

COMMONWEALTH UNIVERSITY BREINER SCHOOL OF NURSING

BACHELOR OF SCIENCE

STUDENT HANDBOOK

2026 - 2027 Academic Year



COMMONWEALTH UNIVERSITY

**Prepared by Breiner School of Nursing
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Effective August 2026
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NOTICE

The provisions of this handbook are not to be regarded as an irrevocable contract between the Breiner School of Nursing and the student. The Breiner School of Nursing reserves the right to change any provisions or requirements described in this handbook at any time. A notice will be provided to students affected.

Requirements for graduation, as well as curricula, may change throughout the student's matriculation. Such changes will not be retroactively required.

Exceptions may be necessary when changes in professional certification or licensure standards mandate revisions in academic requirements.

Congratulations!

Your admission into the Breiner School of Nursing is the first step toward a challenging and fulfilling professional career. The faculty and staff welcome you and are your resources to complete the degree requirements.

This handbook is intended to guide you through your academic career at Commonwealth University. You will be notified of any revisions made via email. An updated version of the handbook can be found at www.commonwealthu.edu/nursing.

On behalf of the faculty and staff, congratulations and best wishes for a successful academic career at Commonwealth University.

Sincerely,

**Dr. Rita Carey
Undergraduate Chairperson
Breiner School of Nursing**

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SECTION I

STRUCTURE AND GOVERNANCE

Mission Statements and BSN Curriculum Framework

Commonwealth University Mission Statement

Our hard-working and determined students are at the heart of everything we do. Commonwealth University leverages the power of Bloomsburg, Lock Haven, and Mansfield to provide affordable, high-quality education emphasizing high-impact practices, personal and career connections, and inclusivity, supporting all learners to succeed in our region and beyond.

Vision Statement

Commonwealth University will be a premier regional public institution that supports and prepares all students for success in the global workforce by providing an accessible and transformative educational experience.

Value Statement - Student Centered

As Faculty and staff, this means we:

- Put students first by meeting them where they are to help them achieve success.
- Provide holistic support to adapt to our work around the needs of our students.

As students, this means we:

- Feel supported through available resources, faculty and staff interaction, and the meaningful connections we make on campus.
- Have ample opportunities for growth, individual attention, and academic and career development.

Welcoming & Inclusive

As faculty and staff, this means we:

- Represent the diversity of our students and create an environment in which all students, faculty, and staff feel supported, affirmed, and empowered.
- Encourage robust dialogue, intellectual curiosity, and diversity while cultivating opportunities to have experiences with faculty, staff, and alumni as role models and mentors.

As students, this means we:

- Take an active role in fostering a welcoming and inclusive community
- Seek out perspectives that are different from our own, create opportunities for dialogue, and encourage respectful discussions among a diversity of viewpoints.

Accessible

As faculty and staff, this means we:

- Cultivate an encouraging educational experience that supports all students.
- Invest in and connect students to resources that promote persistence and success.

As students, this means we:

- Have the financial support and resources to make college affordable through scholarships and financial aid packages.

- Feel supported by faculty, staff, and campus partners and are able to easily access the personal assistance we are provided.

Innovative & Exceptional

As Faculty and staff, this means we:

- Provide a best-in-class practical and hands-on educational experience that prepares students to succeed as global citizens.
- Build connections to new opportunities and programs, leveraging employers, alumni, and cutting-edge research to ensure we provide a high-quality educational experience.

As students, this means we:

- Have access to state-of-the-art technology and equipment to enhance our academic experience through in-person, hybrid, online, multimodal, and hands-on learning.
- Have practical opportunities to engage within and beyond the classroom to develop knowledge and skills we need to succeed in the global workforce.

Collaborative

As faculty and staff, this means we:

- Learn from each other and take advantage of the opportunity to build meaningful partnerships with colleagues, both on our “home” campuses and across the triad.
- Engage in effective best practice sharing and relevant professional development to enable highly effective teaching, student support, and effective institutional management.

As students, this means we:

- Have varied and significant opportunities to foster relationships and build community with our peers, mentors, faculty, and staff across all three campuses.
- We are engaged in the communities surrounding our campuses through meaningful partnership and service.

Resilient

As faculty and staff, this means we:

- Are motivated to persevere through challenges and adversity
- Are dedicated to ensuring students have the resources, support, and opportunities they need to be successful.

As students, this means we:

- Are hard-working and have the grit, resolve, and determination to power through obstacles and barriers that come our way.
- Are committed to and motivated by our future success.

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.

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 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.

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CONCEPTUAL MODEL OF THE BACCALAUREATE CURRICULUM

The conceptual model of the curriculum reflects the mission, philosophy, and goals of the baccalaureate program in nursing at Commonwealth University. The nursing faculty identifies person, environment, health, and nursing as the major concepts of the curriculum. The model expands on the conceptual meaning of these ideas.

PERSON

The concept of the person is presented throughout the curriculum in the context of general systems theory. Systems are organized into hierarchies such that each system has both subsystems and suprasystems. Thus, within the cultural suprasystem the person, as an open system, is composed of biopsychosocial and spiritual subsystems. The person exists as a subsystem of family and community. The concept of person is developed across the undergraduate curriculum in increasing levels of complexity.

The person has biopsychosocial, spiritual, and cultural needs. These are conceptualized in the undergraduate nursing curriculum as those described by Maslow and Erikson. Human needs, as defined by Maslow, are hierarchical in that basic needs must be met before higher needs can be pursued. In Maslow's hierarchy, these needs are, in ascending order, survival, safety and security, love and belonging, esteem, and self-actualization. Throughout the curriculum, the person is viewed holistically; i.e., all levels of needs are considered even though some may assume priority at any given time.

Development of the person is a process that continues across the life span. Erikson provides a framework for the major developmental tasks from birth to death. The stages of human development are introduced in the first and second years of the curriculum. Concepts are applied throughout the third and fourth years with persons in all stages of development.

ENVIRONMENT

Throughout the curriculum, the concept of a global environment is developed as a multidimensional, dynamic concept that affects individuals, families, and communities. All aspects of the environment are considered in each course, including sociocultural, psychological, physiological, legal, political, economic, technologic, and physical concepts.

HEALTH

The concept of health is developed across the curriculum by emphasizing health promotion, disease and injury prevention, health restoration, and rehabilitation strategies that will help the person attain an optimal level of physical, mental, social, and spiritual functioning across the lifespan. People in all stages of living, including those at the end of their lives, are growing and developing.

Health promotion includes the use of human resources that maintain or enhance well-being. Disease and injury prevention consist of activities that protect people from actual or potential health threats and their harmful consequences. These activities address the developmental, environmental, genetic, and lifestyle factors that are the major determinants of health, illness, disability, and mortality. Restorative strategies emphasize early recognition and therapy for existing health problems. Rehabilitation involves efforts to reduce disability and, as much as possible, restore function.

Health care is influenced by education, information technology, financial and regulatory policies, and current local, national, and global issues of access, affordability, and social justice. Optimal health requires the person to be active and accountable within a developmental context. The nurse works collaboratively with the individual, family, and community in the attainment of optimal health.

NURSING

The concept of professional nursing is presented and developed throughout the curriculum through the interactive roles of practitioner, teacher, leader/manager, and consumer of research. The faculty facilitates the student's increasing independence as a professional nurse. Through the development of critical thinking, the student uses theory and evidence to make clinical decisions. Communication forms the basis for building interpersonal relationships with clients and members of the health team. The professional nurse provides caring and holistic health care to clients in a variety of settings within the legal and ethical parameters of the profession.

Reviewed August 2026

Revised January 2026

Breiner School of Nursing

Program Outcomes

1. Integrate, translate, and apply established and evolving theoretical and empirical professional nursing knowledge and ways of knowing, including a foundation in the arts, sciences, and humanities.
2. Demonstrate and apply person- and family-centered, evidence-based, and respectful nursing care by employing clinical judgment and problem-solving skills that meet the needs of individuals, families, and communities using a compassionate, holistic approach across the lifespan.
3. Integrate traditional and nontraditional community resources, including industry, academia, and local government entities to provide equitable and inclusive care across the healthcare delivery continuum to prevent disease and injury, account for social influences on health, improve health outcomes and promote wellness among individuals, families, groups, and communities to improve population health outcomes.
4. Critically appraise, translate, apply and disseminate nursing knowledge to improve health care outcomes for diverse patient populations.
5. Incorporate established and emerging quality improvement and safety science that minimizes risk of harm to patients and providers through both system effectiveness and individual performance.
6. Apply core professional nursing values to intentionally collaborate and effectively communicate with patients, families, communities, other stakeholders, and the health care team to optimize care, enhance the healthcare experience, and strengthen outcomes.
7. Coordinate resources effectively in complex health care systems (micro, meso, and macro) to provide safe, quality, and equitable care to diverse populations.
8. Use information and communication technologies and informatics processes to manage and improve the delivery of safe, high-quality nursing care, gathering data and information related to health care services and evidence-based practice in accordance with best practice and professional and regulatory standards.
9. Demonstrate accountability, perspective, collaborative disposition, and comportment in the development of a sustainable professional nursing identity that reflects the values and characteristics of nursing practice.
10. Participates in activities and self-reflection that fosters professionalism, personal health, resilience, and well-being, contributes to lifelong learning, and supports the acquisition of nursing expertise and the assertion of leadership.

Effective August 2026

Section II

BSN PROGRAM OF STUDY

BSN Degree Requirements

&

University Requirements

TRANSFER CREDITS AND COURSES

Transfer Course Credits

In accord with the University policy on evaluation of transfer credits (refer to PRP 5-03), college-level courses completed at a two- or four-year college or university accredited by one of the regional accrediting associations in which grades of C or higher (C = 73%) were earned are usually transferred for a degree student. Transference of credits from associate and/or baccalaureate clinical nursing courses is completed on a case-by-case review.

A student applying to transfer courses must fulfill the provisions of **Residence Requirements** and **Graduation Requirements**. Students are required to seek assistance from their faculty advisor with the transfer process.

Prior Approval Form

Before you schedule a course outside of Commonwealth University, use the link below to review the course in the equivalency tool to make sure your class will transfer back into Commonwealth University. **Then you must complete and submit the Prior Approval Form. If this is approved, the course will transfer back into the university.**

[Policy 5-03: Undergraduate Student Transfer Policy | Commonwealth University](#)

BACHELOR OF SCIENCE IN NURSING GENERIC COURSE SEQUENCE

Generic is a term used by the national accreditation agencies and Pennsylvania State Board of Nursing for **students who are not registered nurses**, specifically, freshman students, internal and external transfer students, and second-degree students. A typical sequence of course work for each category is depicted below:

Legacy Program

FRESHMAN YEAR – FALL FRESHMAN YEAR - SPRING

English 101 – Foundations of College Writing	3 credits		General Education	3 credits
Psych 101 - General Psychology	3 credits		Psych 210 – Life Span Psychology	3 credits
Biology 173 – Anatomy & Physiology I	4 credits		Biology 174 – Anatomy & Physiology II	4 credits
Chem 101 – Intro to Chemistry	3 credits		Chem 108 – Physiological Chemistry	4 credits
Sociology 211 – Principals of Sociology OR Anthro 200 Principals of Cultural Anthropology	3 credits			
TOTAL CREDITS	16		TOTAL CREDITS	14

SOPHOMORE YEAR – FALL

*Biology 240 – Intro to Microbiology	3 credits
*Nursing 210 – Professional Nursing	3 credits
*Nursing 215 – Pathophysiology for Nursing	3 credits
*Nursing 214 – Health Assessment	3 credits
General Education	3 credits
TOTAL CREDITS	15

SOPHOMORE YEAR – SPRING

Psych 160 – Applied Stats for the Behavioral Science OR Math 141 Intro to Stats	3 credits
**Nursing 211 – Nutrition	3 credits
**Nursing 212 – Pharmacology	3 credits
**Nursing 213 – Foundations of Nursing Practice	5 credits
TOTAL CREDITS	14

JUNIOR YEAR – FALL

Nursing 314 – Nursing care of Older Adults	2 credits
Nursing 311 – Adult Health Nursing I	7 credits
General Education	6 credits
TOTAL CREDITS	15

JUNIOR YEAR – SPRING

Nursing 306 – Intro to Research	3 credits
Nursing 312 – Maternal/Child Health Nursing	8 credits
General Education	5 credits
TOTAL CREDITS	16

SENIOR YEAR – FALL

Nursing 410 – Public Health Nursing	5 credits
Nursing 411 – Psychiatric/Mental Health Nursing	5 credits
General Education	6 credits
TOTAL CREDITS	16

SENIOR YEAR – SPRING

Nursing 412 – Adult Health Nursing II	7 credits
Nursing 414 – Leadership & Management in Nursing	4 credits
General Education	3 credits
TOTAL CREDITS	14

Commonwealth University

Current Program

FRESHMAN YEAR – FALL

BIO 180: Anatomy and Physiology I	4 credits
Chem 116: Physiological Chemistry 1: General Chemistry	4 credits
WRI 103: Foundations in Composition	3 credits
PSY 212: Lifespan Psychology	3 credits
FYS: First Year Experience	3 credits
Total Credits	17 credits

FRESHMAN YEAR - SPRING

BIO 181: Anatomy and Physiology II	4 credits
COM 102: Interpersonal Communication	3 credits
SOC 101: Principles of Sociology OR ANTH 120: Principles of Cultural Anthropology	3 credits
General Education	6 credits
Total Credits	16 credits

SOPHOMORE YEAR – FALL

**NURS 203 -Essentials for Professional Nursing	3 credits
**NURS 204- Health Assessment	3 credits
NURS 206 - Patho/Pharm I	3 credits
NURS 207- Nutrition for Holistic Nursing Practice	2 credits
BIO 235- Microbiology (Bloomsburg Campus) *General Education (Mansfield Campus)	4 credits *3 credits
Total Credits	15 (*14) credits

SOPHOMORE YEAR - SPRING

**NURS 208- Foundations of Practice	5 credits
NURS 209- Patho/Pharm II	3 credits
STA 141: Intro to Statistics	3 credits
BIO 235- Microbiology (Mansfield Campus) *General Education (Bloomsburg Campus)	4 credits *3 credits
Total Credits	15 (*14) credits

JUNIOR YEAR – FALL

**NURS 300- Adult Health I	8 credits
*NURS 301- Principles of Nursing Research and Evidence-Based Practice in Nursing	3 credits
General Education	3 credits
Total Credits	14 credits

JUNIOR YEAR - SPRING

**NURS 302- Obstetrics and Newborns	3 credits
**NURS 303- Pediatric Nursing	3 credits
General Education	9 credits
Total Credits	15 credits

SENIOR YEAR – FALL

**NURS 400- Population Health Nursing	5 credits
**NURS 401- Mental Health Nursing	4 credits
NURS 402- Leadership Principles in Nursing Practice	3 credits
General Education	3 credits
Total Credits	15 credits

SENIOR YEAR - SPRING

**NURS 403- Adult Health II	8 credits
General Education	6 credits
Total Credits	14 credits

***NURS 301:** Must be enrolled in the 5th semester.

Approved 9/20/23 RT/PC

August 2026

** These Classes include clinical or lab section

***Students in LEGACY CURRICULUM; please refer to prior signed BSN Handbook and Consult your academic advisor

60 credits General Education

August 2026

UNIVERSITY REQUIREMENTS

**** Students are REQUIRED to meet CORE GENERAL EDUCATION Requirements; Please meet with your ACADEMIC ADVISER and Monitor DEGREE WORKS

OPTIONS FOR ADVANCING UNDERGRADUATE LEARNING

Graduate Coursework

Seniors who have earned a minimum of 90 credit hours towards their baccalaureate degree and have the required 3.0 GPA may, with approval of their academic advisor and Breiner School of Nursing Chairperson, apply to the Associate Vice President of Graduate Studies and Research for permission to take graduate coursework under the follow categories:

- To supplement their undergraduate courses with graduate coursework. The graduate coursework will be used to fulfill their undergraduate degree requirements and added to their undergraduate record. Any graduate course that is on an undergraduate transcript will not be eligible to count towards a graduate degree in the future at Commonwealth University.
- To begin graduate coursework as non-degree graduate students on a separate graduate record; graduate coursework will not be added to their undergraduate record. Students will enroll simultaneously as a degree seeking undergraduate and as non-degree graduate student. The graduate coursework will not be used towards their undergraduate degree requirements but may be used towards a future graduate degree at Commonwealth University. Students may register for no more than 12 graduate credits as a nondegree student. The student will pay graduate tuition for all graduate coursework taken as a non-degree graduate student and is not eligible for financial aid.

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Section III

ACADEMIC SUPPORT SERVICES

&

INSTRUCTIONAL

RESOURCES/SERVICES

Bloomsburg and Mansfield Campus

Student Services

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

Academic Support Services

<https://www.commonwealthu.edu/student-handbook/academic-services>

School of Nursing

Standardized Testing Requirements

Simulated Learning Laboratory

Health Assessment Laboratory

Breiner School of Nursing

Simulation Center – BU

The Sim Center (McCormick 3rd Floor) provides opportunities for students to 1) practice skills 2) demonstrate satisfactory knowledge proficiency in relevant clinical skills, and 3) prepare for their actual practicum experience. Faculty provide academic and clinical laboratory guidelines for student experiences in the Sim Center and student lab managers "facilitate" peer demonstration of these designated clinical skills. Note: the actual evaluation of students' proficiency in technical skills is conducted by the instructors of the Sim Center, faculty in the clinical setting, or graduate students and graded on a "pass/fail" basis. (Direct telephone number (570)389-4552).

Standardized Testing Program

****The following information on Kaplan is applicable to students in the legacy (teach out curriculum) See below for the Evolve 360/HESI resources for the current nursing curriculum.**

The Kaplan standardized testing program has been incorporated into the curriculum to assist students with monitoring their knowledge base as the progress through the nursing curriculum towards their National Council Licensure for Registered Nurses (NCLEX-RN).

Kaplan's resources are available online through the program website, and include Nursing School Success, Integrated Testing, Focused Review Tests, Skills Demonstration Videos, Mid-Fidelity Simulations, Essential Nursing Skills and NCLEX® Prep. All clinical content assessment is provided through proctored, and faculty monitored testing each semester. In the final semester of the nursing program, students prepare for the NCLEX with focused online exams and a proctored exit exam – Kaplan Secured Predictor. After completion of the nursing program, students have access to an NCLEX preparation course, which is included as part of the Kaplan Nursing Integrated Testing Program.

Testing procedures/information include:

Students are required to log in using their BU email address and create an account through Kaplan in the summer prior to the sophomore year. Each student should retain the account login credentials throughout enrollment in the nursing program. The website for accessing the Kaplan program is <https://nursing.kaplan.com>.

Fees: Each fall prior to the sophomore, junior and senior years, students will pay a \$220 fee (for a maximum of \$660) to access all the resources available through the Kaplan Nursing Integrated Testing Program. Tuition fees will be paid directly to Kaplan through an established payment portal. Access to services will be established prior to the start of the semester. Enrolled students will have access to eBooks and all online resources. If payment is not received by the preset deadline, access to the service will be revoked by Kaplan until payment is completed. Any

student who fails to pay will be unable to take the required tests and will receive a **written warning and an incomplete in the course.**

Course specific Kaplan tests are noted on each individual course syllabus. Practice tests and questions are available for use at any time. Please seek course faculty guidance on appropriate courses or clinical resources.

Course faculty/coordinators are responsible for implementation of the Kaplan Integrated Testing in each course. Clinical courses with content appropriate Kaplan exams are required to implement proctored assessment tests for each course. Date, time and location of the proctored tests will be provided by course faculty. Evidence of completion of a practice test may be required for submission to faculty prior to sitting for the proctored tests.

Last semester senior year:

Focused Review tests – Students are encouraged to access and review all practice tests or content areas that may be helpful in preparing for NCLEX.

Secure Predictor/Retake – proctored exam scheduled mid-point of the last semester. Students must meet the National norm on this test. If the score does not meet the National norm, students must meet with their academic advisor and present a plan for remediation prior to retest scheduled the last week of classes. If the student fails to attain the National average on the retest, they must take and provide evidence of completion of a NCLEX preparation course, such as the one which is included as part of the Kaplan Nursing Integrated Testing Program. Students must provide evidence of completion of a preparation course before the chairperson signs off on their application for RN Licensure.

Pharmacology Exam

See chart below for Integrated Exams and schedule for administration.

Level	Fall	Spring
Junior	Medical-Surgical 1A-Nurs. 311 12-14th week of the semester Pediatric-Nurs. 312 12-14th week of the semester Obstetrics – OB A-Nurs. 312 12-14th week of the semester Gerontology A-Nurs. 314 12-14th week of the semester	Medical-Surgical 1A-Nurs. 311 12-14th week of the semester Pediatric-Nurs. 312 12-14th week of the semester Obstetrics – OB A-Nurs. 312 12-14th week of the semester Gerontology A-Nurs. 314 12-14th week of the semester
Senior	Community Test A-Nurs. 410 12-14th week of the semester Psychosocial A-Nurs. 411 12-14th week of the semester Medical-Surgical Comprehensive A-Nurs. 412 12-14th week of the semester Management/Professional Issues A-Nurs. 414 12-14th week of the semester *December Graduates only: *Pharmacology 12-14th week of the semester *Kaplan Secured Predictor A 10-11th week of the semester *Kaplan Secured Predictor A Retake 12-14th week of the semester	Community Test A-Nurs. 410 12-14th week of the semester Psychosocial A-Nurs. 411 12-14th week of the semester Medical-Surgical Comprehensive A-Nurs. 412 12-14th week of the semester Management/Professional Issues A-Nurs. 414 12-14th week of the semester *May Graduates only: *Pharmacology 12-14th week of the semester *Kaplan Secured Predictor A 10-11th week of the semester *Kaplan Secured Predictor A Retake 12-14th week of the semester

Following completion of each course related proctored Integrated Testing exam, course faculty will assist by guiding remediation for those who do not meet the National average indicated by results of the Integrated Testing exam. Faculty will provide an opportunity at the end of each course to discuss students' questions and concerns related to the Kaplan standardized testing program.

ST Committee/June 2017/Updated August 2023

Students will be required to purchase and engage with the Evolve/Elsevier & HESI resources as part of a program requirement as well as individual course requirements. These resources are designed for individual student success and also help to evaluate the effectiveness of our program. Students will be asked to sign a HESI Academic Honesty affidavit to ensure high standards and test security are maintained.

BSN HESI NEXT GEN (NG) TESTING POLICY

Standardized testing is used in the CU Breiner School of Nursing pre-licensure program as part of the program assessment plan, as well as a tool for students to measure their progress and remediate in areas in which they may be deficient. Standardized testing will occur at designated points during the prelicensure undergraduate curriculum in specific nursing courses, as determined by the faculty. Please review associated course syllabi for standardized testing information and associated grading. HESI Exams are found on the Elsevier (Evolve) website.

HESI Testing Process: Academic Honesty Policy

Integrity with every part of the HESI testing process is expected of all students. Any part of the HESI testing process (e.g. case studies, practice tests, proctored exams and remediation) is subject to the HESI Testing Policy and the Commonwealth University's Academic Integrity Policy.

Commonwealth University's Academic Integrity Policy:

[Policy 1-02: Academic Integrity Policy | Commonwealth University](#)

Students are expected to adhere to CU's academic integrity policy. Students are also expected to comply with any other specific rules regarding exams in the individual course syllabi. Faculty or exam proctors will ensure that every potential test taker is eligible, has their identity confirmed, and is scheduled to take the current exam. Unconfirmed students will not be permitted to test.

Students are expected to do their own work with all parts of the HESI testing process (e.g. case studies, practice tests, proctored exams and remediation). Students will not work collaboratively on anything related to the HESI testing process. Students will never seek outside assistance for anything related to the HESI testing process. For example, students should never search the internet to acquire: any HESI or other test banks; illicitly purchase HESI exams; answers to practice or proctored test questions; or answers to case study questions. Using illegally purchased test content or HESI content of any kind are grounds for dismissal from the program. HESI exam content is copyright protected.

No electronic device, photographic device, cell phones, or smart watches are within sight of any student while testing is active. This includes rationale viewing. Students should never take pictures or images of any component of the HESI products. Students should never share access codes to tests with anyone.

From the HESI Exam Security Policy:

A. All HESI exams and accompanying materials including rationales and other remediation content (collectively the "HESI Materials") are protected by the federal Copyright Act, 17 U.S.C. § 101, et seq. Further, all HESI Materials are confidential and proprietary and are the exclusive property of Elsevier. Access to all such HESI Materials, as further detailed below, is strictly conditioned upon the agreement to abide by Elsevier's rights under the law, including the federal copyright laws.

B. In addition to being protected by federal copyright laws, HESI Materials are confidential under contractual obligations. As such, access to all HESI Materials is strictly conditioned upon agreement by all Authorized Users (including but not limited to faculty, students, administrators, and proctors) that they

- i. will not copy, reproduce, adapt, disclose, or distribute examinations, in whole or in part, before, during, or after taking an exam, by any means now known or hereafter invented and
- ii. will not reconstruct exam content from memory, by dictation, or by any other means or otherwise discuss exam content with others.

Authorized Users further acknowledge that disclosure or any other use of HESI exam content constitutes professional misconduct and may expose them to criminal as well as civil liability and may also result in Elsevier's imposition of penalties against them, including but not limited to, invalidation of examination results, exclusion from future examinations, suspension, and other sanctions.

C. With respect to assessment practice products, rationales, and remediation content within the HESI Materials, all Authorized Users agree access to such content components is strictly conditioned upon agreement that they

- i. will not copy, reproduce, distribute, or make any adaptations of such materials in any manner
- ii. will not assist someone else in the infringement or misuse of these or any other Elsevier copyrighted works.

Exam Security:

The nursing program uses data forensics to analyze exams and items for aberrancy. The nursing program reserves the right to reissue an exam in cases where aberrant scores are detected. The nursing program has the right to conduct an analysis of any student testing to look for uncharacteristic scores that might indicate a student's score is not reflective of their true knowledge. This includes scores that are very high, very low, and/or very different from previous performance by that student (e.g., student scores in the 600s throughout the program and then a score in the 900s). If there is any evidence of aberrant testing, the nursing program will require that the student re-test. If the student refuses to re-test, the student will earn a failing grade for the course.

During any proctored exam, faculty reserve the right to disrupt the exam for security purposes. Students may be asked to step away from their computers while faculty inspect computer screens. If any evidence of academic dishonesty (e.g. collusion, impersonation, and/or proxy testing) is discovered, the student's exam will be ceased immediately. Faculty will follow the university's Academic Integrity Policy, will charge the student with violation of that policy at either Level I, II, III, or IV. Potential sanctions include failure of the exam, failure of the nursing course, or program dismissal.

If any students are found in violation with any of these policies related to the HESI testing process, the course faculty member will charge students with violations of the Academic Integrity Policy at either Level I, II, III, or IV. Potential sanctions include failure of the HESI testing process assignment (which could ultimately lead to course failure); course failure, and/or nursing program dismissal. Additional sanctions may come directly from HESI and the Elsevier Company.

Registering for HESI Exams:

Students must register for HESI exams **before** arriving at the scheduled exam time. Course faculty will provide students with information on how to register for HESI Exams via the Evolve website.

Proctoring:

Persons proctoring HESI Exams are Commonwealth University nursing faculty or employees of the university who are designated as official proctors. When arriving for testing, students must have official government issued identification on their person and may be required to submit that to the proctor to confirm identity prior to testing. In addition to the presence of a physical proctor in the exam room, there *may* be cameras used to monitor testing, and record in the presence of suspicious testing activity.

Student Attendance:

Student attendance for scheduled HESI Exams is mandatory. Students should arrive at the testing site at least 15 minutes prior to the start time. This allows students to get logged in and identify any potential technical issues before the exam starts. It also allows for an organized test environment that is respectful of peers and faculty/proctors. If students arrive past the start time of the exam, regardless of the reason, it may not be feasible for the student to take the exam at that time. It is at the discretion of the faculty/proctor to make that decision. The University's attendance policy will be followed for any absence at the time of a scheduled, mandatory HESI Exam. For any university defined excused absence, the student will be permitted to make up the exam. For any university defined unexcused absence, it is at the discretion of the course faculty member(s) regarding when the student will be permitted to schedule the exam. Unexcused absences put the student at risk of earning no points for the HESI Exam process, which could lead to course failure. Regardless of the reason for any absence related to HESI exams, the entire process (preparation, testing, remediation) must be completed to earn a passing grade in any nursing course.

The HESI Exit Exam is a required component for your **last clinical course**. (NURS400, NURS401, NURS403) Failure to complete all components of the testing and remediation process will result in an Incomplete grade being assigned until all components are finished.

Students with Testing Accommodations:

Commonwealth University at Bloomsburg, Lock Haven, and Mansfield is committed to providing equitable access to educational experiences, campus facilities, and university related opportunities for all students. Disability Services supports these requests for accommodations under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. If you have or believe that you have a disability, please contact the following offices based on home campus:

Bloomsburg - Warren Student Services Room 043, or call [570-389-4491](tel:570-389-4491)

Lock Haven - 205 Ulmer Hall, or call [570-484-2665](tel:570-484-2665)

Mansfield - [570-484-2665](tel:570-484-2665) or [570-389-4491](tel:570-389-4491)

It is recommended that students contact the Disability Services office during the *first two weeks of classes* or immediately upon diagnosis to ensure accommodations are met in an efficient, appropriate, and timely manner for the best student learning outcome. Upon qualification, the disability professional will arrange to provide an accommodation letter to the professor for the identification of academic or accessibility adjustments. You must contact the Disability Services office to renew accommodation letters at the start of each semester.

Students who plan to use testing accommodations approved by the Office of Students with Disabilities must notify nursing course faculty members **at least two weeks prior to any exam** so there is adequate time for planning should any special circumstances or test location be required.

Commonwealth University BSN Program's HESI Benchmark Score for Specialty Exams and the Exit Exam:

The benchmark score for all HESI Specialty Exams is 850.

The benchmark score for the HESI Exit Exam is 850. The rationale for this is based on evidence that students who achieved an average score of 850 or higher on the Exit Exam had a first-time pass rate of 96.33% on the NCLEX.

Exam Day Rules:

No personal belongings may be near the students while testing. Specifically:

- Cell phones and smart watches are turned OFF and placed away from the student. Students are prohibited to access any electronic device, other than the laptop or university computer, during testing. This also includes mp3 players, fitness bands, jump drives/USB devices, cameras, ear buds, etc.
 - No drinks, food, candy, gum or lip balm may be on the desks while testing.
 - No hats of any kind, scarves, gloves, or coats may be worn during testing.
 - Bags, purses, wallets must be placed away from the student.
 - Students are prohibited from accessing or using study notes of any kind.
 - Students are prohibited from using any apps or outside resources of any kind during testing. Examples include but are not limited to online search engines, online databases, colluding/collaborative cheating, employing remote tools to cheat, virtual machines, software emulators, proxy test takers, etc. Students should not take any action to circumvent the Lockdown Browser. Students who cheat in any way will face disciplinary action, risk failure of the course (at minimum) and possible program dismissal.
 - Arrive 15 minutes before the exam starts to allow for preparation prior to testing, as described above.
- Any variance from these restrictions must come in written form from the Office of Students with Disabilities.

HESI Exams and Placements

Nursing Course	HESI RN Specialty Exam
NURS 203: Essentials of Professional Nursing	
NURS 204: Health Assessment	Health Assessment
NURS 206: Patho/Pharm I	
NURS 207: Nutrition for Holistic Nursing Practice	Nutrition
NURS 208: Foundations of Nursing Practice	Fundamentals of Nursing
NURS 209: Patho/Pharm II	Dosage Calculation
NURS 300: Adult Health I	Medical-Surgical Nursing Version 1 Pharmacology Version 1
NURS 301: Principles of Nursing Research and Evidence-Based Practice	
NURS 302: Obstetrics and Newborns	Maternity Nursing
NURS 303: Pediatric Nursing	Pediatric Nursing
NURS 400: Population Health Nursing	
NURS 401: Mental Health Nursing	Psychiatric/Mental Health Nursing
NURS 402: Leadership Principles in Nursing Practice	Management
NURS 403: Adult Health II	Medical-Surgical Nsg Version 2
CAT Exam (practice for Exit exam) HESI Exit Exam & Pharmacology Version 2 will be taken by students during their last semester.	

Preparation for the RN Specialty Exams:

This may be course dependent, but the HESI nurse educator recommended the course faculty member setting up/giving a 50 question EAQ for NCLEX quiz in each course where a specialty exam is housed. It is also recommended that students complete additional self-quizzing to prepare for the RN Specialty Exams. Students would need to meet some type of benchmark (“ticket”) before being permitted sit for the proctored specialty exam. This would be decided by the course faculty.

Please refer to your course syllabus for required EAQ and quizzing that may be assigned as a “ticket” to sit for your proctored specialty exam.

Preparation for the Exit Exam:

Students should be assigned preparation work using EAQ for NCLEX. It is recommended that students take quizzes from the HESI EAQ for NCLEX “Client Needs” option because it has the

broadest coverage of topics like NCLEX does. Best practice is that students be required to take the CAT Exam as additional preparation for the Exit Exam. Faculty would determine the required specific competency level for each of the Client Needs categories (Novice, Intermediate or Proficient).

Remediation:

Students are required to remediate regardless of score on the HESI Exam. Specific deadlines related to remediation will be published in the individual course syllabi. It is recommended to have some type of penalty delineated for remediation completed past the deadline. **PLEASE REFER TO INDIVIDUAL COURSE SYLLABI as you may be awarded points for preparation, testing and remediation.**

Sample* Remediation Process from HESI:

*Points in this chart are based on a 100-point course. Faculty would recalculate based on actual points in course.

Score Breakdown	HESI Score 850 or above	HESI Score 800-849	HESI Score 750-799	HESI Score 700-749	HESI Score <700
Performance	On track	Below Acceptable Performance	Below Acceptable Performance	Needs Further Preparation	At Risk
*Points Earned	5 points	4 points	3.5 points	3 points	2.5 points
Remediation Requirements	Remediation is required Complete all Essential Packets of HESI Remediation Complete all assigned Case Studies in HESI Remediation	Remediation is required Complete all Essential Packets of HESI Remediation Complete all assigned Case Studies in HESI Remediation Complete one 20-question custom quizzes for relevant content area (Specialty Exam) or lowest performing Client Needs Category (Exit Exam) with a goal of 80%.	Remediation is required Complete all Essential Packets of HESI Remediation Complete all assigned Case Studies in HESI Remediation Complete two 20-question custom quizzes for relevant content area (Specialty Exam) or lowest performing Client Needs Category (Exit Exam) with a goal of 80%.	Remediation is required Complete all Essential Packets of HESI Remediation Complete all assigned Case Studies in HESI Remediation Complete two 30-question custom quizzes for relevant content area (Specialty Exam) or lowest performing Client Needs Category (Exit Exam) with a goal of 80%.	Remediation is required Complete all Essential Packets of HESI Remediation Complete all assigned Case Studies in HESI Remediation Complete three 30-question custom quizzes for relevant content area (Specialty Exam) or lowest performing Client Needs Category (Exit Exam) with a goal of 80%.

SECTION IV

Students

Rights, Responsibilities and Requirements

Academic Guidelines and Requirements

Clinical Policies, Requirements and Guidelines

Health Policies

Student Expenses

Graduation Requirements

Membership: Organizations and Departmental Committees

Honors and Scholarships

Student Rights, Responsibilities and Requirements Commonwealth University

Student's rights, responsibilities and requirements set forth by the university are depicted in the Commonwealth University website (www.commonwealthu.edu) and the student handbook [Student Handbook | Commonwealth University](#)

Breiner School of Nursing

Orientation to Department Rights, Responsibilities & Requirements

All students are required to review their rights, responsibilities and requirements as set forth in the Commonwealth University Undergraduate Catalog (<https://www.commonwealthu.edu/academic-catalog>) and the Breiner School of Nursing Undergraduate Student Handbook.

While university publications address the policies, procedures, and requirements of the institution, the departmental handbook contains more substantive information specific to the Breiner School of Nursing. The departmental Nursing Undergraduate Student Handbook is viewed as an important resource to be retained and used by students throughout their tenure at Commonwealth University. Students will be notified of updates as well as on the departmental website (<https://www.commonwealthu.edu/academics/programs/nursing-bsn>).

University Grievance Process

PRP 3592: [Academic Grievance Procedure](#)

PRP 4862: [Nonacademic Grievances](#)

Nursing Policies

Professional Accountability Statement

Nursing students are held to standards consistent with those expected of licensed nurses. Ethical behavior during academic preparation is essential to professional formation and patient safety. Students are responsible for seeking clarification **before** submitting work if expectations are unclear. Lack of awareness will not be accepted as a defense.

Professional Responsibility Statement

Nursing students are held to the same ethical and professional standards as licensed nurses. Failure to demonstrate appropriate professional behavior in academic settings raises concerns regarding readiness for clinical practice and licensure.

Student Policies

POLICY 1-02: [Academic Integrity Policy](#)

POLICY 1-21: [Student Disruptive Behavior Policy](#)

Academic Policies and Guidelines

Academic Advisement

<https://www.commonwealthu.edu/offices-directory/academic-advising>

Every student entering the BSN Program is assigned a department faculty advisor, who assists the student in:

1. Planning his/her overall academic program
2. Adjusting to academic life
3. Making decisions about career goal

The advisor also is an important contact with the university and can serve as a general reference for nonacademic issues as well. A student has the right to request a change of advisor through the chairperson of the department.

It is the student's responsibility to know and observe the academic policies and regulations of the university. It also is the student's responsibility to cooperate with the academic advisor to gain the maximum benefit from the process. To facilitate this process, students are expected to:

1. Arrange advisement sessions that are convenient to both the student and advisor.
2. Be actively involved in the decisions.
3. Be aware of academic deadlines and academic policy changes.
4. Make effective use of the resources available.
5. Follow through on suggestions and/or recommendations made by the advisor.

Class Scheduling Advisement Procedure

Each semester, students meet with their designated advisor to review their overall program plan and discuss class selection for the upcoming semester. At approximately the mid-point of the academic semester, students will:

1. Receive an email informing them of scheduling from the CU Registrar. The details regarding the timetable and process for scheduling are present on the Registrar's homepage.
2. Consult their departmental **Student Handbook** (BSN Program) to determine their progression based on programmatic requirements. Students will then identify the course requirements for the upcoming semester and consult the **Class Schedule** to develop a primary and alternate course plan.
3. Schedule a meeting with their advisor at least two weeks before their designated time to schedule classes for the upcoming semester to verify accuracy of course planning and/or resolve conflicts or difficulties.
4. Schedule courses via the online computer program at the time specified.
5. Consult with their advisor if any difficulties arise in the scheduling process.

Revised January 2026

Clinical Requirements Policy

As required by regulations set forth by the Pennsylvania State Board of Nursing and contractual agreements with cooperating clinical agencies/institutions, all students entering clinical nursing courses must:

1. Verify possession of current cardiopulmonary resuscitation (CPR) certification – BLS for Healthcare Provider
2. Verify possession of professional liability/malpractice insurance in a minimum of \$1,000,000/3,000,000
3. Verify criminal background and child abuse clearances
4. Complete FBI fingerprinting
5. Have an annual health examination
6. Have a 10-panel drug screen
7. Complete a required child abuse on-line training (only for junior level students)

In order to manage the tracking and screening requirements for all background clearances, immunizations and other documents, students will create an account with Castle Branch/Viewpoint. Students will enroll with Castle Branch/Viewpoint and create an account using their Commonwealth University email. Students will receive communication or correspondence directly from Castle Branch/Viewpoint regarding outstanding or insufficient requirements.

Once a student enrolls and pays for the appropriate package, they shall follow the instructions in order to complete all the clearances and necessary screenings. Students will upload all documents to the appropriate clinical compliance program where they will be verified and accepted.

The students who are not in compliance with these requirements are prohibited from attending clinical orientation and must meet with the department chairperson. All incoming sophomore, junior, and senior students are responsible for ensuring the completion of the requirements in a timely manner. The due date for receipt of all requirements for Seniors is on or before July 1st. The due date for receipt of all requirements for sophomores and juniors is on or before August 1st.

***Additional Requirements are sanctioned by Clinical Affiliates which may include and are not limited to Influenza vaccinations and Educational Modules. Failure to maintain these requirements may jeopardize your ability to progress in the nursing program.

Artificial Intelligence (AI) Use Policy – Zero Tolerance Policy

The use of Artificial Intelligence (AI) tools (including but not limited to ChatGPT, Grammarly, Grammarly AI, QuillBot, or similar platforms) is strictly prohibited for the completion of any academic work in the Breiner School of Nursing, unless explicit written permission is granted by the instructor for a specific assignment. Consistent with the Commission on Collegiate Nursing

Education (CCNE) Standards, this course upholds principles of academic integrity, professional accountability, ethical conduct, and the development of independent clinical judgment.

All submitted work must represent the student's own original effort, reasoning, and knowledge development. The use of AI to generate, revise, paraphrase, organize, or enhance academic work undermines the learning process and violates professional nursing standards.

All submitted work must reflect the student's original thinking, knowledge, and effort. The use of AI to generate, paraphrase, edit, or structure academic work constitutes academic dishonesty.

Penalties for Unauthorized AI Use

- First offense: Zero (0) for the assignment and formal documentation of academic misconduct
- Second offense: Failure of the course
- Additional offenses may result in referral to the University Academic Integrity Committee and further disciplinary action per institutional policy

Students are responsible for understanding and complying with this policy. Claiming unawareness of AI use guidelines will not be accepted as a defense.

Social Media Usage

In accordance with the Commission on Collegiate Nursing Education (CCNE) Standards, this nursing program upholds the principles of professional behavior, ethical conduct, confidentiality, and accountability expected of nurses in academic and clinical environments.

The use of social media or social networking platforms (including but not limited to Facebook, Instagram, TikTok, Snapchat, Yik-Yak, X/Twitter, YouTube, blogs, messaging apps with public or group posting functions, or similar platforms) is strictly prohibited during all nursing academic activities.

This prohibition applies to:

- Classrooms and lectures
- Skills labs and simulation experiences
- Clinical preparation, debriefing, and coursework
- Any academic or clinical-related activity connected to the nursing program

*****Students may NOT record, photograph, livestream, post, or share any content related to coursework, simulations, faculty, peers, patients, clinical sites, or program materials on social media or electronic platforms.**

Rationale

- Use of social media in academic and clinical education settings poses significant risks to:
 - Patient confidentiality and privacy (HIPAA compliance)
 - Professional boundaries

- Psychological safety in simulation
- Academic integrity and trust
- Public perception of the nursing profession

Professional conduct in nursing education mirrors expectations of professional nursing practice.

Penalties for Violation

- Violations of this policy will be treated as unprofessional conduct and may result in disciplinary action consistent with institutional policy and CCNE expectations, including but not limited to:
 - Immediate removal from the academic or clinical learning environment
 - Grade of zero (0) for the related activity or assignment
 - Documentation of professional misconduct
 - Course failure and/or referral to the Academic Integrity or Professional Conduct Committee
 - Program-level disciplinary action may include permanent Clinical placement site dismissal, resulting in dismissal from the Breiner School of Nursing.

Posting or sharing protected, confidential, or identifiable information may also result in **legal consequences** under federal and state law.

Ethical Standards

The student must develop the ability to consistently deliver safe, effective nursing care using sound judgment according to the requirements of the Pennsylvania Nurse Practice Act (<http://www.pacode.com>).

The student is expected to exhibit good professional character which is an integrated pattern of personal, academic, and occupational behavior. These behaviors include, but are not limited to, honesty, accountability, maintaining confidentiality, trustworthiness, reliability, and integrity, and practice non impaired

Individual patient care must be performed regardless of the patient's race, ethnic group, age, gender, religious, or political preference, ability to pay, gender or sexual orientation. Students are not required to be involved with medical procedures that are in disagreement with individual attitudes and values but are required to learn about these procedures and participate in the professional care of the patient before and after such procedure.

Examples (not limited to):

- Able to distinguish right from wrong.
- Will not falsify patient's medical record or information.
- Seek consultation and supervision whenever their ability to provide patient care is compromised because of lack of knowledge or experience.

- Will not knowingly furnish false information to the other members of the health care profession.
- Able to keep promises and honor obligations
- Accountable for their own behavior.
- Able to practice nursing in an autonomous role with patients/clients who may be physically, emotionally, or financially vulnerable.
- Recognize and honor the interpersonal boundaries appropriate to any therapeutic relationship or health care setting.
- Will promptly and fully disclose facts, circumstances, events, errors, and omissions that could enhance the health status of patient/client or the public and could protect them from unnecessary risk of harm.

Cheating

In alignment with the Commission on Collegiate Nursing Education (CCNE) Standards, this nursing program upholds the highest expectations for academic integrity, ethical conduct, accountability, and professional responsibility. Integrity in academic work is foundational to safe nursing practice and public trust.

Cheating is strictly prohibited and includes, but is not limited to:

- Copying or sharing answers on exams, quizzes, or assignments
- Using unauthorized notes, devices, resources, or technology during assessments
- Submitting work that is not one's own (including plagiarism or contract cheating)
- Unauthorized collaboration on individual assignments
- Providing or receiving exam content before, during, or after an assessment
- Falsifying clinical paperwork, simulation documentation, logs, or records
- Using AI or other tools in violation of course or program policy
- Taking an examination in a non-authorized location

All submitted work must represent the student's own knowledge, skills, and judgment.

Rationale

- Academic dishonesty undermines:
 - Development of clinical judgment and decision-making
 - Patient safety
 - Professional credibility and trust
 - Readiness for clinical practice and licensure
 - Behaviors inconsistent with academic integrity raise serious concerns regarding a student's suitability for the nursing profession.

Essential Behavioral and Social Attributes

The student must be able to adapt and function effectively to stressful situations in the clinical and classroom settings. Students will encounter multiple stressors while in the nursing program. These stressors may be (but are not limited to) personal, patient care/family, faculty/peer, and or program related.

Compassion, integrity, motivation, effective interpersonal skills, and concern for others are personal attributes required of those in the nursing program. The student must possess skills required for full utilization of the student's intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities in clinical settings; and the development of mature, sensitive, and effective relationships with patients and other members of the health care team. The ability to establish rapport and maintain sensitive, interpersonal relationships with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds is critical for practice as a nurse.

The student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom and clinical settings; and learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice.

Examples (not limited to):

- The student must be able to exhibit a level of consciousness and attentiveness that guarantees patient safety.
- Examples of unacceptable compromise include excessive somnolence, memory impairment, or an inability to retain pertinent details of a patient's situation.
- Chronic or recurrent illnesses and problems that could interfere with patient care or safety may be incompatible with nursing education or practice.

Retention of Textbooks

As the student progresses through the nursing program, all books related to the nursing major should be retained. This expectation includes books (hard copy or eBooks) used in the prerequisite and foundation courses (Anatomy and Physiology, Microbiology, Psychology, Chemistry, Sociology, and Statistics) as well as those textbooks purchased in actual nursing courses. The student will be required to use this information in nursing courses to assist in content review, provide rationales for nursing actions, and write scholarly papers.

Departmental Admission Policies and Procedures

Departmental Admission Policies and Procedures are outlined clearly on the university's website. For current information, refer to Commonwealth University's website under academics (www.commonwealthu.edu).

Revised January 2026

Advanced Placement and Credit by Examination: Policies and Procedures

The faculty at the Breiner School of Nursing have approved four mechanisms for petitioning for advanced placement or credit by examination.

College Level Equivalency Program (CLEP)

The University will award credit for CLEP Examinations upon receipt of verification of a score at or above the 50th percentile by the Office of the Registrar. CLEP General Examinations must be taken before matriculating to Bloomsburg Campus Commonwealth University. CLEP Subject examinations may be taken any time prior to graduation. Acceptance of credit for CLEP Examinations is subject to departmental approval. The decision for granting credit resides with the departmental chairperson.

In addition, the following regulations govern the departmental policy for credit by examination. **The following courses are required courses and may not be petitioned for credit by examination:**

Legacy

NURSING 210 Professional Nursing
NURSING 211 Nutrition
NURSING 212 Pharmacology
NURSING 213 Foundations of Nursing Practice
NURSING 214 Health Assessment
NURSING 215 Pathophysiology for Nursing Practice
NURSING 314 Nursing Care of Older Adults
NURSING 311 Adult Health Nursing I
NURSING 305 Role Development for the Nurse Generalist
NURSING 306 Introduction to Research and Evidence-Based Practice
NURSING 312 Maternal/Child Health Nursing
NURSING 410 Public Health Nursing
NURSING 411 Psychiatric/Mental Health
NURSING 412 Adult Health Nursing II
NURSING 414 Leadership and Management in Nursing

Current Program

NURSING 203 Professional Nursing
NURSING 204 Health Assessment
NURSING 206 Pathophysiology/Pharmacology I
NURSING 207 Nutrition for Holistic Nursing Practice
NURSING 208 Foundations of Nursing Practice
NURSING 209 Pathophysiology/Pharmacology II
NURSING 300 Adult Health I
NURSING 301 Principles of Nursing Research and Evidence-Based Practice in Nursing
NURSING 302 Obstetrics and Newborns
NURSING 303 Pediatric Nursing

NURSING 400 Population Health Nursing
 NURSING 401 Mental Health Nursing
 NURSING 402 Leadership Principles in Nursing Practice
 NURSING 403 Adult Health II
 Approved: January 2026

Minimal Essential Performance Standards for Admission and Progression

Applicants and students enrolled in the Breiner School of Nursing must possess the necessary intellectual, physical, emotional, social and communication skills to provide nursing care that is safe for the client, themselves and other health care providers. They must be able to provide safe nursing care in a wide variety of settings with diverse clientele. Students must consistently meet these standards to qualify for and remain in the program. Students requesting accommodations under section 504 of the Rehabilitative Act of 1973/or the Americans with Disabilities Act must provide the Office of Accommodative Services for Students with Disabilities (“Office of Accommodative Services”) the required documentation and notify the Department of Nursing. Reasonable accommodations will be provided to those individuals with disabilities, where possible, to enable them to meet these standards and ensure that students are not denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in this program. If the student does not provide the instructor with written documentation from the Office of Accommodative Services, the instructor will refer the request for accommodation to the Office of Accommodative Services. The instructor has no obligation to provide accommodation to the student without written documentation from the Office of Accommodative Services. Students who consistently do not meet these standards with reasonable accommodation will be unable to progress in the nursing program and will be dismissed from the nursing program per the **Departmental Student Code of Academic and Professional Conduct** (Section E. Academic Good Standing Policy). The core minimal essential performance standards for this program are identified below along with examples of these standards. These **examples are not inclusive** of all expected abilities and should be used only for simple comparative purposes by applicants to, and students currently enrolled in this program.

Issue	Standard	Examples of Nursing Activities (Not all inclusive)
Cognitive	Ongoing capacity to learn new information and skills to provide safe nursing care. This includes the ability to read, comprehend, measure, calculate, analyze, synthesize, and evaluate diverse forms of information in increasingly complex and fast paced environments.	Learn new skills and rationales for nursing care in a timely manner Learn and adopt new methods of providing nursing care to reflect the dynamic nature of health care provision Manage information from multiple sources Perform correctly mathematical calculations

Critical thinking	Critical thinking sufficient for sound clinical judgment	Competent assessment of clients in a timely manner Correct interpretation of assessment data Identify cause and effect relationships in clinical data and situations Identification of appropriately necessary nursing interventions Design of appropriate nursing care plans Problem solves effectively to manage multiple priorities Evaluation of the effectiveness of interventions Revision of planned interventions
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Issue	Standard	Examples of Nursing Activities (Not all inclusive)
Visual, auditory, and tactile	Visual ability sufficient for observation and assessment. Hearing ability sufficient to monitor and assess health needs. Tactile ability sufficient for physical assessment.	• Ability to obtain information from a variety of sources (digital, analog, and waveform) of physiological measurement in order to determine a client's health status • Ability to observe diagnostic specimens, perform health assessments and interventions within a variety of settings (perform palpation; sense subtle temperature and moisture changes; detect changes in color and texture of skin, nails, sclera, and body fluids) • Ability to identify non-verbal cues such as grimacing and movement • Ability to identify and differentiate sounds related to heart, lung, or other bodily functions • Ability to identify and respond to life saving alarms used to monitor client's changing health status, client's cries for help and emergency signals. • Ability to prepare and draw up the correct quantity of medication for use in a variety of administration methods.

Commonwealth University

Mobility	Physical abilities sufficient to move oneself from room to room, along hallways, and in small or confined spaces. Physical stamina sufficient to perform all care activities for entire timeframe and length of work role. Gross and fine motor movements sufficient to provide safe and effective nursing care.	- Lifting, moving, carrying, pushing, pulling, positioning, and supporting clients, equipment and other objects independently. Standing, bending, squatting, reaching overhead, walking, sitting while working directly with clients and coworkers and documenting care. Ability to grasp and manipulate a variety of small and large objects - Calibrate accurately and use equipment and maintain sterile technique If you sustain an injury or have a procedure that limits your physical mobility and stamina, it may be necessary to withdraw from a course with a clinical component as you may not be able to continue to participate at your assigned site without restrictions.
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, spiritual, and intellectual backgrounds.	- Establish rapport and relate effectively with clients, their families, and colleagues. - Work effectively with these individuals when they are stressed physically and/or emotionally. - Provide care socially, culturally, and spiritually acceptable to clients. - Negotiate interpersonal conflicts in a professionally appropriate manner.

Issue	Standard	Examples of Nursing Activities (Not all inclusive)
Communication	Communication abilities sufficient for clear and effective interaction with others in verbal and written form. Comprehension and accurate recall of verbal and written communication	- Follow verbal and written instructions Clearly - communicate with other health care providers by appropriately documenting assessment findings, interactions with client/family and other health care professionals, and nursing interventions provided and the client's responses - Document clearly, accurately, efficiently, and legally within regulatory mandates and guidelines. - Provide effective therapeutic communication and client teaching. Consult with other health care providers in a professional manner.

Emotional Stability	Emotional stability sufficient to assume responsibility and accountability for actions. Function effectively under stress.	• Establish therapeutic boundaries • Demonstrate flexibility and adaptability to changing environment • Provide client with emotional support • Deal effectively with the unexpected. • Focus attention on task and client • Perform multiple responsibilities and tasks concurrently • Handle effectively strong emotions in self and others, e.g. grief, anger.
Personal Behaviors	Maintains personal behaviors consistent with the American Nurses' Association Code for Nurses. Conduct behaviors in accordance with the standards of good citizenship, honesty, propriety, and with regard for the rights of others. Obey the federal, state, and local laws.	• Demonstrate integrity and honesty • Respects clients and their rights • Avoid behavior inconsistent with professional standards, such as: chemical use, abuse, dependency; engaging in or supporting criminal behavior. • Follow all state and federal laws, and university, School of Nursing, clinical agency policies. • Abide by judicial and disciplinary decisions of court, university, and School of Nursing.

Adapted from:

Core Performance Standards Required for Nursing, Board of Directors of the Southern Council on College Education for Nursing (SCCEN) 1993.

Yocom, C. J. (1996). Validation study: Fundamental abilities essential for nursing practice.

National Council of State Boards of Nursing, Inc.

Revised January 2026

Progression and Retention Policies and Procedures

Academic Good Standing Policy

A student in the baccalaureate nursing program must maintain the following standards for academic good standing to progress in the School of Nursing.

A student **must** attain a grade of "C" or above in the following **Prerequisite** natural science courses:

Legacy

Biology 173 – Anatomy and Physiology I

Biology 174 – Anatomy and Physiology II

Chem 101 – Introductory Chemistry

Chem 108 – Physiological Chemistry

Biology 240 – Introductory Microbiology

Current Program

Biology 180 – Anatomy and Physiology I

Biology 181 – Anatomy and Physiology II

Chem 116 - Physiological Chemistry 1: General Chemistry

Biology 235 – Allied Health Microbiology

A student **must** attain a grade of "C" or above in the following **Prerequisite** social science courses:

Legacy Program

Psych 101 – General Psychology

Psych 210 – Life Span Psychology

Soc 211 – Principles of Sociology

Or

Anthro 200 – Prin. of Cult. Anthro.

Current Program

Psych 212 – Lifespan Development Psychology

Soci 101 – Introduction to Sociology

Or

Anth 120 – Introduction to Cultural Anthropology

In order to progress to the **sophomore year** professional nursing courses a student **must**:

1. Complete all prerequisite social science courses and prerequisite natural science courses (except BIOLOGY 240 Introductory Microbiology/BIOLOGY 235 Allied Health Microbiology) **by the end of the prior spring semester.**
2. Obtain a cumulative GPA of 2.50 (after 24 earned credits).

A student who does not meet the requirements for progression to the sophomore year will be dismissed from the program.

A student seeking readmission from a departmental dismissal must do so in accord with the **Departmental Transfer Policy.**

A student must attain a grade of "C" or above in all required NURSING departmental **non-clinical** professional nursing courses:

Legacy

Nursing 211 – Nutrition

Nursing 212 – Pharmacology

Nursing 214 – Health Assessment

Nursing 215 – Pathophysiology for Nursing Practice

Nursing 306 – Introduction to Research and Evidence-Based Practice

Nursing 314 – Nursing Care of Older Adults

Nursing 414 – Nursing Leadership and Management

Current Program

NURSING 206 Pathophysiology/Pharmacology I

NURSING 207 Nutrition for Holistic Nursing Practice

NURSING 209 Pathophysiology/Pharmacology II

NURSING 301 Principles of Nursing Research and Evidence-Based Practice in Nursing

NURSING 402 Leadership Principles in Nursing Practice

A student who does not meet the identified requirements for departmental academic good standing in departmental non-clinical professional nursing courses will be required to eliminate the identified deficiencies through a repetition of the course before progressing in the baccalaureate nursing program.

A student may repeat departmental non-clinical professional nursing courses **only once**. A student who does not attain a grade of “C” or above in the repeated departmental non-clinical professional nursing course will be dismissed from the nursing program.

A student must attain a grade of “C” or above in the classroom theory portion **and** “Pass” in the Clinical Evaluation in all required NURSING departmental professional nursing courses **with a clinical component**:

Legacy

Nursing 210 – Professional Nursing

Nursing 213 – Foundations of Nursing Practice

Nursing 311 – Adult Health I

Nursing 312 – Maternal and Child Health Nursing

Nursing 410 – Public Health Nursing

Nursing 411 – Psychiatric-Mental Health Nursing

Nursing 412 – Adult Health II

Current Program

NURSING 203 Professional Nursing

NURSING 204 Health Assessment

NURSING 208 Foundations of Nursing Practice

NURSING 300 Adult Health I

NURSING 302 Obstetrics and Newborns

NURSING 303 Pediatric Nursing

NURSING 400 Population Health Nursing

NURSING 401 Mental Health Nursing

NURSING 403 Adult Health II

A student who does not attain a “C” or above in the classroom theory portion in a NURSING departmental professional nursing course with a clinical component and attains a “Pass” in the

Clinical Evaluation will receive the letter grade earned through the Class Grading evaluation procedures stated in the course syllabus.

The clinical portion of the course is evaluated as “Pass” or “Fail” using the Clinical Evaluation criteria for each course level (Sophomore Level, Junior Level, Senior Level). A student who attains “Fail” in the Clinical Evaluation in a NURSING_departmental professional nursing course with a clinical component will receive the grade of “F” for the course.

A student who does not meet the identified requirements for departmental academic good standing in professional nursing courses with a clinical component will be required to eliminate the identified deficiencies through a repetition of the course before progressing in the baccalaureate nursing program.

A student may repeat a departmental professional nursing course with a clinical component **only once**. A student who does not attain a grade of “C” or above in the classroom theory portion **and** “Pass” in the Clinical Evaluation in the repeated course will be dismissed from the nursing program.

When a student is required to repeat a clinical course (210/203, 213/204/208, 311/300, 312/302/303, 410/400, 411/401 and 412/403), they must repeat both the clinical and theory section regardless of where the previous deficiency was noted. Therefore, if a student is unsuccessful in the theory portion, the student must also repeat both the theory and clinical class for a “C” grade or better and “pass” in clinical for successful completion and vice versa.

A student may repeat **only one** departmental professional nursing course with a clinical component. If a student does not attain a grade of “C” or above and “Pass” in the Clinical Evaluation in a second departmental professional nursing course with a clinical component the student will be dismissed from the nursing program.

A department reserves the right and the responsibility to develop procedural guidelines for the implementation of this academic good standing policy. Recommendations concerning academic progression and retention are made to the School of Nursing Chairperson by the departmental Student Admission, Progression, and Retention Committee. Based upon the recommendations, sophomore, junior and senior students who do not meet the requirements for academic good standing are placed on departmental probation, required to take a departmental leave of absence, or dismissed from the program.

Students must complete all of the required clinical hours for courses with a clinical component. The Department does not grant Incompletes to make up missed clinical time. If a student is unable to participate in the assigned in-person clinical rotation, they may need to withdraw from the course.

Departmental Academic Probation

- A sophomore, junior or senior student who does not meet the identified requirements for **departmental good standing** will be evaluated by the Committee on Student Admission, Progression, and Retention (SAPR) and will be immediately placed on departmental academic probation.
- The student will be notified of this decision by the Chairperson of the Department of Nursing.

Departmental Academic Leave of Absence

- A sophomore, junior or senior student who does not attain departmental academic good standing after one academic period on probation will be required to take a departmental leave of absence.
- The student will be notified of such actions by the Chairperson of the School of Nursing.
- A student on a departmental academic leave of absence is ineligible to enroll in any required course offered by the Department of Nursing. **When on departmental academic leave, a student's position will be guaranteed for no more than one calendar year.** If at the end of one calendar year the student is not ready to return from departmental academic leave of absence, that student will be dismissed from the program.

January 20, 1984, Incorporated into BU Policies, Rules and Procedures Manual as #3540 effective November 28, 1984.

Revised by Faculty May 1996/April 1999/October 2007 Approved by BUCC 2/6/08

Revised 1/2026

Statute of Time Limitation

Once a student has begun the first required NURSING departmental course, all required NURSING departmental courses must be completed within five calendar years.

**Commonwealth University Bloomsburg Campus
Department of Nursing**

Remediation Plan -Academic and Clinical

Purpose:

The purpose of remediation is to identify, remediate, and counsel those students who exhibit characteristics associated with difficulties in their performance in the Nursing Program. The rationale is to assist the student to correct deficiencies as early as possible. Any nursing student who fails to meet the programmatic expectations and requirements is in jeopardy of not completing the Nursing Program. Remediation is a system of support for the student who is struggling. It is, however, the student's responsibility to self-reflect, analyze performance and make changes in performance, comply with the Remediation Plan, complete the remediation as assigned and ultimately meet the required standards for passing the course. Additionally, the student who does not comply with the Remediation Plan may be referred by faculty to the Student Admission Progression and Retention Committee for review under the Student Departmental Code of Academic and Professional Conduct for consequences, which can include dismissal from the nursing program.

Process:

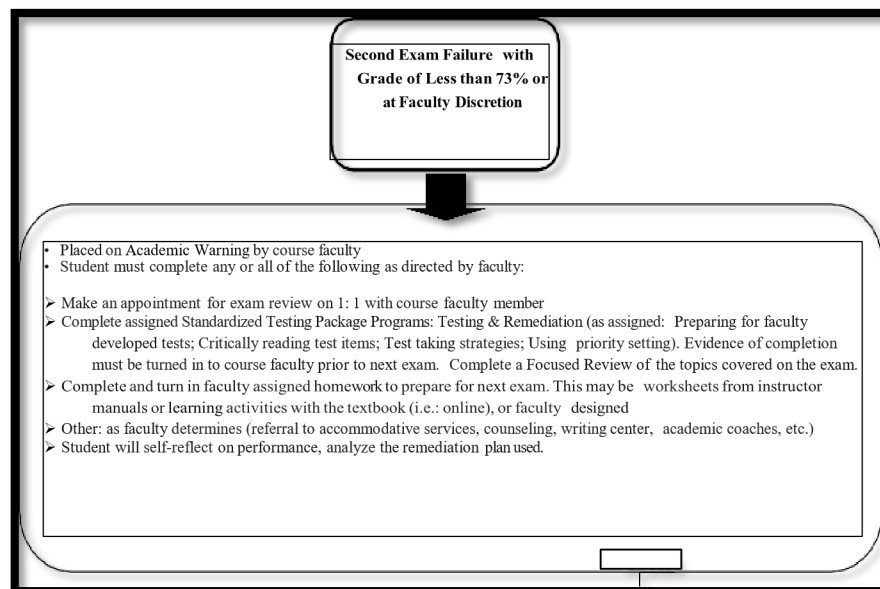
An Academic Warning is earned by a student as a result of unsatisfactory performance in either theory and/or the clinical portions of a course and a remediation plan is developed with the student. These guidelines **do not limit** courses from implementing additional items that may be included as part of the Academic Warning protocol for the course.

Any and all Academic and Clinical Warnings received will become part of the student's permanent file.

Additionally, a student recognizing his/her calculated course grade is below 73% is encouraged to seek out the course faculty for discussion and potential development of a plan for improvement. **Faculty reserve the right to issue a clinical warning or clinical failure immediately, based upon the nature and severity of the incident.**

Definition of Performance Contract:

Serves as an extension of the syllabus, as an agreement between the student and faculty, that serves as a contract for expected student performance in the classroom and/or clinical setting(s).

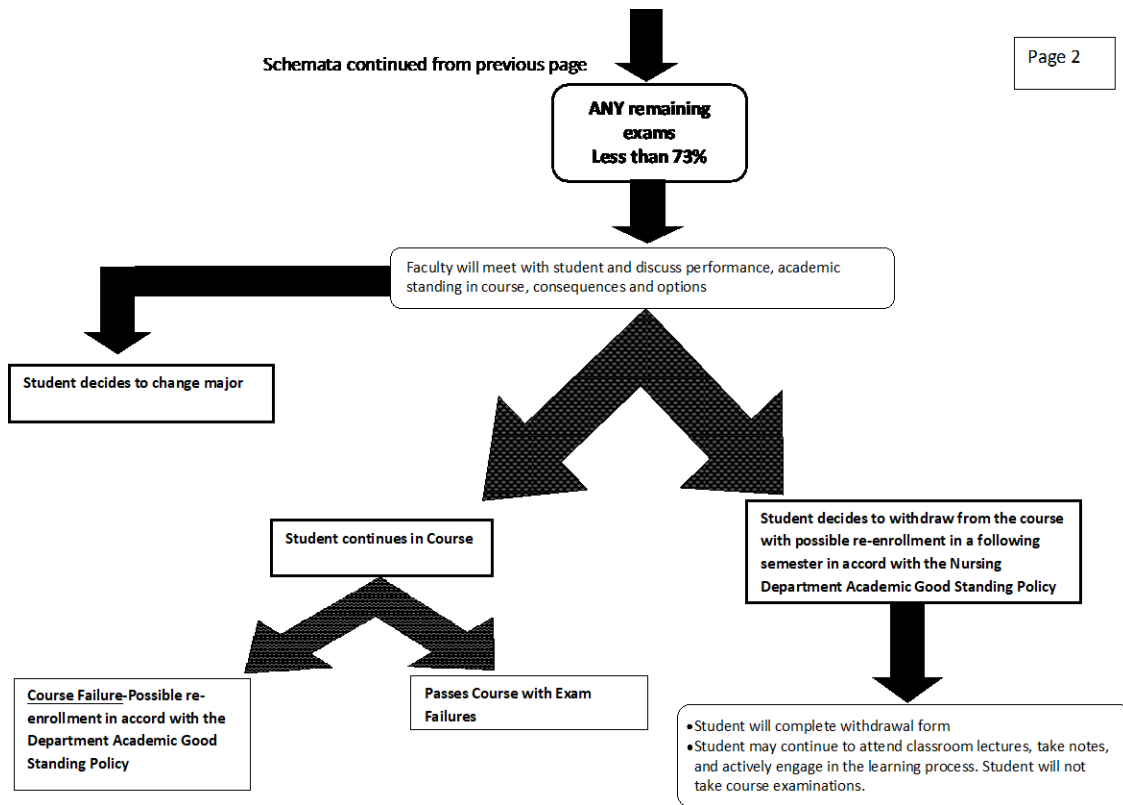


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Unsatisfactory Performance in Classroom

Schemata continued from previous page

Page 2

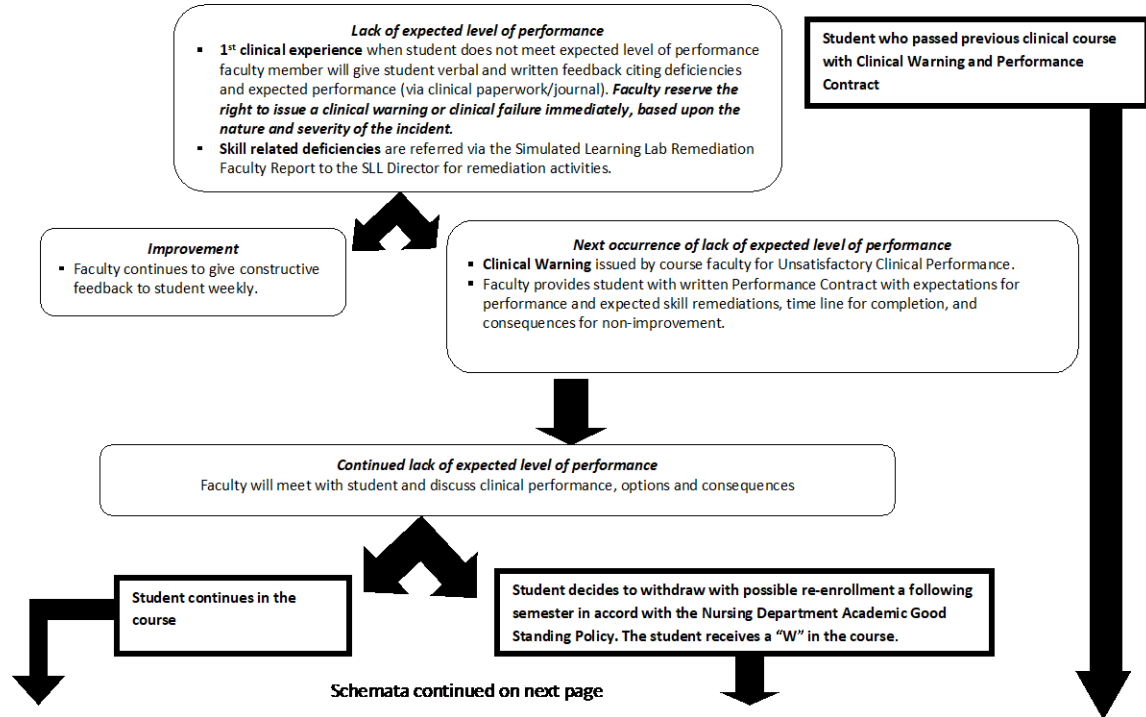


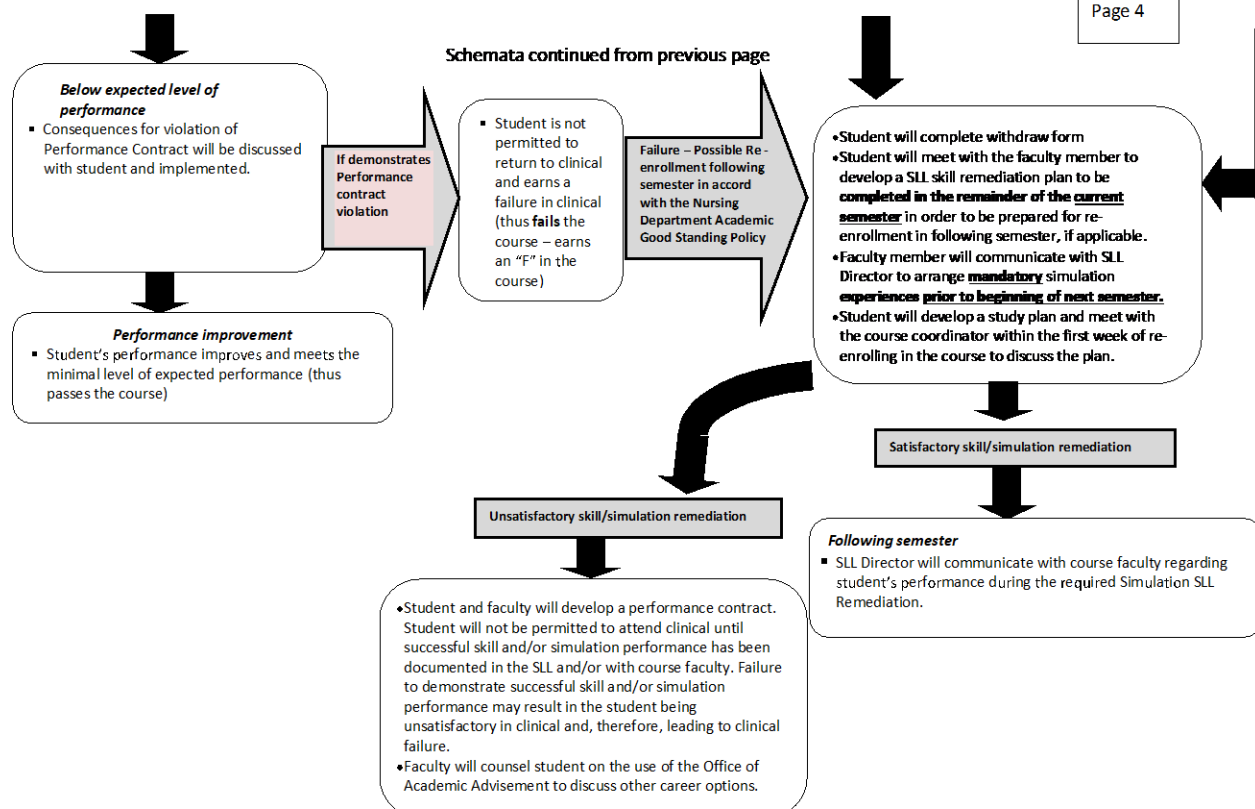
Unsatisfactory Performance in Clinical

As part of the teaching-learning process, the student will receive ongoing verbal and written feedback on his/her performance.

The student will be given written feedback the first time the student's clinical performance does not meet expected level (via clinical paperwork/journal). This feedback will include specific deficiencies and expected improvement. **Faculty reserve the right to issue a clinical warning or clinical failure immediately, based upon the nature and severity of the incident.**

If performance does not improve, the student will be placed on a **Performance Contract** by the clinical faculty member.





Approved Faculty Assembly May 9, 2011; Implemented Fall 2011; Revised December 2012; Revised March 2014 (Implemented Fall 2014); Revised May 2017 (Implemented Fall 2017)
Revised SAPR Spring 2020. Approved Faculty Assembly: 5/11/2020 (Implemented Fall 2020)

Students who fail or withdrew from a nursing course will be required to repeat associated course skills before returning to clinical. The students are required to complete remediation of course associated skills within the first 2 weeks of next semester.

Departmental Code of Academic and Professional Conduct

COMMONWEALTH STUDENT HANDBOOK

Student Code of Conduct - <https://www.commonwealthu.edu/offices-directory/student-conduct>

Undergraduate Exam Policy

Quizzes/Exam Policy

- A. Students are required to complete examinations on a laptop or tablet that meets the minimum standards of the secure testing platform. Assessments will be electronic throughout the program in a routine and regular manner. Faculty have the right to conduct assessments in alternative formats.
- B. Students are required to conduct a technology check the day before the assessment is scheduled. Failure to do so will limit the student's ability to participate in assessments and may result in limited time for examinations. Students are required to arrive at the testing site 15 minutes prior to the scheduled time to ensure technology concerns are addressed.
- C. 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 the same.**
- D. If absent on the day of a scheduled assessment due to illness, the student is expected to email the nursing faculty proctoring the exam **at least 30 minutes prior to the assessment.** The student with an excused absence must take the assessment the next day the student is present or at an assigned time by the nursing faculty.
 - Faculty reserve the right to administer a make-up exam for the missed exam.

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 secure testing platform must be downloaded onto the laptop for testing prior to the testing time.
 - Inform the instructor if there is a problem with the personal computer before the exam begins.
 - If absent on the day of a scheduled assessment due to illness, the student is expected to email the nursing faculty proctoring the exam at least 30 minutes prior to the start.
 - Excused absence: 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 (CU Attendance Policy (AP 11)).
 - A student with an excused absence must complete any missed quiz or exam either the next day they return to school or at the faculty member's earliest availability.
 - If a student misses a quiz/exam due to an unexcused absence (childcare, transportation, work schedules, or personal reasons), they will receive a grade of zero. Children may not be brought to campus for class or an exam.
- B. Testing Site
 - Testing is done in the classroom.
 - Bring a personal computer, and a charger.
 - Arrive 10-15 minutes prior to exam start.

- Students must bring a Commonwealth University ID.
- Students will comply with any assigned seating arrangement the faculty see fit for the testing space.
- Complete any required Practice Exams prior to testing. Refer to the course syllabus for further requirements.
- Paper will be provided. Bring your own pencils or earplugs (foam only). Students must put their name on the paper used during the exam and turn into the proctor upon completion.
- 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 electronic watches and/or AI glasses, hats, or ear buds. Sleeves must be pushed up and masks, if worn, kept over nose. Instructors have the right to inspect these items.
- Instructors will NOT answer any questions related to exam content once testing begins.
- Instructors will provide passwords to begin testing.
- 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. The faculty may administer a different exam based on the same exam objectives. 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.

D. Remediation

- Students who achieve less than a grade of C on any nursing exam are required to submit a learning enhancement plan to course faculty with strategies outlined for the course content and general study habits within 1 week of the unsuccessful attempt.

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).

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 faculty.
- 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 the nursing faculty.

Commonwealth University

- 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.
- The purpose of reviewing the exam is to identify patterns of mistakes or subject deficiencies of the student's knowledge base. Faculty reserve the right to end an exam review if student behaviors are not in accordance with the University Conduct Policy - <https://www.commonwealthu.edu/student-handbook>
- Unacceptable student behavior includes debating answers to questions, requesting regrading, and curving exam scores.
- No cell phones or other electronic devices are 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).

Acknowledgement of Receipt and Understanding (May be an electronic copy in each D2L/Brightspace course)

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

Student Signature _____ Date _____

Developed: Curriculum Committee: 5/2026

Approved at FA: 5/2026

Departmental Grading Policy

1. All nursing courses have the following grading scale.

A = 4.0	93-100	A- = 3.67	90-92	B+ = 3.33	87-89
B = 3.0	83-86	B- = 2.67	80-82	C+ = 2.33	77-79
C = 2.0	73-76 *	C- = 1.67	70-72	D+ = 1.33	67-69
D = 1.0	66-60	F = 0.0	0-59		

*Note: C is equal to a 2.0 or a percent of 73 or better.

Nursing courses with a clinical component do not provide opportunities for extra-credit.
Grades are not rounded.

2. In all NURSING departmental clinical courses, a student must maintain a minimum grade of "C" in the theory component as a passing grade and in the clinical component to successfully complete the course as a passing performance grade. If a student receives a grade less than a "C" in the theory portion of the course and/or a failing grade in the clinical component, the student has failed the course. A failing grade in the clinical component automatically will earn a grade of "F" for the course.

Adopted January 2026

Military Deployment

Students receiving orders for call-up to military duty have two options:

1. The student should contact the Office of the Registrar and speak to the VA representative, bring along a copy of their orders. The Office of the Registrar will evaluate the orders and based on the dates of the student's deployment will make recommendations for various options for the student.
2. **INCOMPLETE GRADES – I – Incomplete.** This is a temporary grade to be given only when the instructor believes that the student has been unable to complete the course requirements due to circumstances beyond his/her control. Failure of a student to take a final examination or complete other course requirements without prior arrangement with the instructor of legitimate excuse is not a justification for a grade of I.
 - a. When the instructor submits the grade of I to the Registrar, it must be signed by the student, and it must be accompanied with a formal, written plan for the student to complete the course requirements and the appropriate letter grade that would be assigned if the plan were not completed by the student in the time specified. In the event that a student is assigned a grade of I without such a plan, then it will automatically convert to an F at the end of the next regular semester. The plan for the student to complete the course requirements shall be drawn up by the instructor with the acquiescence of the student. Unless specifically stated in the written plan to the contrary, it is assumed that work will be completed prior to the end of the next regular semester. When the plan has been completed by the student, the instructor shall recalculate the grade to be assigned for the course and submit this new grade to the Registrar according to established procedures. A request for an extension of time in the plan to complete course requirements must be initiated by the student prior to the deadline of the plan on file in the Office of the Registrar. The student must present suitable documentation to the instructor indicating that circumstances above and beyond his/her control persist or new circumstances of that nature have developed. It will be granted only upon the approval of the instructor and the Dean of the appropriate College. (Refer to POLICY 1-11, Academic Policies, University website).

CLINICAL POLICIES, REQUIREMENTS & GUIDELINES

Clinical Policies, Requirements and Guidelines

Students will have clinical experiences in a variety of institutions and settings. Orientation to each facility will be provided.

1. Mandatory Clinical Attendance Statement

- a. Clinical experiences are a required component of the nursing program and are essential for meeting course objectives, professional competencies, and accreditation standards. Attendance at all scheduled clinical experiences is mandatory. Students are expected to arrive on time, prepared, and in compliance with all clinical requirements and professional standards.
- b. Failure to attend a scheduled clinical experience, tardiness, leaving early, or failure to meet clinical preparation requirements may result in a clinical absence and may place the student at risk for course failure. ALL missed clinical hours WILL be required to be made up at the discretion of faculty and based on program policy and clinical site availability. Repeated absences, unprofessional conduct, or failure to comply with clinical expectations may result in disciplinary action in accordance with program policies outlined in the student handbook.

2. Clinical Laboratory Policy

- a. Participation in all clinical laboratories is required in order to meet the educational objectives of each nursing course except for extenuating circumstances such as illness or personal emergency, i.e. death in family, etc. Students may submit a written request (two weeks in advance) to be excused from clinical laboratory in order to participate in professional and intercollegiate activities.
- b. It is the student's responsibility to notify faculty and agency, if unable to be present in clinical. Inability to meet clinical objectives, due to any absence, is deemed cause for failure. Course faculty evaluate student's attainment of clinical objectives and determine learning experiences necessary to make up for clinical laboratory absence.
- c. When a student becomes ill or injured (examples: needle sticks, falls, injury to patient or self, etc.-When in question – **Ask**) in a clinical agency:
 - i. When an emergency facility is available, the following procedure will occur:
 1. If the student is conscious and capable of making a decision, he or she has the choice to:
 - a. Notify Faculty **Immediately**
 - b. Be examined by a health care provider in the agency
 - c. Return to the university and be seen at the University Student Health Center
 - d. Be examined by a health care provider of his or her choice
 2. If the student is unconscious or incapacitated:
 - a. The student will be seen by a health care provider in the clinical agency (by mutual agreement policy)
 3. The Breiner School of Nursing will be notified

- ii. When an emergency facility is not available, the following procedures will occur:
 1. If the student is conscious and capable of making a decision, he or she has the choice to:
 - a. Return to the university and be seen at the University Student Health Center.
 - b. Be examined by a health care provider of his or her choice.
 2. If the student is unconscious or incapacitated:
 - a. Emergency Response Medical System (911) will be initiated.
 - b. The student will be moved by ambulance to the nearest clinical facility with an emergency facility.
 - c. The School of Nursing will be notified.
- iii. Following hospitalization or treatment, a copy (summary) of the clinical record must be forwarded to the Breiner School of Nursing before the student receives clearance to return **Without Restrictions** to the clinical setting.
- iv. The Breiner School of Nursing reserves the right to require additional diagnostic studies and therapy, if there is a question of safety for the student and/or patients involved.
- v. Records will be kept in the student's confidential record and will be returned to the student or destroyed upon graduation or withdrawal from the nursing program.

3. Clinical Laboratory Dress Code

The Commonwealth University Breiner School of Nursing students in the clinical laboratory are to be dressed in a manner that is professional in appearance and is safe for both the practitioner and client. To this end, students are required to follow the guidelines presented below:

- Hair must be off the face and well secured in a neat style. Students with long hair must use a hairstyle that keeps their hair secured so as not to come in contact with patients or interfere with nursing care. Hair, mustaches, and beards must be neatly trimmed, clean, and styled.
- Makeup and hairstyles must be conservative and professional. Attendance to personal hygiene is required.
- Fingernails must be short and well groomed. Only clear nail polish may be used. False nails are not allowed.
- The only pieces of jewelry allowed are one simple band style ring, a watch with a sweep second-hand, and a single small-post earring in each ear lobe. Jewelry may not be worn in any visible body piercings including, but not limited to, piercings in the tongue, nose, lips, and eyebrows. Jewelry worn in non-visible piercings which may pose a safety risk because of equipment or procedures in the clinical area will not be permitted.
- Tattoos cannot be visible at any time.
- Students' uniforms must be clean and pressed. The approved gray or white uniform pants may be worn in the clinical setting with the maroon scrub top. A white, long-sleeved or short-sleeved T-shirt (free of any design, logo or wording) is optional and may be worn under the scrub top. Only lab jackets can be worn over the uniform. The lab jacket is worn only over appropriate business attire when students are in clinical areas, but not in uniform. Appropriate business attire includes tailored pants and tops with closed-toed shoes.

- When the uniform of beige trousers and polo shirt is required by the course faculty, a white, long-sleeved, or short-sleeved T-shirt (free of any design, logo or wording) is optional and may be worn under the polo shirt. The student may wear the maroon-colored sweater only when in the beige trousers and polo shirt attire, in lieu of the lab jacket. Other dress code requirements for specialty clinical areas will be defined by individual course faculty.
- Appropriate undergarments should be worn at all times. Undergarments may not be visible.
- Only closed toe and closed heel white nurses' shoes or athletic shoes are worn with uniforms. Athletic shoes must have white leather or vinyl uppers and be devoid of colored decorations or logos. Either white over-the ankle socks or hose are worn with trousers. White socks must be worn with the white uniform pants.
- Name pins must include the first and last names of the student, and Bloomsburg/Mansfield Campus. The pin is to be worn on the upper left front of the shirt, or lab jacket.
- Due to the potential allergic reactions of patients, minimal use of scented lotions or perfumes is advised.
- Smoking while in uniform is not allowed. Gum chewing is not allowed in clinical areas.
- Students are expected to wear the lab jacket for all return demonstrations and practice in the Simulation Center.
- Students are prohibited to wear or use smartwatches or exercise bands (i.e. Fitbit) in clinical, in clinical lab, or in the either as a watch or with any other functionality.

Individual course faculty will specify exceptions to the dress code for the specialty areas of clinical practice. Students not complying with this Laboratory Dress Code will not be allowed in clinical. Professional appearance is mandatory at all times.

Dress Code Date approved and Implemented: January 2026

4. Student Responsibilities in the Clinical Experience

- a. As a student you are responsible for:
 - i. Being able to carry out all nursing procedures that you have learned at any time in the clinical setting. Therefore, if you are not comfortable doing a procedure, you are expected to schedule time in the Simulation Center to practice.
 - ii. Coming to clinical prepared as indicated in the course materials. Failure to prepare (as determined by faculty) will result in your dismissal from the clinical facility for that day as an unexcused absence.
 - iii. Participating in a clinical evaluation of your performance in each clinical course. You will receive an evaluation form at the beginning of the course. At mid-term, you will schedule a meeting with your clinical professor. Together you will discuss your progress and direction for future growth. At the end of the course, you will again schedule a meeting with your clinical professor. Together you will evaluate your progress in meeting the course objectives. Failure to satisfactorily meet the course objectives will result in clinical failure. Please note that students must obtain a "C" or above in classroom theory and satisfactorily complete the clinical requirements to pass clinical courses.
 - iv. Utilizing the nursing health assessment tool when completing nursing assessments and nursing care plans in each course. The forms will be

distributed at the beginning of clinical nursing courses. It is your responsibility to be thorough in completing these assessments.

- v. Providing your own transportation to and from clinical laboratory experience. Due to the nature of the multiple agencies utilized, it is not possible to guarantee specific agencies or groups of students being assigned together each semester. You must have your own personal transportation to clinical agencies in the fall semester of your sophomore year.
- vi. Completing successfully the medication calculation test.
 - 1. All clinical courses **Except** for Nursing 208: Foundations of Nursing Practice must give a medication calculation test during the first week of class. The medication calculation comprehensive exam will occur in Nursing 209: PathoPharmacology II for sophomore students.
 - 2. The Medication Calculation test will be awarded 3% of the overall grade in nursing courses with a clinical component. The score from the first medication calculation test will be recorded as the grade for the test.
 - 3. Students **Must** achieve 90% or better to pass the test.
 - 4. If the student does not achieve a 90% or better on the test, the student must complete remediation prior to retesting. Additionally, the student will receive a Learning Enhancement Plan.
 - 5. If the student does not achieve 90% after the 3rd attempt, they will need to withdraw or they will fail the course.
 - 6. Remediation will be assigned by the course faculty and a retest will be taken as per course requirements. A Learning Enhancement Plan will be developed which may include remediation with the course faculty and/or the clinical faculty, tutoring, weekly problems at clinical, etc. If the student does not complete the action plan, a clinical failure will result.
 - 7. The student is not permitted to administer medications in the clinical setting until they achieve a 90% on the math exam.
 - 8. Documentation of the exam will occur on the Learning Enhancement Plan and the Clinical Evaluation Tool.
 - 9. The medication calculations test will contain only calculations problems.
 - 10. Conversions should be part of the calculation problem. Each course will decide on what conversions should be included in the medication calculation problems.
 - 11. Tests should be standardized to 20 items using only open-ended questions with each item worth 5 points, and no partial credit will be awarded.
 - 12. Test items should be realistic and clearly stated to avoid wordy narratives or multiple confusing steps.

13. At least 50% of the exam must include calculation problems with drug labels.

Developed by Curriculum Committee: March 2026

Approved by Faculty Assembly: May 2026

5. Cardiopulmonary Resuscitation (CPR) Certification

- a. In accordance with contractual agreements with clinical agencies/institutions, all students enrolling in nursing courses must verify that they are certified and CURRENT in CPR.
- b. Listed below are the approved CPR courses:

CPR Provider	Course Name
American Heart Association	BLS for Healthcare Providers – go to American Heart Association website: http://www.heart.org/HEARTORG/ click CPR, what type of training do you need: Healthcare Professional Courses,
American Red Cross	Basic Life Support for Healthcare Providers – http://www.redcross.org/ click Training and Certification, Healthcare BLS, find a location at the top right of screen

Online only CPR classes are not acceptable; they must include a hands-on component

A photocopy of the CPR card (front and back) must be submitted to Viewpoint/Castle Branch by July 15. Reviewed August 2026

6. Liability/Malpractice Insurance

- a. In accordance with contractual agreements with clinical agencies/institutions, all students enrolling in clinical nursing courses must verify possession of a minimum of \$1,000,000/3,000,000 liability malpractice insurance coverage.
- b. Procedure:
 - i. At the end of freshman year, the significance of liability/malpractice insurance will be presented/discussed by the department chair. Minimal coverage must be \$1,000,000/\$3,000,000.
 - ii. All students who will be enrolled in clinical courses MUST be on or before July 15, submit a photocopy of the MEMORANDUM OF INSURANCE verifying their new or renewed liability/malpractice insurance coverage to Viewpoint/Castle Branch.

Reviewed August 2026

7. Criminal Background Checks

- a. The Commonwealth of Pennsylvania has enacted legislation to ensure that educational and health care systems provide a safe environment for children and provision of services safeguarding the rights of older adults while protecting them from abuse.
- b. Procedure:
 - i. In accord with the agency contracts:
 1. A student may not be permitted to continue in his/her field of study which requires Act 34 Criminal History or Act 151 Pennsylvania Child Abuse History Clearances if the report comes back with any incidents.
 2. If additional similar clearances are required in the future for licensure or certification in Pennsylvania, any documentation of incidents on such clearances may stop the student from progressing in the major.
 3. Prior to the sophomore year nursing courses and with each subsequent year, all students must provide evidence of criminal background clearances. The clearances required are:
 - a. Pennsylvania State Police Request for Criminal Record Check (Form SP4-164)
 - b. Pennsylvania Child Abuse History Clearance
 - c. FBI Federal Criminal History Records Clearance
 - d. Submit/upload the original letters obtained from the Child Line and Child Abuse Registry, Pennsylvania State Police Repository, and the FBI clearance to Viewpoint/Castle Branch by July 1.
 - b. Pennsylvania State Police Request for Criminal Record Check (Form SP4-164) i. This form is used for:
 - i. Act 24 Clearance - (Child Protective Services Law of 1990)
 - ii. Act 169; 35 P.S. Clearance (Older Adults Protective Services Act)
 - c. Pennsylvania Child Abuse History Clearance
 - i. This form is used for: Act 151 Clearance (Child Protective Services Law of 1990) Any arrest and/or conviction of child abuse laws

8. FBI Federal Criminal History Records Clearance Procedure

- a. The fingerprint-based background check is a multiple-step process but is initiated with enrollment with Viewpoint/Castle Branch:
 - i. The applicant must register prior to going to the fingerprint site. Walk-in service without prior registration will not be provided at any fingerprinting location.
 - ii. The applicant will pay the fee package for the fingerprint service and to secure the Criminal History Record.
 - iii. The applicant proceeds to the fingerprint site of their choice for fingerprinting. The location of the fingerprint sites and days and hours of operation for each site will be posted. The location of fingerprint sites may

change over time, so applicants are encouraged to confirm the site location nearest to their location.

- iv. At the fingerprint site, Operators manage the fingerprint collection process.
- v. After the identity of the applicant has been established, all ten fingers are scanned to complete the process. The entire fingerprint capture process should take no more than five to 10 minutes.
- vi. The applicant's scanned fingerprints will be electronically transmitted to the FBI as required by federal statute.
- vii. Department of Human Services (DHS) will receive the Federal Criminal History Record from the FBI. DHS's Background Check Unit through ChildLine and Abuse Registry will return the Federal Criminal History Record to the applicant. The Record will be printed on standard letter sized paper that when copied will reveal Void if Copied. This does not prohibit an employer from copying the applicant results letter, it is solely a means to verify that it is an official record.
- viii. Complete processing of the results should take no longer than 4 to 6 weeks.
- ix. The applicant will then provide/upload the Federal Criminal History Record to their Viewpoint/Castle Branch account.

9. Drug and Alcohol Testing Policy

- a. In accord with contractual agreements with clinical agencies/institutions, all students enrolling in nursing courses must comply with the drug and/or alcohol testing policies and procedures of the agency/institution. Students may be responsible for costs associated with testing in the clinical agency or institution. Refusal to comply with the policies and procedures of the agency/institution will prevent progression in the nursing program and will result in dismissal from the program. Failure of the drug test as determined by the agency/institution will result in immediate dismissal from the nursing program.
- b. The following 10-panel drug test is required to be completed following registration with Viewpoint/Castle Branch. Students will pay for the drug testing package and will receive a receipt/letter that will be presented to the lab or testing agency. Drug screening results will be sent directly to Viewpoint/Castle Branch.

Drug screening must include:

- i. Amphetamines
- ii. Benzodiazepines
- iii. Opioids
- iv. Marijuana
- v. Methaqualone
- vi. Barbiturates
- vii. Cocaine
- viii. Phencyclidine
- ix. Methadone
- x. Propoxyphene

- c. The following statement will be presented to the student on receipt of the Handbook, to be signed, and returned to the Chairperson.

10. Required Child Abuse Online Training

- a. For students entering the clinical setting, this is **Required** and must be **Current**
- b. You **must** print a copy of your certificate and submit to Viewpoint/Castle Branch

Commonwealth University of Pennsylvania Breiner School of Nursing

Simulation Center Guidelines

Purpose

It is the Simulation Center's purpose to educate and facilitate patient care concepts in a dynamic simulated environment that promotes knowledge development, patient safety, skills application, clinical reasoning, and evaluation. Moreover, the Sim Center provides a safe, supportive, and interactive student-centered environment throughout the program. The Sim Center augments learning by integrating didactic content with hands-on experiences promoting problem solving, clinical reasoning, critical thinking, and clinical judgment. The goal of the Sim Center is to provide high quality, evidence-based learning opportunities to prepare students for delivery of safe, high quality nursing care in a diverse and complex healthcare environment. Students are also encouraged to use the Sim Center for review and reinforcement of skill competency according to their learning needs.

Simulation Center Overview and General Information

The Simulation Center is a learning center where students gain real world experience in a controlled simulated clinical setting. The Simulation Center is equipped with an array of high and low fidelity patient simulators, an electronic medical record system, medication dispensing system carts, anatomical models, and realistic medical equipment to support student learning. Simulation is integrated throughout the undergraduate nursing curriculum to complement classroom and clinical experiences and aid in preparing students for competent clinical practice. Each simulation scenario and clinical skill demonstrations are designed to provide specific learning opportunities based on student learning needs. During simulation experiences, nursing students take charge of patient care and work through scenarios to practice critical thinking, clinical judgment, communication, assessment, delegation, and teamwork.

Location: The Simulation Center is located in McCormick Building, third floor.

At the beginning of each semester, the Sim Center personnel, in conjunction with clinical course faculty, will provide a general student orientation, as needed, including a tour of the Sim Center if needed, hours of operation, Sim Center contact information, general information, and use of space.

Hours of Operation:

Monday- Thursday: 8:00 a.m.- 8:00 p.m.

Friday- 8:00 a.m.- 4:00 p.m.

Simulation Center Personnel:

- Director of Simulation Center
- Simulation Center Nurse Instructors

- Clinical Course Instructors
- Graduate Assistants
- Undergraduate Simulation Center Managers
- Undergraduate Simulation Center Workers

Simulation Center Student Guidelines

Simulation

Simulation in nursing education is a teaching strategy to mirror real life situations and complement clinical education. High fidelity manikins, standardized patients, realistic equipment, and realistic environments are used to recreate the clinical environment to provide nursing students a controlled, risk-free environment to demonstrate psychomotor skills, teamwork, communication, critical reasoning, and clinical judgment. The use of simulation allows students to learn by applying acquired knowledge and by reflecting on their simulated clinical experience.

Pre-briefing and Debriefing

Pre-briefing is held prior to the simulation experience/skill return demonstration session and is where instructions are given on what to expect during the simulation experience/skill return demonstration session. These instructions may include reviewing the session's goals and objectives, providing logistic details about the session, and pledging to respect the learners with the intent to optimize their experience in the Simulation Center.

Debriefing is, perhaps, the most important component of a simulation experience. It is a process of examining both the actions and the meanings of actions during a simulation experience. It is learner centered and uses reflection to promote learning. The debriefer's role is to guide students through the reflective process of debriefing in a structured manner. The aim is to reflect on the simulation experience, improve understanding, clinical reasoning, clinical judgment, and relate the learning to future clinical experiences.

Skills Demonstration – Students at the sophomore, junior, and senior level of the nursing program are required to become competent and satisfactorily perform specific clinical skills relevant to their clinical rotations. Students are given a demonstration by the Sim Center Director, Nurse Instructor, graduate assistant, or clinical course faculty regarding said clinical skills.

Student Simulation Center Expectations

Students are expected to arrive approximately **five to ten minutes prior** to the start time of their session as determined by the instructor and abide by the following requirements:

- Read and acknowledge the Simulation Contract and Confidentiality Agreement at the beginning of each academic year (sophomore, junior, and senior years).
- Adhere to the Simulation Center Student Guidelines and Code of Conduct.
- Complete pre-simulation/skills assignments posted on Brightspace prior to Simulation Center required demonstration attendance.

- A nurse pack with appropriate supplies will be brought for skill return demonstration. Students are to keep the nurse pack for the duration of their time in the nursing program for continued practice of skills.
- Gather and return any equipment used for skill performance. Gather personal supplies from the nurse pack.
- Approach situations and scenarios as if they are actual patient interactions.
- Maintain safe practice.
- Utilize standard precautions during simulations and skills practice sessions.
- Maintain cleanliness of the area.
- Dispose of sharps appropriately.
- Display professional, courteous conduct showing respect and consideration for self and others.

Code of Conduct

All students, participants, faculty, staff, observers, and visitors are to act professionally. Specific professional conduct for the simulation center is to be punctual, appropriately attired, respectful to others, and adhere to confidentiality. It is expected that all participants maintain a respectful learning environment.

Cell phone usage is not permitted in the Simulation Center during simulation activities. No photography is allowed in the SC unless approved by the Simulation Center Director. This includes pictures taken on cell phones. Any pictures taken of simulated patients will be considered a violation of the confidentiality agreement.

In the event of an emergency, students may use a cell phone. However, the emergency needs to be brought to the attention of simulation faculty or staff.

Simulations and/or debriefings may be recorded or viewed for quality assurance, quality improvement, instructional purposes, or research purposes. All simulation days and simulations skill return demonstration information are considered confidential and are not to be discussed outside of the Simulation Center.

Open Lab - A practice component available to students in the nursing program.

- Department faculty and Simulation Center personnel are available as a resource to guide and reinforce information/skills previously taught in class and lab.
- Students are informed of designated open lab times at the beginning of each clinical course.
- A schedule of dates and times for the semester will be made available to the students.
- Attendance by the students is voluntary and optional.
- All open lab hours are subject to change due to the availability of personnel and space.
- In the event that open lab must be changed or cancelled, email notifications will be sent to the students as soon as possible by the Simulation Center Director or Simulation Center Nurse Instructor.
- A “buddy system” is encouraged to provide students the opportunity to practice with a peer.
- Students should “sign in/ sign out” as per the Simulation Center policy.

Psychomotor Skill Demonstration Procedure

- Students will complete required readings and/or skills videos posted on the Simulation Center Brightspace site prior to the assigned skill demonstration date to acquire a foundational understanding of the skill being presented. This assigned skill demonstration will be conducted by the Simulation Center Director, Simulation Center Nurse Instructor, graduate students, or clinical course faculty.
- After the initial skill demonstration, students are encouraged to return to the Simulation Center for additional practice sessions of the newly learned clinical skill (or any skill). Students are also encouraged to attend open lab sessions in the Simulation Center prior to their assigned skill return demonstration date to achieve greater proficiency.
- Students will sign-up for the specific clinical skills return demonstration time as per direction from the Simulation Center Director or Simulation Center Nurse Instructor. All simulated clinical experiences and skill return demonstrations should be treated with the same professionalism as clinical experiences. Therefore, students must arrive on time.
- Students will bring the required skills checklist with them for their assigned skill return demonstration.
- Students are required to achieve 75% of the skill requirements on the checklist for successful skill completion. If a student is unsuccessful on the first attempt, they will need to complete an additional **observed** practice and reschedule a second skill return demonstration time with either the Simulation Center Director or Simulation Center Nurse Instructor.
- If a student is unsuccessful on the second skill return demonstration attempt, the student will then need to schedule to meet with the clinical course faculty for the third skill return demonstration attempt.
- The Simulation Center Director or Simulation Center Nurse Instructor will notify clinical course faculty of first and/or second unsuccessful skill return demonstration of students.
- If the student is unable to perform the nursing psychomotor skills satisfactorily in the clinical setting, the clinical course faculty member may refer the student to the Simulation Center for remediation.

Competency: Satisfactory skill demonstration in the Simulation Learning Lab does not necessarily indicate the student is competent to perform the skill independently in the clinical setting. Students must be supervised on performance of skills until approved for independent practice by clinical course faculty.

Absences: It is mandatory for all undergraduate students to attend skill demonstrations, skill return demonstrations and simulation experiences. Students will need to contact simulation faculty via email or phone if they are going to be absent. Students are encouraged to contact the Simulation Center faculty as early as possible, but a minimum of 1-hour is required if they need to cancel/reschedule their return demonstration or simulation time. If a student contacts the Simulation Center faculty before the simulated clinical experience/skill return demonstration is scheduled for, they will not receive an unmet for professionalism on the required checklist, but they must contact the Simulation Center Director or Simulation Center Nurse Instructor to reschedule themselves into another time slot for return demonstration on the specific clinical

skill which was missed. Students with an unexcused absence will receive an **unmet for professionalism** on the skills checklist.

Simulated Learning Laboratory Dress Code

Students in the Simulation Center are to be dressed in a professional manner for skills demonstration, return demonstrations, skills fest, required practice, simulation, and remediation. To this end, students are required to follow the guidelines presented below, unless otherwise specifically directed by course faculty:

1. Hair must be off the face and well secured in a neat style. Students with long hair must use a hairstyle that keeps their hair secured so as not to come in contact with patients or interfere with nursing care. Hair, mustaches, and beards must be neatly trimmed, clean and styled. Clean headbands are permitted to keep hair secured, but must be a plain color of white, brown, black or burgundy to match the uniform, free of design or attached accessory and not wider than 1 inch.
2. Makeup and hairstyles must be conservative and professional. Attendance to personal hygiene is required. Hair must be of a natural hair color and not colored in a bright pigment (i.e., green, pink, purple, blue, etc.).
3. Fingernails must be short and well groomed. Only clear nail polish may be used. False nails are not allowed.
4. The only pieces of jewelry allowed are one simple band style ring, a watch with a sweep secondhand, and a single small-post earring in each earlobe. Jewelry may not be worn in any visible body piercings including, but not limited to, piercings in the tongue, nose, lips, and eyebrows. Jewelry worn in non-visible piercings (e.g., bellybutton rings) which may pose a safety risk because of equipment or procedures in the clinical area will not be permitted.
5. Tattoos cannot be visible at any time.
6. Students' attire must be clean and pressed. The approved clinical uniform consisting of black pant, maroon scrub top, and white lab jacket will be worn in the Simulation Center setting with the maroon scrub top/red scrub top (Mansfield Students). A white, long-sleeved or short-sleeved T shirt (free from any design, logo wording) is optional and may be worn under the scrub top. Only lab jackets can be worn over the uniform.
7. Appropriate undergarments should be worn at all times. Undergarments may not be visible.
8. Only closed-toed and closed-heel, clean, white or black nursing shoes or athletic shoes are worn with uniforms. Athletic shoes must have white or black leather or vinyl uppers and be devoid of colored decorations or logos.
9. Over-the-ankle socks or hose are worn with trousers. White socks must be worn.
10. Name pins must include the first name of the student and last name. The pin is to be worn on the upper left front of the shirt or lab jacket.
11. Due to the potential allergic reactions of patients, minimal use of scented lotions or perfumes are advised.
12. Smoking while in uniform is not allowed. Gum chewing is not allowed in clinical areas.
13. Students are expected to wear the lab jacket for all return demonstrations and practices in the Simulation Learning Lab.
14. Students are prohibited from wearing or using smartwatches or exercise bands (i.e., Fitbit) in clinical, in clinical lab, as a watch or with any other functionality.

Simulation Center Student Referral Guidelines

1. Faculty completes a referral request (Simulated Learning Lab Remediation Faculty Report and submits the request to the Simulation Center Director.
2. Student contacts the Simulation Center Director to arrange time for practice.
3. Simulation Center Director or a graduate assistant and the student will sign referral form after student completes the remediation plan and Simulation Center Director will return the referral form to the faculty member to sign. The Simulation Center Director will place a copy of the completed referral in the student's file.

Faculty Assembly Approval October 30, 1998; Reviewed June 2006; Revised: SLL Committee (February 22, 2007); Approved Faculty Assembly Meeting (April 20, 2007)

Approved January 2026

Client Education Materials (CEM) Borrowing Guidelines

1. Client Education Materials (CEM) Borrowing Guidelines
 - a. Most materials can be borrowed for a period of one week and can be renewed if necessary. Any materials anticipated to be in high demand over a period of time can be designated by a faculty member to have a shorter borrowing period (e.g. one or two hours, 24 hours, 2 days).
 - b. Simulation Center managers or staff are responsible for retrieving the requested materials from the locked Storage Room. The individuals borrowing materials are responsible for the replacement costs of the materials that are damaged or lost.
 - c. Borrowers must complete the designated “Simulation Center Equipment Borrow Form.”
 - d. Materials with shorter borrowing times than usual will be marked for the lab managers to easily identify. Those designated for less than 24 hours will be signed out and in by students on a designated sign-out sheet.
 - e. Penalties for failure to return materials:
 - i. Lab managers will give the office the names of students with overdue materials and the due date to the Breiner School of Nursing secretary.
 - ii. Students who have not returned all borrowed materials by the end of the semester will have HOLDS placed on their records by the Breiner School of Nursing until the department receives the materials. (This means that grades and transcripts will not be sent out, and the student may not be able to register for the following semester.) Similarly, the costs of replacing damaged or lost materials must be paid before HOLDS are released.

Approved January 2026

Student Employment

A. Outside the Department

In accord with the Pennsylvania State Board of Nursing Rules and Regulations (21.112), the following parameters are outlined for student employment:

1. If students are employed in health agencies, they may not be employed as registered or practical nurses unless they are currently licensed.
2. Student employment shall be on a voluntary basis and not a requirement of the institution.

3. Remuneration for employment shall be within the range of the salary scale for the position.

B. Inside the Department

1. Junior and senior nursing students who have earned a 3.0 GPA and have obtained a satisfactory performance review in their clinical courses are eligible to apply for a position as an Simulation Center student manager. The job description and application forms are available from the Simulation Center Director. In order to maintain employment as a lab manager, students must successfully complete all nursing courses each semester. Failing to do so may result in the termination of the student's employment.

HEALTH POLICIES

Student Health Policies and Guidelines

Students admitted to the BSN Program must adhere to the health policies established by Commonwealth University of Pennsylvania, as well as meet the requirements set forth by the contractual agreements with clinical agencies/institution. All nursing students must possess health insurance throughout the course of study.

1. Pre-entrance Health Examination

- a. All students, upon notification of admission to Breiner School of Nursing majors, must complete the Health History and Immunization Record and submit these materials to the University Health Center in the year of their acceptance.

2. Latex Allergies

- a. It is in the student's best interest to disclose any allergies that they may have (specifically latex). The Department and clinical agencies cannot guarantee that students will not be exposed to substances that may cause a sensitivity reaction. Students with latex allergies must provide a note from their health care provider stating that they are able to participate in the clinical experience and also provide a plan should exposure occur during a lab or clinical experience.

3. Pregnancy

- a. Pregnancy is a healthy state. Fetal exposure to environmental/chemical/microbial stressors in the clinical setting may potentially place the developing fetus at risk. Special precautions are warranted. The nursing student who becomes pregnant must notify the level coordinator. The student must provide a signed consent from her health care provider stating the student can safely continue with clinical experiences. In addition, the student who is less than six weeks post-partum must provide a letter from her health care provider stating that she is cleared to return to clinical experiences.

4. Annual Health Examinations

- a. Generic Students:
 - i. Generic students who will be enrolled in clinical nursing courses within the academic year must complete an annual health examination and submit their materials to the Viewpoint/Castle Branch by July 15 of each clinical year (e.g., sophomore, junior and senior).
 - ii. This health form includes the following:
 - 1. Complete physical exam
 - 2. Immunizations
 - a. Tdap – one-time dose with Td booster every 10 years
 - b. MMR I & II
 - c. Varicella (Two properly spaced doses of varicella vaccine, laboratory evidence of immunity, or reliable history of varicella.)
 - d. Hepatitis B (Begun or have completed the hepatitis B vaccine series, 3 doses)
 - e. Tuberculin Skin Test
 - 3. Verification of health insurance
 - f. Other immunizations/vaccines according to clinical site requirements

- iii. The Annual Health Examination form is available to all students on the Viewpoint/Castle Branch site and students should download, print the form and have the healthcare provider complete the form and sign it. The completed form must be uploaded to Castle Branch on or before July 1st or uploaded to Viewpoint on or before August 1st.
5. Medical Clearance to Return to Class and Clinical
- a. Following hospitalization, surgery, or an illness of 2 or more calendar days, all students who are enrolled in clinical nursing courses within the academic year, must have medical clearance including any restrictions/limitations from their treating health care providers in order to return to class and clinical. Evidence of medical clearance **Without Restriction** must be submitted to the chairperson or faculty of the department prior to returning to class or clinical.
 - b. A student who suffers an illness, injury, has been hospitalized, or has a surgery is required to bring a letter of clearance to the level coordinator. Depending on the length of the absence, a decision regarding progression in the nursing course will be made by Department Faculty.

Revised January 2026

Students are responsible for Employee Health and/or Emergency Department visits and other associated costs which may not be covered by insurance.

STUDENT EXPENSES REQUIRED(R) AND OPTIONAL (O)

Student Expenses

1. Uniforms and Clinical Supplies (R)

- a. With the exception of the student who is a registered nurse, all students in clinical nursing courses must wear the Breiner School of Nursing student uniform and must wear or carry other supplies.
- b. Uniform order forms will be available from the company during the time of on-campus fitting appointment during the Spring semester of the freshman year. The order form is processed only once; therefore, students are encouraged to order all that may be needed at that time. Transfer students admitted during the summer should inquire about these forms in the School of Nursing Office.
- c. Each student is required to buy two uniforms, one lab coat, one name pin, closed heel shoes, a stethoscope, and a watch with a sweep second hand. The use of smartwatches is not permitted in the clinical setting.
- d. Health Assessment equipment is required. In addition, a Lab Pack is required for nursing lab courses and subsequent courses. Equipment and supplies for practice demonstrations of clinical procedures are included in the pack. Lab Packs can be purchased at the bookstore.

2. Transportation (R)

Students assume all responsibility for travel to class at all course locations and to all clinical experiences including both inpatient and outpatient clinical agencies or institutions.

3. Graduation Pins (O)

- a. The graduate of the baccalaureate nursing program at Breiner School of Nursing upon successful program completion, is entitled to wear the school pin.

4. Pinning Ceremony (R)

A pinning ceremony is held in May prior to or on graduation day. This ceremony is planned and conducted by faculty advisors to SNA, the Chairperson, the Assistant Chairperson and department secretary and the Student Nurses Association (SNA).

Revised January 2026

5. Estimate of Student Expenses

An estimate of the expenses unique to the nursing program are listed below. Please keep in mind that costs change constantly, and these figures are estimated.

Clinical and Class Expenses (Estimate)

Initial Pre-entrance Comprehensive Health Examination	\$250.00
Annual Health Exam	\$100.00
Textbooks per academic year: Elsevier - Evolve 360 Textbooks & Testing Package (HESI)	
Sophomores	\$699.80 Fall semester & \$699.80 Spring semester
Juniors	\$1,049.70 per year
Seniors	\$1,049.70 per year

Commonwealth University

Nursing Lab Packs	
Sophomores	\$92.00
Juniors	\$140.00
Seniors	\$26.00
Clinical Fees starting in Sophomore year	\$1000.00 per year
Viewpoint Screening	\$131.00 per year
Fingerprints	\$25.00 per year
PA Child Abuse	\$13.00 per year
Repeat Drug test	\$45.00 per year
Project Concert	\$122.00 per year
Liability/Malpractice Insurance	\$100.00 per year
CPR certification	\$150.00 per year
Student Nurses Association (optional)	\$10.00 per year

Uniforms and Supplies (estimate)

Uniforms: Two uniforms required	\$175.00
Lab Coat (one required)	\$50.00
Name pin	\$10.00
Shoes (white)	\$60.00
Stethoscope	\$85.00
Watch (with second hand)	\$30.00

Senior Year Expenses (estimate)

(For explanations, see "Graduation Requirements and Guidelines" of this Handbook)

Graduate nursing pin (Subject to price of gold)	\$25.00-100.00
Temporary Practice Permit	\$65.00
Pennsylvania State Board Application	\$135.00
NCLEX Licensure Examination	\$200.00
NCLEX Review Course - included in HESI cost	\$0.00
Composite photograph/etc.	\$25.00
Graduate cap and gown (from BU Store)	\$35.00

Revised January 2026

GRADUATION REQUIREMENTS

Graduation Requirements

Students in the baccalaureate nursing program must meet the graduation requirements of the university and the Breiner School of Nursing. The university's graduation policy and fees are outlined on the University's website. Graduation requirements specific to the nursing program are set forth by the nursing faculty. Explanations follow.

1. Exit Interview, Resume and Extracurricular Activity Form
 - a. In accordance with criteria established by the Pennsylvania State Board of Nursing (SBN) and national accreditation agencies, students play an active role in evaluation processes across their program of study. In addition to the ongoing student feedback provided through course evaluations, graduating seniors are required to participate in an exit interview in either December (December graduates) or April (May and August graduates) to evaluate the attainment of program outcomes, submit a final resume, and updated extracurricular form.
2. Standardized Testing
 - a. During the last semester of the senior year, students must complete the Kaplan/Hesi Secure Predictor Exam.

NCLEX Licensure Examination

- After earning the baccalaureate degree, generic graduates must take the National Nursing Licensure Examination from the National Council of State Board of Nursing in order to become registered nurses.
- Generic candidates need to be aware of the following law relative to eligibility to take the licensure examination in Pennsylvania.
- In accordance with the January 1, 1986, Professional Nursing Law (P.L. 317, No. 69). felonious acts prohibit licensure in Pennsylvania in accordance with the following guidelines:
 - Section 14 (4 & 5)
 - The State Board of Nursing may refuse, suspend or revoke any license in any case where the Board shall find that the applicant:
 - Has committed fraud or deceit in securing his or her admission to the practice of nursing or to nursing school;
 - Has been convicted or has pleaded guilty or entered a plea of nolo contendere or has been found guilty by a judge or jury of a felony or a crime of moral turpitude, or has received probation without verdict, disposition in lieu of trial or an Accelerated Rehabilitative Disposition in the disposition of felony charges, in the courts of this Commonwealth, the United States, or any other state, territory or country;
 - Is unable to practice professional nursing with reasonable skill and safety to patients by reason of mental or physical illness or condition or physiological or psychological dependence upon alcohol, hallucinogenic or narcotic drugs or other drugs which tend to impair judgment or coordination, so long as such dependence shall continue.

- Section 15.1 (B)
 - A person convicted of any felonious act under the Controlled Substance, Drug, Device, and Cosmetic Act may be prohibited from licensure by the Pennsylvania State Board of Nursing at any time.
 - Convicted includes a judgment, an admission of guilt or a plea of nolo contendere.

Procedure for Licensure Application:

1. In early November (December graduates) and April (May and August graduates), a meeting will be required for instructions regarding how to apply for the licensure examination (NCLEX-RN). **This is mandatory.**
2. Students who are seeking licensure in another state are responsible for processing, completing, and submitting the required application forms to the office for final processing.
3. Complete required 3-hour child abuse education program.
4. All applicants must upload a recent Criminal History Records Check (CHRC).
5. Register to take the licensure exam with PearsonVue. This is the student's responsibility. Follow the instructions exactly.

Fees are subject to change at any time

Reviewed June 2022

Updated August 2026

MEMBERSHIP: ORGANIZATIONS AND DEPARTMENTAL COMMITTEES

1. Student Nurses Association (SNA) - Bloomsburg Campus only

The purpose of the Student Nurses Association (SNA) is to facilitate the involvement of students in the professional responsibilities of nursing. This goal is accomplished by providing unity through planned social, educational, and service activities coordinated between the classes; enhancing communication between students, faculty, and administration; promoting the nursing profession; and enhancing personal and professional growth. All enrolled, full-time baccalaureate nursing students are members of SNA. However, only through active involvement in the association can the stated purpose be achieved.

It is through SNA that you can become involved in the faculty department committees as outlined in #4. This involvement is an excellent way to ensure that the department and students are working toward the same goals. The association also has social functions such as banquets and picnics. The faculty are welcome to attend, so it is an excellent way to get to know them outside the classroom.

SNA meets monthly and has a BrightSpace site with information about events, meeting times, and current affairs.

2. Nurses Christian Fellowship (NCF)

Nurses Christian Fellowship (NCF) is a recognized university professional organization and a ministry of and for Christian student and registered nurses. Its major activities include Bible study and prayer, fellowship and support, and outreach into the nursing community. By serving the needs of the whole person-spiritual, emotional, intellectual, ethical and professional-NCF strives to enable nurses to enhance their discipleship of Jesus Christ and influence the nursing profession for Him.

3. ASIG

Aging Special Interest Group (ASIG) is an inter-professional organization that engages with the aging communities of Bloomsburg and surrounding areas through volunteer activities and fundraising. Members host creative and educational activities with local assisted living communities and long-term care facilities. In addition, ASIG can provide volunteer experience for students who may be interested in working with the aging population.

4. Student Membership on Departmental Committees

The faculty of the Breiner School of Nursing recognizes the value of student input and involvement in evaluation of the nursing program as a consumer of the services rendered. Therefore, students have the opportunity to contribute to the nursing program through membership on the following departmental committees:

- Curriculum Committee

- Faculty Search Committee (for the purpose of interviewing prospective faculty only)

- Educational Resources Committee

- Student Admission, Progression and Retention Committee (for policy matters only)

Students are selected by the SNA to serve on these committees. If you are interested in serving, nominations occur during the first meeting of the semester. Such activities assist you to grow professionally and help you to develop leadership abilities.

See faculty advisor for any interest in committees or organizations.

HONORS, SCHOLARSHIPS & AWARDS

Bloomsburg Campus Commonwealth University Theta Zeta Chapter of **Sigma Theta Tau**

- i. The School of Nursing at Bloomsburg Campus has a chapter of the International Honor Society of Nursing, Theta Zeta chapter of Sigma Theta Tau.
 - a. Invitation only based on Academic work and scholarly merit

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Please check with the Financial Aid Office for available scholarships.

Section V TIPS FOR SUCCESS & PROGRAM ASSIGNMENTS

Classroom/Clinical Assignments

1. Scholarly Papers and/or Writing Assignments

- a. Writing across the nursing curriculum is emphasized. Each nursing course has either a formal scholarly paper or writing assignment.
- b. Students may request a second reading of their scholarly paper if they receive a grade of D or below. The request must be made within one week of receiving the grade. The student must first meet with the professor grading the paper to discuss areas of the paper in question. The student is expected to provide supportive rationale/documentation for this discussion. If after meeting with the grading professor the issue has not been resolved, the student may request a second reading of the paper by another faculty member of the professor's choice. In order to have a second reading the student must submit written rationale, with supporting references, to the second reader within one week of the meeting with the grading professor. Faculty retains the academic right as to whether or not a grade change is necessary even after a second read. The second read grade, if lower, will stand.

2. Process Recordings

- a. Clinical courses may require at least one process recording of a client. Specific course requirements are given at the beginning of each semester.

3. Oral Presentations

- a. As a major program outcome, communication is evaluated by several means. Oral presentations are expected throughout this program. Specific course requirements are given at the beginning of each semester.

4. Nursing Care Plan

- a. Some courses may require a nursing care plan. Clinical requirements will be provided at the beginning of each semester.

To provide effective care, nurses must understand the importance of collaborative empowering communication and the techniques that facilitate as well as hinder the process.

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Section VI APPENDIX: FORMS

COURSE PLANNING GENERIC STUDENTS

GENERAL EDUCATION REQUIREMENTS

A general education is the result of the entire university experience. It should assure broad exposure to areas of study beyond the major to foster a deeper understanding of and appreciation for the world, its possibilities, and the individual's part in it. The General Education program, based on acquiring skills, knowledge, and cultural awareness, will help develop each student's ability to think critically and communicate clearly.

Courses may count for General Education Programs in multiple goals but credits should only be counted once.

For a specific course toward the 120 credit requirement. Please keep track of credits.

Breiner School of Nursing and Simulation Center

Blood Borne Pathogens Exposure, Accident or Injury – Student Nurses

The following procedure will be followed if a Bloomsburg Campus student nurse sustains a blood borne pathogen exposure, i.e. needle stick, or other injury while in the clinical setting or the Simulation Center.

Faculty and Staff:

- Perform basic first aid measures based on injury, such as: wash affected area with soap and water, flush eyes at eye station or with normal saline, apply band-aid, etc.
- Notify Course Coordinator, Clinical Adjunct or Simulation Center Director or Simulation Center Nurse Instructor as soon as possible after an accident or injury has occurred.
- Clinical locations–
 - Non-serious injuries – follow facility protocols; escort the student to the Emergency Department for evaluation if required.
 - Serious injuries – follow facility protocols; check with unit's Charge Nurse/Manager for assistance; call #911 if needed.
- Simulation Center–
 - Non-serious injuries – the student should contact their primary care provider, go to an urgent care clinic. The student may follow-up with Health Services. If after hours or on weekends, refer student to the nearest urgent care location or Emergency Department.
 - Serious injuries – dial 9 + 911 from BU phones or 911 from cell phones and request ambulance from local EMS Service.
- Documentation:
 - Clinical locations – complete facility appropriate Visitor/Non-Employee Accident/Injury form per facility protocol
 - Simulation Center –
 - Bloomsburg Students complete the Commonwealth University Accident/Injury form, and sent to: Safety Officer – Buckingham Maintenance Center (BMC) and send a copy to the department chair

Electronic form: <https://www.commonwealthu.edu/offices-directory/environmental-health-and-safety-ehs>

- Simulation Labs at Mansfield –
 - Mansfield Students complete the Commonwealth University accident/Injury form and send to: Safety Officer – 108 Brooks Maintenance and send a copy to the department chair

Electronic form: <https://www.commonwealthu.edu/offices-directory/environmental-health-and-safety-ehs>

- Faculty and/or Staff should contact the student within 1 – 2 business days to follow-up on the student's status.
 - Summary addendum can be attached to the Accident/Injury form and send a copy to the Nursing Office to be filed in student's record.
 - Return to Work or School form submitted by student must be sent to the Nursing Office to be filed in student's records.
- Student Responsibilities –
 - Immediately notify faculty or staff of any injury sustained.
 - Notify faculty or staff if they will be excused from class/ clinical or Sim Center once initial treatment is complete.
 - Obtain a Return to Work/School form, if applicable, from the health care provider – must include date(s) when student is excused and when student can return to class/clinical or Sim Center. Form is to be given to faculty or staff as soon as possible.
 - Students will provide their health insurance information at Health Services, urgent care center or Emergency Department. **Students are responsible for any medical treatment or other associated costs not covered by their insurance provider.**