EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA

Accreditation, Approval, and Memberships
Of the Department of Nursing

- Accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, (404) 957-5000, a specialized accrediting agency recognized by the U.S. Secretary of Education

- Approved by the Pennsylvania State Board of Nursing

- Member of the Nursing Education Consortium of Northeastern Pennsylvania

- Member of the Pennsylvania Higher Education Nursing Schools Association (PHENSA)

- Xi Beta Chapter of Sigma Theta Tau, International Nursing Honor Society chartered April 1994
Nursing is an art;
and if it is to be made an art,
it requires as exclusive devotion,
as hard a preparation,
as any painter’s or sculptor’s work.

For what is the having to do
with dead canvas or cold marble,
compared with having to do
with the living body --
the temple of God’s spirit?

It is one of the Fine Arts;
I had almost said
the finest
of the Fine Arts.

-Florence Nightingale
DEPARTMENT OF NURSING

STUDENT HANDBOOK

BACHELOR OF SCIENCE
WITH A MAJOR IN NURSING

PREPARED BY
THE DEPARTMENT OF NURSING
EAST STROUDSBURG UNIVERSITY
OF
PENNSYLVANIA
EAST STROUDSBURG, PA 18301

Phone: (570) 422-3474

SUZANNE FISCHER PRESTOY, PhD, RN
CHAIRPERSON
ASSOCIATE PROFESSOR OF NURSING

Reviewed December, 2015; Policies Revised As Indicated

The provisions of this handbook are not to be regarded as an irrevocable contract between the students and the Department. The Department of Nursing reserves the right to change any provisions or requirements at any time within the student’s term of attendance. Students will be notified of any changes in this Handbook. Changes in this Handbook will not be retroactively required, unless there are mandated changes in professional certification, licensure standards or affiliating agency contract requirements.

Notice of Nondiscrimination: East Stroudsburg University of Pennsylvania does not discriminate on the basis of race, color, national origin, religion, sex, disability, age, sexual orientation, gender identity or veteran’s status in its programs and activities in accordance with state and federal laws and regulations. The following person has been designated to handle inquiries regarding this policy: Director of Diversity/Ombudsperson, 200 Prospect St., 115 Reibman Building, East Stroudsburg, PA 18301, (570) 422-3656.
Dear East Stroudsburg University Student Nurses,

Welcome you to the nursing program! We are committed to making your college experience at ESU a successful one. The Nursing Department professors, secretary and Student Nurse Association (SNAP) leaders are all available to assist you as you progress through the program.

Please review this Student Handbook. It contains important information regarding academic and clinical expectations, student resources, and scholarship opportunities. Students are required to be familiar with the content of the Student Handbook, and are held accountable for adhering to the standards and policies. We look forward to your active participation in the ESU learning experience and encourage your thoughtful comments about the nursing program, and this handbook.

You are entering a challenging and exciting profession. We feel privileged that you are beginning that journey with us at East Stroudsburg University.

My very best wishes for your successful student experience.

Sincerely,

Suzanne Fischer Prestoy, PhD. RN
Associate Professor
Nursing Department Chair
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SECTION I

STRUCTURE AND GOVERNANCE

A. Mission Statements
B. Organizational Structure and Governance
A. MISSION STATEMENTS

1. EAST STROUDSBURG UNIVERSITY MISSION AND OBJECTIVES

   EAST STROUDSBURG UNIVERSITY MISSION

   East Stroudsburg University of Pennsylvania will provide:
   - challenging and contemporary undergraduate and graduate curricula that engage and equip students to critically appraise and apply knowledge in their lives and chosen fields of study
   - a learning community that promotes diversity and views teaching as the university's primary focus
   - varied opportunities for student and faculty research, creative endeavors and involvement in public service
   - leadership and service in the educational, cultural and economic development of the region.

   Values Statement

   We are committed to the principles of intellectual integrity, freedom of expression, the fair and equal treatment of all, good citizenship, environmental stewardship, and accountability for our actions and the resources entrusted to us.

2. COLLEGE OF HEALTH SCIENCES MISSION

   The mission of the College of Health Sciences is to provide opportunities for undergraduate and graduate students to develop knowledge and skills in the disciplines of health education, movement studies and exercise science, nursing, public health, safety and speech pathology and audiology. The mission is in response to the nation's concern for healthy persons and healthy communities and to students interested in careers in health and human performance areas.

3. DEPARTMENTAL MISSION STATEMENT

   The Department of Nursing will provide the educational preparation for the baccalaureate graduate to succeed as a competent professional nurse in a rapidly changing global society with complex health care needs. This educational preparation recognizes person-centered care as the central focus of nursing which includes the roles of the nurse as practitioner, teacher, scholar and leader.

   The Department of Nursing will provide a dynamic teaching-learning climate which is conducive to life-long learning, fosters the spirit of inquiry and provides learning experiences that facilitate personal growth and promote cultural sensitivity, ethical decision-making and involvement in community service learning. The faculty is committed to an academic environment of honesty, responsibility, accountability, and integrity.
B. ORGANIZATIONAL STRUCTURE AND GOVERNANCE

1. ORGANIZATION OF EAST STROUDSBURG UNIVERSITY

Faculty participation in the governance of East Stroudsburg University is described in the Collective Bargaining Agreement document between the Association of Pennsylvania State Colleges and University Faculties (APSCUF) and the State System of Higher Education (SSHE). Utilizing a committee structure, the University attempts to provide an environment in which there is open communication between faculty, students and administration on matters relating to the governance of the institution.

The Student Senate serves as the official voice of the student body at East Stroudsburg University. All students are encouraged to participate in and attend meetings of the following working committees of the Student Senate: Academic Affairs, Budget, Community Affairs, Elections and Publicity, Extra-Curricular Affairs, Student Affairs, Executive Officers and Student Senators.

The organizational structure of the University can be found in the Appendix pg. 53.

Revised 8/2010

2. ORGANIZATION OF THE COLLEGE OF HEALTH SCIENCES

The Department of Nursing is one of six Departments that make up the College of Health Sciences. The other five Departments are Health, Speech Language Pathology, Athletic Training, Exercise Science, and Physical Education.

According to the Collective Bargaining Agreement each Department has an elected Chairperson who:

“Directs the activities of the department, subject to the approval of the Dean/Director. He/she is responsible to the Dean/Director for the development of departmental plans, guidelines and internal office operation; he/she directs the department’s administrative organization and may delegate authority and assign responsibility as appropriate; and he/she represents the academic discipline both on and off campus either personally or by designation of departmental representatives.

“The department chairperson is also responsible for recommending to the Dean/Director such matters as personnel actions, curricular changes, course offerings, teaching assignments and the department budget.

“In all phases of department affairs, the chairperson should be sensitive to and reflect, but not be restricted to, majority department faculty sentiment.

Revised 12/2015
3. ORGANIZATION OF THE NURSING DEPARTMENT

The Chairperson is the chief administrator of the nursing unit and reports to the Dean of College of Health Sciences. (See ESU Organizational Chart, Appendix 8)

With input from students, the faculty organization is operationalized through five Departmental Committees including: Admission, Progression, and Graduation (APG); Curriculum (CC); Promotion, Evaluation & Tenure (PET); and Program Evaluation Committee (PEC, and Search (SC). The individual Committees report their appropriate observations and/or recommendations to the faculty as a whole. Conversely, the faculty as a whole frequently refers complex issues to the appropriate committee for study and recommended course of action. See the Appendix for a list of nursing faculty and the organizational structure of the Department of Nursing. As reflected in the departmental bylaws, students are formally included on departmental committees and clinical/community affiliation members offer input and feedback on program effectiveness through various outlets and events that are scheduled by the department yearly.

Revised 12/2015
SECTION II

BACCALAUREATE PROGRAM OF STUDY

A. Curriculum
B. Bachelor of Science Degree Requirements
C. University Requirements
BACCALAUREATE PROGRAM

A. CURRICULUM

1. DEPARTMENTAL PHILOSOPHY

The Faculty of the East Stroudsburg University Department of Nursing believes that the central focus of the practice of nursing is client-centered caring, which helps promote, maintain, and/or restore maximum health.

The faculty believes that professional nursing continually responds to the changing health needs of society. Nurses’ roles will continue to evolve toward more complex, interdependent and independent levels of practice. As nursing theory and research continue to develop, and as society continues to change, professional nursing will provide leadership and service in the health care field. Social, political and legal forces, as well as new consumer demands, call for greater responsibility and accountability on the part of the profession of nursing and the individual practitioner. Accountability includes not only direct client-nurse interaction but also accountability for quality and cost of health care, and accountability for health policy development and implementation.

We believe that outcomes-based education is important in preparing nurses to assume evolving responsibilities and to function collaboratively with other health disciplines. Quality is maintained through continual program evaluation. Competence in affective, cognitive and psychomotor skills is essential in the educational program to prepare today’s nurses to assume a role in defining the realm of professional nursing practice for the future.

In order to prepare this nurse, knowledge is essential relative to persons, environment, health, and professional nursing. The nursing faculty at East Stroudsburg University believes that:

(1) Persons are holistic, influenced by the interaction of biological, psychosocial, cultural and spiritual processes. Persons are open systems, interacting with external, and within internal environments. We believe that persons across the life span have the capacity for growth, development, and increased complexity. A person is viewed as self-directed, goal-oriented and accountable.

(2) Environment is a space composed of parts which are growing, developing and changing. These parts are matter, energy and ideas. There exist both internal and external environments. The internal environment is composed of the interacting parts of a system, and all that is external to its boundary is defined as the external environment. Communication is the process by which ideas, matter and energy are exchanged within and between internal and external environments. Perception of internal and external environments is unique, influenced by culturally diverse beliefs, values and past experiences for each person, group or community.
(3) Health is a dynamic process in the life cycle of a person, implying continuous interaction with the internal and external environments. Health is perceived differently by each person or group, according to values and belief systems. Optimum health incorporates a client's right and responsibility to self-care, and requires the use of energy and resources to achieve maximum potential for daily living. Health problems exist when there are disturbances in physiological, psychosocial and/or spiritual integrity. Health and health problems may coexist in persons as individuals or collectively, as groups.

(4) Nursing is the therapeutic use of self, scientific knowledge, research and skills directed toward promotion and maintenance of optimum health. The practice of professional nursing includes caring, competence, commitment, collaboration, accountability, autonomy and self-regulation. The professional nurse is a person who has a foundation in the arts and sciences as well as the discipline of nursing from an institution of higher learning, and who has been socialized into the profession of nursing. The professional nurse is skilled in the use of communication and critical thinking to intervene therapeutically through the interpersonal process. The nurse bases actions on standards of practice and contributes to professional societies and organizations. The role of the nurse as educator, researcher, care giver, advocate, manager, and leader is operationalized through the nursing process which emphasizes caring, communication, and critical thinking.

The faculty believes that learning is a dynamic and life-long process which is achieved by active, direct participation in learning in didactic, experiential, and service learning situations. Learning is the acquisition, internalization, and incorporation of knowledge, skills, and attitudes through the use of problem solving, critical thinking, and creative thinking. Learning results in the development of insight and behavioral change.

We believe that the teaching-learning relationship between nursing faculty and each student is reciprocal. Faculty are responsible for providing a climate conducive to life-long learning, fostering the spirit of inquiry, and providing learning experiences that facilitate personal and professional growth. We believe that a diverse student and faculty population enhances opportunities for learning. Faculty are knowledgeable in their respective fields, serve as professional role models, and are expected to maintain expertise through scholarly activities and service.

Nursing student-learners have the responsibility to participate in the learning process by demonstrating abilities to collaborate with others and to become increasingly goal-oriented and self-directed in their pursuit of the knowledge and skills of the professional nurse.

Revised 7/30/99; 2/21/00, 12/2015
2. EXPLANATION OF THE CONCEPTUAL FRAMEWORK OF THE DEPARTMENT OF NURSING

The conceptual framework of the curriculum is derived from the mission and philosophy of the baccalaureate program in nursing at East Stroudsburg University.

The program’s philosophy is operationalized through the major concepts of person, environment, health and nursing. These concepts are interrelated through the program’s perspective of systems theory. The program’s systems theory perspective is influenced by nurse theorist, Betty Neuman, and guided by the National League of Nursing Education Competencies Model (2010).

The Department of Nursing’s systems theory perspective expresses the following ideas:

1. Openness of boundaries, permitting exchanges within and among persons and their environments.
2. Influence of parts upon the whole, and of whole systems upon the parts.
3. Patterns, which enable function and health status to be identified.
4. Change in pattern and organization, over time, through interactions in internal and external environments.
5. Exchange of matter, energy and/or ideas.
7. Increasing complexity; development through increased interactions.

The systems theory perspective assumes that persons and their relationships are the central focus of nursing. This perspective explains how persons change and evolve as they interact with their environments over time. Health and health problems are recognized as patterns reflecting the nature of these relationships within persons and between persons and their environments.

From the interrelationships among the four concepts of person, environment, health and nursing, the following eleven sub concepts emerge, which are developed throughout the curriculum: individual, family, community, caring, communication, critical thinking, leadership/management, optimum health, health problems, internal environment and external environment. The dynamic interaction among the program’s concepts and sub concepts, which are viewed as a unified whole, is illustrated in the conceptual model.
EAST STROUDSBURG UNIVERSITY
DEPARTMENT OF NURSING
CONCEPTUAL MODEL OF THE BACCALAUREATE CURRICULUM

NURSING
Core Values
Critical Thinking/Reasoning
Communication
Leadership/Management
Spirit of Inquiry

PERSON
Individual
Family
Community
Global Society
Human Flourishing

HEALTH
Optimum Health
Health Problems

ENVIRONMENT
Internal
External
CONCEPTUAL MODEL DEFINITION OF TERMS

A. PERSON
The client system, which can be the individual, a family, community or other group, community is a composite of five interrelated variables:
1. Physical - bodily structure and function
2. Psychological - mental processes and relationships
3. Sociocultural - social and cultural functions
4. Developmental - growth processes of life
5. Spiritual - the continuum from complete unawareness or denial to a consciously developed high level of spiritual understanding. (Neuman, 1995).

Community – A locality-based entity, composed of interdependent systems reflecting social institutions, informal groups, and aggregates, and whose function or expressed intent is to meet a wide variety of collective needs (Stanhope & Lancaster, 2012).

Family – A system comprised of two or more interdependent members which, through a bond, give definition, identity and support to one another. It serves as a mediator between the needs of the members, and the influences of environmental exchange. (Friedman, 2006).

Global Society- the dynamic and constructed setting within which all persons exist and interact. Nursing occurs in the framework of a global society valuing cultural, social, and intellectual diversity while maintaining social responsibility to shape and transform the environment, to improve health, and eliminate health disparities for all people. (Sigma Theta Tau, 2010).

Human Flourishing- the uniqueness, dignity, diversity, freedom, happiness, and holistic health wellbeing of the individual within the larger family, community, and population. The goal of human flourishing is to achieve self-actualization and fulfillment. (NLN, 2010).

B. HEALTH
Definition: the manifestation of living energy available to preserve and enhance system integrity. Health is seen as varying levels within a normal range, rising and falling throughout the lifespan in response to basic structure factors that reflect satisfactory and unsatisfactory adjustments by the client system to environmental stressors. (Neuman, 1995).

Health Problems- an alteration in physical, emotional, mental, social, spiritual, and intellect that limits the ability to function normally without pain. (World Health Organization, 2006).

Optimum Health- the state of complete balance of physical, emotional, social, spiritual and intellectual spheres and not merely the absence of disease or infirmity. (World Health Organization, 2006).
C. ENVIRONMENT
“refers to the conditions or social systems within which the organization’s members act to achieve specific goals” (NLN, 2010).

External Environment- All forces or interaction influences external to or existing outside the defined client system; the source of interpersonal and extra-personal stressors. (Neuman, 1995).

Internal Environment- all forces or interactive influences internal to or contained solely within the boundaries of the defined client system; the source of intrapersonal stressors. (Neuman, 1995).

D. NURSING
1. Altruism: the belief in or practice of disinterested and selfless concern for the well-being of others.

2. Autonomy - the condition or quality of being autonomous, independence, self-governed or the right of self-determination.


4. Communication – A dynamic interactive process which enables participants to assimilate, formulate and convey perceptions, thoughts and feelings. It includes verbal and non-verbal messages, i.e. oral, written, informatics technology. Communication is intrapersonal, transpersonal and interpersonal. Through communication, the nurse makes inferences, develops hypotheses and takes action as to the nature and meaning of the client response and coping (Neuman, 1995).

5. Clinical Judgment- The process of observing, interpreting, responding, and reflecting situated within and emerging from the nurse’s knowledge and perspective. (Tanner, 2006).

6. Clinical Reasoning- the incorporations of three processes: namely, critical thinking, clinical judgment, and integration of best evidence into practice. Nurses must employ these processes as they make decisions about clinical care, the development and application of research and the broader dissemination of insights and research findings to the community, and management and resource allocation (NLN, 2010; Melnyk & Fineout-Overholt, 2011).

7. Critical Thinking – identifying, evaluating, and using evidence to guide decision making by means of logic and reasoning.
8. **Diversity** – recognizing differences among “persons, ideas, values, and ethnicities” while affirming the uniqueness of each. (NLN, 2007).

9. **Ethics** - reflective consideration or personal, societal, and professional values, principles, and codes that shape nursing practice. (NLN, 2010).

10. **Evidence-based practice** - the conscientious, explicit, and judicious use of theory-derived, research-based information in making decisions about the care delivery to individuals or groups of patients, in consideration of individual values and preference to achieve desired patient outcomes (Ingersoll, 2000).

11. **Excellence** - “creating research based clinical expertise, and implementing transformative strategies with daring ingenuity” (NLN, 2007).

12. **Holism** - “the culture of human caring in nursing and health care that affirm the human person as the synergy of unique and complex attributes, values, and behaviors, influenced by that individual’s environment, social norms, cultural values, physical characteristics, experiences, religious beliefs and practices, and moral and ethical constructs, within the context of a wellness-illness continuum” (NLN, 2010).

13. **Integrity** - “respecting the dignity and moral wholeness of every person without conditions or limitations”. (NLN, 2007).

14. **Leadership** – The ability to influence others and to undertake actions to attain desired goals. Leadership encourages openness to creative solutions, which will bring about effective change by generating enthusiasm.

15. **Management** – The maintenance of existing structures and procedures. Management tasks include planning, organizing, directing and controlling available resources in order to provide the most effective care possible to clients, families and communities.

16. **Patient-Centeredness** - an orientation to care that incorporates and reflects the uniqueness of an individual patient’s background, personal preference, culture, values, traditions, and family. (NLN, 2010).

17. **Quality and Safety** - the degree to which health care services 1) are provided in a way consistent with current professional knowledge: 2) minimize the risk of harm to individuals, populations, and providers; 3) increase the likelihood of desired health outcomes; and 4) are operationalized from an individual, unit, and system perspective. (NLN, 2010).

18. **Social Justice** - The fair and proper administration of laws conforming to the natural law that all persons, irrespective of ethnic origin, gender, possessions, race, or religion, are to be treated equally and without prejudice.
19. **Spirit of Inquiry** - a persistent sense of curiosity that informs both learning and practice. A nurse infused by a spirit of inquiry that will raise questions, challenge traditional and existing practices, and seek creative approaches to problems. A spirit of inquiry in nursing engenders innovative thinking and extends possibilities for discovering novel solutions in ambiguous, uncertain, and unpredictable situations. (NLN, 2010).

20. **Systems Thinking** - the emphasis on the examination of patterns and relationships within the unpredictable and chaotic environment of health care delivery. (NLN, 2010).

21. **Therapeutic Nursing Interventions** - The response of the nurse to the client’s health care needs and nursing diagnoses. This intervention is based on scientific rationale and clinical judgment. The nurse responds in a caring, compassionate, timely manner to benefit the client, relieve suffering and/or provide comfort. These interventions are performed independently or interdependently. 

*Revised 9/2013, Reviewed 5/11/00; 5/22/01; 5/21/02; 7/10/08, 8/2010, 12/2015*

### B. BACCALAUREATE DEGREE REQUIREMENTS

1. **Bachelor of Science Degree (BS)**

   The Department of Nursing offers a program of study leading to the Bachelor of Science degree and is accredited by the **Accreditation Commission for Education in Nursing (ACEN)**, 3343 Peachtree Road, Suite 850, Atlanta, GA and the Pennsylvania State Board of Nursing, Harrisburg, Pennsylvania. East Stroudsburg University is also accredited by the Commission of Higher Education of the Middle States Association of Colleges and Schools. The program involves a foundation of liberal education with basic preparation in professional nursing. In addition to credits that are earned in residence at East Stroudsburg University, credits may be awarded through the transfer process and/or advanced placement (East Stroudsburg University Undergraduate Catalog, Department of Nursing Student Handbook.)

   The last 32 credits must be taken at East Stroudsburg University unless a waiver is granted. Credits earned through advanced placement or “credit by examination” do not qualify for these 32 semester hours.

   *Revised 9/2013, Reviewed 5/11/00; 5/22/01; 7/10/08, 8/2010, 12/2015*

2. There are two categories of students enrolled in the Bachelor of Science Program: generic, and registered nurse (RN). Generic students are those who are not registered nurses (freshman students, internal and external transfer students and second degree students). A typical curriculum plan for each category of student follows on the next 2 pages.
### FRESHMAN YEAR – FALL

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<tr>
<td>MATH 110 General Statistics</td>
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<tr>
<td>PSY 100 General Psychology</td>
<td>3</td>
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<tr>
<td>Univ Studies 100 / First Year Experience</td>
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<tr>
<td>ENG 103 English Composition</td>
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<td>BIOL 461 Mech of Dis (Lab)</td>
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<tr>
<td>ELECTIVE Gen Ed</td>
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<tr>
<td>NURS 211 Hlth Assess for Nurses (Lect)</td>
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</tr>
<tr>
<td>NURS 212 Hlth Assess for Nurses (Lab)</td>
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</tr>
<tr>
<td>NURS 213 Theoretical Foundations of Nurs Prac (Lect)</td>
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</tr>
<tr>
<td>NURS 214 Foundations of Nurs Prac (Clin)</td>
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<tr>
<td><strong>Subtotal</strong></td>
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### JUNIOR YEAR – FALL

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<td>NURS 311 Hlth Tran 1 Middle Adult (Lect)</td>
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</tr>
<tr>
<td>NURS 312 Hlth Tran 1 Middle Adult (Clin)</td>
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<tr>
<td>NURS 313 Transitions in Mental Health (Lect)</td>
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<td>NURS 314 Nursing Care of Patients Experiencing Transitions in Mental Health (Clin)</td>
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### SENIOR YEAR – FALL

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<td>NURS 411 Hlth Tran 3 – Complex Illness (Lect)</td>
<td>2</td>
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<tr>
<td>NURS 412 Nursing Care of Adults with Complex Illness</td>
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<td>NURS 413 Hlth Tran Older Adult (Lect)</td>
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<tr>
<td>NURS 415 Nursing Care Simulation III</td>
<td>1</td>
</tr>
<tr>
<td>ELECTIVE Gen Ed</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE Gen Ed</td>
<td>3</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

### SPRING

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 118 / 119 Anatomy and Physiology II for Health Professions with Lab</td>
<td>4</td>
</tr>
<tr>
<td>SOC 102 Introduction to Cultural Diversity</td>
<td>3</td>
</tr>
<tr>
<td>CMST 111 Introduction to Communication (Speech)</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 105 HEALTH PROMOTIONS &amp; WELLNESS</td>
<td>3</td>
</tr>
<tr>
<td>ELECTIVE Gen Ed</td>
<td>3</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

**Not required for students who transfer a microbiology course.**

Prospective students should note that there are restrictions on Licensure due to felony convictions related to controlled substances. For additional information, please contact the Nursing Department at (570) 422-3474. **TIME LIMIT FOR COMPLETING THE PROGRAM OF STUDY** – All requirements for the degree in the nursing program must be completed within seven years from the date students begin their studies. Exceptions to this requirement may be approved by the department if extenuating circumstances exist. I have received a copy of this “Curriculum Plan” of the ESU Nursing Program. I have read and understand the plan, and agree to follow it during my enrollment in the ESU Nursing Program. I have also read the reverse side and understand the Substance Abuse Policy.

**Student’s Signature** ____________________________________________ Date ____________________

Program Requirements:

All students must complete at least 120 credits and program requirements to meet the following categories of coursework through transferred courses or courses offered onsite or online through ESU. All required course listed below will be provided through ESU either onsite or in an online format. Students must take a minimum of 30 credits at ESU. At least 30 credits must be at the 300/400 level.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Courses</td>
<td>22</td>
</tr>
<tr>
<td>General Education</td>
<td>50</td>
</tr>
<tr>
<td>Electives / Psychology Minor*</td>
<td>9/18*</td>
</tr>
<tr>
<td>Nursing Transferred Courses</td>
<td>39/30</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>120/120 Credits</strong></td>
</tr>
</tbody>
</table>

Nursing Courses (22 credits)

- NURS 211 Health Assessment For Nurses (Lecture) (2cr)
- NURS 212 Health Assessment For Nurses (Lab) (1cr)
- NURS 220 Nutrition and Diet Therapy (3cr)
- NURS 309 Dynamics of Nursing Practice (3cr)
- NURS 310 Introduction to Evidence Based Nursing Practice (2cr)
- NURS 420 Synthesis of Nursing Knowledge (3cr)
- NURS 426 Nursing Leadership and Management (Lecture) (2cr)
- NURS 427 Nursing Leadership and Management (Clinical) (2cr)
- NURS 428 Nursing Care of Diverse Populations in Community (Lecture) (2cr)
- NURS 429 Nursing Care of Diverse Populations in Community (Clinical) (2cr)
3. PROGRAM OUTCOMES

At the completion of the ESU Nursing Program, Students will be able to:

1. Function within the multiple roles of the professional nurse in a global society utilizing systems theory to promote human flourishing as defined by the National League of Nursing.

2. Demonstrate effective verbal and non-verbal, written, and technological medicated communication and teaching skills in the delivery and documentation of safe effective nursing care.

3. Utilize critical thinking skills as the foundation for clinical problem-solving and clinical reasoning that include assessment, analysis, planning, implementation, and evaluation.

4. Exhibit accountability in the provision of nursing care which reflects the core values of the profession including self-awareness, caring, competence, cultural diversity, leadership, legal and ethical decision making, and interdisciplinary collaboration.

5. In keeping with the spirit of inquiry and self-discovery, evaluate the effectiveness of evidence-based practice through the integration of technology and health literacy to facilitate the acquisition of knowledge needed to promote optimum outcomes.
East Stroudsburg University General Education Program Student Learning Outcomes

I. Demonstrate an understanding of their role as citizens of a diverse, global society.
II. Utilize critical thinking skills.
III. Communicate orally, in writing, and through other formats.
IV. Demonstrate information literacy and technological skills.
V. Employ scientific reasoning and quantitative skills when analyzing the world in which they live.
VI. Create/critique various forms of artistic expression.
VII. Demonstrate understanding of and apply various models of healthy development of the whole person.
**EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA**  
**NURSING PROGRAM /LEVEL OUTCOMES**  
**STUDENT LEARNING METHODS OF EVALUATION**

*Timeline for Assessments: Bi-Annually Dec/May*

<table>
<thead>
<tr>
<th>PROGRAM OUTCOME</th>
<th>UNIVERSITY STUDENT OUTCOME</th>
<th>SOPHOMORE LEVEL OF OUTCOME ATTAINMENT</th>
<th>JUNIOR LEVEL OF OUTCOME ATTAINMENT</th>
<th>SENIOR LEVEL OF OUTCOME ATTAINMENT</th>
</tr>
</thead>
</table>
| 1. Function within the multiple roles of the professional nurse in a global society utilizing systems theory to promote human flourishing.* | Goal 1: Demonstrate an understanding of their role as citizens of a diverse, global society.  
- Develop a familiarity of world cultures by learning about historical, social, political and economic processes.  
- Demonstrate tolerance for diverse views and perspectives.  
- Promote human equality at the personal and social level through participation in active methods.  
- Demonstrate an awareness of their roles and responsibilities as citizens as a global community and an understanding of global interconnectedness. | Students will be able to:  
1. Identify the focus and scope of professional nursing.  
2. Discuss the relevance of some of the principles of systems theory to the practice of professional nursing.  
3. Identify the assumptions and consequences of the worldview known as systems theory.  
4. Identify the goals and purpose of the nursing profession and qualities demanded of the professional nurse.  
5. Define the concepts of global health.  
6. Describe the development of nursing in relationship to changing health needs of society.  
**Student Learning Methods of Evaluation:**  
Assessment Technologies Institute (ATI) Standardized testing modules;  
- Achieve  
- Nurse Logic  
- Fundamentals of Nursing  
- Self-Assessment Inventory  
- Nursing Care of Children  
- Nutrition  
**Writing Samples:**  
Sophomore level clinical journals, Case Plans and Concept Maps graded on a rubric. | Students will be able to:  
1. Integrate the concepts of systems theory throughout the continuum of health to clients in both acute community settings.  
2. Discuss models of health delivery systems in relationship to economics, politics, cultural, and global influences.  
3. Use concepts of systems theory to explore the influences of nursing research in the health care system.  
4. Identify the roles and responsibilities of the beginning professional nurse in providing care, assisting in research, teaching, and leadership.  
5. Share the responsibility for the restoration and maintenance of optimum health of the individual with other members of the health care team.  
6. Demonstrate safety and competence in implementation of psychomotor skills.  
7. Analyze personal attitudes and values related to the nursing profession.  
**Student Learning Methods of Evaluation:**  
ATI standardized testing Modules:  
- Pharmacology  
- Nurse Touch – The Leader  
- Community Health Nursing  
- Nursing Care for Medical-Surgical  
- Learning Systems; Gerontology  
- Leadership and Management  
- Comprehensive Predictor Exams  
**Writing Samples**  
Senior level clinical journals, Care Plans and Concept Maps graded on a rubric.  
**Case Studies:** Standardized and instructor developed. “Think-aloud” exercises. | Students will be able to:  
1. Evaluate the role and image of the professional nurse in relation to the changing health care system.  
2. Explore global career opportunities available to the baccalaureate prepared nurse.  
3. Establish long and short term goals to continue personal and professional development.  
4. Accept accountability and responsibility for continual development as a professional nurse.  
5. Demonstrate the ability to self-evaluate personal and professional growth.  
6. Utilize systems theory to examine complex patterns of human flourishing.  
**Student Learning Methods of Evaluation:**  
ATI standardized testing modules:  
- Pharmacology  
- Nurse Touch – The Leader  
- Community Health Nursing  
- Nursing Care for Medical-Surgical  
- Learning Systems; Gerontology  
- Leadership and Management  
- Comprehensive Predictor Exams  
**Writing Samples**  
Senior level clinical journals, Care Plans and Concept Maps graded on a rubric.  
**Case Studies:** Standardized and instructor developed. “Think-aloud” exercises. |
**Case Studies:** Standardized and instructor developed “Think aloud” exercises.

**Course Exams:** instructor designed multiple choice/essay tests.

**Class presentations:** graded on a rubric.

**Course Grades – Class of 2016-2019:** Students achieving a minimal course grade of “C” (74%-77%) to pass course.

**Course Grades: Class of 2020:** Students achieving a minimal course grade of “B” (84%-87%) to pass course.

**Student Course Evaluations:** 80% of students will rate sophomore level courses as satisfactory.

**Clinical Performance Evaluation:** meeting course objectives satisfactory based on faculty observation and weekly written feedback.

**Writing Samples**
Junior level clinical journals, graded on a rubric. Concept Maps graded on a rubric.

**Case Studies:** Standardized and instructor developed “Think aloud” exercises.

**Course Exams:** instructor designed multiple choice/essay tests.

**Class presentations:** graded on a rubric.

**Course Grades: Class of 2016-2019** Students achieving a minimal course grade of “C” (74%-77%) to pass course.

**Course Grades: Class of 2020:** Students achieving a minimal course grade of “B” (84%-87%) to pass course.

**Student Course Evaluations:** 80% of students will rate junior level courses as satisfactory.

**Clinical Performance Evaluation:** meeting course objectives satisfactory based on faculty observation and weekly written feedback.

**Nursing Care Clinical Simulations:** Students passing based on performance rubric.

**Course Exams:** instructor designed multiple choice/essay tests.

**Class presentations:** graded on a rubric.

**Course Grades: Class of 2016-2019:** Students achieving a minimal course grade of “C” (74%-77%) to pass course.

**Course Grades: Class of 2020:** Students achieving a minimal course grade of “B” (84%-87%) to pass course.

**Student Course Evaluations:** 80% of students will rate senior level courses as satisfactory.

**Clinical Performance Evaluation:** meeting course objectives satisfactory based on faculty observation and weekly written feedback.

**Nursing Care Clinical Simulations:** Students passing based on performance rubric.

**NURS 420 Synthesis of Nursing Knowledge Capstone Project:** Students passing capstone project based on rubric.
<table>
<thead>
<tr>
<th><strong>NURSING PROGRAM OUTCOME</strong></th>
<th><strong>UNIVERSITY STUDENT OUTCOME</strong></th>
<th><strong>SOPHOMORE LEVEL</strong></th>
<th><strong>JUNIOR LEVEL</strong></th>
<th><strong>SENIOR LEVEL</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Demonstrate effective verbal and non-verbal, written, and technological mediated communication and teaching skills in the delivery and documentation of safe effective nursing care.</td>
<td><strong>Goal 3</strong> Communicate orally and in writing and through other formats.</td>
<td>1. Identify the intrapersonal and transpersonal elements of communication essential to the helping relationship.</td>
<td>1. Demonstrate principles of teaching/learning to effectively educate clients throughout the life continuum.</td>
<td>1. Apply therapeutic communication methods and interviewing skills to enhance the delivery of care and establish trust.</td>
</tr>
<tr>
<td></td>
<td><strong>Goal 4</strong> Demonstrate information literacy and technological skills.</td>
<td>2. Demonstrate interview skills necessary for taking a comprehensive health history.</td>
<td>2. Use therapeutic communication methods and interviewing skills to enhance the delivery of care and establish trust.</td>
<td>2. Apply and evaluate principles of teaching/learning to effectively educate clients throughout the life continuum.</td>
</tr>
<tr>
<td></td>
<td>● Acquire relevant information from a variety of resources through reading comprehension and accurate application of concepts.</td>
<td>3. Communicate terms commonly used to describe normal and abnormal findings.</td>
<td>3. Demonstrate client focused verbal and written communication skills in collaborative interactions.</td>
<td>3. Integrate the concepts of care, compassion, mutual respect and professional role boundaries into all aspects of the therapeutic relationship.</td>
</tr>
<tr>
<td></td>
<td>● Use oral and written forms of communication to demonstrate the ability to engage in higher order thinking skills such as evaluation, synthesis and critique.</td>
<td>4. Demonstrate awareness of bioethical issues and accountability as they relate to safe care, patient rights, and accurate documentation.</td>
<td>4. Apply principles of bioethical issues and accountability as they relate to safe care, patient rights, and accurate documentation.</td>
<td>4. Use effective communication strategies to actively participate as a member of the health care team.</td>
</tr>
<tr>
<td></td>
<td>● Engage in effective communication through various formats such as in-person, written, spoken, aesthetic, kinesthetic, and technology based methods.</td>
<td>5. Demonstrate the effect of professional role boundaries in the maintenance of a therapeutic relationship.</td>
<td>5. Demonstrate the effect of professional role boundaries in the maintenance of a therapeutic relationship.</td>
<td>5. Apply client focused verbal and written communication skills in collaborative interactions.</td>
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<tr>
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<td>6. Exhibit the ability to succinctly and accurately convey comprehensive patient information to members of the health care team.</td>
<td>6. Exhibit the ability to succinctly and accurately convey comprehensive patient information to members of the health care team.</td>
<td>6. Appraise the effect of bioethical issues and accountability as they relate to safe care, patient rights, and accurate documentation.</td>
</tr>
<tr>
<td>Student Learning Methods of Evaluation: Assessment Technologies Institute (ATI) standardized testing modules:</td>
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<tr>
<td>---------------------------------------------------------------</td>
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<td></td>
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<tr>
<td>- Achieve</td>
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<tr>
<td>- Nurse Logic</td>
<td></td>
<td></td>
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<tr>
<td>- Fundamentals of Nursing</td>
<td></td>
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<tr>
<td>- Communication Skill module</td>
<td></td>
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<tr>
<td>- Self-Assessment Inventory</td>
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<tr>
<td>- Nursing Care of Children</td>
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<tr>
<td>Writing Samples</td>
<td></td>
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</tr>
<tr>
<td>Sophomore level clinical journals, Care Plans, Process Recordings, and Concept Maps graded on a rubric.</td>
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<tr>
<td>NURS 211/212 Health Assessment for Nurses:</td>
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</tr>
<tr>
<td>Students passing the course project on interviewing and conducting a complete health history graded using a rubric.</td>
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<tr>
<td>NURS 222: Pediatric Health Teaching Project graded on a rubric.</td>
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<tr>
<td>Writing Samples</td>
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</tr>
<tr>
<td>Junior level clinical journals, Care Plans, Process Recordings, and Concept Maps graded on a rubric.</td>
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<td></td>
</tr>
<tr>
<td>NURS 222: Health Assessment for Nurses:</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Students passing the course project on interviewing and conducting a complete health history graded using a rubric.</td>
<td></td>
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<tr>
<td>Case Studies: Standardized and instructor developed. “Think-aloud” exercises.</td>
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<td></td>
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</tr>
<tr>
<td>Course Exams: instructor designed multiple choice/essay tests.</td>
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</tr>
<tr>
<td>Class presentations- graded on a rubric.</td>
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</tr>
<tr>
<td>Course Grades – Class of 2016-2019: Students achieving a minimal course grade of “C” (74%-77%) to pass course.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Course Grades: Class of 2020: Students achieving a minimal course grade of “B” (84%-87%) to pass course.</td>
<td></td>
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</tr>
<tr>
<td>Student Course Evaluations- 80% of students will rate junior level courses as satisfactory.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Learning Methods of Evaluation: Assessment Technologies Institute (ATI) standardized testing modules:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Learning Systems: Communication</td>
</tr>
<tr>
<td>1. Learning Systems: Communication</td>
</tr>
<tr>
<td>2. Nursing Care for Mental Health</td>
</tr>
<tr>
<td>3. Nursing Care for Medical Surgical</td>
</tr>
<tr>
<td>4. Nursing Care for Maternal-Newborn</td>
</tr>
<tr>
<td>5. Pharmacology</td>
</tr>
<tr>
<td>Writing Samples</td>
</tr>
<tr>
<td>Senior level clinical journals, Care Plans, Process Recordings, and Concept Maps graded on a rubric.</td>
</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>Course Grades: Class of 2020: Students achieving a minimal course grade of “B” (84%-87%) to pass course.</td>
</tr>
<tr>
<td>Passing Directed General Education Course- SOC 102 Introduction to Cultural Diversity with a grade of “C” or better (Class of 2016-2019), “B” or better Class of 2020 and beyond</td>
</tr>
<tr>
<td>Student Course Evaluations: 80% of students will rate sophomore level courses as satisfactory.</td>
</tr>
<tr>
<td>Clinical Performance Evaluation: meeting course objectives satisfactory based on faculty observation and weekly written feedback.</td>
</tr>
<tr>
<td>Nursing Care Clinical Simulations- Students passing based on performance rubric.</td>
</tr>
<tr>
<td>NURS 420 Synthesis of Nursing Knowledge Capstone Project: Students passing capstone project based on rubric, Senior Portfolio</td>
</tr>
</tbody>
</table>

Clinical Performance Evaluation- meeting course objectives satisfactory based on faculty observation and weekly written feedback.

Nursing Care Clinical Simulations- Students passing based on performance rubric.

NURS 420 Synthesis of Nursing Knowledge Capstone Project: Students passing capstone project based on rubric, Senior Portfolio.
<table>
<thead>
<tr>
<th>Nursing Program Outcome</th>
<th>University Student Learning Outcome</th>
<th>Sophomore Level Outcomes</th>
<th>Junior Level Outcomes</th>
<th>Senior Level Outcomes</th>
</tr>
</thead>
</table>
| 3. Utilize critical thinking skills as the foundation for clinical problem-solving and clinical reasoning that include assessment, analysis, planning, implementation, and evaluation | **Goal 2:** Utilize critical thinking skills  
**Goal 5:** Apply scientific reasoning to solve problems.  
- Accurately identify a problem or issue  
- Gather information for addressing a problem or an issue.  
- Analyze the information that has been gathered for addressing a problem or an issue.  
- Draw conclusions that are based on an analysis of the information.  
- Clearly communicate resulting conclusions. | 1. Discuss the relevance of concepts derived from humanities, biological, physical, and social sciences to the practice of nursing.  
2. Analyze the relationship of critical thinking to the practice of nursing.  
3. Describe the development of nursing knowledge and practice from late 19th century through the 21st century.  
4. Describe the components of the nursing process.  
5. Demonstrate beginning level skill in the techniques of physical exam: inspection, palpation, percussion and auscultation and therapeutic intervention.  
6. Apply the essential components of clinical competence in the provision of basic and safe patient-centered care.  
7. Apply the essential components of clinical competence in the provision of complex patient-centered care. | 1. Apply the theories and concepts derived from nursing, humanities, biological, physical, and social sciences to the care of clients throughout the life continuum.  
2. Examine the difference and similarities among the nursing process, the research process and the leadership process in nursing.  
3. Integrate evidence from clinical practice to analyze the systematic thinking process applied to clinical decision making in regards to patient care.  
4. Demonstrate utilization of the nursing process to assist clients/individuals in meeting basic needs.  
5. Apply knowledge from prerequisite and co-requisite nursing courses as a foundation for promoting health and self-care with selected clients and families.  
6. Use current evidence to provide rationale for nursing interventions and to manage the care of patients across the lifespan in selected settings.  
7. Apply the essential components of clinical competence in the provision of complex patient-centered care. | 1. Evaluate skill in assessing client’s level of functioning, stating nursing diagnosis, planning objectives, implementing interventions and evaluating nursing care of clients and their families.  
2. Apply and integrate concepts derived from systems theory and the natural and social sciences including physical, cultural, psychosocial, political, economic and spiritual factors to the nursing care of clients and their families.  
3. Demonstrate critical thinking by examining assumptions, implications, consequences of process in the care of clients and their families.  
4. Synthesize knowledge from nursing and liberal education to provide rationale for professional nursing practice with diverse populations.  
5. Integrate evidence, clinical judgment, intra-professional perspectives and patient preferences in the provision and evaluation of care.  
6. Independently identify clinical problems, evaluate best evidence and develop appropriate nursing interventions to achieve good patient outcomes.  
7. Assume responsibility for maintaining clinical competence in patient care settings. |
<table>
<thead>
<tr>
<th>Student Learning Methods of Evaluation:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Assessment Technologies Institute (ATI) standardized testing modules:</td>
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<td>- Achieve</td>
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<td>- Nursing Care of Children</td>
<td>4. Nursing Care for Maternal-Newborn</td>
</tr>
<tr>
<td>- Critical Thinking Quest for Success</td>
<td>5. Critical Thinking Quest for Success</td>
</tr>
<tr>
<td>- Critical Thinking Entrance Exam</td>
<td>6. Pharmacology</td>
</tr>
<tr>
<td>Writing Samples</td>
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</tr>
<tr>
<td>Sophomore level clinical journals, Care Plans, Process Recordings and Concept Maps graded on a rubric.</td>
<td>Junior level clinical journals, Care Plans, Process Recordings, and Concept Maps graded on a rubric.</td>
</tr>
<tr>
<td>Course Exams: instructor designed multiple choice/essay tests.</td>
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</tr>
<tr>
<td>Class presentations- graded on a rubric.</td>
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</tr>
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<td>Clinical Performance Evaluation- meeting course objectives satisfactory based on faculty observation and weekly written feedback.</td>
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<td>Course Grades: Class of 2020: Students achieving a minimal course grade of “B” (84%-87%) to pass course.</td>
<td>Nursing Care Clinical Simulations: Students passing based on performance rubric.</td>
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</tr>
<tr>
<td>Clinical Performance Evaluation- meeting course objectives satisfactory based on faculty observation and weekly written feedback.</td>
<td>NURS 420 Synthesis of Nursing Knowledge Capstone Course and Project: Students passing capstone project based on rubric.</td>
</tr>
<tr>
<td>Nursing Program Outcome</td>
<td>University Student Learning Outcome</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>4. Exhibit accountability in the provision of nursing care which reflects the <strong>core values of the profession</strong> including self-awareness, caring, competence, cultural diversity, leadership, legal and ethical decision making, and interdisciplinary collaboration.</td>
<td>ESU mission statement in part:: East Stroudsburg University of Pennsylvania will provide: 1. Challenging and contemporary undergraduate and graduate curricula that engages and equips students to critically appraise and apply knowledge in their lives and chosen fields of study. 2. A scholarly community that promotes diversity and views teaching as the university’s priority focus. 3. Varied opportunities for student and faculty research, creative endeavors, and involvement in public service. 4. Leadership and service in the educational, cultural, and economic development of the region.</td>
</tr>
</tbody>
</table>
Student Learning Methods of Evaluation:
Assessment Technologies Institute (ATI) standardized testing modules:
1. Achieve
2. Nurse Logic - Fundamentals
3. Self-Assessment Inventory
4. Nursing care of Children
5. Writing Samples

Writing Samples
Sophomore level clinical journals, Care Plans, Process Recordings, and Concept Maps graded on a rubric.

Case Studies: Standardized and instructor developed. “Think-aloud” exercises.

Course Exams: Instructor designed multiple choice/essay tests.

Class presentations: Graded on a rubric.

Course Grades – Class of 2016-2019: Students achieving a minimal course grade of “C” (74%-77%) to pass course.

Course Grades: Class of 2020: Students achieving a minimal course grade of “B” (84%-87%) to pass course.

Student Course Evaluations: 80% of students will rate junior level courses as satisfactory.

Clinical Performance Evaluation: Meeting course objectives satisfactory based on faculty observation and weekly assessment.

Student Learning Methods of Evaluation:
Assessment Technologies Institute (ATI) standardized testing modules:
1. Learning Systems.
2. Nursing Care for Mental Health
3. Nursing Care for Medical Surgical
4. Nursing Care for Maternal-Newborn
5. Pharmacology

Writing Samples
Junior level clinical journals, Care Plans, Process Recordings, and Concept Maps graded on a rubric.

Case Studies: Standardized and instructor developed. “Think-aloud” exercises.

Course Exams: Instructor designed multiple choice/essay tests.

Class presentations: Graded on a rubric.

Course Grades – Class of 2016-2019: Students achieving a minimal course grade of “C” (74%-77%) to pass course.

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Student Course Evaluations: 80% of students will rate junior level courses as satisfactory.

Clinical Performance Evaluation: Meeting course objectives satisfactory based on faculty observation and weekly assessment.

Student Learning Methods of Evaluation:
ATI standardized testing modules:
1. Pharmacology
2. Nurse Touch - The Leader
3. Community Health Nursing
4. Nursing Care for Medical-Surgical
5. Learning Systems; Gerontology
6. Leadership and Management
7. Critical Thinking Exit Exam
8. RN NCLEX Predictor Exams

Writing Samples
Senior level clinical journals, Care Plans, and Concept Maps graded on a rubric.

Case Studies: Standardized and instructor developed. “Think-aloud” exercises.

Course Exams: Instructor designed multiple choice/essay tests.

Class presentations: Graded on a rubric.

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<thead>
<tr>
<th>Student Course Evaluations</th>
<th>Clinical Performance Evaluation</th>
<th>Nursing Care Clinical Simulations</th>
<th>NURS 420 Synthesis of Nursing Knowledge Capstone Course and Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% of students will rate sophomore level courses as satisfactory.</td>
<td>meeting course objectives satisfactory based on faculty observation and weekly written feedback.</td>
<td>Students passing based on performance rubric.</td>
<td>Students passing capstone project based on rubric.</td>
</tr>
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<td>NURS 420 Synthesis of Nursing Knowledge Capstone Course and Project: Students passing capstone project based on rubric.</td>
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</tr>
<tr>
<td>NURS 427 Leadership and Management Clinical</td>
<td>Learning objectives identified by the student based on self-identified learning needs.</td>
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</tr>
<tr>
<td>Nursing Program Outcome</td>
<td>University Student Learning Outcome</td>
<td>Sophomore Level Outcomes</td>
<td>Junior Level Outcomes</td>
</tr>
<tr>
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<tr>
<td>5. In keeping with the spirit of inquiry and self-discovery, evaluate the effectiveness of evidence-based practice through the integration of technology and health literacy to facilitate the acquisition of knowledge needed to promote optimum outcomes.</td>
<td>Goal 4 Demonstrate information literacy and technological skills, Recognize, define, articulate and reevaluate the nature and extent of the information needed. Select and implement appropriate research methods effectively and efficiently to extract information needed. Read and understand factual/literal information to extract ideas and concepts, make inferences, and evaluate information critically. Identify, select, adapt, and apply prior or newly learned information, technology and other tools to accomplish a variety of tasks and communicate findings.</td>
<td>1. Describe the relationship of theory and research to the provision of quality nursing care. 2. Identify the importance of research to clinical practice. Student Learning Methods of Evaluation: ATI standardized testing modules: - Achieve - Nurse Logic - Fundamentals - Nursing Care of Children - Critical Thinking Entrance Exam Writing Samples: Sophomore level clinical journals, Care Plans, Process Recordings and Concept Maps graded on a rubric. Case Studies: Standardized and instructor developed. “Think-aloud” exercises. Course Exams: instructor designed multiple choice/essay tests. Class presentations: graded on a rubric.</td>
<td>1. Define nursing research 2. Articulate the contributions of nursing research to nursing theory and practice. 3. Critically read and evaluate research literature relevant to the provision of patient care. 4. Identify questions that emerge from care of clients that have a research potential. 5. Integrate evidence from clinical practice and current research into patient care. Student Learning Methods of Evaluation: Assessment Technologies Institute (ATI) standardized testing module 1. RN Learning Systems. 2. Nursing Care for Mental Health 3. Nursing Care for Medical Surgical 4. Nursing Care for Maternal-Newborn 5. Pharmacology Writing Samples: Junior level clinical journals, Care Plans, Process Recordings, and Concept Maps graded on a rubric. Case Studies: Standardized and instructor developed. “Think-aloud” exercises. Course Exams: instructor designed multiple choice/essay tests. Class presentations: graded on a rubric.</td>
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</tr>
<tr>
<td>NURS 310 Introduction to Evidence – Based Nursing Practice Course Project- Students passing research application to practice project based on rubric.</td>
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<td></td>
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C. UNIVERSITY REQUIREMENTS

Please refer to the *East Stroudsburg University Undergraduate Catalog* for additional University requirements including basic writing and mathematical skills competency requirements.

1. General Education Requirements: **Class of 2016-2019**

Students are required to complete the General Education curriculum, which was in place at the time of their entry.

2. In addition to completing the requirements for the major field of study, all students are required to complete 50 semester hours in General Education. Students will be assigned a faculty advisor who will provide guidance in planning their academic program. Students are responsible for knowing the requirements for the degree they propose to earn and for arranging their program of study accordingly. A minimum of 120 semester hours is required for graduation.

3. The General Education Curriculum at East Stroudsburg University provides a core of interrelated liberal studies for all students. By design it provides students with knowledge and perspectives and enables them to adopt varied modes of thought and develop specific competencies. Students become prepared to make informed judgments as citizens of this state, this nation, and a global society in which the quantity of information continues to grow.

The 50 semester hours in General Education are distributed in the following manner.

**English Composition** (3 semester hours)
All students are placed in ENGL 090 (Composition Skills) or ENGL 103 (English Composition). Those placed in 090 must take and pass it before they can be admitted to ENGL 103. Students may be exempted from and receive credit for English Composition, ENGL 103, if they meet university English Composition requirements.

**Distributive Electives** (45 semester hours)
Each student must complete at least 15 credits in three areas: Group A – Arts and Letters, Group B – Science, Group C – Social Science. In each group the student may take three subjects and six credits in a fourth subject or three credits in each of five subjects. Courses that satisfy General Education requirements are identified as GE in department course listings. Students should meet with their faculty advisors to plan appropriate choices to meet these requirements. Some GE courses may have specific prerequisites. (See General Education Requirement Tally Sheet Appendix – 1).
General Education Program Requirements  
Class of 2020

In order to satisfy the General Education Program requirements at East Stroudsburg University, a student must: (a) Complete the General Education Core Program and (b) Complete all Cognate Requirements.

General Education Core Program (45 credits)

1. English Composition Requirement (3 credits): Students are required to successfully complete ENGL 103 within their first 45 credits of study at ESU. For the purposes of meeting this requirement, a grade of 'B' or better must be earned. Students that have not successfully completed ENGL 103 within their first 45 credits of study must enroll in ENGL 103 during each subsequent semester until the ENGL 103 requirement is satisfied. For such students, registration in courses beyond 45 credits will be frozen each semester until registration in ENGL 103 occurs.

2. First Year Experience Course Requirement (3 credits): Students are required to successfully complete a certified University wide First Year Experience course prior to the culmination of their first year of study at ESU. Students that have not successfully completed a certified University wide First Year Experience course during their first semester of study at ESU must enroll in one during their second semester of study at ESU. For such students, registration in second semester courses will be frozen until registration in a certified FYE course occurs. Transfer students who transfer at least 24 credits of coursework to ESU are exempted from the First Year Experience requirement.

3. Breadth Requirement (36 credits): Students must earn at least 12 credits in each of the following three areas: Group A: Arts & Letters, Group B: Science, and Group C: Social Science. Within each area, the 12 credits must be earned in at least four distinct categories. At least 3 credits from Group B must come from a course or courses for which “meeting the University Math Competency requirement” is a prerequisite.

4. SLO VII Requirement (3 credits): Students must complete a three credit course certified as meeting the SLO VII Standard. This course must be completed during their first 60 credits of study at ESU. Students that have not successfully completed such a course within their first 60 credits of study must enroll in such a course during each subsequent semester until the SLO VII requirement is satisfied. For such students, registration in courses beyond 60 credits will be frozen each semester until registration in a three credit course meeting the SLO VII Standard occurs.
Cognate Requirements

1. Level II Writing Requirement: Students must complete at least one course designated as meeting GE Standard IXa (Level II Writing Standard). Courses meeting this requirement must be at the 200 or 300 level, and must have ENGL 103 as a prerequisite. Such courses could be offered within students’ major disciplines, or could be writing-intensive courses offered outside of students’ major departments. Successful completion of a designated Level II Writing course in any discipline is sufficient to meet this requirement.

2. Level III Writing Requirement: Students must complete at least one course designated as meeting GE Standard IXb (Level III Writing Standard) Courses meeting this requirement must be at the 300 or 400 level, and must have the successful completion of a designated Level II Writing Course as a prerequisite. Often, such courses would be offered within the students’ major disciplines and would be required by their degree programs. Senior Seminars and Capstone Courses of all varieties are ideal candidates for Level III writing status.

3. Student Learning Outcome I Requirement: Students must complete at least one course designated as meeting GE Standard I (Student Learning Outcome I Standard).

4. Student Learning Outcome III (Communication) Requirement: Students must complete at least one course designated as meeting GE Standard III (Student Learning Outcome III Standard, also known as the “Communication” Standard).

5. Student Learning Outcome IV (Information Literacy and Technological Skills) Requirement: Students must complete at least one course designated as meeting GE Standard IV (Student Learning Outcome IV Standard, also known as the “Information Literacy and Technological Skills Standard”).

6. Student Learning Outcome VI (Create or Critique) Requirement: Students must complete at least one course designated as meeting GE Standard VI (Student Learning Outcome VI Standard, also known as the “Create or Critique” Standard)
General Education Program Summary

Breadth Requirement 36 Credits
Students must earn at least 12 credits in each of the following three areas: Group A: Arts & Letters, Group B: Science, and Group C: Social Science. Within each area, the 12 credits must be earned in at least four distinct categories. At least 3 credits from Group B must come from a course or courses for which “meeting the University Math Competency requirement” is a prerequisite.

Arts and Letters (Group A) (12 Credits of above)
1. English Language and Literature
2. Fine Arts – Art, Communication Studies, Dance, Music, and Theatre
3. Modern Languages
4. Performing Arts – Communication Studies, Dance, Music, and Theatre
5. Philosophy

Science (Group B) (12 Credits of above)
1. Biology
2. Chemistry
3. Computer Science
4. Mathematics
5. Physics
6. Psychology

Social Science (Group C) (12 Credits of above)
1. Economics
2. Geography
3. History
4. Political Science
5. Sociology

English Composition (ENGL 103) 3 Credits
First Year Experience Course 3 Credits
Student Learning Outcome VII Course 3 Credits

Total Liberal Studies Core Credit Requirement 45 credits
SECTION III

SERVICES AND INSTRUCTIONAL RESOURCES

A. Instructional Services/Resources
B. Assessment Technologies Institute (ATI)
A. INSTRUCTIONAL SERVICES/RESOURCES

1. Departmental Learning Laboratory

Hours and Responsibilities:

The Department of Nursing’s Learning Laboratory, Room 104, DeNike Center, is available for student use based on availability. Faculty will make the Learning Laboratory available to students based on course assignments and student requests.

Student’s wishing to borrow learning lab materials may do so upon approval of course faculty coordinator.

2. Computer Laboratory

There are computer laboratories serving the University community. These labs are listed on the ESU website. (See Computing Communication Services).

3. Library

Kemp Library provides students with opportunities to acquire, process and apply information in pursuit of their academic and career goals. Library faculty and staff offer a wide variety of traditional and innovative services. Library faculties provide a full program of library instruction and are available to assist you with your research needs. While the library continues building and sharing its print collections, it also provides digital e-books and electronic course reserves for students and faculty. The library licenses a wide variety of full-text and indexing databases, most of which are accessible both on and off campus.

The library subscribes to journals in both print and full-text electronic formats that specifically support the nursing curriculum. The scope of these journal resources available to nursing students is complemented by resources targeted towards other majors at East Stroudsburg University such as psychology and social and community health. Articles can be located using the library’s databases which can be accessed from the Kemp Library homepage.

Interlibrary Loan (ILL) is a service that students can use to obtain materials that are not available in Kemp Library in either print or electronic format. This service greatly enhances the materials to which students have access. Before submitting an ILL request, please be sure the item is not available through the library by checking both print and electronic holdings. A reference librarian can help you with this, should you need assistance.

Book titles can be searched using the online catalog located on the Kemp Library home page.

Rounding out the collection, Kemp Library is a depository for United States federal and Pennsylvania state government documents.

Revised 8/2011
I. What is ATI?

ATI is a focused remediation resource, designed to enhance student success on NCLEX. The school chosen under Institution Info is listed as East Stroudsburg U. The cohort assignment is set up online. Students create an account and navigate to the ATI website to process their payment code, cohort code and amount of payment due at (http://student.atitesting.com) by the deadline assigned by ATI instructor / Director / and Regional Manager to hand out or e-mail students. Faculty members are committed to promoting your academic success. The ESU Nursing Program integrates ATI materials across the curriculum for all nursing students. These required ATI tools, in addition to nursing program course content and clinical experiences, assist students to:

- Access and develop critical thinking skills
- Recognize and evaluate learning styles
- Review critical nursing concepts and skills
- Identify areas of content learning needs
- Create target remediation plans to master nursing concepts and skills
- Prepare for NCLEX
- ATI Live Review
- Virtual ATI

All students are required to complete all ATI assignments as stated in each course syllabus in order to earn a passing course grade.

II. Purchase and Access – will be communicated to student via letter from the Program Chair prior to start of Sophomore Fall Semester.

III. How to use ATI Resources:

It is the student’s responsibility to make sure he or she can access ATI materials.

A. ATI Resources System Requirements:

1. For optimal testing, ATI recommends a wired network connection
2. Additional requirements:
   a. Silverlight 4 or higher (download)
   b. Adobe Acrobat Reader X or higher (download)
   c. Adobe Flash Player 11 or higher (download)
3. Operating system:
   a. Windows Browser
      1. Internet Explorer 8 or 9 (download)
      2. Internet explorer 10 (compatibility mode)
         a. Mac (Intel processor) Browser
         b. MacOS X 10.5 Leopard or higher
         c. Safari 5 or higher
         d. Mozilla Firefox 9 or higher (download)
4. Session timeout counter: The browser you use needs to allow status bar updates via script, otherwise a session timeout counter will not be visible to you.
IV. Creating an account

Go to www.atitesting.com
Click on create an account (see attached Create an Account step by step document)
Follow the prompts to complete the form.

Once you have created an account, you will be able to sign in with the username and password you created (you will need this password throughout the nursing program).

Once you are given ATI CDN Product ID Number, sign into your account, and enter CDN in Product ID space and then click Tutorials and complete the ATI Getting Started Tutorial.

For additional information on product access and use go to the “HOW TO” tab on website.
You will need to learn how to:
- Access tutorials
- Take a practice test
- Access your test results
- Access online review modules and remediation templates
- Create a focused review
- Print remediation templates

V. The importance of remediation

Practice and Proctored Assessment
ATI assessments are designed to facilitate student and faculty understanding of student content mastery. Each student assessment will identify areas of need which requires remediation and can be addressed in a focused review. Students will be required to complete a practice or proctored assessment and create a complete a focused review for each ATI Content Mastery Series (CMS) assessment.

In addition to ATI (CMS) assessments students have access to ATI tutorial tools designed to facilitate student learning, development, and understanding of required content. Student will be required to complete and create a learning portfolio throughout the curriculum as outlined in course syllabi. Please refer to course syllabi for ATI Requirements and grading criteria.
SECTION IV

STUDENTS

A. Rights, Responsibilities and Requirements
B. Academic Guidelines and Requirements
C. Clinical Policies, Requirements, Guidelines
D. Health Policies
E. Student Expenses
F. Graduation Requirements
G. Opportunities for Student Participation
H. Awards/Scholarships
A. STUDENTS RIGHTS, RESPONSIBILITIES AND REQUIREMENTS

East Stroudsburg University Students’ rights, responsibilities and requirements can be found in the East Stroudsburg University Student Handbook.

Department of Nursing

All students entering the Bachelor of Science program are given a welcome orientation by the departmental chairperson and faculty advisors, which includes a review of student rights, responsibilities and requirements. The Departmental Student Handbook contains information specific to the Department of Nursing. Students are expected to read and review its contents when entering the Nursing Program and while matriculated. Students sign a form indicating receipt of the Handbook. Students annually review and sign a form to confirm that they have read and reviewed the current/updated student handbook and are aware of any changes.

I. Core Performance Standards for Admission and Progression

The practice of professional nursing requires specific skills, characteristics, and qualities. The Core Performance Standards of the Department of Nursing at East Stroudsburg University identify the behavioral criteria which allow the student nurse to safely perform in a variety of roles in the practice setting, and successfully progress in the nursing program.

a. Core Performance Standards are those behavioral, intellectual, physical, interpersonal, and communication skills necessary to provide safe nursing care for diverse clients in a wide variety of health care settings. Students must meet these core performance standards to qualify for, progress in, and complete the nursing program.

b. Information regarding core performance standards is available to all students via the nursing web site and student handbook. If a student is identified as having difficulty meeting the core performance standards, a request for professional clearance regarding the core performance areas of concern will be required.

c. Where possible, reasonable accommodations will be provided for students with Disabilities to enable them to meet these standards, to ensure that they are not denied the benefits of, excluded from participation in the nursing program, or otherwise subjected to discrimination in this program. Students who are eligible for accommodation need to make an appointment with the Office of Disability Services, and to discuss their accommodation requests with faculty.
Listed below are the core performance standards for ESU with examples of nursing activities that relate to the standards. **These examples are not inclusive of all expected abilities and failure to meet these standards will result in student not progressing in the program.**

## Core Performance Standards

<table>
<thead>
<tr>
<th>Issue</th>
<th>Standard</th>
<th>Examples of Nursing Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Critical thinking sufficient for clinical judgment</td>
<td>Competent assessment of clients in a timely manner. Correct interpretation of assessment data, identification of necessary nursing interventions, design of appropriate nursing care plans, evaluating the effectiveness of interventions and revising planned interventions.</td>
</tr>
<tr>
<td>Cognitive</td>
<td>Ongoing capacity to learn new information and skills to provide safe nursing care. This includes the ability to comprehend, measure, calculate, analyze and evaluate diverse forms of information.</td>
<td>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.</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds.</td>
<td>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 and culturally acceptable to clients.</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication abilities sufficient for interaction with others in verbal and written form.</td>
<td>Follow verbal and written instructions. Clearly communicate with other health care providers by appropriately documenting the nursing interventions provided and the clients’ responses. Provide effective client teaching. Consult with a health care provider in a professional manner.</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient to move oneself from room to room, along hallways, and in small or confined spaces. The ability to meet the physical demands of providing nursing care.</td>
<td>Lifting, moving, carrying, pushing, pulling, and supporting clients, equipment and other objects independently. Standing, bending, walking, and sitting while working directly with clients and co-workers, and documenting care.</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>Gross and fine motor abilities sufficient to provide safe and effective nursing care.</td>
<td>Perform vital signs, CPR, physical assessment, use equipment, hang IVs and tube feedings, draw up and give injections. Document nursing interventions and patient care in legible writing or accurate type.</td>
</tr>
<tr>
<td>Tactile</td>
<td>Tactile dexterity sufficient for physical assessment.</td>
<td>Perform palpation, functions of physical examination and/or those related to therapeutic intervention, i.e. insertions of a catheter, giving injections.</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient to monitor and assess health needs.</td>
<td>Auscultation of blood pressure, breath sounds, bowel sounds. Hearing alarms, call bells, cries for help by clients and families and co-workers. Understanding mechanically reproduced voices such as on audiotape.</td>
</tr>
<tr>
<td>Personal Behaviors</td>
<td>Maintains personal behaviors consistent with the American Nurses Association Code for Nurses.</td>
<td>Demonstrates personal responsibility, accountability, integrity and honesty. Demonstrates respect for self and others through their verbal and nonverbal behaviors. Avoids behavior inconsistent with professional standards such as chemical dependency and abuse, harm toward self or others, or engaging in or supporting criminal behavior.</td>
</tr>
</tbody>
</table>

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

*Approved 7/30/99*
II. Clinical Nursing Course Requirements

A. COURSE POLICY REGARDING “CRITICAL BEHAVIORS”

Faculties have developed a list of “critical behaviors” for each clinical course. These lists which are an integral part of course outlines, contain information relative to class attendance, due dates for assignments, etc. It is the student’s responsibility to be familiar with critical behaviors for each course.

Revised 7/23/99

B. STUDENT CODE OF CONDUCT

Students who violate the code of conduct as found in the ESU 2010-2012 undergraduate student handbook, pages 59 - 60 and/or are disciplined by the University Judicial Board may be subject to additional action by the Nursing Department. (See Appendix 6d)

Violation of the Code of Conduct may indicate failure to meet one or more of the Nursing Program Core Performance Standards, resulting in dismissal from the program.

Revised 4/30/2010 12/2015
C. PROFESSIONAL NURSING BEHAVIORS POLICY

Purpose: Professional behavior is one of the core performance standards for the ESU nursing program. The Nursing Department reviews the progress (academic and clinical) of every nursing student every semester. The purpose and goal of the evaluation process is to review the professional development of students. (See Appendix 6c)

Each nursing department faculty member (including part-time) will review the behavior of every student in each lecture and clinical section. If there is a concern raised regarding a student, the faculty member will complete the Professional Nursing Behavior Evaluation Form. This form will be submitted to the chairperson and discussed in executive session of Faculty Organization. A first negative assessment warning is issued and the department Chairperson will meet with the student and develop a plan for remediation. If a student receives a second unprofessional behavior warning, the student is referred to the APG Committee. The APG Committee will make a recommendation to the Department Chairperson and faculty at the meeting of the Faculty Organization. Violation of this policy may result in dismissal from the Nursing major.

Each nursing student is expected to consistently demonstrate the following professional nursing behaviors:

- Ethical behavior according to the American Nurses Association Code of Ethics
- Maintenance of a safe environment for the patient in the clinical setting
- Punctuality for lecture, classroom, and clinical laboratories
- Consistent preparation for lecture, classroom, clinical and campus laboratories
- Completion of assignments within allotted parameters
- Honest and positive communication with peers, faculty, patients, family members and staff
- Compliance with the clinical dress code
- Acceptance and incorporation of faculty feedback
- Adherence to policies and standards established in the East Stroudsburg University and Nursing Program Student Handbooks.
- Adherence to policies of all clinical agencies
- Civil conduct according to the ESU commitment to civility found on the inside back of the ESU Student Handbook.

I have received a copy of this policy and have had the opportunity to discuss the policy with a faculty member.

_________________________  ___________________________
Date                                           Student Signature

Course: ________________________________

Approved 8/2011
D. Grievance Process

a. Academic Evaluation

Students are protected against prejudice and capricious academic evaluation of their courses through faculty contracted responsibilities and standards of ethical and professional conduct. Students are responsible for maintaining standards of academic performance established for courses in which they are enrolled. Students alleging prejudice or capricious academic evaluation may appeal directly to the faculty member involved. Should a mutual understanding not be reached at this level, students may then appeal to the Department Chairperson, the Dean and the Vice President for Academic Affairs in that order. Students of a protected class alleging discrimination or sexual harassment after exhausting the remedies noted above should express their concerns to the Director of Social Equity. Students with disabilities should bring their concerns to the Office of Accessible Services Individualized for Students (OASIS) (East Stroudsburg University Student Handbook).

Revised 12/2015

b. Department of Nursing Complaint Procedure

Students, faculty, or community members with complaints about the Department of Nursing should attempt to resolve the issue(s) with the individual(s) most directly involved, following the same order as found in the University-wide Grievance Procedure as described above. The Department also provides a Suggestion Box which is checked by the Chairperson.

Approved 7/30/99;

E. ACADEMIC GUIDELINES AND REQUIREMENTS

1. Academic Advisement

Assignment of Advisors

The Department Chairperson is responsible for the assignment of faculty advisors. Students usually retain the same advisor as they progress through the Nursing Program, however, they may request a change of advisor at any time. The Departmental Secretary keeps a record of advisors for each student. Student’s requesting to change advisor need to submit a request to the Nursing Department Chairperson.

The student is responsible to confer with his/her faculty advisor by November 15 and April 15, and as needed. Students are required to meet their assigned faculty adviser a minimum of once per semester to obtain and share information concerning the student’s progress in the nursing program and to monitor adherence to the program curriculum plan.

Students will obtain a "PIN" number from their advisor in order to register for classes per semester. The student pin number changes per academic semester and will be provided to the student during the adviser meetings. In the event that a faculty adviser is unavailable, and the deadline for registration is eminent, the student may obtain their pin number from the nursing department chairperson and/or from enrollment services. Students seeking pin numbers from enrollment services needs to do this in person.

The faculty advisor is responsible for maintaining and completing the advisee folder which includes a student contact information sheet, signed forms, copy of the curriculum plan, adviser meeting notes, and student clinical evaluations.

All advisees are to be given a copy of the Nursing Department curriculum plan during their first advisement session. Any requests to deviate from the curriculum plan should be coordinated with the advisor. Where appropriate, the advisor will refer the student to the Departmental Admission,
Progression and Graduation Committee who, in turn, will make recommendations to the Departmental Chairperson. Students are required to make special requests in writing.

2. Role of the Faculty Advisor:

   The faculty advisor is responsible for assisting students in planning their Nursing concentration academic programs. However, ultimate responsibility for the completion of the program, both academically and procedurally, lies with the student.

   In addition to assisting students in academic planning, the function of the Faculty Advisor is to provide students an opportunity to engage in conversation with a professional scholar and to enable students to develop a well-rounded philosophy of nursing and university life.

   The Faculty Advisor may be called upon to refer students to the proper campus service which can assist them in health, housing, financial problems, inadequate personal adjustment, deficiencies in reading, math, writing, spoken English, vocational choice, general learning difficulties, or making choices in student activities.

   Faculty Advisors’ will refer students to the university-wide tutorial program in the Academic Learning and Enrichment Center, Rosenkrans East, 570-422-6700 and Balance Workshops.

The Advisee Folder:

The nursing department maintains a folder which contains data on each advisee. While the items contained in the folder vary, a basic package includes the following:

1. Grade Reports
2. Progress Report, Correspondence, and Record of Student Activities
3. Transcript; and unofficial transcripts
4. Graduation Evaluation Check List; Tally Sheet; Signed Curriculum Plan
5. Class Schedule
6. Clinical/Course Evaluation Tools
7. Student contact form, compliance records and miscellaneous
8. Signed forms: Core Performance Standards, Professional Nursing Behaviors Policy, Student Accountability Form

Student files are confidential records and are kept in a locked file. Student Progress Record Reports are restricted to information which pertains to academic admission, progression and graduation from the Nursing Program. Files for students who graduate, change majors, and/or withdraw from the nursing major are retained on a closed inactive status. Each student may have access to his/her file upon request.

Revised 7/23/99, 12/2015, 11/2017

F. Admission, Policies and Guidelines
Departmental admission policies are described in the East Stroudsburg University Undergraduate Catalog.

1. Advanced Placement and Credit by Examination: Policies and Procedures
   a. College Level Equivalency Program (CLEP)
East Stroudsburg University permits RN students to earn credit toward the Baccalaureate degree by successful completion of such nationally administered examinations as the College Level Examination Program (CLEP). Official CLEP results should be forwarded to the Admission Office for consideration.

b. Credit by Examination for Specific Courses
   Credits may be earned by examination for selected nursing courses in the BS Program. Fees for these examinations vary. RN students submit requests for credit by examination to the Departmental Chairperson.

c. Transfer Course Credits
   Students who transfer from Pennsylvania community colleges or other System Universities will transfer credit according to the Board of Governors Policy entitled “The Academic Passport” and “Student Transfer Policy.” More information can be obtained from the Office of Admission. Information about transfer of credit without the Academic Passport is outlined in the East Stroudsburg University Catalog. The transfer of courses from other nursing programs is evaluated on a case by case basis by the chair of the department in which the course resides.

2. Pre-Nursing Freshmen Admission Criteria
   A. New SAT scores of 1170 and above with a critical reading/verbal scores or an ACT composition score of 24 and above.

   B. A high school class rank in the top 1/3 of the class and a cumulative high school GPA of 3.00 on a 4.00 scale.

   C. Freshmen applicants who meet or exceed the above criteria will be admitted into the “Pre-Nursing” concentration.

   D. Pre-nursing freshmen will be registered for the following courses in the fall semester:

   BIO 116/117  Anatomy and Physiology for the Health Professions with lab  4 credits
   MATH 110  General Statistics  3 credits
   PSY 100  General Psychology  3 credits
   FYE 100  University Studies / First Year Experience  3 credits
   ENG 103  English Composition *  3 credits
   Total  16 credits

   * A critical reading/verbal SAT score of 480 or above is required to take this course.

   E. Pre-nursing student will need a “B” or better in each of the above courses and a cumulative GPA of 3.25 or above to progress in the program.

   F. Pre-nursing students who do not meet the 3.25 GPA will be advised into other majors.

   G. After the first semester, those pre-nursing students with a GPA of 3.25 or above will be admitted into the nursing program. Acceptance into the nursing program is contingent upon the student maintaining an overall GPA of 3.25 or above in their spring semester courses which include BIO 118/119 Anatomy and Physiology for the Health Professions II with lab and other general education courses.
3. Transfer Student Criteria: INTERNAL
   A. Current ESU students (internal) seeking admission as a Nursing major will submit: (1) letter of intent addressed to the Admission, Progression and Graduation Committee indicating their interest in the Nursing program for the next fall semester, (2) two letters of recommendation from former professors and/or professional references, and (3) all college transcripts directly to the Nursing Department by February 1st yearly.
   B. Current ESU students interested in being admitted into the Nursing major in the Fall of the sophomore year, must have at least 30 college credits, an overall college GPA of 3.25 or better, and the following specific college courses completed with a grade of “B” or better by the end of the spring semester:
   1. Anatomy and Physiology I and II with related labs
   2. English Composition
   3. General Statistics
   4. Introduction to Psychology
   5. Introduction to Cultural Diversity or transferrable equivalent
   6. Introduction to Speech Communication or transferrable equivalent
   C. Applicants are considered for fall admission only into the Nursing major, and preference is given to applicants who submit hardcopies of required materials by February 1st. Admission is highly competitive and seat availability is limited.

Revised 12/2015

4. Transfer Students: External and Post Baccalaureate
   A. Applicants are considered only for fall sophomore year admission into the Nursing major, and preference is given to applicants with complete applications by February 1st. Admission is highly competitive and seat availability is limited.
   B. Students interested in transferring directly into the Nursing program in the fall of their sophomore year, must have at least 30 college credits, present an overall college GPA of 3.25 or better, and the specific following college courses completed with a grade of “B” or better:
   1. Anatomy and Physiology I and II with related labs
   2. English Composition
   3. General Statistics
   4. Introduction to Psychology
   5. Introduction to Cultural Diversity or transferrable equivalent
   6. Introduction to Speech Communication or transferrable equivalent
   C. Applicants must also provide official college transcripts, two letters of recommendation from professors whom the student had in class at the college level, and a letter of intent indicating why the student wants to pursue the nursing profession.

1. Letters of intent should be addresses to the Nursing Program Admissions, Progression, & Grading (APG) Committee located at DeNike Bldg. 202
2. Official Transcripts and letters of recommendation should be forwarded to the Nursing APG Committee from Admissions and/or the Associate Director for Transfer Admission, Walt Lukow, who can be reached at (570) 422-3110, wlukow@esu.edu, or by mail at East Stroudsburg University, Office of Admissions, 200 Prospect Street, East Stroudsburg, PA 18301. Please provide your full name and contact information.

3. The final deadline for completed applications is February 1st.

Revised 12/2015; 11/2017
G. PROGRESSION

Freshmen, sophomore, junior and senior level students are evaluated in the fall and spring semesters to determine whether or not they should continue in the nursing program. The criteria used for evaluation are as follows:

1. Students must show evidence of being able to successfully complete the professional program. This evidence includes a minimum cumulative grade point average (G.P.A.) of 2.75 for Class of 2015-2019. Class of 2020 and future students are required to have a minimum GPA of 3.0.

2. Those students in the Class of 2015-2019 with a cumulative G.P.A. below 2.25, determined at the conclusion of either the fall or spring semesters, will be dismissed from the program. Students in the Class of 2020 and future students with a cumulative GPA below 2.75 will be dismissed from the program.

3. Class of 2015-2019 students who attain a G.P.A. OF 2.25 – 2.74 at the conclusion of either the fall or spring semesters will be retained in the Nursing Program in a probationary status for an additional semester. Students are permitted to be on probation only once throughout the nursing program. If the students’ Q.P.A. drops below 2.75 for a second time, the student will be dismissed from the program.

4. Class of 2020 and future students who attain a G.P.A. OF 2.75 – 2.99 at the conclusion of either the fall or spring semesters will be retained in the Nursing Program in a probationary status for an additional semester. Students are permitted to be on probation only once throughout the nursing program. If the students’ G.P.A. drops below 3.00 for a second time, the student will be dismissed from the program.

5. The Chairperson sends the letter of probation to those students for whom the Admissions, Progression and Graduation Committee have recommended probationary status for one semester. A student on probation must achieve a G.P.A of 2.75 (Class of 2015-2019) and/or a G.P.A of 3.0 (Class of 2020 and future students) at the completion of the semester to remain in the program. The list of students on probationary status is forwarded to Enrollment Services.

6. The Chairperson and chair of the Admissions, Progression, and Graduation Committee sends the letter of dismissal to students who have not met program G.P.A standards and/or clinical course requirements. Students dismissed from the nursing program can re-apply when their G.P.A. is increased to 3.0 or better. A student may reapply by Feb 1 in writing to the Chairperson of the Admissions, Progression and Graduation Committee. Consideration for re-admission is based on availability in the program and evaluation of the qualifications of applicants in the pool requesting admission, transfer, or readmission.

7. Class of 2015-2019 students must achieve a grade of “C” or better in all courses listed in the nursing curriculum plan. However, a “C” in all required courses does not guarantee progression as the required GPA minimum is 2.75

8. Class of 2020 and future students must achieve a grade of “B” or better in all courses listed in the nursing curriculum plan. However, a “B” in all required courses does not guarantee progression as the required GPA minimum is 3.00.
9. **Class of 2015-2019** students who do not achieve a grade of “C” or better in the courses listed in the nursing curriculum plan, the student is only permitted to re-take the course once in order to raise the grade to a “C” or better.

10. **Class of 2020 and future students** who do not achieve a grade of “B” or better in the courses listed in the nursing curriculum plan, the student is only permitted to re-take the course once in order to raise the grade to a “B” or better.

11. Students who do not achieve a passing grade in a second nursing course within the same semester will be dismissed from the nursing program.

12. Students who fail to achieve a passing grade in any co-requisite theory and clinical course must retake both of the co-required courses, even if the student earns a passing grade in one of the co-requisite courses.

13. **Class of 2015-2019:** All “C-” grades in the Nursing Curriculum plan need to be replaced with a grade of “C” or better.

14. **Class of 2020 and future students:** All “B-” grades in the Nursing Curriculum plan need to be replaced with a grade of “B” or better. Revised 12/2015

**H. Leave of Absence Policy**

a. Student confers with assigned nursing department academic advisor to discuss intended LOA.

b. Student writes a letter addressed to the Chairperson of the APG Committee. In this letter, the student will describe the reason for and duration of the requested LOA, which cannot extend beyond one academic year.

c. The letter must be submitted at least one month before the commencement of requested LOA.

d. The APG Chairperson, in consultation with the APG Committee and other nursing faculty, will respond by letter to the LOA request.

e. Disposition: If the LOA is granted, the letter will include the change in the student’s graduation class and date. If the LOA is not granted, the APG chairperson will include the rationale for denial of LOA, and follow up suggestions.

f. Copies of the student’s request for LOA and the APG Disposition will be placed in the student’s file.

g. Students who have not attended ESU for one or more semesters need to re-apply to the University. Students who are unable to continue in the Nursing program may request an LOA only if they are in good academic standing at the time of the request.

h. If the student requests an extension of LOA beyond one academic year, the application process will proceed in the same order above.

**I. Academic Success of Students**

a. The ESU nursing faculty is committed to each nursing student’s academic success, and success on the National Council Licensure Examination following graduation. To achieve this success, each nursing course faculty provides learning activities in class and clinical to foster learning of content and practice with NCLEX style questions on course examinations.

b. Students who are having difficulty with course content or test taking skills are required to
Meet with their nursing course faculty, advisor, or chairperson to develop a plan for Academic success.

c. Students are encouraged to take advantage of university test-taking workshops and tutoring services available in the tutoring center.

d. All students must adhere to the ATI testing and remediation policy.

e. All students are required to take the ATI Live NCLEX review course prior to graduation and complete Virtual ATI/Green Light before taking the RN state licensure examination.

A time limit of 7 years has been placed on students for completion of the nursing program. Students needing an exception to this rule may be considered on an individual basis if extenuating circumstances exist. If a student wishes an extension of the 7 year limit, he/she must notify the Chairperson of the Nursing Department in writing before the 7 year limit expires. The Chairperson will then bring the student’s case to the faculty for a decision.

J. Medication Calculation Exam Policy

Purpose: The purpose of this policy is to validate that students will be prepared to calculate and administer medications safely in all clinical courses where it is required.

1. A calculation exam will be given in each clinical nursing course per semester.
2. **90% grade** is needed to pass.
3. The exam may be taken three times. **Students who fail a third attempt will be dismissed from the program.**
4. Each attempt will be a different exam, but items will test the same content.
5. Retakes will be spaced appropriately to the needs of the course and to allow for sufficient time for remediation.
6. A remediation plan will be **formulated by the student** and documented as approved by the course coordinator for all students who do not pass; this plan must be followed between attempts. Students and course coordinator will sign this remediation plan which will be placed in the student’s file.
7. Medication calculation content will be included in NUR 213/214 Foundations of Nursing Practice prior to that course’s medication calculation exam. Additional content as necessary will be included in appropriate courses (for example, pediatric drug dose calculations in NURS 221/222, and advanced IV calculations in NURS 311/312) and in ATI Pharmacology modules.
8. Medications will be administered by students in all clinical nursing courses in acute care settings per agency policy.
9. Students cannot administer medications in clinical until a passing grade is achieved on the medication calculation exam for that course.
10. Students will be notified in advance and in writing of dates of exams and content prior to the start of the junior and senior year. **Revised 12/2015**

K. Skill Deficit Referral Policy

Students are expected to perform previously lab validated skills safely in the clinical setting. When a clinical instructor identifies that a student is unable to perform previously validated skills safely during a clinical experience, a skill deficit referral form will be completed in order to prescribe and validate skill remediation by nursing faculty. This completed form will be placed in the student’s academic file. **Revised 7/30/99**
L. Departmental Grading Policy

1. Nursing students must earn grades of at least “C” for Class of 2015-2019, and at least a “B” for Class of 2020 and future students in all theory and clinical nursing courses. See the University grading policy and specific course syllabi.

Please note that plus/minus grades do not apply to courses that are usually assessed as Pass/Fail or Satisfactory/Unsatisfactory.

2. Nursing students must achieve an average of at least 74 in course examinations, exclusive of other course requirements in order to achieve a passing grade in any nursing course. Should a student achieve less than the required average on all tests, the course grade average will be determined solely by the test grade average. No other course projects will be considered in determining the grade.

3. At least 70% of the course grade will be determined by examinations in each lecture course.

C. CLINICAL POLICIES, REQUIREMENTS, GUIDELINES

1. Clinical laboratory policies

All requirements for clinical placements must be met prior to the semester before students are allowed to begin a course. Clinical laboratory attendance is required in order to meet clinical course objectives. Each clinical course syllabus will provide specific attendance requirements. It is the students’ responsibility to notify the faculty member and the agency of any unavoidable expected absence before the start of the clinical experience.

2. Clinical failure

Clinical performance is evaluated throughout the clinical course, and documented at mid-term and at the end of the course. Students will receive weekly feedback from the clinical instructor during the course, and formal written evaluation at mid-term and end of the clinical rotation. Students who fail two clinical courses in the same semester will be dismissed from the program.

Conduct that may result in clinical failure includes, but is not limited to:

1. Unsafe practice or behavior that the clinical instructor deems a threat to patients safety.
2. Unprofessional conduct.
3. Violation of facility or university safety rules/policies.
4. Any misrepresentation or falsification of data.
5. Performing a skill unsupervised without the clinical instructor’s permission.
6. Leaving the clinical area without permission/failing to return in a timely manner from meals or breaks.
7. Failure to notify the clinical instructor and assigned clinical unit of an absence from the clinical area.
8. Failure to provide patient supervision /failure to notify primary RN of absence
9. Repeated tardiness
10. Lack of preparation for the clinical experience.
11. Failure to submit clinical assignments by designated due dates.
12. Inability to meet the weekly clinical objectives and outcomes of the course.

(Adapted from the American College of Nursing, 2014)
3. Transportation

Students are responsible for providing their own transportation to and from clinical agencies.

4. Dress Code

The dress code for laboratory experiences is made in accordance with the setting and activity. For example, in a medical acute-care setting, the dress is the student uniform whereas in a psychiatric setting, the dress may be street clothes. Full dress uniform is defined as regulation red scrub top and white pants with name pin (identifying student's first and last name, nursing student status and East Stroudsburg University (white lettering on a red background); the ESU emblem sewn to the upper left sleeve of the lab coat; white pants; clean white shoes; no rings except for a plain wedding band; no other jewelry except for single post earrings in each ear lobe; no visible tattoos. Nails must be trimmed, clean, and short, without polish. Make-up must be kept to a minimum. Hair must be off the collar and out of the eyes. Essential equipment includes stethoscope, pen, penlight, bandage scissors, and a watch with a second hand. In situations where the lab coat or street clothes are required, jeans, cut-offs, sweatshirts, etc. are considered inappropriate dress. Uniforms are to be worn in professional situations only. Behavior and appearance should always reflect the professionalism of the student. Gum chewing is not permitted in the clinical area.

RN students are not required to wear the red scrub top when participating in clinical activities. RNs should purchase a name pin which indicates that they are a student in the East Stroudsburg University Nursing Program (white lettering on a red background). All other aspects of the Uniform Dress Code as described above apply to Registered Nurses. Students who do not adhere to the Clinical Laboratory Dress Code policy shall not be allowed in the clinical area. Revised 7/23/99

5. Cardiopulmonary Resuscitation (CPR) Certification

All students are required to have Cardiopulmonary Resuscitation (CPR) Certification. Our clinical agencies require one of the following CPR certifications:
   a) American Heart Association “BLS for Healthcare Providers”
   b) American Red Cross “CPR/AED for the Professional Rescuer”
   c) American Safety and Health Institute CPR-Pro with AED

A photocopy of the front and back of the CPR certification card must be submitted to the Department of Nursing prior to the start of each clinical semester or students will not be permitted to enter the clinical setting.

6. Liability/Malpractice Health Insurance

Students enrolled in the Nursing Program are required to purchase malpractice and health insurance prior to the first clinical nursing course, Nursing 213/214. Each student must maintain $1,000,000/$3,000,000 liability insurance throughout her/his enrollment in the clinical courses. Individuals need to purchase this coverage privately. Verification of coverage must be received by the Department of Nursing or students will not be permitted to enter the clinical setting. The student must provide evidence of malpractice and health insurance and RNs must provide their licensure in the state of PA. (Students can go to: www.nso.com )
7. Act 34, Act 151 and COGENT Clearances

Due to mandated regulations, various health care agencies, organizations, and community agencies require verification of PA criminal clearance (Act 34) https://epatch.state.pa.us, child abuse clearance (Act 151) https://www.compass.state.pa.us/cwis/public/home, and FBI clearances with fingerprinting (COGENT) of individuals who are either working or volunteering in the department of education can access https://www.pa.cogentid.com/index.htm to register and pay online for fingerprint to be taken at the fingerprint locations listed. Since the Department of Nursing is affiliated with numerous agencies, all nursing students must provide a copy of these clearances to the Department of Nursing before they are permitted in the clinical setting. Results for clearances must be completed before the start of the fall semester clinical courses. All sophomore level students must upload these compliance records at www.cbbridges.com website. All classes clinical requirement verification forms (Health) with 9-panel drug screen acknowledgment, record of yearly influenza vaccine must on file before the start of any clinical course.

Students who have had past offenses that are reported voor ACT 34, ACT 151 and COGENT FBI Fingerprints may need to provide, in writing, a description of the offense and related outcome. If a student has a criminal record identified by one of the background checks above, he/she may need to disclose the finding to the clinical agency. The clinical agency reserves the right to refuse placement of student(s) based on the background check findings or other clinical requirements.

Revised 12/2015 and 11/2017
D. HEALTH POLICIES

1. Health Requirements
   A. The nursing student will be expected to meet the core Nursing Program performance standards. Students unable to meet core performance standards who are eligible for accommodations must make an appointment with the OSAIS office to determine if reasonable accommodations can be provided.

   B. The State Board of Nursing, clinical affiliates, ESU and the nursing faculty dictate health requirements for nursing students. The student will be notified by the nursing department if it becomes necessary to modify health policies during his or her participation in the nursing program.

   C. Complete physical examination yearly using the Health form for the Nursing Program. (Appendix 2)

D. Laboratory Tests and Immunizations:
   Complete blood count, serology, and urinalysis
   Chest x-ray, if applicable.
   Rubella Titer (if rubella titer is less than 1:10, the rubella vaccine is required for admission to the Nursing program.
   Nine panel drug screen, Marijuana – THC, Cocaine, PCP, Opiates, Methamphetamines, Methadone, Amphetamines, Barbiturates, Benzodiazepines
   Rubella Titer (if student has not had MMR injections and was born after 1957, then a Rubella Titer is required and depending on the results, the appropriate immunizations).
   Hepatitis B Surface Antibody (Quantitative) or Hepatitis B Vaccine Series (3 immunizations)
   Two-step Tuberculin test with reading 1 to 3 weeks apart is required
   If a student has a positive PPD, a chest x-ray must be obtained or a quantiferon gold test.
   MMR and Varicella – two immunizations each or a positive titer or documentation of diagnosis
   Influenza – required yearly, October – April / (Flu Shot)
   Tetanus/Diphtheria (TD) or Tetanus Diphtheria/Acellular Pertussis (Tdap) within the last 10 years.

Health requirements are due by July 15th for all classes (E.g., sophomore, junior or senior levels).

Students who do not meet health requirements by the due date will not be permitted to Progress in the Nursing Program.

2. Health Insurance
   All students of the University must have health and accident insurance coverage. The insurance plan authorized by the University is excellent and provides the student with insurance coverage anywhere in the United States at a very reasonable cost. (See East Stroudsburg University Undergraduate Student Handbook https://consolidatedhealthplan.com/group/35/home ) Revised 7/10/08, 8/2010 and 11/2017

3. University Health Center Services
   The services of the Flagler-Metzgar Student Health Center are no longer located at main campus. PMC Urgent Care / clinic facilities at the LVHA located at the intersection of Prospect and Brown
Streets provide services that are described in the University Undergraduate Catalog and Student Handbook. For emergencies dial 911, telephone 570-421-4000 emergency room or 570-476-3700 for immediate care center. Both facilities communicate transportation assistance through the University Police at 570-422-3064. An initial health examination must be done by a primary care provider who completes the ESU form and returns it to the Nursing administrative office. Once on file additional services available to those students who are enrolled for 6 or more credits at the University should be documented and referred to for student file audit purposes.

Laboratory tests can be prescribed by a Health Center physician, however, these tests are not done at the Health Center. These tests are done at the location of the individual’s choice and the costs are borne by the individual. Please call the PMC Urgent Care Center for office hours and to schedule the following services: Mantoux test, and/or health examination. You must identify yourself as a nursing student.

Students may choose to use the PMC Urgent Care Center or their own health care provider to complete the Department of Nursing’s Health form. These forms are distributed by the Department chairperson to all students who are to be enrolled in clinical courses. Completion of the Health Form is required by July 15th for the fall semester. Students who fail to have all health forms competed will not be allowed on the clinical unit. Revised 12/2015 and 11/2017

4. Student Health Records

Student clearance records are filed in the student’s file in the nursing department. All student files are locked and are accessible by the nursing faculty and department secretary only. Our clinical agencies are implementing new clinical document uploading procedures. Student onboarding processes specific to clinical agencies will be communicated to the students. Students will need to adhere to these agency requirements. Students will also need to maintain a copy of their own health records for personal use. All files reviewed must be returned to the academic secretary to refile in the secured designated areas.

5. Reporting of Student Health Problems

When evidence of a student health problem, accident resulting in injury, hospitalization, pregnancy, or other situation potentially affecting the student’s ability to meet core performance standards exist, and treatment is indicated, the student must provide verification from the treating health care provider to the Nursing Department that they are able to return to active participation in the nursing program without a risk to their own or their patient’s health and safety. The student will submit a Medical Clearance Form to the course coordinator and the Nursing Department Chairperson, and upon faculty approval may return to active participation in the program. (See appendix 4 Medical Clearance Form).

6. Incident Report – An incident is any event related to student activity in the educational setting, which is related to the safety of the individual and/or is not consistent with the educational standards of the Nursing Program or Clinical Agency. (See Appendix 5A & 5B Incident Procedure and Form).

7. Policy on Communicable Diseases

This policy supplements the University Policy on HIV Disease - University Student Handbook.

a. Students are informed of health hazards inherent in nursing education programs. Clinical settings that pose additional risk to the personal health of immunosuppressed students will be identified, and such
persons should be advised of these risks and urged to consult their health provider to assess the significance of the risks to their own health.

b. Nursing students must know how to care for clients with communicable diseases. Nursing students must understand and accept their moral responsibility to care for clients with communicable diseases and have the knowledge and skills to perform safe and effective nursing care. Students must demonstrate a knowledge and skill in the performance of basic aseptic techniques and Universal Precautions.

c. The Department of Nursing follows the guidelines developed by the Center for Disease Control and Prevention regarding the use of universal precautions. When the clinical agency in which the student is practicing has a policy more restrictive than the standard universal precautions, the student should follow the agency’s policy.

d. At the start of each clinical course, universal precautions (meeting OSHA blood borne pathogen standards) will be reviewed with the students.

e. Students, and faculty or staff who believe that a communicable disease exposure has occurred during clinical activities, have the obligation to follow the clinical agency protocol on exposure (if applicable), complete an ESU Department of Nursing incident report, and inform the Chair of the ESU Department of Nursing, who then informs the Director of the Student Health Center.

f. Students and faculty are relieved of responsibility of caring for clients with HIV/AIDS under the following circumstances: pregnancy, immunosuppressant, or an active infection that can be transmitted to the client.

g. Students who know they have a communicable disease are urged to voluntarily inform the Director of Student Health Services, who will provide information and referral on health care and counseling, and begin a process to assess the need for modification in clinical experiences. Modification of the clinical experiences of the infected person, the risks posed by the student’s status, functional abilities, and the degree of transmission of other infectious agents. (Adapted from Association of American Medical Colleges, “Policy Guidelines for Addressing HIV infection in the American Medical Community”, 2014).

8. Latex Allergy:

All students with a suspected latex allergy must report the suspected condition to the Nursing Department. Written documentation must be provided to confirm the diagnosis of latex allergy. Documentation will be kept with the student’s health records. The student is responsible for checking supplies and equipment for latex content before using them. Latex free equipment and supplies are available at clinical affiliating agencies and in the nursing lab. Revised 12/2015
E. STUDENT EXPENSES

It is the student’s responsibility to purchase the following items and obtain the required clearances. Estimated expenses include the following:

- Health Examination: $60.00
- Laboratory Tests: $200.00
- Clearances: Act 34, $10; Act 151 $10.00, COGENT $27.00
- FBI Fingerprint Clearances if Out-of-State Resident: $50.00
- Malpractice Insurance $15.00, group coverage through Department of Nursing
- CPR Certification: $40.00 - $100.00
- Uniforms: $50.00
- Lab coat: $40.00
- Name pin: $8.00
- Stethoscope: $100.00
- Bandage Scissors: $8.00
- Penn light: $4.00
- Watch with second hand: $20.00
- White shoes: $40.00
- Textbooks (Nursing): $1000.00
- Travel expenses to clinical sites (varies)
- New - ATI Nursing Testing: $1,411.92
- Undergraduate cap and gown: $50.00
- Graduation fee: $25.00

(This list is not meant to be all inclusive, since additional expenses may be incurred as new requirements are added by affiliating clinical agencies and/or the university.) Revised 8/2011; Reviewed 11/2017
F. GRADUATION REQUIREMENTS

Students in the Bachelor of Science program must meet graduation requirements for the University and the Department of Nursing. Graduation requirements are outlined in the East Stroudsburg University Undergraduate Catalog.

a. NCLEX Licensure Examination

Graduates of the BS Program are eligible to take the National Nursing Licensure Examination by the National Council of State Board of Nursing to become registered Nurses. Students should note that there are restrictions on licensure due to felony convictions related to controlled substances. The “Controlled Substance, Drug Device and Cosmetic ACT” and Nursing Program Substance Abuse Policy in Appendix-6.

G. OPPORTUNITIES FOR STUDENT PARTICIPATION

1. Student Activities Record

Students have an opportunity to participate in a variety of extracurricular activities on campus and in the community. A record of student activities is kept on file in the Department of Nursing for each student. A copy of this record is available upon request. (See the Appendix for a sample copy of this form.)

2. Nursing Honor Society

The XI Beta Chapter of Sigma Theta Tau International, Honor Society of Nursing was chartered in April of 1994. Membership is open to those undergraduate students who have completed at least one half of the required nursing component of the baccalaureate curriculum. The purposes of the society are to: recognize superior achievement; recognize the development of leadership qualities; foster high professional standards; strengthen commitment

3. AWARDS / SCHOLARSHIPS

1. The Sanderson Writing Award

Name/Purpose

The name of this award shall be the Sanderson Writing Award in Nursing. The purpose of this award is to honor the recipient of the award and to provide incentive for scholarly and creatively written expression to uphold the tradition and high ideals of Dr. Marjorie Sanderson, EdD, RN, FAAN, past Associate Dean for Nursing at East Stroudsburg University.

Funding

The dollars for this award will be from the earnings of the fund established for this specific purpose. Capital for this fund can be received from any appropriate source.

Student Eligibility

Any nursing major is eligible to submit a paper

Submission Format

- The paper must be typed and no less than 500 words.
- Two (2) copies of the paper must be submitted. Each copy will have two (2) face sheets; one will bear the student’s name, social security number and title of the paper. The second face sheet will bear only the title of the paper. The student’s name should not appear on the paper in order to protect anonymity.
- Format of the paper, including references and bibliography, must be in the current
style of the American Psychological Association.
- Projects and/or papers written from an artistic perspective which are congruent with the award will also be considered.
- The deadline for submission of the paper will be announced by February 1 by the Chair of the department.

Selection Process
The papers will be read anonymously by two (2) faculty selected by the nursing department chairperson. The award will be selected using the following criteria:

- identification of a theme relevant to nurses and the nursing profession.
- originality and coherent development of ideas relevant to the identified theme.
- organized, fluid and concise expression of ideas using accepted grammatical format.
- evidence of research in current professional journals/books to substantiate ideas/theme.
- timeliness and appropriateness of references.

The committee retains the right to defer selection of a winner if, in their judgment, no papers meet the above criteria.

Value
The award will be presented prior to the end of the spring semester at the Pinning Ceremony. There will be a money award of one hundred dollars or as the fund permits.

Renewal
An award recipient shall be eligible to compete for a subsequent award.

Fiscal Administration
The fiscal administrator of this award shall be the Office of Advancement of East Stroudsburg University. This award fund shall be invested in such a manner as to provide maximum financial return as well as the liquidity of interest that is required for disbursement of awards.

Announcement of Recipient and Publicity
The Office of Student Financial Aid shall be responsible for providing appropriate announcement to the recipient and to the media regarding this award.

Amendment to the Guidelines
These guidelines may be changed or amended by the faculty of the nursing department in concert with the Director of Financial Aid. It is expected that the principal endowment is invested, and the award is drawn annually from the interest.

2. Outstanding Graduate Award
Senior Nursing Students planning to graduate in the calendar year of the award are eligible for this award. In addition, the recipient will also receive a cash award (the precise amount varies from year to year depending upon donations.)

Eligibility
- A candidate who applies for the award must have 3.25 Q.P.A. or better.
- Evidence of participation and contribution (especially in a leadership role) in the University and community activities.
- Creativity that has been manifested
- Accomplishments of the program outcomes objectives of the Nursing Program
- Demonstration of participation in activities that promote the professional role of Nursing.
- Submission of Materials
- Résumé
- Student Activities Record

The award is presented at the annual Pinning/Award Ceremony in the spring semester.

3. Johanna Bowker Essay Award
Johanna Bowker attended East Stroudsburg University and would have graduated from the nursing program in the Spring 2009. Johanna passed away in her sleep on November 11, 2008. While at ESU, Johanna developed a love for nursing and caring for people, especially the elderly. The following criteria for the recipient are as follows:

Criteria
1. Students who would like to be considered for this award need to write an essay that describes the student’s experiences as a nursing student at ESU. This essay should include examples of how the student has developed clinical skills and became confident in providing care to others. This essay should not exceed three typed written pages.
2. Students need to submit one letter of recommendation from clinical faculty that supports the content of the essay. This letter can simply be an email to Dr. Laura Waters confirming clinical excellence.
3. The applicant must be in good academic standing with the University and have a minimum overall GPA of 2.75 or above.
4. The applicant must have completed 75 credits and be in the junior year of nursing education.

Selection of the winner will be determined by the faculty. The winner will receive a $200 award.

4. Honors Awards
Senior nursing students who have met the criteria for the Outstanding Graduate Award may be selected by the nursing faculty to receive this award.

1. The Lillian Wertz-Graham Nursing Scholarship. This scholarship award is in memory of Lillian Wertz-Graham, LPN, to promote leadership and academic excellence. The nursing major must have completed 60 credits, and have a cumulative quality point average of 3.6 or above. The award is in the amount of $500 toward tuition. Two hundred fifty dollars will be awarded both in the fall semester and the spring semester of the student’s senior year. The department chair of designee will identify the recipient of this award.

2. The National Society Colonial Dames XVII Century sponsors the Pocahontas Scholarship program. This scholarship is open to all Native American students majoring in nursing who have completed at least one half of the required nursing component of the Baccalaureate curriculum. The purposes of the society are to: foster high professional standards; strengthen commitment to the ideals and purposes of the profession. Candidates for membership shall have a grade point average of at least 3.0 on a four-point scale and shall rank in the highest 35% of their class.
SECTION V

APPENDIX

1. General Education Requirements Tally Sheet
2. Clinical Requirement Verification Form
3. Medical Clearance Forms
4. a Incident Report Procedure
4. b Incident Report
5. c Professional Nursing Behaviors Evaluation Form
6 c Student code of Conduct
7. d Substance Abuse Policy
8. University Organizational Structure
9. Nursing Organizational Structure
10. Nursing Faculty
11. ESU Calendar
### EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA
### DEPARTMENT OF NURSING
### GENERAL EDUCATION REQUIREMENTS
### TALLY SHEET

<table>
<thead>
<tr>
<th>Student________________</th>
<th>Expected Graduation Date________</th>
<th>Today’s Date________</th>
<th>Advisor________</th>
</tr>
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</table>

#### GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>CREDITS</th>
<th>DATE TAKEN</th>
</tr>
</thead>
</table>

1. **English Composition** Minimum of “C” required. (Not counted as a GE course)

2. Two one-credit FIT courses  
   1.  
   2. (or one 2-credit FIT course)  
   1.  

3. **Group A** Students must complete a distribution of at least fifteen (15) credits. The student may take three credits in three subjects and six credits in a fourth subject or three credits in each of five subject areas.  
   a) English Language and Literature,  
   b) Philosophy  
   c) Fine Arts  (stresses theory: Art, Communication Studies, Music, Theatre),  
   d) Foreign Language  
   e) Performing Arts (stresses performance: Dance, Music, Communication Studies, Theatre)

   1.  
   2.  
   3.  
   4.  
   5.  
   6.  
   7.  

4. **Group B** Students must complete a distribution of at least fifteen (15) credits. The student may take three credits in three subjects and six credits in a fourth subject or three credits in five of six subject areas.  
   a) Biology  
   b) Chemistry  
   c) Computer Science  
   d) Mathematics  
   e) Physics  
   f) Psychology

   1.  
   2.  
   3.  
   4. Pre-requisites and Nursing Courses satisfy this section  
   5.  
   6.  
   7.  

5. **Group C** Students must complete a distribution of at least fifteen (15) credits. The student may take three credits in three subjects and six credits in a fourth subject or three credits in each of five subject areas.  
   a) Economics b) Geography c) History d) Political Science e) Sociology / Anthropology

   1.  
   2.  
   3.  
   4.  
   5.  
   6.  
   7.  

6. **Free Electives** Courses needed to bring total credits to 120, required for graduation.

Approved 7/30/99
East Stroudsburg University Health Services
Nursing/Athletic Training/Exercise Science/Speech-Language Pathology
Clinical Requirement Verification Form

Student’s Name ____________________________ Student ID Number ____________________________

Health Assessment Date: ________________

(Physical and lab tests are valid for one year. Must be updated if expires before the end of May)

Tuberculosis Testing: (Annually completed within 3 months of start of clinical)

Two Step Mantoux: (Step 2 must be completed after one week of Step 1, but within one month)

1. Date administered: ________Manufacturer______Lot # ________Date Read: ________ Results ________ mm
2. Date administered: ________Manufacturer______Lot # ________Date Read: ________ Results ________ mm

OR Negative Quaniferon TB test: Date: _____________

_____Negative Chest X-ray Required for Positive Mantoux/Quaniferon test: Date: _____________

Lab tests: CBC _________________ RPR _______________ UA ______________

9 Panel Urine Drug Screen: Amphetamine, Cocaine, Marijuana, Opiate, Phencyclidine (PCP), Methamphetamine, Methadone, Barbiturates, and Benzodiazepines.

Date: _____________ (Must be completed before August 1st)

Immunizations:
Hepatitis B: #1 Date: ______ #2 Date: ________ #3 Date: ________ and/or Reactive titer Date: __________

Hepatitis C – Reactive titer Date: __________

MMR: #1 Date: ______ #2 Date: ________ #3 Date: ________ OR Reactive titer(s) Date(s): __________

OR History of Disease(s): Measles ____________ Mumps ____________ Rubella ____________

Varicella: #1 Date: ________ #2 Date: ________ OR Reactive titer Date: __________

Td/p: Date within last 10 years: ____________ 

Influenza: (annually August – April) Date: ____________

I verify this individual is free from communicable disease and has a health record on file in my office, which includes a physical examination, up to date immunizations, laboratory test results, and drug testing per the clinical agreement requirements listed above. **I understand that if requested, I will need to provide documentation of test results to clinical agencies requesting the information.** This individual does not possess any health handicap or physical limitations that would interfere with his/her ability to perform in the clinical arena.

X_________________________________________      ___________________

Signature (Stamp not accepted)                  License #                  Medical Provider Date

______________________________________________________     __________________________

Print Name                                      Telephone #

Address: __________________________________________________________
EAST STROUDSBURG UNIVERSITY
NURSING DEPARTMENT
MEDICAL CLEARANCE FORM
(CERTIFICATE TO RETURN TO CLASS / CLINICAL)

STUDENT NAME: ____________________________________________________________

DATES OF CARE FROM: ________________ TO: _____________________

CLEARED TO RETURN TO CLASS/CLINICAL ON: _________________________________

RESTRICTIONS

Contagious: □ YES □ NO
Limitations □ YES □ NO
Weight lifting: _____________________________________________________________

Physical Activity: __________________________________________________________

Sensory Ability: ____________________________________________________________

Other limitations affecting ability to meet core performance standards (see attached):

__________________________________________________________________________

NOTES: __________________________________________________________________________

________________________________________________________________________________

NAME OF PRIMARY HEALTH CARE PROVIDER:

______________________________________________________________________________

DATE: ______________________________

Approved 1998; Revised 5/8/00; Adapted from core Performance Standards Required for Nursing, Board of Directors of the Southern Council on College Education for Nursing (SCCEN 1993).
Definition: An incident is any event related to student activity in the clinical area, which is related to the safety of an individual and/or is not consistent with the educational standards of the Nursing Program and/or the clinical agency.

Purpose: The purpose of the Incident Report is to provide documentation of the incident to:
   a. assure that the appropriate parties were notified
   b. corrective action was taken
   c. identify patterns so that preventative measures can be taken

Procedure:
1. The student involved in the incident completes the Incident Report Form, which is obtained by the faculty member who was supervising the student in the clinical area. The faculty member confers with the student if indicated, and completes the required portion of the Incident Report Form.

2. The nursing faculty member submits the Incident Report Form to the Chair of the Nursing Department of Nursing within 24 hours.

3. The Chair of the Department of Nursing notifies the Director of the University Health Center of the student’s name and the incident, if the incident involves an infection control issue. This is for the purpose of follow-up treatment and/or monitoring of the infection control issue.

4. The Chair of the Department of Nursing meets with the student if necessary.

5. The Nursing faculty member and the Chair determine whether or not further action is needed.

6. If further action is indicated, the incident is taken before the Nursing faculty for a decision.

   Incident Reports remain on file.
EAST STROUDSBURG UNIVERSITY  
Department of Nursing

INCIDENT REPORT

An *incident* is any event related to student activity in the clinical area, which is related to the safety of an individual and/or is not consistent with the educational standards of the nursing program and/or clinical agency.

Student: ___________________________  Level: _____________________________

Date: _____________________________  Time: _____________________________

Description of Incident by the Student (Include what happened, where and how the incident occurred, and who was involved (use initials to maintain confidentiality).

Signature: _____________________________

Description of the Incident by Nursing Faculty

Signature: _____________________________

**Outcome of the Incident Note:** The Department Chair notifies the Director of the University Health Center of the incident if the incident is an infection control issue. Student signs for consent of release of Incident Report Record to the Health Center.

Report of Student Conferences:  Chair Signature _____________________________ Date: ______

Recommendations
<table>
<thead>
<tr>
<th>Professional Behavior</th>
<th>Met</th>
<th>Not Met</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td>Ethical behavior according to the American code of Ethics</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance of a safe environment for the patient in the clinical setting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuality for lecture, classroom, and clinical laboratories</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Consistent preparation for lecture, classroom, clinical and campus laboratories</td>
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<td></td>
</tr>
<tr>
<td>Completion of assignments within allotted parameters</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Honest and positive communication with peers, faculty, patients, family members and staff</td>
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<td></td>
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<tr>
<td>Compliance with the clinical dress code</td>
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<tr>
<td>Acceptance and incorporation of faculty feedback</td>
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</tr>
<tr>
<td>Adherence to policies and standards established in the East Stroudsburg University and Nursing Program Student Handbooks</td>
<td></td>
<td></td>
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<tr>
<td>Adherence to policies of all clinical agencies</td>
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<tr>
<td>Civil conduct according the ESU commitment to civility found on the inside back of the ESU Student Handbook</td>
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</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Recommendations:**

______________________________________________________________________________________________

______________________________________________________________________________________________

Faculty: ___________________________  Student: ___________________________

Date: ___________________________
STUDENT CODE OF CONDUCT
1. General Statement

Summary: This standard of conduct has been established for the benefit of students and the entire academic community to create an atmosphere that is conducive for living and learning.

A representative committee of students, faculty, and administrators of East Stroudsburg University developed the following as the Code of Conduct for students of the University to provide and academic community free from harassment and physical violence, to ensure that all students are aware of the policies which govern them, and to maintain justice by the proper application of due process.

The University does not condone any severe or pervasive behavior, threat, or act that interferes with a student’s education or university-related activity. Such activities may include, but are not limited to: threatening or harassing any person or group on the basis of race, ethnicity, religion, sex or disability.

It is the University’s philosophy that the total development of students involves the interests of students, parents, and the University.

This Code of Conduct is established by the President and Council of Trustees of East Stroudsburg University in accordance with authority granted in Article XX-A of The Public School Code and the regulations of the Board of Governors of the State System of Higher Education, 22 PA. Code, Ch. 505. Should any part of this Code be deemed or determined to be in violation of any federal, state or local law, then only that portion of the Code that is in contravention of the law will be voided and the remaining provisions of this Code shall remain in full force and effect.

II. Violations

1. Academic Misconduct. Participating in the following:

a. During a test or examination, using any material not authorized by the instructor.
b. Providing or receiving assistance in an examination, test, assignment, paper, or project in a manner not authorized by the instructor.
c. Buying, selling, stealing or engaging in unauthorized exchange, or using any tests or examinations in advance of their administration.
d. Buying, selling, stealing or engaging in unauthorized exchange, or improperly using any assignments, papers, projects, or course materials.
e. Presenting as one’s own the ideas or works of another person(s)-scholastic, literary, or artistic-in whole or in part, without proper and customary acknowledgment of sources.
f. Falsifying or inventing information, data, or research material.
g. Obtaining information in a way contrary to the stated policies of the course and/or the University as stated herein.
h. Attempting to bribe or coerce any university employee or student in order to gain academic advantage.
i. Substituting for another student, arranging for substitution by another student, or misrepresenting oneself as another person during a test or examination.
j. Altering or forging university academic records, or forging faculty, staff, or administrative signatures on any University form or letter.

l. Submitting any false record in pursuit of university credit.
m. Any other actions deemed to violate the academic integrity of East Stroudsburg University, as determined by the course instructor, department chairperson, Dean, Provost and or President of East Stroudsburg University.
n. Committing academic interference, such as but not limited to: adulteration of another student’s work, limiting others from using resources for academic work, or seeking to alter a grade via threats or bribery.
The Office of Student Conduct and Community Standards does not determine the grade for the assignment or course in question. All cases of academic misconduct must be heard in a formal Hearing by either the Student Faculty Conduct Board or by a faculty hearing officer.

2. Forgery, alteration, misuse, or falsification of University Records and/or forms. This includes, but is not limited to, the misuse or transfer of the university issued identification card.

3. Misuse or unauthorized use of university computers, or violating the stipulations of the ESU Computer Policy. This includes, but is not limited to:
a. Improper use of hardware and software, accessing or attempting to access official electronic university files and records, computer systems, or computer accounts without proper authorization.
b. Use of computing facilities or resources in violation of, copyright laws.

4. Deliberate destruction of, damage to, malicious misuse of, or abuse of public or private property. This includes, but is not limited to, tampering with fire, safety, or security equipment.

5. Assault and/or battery upon another person or the threat thereof. Inflicting or attempting to inflict harm to another person or one-self while engaging in intentional or reckless behavior.

6. Harassment or intimidation of any person in a manner that causes that person to feel that his or her health and safety is endangered.

7. Violation of Sexual Misconduct Policy, which includes:
q. Peer-to-peer sexual harassment
b. Rape and sexual assault
c. Other sexual offenses

8. Theft or attempted theft of public or private property. This includes but is not limited to shoplifting, passing bad checks, theft of services, and receiving stolen property.

9. Lewd or indecent conduct, including but not limited to public Nudity, public urination, and making obscene telephone calls.

10. Illegal use, possession or sale of narcotics, drugs, or drug-related paraphernalia. No student may possess, consume, or be in the presence of narcotics, drugs, or drug-related paraphernalia anywhere on campus.
11. The use, consumption, possession, sale, or distribution of alcoholic beverages in violation of the University’s Student Alcohol Policy and state liquor laws. No student may possess, consume, or be in the presence of alcoholic beverages anywhere on campus.

12. Possession or use of firearms, explosives, and chemicals on campus is prohibited, even if a student has a legal permit. This includes, but is not limited to, fireworks/firecrackers, pellet/BB guns, bows and arrows, guns, paint guns, replica weapons, knives, and other dangerous weapons or ammunition brought to campus for hunting or ROTC purposes must be registered and stored at the University Police Station. The weapons will be released to the owners when they are leaving campus and require it for a lawful purpose.

13. Unlawful obstruction of freedom of passage in corridors, exits, entrances, stairways, walkways, lobbies, lounges, and room of the University buildings and grounds, or willful occupation of any portion of a University building or ground, which restricts the freedom to utilize the same in accordance with intended and regular purpose.

14. Unauthorized entry and/or use of campus facilities; unauthorized presence in campus buildings, rooms or other areas, outside of stated hours. (This includes unauthorized vehicles on University premises). In cases where such presence is facilitated by another person the facilitator also will be considered in violation of this regulation.

15. Failure to participate as directed in the disciplinary process: a. This includes failure or refusal to appear as a witness when required to do so. b. If the accused has absent himself/herself from the hearing, the hearing may go forward without the accused present, if the adjudicator believes the accused has had proper notice of the time and location of the hearing.

16. Citations or convictions or violations of local, state, or Federal law.

17. Failure to follow the directions of University officials made in the performance of their duties. This includes, but is not limited to, failure to accurately identify oneself when requested, or failure to open a residence hall door when requested.

18. Disorderly conduct, which is disruptive in nature and impedes the normal University function. This includes, but is not limited to, behavior within the classroom and/or other academic or non-academic settings.

19. Violation of campus safety regulations. This includes, but is not limited to, motor vehicle regulations, fire/evacuation drill regulations, and tampering with safety and security equipment.

20. Violations of the University Hazing Prevention Policy or any state, federal or local anti-hazing statute.

21. Failure to comply with disciplinary sanctions.

22. Misuse of University telephone or communications equipment and services.

23. Violations of other University policies and regulations (Community Standards, Civility Statement, University Parking Regulations, etc.).

24. Providing false or misleading information to a university official. This includes, but is not limited to providing false witness or testimony in disciplinary proceedings and submitting false documentation to gain admittance to the University or to receive credit for courses taken.

25. East Stroudsburg University students are responsible for their behavior of their guests. All guests must adhere to the Student Code of Conduct.

26. Facilitating the violation of any regulation.

27. Illegal gambling in any form as defined by Pennsylvania State law.

28. Unauthorized use of the University name, logo, or other symbols of the University.

29. Behaving in a manner that by its severity, pervasiveness or persistence interferes with or limits the ability of other students to engage in a climate conducive for living and learning.

30. Failing to respond to, or comply with, any lawful directive given by the President or Vice President of Student affairs or their designee) of the University.

31. Any other actions deemed to be inconsistent with appropriate student conduct, as determined by the President of East Stroudsburg University.
SUBSTANCE ABUSE POLICY

The State Board of Nursing is also advising schools that felonious acts prohibit licensure in Pennsylvania as of January 1, 1986. The following, taken from the Law, is used as guideline for admission:

The Board shall not issue a license or certificate to an applicant who has been:

1) Convicted* of a felonious act prohibited by the act of April 14, 1972 (P.L. 233, No. 64), known as "The Controlled Substance, Drug, Device and Cosmetic Act."

OR

2) Convicted* of a felony relating to a controlled substance in a court of law of the United States or any other state, territory or country unless:
   a. at least ten years have elapsed from the date of the conviction;
   b. the applicant satisfactorily demonstrates to the Board significant progress in personal rehabilitation since the conviction such that licensure should not create a substantial risk of further violations; and
   c. the applicant otherwise satisfies the qualifications contained in this act.

A person convicted of any felonious act may be prohibited from licensure by the Board of Nursing at any time.

In addition, students engaged in substance abuse or who are impaired by drug abuse (including alcohol) will be removed from clinical/classroom experiences and are subject to disciplinary procedures as outlined in the East Stroudsburg University Student Handbook.

*Convicted includes a judgment, an admission of guilt or a plea of nolo contendere.
Appendix 8
East Stroudsburg University Organizational Structure

Approved 1/15/08; Revised 5/10/01
Legend:

_____ Line of Accountability
..... Contractual Relationship
....... Advisory Relationship

East Stroudsburg College of Health Sciences
Department of Nursing
Organizational Structure
# Appendix 10

## DEPARTMENT OF NURSING FACULTY

<table>
<thead>
<tr>
<th>Nursing Faculty</th>
<th>Area of Specialization</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brigitte Cypress, EdD, RN, CCRN, Associate Professor 422-3567</td>
<td>Adult Health, Critical Care, Research, Philosophy</td>
<td>BSN – Far Eastern University, MS – Lehman College City, University of New York, EdD – Teachers College Columbia University</td>
</tr>
<tr>
<td>Prof. Marcia L. Gasper, EdD, RNC, Associate Professor 422-3757</td>
<td>Material Child Health Assessment</td>
<td>BSN - Penn State University, MSN - University of Pittsburgh, EdD - University of Pittsburgh</td>
</tr>
<tr>
<td>Mary Tod Gray, PhD, RN, Professor 422-3475</td>
<td>Adult Health Research</td>
<td>BSN - Univ. of Michigan, Ann Arbor, MA - New York University, PhD - New York University</td>
</tr>
<tr>
<td>Patty O. Hannon, PhD, APRN, BC, CNE, Associate Professor 422-3561</td>
<td>Psychiatric/Mental Health</td>
<td>BSN - Medical College of Georgia, MSN - Medical College of Georgia, PhD - Penn State University</td>
</tr>
<tr>
<td>Kelly McLaughlin-Varcoe, DNP, MSN, RN, Associate Professor 4223527</td>
<td>Adult Health</td>
<td>BS – West Chester University, Diploma – St. Luke’s School of Nursing, BSN – Cedar Crest College, MSN – DeSales University, DNP – DeSales University</td>
</tr>
<tr>
<td>Prof. Claranne N. Mathiesen, MSN, RN, Assistant Professor 422-3862</td>
<td>Adult Health</td>
<td>BSN - East Stroudsburg University, MSN - Villanova University</td>
</tr>
<tr>
<td>Lori T. Pierangeli, PhD, RN, FCN, PH-C, Associate Professor 422-3564</td>
<td>Community Health</td>
<td>BSN - Marywood College, MSN - Binghamton University, PhD - Binghamton University</td>
</tr>
<tr>
<td>Suzanne Fischer Prestoy, PhD, RN, Associate Professor 422-3563</td>
<td>Psychiatric/Mental Health Leadership/Management</td>
<td>BS - Wilkes College, MSN - University of Pennsylvania, PhD - New York University</td>
</tr>
<tr>
<td>Laura M. Waters, PhD, RN, Chairperson, Associate Professor 422-3569</td>
<td>Adult Health Gerontology</td>
<td>BSN - College Misericordia, MSN/CNS - Wilkes University, PhD - Widener University</td>
</tr>
<tr>
<td>Prof. Christina Brecht, RD, Nutritionist 422-3457</td>
<td>Nutrition and Diet Therapy</td>
<td>BS - Pennsylvania State University, MPH - University of Michigan</td>
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https://www.esu.edu/academics/calendars/index.cfm