1 | WK<br>2 | WK<br>3 | WK<br>4 | WK<br>5 | WK<br>6 | WK<br>7 | WK<br>8 | WK<br>9 | WK<br>10 | WK<br>11 | WK<br>12 | WK<br>13 | WK<br>14 | WK<br>15 |
|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|----------|----------|----------|
| <b>PATIENT-CENTERED CARE<br/>(CO #1, CO#2)</b>  |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |
| 1. Provides priority-based nursing care to individuals, families and groups through independent and collaborative application of the nursing process.                                   |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |
| 2. Assesses patient values, preferences decisional capacity, and expressed needs as part of ongoing assessment, clinical interview, implementation of care plan and evaluation of care. |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |
| 3. Communicates patient values, preferences, and expressed needs to other member of the health care team.   |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |
| 4. Seeks information from appropriate sources on behalf of the patient, when necessary.   |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |
| 5. Implements nursing care to meet holistic needs of the patient on socioeconomic, cultural, ethnic, and spiritual values and beliefs influencing health care and nursing practice.     |         |         |         |         |         |         |         |         |         |          |          |          |          |          |          |

| <b>PROFESSIONALISM (CO #6, CO #7)</b>  | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 6. Demonstrates accountability for own nursing practice.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 7. Describes role and responsibilities as a patient advocate.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 8. Utilizes an ethical decision-making framework in clinical situations.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 9. Incorporates professional nursing standards and accountability into practice.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 10. Recognizes limits to one's scope of practice while adhering to licensure law and regulations.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 11. Revise established plans of care based on evaluation of individual/family responses to interventions.                                      |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>INFORMATICS &amp; TECHNOLOGY</b>  | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
| 12. Utilizes data, as presented through the EHR to implement informed clinical decisions while delivering safe, quality patient care.          |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 13. Demonstrates skills in using patient care technologies, information systems, and communication devices that support safe nursing practice. |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 14. Upholds ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy.               |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |

| <b>COMMUNICATION (CO #4)</b>   | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 15. Utilizes clear, concise, and effective written, electronic, and verbal communications.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 16. Demonstrates effective interviewing techniques.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 17. Communicates effectively with colleagues.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 18. Assesses factors that influence the patient's and family's ability to learn, including readiness to learn, preferences for learning style, and level of health literacy. |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>TEAMWORK/COLLABORATION<br/>(CO #5)</b>  | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
| 19. Acts collaboratively with integrity, consistency, and respect for diverse and differing views.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 20. Functions competently within own scope of practice as a member of the health care team.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 21. Initiates requests for assistance when a situation warrants.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 22. Solicits input from other team members to improve individual and team performance.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |

| <b>SAFETY</b>  | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 23. Demonstrates effective use of strategies at the individual and systems levels to reduce risk of harm to self and others.                     |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 24. Communicates observations or concerns related to hazards and errors involving patients, families and/or the health care team.                |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 25. Utilizes established safety resources for professional development to focus attention on assuring safe practice.                             |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>QUALITY IMPROVEMENT</b>   | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
| 26. Actively seeks information about quality improvement in the care setting from relevant institutional, regulatory and local/national sources. |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 27. Participates in the use of quality indicators and core measures to evaluate the effect of changes in the delivery of care.                   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>EVIDENCE-BASED PRACTICE<br/>(CO #2, CO #3, CO #4)</b>   | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
| 28. Bases individualized care on best current evidence, patient values, and clinical expertise.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 29. Utilizes current evidence, critical thinking and clinical reasoning to modify clinical practice  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |

| <b>LEADERSHIP</b>  | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 30. Demonstrates purposeful, informed, outcome-oriented thinking.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 31. Acts as an effective role model and resource for students and support staff.   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 32. Delegates selected nursing activities to unlicensed personnel to maintain or improve patient's health, and well-being. |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>SYSTEMS BASED PRACTICE/ GLOBAL AWARENESS</b>  | <b>WK<br/>1</b> | <b>WK<br/>2</b> | <b>WK<br/>3</b> | <b>WK<br/>4</b> | <b>WK<br/>5</b> | <b>WK<br/>6</b> | <b>WK<br/>7</b> | <b>WK<br/>8</b> | <b>WK<br/>9</b> | <b>WK<br/>10</b> | <b>WK<br/>11</b> | <b>WK<br/>12</b> | <b>WK<br/>13</b> | <b>WK<br/>14</b> | <b>WK<br/>15</b> |
| 33. Utilize technological systems to access local, state, national and global information about health care.               |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| 34. Evaluate societal and health care trends influencing health care systems.  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>COMMENT SHEET: Y or N</b>   |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>Student Initial/Date</b>  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |
| <b>Faculty Initial/Date</b>  |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |                  |                  |                  |