The faculty, staff, and I would like to extend a warm welcome to you. We congratulate you on your decision to pursue a Bachelor of Science in Nursing Degree. Our School of Nursing offers an excellent program of study that can help you attain your personal and professional goals. We are proud of our baccalaureate and master’s nursing programs which are accredited by the Commission on Collegiate Nursing Education and approved by the Kansas State Board of Nursing.

This handbook has been prepared to facilitate your success in and progress through the nursing program. The purpose is to inform you of the policies and procedures within the school and to make you aware of your rights and responsibilities as a nursing student. You are charged with the responsibility to read, understand and follow all policies and procedures. It is important that you keep your handbook as a reference. If any changes or additions are made, the school will provide them to you. Please provide me with comments or suggestions for revisions that would be helpful to you. If you have questions, please ask.

We wish you the very best throughout your nursing education and career. I encourage you to communicate regularly with your faculty advisor and course instructors. I am available to you if I can help you in any way. Please stop by my office at your earliest convenience and say hello.

Sincerely,

Mary Carol Pomatto, EdD, APRN
Director
School of Nursing
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NOTICE OF NONDISCRIMINATION

Pittsburg State University is committed to a policy of educational equity. Accordingly, the University admits students, grants financial aid and scholarships, conducts all educational programs, activities, and employment practices without regard to race, color, religion, sex, national origin, sexual orientation, age, marital status, ancestry, genetic information, or disabilities. Any person having inquiries concerning the University compliance with regulations implementing Title VI, Title IX, Section 503, Section 504, and A.D.A. is directed to contact Cindy Johnson, Director of Equal Opportunity, 218 Russ Hall, Pittsburg State University, Pittsburg, KS 66762, telephone (620) 235-4185. Cindy Johnson has been designated by the University to coordinate the institution's compliance with regulations implementing Title VI, Title IX, Section 503, Section 504, and A.D.A.

NOTICE TO STUDENTS

Pittsburg State University is committed to a policy of educational equity. Accordingly, the University admits students, grants financial aid and scholarships, conducts all educational programs, activities, and employment practices without regard to race, color, religion, sex, national origin, sexual orientation, age, marital status, ancestry, genetic information, or disabilities. Students seeking assistance with academic programs because of disabilities are to contact Cindy Johnson, Director of Equal Opportunity, 218 Russ Hall, Pittsburg State University, Pittsburg, KS 66762, (620) 235-4185. Students seeking assistance with academic programs because of learning disabilities are to contact Tami Hennigh, Coordinator, Center for Student Accommodations, 218 Russ Hall, Pittsburg State University, 66762, 620-235-6584.

Website: http://www.pittstate.edu/office/eoaa

R. 12/95, 01/08, 06/09, 08/10, 07/11, 07/12, 7/13, 7/14
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PROVOST/ACADEMIC VICE- PRESIDENT

DEAN, COLLEGE OF ARTS AND SCIENCES

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PART-TIME CLINICAL INSTRUCTORS

GRADUATE ASSISTANTS

HSC/LRC COORDINATOR

NURSING MAJORS

ADMINISTRATIVE SPECIALIST

STUDENT EMPLOYEE

SENIOR ADM. ASSISTANT

STUDENT EMPLOYEE

STUDENT EMPLOYEE

Contractual Agreement
Cooperative Responsibilities
Direct Responsibility

Revised: 8/11/08; 7/20/09; 08/04/10; 07/10/2014
## SCHOOL OF NURSING

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<th>Full-Time Faculty</th>
<th>E-Mail Address</th>
<th>Office Number</th>
<th>Office Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Mary Carol Pomatto</td>
<td><a href="mailto:mpomatto@pittstate.edu">mpomatto@pittstate.edu</a></td>
<td>102</td>
<td>(620) 235-4431</td>
</tr>
<tr>
<td>Director</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judith Coltharp</td>
<td><a href="mailto:jcoltharp@pittstate.edu">jcoltharp@pittstate.edu</a></td>
<td>114</td>
<td>(620) 235-4437</td>
</tr>
<tr>
<td>Gena Coomes</td>
<td><a href="mailto:gcoomes@pittstate.edu">gcoomes@pittstate.edu</a></td>
<td>112</td>
<td>(620) 235-4440</td>
</tr>
<tr>
<td>Deborah Fischer</td>
<td><a href="mailto:dfischer@pittstate.edu">dfischer@pittstate.edu</a></td>
<td>124</td>
<td>(620) 235-4442</td>
</tr>
<tr>
<td>*Kristi Frisbee</td>
<td><a href="mailto:kfrisbee@pittstate.edu">kfrisbee@pittstate.edu</a></td>
<td>121</td>
<td>(620) 235-4434</td>
</tr>
<tr>
<td>*Cheryl Giefer</td>
<td><a href="mailto:cgiefer@pittstate.edu">cgiefer@pittstate.edu</a></td>
<td>113</td>
<td>(620) 235-4438</td>
</tr>
<tr>
<td>Anna Beth Gilmore</td>
<td><a href="mailto:agilmore@pittstate.edu">agilmore@pittstate.edu</a></td>
<td>111</td>
<td>(620) 235-4444</td>
</tr>
<tr>
<td>*Jennifer Harris</td>
<td><a href="mailto:jharris@pittstate.edu">jharris@pittstate.edu</a></td>
<td>106</td>
<td>(620) 235-4447</td>
</tr>
<tr>
<td>*Kristi Frisbee</td>
<td><a href="mailto:kfrisbee@pittstate.edu">kfrisbee@pittstate.edu</a></td>
<td>121</td>
<td>(620) 235-4434</td>
</tr>
<tr>
<td>*Amy Hite</td>
<td><a href="mailto:ahite@pittstate.edu">ahite@pittstate.edu</a></td>
<td>115</td>
<td>(620) 235-6528</td>
</tr>
<tr>
<td>*Karen Johnson</td>
<td><a href="mailto:kajohnson@pittstate.edu">kajohnson@pittstate.edu</a></td>
<td>108</td>
<td>(620) 235-6187</td>
</tr>
<tr>
<td>Stacy Middleton</td>
<td><a href="mailto:smiddleton@pittstate.edu">smiddleton@pittstate.edu</a></td>
<td>116</td>
<td>(620) 235-4439</td>
</tr>
<tr>
<td>SanDee McChristy</td>
<td><a href="mailto:smchristy@pittstate.edu">smchristy@pittstate.edu</a></td>
<td>125</td>
<td>(620) 235-6519</td>
</tr>
<tr>
<td>*Barbara R. McClaskey</td>
<td><a href="mailto:bmclaskey@pittstate.edu">bmclaskey@pittstate.edu</a></td>
<td>122</td>
<td>(620) 235-4443</td>
</tr>
<tr>
<td>Dolores Pruitt</td>
<td><a href="mailto:dpruitt@pittstate.edu">dpruitt@pittstate.edu</a></td>
<td>109</td>
<td>(620) 235-4412</td>
</tr>
<tr>
<td>*Janis Schiefelbein</td>
<td><a href="mailto:jschiefelbein@pittstate.edu">jschiefelbein@pittstate.edu</a></td>
<td>107</td>
<td>(620) 235-4441</td>
</tr>
<tr>
<td>Donald Shull</td>
<td><a href="mailto:dshull@pittstate.edu">dshull@pittstate.edu</a></td>
<td>123</td>
<td>(620) 235-6520</td>
</tr>
<tr>
<td>Tracy Stahl</td>
<td><a href="mailto:tstahl@pittstate.edu">tstahl@pittstate.edu</a></td>
<td>105</td>
<td>(620) 235-4445</td>
</tr>
<tr>
<td>*Karen Tompkins-Dobbs</td>
<td><a href="mailto:ktompkins-dobbs@pittstate.edu">ktompkins-dobbs@pittstate.edu</a></td>
<td>120</td>
<td>(620) 235-6121</td>
</tr>
</tbody>
</table>

*Graduate or Graduate Service Faculty*

| HSC/LRC Coordinator                  |                           | 132           | (620) 235-4433    |

**Administrative Specialist**

| Peggy Totman                          | ptotman@pittstate.edu    | 101           | (620) 235-4431    |

**Senior Administrative Assistant**

| Jennifer Parker                       | jpparker@pittstate.edu   | 101           | (620) 235-4332    |

**Custodian**

| Cindy Endicott                        |                           |               |                   |

**NOTE:**

All faculty members have voice mail, so you may dial their phone number directly. If they are not in their office, it switches to voice mail after 4 rings. Please leave a clear message regarding how you can be reached so they may return your call.

Revised: 8/11/08, 7/27/09, 08/04/10, 07/30/11, 7/31/12, 7/13, 7/14
History

The Kansas State Legislature, following recommendation from the Kansas Board of Regents in 1969, established the Department of Nursing at Pittsburg State University in the fall of 1970. The nursing program received funding from the State Legislature in the spring of 1970, providing for a chairman and two faculty for the planning year 1970-71.

Many years of planning involving the University, Mt. Carmel Medical Center, and the community preceded the establishment of the baccalaureate nursing program at Pittsburg State University. Responding to trends in nursing education and changes in the health care delivery system, Mt. Carmel Medical Center agreed to discontinue its School of Nursing when the University was ready to have a baccalaureate program in nursing. Mt. Carmel began phasing out its diploma program in 1970 and its last class was graduated in 1972.

The program at Pittsburg State University was approved by the Kansas State Board of Nursing in the spring of 1971 and 30 juniors were admitted to the upper division clinical nursing courses in the 1971 fall semester. The first class graduated in May 1973. At that time and until McPherson Hall was completed, the Department was housed in a large, white, two-story house that was very homey but somewhat crowded.

In 1974, under the direction of the first Chairman of the Department of Nursing, Cecilia Waggoner, federal grant monies for constructing a new nursing education building were approved. Matching funds donated by the McPherson family estate in the amount of $400,000 were earmarked by Pittsburg State University to be used for construction of the educational facility. Construction of McPherson Hall began in the first part of 1976 and was completed during the summer of 1977. Dedication of the new building was held in September 1977, with Governor John Bennett in attendance.

McPherson Hall was designed and constructed with the objectives of the nursing program and the needs of the student in mind. Offices of all full-time faculty members are private. The reception area provides an attractive efficient atmosphere and workspace. The classrooms provide for groups of different sizes and the use of technology and varied instructional methods. A health simulation center and learning resources center with professional staff is available. The center has a family of simulators for student learning, and a student lounge with kitchen that overlooks the university lake.

The National League for Nursing Council of Baccalaureate and Higher Degree Programs granted accreditation for the BSN program in 1975, and reaccreditation was granted for eight years in 1981, 1989, and 1998.

A natural evolution occurred in the School of Nursing as registered nurses began to enter the program to complete their baccalaureate degrees. Since 1973, registered nurses have been admitted to the School.
The RN to BSN degree track may be viewed as a flexible alternative program plan. Although adjustments are made in the course content of the registered nurse student, the curricular, graduation, and course objectives are the same as those for the prelicensure student. To accommodate the needs of the registered nurse student, courses have been offered with flexible scheduling including ample use of distance technologies.

Since the mid-1980s, Pittsburg State University's School of Nursing had expressed an interest in developing a Master of Science Degree in nursing program. This interest had been spurred by registered nursing students and area health care providers and agencies who indicated a need for nurses prepared at the master's level in nursing.

In the winter of 1990, with the encouragement of the Pittsburg State University administration, the nursing faculty met to discuss the feasibility of a master's degree program. A Master's Task Force Committee was formed to study the possibility of a master's program. Community leaders, college administration, nursing service, library personnel, nursing faculty, and alumni comprised the Master's Task Force Committee. In May 1990, funds for a feasibility study were obtained from Pittsburg State University and Dr. Lois Frels of Frels and Shoemaker Associates was contacted to conduct the study. The outcome of the feasibility was favorable; therefore, work on a proposal for a new Master of Science Degree in Nursing began.

In March of 1993 the Board of Regents approved the establishment of a Master of Science in Nursing Program in Family Health at Pittsburg State University. The first class was admitted in the fall and Clinical Nurse Specialist graduates were further prepared in the areas of education, administration, or gerontology.

In June of 1995 the family nurse practitioner curriculum for the Master of Science in Nursing began at Pittsburg State University in collaboration with the University of Kansas, Wichita State University, and Fort Hays State University. The Master of Science in Nursing program has been continuously approved by the Kansas State Board of Nursing since its inception. In 2000, the graduate program earned national accreditation from the National League for Nursing Accrediting Commission (NLNAC). Currently both degree programs are fully accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the Kansas State Board of Nursing.

In July 2013 the Kansas Board of Regents along with University officials elevated the Department of Nursing to the rank of school within the university, in recognition of the nursing program’s growing size and complexity. In September 2013, Dr. Fay Bradley was recognized for a generous donation to the program. The School of Nursing acquired the name Irene Ransom Bradley School of Nursing in honor of Dr. Bradley’s mother.

The current Director of the Irene Ransom Bradley School of Nursing is Mary Carol G. Pomatto. Carolyn Keil served as Chair from 1999-2005. Barbara Jean McClaskey served as Interim Chair 1998-1999 and 1988-1989; Jo-Ann Marrs served as Chair from 1989-1998; Roberta Thiry served as Chair from 1979 to 1988; and Cecilia Waggoner was Chair from 1970 to 1979.
Traditions

PSU Commemoration Day (Apple Day)

Pittsburg State University is the youngest of the state institutions of higher education in Kansas. Founded in 1903, Pittsburg State opened as the Auxiliary Manual Training Normal School designed for the preparation of teachers of manual training and domestic science. Russell S. Russ, then superintendent of the Pittsburg Schools, was elected to be principal of the new normal school, which he had helped to found. The school opened in temporary quarters Tuesday, September 8, 1903, with 54 students and 5 faculty members.

Mr. Russ spent considerable time in the state legislature of 1905 during the debate for an appropriation for the first school building. As the issue was drawing to a close, the legislators lightheartedly reviewed the problem of non-members of the house appearing on the floor, and the motion was made that the next offender be fined a barrel of apples. Shortly after, Russ appeared to inquire about the progress of the bill and was duly fined a barrel of apples.

The incident was reported in Pittsburg, and Russ, discussing this with students, suggested that they fine the faculty a barrel of apples. The motion passed unanimously, and a bewildered faculty paid the fine. Since that first observance on March 8, 1905, Apple Day or Commemoration Day has become a festivity to be noted on the Pittsburg State University campus. Annually this tradition is assessed by the student body, and apples furnished by the faculty are passed out to all those present at the Apple Day Convocation.

School of Nursing Spring Banquet

In the late spring, both undergraduate and graduate students are recognized at a banquet held in their honor. Students and faculty organize the event, which includes a dinner, and is an opportunity to invite families and significant others to share in the academic experience.

The spring banquet allows for recognition of pre-licensure students. Students receive various School of Nursing awards, and are recognized by their classmates for more light-hearted accomplishments. RN to BSN and Graduate students have an opportunity to participate in the program as well.
Pinning Ceremony

The school pin is one of the traditions in nursing education. Each nursing program has its own distinct pin and each graduate wears the pin of his/her nursing program proudly. The pin for the Pittsburg State University graduate is of a special design approved in 1973. The design was sketched by the first graduating class and given to Dr. George Brooker, then a Professor of Automotive Technology at Pittsburg State University and husband of Carolyn Brooker, a faculty member in the School of Nursing. Dr. Brooker finalized the design and the pin was ready for the first BSN graduates.

Approximately the size of a quarter, the pin is circular. The center of the pin is gold with the letters BSN or MSN in the center. Around this appears a red band on which is printed Pittsburg State University School of Nursing. An outer band is a gold edge of scallops. This same design has been adapted for use on school invitations, brochures, etc.

The tradition of pinning emphasizes the importance of the pin. At this event, held in conjunction with university commencement, each graduate is pinned by the person of his/her choice. The custom is to announce future plans of each graduate as the pinning occurs. Parents, spouses, children, relatives, and friends are invited to share in this formal ceremony.

Spirit of Nursing Award (Senior)

The school Spirit of Nursing Award will be based on the criteria established by the Army Nurse Corp and the National Student Nurses' Association. Those criteria include community involvement; professional involvement; leadership experience; academic achievements and cumulative grade point average.
MISSION AND GOVERNANCE

Mission Statement

The mission of the nursing curricula is to prepare graduates to demonstrate excellence in practice, to meet regulatory requirements for practice, to assume leadership roles and to recognize learning as a lifelong process.

The baccalaureate and graduate programs of the School of Nursing reflect the university’s mission of teaching, scholarship and service, with teaching/learning as the primary focus.

Members of the school engage in a wide range of scholarly, professional, practice and community service activities to meet local, regional and national needs for nursing and healthcare.

Recognizing the unique characteristics and needs of our diverse rural setting, the programs of the School of Nursing prepare graduates to provide nursing care to individuals, families, and populations in a variety of settings.

The baccalaureate nursing curricula build upon a foundation of the arts, sciences and humanities. The Master’s curriculum builds upon the competencies of baccalaureate graduates and focuses on advanced nursing roles.

Vision Statement

The vision of the School of Nursing is to assume a leadership role, in collaboration with area health care and educational institutions, in providing baccalaureate nursing education to pre-licensure students and degree completion registered nurses, as well as advance practice education to graduate students. To achieve the vision of a leadership role, the faculty members develop their expertise as educators and role models through life long learning, practice, service, and scholarship.

Philosophy

To review and restate its philosophy, in 2003 the school solicited the views of junior, senior, and graduate students, plus nursing faculty members. To guide reflections, the members of the department used the metaparadigm of nursing and basic concepts of nursing. The following statements reflect a compilation of the beliefs of the members of the School of Nursing.

Person

We believe that person is a concept that represents the recipient of nursing care, or the client. The client can be an individual, family, aggregate, community or population. We view each client as a holistic entity with unique cultural, emotional, spiritual, and bio-psycho-social characteristics. Each client possesses unique values and beliefs. The role of the nurse is to provide care that will assist the client to achieve the highest level of functioning.
Environment

We believe that environment includes all conditions, circumstances and influences that are a part of being or becoming. The environment includes natural, biological, psychological, social, spiritual and cultural factors. The internal and external environments of person are ever changing and influencing other components, and may result in alterations in health. The nurse coexists as part of the client’s environment and works with the client to maximize health.

Health

We believe that health is a dynamic state of biological, psychological, social, and spiritual well-being, and reflects the ability of person or client to adapt to the environment. Health is unique to each person and is viewed as a function of perception and observation. Health incorporates illness and wellness and is viewed as actualization of human potential for development.

Nursing Practice

Nursing is a professional discipline with both art and science components. Nursing as an art involves the implementation of caring strategies to promote well-being. Those strategies may include but are not limited to intuition, creativity and compassion, nursing therapeutics, communication skills, patient advocacy and patient empowerment. Caring encompasses the nurse’s authentic presence reflected through empathy for and connection with the client through all aspects of well-being. The caring nurse identifies questions to be investigated and builds the knowledge base for nursing practice by systematic inquiry.

Teaching

Faculty members act in partnership with students to facilitate learning. The goal is to create an environment that encourages student participation in the process of inquiry and discovery. An outcome of teaching is the procurement and application of knowledge. Strategies for success include, but are not limited to recognition of individual learner styles, coaching-mentoring, use of technologically advanced information presentation formats, interactive communication of information, and facilitation of the student process of applying knowledge. When learning occurs, there is measurable evidence that the student has acquired knowledge and demonstrates appropriate clinical competencies and behaviors.

Learning

We believe that learning is a complex, mutual process of growth and development identified by changes in the behavior of the learner. Learning is the art or process of acquiring knowledge, skills and values by means of study, instruction, observation, interaction, practice and experience. An active internal process, learning involves cognitive, psychomotor, and affective aspects of human behavior. Learners accept responsibility for learning and seek opportunities to increase knowledge, skill, and clinical competence. Learning is a lifelong growth process that facilitates the development of human potential.
Teaching-Learning

We believe that nursing education is the teaching-learning process by which faculty and students collaborate to achieve educational goals. Teaching-learning is a reciprocal process involving the exchange of information that occurs between students and faculty. The process fosters intellectual, social, and emotional growth of both teacher and learner.

Revised: 03/13/89, 05/12/93, 05/25/95, 08/18/98, 01/28/00, 08/19/04, 08/09/05, 08/10/06, 08/11/08, 07/31/09, 07/10/2014
Program Levels

The faculty has developed the curriculum of the Pittsburg State University School of Nursing to be consistent with its mission and philosophy. The major concepts of person, environment, health, and nursing are integrated. The baccalaureate nursing curriculum is an upper division major organized at three levels. Pre-RN track BSN students generally progress from levels one to three. RN to BSN track students have a prior nursing knowledge base and may complete levels concurrently. The graduate program represents the fourth level of the curriculum.

Level one takes place in the first semester of the junior year and builds upon the learning from the lower division nursing prerequisites and general education courses in the natural sciences, social sciences, and humanities. The major concepts of person, environment, health, and nursing are introduced with the respective sub-concepts and theoretical formulations. Clinical experiences focus on basic nursing care of individuals experiencing minor to major adaptation/maladaptation in both acute and non-acute health care settings. The student incorporates pathophysiologic processes as a basis for nursing interventions.

Level two of the curriculum includes the second semester of the junior year and the first semester of the senior year. At this level, the student utilizes theories, concepts, and the nursing process with persons experiencing minor to major adaptation/maladaptation in a variety of health care settings. Findings from research and information systems are analyzed for application in the improvement of nursing care. The student incorporates pharmacologic knowledge into nursing interventions.

Level three of the curriculum is the last semester of the senior year. The student synthesizes previous and new knowledge as a basis for prioritizing care of clients facing major adaptation/maladaptation in acute health care settings. Leadership principles are utilized in managing care of groups of clients in a variety of settings. Concepts of care are expanded to include community, community assessment, and population oriented practice. A capstone internship provides students an opportunity to synthesize all of their learning into their role and function as professional nurses. Upon graduation, Pre-RN graduates are eligible to take the national licensing examination, the NCLEX-RN, to become registered nurses.

Level four, the master’s program, prepares its graduates for advanced practice in the area of family health (including functional areas of education or administration) and family nurse practitioner. Because the family is the building block of society and a major influence on health care beliefs and practices, the emphasis of the graduate program is the family. Advanced practice education prepares graduates who are responsive to diverse needs within this mostly rural population and medically underserved region. Graduates are eligible for national certification examinations and to apply to the Kansas State Board of Nursing for Advanced Practice Registered Nurse (APRN) status upon completion of their advanced practice degree. They will be designated as either a Family Clinical Nurse Specialist or a Family Nurse Practitioner depending upon their choice of track. (Due to low enrollment, the Family Clinical Nurse Specialist track is not being offered at this time).

Revised: 03/13/89, 05/12/93, 5/25/95, 01/28/00, 06/26/03, 08/04/03, 08/19/04, 08/10/05, 08/10/06, 08/11/08, 07/10/09, 08/04/10, 7/10/2014
Program Outcomes and Level Objectives

In order to develop the curricula according to program levels, the faculty has articulated expected program outcomes, which are stated as objectives, and further identified behavioral outcomes for each of the four levels of the program. The program outcomes and level objectives are followed by explication of the major concepts that are evident in the program outcomes. The program prepares professional practitioners and advanced practice nurses who can:

1. Evaluate the nursing process and nursing theories to promote bio-psycho-social adaptation of persons.

   Level 1  Apply the nursing process which incorporates nursing theories and bio-psycho-social concepts to assist persons experiencing minor to major adaptation/maladaptation.

   Level 2  Develop nursing processes which incorporate nursing theories and bio-psycho-social concepts to promote adaptation of persons experiencing minor to major adaptation/maladaptation.

   Level 3  Formulate the nursing process which incorporates nursing theories and bio-psycho-social concepts with persons experiencing minor to major adaptation/maladaptation.

   Level 4  Integrate the nursing process, supported by a variety of theories, into advanced practice.

2. Evaluate selected theories and content from the sciences, humanities, and nursing for application in nursing practice.

   Level 1  Identify theories and content from the sciences, humanities, and nursing in the care of persons experiencing minor to major adaptation/maladaptation.

   Level 2  Analyze theories and content from the sciences, humanities, and nursing in the care of persons experiencing minor to major adaptation/maladaptation.

   Level 3  Integrate theories and content from the sciences, humanities, and nursing relevant to the care of persons experiencing minor to major adaptation/maladaptation.

   Level 4  Utilize advanced nursing standards and content from the sciences, humanities, and nursing to promote health, prevent disease, and provide quality care to persons/families/communities with emphasis in rural settings.

3. Incorporate historical, political, social, economic, legal, and ethical aspects of health care in professional nursing.

   Level 1  Relate the impact of historical, political, social, economic, legal, and ethical aspects of health care in professional nursing.

   Level 2  Examine historical, political, social, economic, legal, and ethical aspects of health care in professional nursing.

   Level 3  Integrate the utilization of historical, political, social, economic, legal, and ethical aspects of health care in professional nursing.

   Level 4  Contribute to the advancement of the nursing profession through the knowledge of historical, political, social, economic, legal, cultural, and ethical aspects of health care.
4. Select teaching-learning principles that promote client adaptation.

   Level 1 Identify teaching-learning principles that promote client adaptation.
   Level 2 Utilize teaching-learning principles that promote adaptation of a person experiencing minor to major adaptation/maladaptation.
   Level 3 Design a plan for the effectiveness of teaching-learning principles to promote adaptation of clients experiencing minor to major adaptation/maladaptation.
   Level 4 Implement effective teaching-learning strategies designed to promote wellness of persons/families/communities.

5. Participate in meeting health needs of society by communicating, collaborating, coordinating, and consulting with citizens and colleagues.

   Level 1 Identify the role of each member of the health care team in meeting health needs of persons experiencing minor to major adaptation/maladaptation.
   Level 2 Collaborate with members of the health care team to meet the health needs of persons experiencing minor to major adaptation/maladaptation.
   Level 3 Formulate nursing role with other health team members in meeting health needs of persons experiencing minor to major adaptation/maladaptation.
   Level 4 Demonstrate competence in advanced practice roles in meeting health needs of all populations, with emphasis in rural settings.

6. Value individual responsibility and accountability for nursing practice.

   Level 1 Examine individual responsibility and accountability for nursing practice.
   Level 2 Accept individual responsibility and accountability for nursing practice.
   Level 3 Maintain collective responsibility and accountability for nursing practice.
   Level 4 Evaluate individual advanced practice nurse responsibility and accountability as it contributes to the improvement of the delivery of health care and the establishment of health policy.

7. Evaluate principles of leadership in managing client care.

   Level 1 Review leadership principles that relate to client care.
   Level 2 Differentiate leadership principles that relate to client(s) care.
   Level 3 Formulate leadership principles to coordinate client(s) care.
   Level 4 Synthesize advanced practice nurse leadership and management principles in order to coordinate person/family care in all populations with emphasis in rural settings.
8. Participate in planned change to facilitate adaptation of persons.

   Level 1 Identify principles of planned change.
   Level 2 Coordinate resources to implement planned change.
   Level 3 Organize planned change to facilitate adaptation of persons.
   Level 4 Manage activities for planned change to facilitate adaptation of persons/families/communities.

9. Question findings of research and information systems to improve nursing practice.

   Level 1 Identify sources of research and information systems relevant to nursing practice.
   Level 2 Examine findings of research and information systems relevant to the improvement of nursing practice.
   Level 3 Integrate findings of research and information systems for the improvement of nursing practice.
   Level 4 Contribute to advanced nursing through managing research and information systems.

10. Assess individual goals for continued personal and professional growth.

    Level 1 Identify goals for individual growth during the educational process.
    Level 2 Establish both long and short-term personal and professional goals.
    Level 3 Incorporate both long and short-term personal and professional goals.
    Level 4 Evaluate long-term and short-term personal and professional goals for advanced practice.

BSN Levels 1-3 Revised: 05/25/95, 04/03/98, 04/16/99, 09/03/04, 08/09/05, 08/11/08, 07/10/09
MSN Level 4 Revised: 02/26/99, 01/28/00, 09/03/04, 08/10/05, 08/10/06, 08/11/08, 07/10/09
Explication of Program Outcome Concepts

Nursing Process
The nursing process is the framework for approaching nursing care and incorporates a wide variety of skills and activities. Communication, therapeutic nursing interventions, problem-solving, decision-making, critical thinking, and independent judgment are basic to the dynamic process. The application of the process varies with the client’s individualized needs, the expertise and role of the nurse, and the setting. The nursing process requires a mutual process between the nurse and client that is directed toward goal attainment.

The nursing process consists of five steps -- assessing, diagnosing, planning, implementing, and evaluating. Assessment involves the collection, verification and communication of data unique to a person. Assessment requires skills in communication, interviewing, history taking, physical examination, and other data collection procedures. Diagnosing is step two of the nursing process. In this step, data are analyzed and health needs/problems identified. An appropriate plan of care is then developed with goals and priorities being established. Carrying out the established plan of care is implementation. Intellectual, interpersonal, and psychomotor skills are required to take nursing action. Comparison of goal achievement with projected outcomes contributes to evaluation of client/nurse success in step five of the nursing process. Need for revision of the care plan and new health needs may be identified.

Nursing Theories
Stress-adaptation interaction, based on Roy’s Conceptual Model of Adaptation (1999), flows from the metaparadigm concepts of person, environment, health, and nursing. Adaptation terminology is integrated into the department’s program outcomes, level objectives, and syllabi. Systems theory also is useful in understanding relationships between person, environment, health, and nursing. A person can be viewed as an open, bio-psycho-social system in constant interaction with the collective environment. A person is a system that exists throughout the life cycle and has individual needs that vary dependent upon level of wellness. As a person strives for homeostasis in their personal system, interaction with other systems may take place, i.e. the health care system. The health care system affects a person as a consumer and in turn is affected by a person. Nurses play a key role in helping persons recognize and express needs, understanding the health care system, and advocating for a person's rights.

Theories Related to Nursing Practice
Communication theory provides the foundation for establishment of a therapeutic nurse-client relationship. Effective communication enhances utilization of the nursing process as well as collaboration among health care team members.

Growth and development take place throughout the life cycle in predictable stages. Peoples’ ability to grow and develop influences their level of wellness. Unique healthcare needs, regardless of age, result from the physical, emotional, intellectual, social, spiritual, and cultural aspects of peoples’ developmental level. With this theoretical knowledge, the nurse can utilize the nursing process to help a person meet individual needs. In addition, understanding of family theory, ethics theories and principles, theories of aging, crisis theory, and management theories assist the professional and advanced practice nurse to support the client in attaining and maintaining maximum wellness.
Influences on Nursing Practice
Persons have a basic need to communicate with their environment. A person's communication is influenced by many factors including values, perceptions, feelings, sociocultural and religious background, knowledge level, roles, relationships, setting, and health. The nurse’s role is to provide competent care in the context of these influences.

Teaching-Learning Principles
Teaching-learning is a reciprocal process which fosters intellectual, social, emotional, and physical growth of both teacher and learner. Learning is manifested as a persistent change in the affective, cognitive, or psychomotor behavior of an individual. Both ANA's Standards of Nursing Practice and The Patient’s Bill of Rights address nursing's responsibility for teaching. Teaching enhances a person's ability and is dependent on application of the principles of teaching-learning. The student-teacher relationship in this program is dependent upon rights and responsibilities of each in the teaching-learning process. Students and teachers establish personal goals and objectives consistent with the objectives of the course, curriculum, and professional development. The learner is given selected opportunities to negotiate individualized experiences. Self-evaluation of learning is part of the process.

Meeting Health Care Needs of Society
Participation in professional activities is dictated by personal interests, talents, commitments, values and attitudes. Faculty members, students, and graduates have numerous opportunities to provide service and leadership within the community through volunteer nursing services, participation in health related organizations, health planning, and health education. Faculty members model the three foci of the University’s mission; teaching, scholarship, and service to the University, the profession, and the community, and also model the profession’s expectation of expertise in clinical practice.

The health care system is viewed as a composite of clients, health care professionals, and health care institutions/agencies interacting with one another. Collaboration between clients and health care professionals is essential for provision of optimum health care. Optimum health care is care that is directed toward achieving the greatest degree of health and adaptation possible with a person. Each person has the right to quality health care throughout the life cycle regardless of position on the wellness-illness continuum. The health care system is a dynamic system affected by societal and consumer influences, rapidly advancing knowledge and technology and political influences. The rapidly changing health care system is challenging nurses and nursing to confront ethical, moral, and legal dilemmas and to define itself, its services, and appropriate roles, including advocacy for the needs of clients.

Individual Responsibility and Accountability
Acceptance of responsibility/accountability for one's own actions as well as maintenance of continued competency characterizes the professional nurse. Professional accountability helps to ensure the maintenance of health care standards and the continuance of personal and professional growth. Accountability provides a foundation for ethical decision-making. Every profession expects its members to practice within the discipline, appreciate its heritage, contribute to the advancement of knowledge, and serve both the profession and society. A professional nurse practices within the state's nurse practice act and according to the standards delineated by the profession.
Leadership in Managing Client Care
Graduates are educated to apply principles of leadership and supervise the care given by other nursing and auxiliary personnel in a wide variety of settings. As the health care system becomes more specialized and complex, the need for nurses with leadership and management skills is growing. Professional nurses must be prepared with skills of communication, organization, and self-examination upon graduation. The beginning professional nurse must be able to lead oneself as well as exert leadership in the nurse-client relationship and with members of the nursing and health care staff. Nurse managers are those with authority and responsibility within an organization. Nurses in management positions must acquire and develop their leadership abilities. Therefore, opportunities for both leading and managing are experienced in the curriculum.

Change
Change is a constant in the internal of a person as well as the external environment. Change not only occurs in individuals but also occurs in the family or group, community, and society. Nurses play a key role in helping the system or a person adapt to or influence change in the collective environment. This is accomplished through the nurse’s role as change agent, leader, health educator, motivator, role model, and source of referral. Knowledge of change theory is important for effective utilization of the nursing process. Knowledge of the environmental impacts affecting change in the health care system and of nursing roles and functions is critical to professional nursing practice.

Research and Information Systems to Improve Nursing Practice
The roles and functions of the professional nurse are influenced by and derived from the research process. Graduates of this program are prepared to utilize and question research findings in giving direct care to clients/groups. Advanced practice nurses add to the body of knowledge through research, writing, presentation of professional papers and educational programs, and other creative/scholarship endeavors.

Professional nursing practice is based upon research and theory. The nurse selects from a wide variety of theories to explain phenomena, support decisions and predict outcomes. Nursing theories provide a perspective for current practice and generate testable hypotheses that influence the future of nursing. The findings of research are utilized by the professional nurse to improve the quality and effectiveness of nursing interventions. Research serves as the foundation for every course in the nursing curriculum. The dissemination of research through publications and technology require members of the department to develop skills in the use of information technology.

Continued Personal and Professional Growth
The nurse must continue to grow and develop. Life-long learning involves the constant process of identification of strengths and weaknesses as well as motivation to enhance one's practice through continued education and self-study.

With additional education and experience, baccalaureate graduates may specialize in either a practice area or functional role. Functional roles such as administration, consultation, research and teaching are designed to facilitate and support practice.

Revised: 08/19/04, 08/10/05, 08/10/06, 08/11/08, 07/10/09
References


American Association of Colleges of Nursing (2011). The Essentials of Master’s Education in Nursing. Author as publisher: Washington, DC.


American Nurses Association (2010). *Nursing: Scope and Standards of Practice*. Author as publisher: Washington, DC.


American Nurses’ Association (2010). *Scope and Standards of Advanced Practice Registered Nursing*. Author as Publisher: Washington, DC.


Updated: 7/31/09, 07/31/11, 07/31/12, 07/13, 7/14
Standards of BSN

PSU Nursing Code of Conduct

An important part of the nursing program is the development and maintenance of professional ethics and behavior. A professional manner is expected in all settings and includes one's approach to the setting. Ideally, a professional manner should be adopted when you are representing the PSU School of Nursing as your behavior reflects on you, the nursing program, the nursing profession, and Pittsburg State University. We encourage you to help maintain standards of the profession by reporting violations of the code of conduct. It is recommended that the student make this report to the clinical instructor, course instructor, or chairperson.

The member displays respect for human dignity and the uniqueness of an individual.
- Members will follow confidentiality guidelines.
- Members will act in a professional manner when dealing with individuals.
- The member’s interactions should reflect the intrinsic value of each person, regardless of nationality, race, color, age, gender, religion, ancestry, or disability.
- Members will be respectful of others and have the right to be treated with respect in return.

The member assumes responsibility and accountability for professional development.
- Members will demonstrate self-awareness by identifying own feelings, thoughts, and behaviors, and will interpret the basis for those feelings, thoughts, and behaviors.
- Members will come with a willingness to actively participate in the teaching/learning process.
- Members will be willing to examine biases and prejudices and be open to new ways of thinking.
- Members will be conscious of their comments and behaviors so as to avoid offending others.

The members will maintain the integrity of the profession and protect the public image of the profession.
- Members will follow established traditions of the School of Nursing.
- Members will have positive regard for the PSU Nursing Uniform and the values and traditions it represents.
- In clinical settings, members will adopt and maintain a professional appearance. They will present with a clear mind and be neatly groomed in attire appropriate to the setting.

The member will communicate with others in a direct and cordial manner.
- Members will present concerns/questions to the person or persons involved to obtain information and to resolve problems in a timely manner.
- Members will utilize the established Academic Due Process for grievances.
- Members will follow the ANA Code for Nurses
The American Nurses Association (ANA) *Code of Ethics for Nurses with Interpretive Statements* explicates the goals, values and ethical precepts that direct the profession of nursing. The ANA believes the *Code of Ethics* for Nurses is nonnegotiable and that each nurse has an obligation to uphold and adhere to the code of ethics.

Health care ethics is concerned with the rights, responsibilities, and obligations of health care professionals, institutions of care, and clients. Upon entering the profession of nursing, nurses accept the responsibilities and trust that have accrued to nursing over the years and also the obligation to adhere to the profession's Code of Ethics. The *Code of Ethics* for Nurses was published by the American Nurses Association, is the standard by which ethical conduct is guided and evaluated by the profession. It provides a framework within which nurses can make ethical decisions and discharge their professional responsibilities to the public, to other members of the health team, and to the profession. (ANA, 2001).

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

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

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

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

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

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

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

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

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

National Student Nurses’ Association, Inc. Code of Professional Conduct

The 1999 NSNA House of Delegates adopted the Code of Professional Conduct. The Code of Professional Conduct provides a high standard of behavior, guided by ideals and values that is expected of students who participate in NSNA activities. The document introduces students to the principles of professional and personal conduct and prepares them to become involved in professional societies and associations. The Code of Ethics taken in concert with the NSNA Student Bill of Rights and Responsibilities for Students of Nursing, provides comprehensive guidelines that set the tone for professional development.

NSNA state and school chapters are urged to present the Code to members for adoption, to share it with the dean or director of the nursing program, and to distribute it widely to students and faculty.

As a member of the National Student Nurses’ Association, I pledge myself to:
- Maintain the highest standard of personal and professional conduct.
- Actively promote and encourage the highest level of ethics within nursing education, the profession of nursing, and the student nurses’ association.
- Uphold all Bylaws and regulations relating to the student nurses’ association at the chapter, state and national levels, reserving the right to criticize rules and laws constructively, but respecting the rules and laws as long as they prevail.
- Strive for excellence in all aspects of decision-making and management at all levels of the student nurses’ association.
- Use only legal and ethical principles in all association decisions and activities.
- Ensure the proper use of all association funds.
- Serve all members of the student nurses’ association impartially, provide no special privilege to any individual member, and accept no personal compensation from another member or non-member.
- Maintain the confidentiality of privileged information entrusted or known to me by virtue of an elected or appointed position in the association.
- Refuse to engage in, or condone, discrimination on the basis of race, gender, age, citizenship, religion, national origin, sexual orientation, or disability.
- Refrain from any form of cheating or dishonesty, and take action to report dishonorable practices to proper authorities using established channels.
- Always communicate internal and external association statements in a truthful and accurate manner by ensuring that there is integrity in the data and information used by the student nurses’ association.
- Cooperate in every reasonable and proper way with association volunteers and staff, and work with them in the advocacy of student rights and responsibilities and the advancement of the profession of nursing.
- Use every opportunity to improve faculty understanding of the role of the student nurses association.
- Use every opportunity to raise awareness of the student nurses’ association’s mission, purpose, and goals at the school chapter level.
- Promote and encourage entering nursing students to join and become active in NSNA.
- Promote and encourage graduating seniors to continue their involvement by joining professional nurses’ associations upon licensure as registered nurses.

Adopted by the 1999 House of Delegates, Pittsburgh, PA at the 47th Annual NSNA Convention.
Dishonesty in Academic Work

See University Catalog online: http://catalog.pittstate.edu/contentm/blueprints/blueprint_display.php?bp_listing_id=162&blueprint_id=124&sid=1&menu_id=7980

Honesty Pledge

Each student will be asked to sign an “Honesty Pledge” at the beginning of the fall semester that states:

_I pledge that all work that I submit online, in theory courses and/or clinical practicum will be mine and mine only unless designated in the course syllabi as a team effort._

Noncompliance with this policy may result in disciplinary actions according to the School of Nursing and/or Pittsburg State University Standards, including failure of course or dismissal from the program.
Curriculum, Academic Requirements and Progression

Pre-RN Clinical Track

Upper Division Nursing Courses - Undergraduate Program

<table>
<thead>
<tr>
<th>Level One</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester: Fall</td>
<td></td>
</tr>
<tr>
<td>NURS 265 Health Promotion and Disease Prevention</td>
<td>2</td>
</tr>
<tr>
<td>NURS 300 Foundations of Nursing Practice</td>
<td>5</td>
</tr>
<tr>
<td>NURS 301 Nursing Professional Seminar</td>
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<tr>
<td>NURS 302 Techniques for Nursing</td>
<td>2</td>
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<tr>
<td>NURS 320 Health Assessment</td>
<td>3</td>
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<tr>
<td>NURS 390 Pathophysiologic Bases of Nursing</td>
<td>3</td>
</tr>
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<td></td>
<td>16</td>
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</tbody>
</table>

| Level Two                              |              |
| Second Semester: Spring                |              |
| NURS 405 Health Alterations in Older Adults* | 3            |
| NURS 440 Pharmacology in Nursing I     | 2            |
| NURS 452 Nursing the Childbearing Family* | 3            |
| NURS 457 Nursing the Child and the Childbearing Family Practicum* | 3            |
| NURS 462 Nursing the Child and Family* | 3            |
| Upper Division Nursing Elective        | 2-10         |
|                                        | 16-24        |

| Third Semester: Fall                   |              |
| NURS 410 Nursing the Adult Medical-Surgical Client* | 7            |
| NURS 441 Pharmacology in Nursing II     | 1            |
| NURS 470 Nursing the Psychiatric/Mental Health Client* | 5            |
| NURS 482 Research in Nursing           | 2            |
|                                        | 15           |

| Level Three                            |              |
| Fourth Semester: Spring                |              |
| NURS 502 Community Nursing             | 4            |
| NURS 521 Leadership Roles and Management Functions in Nursing | 3            |
| NURS 525 Advanced Medical Surgical Nursing of the Adult Client | 6            |
| NURS 599 Internship in Nursing Practice | 3            |
|                                        | 16           |

TOTAL CREDIT HOURS FOR UPPER DIVISION MAJOR 63-71

TOTAL CREDIT HOURS REQUIRED FOR GRADUATION 125-137

*Student will take these courses either spring or fall Semester.

Revised: 8/11/08, 07/27/09
Curriculum, Academic Requirements and Progression
RN to BSN Track

Upper Division Nursing Courses – Undergraduate Program
RN to BSN courses are typically offered according to the following designated schedule

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>Fall</td>
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<tr>
<td>N265 Health Promotion Disease Prevention</td>
<td>2</td>
</tr>
<tr>
<td>N304 Transitions into Baccalaureate Nursing</td>
<td>1</td>
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<tr>
<td>N320 Health Assessment</td>
<td>3</td>
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<tr>
<td>N405 Health Alterations in Older Adults</td>
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</tr>
<tr>
<td>N482 Research in Nursing</td>
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<td><strong>Total</strong></td>
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</tr>
<tr>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>N502 Community Nursing</td>
<td>4</td>
</tr>
<tr>
<td>N521 Leadership Roles and Management Functions in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>N525 Advanced Medical Surgical Nursing of the Adult Client</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
</tr>
<tr>
<td>Fall and Summer</td>
<td></td>
</tr>
<tr>
<td>*N723 Client/Family Health Theory, Assessment, Promotion</td>
<td>2</td>
</tr>
<tr>
<td>*N724 Client/Family Health: Practicum</td>
<td>2</td>
</tr>
<tr>
<td>Fall, Spring and Summer</td>
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<td>Upper Division Nursing Elective</td>
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<tr>
<td>Nursing Credit Hours Taken at PSU</td>
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<td>Validated Nursing Credit Hours</td>
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<tr>
<td>Total Credit Hours for Upper Division Nursing Major</td>
<td>67-75</td>
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<tr>
<td>Total Credit Hours for General Education and Nursing Prerequisites</td>
<td>62-67</td>
</tr>
<tr>
<td>TOTAL HOURS REQUIRED FOR GRADUATION</td>
<td>129-142</td>
</tr>
</tbody>
</table>

*It is required that students complete all general education and RN to BSN courses before taking N723/N724 Client/Family Theory and Practicum.

An incomplete course must be satisfactorily completed within one year, excluding summer session, or the “I” grade will be changed to an F. RN to BSN students may not progress in nursing courses until all previous nursing course incompletes have been removed.

Added: 08/11/08, 07/27/09; 08/04/10, 07/31/12, 7/10/14
Degree Plans and Enrollment Out of Sequence

All students are to develop an initial degree plan with their assigned advisor. Degree plans that vary from the normal course sequence are to be submitted by the student in writing, with rationale for the variance, to the Director of the School of Nursing, who forwards it to the program committee. The faculty must approve the altered degree plan.

TRANSFER POLICY

Pre-RN Clinical Track

Applications from individuals wishing to transfer to PSU from other nationally accredited nursing programs will be accepted by the school. The following criteria will be considered for each transfer applicant:

1. Transfer students must meet all admission requirements as stated in the school booklet and University Catalog.
2. Nursing prerequisite courses must be completed.
3. The School of Nursing must receive a satisfactory reference from the nursing dean/director/chair of the program from which the student is transferring.
4. Unsatisfactory grades (D or F undergraduate) (C or below graduate) from previous schools are transferred and counted as unsatisfactory grades at PSU. The existing progression policy of the School of Nursing will be implemented with any unsatisfactory grades from the prior nursing program.
5. Each applicant will be evaluated on an individual basis for acceptance to determine placement within the nursing program. ATI pre-test results may be considered. Availability of clinical space may also impact entry.
6. Students accepted must have current School of Nursing health form with required immunizations documented through My Record Tracker©, liability insurance, uniforms, current CPR and any other documented requirements. Health insurance coverage is highly recommended.
7. Students accepted will attend an orientation with discussion of philosophy, mission, purpose and objectives of the program. An educational program on Universal Precautions must be completed with a proficiency exam before entry into clinical. A student handbook will be provided by the department.
8. Graduation requirements as stated in the university catalog must be met before graduation.
9. Students transferring clinical courses will be required to verify satisfactory completion of clinical skills based on the PSU course equivalent.

Student Affairs Committee: 10/14/94
Revised: 01/13/95, 07/13
Amended: 04/12/96, 08/11/08
Reviewed: 07/16/98, 08/13/04, 08/9/05, 08/10/05, 07/31/09, 6/21/10
**RN to BSN Clinical Track**

Applications from RNs wishing to transfer to Pittsburg State University from another nationally Accredited baccalaureate nursing program may be accepted by the school if the courses are determined to be equivalent. The following criteria will be considered for each transfer applicant.

1. Transfer students must meet all admission requirements as stated previously in the RN to BSN booklet and University catalog.

2. The existing progression policy of the School of Nursing will be implemented with any unsatisfactory grades from the prior nursing program.

3. Each applicant will be evaluated on an individual basis to determine placement within the nursing program. Availability of space may also impact entry.

4. Unsatisfactory grades (D or F) from previous schools are transferred and counted as unsatisfactory grades at PSU.

5. A maximum of six semester hours of credit completed at another college or university may be applied on the last thirty hours prior to graduation.

6. Each admitted student will be expected to provide evidence of current CPR, health form, current registered nurse license and any other documented requirements.

Revised: 08/11/08, 07/31/09, 07/31/12, 07/13, 7/14
Guidelines for Readings and Independent Studies Courses

1. The student must obtain permission of the instructor prior to enrollment.

2. Students should give an overall description of what they want to study, give rationale, objectives, and how they intend to be evaluated. The number of credits will be negotiated according to the amount of work involved. (i.e., for 3 hours credit, a paper would almost certainly be expected.)

There must be some product or project that will be graded.

Readings Course

The main objective is to increase knowledge in a particular area. The student selects a focus for the reading. Some options for evaluation include:

1. Oral quizzing over content, as from Bib cards.
2. Critiques of literature.
3. Annotated Bibliography.
4. Paper that synthesizes findings from the reading sources; should include conclusions drawn.

Independent Study

In preference to reading and/or writing a paper, the student may wish to carry out a problem solving or research oriented project. This would be a project that can't be done in a regular class. It is not intended as a clinical experience or observation unless the faculty member can supervise any intervention.

Some possibilities include:

1. Development of an assessment tool.
2. Preparation of a display or a publication.
3. Preparation of and carrying out a teaching project.

Independent projects differ from projects designed for taking a course for honors, in that honors content is more related to the course in which the student is enrolled.
**Incomplete Grades**

See University Catalog online at http://catalog.pittstate.edu/contentm/blueprints/blueprint_display.php?bp_listing_id=162&blueprint_id=50&sid=1&menu_id=7966

**Student Success**

The university Office of Enrollment Management and Student Success helps students establish and achieve their educational goals. Student Success programs assist in reaching desired levels of academic achievement, career development, planning, decision-making, and leadership development. They try to remove the roadblocks that historically may have prevented students from making the most out of their educational experiences.

http://www.pittstate.edu/office/enrollment-management-student-success/

**Code of Student Rights and Responsibilities**

The Pittsburg State University Code of Student Rights and Responsibilities and other student information is available online at http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/

Revised: 08/11/08, 07/28/09
Reviewed: 07/30/11

**Steps for Resolving Academic Conflicts**

If you have a conflict regarding a nonharassment-based circumstance in the academic setting, it is recommended you take the following steps to resolve it.

1. See the instructor. First and foremost, see if the problem can be resolved with the instructor involved. If satisfaction is not received, or if you do not feel you can pursue the matter with your instructor, proceed to step 2.
2. Discuss the problem with the Director of the School that offers the class. If the problem is not resolved, proceed to step 3.
3. Discuss the conflict with the Dean of the College in which the School is located. If a resolution is not reached, proceed to step 4.
4. See the Provost/Vice President for Academic Affairs. This is the last realistic place to expect a resolution to the conflict. Although it is unusual, students also have an option of pursuing the matter further with the President of the University and finally the Kansas Board of Regents.


Added: 08/11/08; Revised: 08/04/10; Reviewed: 07/30/11;
Reviewed: 07/31/12; 07/13; 07/14
Academic Due Process for Grievance

PURPOSE: The Academic Due Process Procedure is established to provide a mechanism for students to resolve their grievances.

PROCESS: Students who have complaints should submit their first written statement within the semester or the following semester of the stated complaint. After the written statement is submitted, each step of the process should be completed within a specified time period. Barring illness, vacations, off-contract periods, and attendance at events such as conferences, the time period would be 10 class days. The complainant should retain copies of each written statement.

STEP I: The complainant will submit in writing to the instructor a dated statement. The statement will give the nature and the reason for the due process procedure. This statement will be submitted prior to making an appointment to discuss the course of action.

STEP II: The complainant will set up an appointment for informal conference with the instructor.

STEP III: If steps one and two are unsuccessful in resolving the concern, the complainant will prepare and present a written statement dealing with the problem to the School of Nursing Director. A copy of this statement will be forwarded to the faculty member involved. The Director will attempt to resolve the complaint giving the interested parties ample opportunity to present their views.

STEP IV: If step three is unsuccessful, a written request will then be submitted and reviewed by the School Due Process Committee. This committee will hear and examine all appropriate evidence and render an advisory opinion, which shall be available to both parties.

STEP V: If step four does not provide a basis for satisfactory resolution of the complaint, the complainant may appeal to the Dean of the College who will seek to resolve the complaint as is deemed appropriate.

STEP VI: If step five is unsuccessful, the complainant may appeal the matter to the Provost and Vice President for Academic Affairs.

Note: Using the grievance process to challenge a course grade may only be done if the student believes that the grade was determined unfairly or discrimination was involved.

10/05/79; Revised, 10/12/79; Approved 10/19/79; Approved OEO 02/23/89; Reviewed: 03/10/95, 07/26/99, 08/17/00, 08/09/05, 08/10/06, 08/11/08, 08/04/09, 07/10/14
**Preparation for BSN Graduation/Licensure**

**Degree Checking Process**

When a student's current enrollment totals 85 hours (counting passed hours prior to the current enrollment), they should apply for an official degree check in the Degree Checking Office. The student's permanent record and current enrollment will be examined in detail to assess progress toward the degree objective. A letter is written to the student following the record analysis outlining specific requirements, which must be met before a degree may be granted. A copy of this letter is sent to the student's advisor for verification.

**National Council Licensing Examination**

An informational packet is distributed to students that explains the procedures for completing the state board application. The School of Nursing administrative specialist is a notary and will notarize your application for you at no charge. A copy of your completed application will be kept in your student file. All state board applications must be collected and sent as a group so you will be submitting the completed application with payment to the office. Read the directions carefully as mistakes could cost you money and will delay your test scheduling.

**Eligibility to take NCLEX-RN Exam – Criminal History or Disciplinary Action**

Individuals with a misdemeanor or felony history should be aware that Kansas, or other states, may deny them permission to take the NCLEX-RN exam. Those with felonies against persons will be denied permission to take the NCLEX-RN examination in Kansas. Those with misdemeanor or felony histories should contact the Kansas State Board of Nursing legal department at 785-296-4325 for information regarding Kansas State Board of Nursing application requirements. The Kansas State Board of Nursing may also be contacted at the following address: Kansas State Board of Nursing, Landon State Office Building, 900 SW Jackson, Suite 1051, Topeka, Kansas 66612-1256. Please contact other state boards for their requirements if testing outside of Kansas.

**DISCIPLINARY ACTION:** If you have been disciplined by any Board (e.g. professional licensure) or governmental agency (e.g. Department of Health and Environment regarding CNA or HHA certification, Department of Revenue regarding a driver’s license suspension, cancellation and/or revocation for any reason), you are REQUIRED to provide a certified/dated copy of that Board order or disciplinary/administrative action. You may obtain a copy of your current Driver’s record by going to any driver’s license exam station with a current photo ID and requesting the document. A small fee is usually charged for a copy of your driving record.

**EXPLANATORY LETTER:** You are REQUIRED to submit an explanatory letter regarding EACH conviction and/or disciplinary/administrative action. The letter should include the following information:

- Date of the criminal offense or disciplinary/administrative action
- Circumstances leading up to the arrest or disciplinary/administrative action
- Actual conviction or disciplinary/administrative action
- Actual sentence or board/regulatory agency order
- Current status of sentence or order
- Rehabilitation (if any)
Every completed application will have to be reviewed and considered. Some will be referred to the Kansas State Board of Nursing’s Investigative Committee for final review before a license is granted. The Investigative Committee meets in conjunction with the Board meetings so approval may take some time. If you test before your application is approved you may not receive the pass results or your license until the application has been approved.

If you have questions about the conviction or disciplinary action requirements, please contact the Kansas State Board of Nursing legal department at (785) 296-4325.

**Baccalaureate Graduation Requirements**

Students seeking a Bachelor of Science in Nursing must meet the general education course and grade requirements for all baccalaureate degrees conferred by Pittsburg State University. In addition, the students must complete the specific requirements for the Bachelor of Science in Nursing.

**Progression Requirements-Pre-RN Clinical Track**

Students seeking a Bachelor of Science in Nursing must meet the general education course and grade requirements for all baccalaureate degrees conferred by Pittsburg State University. In addition, the students must complete the specific requirements for the Bachelor of Science in Nursing.

A grade below “C” represents work of poor quality, not adequate to pursue subsequent courses. For this reason, a student making a “D” or “F” grade in a required nursing course will not be permitted to continue in the nursing major or to graduate. (No credit is given for Ds or Fs in nursing courses). If it can be demonstrated that the “D” or “F” is the result of a temporary problem which has been corrected, the student may be readmitted with the approval and recommendations of the faculty. The student is responsible for submitting in writing an explanation of the temporary problem resulting in unsatisfactory work. The student together with their advisor will submit an altered degree plan to the Director of the School of Nursing. Re-admission is dependent on resolution of the temporary problem, available course and clinical space, and faculty approval of the admission. The student, course faculty, student advisor and the Director of the School of Nursing may review the student’s progress and decide upon course withdrawal as the best option for the student’s academic success. Students who receive a second “D” or “F” will not be allowed to continue in the nursing major.

**Level III Pre-RN clinical majors:** The student, faculty and chair may determine that an incomplete will be given to allow additional opportunity for documentation of required competencies prior to completion of course, graduation and/or endorsement for NCLEX RN.

**Any student who transfers to the nursing program from another program, receives a D or F in a nursing course, withdraws from a required nursing course after admission to the clinical nursing program, or receives an incomplete in Level III courses will be required to complete Virtual ATI.**

Statements of the course requirements and grading policy are a part of the course syllabus. The policy for each clinical nursing course states that the clinical portion of the course is graded on a pass/fail basis and the evaluation tools are identified. A student must receive a "pass" in the clinical component to progress in the program. If the clinical grade is unsatisfactory, an "F" will be the letter grade recorded for the course. Unprofessional and/or unethical behavior is considered grounds for immediate dismissal from the nursing program.
PSU nursing students must participate in the School of Nursing’s testing package, for which students incur the cost. The package includes an entrance and exit exams that are administered after admission but prior to beginning nursing courses and prior to graduation.

Students are required to participate in the School of Nursing’s Intensive Assessment, Advisement and Enrichment (IAAE) program. The testing package includes specialty exams that demonstrate knowledge of the course content. Results are compared to national standards. Students receive feedback regarding areas for further study. For every course that administers a specific exam, the test is a course requirement and students are required to meet the established benchmark. If more than two proctored exams are required to demonstrate competency in any course, there will be an additional cost that is the responsibility of the student. The additional cost is determined by ATI.

Pre-RN students **will not be** admitted to Level III courses unless all general education courses have been completed with acceptable grades. If a pre-licensure student is found to be enrolled in a level III course without completing all the required general education courses and nursing prerequisites, the student may be dropped from the course (Approved NDO 05/14/04).

**Withdrawal from Classes**

It may be necessary for a student to withdraw from course work due to unforeseeable circumstances. It is the responsibility of the student to inform the Registrar's Office of the withdrawal in writing or the grade may be recorded as an F. The student is responsible to seek counsel from the academic advisor or Director of the School of Nursing. The student may request re-admission to nursing courses within a year of voluntary withdrawal. Admission may be dependent upon clinical space available and requires faculty approval.

See University Catalog for the Withdrawal Policy at:
http://catalog.pittstate.edu/contentm/blueprints/blueprint_display.php?bp_listing_id=162&blueprint_id=137&sid=1&menu_id=8592

**School of Nursing Academic Honors/Awards**

**Honors Program**

See the Honors Program webpage at this link for information about the Honors Program and application forms http://www.pittstate.edu/academics/honors/

Additional School of Nursing requirements

Honors paper and/or projects are due the Monday of the week before the final exam week or at the discretion of the course instructor and are evaluated by the instructor. Honors papers are kept on file in the School of Nursing.

Guidelines for Honors Program:
1. Student meets with prospective instructor for Honors paper within first two weeks of school for approval of topic.
2. Student returns Honors Enrollment Forms to Registrar within first two weeks of school.
3. Student contracts with instructor for follow-up appointments as deemed necessary for the project.
4. Student presents the objectives and outline of the Honors Project in written form to the instructor at midterm. Failure to comply with this guideline will terminate the project.
**Outstanding Senior Award (Senior)**

This award is given to the senior student who has earned a high GPA and been involved in activities. The student is selected by school faculty.

**Outstanding Junior Award (Junior)**

This award is given to the junior student who has earned a high GPA and been involved in activities. The student is selected by school faculty.

**Highest GPA Award (Senior)**

This award is given to the senior student who has earned the highest GPA.

**Excellence in Leadership and Service (Junior)**

This award is given to junior students in recognition of outstanding leadership & professional contribution and exhibited volunteerism in health service activities and/or PSU School of Nursing committee work.

**Professionalism and Leadership Award (Senior)**

To recognize a student who has made outstanding leadership and professional contributions with no academic requirement attached. A senior student will be selected who has:

1. Assumed a leadership role in professional organizations (i.e. KANS, NCF) or in the nursing class.
2. Exhibited volunteerism in health service activities and/or PSU School of Nursing committee work.
3. Demonstrated an altruistic attitude in working for the greater good.

**Outstanding Clinical Performance (Junior)**

In recognition of outstanding clinical performance by a junior nursing student.

**Clinical Excellence (Senior)**

This award is given to students who demonstrate outstanding clinical accomplishments. These students are selected by department faculty.

**Professional Growth (Senior)**

This award is given to students in recognition of growth in confidence, in professional skills, and abilities. Students are selected for this award by school faculty.

**Outstanding Kansas Association of Nursing Students Award**

This award is given to the member who demonstrates exemplary service in the Kansas Association of Nursing Students Organization. KSNA District #20 participates in the selection of the recipient.
Integrity Award (Junior or Senior)

To recognize a student for consistency in demonstration of values, principles, and strong character: (For doing the right thing without expectation of reward).

Sigma Theta Tau International Honor Society of Nursing

Invitation to membership in Sigma Theta Tau International, the honor society of nursing, is extended to eligible PSU nursing students in the spring semester. Sigma Theta Tau International has a membership of over 120,000 in 90 countries with chapters in 523 colleges and universities including PSU’s own Gamma Upsilon Chapter. Membership criteria for Undergraduate Nurse Students includes: ranking in the upper 35th percentile of the graduating class, having at least a GPA of 3.0, having completed at least half of the nursing curriculum, and having met the expectation of academic integrity. Registered Nurse Students completing a baccalaureate degree are eligible for invitation to Sigma Theta Tau if they meet the following criteria: rank in the upper 35th percentile of the graduating class, have at least a 3.0 GPA, have completed 12 credit hours at the current school, have completed half of the nursing curriculum, and meet the expectation of academic integrity. Graduate Nurse Students (Master’s) are eligible for invitation to Sigma Theta Tau if they have at least a GPA of 3.5 with completion of at least one fourth of the nursing curriculum and meet the expectation of academic integrity. RN’s holding a current license and a baccalaureate degree in nursing or other field who have demonstrated achievement in nursing may also be eligible candidates under the category of Nurse Leaders.

The organization’s faculty counselors forward names of students who meet membership criteria to the Eligibility Committee and the Chapter Board of Directors. Students desiring to be considered for membership and meeting eligibility requirements are to complete the Authorization to Review Student’s Records Form and bring the signed form to the nursing department office. Members of the chapter then recommend candidates for membership. Each candidate assumes responsibility for completing the required online application forms and fees. Induction of new members is held in the spring semester. Further information about the organization and its benefits is available from PSU School of Nursing faculty and at www.nursingsociety.org
STUDENT ORGANIZATIONS

Kansas Association of Nursing Students (KANS)

The National Student Nurses Association (NSNA) is patterned after the American Nurses Association, the professional organization for nurses. The PSU chapter of KANS is a member of the state association (KANS) and the national association (NSNA). Students are encouraged not only to belong to their organization through payment of dues, but to take an active part in local, state and national activities.

The Pittsburg State University Chapter of KANS holds monthly meetings. At the state level an annual convention is held for all members of the state organization. The National Student Nurses Association holds an annual convention. PSU’s students have been recognized with state and national awards/honors. Dues are paid annually and entitle the student to participate in all three levels of activities. KANS provides many opportunities for its members to effect change in professional nursing at the local, state, and national levels.


Nurses Christian Fellowship (NCF)

A part of intervarsity Christian Fellowship, Nurses Christian Fellowship is a non-denominational organization that encourages nurses and nursing students to consider the total patient/client in their nursing practice. The national director and Kansas staff director work with local chapter facilitators to plan activities. At Pittsburg State University, the chapter currently meets twice a month. Meeting dates are confirmed at the organizational meeting held at the beginning of each semester, and are coordinated so they do not conflict with KANS meetings or other scheduled activities.

Chapter meetings are planned to include Bible studies, discussions, or guest speakers who focus on assessing and diagnosing patient's/client's spiritual needs, planning, and implementing care that meets those needs, and evaluating the outcomes. Members share experiences and fellowship over lunch during meetings. There are also statewide and national conferences offered annually. NCF also participates in service activities. There are no local dues. Members may subscribe to the Journal of Christian Nursing.

Student organizations are eligible for partial funding to support activities through PSU student fees, which are awarded by Student Government on a competitive basis. Examples of activities that received partial funding for baccalaureate and graduate students are: Transcultural nursing experiences in out-of-state locations during semester break; and Spring Research Day (graduate).

Revised: 8/11/08, 7/28/09, 7/31/12
FINANCIAL ASSISTANCE AND SCHOLARSHIP

School of Nursing Scholarships

Criteria for scholarships may include academic achievement, proven leadership ability, and participation in the nursing profession. A completed FAFSA form must be on file at the Office of Student Financial Assistance to be eligible for nursing scholarships. Please consult www.pittstate.edu/scholarships for more information. Most general and university and School of Nursing Scholarships can be applied for online. The deadline date for application is February 1st.

Additional Sources for Financial Aid

U.S. Army ROTC for Nursing - pays tuition, fees, books, uniforms, and a monthly stipend during the academic year. See Military Science Chair.

Other opportunities for scholarships and grants come periodically from various clinical professional organizations and other sources.

Financial aid information may be obtained through the PSU Office of Student Financial Assistance. http://www.pittstate.edu/office/financial_aid/index.dot

Reviewed 031095
Revised: 07/12/96, 08/11/97, 08/18/98, 07/28/99, 01/28/00, 08/17/00, 06/26/03, 08/04/03, 08/17/04, 08/09/05, 08/10/06, 08/11/08, 08/04/09, 07/31/11, 7/10/14
The goal of the PSU School of Nursing’s Intensive Assessment, Advisement and Enrichment (IAAE) Program is promotion of student success among pre-RN BSN clinical majors. The objectives of the program include: promote student learning in preparation for safe professional nursing practice, increase program retention, enhance student/faculty program satisfaction, and prepare graduates for successful passage of NCLEX-RN on first attempt. The IAAE program is constructed in concert with the mission, vision, goals and outcomes of the baccalaureate nursing program.

The IAAE program is for all pre-RN baccalaureate degree nursing student. It is student-centered. Underlying assumptions of IAAE are that students are capable of academic success in the baccalaureate nursing program, highly motivated to learn, understand the link between academic success in both theory and clinical components of the nursing program and safe nursing practice, and have placed their academic success among their very highest life priorities. IAAE assumes that the individual student will be a partner in pursuit of success with course faculty, their academic advisor, and the School of Nursing Director, when appropriate. The student accepts responsibility for their learning and makes the necessary accommodations in work and other commitments for excellence. The student understands the intensive nature of demands of a professional nursing program and enthusiastically accepts responsibility for engagement in all recommended and required activities for their individual academic success. Faculty are facilitators of student learning. Faculty academic credentials coupled with their individual experiences as clinicians, nursing faculty, and professional nursing leaders give them unique expertise in design of a high-quality, undergraduate nursing academic learning experience.

The undergraduate nursing program and its curriculum at PSU is guided by the requirements and standards of the:

1) The Higher Learning Commission of the North Central Association – the national accrediting body of the university;
2) The Kansas Board of Regents – the governing body of the university;
3) The American Association of Colleges of Nursing and its independent accreditors – the Commission on Collegiate Nursing Education – the national accrediting body of the School of Nursing;
4) The Kansas State Board of Nursing and the Kansas Nurse Practice Act – the School of Nursing state approval body;
5) The College of Arts & Sciences and PSU – the School of Nursing is one of 13 academic units in the College of Arts & Sciences of the university;
6) The AACN Essentials of Baccalaureate Education for Professional Nursing Practice
7) The ANA Nursing Scope and Standards of Practice; and,
IAAE program components include:

I. **Intensive Assessment** – Assessment begins with student declaration of the nursing major. Admittance to the nursing program begins the intensive assessment process. All students participate in assessment of attainment of the BSN program goals, purposes, and outcomes. This is achieved in numerous ways including using pre and post testing with the Assessment Technologies Institute (ATI) standardized assessment package, capstone course, NCLEX-RN, graduation rate, student exit survey, employment rate and other assessments. Students upon entry into the nursing program as upper division clinical majors purchase the ATI assessment/learning package for use throughout the nursing program. If students must engage in additional required testing for documentation of competency attainments at any time throughout the program, it is at additional student cost. Orientation to ATI and its education-centered, results-focused quality is provided by company representatives and faculty/staff. ATI assessment results, maintenance of a minimum average on test grades in required nursing courses, and/or determination of individual factors enhancing or impeding individual student success provide a foundation for determining individual student needs for intensive advisement and enrichment plan development.

II. **Advisement** - Full-time faculty serve as the primary academic advisors of all declared nursing majors at PSU. Students are encouraged to form a professional relationship with their academic advisor. Faculty advisors are rich sources of information and academic support. Students need to meet with their advisors on a regular basis. It is worth the time to meet with the academic advisor often enough that the advisor can develop a clear understanding of the student’s unique academic needs. Course faculty guides student advisement and sets requirements for success in the courses taught. All full-time faculty in the school post and maintain a minimum of five office hours per week for student assistance. Faculty is available per appointment for student mentoring at additional times. The school director is available to students for advisement in collaboration with course faculty and academic advisors.

III. **Enrichment** – Course faculty, the Health Simulation Center/Learning Resources Center (HSC/LRC) Coordinator, and faculty-directed senior student study leaders and graduate teaching assistants provide mentoring for academic success in accord with students’ individual learning needs. Students are required to engage in learning activities in the HSC/LRC as a condition for continuation in particular courses and/or the nursing program. Full and enthusiastic participation in all aspects of the IAAE program contributes to student success and is a requirement for progression in individual required courses and/or the program. Individual students may have additional IAAE requirements that are conditions for progressing satisfactorily in individual required courses and/or the nursing program.

**Learning Resources in McPherson**

The learning environment afforded students in McPherson is most conducive to enhancing knowledge and utilizing educational tools for success. The Health Simulation Center and Learning Resource Center (HSC/LRC) together with the video-capable health assessment rooms are key resources. Classrooms are equipped with smart technologies. Computer-assisted instruction, up-to-date media and learning packages, high fidelity simulators, and other learning technologies are regularly used in the program and available for student use. Ample equipment and supplies for practice of psychomotor skills, individual use laptop computers, books, DVDs, and other resources are available. Faculty/staff coverage of both day and evening study hours is a norm. Hours are posted at the Center entrance. The HSC/LRC has comfortable seating, texts and other resources. Students have desktop computers, scanners, printers, paper, and office supplies available to them. Unscheduled classrooms can be utilized by students for quiet study.
Learning Resources on Campus

PSU has a full complement of learning resources available to its students. Academic advisors and course faculty can help student's access resources in accord with their unique needs.

Steps in the IAAE program:

1. All Pre-RN Licensure BSN Applicants are administered the ATI TEAS (Test of Essential Academic Skills) as part of the admission process. After full and unconditional admission to the clinical nursing courses, a Critical Thinking Test and Self-Assessment Inventory are taken. All Program Transfer Student Applicants are administered the ATI TEAS, Critical Thinking and Self-Assessment Inventory as part of the application process. ATI results will factor in to admission and progression decisions.

2. Students will obtain all ATI materials including books and DVDs during the first week of the Fall Semester of the junior year.

3. In accord with the timeline and procedures established by the school faculty, all Level 1 and transfer clinical students will receive individual pretest results with counseling session provided by their academic advisor regarding enhancement of success in the nursing program.

4. Individual enrichment/remediation plans will be developed in concert with course faculty and academic advisors for the purpose of mentoring for success in accord with individual student needs. While enrichment is required for some students, enrichment opportunities will be available to all students. In fact, participation is encouraged for all students.

5. As students progress through Levels 1, 2 and 3 of the program, students whose test grade average falls below 75% or if recommended by a course faculty member will be required to spend their 3 hours of Enrichment on Thursdays from 1:00-4:00 pm with the IAAE coordinator (Mrs. Coltharp). **Test averages below 75% will NOT be rounded.** All other student commitments will need to be adjusted accordingly to be present during this Enrichment time. If School of Nursing Clinicals or other class obligations conflict with Enrichment time, additional structured Enrichment time in the McPherson office must be approved by IAAE coordinator in advance. Enrichment must be continued for the remainder of the semester or until such time grades have surpassed the minimum threshold for all courses. Fulfillment of the 3 hours of Enrichment will be a condition for passing the course(s) and progressing in the nursing program. Additional Enrichment day/hours will be available for students with test averages between 75-80%, notes will be posted around McPherson each semester.

6. As students progress through all 3 levels of the program, ATI tests, procedures and requirements for individual courses are delineated in the course syllabi. Full student participation will be required for award of a passing grade in required nursing courses. A passing grade cannot be given until the required national benchmark on standardized test(s) is met. Costs for retests will be the sole expense of the student.

7. In most courses, students are required to first take one or more ATI practice exams (without rationale). Students print their individual results for submission to the designated faculty member and/or HSC/LRC Coordinator. Test rationale, if available, will be available for student use in study after all students have taken each particular practice exam. Students will re-take the first practice exam or take a second practice exam if available and again submit individual results. The second
ATI practice test (without rationale) will be taken with individual results printed and submitted to the faculty or HSC/LRC Coordinator as designated. Rationale will be made available for study prior to retake after all students have taken the particular practice exam. Students will retake and submit results. Students are expected to utilize their course materials and individualized ATI study guides for preparation in meeting national competency standards.

8. The first proctored ATI exam in a course will be given at or toward the end of the semester according to the schedule provided by the course faculty. Retakes will be scheduled (different test versions when available). For students not meeting a minimum of Level TWO competency standards, an individual remediation plan will be developed. Satisfactory completion of the remediation plan and meeting of competency benchmarks must be met prior to the award of a passing grade in the course for which the specific ATI testing competence is required. Individual course syllabi contain the statement, “All students who score below Level II and/or the established benchmark for competency on required ATI standardized tests must meet competency standards by retesting. If more than two proctored exams are required to demonstrate competency in any course, there will be an additional cost that is the responsibility of the student. The additional cost is determined by ATI. Students retesting will access and print their individualized ATI study guides for assistance in preparing for retest. Students will be scheduled for first retest in concert with the course faculty and HSC/LRC Test Schedule. If competency is not met on retest, the student will meet prior to the close of the semester with the faculty member and director of the school of nursing to obtain an individualized remediation plan. Competency must be met to pass the course. The University policy regarding incompletes and removal of incompletes will be utilized. Students will not be able to progress to next program level without passing all courses and meeting all competencies.

9. Exit testing in Level 3 of the program will be comprised of, at minimum, the RN Comprehensive and Exit Critical Thinking Tests. Test dates and procedures for testing will be communicated in the NURS 599 Internship in Nursing course syllabus. The established national benchmark of 96% must be met by each student on the RN Comprehensive predictor. Two attempts will be given. Students not meeting the 96% or other exit testing competency standards on first attempt will be required to demonstrate the required competencies and engage in remedial activities in specified, individual remediation plans prior to graduation from the PSU Nursing Program. Additional proctored study time in McPherson Hall will be required. Students with identified risk factors for success in professional practice or ability to achieve first-time pass on NCLEX-RN will be required to enroll in and successfully complete Virtual ATI at their cost prior to receiving a course grade in NURS 599 Internship in Nursing, the pre-RN BSN program capstone course and to proceed to graduation. Students with identified risk factors may include but are not limited to: transfer students from another clinical nursing program, altered degree students, and students not attaining the 96% established national benchmark or RN Comprehensive predictor on second attempt. Completed State Board applications will be sent upon passage of competencies. All students identified with risk factors will continue additional proctored study time in McPherson Hall after end of semester as a condition for completion of NURS599 Internship in Nursing. Failure to comply may result in award of an F grade in the course.
Please be clear that students will not be cleared to test for NCLEX-RN or to graduate until having met the 96% predictability for NCLEX passage threshold on RN Comprehensive Predictor and any other required exit testing competency standards. Students will have two attempts to reach the 96% predictability on this exam. If this competency is not met those students will be required to enroll in Virtual ATI at the student’s expense. There will be no exceptions in NURS 599 Internship schedules for competency preparation and testing or competency completion requirements for course passage and graduation due to jobs, moving, weddings or other commitments. Students are cautioned to not schedule these life events until they are certain that they will meet the exit testing competency levels. Required enrollment in Virtual ATI and/or additional competency testing required of individual students is the student’s individual expense. All clinical course and competency requirements must be met by end of the summer session after enrolling in NURS 599 Internship in Nursing. If not completed by the end of summer session, the grade for NURS 599 Internship in Nursing will be recorded as an F. IAAE and its requirements are designed for student success in professional practice, the safety of patients that graduates will care for, and successful passage on NCLEX-RN as a pre-requisite for practice as a registered nurse.

For Level III, students may attend pinning and walk in commencement regardless of ATI and required course competency status.

If there are questions that Dr. Mary Carol Pomatto can help you with, please schedule an appointment with her.

The ATI Testing Plan Grid for all students and the Simulation Usage Plan follows.

Please Note: Students will be required to complete additional study time in McPherson Hall until Virtual ATI competencies and the course NURS 599 Internship in Nursing is completed. Failure to comply will result in a failing grade.

Please Note: The School of Nursing reserves the right to modify IAAE requirements, ATI Testing Plan Grid and Simulation Usage without prior notice per necessity as per change in ATI services or other causes deemed in the student or program’s best interests.
<table>
<thead>
<tr>
<th>REVIEW MODULES</th>
<th>DVD’S</th>
<th>TESTS GIVEN</th>
<th>RESPONSIBLE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrance and orientation Products</td>
<td></td>
<td>Test of Essential Academic Skills (TEAS)</td>
<td>Pre-entrance testing</td>
</tr>
<tr>
<td>Quest for Academic Success Review Guide</td>
<td></td>
<td>Self Assessment Inventory – Non-Proctored Critical Thinking Entry</td>
<td>N301</td>
</tr>
<tr>
<td>Content Mastery and Review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Nursing</td>
<td>Basic Nursing Skills</td>
<td>Fundamentals Proctored Fundamentals Online Practice 1 &amp; 2</td>
<td>N300</td>
</tr>
<tr>
<td>Adult Med Surg</td>
<td>Adult Med Surg</td>
<td>Custom Medical Surgical Proctored Exams</td>
<td>N410 – as Proctored</td>
</tr>
<tr>
<td>Nursing Care of Children</td>
<td>Nursing Care of Children</td>
<td>Nursing Care of Children Proctored Nursing Care of Children Online Practice 1 &amp; 2</td>
<td>N462</td>
</tr>
<tr>
<td>Maternal - Newborn</td>
<td>Maternal - Newborn</td>
<td>Maternal – Newborn Proctored Maternal – Newborn Online Practice 1 &amp; 2</td>
<td>N452</td>
</tr>
<tr>
<td>Mental Health</td>
<td>Mental Health</td>
<td>Mental Health Proctored Mental Health Online Practice 1 &amp; 2</td>
<td>N470</td>
</tr>
<tr>
<td>Pharmacology</td>
<td></td>
<td>Pharmacology Online Practice 1 Pharmacology Online Practice 2 Pharmacology Proctored 1 Pharmacology Proctored 2</td>
<td>N440 N441 N441 N521 – On a Thursday afternoon, date to be put in N521 syllabus</td>
</tr>
<tr>
<td>Community Health</td>
<td>Community Health/Leadership</td>
<td>Community Health Proctored Community Health Online Practice 1 &amp; 2</td>
<td>N502</td>
</tr>
<tr>
<td>Nursing Leadership</td>
<td>Leadership/Community Health</td>
<td>Nursing Leadership Proctored Nursing Leadership Online Practice 1 &amp; 2</td>
<td>N521</td>
</tr>
<tr>
<td>Nutrition for Nursing</td>
<td>Nutrition</td>
<td>Assessment-Proctored Assessment-Online Practice A &amp; B</td>
<td>N599</td>
</tr>
<tr>
<td>NCLEX Preparation / Exit</td>
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<tr>
<td>Ready Set RN Review Guide</td>
<td></td>
<td>NCLEX Comprehensive Predictor Proctored NCLEX Comprehensive Predictor Practice Critical Thinking Exit Exam</td>
<td>N599</td>
</tr>
</tbody>
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**Simulation Usage Plan**

<table>
<thead>
<tr>
<th>USER</th>
<th>SCENARIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>N300 Foundations</td>
<td>Pain Management Day</td>
</tr>
<tr>
<td></td>
<td>Blood Administration GI Bleed</td>
</tr>
<tr>
<td>N302 Techniques</td>
<td>BLS Validation</td>
</tr>
<tr>
<td></td>
<td>Access Port/Care of patient receiving chemo</td>
</tr>
<tr>
<td>N320 Health Assessment</td>
<td>Pneumonia Scenario</td>
</tr>
<tr>
<td>N405 Health Alterations</td>
<td>Health Assessment Adult and Peds (Small Adult)</td>
</tr>
<tr>
<td>N410 Adult Med/Surg</td>
<td>End of Life</td>
</tr>
<tr>
<td>N420 Adult Assessment</td>
<td>Adult Assessment</td>
</tr>
<tr>
<td>N425 Child and Family</td>
<td>Post-Op Hemorrhage</td>
</tr>
<tr>
<td></td>
<td>Post-Op Ileus</td>
</tr>
<tr>
<td>N452 Maternal Child</td>
<td>Neonatal Resuscitation</td>
</tr>
<tr>
<td>N462 Child and Family</td>
<td>Pediatric Asthma &amp; Acetaminophen Poisoning</td>
</tr>
<tr>
<td>N470 Psych Mental Hlth</td>
<td>Overdose</td>
</tr>
<tr>
<td>N502 Community</td>
<td>Disaster Scenario</td>
</tr>
<tr>
<td>N521 Leadership</td>
<td>Home Site Visit</td>
</tr>
<tr>
<td>N525 Advanced Med/Surg</td>
<td>Demonstrations – High School Career Day</td>
</tr>
<tr>
<td></td>
<td>Mock Code Blue-V-Fib Adult, Pediatric Bradycardia Drowning, Crying Baby Otitis Media</td>
</tr>
<tr>
<td>N599 Internship</td>
<td>Post-Op Ileus</td>
</tr>
<tr>
<td></td>
<td>Basic Assess of Teenage with Fluid &amp; Electrolyte Imbalance</td>
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<tr>
<td></td>
<td>Chest Pain Management of Telemetry Patient</td>
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<tr>
<td></td>
<td>DKA in Adult</td>
</tr>
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<td></td>
<td>MVC with Abdominal Injury, Internal Bleeding, and Hypo Shock</td>
</tr>
</tbody>
</table>

Please Note: This is a **sample** of planned simulation usage – simulations may be added/changed to courses as the semester progresses.
Educational Data

Data from student performance is used for course, curriculum, and program evaluation. Students are asked to sign, after explanation, a form giving the school permission to use their information for school evaluation purposes.

Attendance at Orientation Sessions

Attendance is expected at all required program orientation sessions for BSN students.

Access to Departmental Student Records

All information collected, assembled or maintained in an official school file by the Pittsburg State University School of Nursing concerning an individual student is available to that student under the supervision of faculty or school administrative assistant. Students may request copies of materials contained in that file. Please ask the school administrative assistant for the rate assessed for making copies. Request for access must be in writing addressed to the Director.

Privacy Issues

It is your responsibility to report in writing to the Director of the School of Nursing and to individual course faculty any privacy issues that you have designated with the University immediately so that necessary accommodations can be made.

Rounding of Grades

For determination of final course grades, rounding to the nearest percentage point is not an expectation. For example, a 74.9% does not automatically become a 75% resulting in a passing course grade.

Posting of Grades by Faculty

The public posting of grades either by the student’s name, institutional student identification number, or social security number without the student’s written permission is a violation of FERPA. Even with names obscured, numeric student identifier numbers are considered personally identifiable information. Therefore, the practice of posting grades by social security number or student identification number violates FERPA.

Instructors and others who post grades should use a system that ensures FERPA requirements are met. This can be accomplished either by obtaining the student’s uncoerced written permission to do so or by using code words or randomly assigned numbers that only the instructor and individual student know. The order of posting should not be alphabetic.

Another method used to notify students of their final or other grades by faculty prior to official institutional notification is to have any interested students supply the instructor with a self-addressed, stamped envelope. The instructor then uses these envelopes to mail the student their grades when determined. Family Education Rights and Privacy Act of 1974. http://www.pittstate.edu/office/registrar/ferpa.dot
**Standards for Written Work**

Standards for written work will be covered in the syllabus for each class. Each instructor will specify his/her expectations and requirements. If there is a question, the student is responsible for clarifying the instructor's expectation with that instructor.

**Absence from Examination**

Students are expected to take examinations on the scheduled dates and times. The policy for absences will be addressed in the course syllabus of each nursing course.

**Class Attendance/Class Absence**

Absences due to serious health issues of students will be considered on an individual basis. Absence without notification from clinical experience is an unsatisfactory behavior that may result in dismissal from the course.

For university and course policy see the University Catalog and Course Syllabus [http://catalog.pittstate.edu/contentm/blueprints/blueprint_display.php?bp_listing_id=162&blueprint_id=120&sid=1&menu_id=7976](http://catalog.pittstate.edu/contentm/blueprints/blueprint_display.php?bp_listing_id=162&blueprint_id=120&sid=1&menu_id=7976)

**Materials Costs**

Students are required to pay a per semester materials cost to help defray the costs of student learning supplies available to all clinical nursing majors in the HSC/LRC.

**Documentation of Meeting Program Objectives**

One outcome of professional programs in the health professions is documentation by the individual student how they met the program objectives throughout the program. Students are encouraged to keep in Canvas e-portfolio or in hardcopy a compilation of selected materials that document competencies met throughout the program. The materials in the portfolio illustrate the background, skills, and expertise of the student. The portfolio provides a way of documenting professional development and meeting of personal and professional goals. A well developed and personalized portfolio can be helpful in gaining initial desired employment and help to build a beginning showcase for future progress in career ladders. The portfolio does not replace the resume or curriculum vitae but provides information that elaborates upon those documents. Suggestions for individual portfolio development follow. The individual student can personalize and add teaching-learning and service activities beyond the suggested base materials. Students are encouraged to develop portfolios that showcase their uniqueness in meeting the nursing program objectives. Professional based pictures can be added. It is up to the student to maintain a portfolio throughout their program. The portfolio will be utilized in the capstone course, N599 Internship in Nursing, to provide detail necessary for the development of ten, one-page papers documenting how each nursing Program objective was met. This will be a pass-fail paper required for satisfactory completion of N599 Internship in Nursing.
# PSU School of Nursing BSN e-Portfolio Check off

<table>
<thead>
<tr>
<th>Certifications</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>ATI Universal Precaution</td>
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<tr>
<td>ATI Health Information Portability &amp; Accountability (HIPPA)</td>
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<td>Skills Module</td>
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<td>CPR Card</td>
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<tr>
<td>CNA Certification</td>
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<tr>
<td><strong>LEVEL I</strong></td>
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<tr>
<td>NURS 265 Teaching Project</td>
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<td>NURS 300 Care Plan</td>
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<tr>
<td>Therapeutic Communication Paper</td>
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<tr>
<td>NURS 301 Philosophy of Nursing</td>
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<td>NURS 302 Skills Checklist</td>
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<tr>
<td>Million Words or Less Essay</td>
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<td>Dosage Calculation Score Verification Sheet</td>
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<td>NURS 320 Final Head-to-Toe Assessment</td>
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<tr>
<td><strong>LEVEL II</strong></td>
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<tr>
<td>NURS 405 Supermarket Sweep- Informative Project</td>
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<tr>
<td>Ethical Issues- Informative Project</td>
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<tr>
<td>NURS 410 Medication Administration Review</td>
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<tr>
<td>Concept Map</td>
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<tr>
<td>Care Plan</td>
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<tr>
<td>Clinical Paperwork</td>
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<tr>
<td>NURS 440</td>
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<td>NURS 441</td>
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<tr>
<td>NURS 452 Family Study</td>
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<td>NURS 462 Family Resource Paper</td>
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<tr>
<td>Cultural Paper</td>
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<tr>
<td>NURS 470 Client Assessment from the Mercy Clinic</td>
<td></td>
<td></td>
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<tr>
<td>Concept Paper from the Mercy Clinic</td>
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<tr>
<td>NURS 482 Evidence Based Project</td>
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<tr>
<td><strong>LEVEL III</strong></td>
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<tr>
<td>NURS 502 Individual Teaching Project</td>
<td></td>
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<tr>
<td>NURS 521 High School Career Day Paper OR Day at the Legislature Paper</td>
<td></td>
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<tr>
<td>Resume</td>
<td></td>
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<tr>
<td>NURS 525 Experience Log/Journal</td>
<td></td>
<td></td>
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<tr>
<td>NURS 599 Final Skills Checklist</td>
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<tr>
<td><strong>ELECTIVE</strong></td>
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<td></td>
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<tr>
<td>NURS 445 Journal</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUMMARY</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This form is required to be submitted by students requesting reference letters from nursing faculty.

PITTSBURG STATE UNIVERSITY       REFERENCE/RECOMMENDATION REQUEST

-Complete in Ink-

PURPOSE:

This form is used to confirm a request for a letter of reference or completion of a recommendation form and is required when a student or former student seeks a reference/recommendation that contains non-directory information such as GPA, course grades, social security number, and information obtained from evaluations by others. References include the following: recommendations for employment, for receipt of an honor or honorary recognition, for admission to an educational institution, for application for a scholarship or similar award, or any other pursuit of a student or former student in which a reference/recommendation is necessary or desired.

INSTRUCTIONS TO STUDENT:

- Give this completed and signed form to the faculty or staff member who is writing the reference/recommendation for you.

INSTRUCTIONS TO LETTER WRITER:

- This form gives you permission to discuss non-directory information about this student in order to write the requested reference/recommendation. Your permission to disclose this information ends when the letter is sent to the third party.
- File this form and a copy of the reference letter/recommendation form in the student’s departmental file.

Student Legal Name: ____________________________________________ Student ID Number: __________

Last                          First                          MI

Day-time Phone Number: _______ Email address: _____________________________

I give permission to: ____________________________________________ to provide a
(name of faculty/staff)

reference/recommendation to: __________________________________________

Complete name of person or organization ______________________________________

Complete address _______________________________________________________

________________________________________________________________________

________________________________________________________________________

Purpose of request: ______________________________________________________

The above individual has my permission to include in the reference/recommendation my GPA, course grades, academic performance, and any other information the individual believes is pertinent to meet the purpose of this request.

I waive my right to inspect and review a copy of this reference/recommendation at any time in the future. □ Yes □ No

► Student Signature: ____________________________ Date: _______________
**Communication Policy**

The School of Nursing and faculty communicate with students utilizing any of the following: standard mail, telephone, GUS associated e-mail, and PSU student *Canvas Community Groups. Each student is required to maintain a current address with the School of Nursing. Students are responsible for updating their e-mail address on GUS, in order to receive messages from the department. Confidential materials for individual students will be held at the administrative specialist desk in McPherson Hall or will be sent to the student’s permanent address with signature required upon receipt.

*Canvas is a web-based course management and collaboration portal that enables educators to manage course materials and to communicate quickly, easily, and effectively with their students. Canvas can be used to complement a traditional course or for distance learning.

**Gorilla Geeks**

The Gorilla Geeks Help Desk assists students with various technology needs essential for successful university studies in today’s world. Offering a single point of contact for services offered through the Office of Information Services.

Some of the student/faculty/staff services include:

- Help with GUS and Gus PINs
- Assistance with PSU email accounts
- Assistance with other campus system problems
- Support of the campus wireless network
- Assistance with educational software packages used on campus including Microsoft OS, Office applications, basic Canvas support and other campus applications
- Basic help with computer hardware or software problems (a modest charge may be incurred)
- Wireless connectivity issues
- Assist in configuring new GusPINs

Gorilla Geeks Website: [http://www.pittstate.edu/office/gorilla-geeks/index.dot](http://www.pittstate.edu/office/gorilla-geeks/index.dot)

Added: 08/11/08 R: 07/31/09 R: 07/31/12
Ethics for Computer Use

I. Statement of User Responsibility:

- An authorized user must be currently enrolled in or employed by Pittsburg State University.
- PSU Computing Resources may be used in manners consistent with the appropriate usage definition given in Section II. An authorized user may utilize computer accounts created for general academic use or accounts which have been created specifically for him/her and to which he/she has been assigned ownership rights by the PSU Office of Information Services.
- System users are responsible for maintaining the secrecy of their account passwords. Suspected compromise of account passwords or unauthorized usage of user accounts should be reported to the supervisor of the appropriate laboratory or the director of the Office of Information Services.

II. Valid Uses of Computer Resources and Examples of Misuse:

- Valid uses of computer resources include instructional or course activities and requirements, faculty research and professional services, and administrative support.
- Unauthorized copying, sending, or receiving of copyrighted files is strictly prohibited.
- It is a violation of Pittsburg State University policy to use the computer for promoting outside business interests. Computing resources shall not be used for private consulting or personal gain.
- It is in violation of Pittsburg State University policy to send unsolicited, annoying, or obscene messages or mail.
- It is inappropriate to examine, or attempt to examine, another computer user's files or mail without permission.
- Game playing on Pittsburg State University owned equipment is on a resource available basis. If another user needs resources for a valid use (see II A above) then the user playing a game must end the game and surrender said resources. This includes MUD's, MUCK's, Personal Computer games, etc.
- Fraudulent use of computer accounts, networks, mail services, or other resources is a serious violation. Kansas State Law (Section 21-3755) makes unauthorized access and interference with computer systems, computer data, and other computer users illegal.

III. Possible Sanctions for Misuse:

- The Office of Information Services monitors the use of the computer system and will contact anyone discovered to be hindering normal operations. It is not appropriate to use any computer resources in ways that are detrimental to the normal operation of any computer system or its users.
- Upon detection of an alleged violation, the Office of Information Services will disable the account and turn all pertinent information over to the appropriate university, local, state, or federal authorities.
Student Participation in Faculty and Committee Meetings

Each class elects, in accord with SON bylaws, representatives to the School of Nursing Organization meetings. The elected students are expected to attend every meeting and have one vote. Students do not vote on matters concerning student issues. Students are to act as a liaison, but are also expected to maintain confidentiality of discussion if requested to do so by the Director of the School of Nursing. Student representatives will be excluded from discussions concerning individual students.

Students are asked to volunteer to serve on Faculty Committees with exception of the Appointment, Promotion and Tenure Committee. Pre-RN clinical nursing major students, Registered Nurse students, and graduate students are appointed by the Director to serve on committees.

Acceptance of Gifts

According to the Pittsburg State University Handbook, "University policy prohibits the acceptance of gifts by faculty members and employees from enrolled students." School of Nursing faculty appreciate the thoughtfulness of students and the feelings of gratitude which inspire the desire to give gifts to teachers. Verbal or written expressions of gratitude from students are appropriate instead of giving gifts. Additionally, acceptance of gifts by students from clients and/or their families is prohibited.

Student Employment Policy-Undergraduate

If students are carrying a full academic load (12 credit hours or above) they should be employed no more than two eight hour shifts per week. If a student is carrying a part-time academic load (less than 12 credit hours) the work schedule should be prorated accordingly.

Information regarding opportunities for local/campus employment is available at Student Employment: Career Services [http://www.pittstate.edu/office/careers/](http://www.pittstate.edu/office/careers/)
Student Crisis Response Procedure

Full copy of response procedure can be located at:
http://www.pittstate.edu/office/president/policies.dot

General Emergency Procedures are on the Pittsburg State website and should be reviewed by all students:  http://www.pittstate.edu/info/safety/

Purpose

Included in the responsibilities of the Campus Life and Auxiliary Services is the coordination of the university response to significant crisis situations involving Pittsburg State University students, whether on campus or in the community. This response procedure is developed for implementation in the event of the death of or severe injury to a student, or other disaster, natural or otherwise.

This procedure is intended to:
• assist those involved in dealing with the crisis to respond appropriately,
• provide coordination with external individuals and agencies,
• provide communication within the university community,
• assist in post-crisis support and resolution.

In the event of a student crisis, any individual first to respond must contact emergency personnel (University Police) by dialing 911.
• University Police officers are in charge at the scene of the incident until all appropriate actions have been taken.
• Every effort should be made to preserve the scene of the incident exactly as discovered.

Severe Weather Emergency Plan

In an effort to better protect students, faculty, staff and visitors in the even of severe weather, the university has updated its Severe Weather Emergency Plan and identified storm refuge areas across campus. The update to the plan includes a requirement that ALL activities cease when a tornado warning is declared stating, “All activities occurring within buildings or university grounds will cease immediately and remain suspended until such time as the tornado warning has ended.”

Signage designating STORM REFUGE AREAS (black background with white lettering) are installed in all campus buildings. The updated severe weather emergency plan, with additional information and detailed instructions, may be found at http://www.pittstate.edu/office/president/policies/severe-weather-emergency-plan.dot

The map of McPherson Hall (next page) identifies the location of Fire Extinguishers, Fire Alarm Boxes, Storm Refuge Areas, and the University Emergency Telephone.
Student Health and Counseling Services and Health Insurance
http://www.pittstate.edu/office/counseling/index.dot
http://www.pittstate.edu/office/health/

Health care is the financial responsibility of the student. It is recommended that students carry personal health insurance. Health insurance is available through the University at a reasonable cost. Health services, including mental health and counseling, are available at the Student Health Center, 1801 S. Broadway, 620-235-4452. The Health Center is open Monday through Friday, 8:00 a.m. until 4:00 p.m. A physician and/or Nurse Practitioner are on duty at the Student Health Center.

**Personal Injury Policy**

Students reporting personal injuries, aberrant needle sticks to their person, or skin contact with body substance fluids shall be treated according to the policies of the agency in which the injury occurs. The School of Nursing cannot for any reason assume the costs of health care treatment for any individual student. It is highly recommended that individuals carry personal health insurance (see Student Health and Counseling Services and Health Insurance above). If you become ill or are injured in a clinical setting, you will be responsible for your personal health costs. Health care agencies cannot be expected to assume costs of health care treatment for individual students. With any incident, the agency (where incident occurred) investigative report will be completed and photo copied and sent to the Student Health Center for follow up and record keeping.

**Needles safety/Needle stick protocol**

To ensure the safety of students using practice needles in the school skills lab, every needle used in the school will be uncapped by the student using the needle. There will be no recycled needles used in the school skills lab and after using a needle they will be deposited in the sharps container. (Please review Personal Injury Policy above).

R: 07/30/09

**Health Information Privacy Policy**

*Compliance with HIPAA.* All students will maintain confidentiality of all Protected Health Information he/she receives or creates from, for, or on behalf of the clinical component of nursing courses. All clients are protected by the HIPAA Privacy Rules. All students will sign confidentiality agreements and will acknowledge and agree that any use or disclosure of all Protected Health Information that he/she makes shall, at all times, be made in compliance with the Policies and Procedures and all applicable state and federal laws, including without limitation, HIPAA and the Privacy Rules.
**Arrests and/or Convictions**

The PSU nursing program requires students to:

1. Notify the School of Nursing Director in writing of his or her arrest/conviction/diversion for any crime, misdemeanor, and/or felony within 24 hours. Failure to notify the SON within 24 hours may result in dismissal.

2. Student may be suspended until the legal issue is resolved.

3. Continuance in the School of Nursing will be individually evaluated and will be at the sole discretion of the Pittsburg State University School of Nursing. Continuance in the SON is not guaranteed.

**Disciplinary Policy**

_The Pittsburg State University nursing program requires applicants and admitted clinical nursing students to:_

Notify the School of Nursing in writing of any past disciplinary action or current pending actions against ALL licenses, certifications and/or registrations as well as disciplinary action by a state board of/or a governmental agency. (Some examples are: Driver’s License; Fishing License; Hunting License; Day Care License; Nursing Home Administrator License; Nursing License in Kansas or another state; CNA/CMA/HHA certification; School Teacher certification; Dishonorable discharge and/or other than honorable discharge from any branch of the military or disciplinary sanction from any branch of the military.)

Applicants with past disciplinary action or current pending actions are evaluated for admission on an individual basis with no guarantee of admission. Admitted clinical nursing students are required to self-report in writing within 24 hours to the Director of the School of Nursing any new pending or actual disciplinary action as a condition of progression in the nursing program. Admitted students may be suspended until the action is fully investigated. Progression will be evaluated on an individual basis and continued participation in the program is not guaranteed. Failure to notify as an applicant or admitted clinical nursing student results in not being admitted, being suspended until action is fully investigated or dismissal from the program. Continuance in the School of Nursing is at the sole discretion of the PSU School of Nursing.

If disciplinary action has ever been taken against your driver’s license or other license, registration or certification, in Kansas or any other state, (for any reason), you are required to provide an explanatory letter regarding the disciplinary action (s) taken against your driver’s license or other license, registration or certification. **EXPLANATORY LETTER:** You are REQUIRED to submit an explanatory letter regarding EACH conviction and/or disciplinary/administrative action. The letter should include the following information:

- Date of the criminal offense or disciplinary/administrative action
- Circumstances leading up to the arrest or disciplinary/administrative action
- Actual conviction or disciplinary/administrative action
- Actual sentence or board/regulatory agency order
- Current status of sentence or order
- Rehabilitation (if any)
Every completed application will have to be reviewed and considered. Some will be referred to the Kansas State Board of Nursing's Investigative Committee for final review before a license is granted. The Investigative Committee meets in conjunction with the Board meetings so approval may take some time. If you test before your application is approved you may not receive the pass results or your license until the application has been approved.

If you have questions about the conviction or disciplinary action requirements, please contact the Kansas State Board of Nursing legal department at (785) 296-4325.

**Policy on Prevention of Alcohol and Drug Abuse**

[http://www.pittstate.edu/office/president/policies.dot](http://www.pittstate.edu/office/president/policies.dot)

*Scroll down to University Policies – General*

Additions/Revisions: 08/11/08, 08/09, 08/04/10, 07/30/11

**School of Nursing Substance Abuse and Drug Testing Policy**

It is the policy of the School of Nursing to provide a learning environment, which is free from the use, sale, possession, or distribution of illegal drugs or the improper or abusive use of alcohol and other legal drugs. Additionally, this policy requires that students perform their duties without the presence of illegal drugs, alcohol, or inappropriate legal drugs in their systems.

The manufacture, use, possession, sale, purchase, or transfer of illegal drugs by a student is prohibited. Arriving at McPherson or other school related locations, while under the influence of an illegal drug is prohibited. The School of Nursing prohibits the use or abuse of such drugs. The objective of this policy is to ensure a safe, healthy and work efficient environment for students and the general public. The faculty and staff of the School of Nursing will utilize every reasonable measure to maintain a drug and alcohol free environment.

**Definitions**

Illegal Drugs

Illegal drugs, for purposes of this policy, include but are not limited to; narcotics; hallucinogens; depressants; stimulants; other substances capable of creating or maintaining adverse effects on one's physical, emotional, or mental state, and controlled medication not prescribed for current personal treatment by a licensed medical professional.

Medication or Prescribed Drugs

Medication or prescribed drugs, for purposes of this policy, are drugs that an individual may be taking under the direction of a licensed medical professional in a medical setting to address a specific physical, emotional, or mental condition.

**Practices**

In order to meet the objectives of this policy, the School of Nursing will provide all students with information about the effects of alcohol and other drugs through educational efforts and the availability of counseling services through the Student Health Center. Additionally, the School of Nursing will educate and train faculty/staff to identify problems and symptoms of drug and alcohol abuse to meet the objective of this policy.
Any student who is found to use, sell, possess, or distribute any illegal drug, either on or off PSU premises, will be subject to disciplinary action. Any illegal substance confiscated will be turned over to the appropriate law enforcement agency for additional investigation and appropriate action. Being arrested or charged with illegal possession, use, or distribution can subject a student to disciplinary action.

Students shall notify their instructor when taking prescribed medication, which could adversely affect their performance. If a student is taking a prescribed drug, which might hinder the safe and efficient performance of their job duties, the student must obtain a release to return to school and the clinical setting from the prescribing health care professional. Specifically, the prescribing professional must assure that the student is able to perform in a clinical setting. If a release cannot be obtained, the student may be suspended from clinical. Students are advised to check with a health care provider when taking any over-the-counter medication to determine if the medication may cause or give the appearance of causing side effects, which might hinder the safe and efficient performance of their duties. It is the student's responsibility to exercise conscientious judgment when considering whether they can properly function in their role as a nursing student.

**Drug/Alcohol Testing Program**

In order to effectively meet the objectives of this policy, the School of Nursing recognizes the need to implement a Drug and Alcohol Testing Policy to include the following:

**Notification**

The Drug and Alcohol Testing Policy for students will be implemented on August 1, 1997. Students will be subject to Reasonable Suspicion Testing.

**Consents**

All students entering the Nursing program must sign a Drug/Alcohol Testing Student Acknowledgment Form in order to continue in the program.

Refusal to read and sign the Student Acknowledgment Form, refusal to submit to Drug and/or Alcohol Screening, possession of a specimen altering device, or submitting altered or substituted specimen will automatically disqualify an individual for admission and/or continuance in the nursing program.

**Reasonable Suspicion Testing**

Faculty/staff who observe behavior or performance problems (or other evidence) of any student which could have an adverse effect on his or her personal safety or performance and reasonably suspects such behavior and performance to be the result of use of alcohol or other drugs, shall immediately notify the Director of the School of Nursing.

**IMMUNITY FROM CIVIL LIABILITY:** By law (KSA 65-4926), any person making a report, in good faith, shall not be liable in a civil action for damages arising from reporting.

The following shall serve as examples of behavior which can form reasonable suspicion: changes in attitude or performance level, disorientation, mood swings, slurred speech, odor of alcohol on breath, unexplained disappearances while on duty, confusion or lapses in memory, excessive absences and/or tardiness, or imprudent judgment under the set of circumstances. (This list is for reference and is not intended to be complete).
The Director of the School of Nursing must authorize Reasonable Suspicion Testing on a student before a test is administered. In the absence of the Director, the Vice Director may authorize a test. No Reasonable Suspicion Test will be administered without the written authorization of the Director or the Vice Director.

No advance notice to the student is required to conduct reasonable suspicion testing. Tests may be performed on blood, urine, or breath.

**Incident/Post-Accident Testing**
The School of Nursing may conduct a drug and alcohol-screening test immediately after an accident or incident to either confirm or refute drug or alcohol use as a possible cause. Incident/Post-Accident Testing may apply to both the injured and/or those individuals affecting the accident or incident.

The Director or Vice Director must authorize Incident/Post-Accident Testing on a student before a test is administered.

**Confirmation Test**
A confirmation test will be conducted on every positive test result. Within the intent of this policy, a confirmation test is a test conducted with greater sensitivity to the identification and level of any drug present in the same sample originally provided by the student. (Alcohol levels will be deemed "positive" when greater than O%).

**Peer Reporting**
Should a student suspect or observe suspicious behaviors in others, this should be reported either to an instructor or the Director. Every effort will be made to maintain confidentiality in peer reporting, however, in some circumstances confidentiality may not be assured.

**Confidentiality**
Test results and information obtained during testing will be held in confidence and treated as medical information. If a student tests positive and corrective action is required, only those personnel with a need to know will be provided access to the test information.

**Testing Procedures – Reasonable Suspicion and Post-Accident**
If a student’s test result is confirmed to be positive through a confirmation test, the testing laboratory will notify the Director of the School of Nursing.

The Director will notify the student who must then contact a counselor within 24 hours after receiving notification of a positive test result.

The School of Nursing Organization will jointly evaluate the positive test result and the surrounding circumstances and determine whether to allow the student to remain at school/clinical or be subject to disciplinary action.

Referral for counseling/rehabilitation is considered a "last chance" for the student to rehabilitate themselves. If the student reverts to the use of illegal drugs or alcohol, the student will be subject to dismissal.

Participation in counseling, however, does not preclude appropriate action by the School of Nursing when work performance is impaired during or after receiving counseling/rehabilitation.
**Refusal to Test**
Refusal to consent to a substance abuse test will result in dismissal.

**Relapse by Student**
Any student who is rehabilitated must remain alcohol or drug free (To include those rehabilitated prior to admission to the PSU Nursing Program). Any relapse by a student will be considered a violation of this policy and the student will be subject to dismissal.

**Disciplinary Action**
The School of Nursing reserves the right to subject any student found to be in violation of the Substance Abuse and Drug Testing Policy to disciplinary action up to and including immediate dismissal.

**Faculty/Staff Responsibility**
Every faculty/staff member working for the School of Nursing of PSU is required to ensure a safe and effective work environment for student/patient through awareness, education, and appropriate training in recognition of alcohol and other drug issues. Faculty/staff will be subject to disciplinary action if the Substance Abuse and Drug Testing Policy is not personally supported in principle and practice. It is part of professional obligation to report unsafe practice according to ANA code of ethics.

**Referral of Questions**
Questions concerning this policy should be directed to the chair of the School of Nursing.

**Drug-Free Workplace Policy**
As a condition of their continuing status in the nursing program, students will:

1. Abide by the terms of this policy; and
2. Notify the School of Nursing in writing of his or her arrest/conviction/diversion for any drug or drug related crime no later than 24 hours after such arrest/conviction/diversion. Failure to notify the school within one day may result in dismissal.
3. Student may be suspended until the legal issue is resolved.

When required, the School of Nursing will notify the appropriate Federal Agency, in writing within ten calendar days after receiving such notice from student and will impose one of the following actions within 30 calendar days of receiving such notice with respect to any student who is so convicted.

1. Take appropriate action against such student, up to and including dismissal: or
2. Require such student to participate satisfactorily in a drug abuse assistance or rehabilitation program.

NDO 4/24/97
Revised with the advice of PSU attorney 8/2004; 8/2005; 7/2014
Policy for Professional Assistance Program Referrals in States of R.N. Licensure

As a condition of continuing status in the clinical or practicum portion of the nursing program, students will:

1. Abide by the School of Nursing Substance Abuse and Drug Testing Policy
2. Notify the School of Nursing in writing of his or her referral to the Professional Assistance Program. Failure to notify the school within 24 hours may result in dismissal.
3. Students may not participate in clinical or practicum experiences until a written copy of the formal diversion agreement is provided to the School of Nursing, Pittsburg State University.
4. The agreement will be reviewed for potential implications of continued participation in nursing clinical experience(s) or practicum experiences.
5. The School of Nursing reserves the right to exert sole discretion in all matters of continuance in the nursing program.

Revised in NDO 07/23/07, 07/31/09, 07/10/2014

School of Nursing Violence and Abuse Policy

See University Work Place Violence at: http://www.pittstate.edu/office/president/policies/workplace-violence-policy.dot

Individuals with felonies against persons will be denied admission to all PSU nursing programs. Kansas State Board of Nursing will also deny any prelicensure student with felonies against persons permission to take the NCLEX–RN exam and will also deny advanced practice recognition.

The PSU nursing program requires students to

1. Notify the School of Nursing in writing of his or her arrest/conviction/diversion for any crime, misdemeanor, and/or felony no later than 24 hours after such arrest/conviction/diversion. Failure to notify the School of Nursing Director within one day may result in dismissal.

2. Student may be suspended until the legal issue is resolved.

3. Continuance in the major will be individually evaluated and will be the sole discretion of the Pittsburg State University School of Nursing. Continuance in the School of Nursing is not guaranteed.
Recording Release for Use by Students

Taping, Video-Recording, Photographing, or Documenting utilizing other technologies in class, clinical or in the conduct of the School of Nursing classes/clinical experiences/interactions/business/activities within the confines of McPherson Hall, assigned clinical areas off campus or department of nursing functions on or off campus must be only with the express written permission of the faculty/staff/students/employees/clients/others being taped, video-recorded, photographed, or documented utilizing other technologies. This is an expectation for student professional conduct and of clinical agencies that we contract with as a university. Any violation of this policy and/or use of taping, video-recording, photographing or documenting utilizing other technologies whether originating from you or others may be grounds for dismissal from a course, clinical experience or the program. Some violations may be a violation of federal law including HIPAA or FERPA. (Approved NDO 07/21/08)

Please Note:
When asked to tape, for a course by the course faculty, a School of Nursing Recording Release form must be signed by appropriate individual(s) and submitted to faculty prior to recording.
Permission is hereby granted to authorized personnel of Pittsburg State University to record me and/or my dependents:

___ family interview by a nursing student regarding health issues
___ teaching session with nursing student
___ lecture
___ demonstration
___ physical assessment
___ other

Any uses of this recording other than those listed in the following statements of “Purpose” and “Conditions” are prohibited. Duplication and/or distribution in any form are expressly forbidden unless permission for same and the conditions under which same may be done are detailed below.

**Purpose:**
___ Self/Peer/Instructor Evaluation
___ Individual/Class Presentation
___ Other (state): __________________________________________________________________

**Conditions for use:**
___ To be erased after two years. Video will be stored in a locked storage area until erased.
___ To be retained in library
___ Other (state): ______ to make copies __________________________________________________________________

Print Name of client(s) including any dependents. Each parent and/or person over 18 must provide a signature and parent or guardian must sign for each dependent. If signing for a dependent indicate the relationship.

Printed names of client(s) | Signatures
--------------------------|-----------------------
_________________________ | X_____________________
_________________________ | X_____________________
_________________________ | X_____________________
_________________________ | X_____________________
_________________________ | X_____________________

Student name | X_____________________

Date____________________
**McPherson Hall-Food and Drinks**

Food and drinks, with the exception of bottled water, are not allowed in carpeted areas. All food and drinks are banned from computer areas in the Student Computer Testing lab (Room 135) and the Student Library (Room 131).

**Faculty Office Hours**

Faculty members are scheduled for five clock hours of office time each week to be available to students. Faculty members post office hours on or near their door. Students are encouraged to make appointments to meet with faculty during office hours to avoid private discussions in the hallways or as faculty are on their way to class periods.

Added: 08/11/08

**National Council of State Boards of Nursing**

The National Council of State Boards of Nursing (NCSBN) is a not-for-profit organization whose purpose is to provide an organization through which boards of nursing act and counsel together on matters of common interest and concern affecting the public health, safety and welfare, including the development of licensing examinations in nursing.

**A Nurse’s Guide to the Use of Social Media**

The use of social media and other electronic communication is increasing exponentially with growing numbers of social media outlets, platforms and applications, including blogs, social networking sites, video sites, and online chat rooms and forums. Nurses often use electronic media both personally and professionally. Instances of inappropriate use of electronic media by nurses have been reported to boards of nursing (BONs) and, in some cases, reported in nursing literature and the media.

NCSBN’s new video, “Social Media Guidelines for Nurses,” offers dramatization of potential scenarios of inappropriate social media use and highlights important concepts about the proper use of social networking in professional situations. The video is also accessible on YouTube. Additionally, a new brochure, *A Nurse’s Guide to the Use of Social Media*, is available for download. Printed copies of the brochure are offered free of charge.

**A Nurse’s Guide to Professional Boundaries**

This brochure is designed by NCSBN to help nursing students, educators, health care organizations and the public understand and apply the concepts of professional boundaries between a nurse and a client. Download this brochure at [https://www.ncsbn.org/ProfessionalBoundaries_Complete.pdf](https://www.ncsbn.org/ProfessionalBoundaries_Complete.pdf)

The School of Nursing adheres to these guidelines.
**Requirements for Clinical Experience**

**Health Form**
A health form is required of students for admission to the upper division major in nursing at Pittsburg State University. Contracts with clinical agencies are contingent on students meeting the agencies’ health policies in addition to other requirements. The health form must be completed with documentation attached before students will be allowed to begin upper division nursing courses. The School of Nursing contracts with Certiphi, a company that handles our Immunization Tracking. Once you return your response form, holding your space in the fall nursing class, your name will be uploaded to the Certiphi website. You will then receive an e-mail from myrecordtracker@verticalscreening.com with instructions to log into My Record Tracker© to register and upload your required immunization documents. All of the health form information is housed on this website. Please note: All incoming students will be required to document one dose of influenza vaccination each fall. Students will be notified at the beginning of influenza season to get their vaccination, documentation of vaccination is to be uploaded to my record tracker.

**Five Panel Drug Screen**
Incoming junior students are required to submit documentation of a five panel drug screen in the fall semester prior to attending clinical’s.

**Tuberculin Screening**
Incoming junior students are required to submit documentation of a two step tuberculin screening (see health form for this and other immunization requirements on my record tracker site). Seniors returning for Level II courses and RN to BSN track students are required to document an annual TB screening.

**Influenza Immunization Requirements from Clinical Agencies**
Students are required to document an annual influenza immunization or sign a waiver indicating they understand they will be required to follow individual clinical agency requirements for direct patient care while in the clinical setting. Influenza documentation is to be uploaded to my record tracker. Students not providing documentation will be provided with a waiver to sign and will have an identifying mark placed on their student photo identification badge (Approved NDO 05/13/11). Forms are available on my record tracker site.

**Basic Cardiac Life Support (BCLS) Policy**
BCLS certification is required of all nursing students before fall classes begin. The Health Care Provider (HCP) course of CPR offered by the American Heart Association or the Red Cross equivalency will meet this requirement. This course covers care for infants, children, and adults. CPR certification is required to be kept current throughout the program.

**Student Liability Insurance**
All students are required to participate in the School of Nursing student liability insurance policy. The School of Nursing has a blanket liability policy which students are endorsed to after payment. Cash, check, money order, or cashier's check must be submitted before the student will be permitted in the clinical areas RN and MSN students are also required to be endorsed to the blanket policy. This insurance does not provide any personal health insurance coverage.
**Dress Code (Clinical Assignments)**

**Rationale for Dress Code:**
1. Identify as Pittsburg State University students.
2. Professional appearance.
3. Compliance with dress codes of clinical agencies.

It is the policy of the School of Nursing that students who are employed should not wear their uniforms with patches to their jobs. These symbols signify that you are operating as a student nurse under the supervision and guidance of an instructor of Pittsburg State University.

R: 031095, 7/30/09, 7/10/14

**Student vs. Employee Role:**
The PSU nursing program clinical major may be employed in a health care or other setting. If a student is not functioning in a clinical or practicum experience as part of a PSU nursing course, under the direct or indirect supervision of a PSU nursing faculty, they should not wear the PSU nursing uniform or nametag or represent themselves as a PSU nursing student engaged in a PSU sanctioned experience. While engaged in an employment role, only the employment procedures and guidelines apply to the scope of practice in the employee role.

**Uniform:**
Uniform consists of official crimson scrub set or crimson skirt with scrub top, cap (optional), nude or white hose or white socks, white shoes, and white lab coat. The entire uniform, including shoes, must be clean and neat in appearance. Crew-necked shirts, **white** only, worn under uniform/scrubs must not be visible except around the neckline, and must be tucked in at the waist; exception is made for long sleeved shirts. A white T-Shirt (tucked in) is required under the scrub top if skin and undergarments show when bending over. Shoes must be white leather shoes with a full or secure heel and with minimal logo color or Croc® shoes *(white only)* with no holes and with the student wearing the heel (back) strap in place across the heel of the foot. Clogs/sandals are not permitted. Open-toed shoes are not permitted. Shoe strings should be white and of moderate length. Canvas shoes are not acceptable.

Students should purchase at least one complete uniform. PSU identification badges must be worn. The PSU Nursing patch should be worn on the lab coat and scrub top. The patch is worn on the left sleeve of the scrub top and the left sleeve of the jacket. (Approved NDO 09/14/07)

**Lab Coats:** Whenever the official white lab coat is worn, an official PSU identification badge must be worn on it. Identification badges in accordance with hospital and community agency policies must be worn at all times where they can clearly be read by all who interact with students.

**Additional Guidelines:**
- Specialty units may require different attire and this is addressed in course syllabi, i.e. Psych/Mental Health units may require different attire.
- The only jacket permitted is the approved white Lab Coat, or Hospital provided attire.
- Hair is to be well groomed, clean in appearance, and worn back away from the face at all times while working with clients and fastened to prevent hair from falling forward. Extreme hairstyles will not be permitted in clinical settings. Examples of extreme hairstyles may include, but are not limited to, Mohawk, reverse Mohawk, and atypical hair color. Only functional hair bows, bands, or clips will be permitted in the clinical setting.
• Hair, beards, and sideburns must be clean and neatly groomed.
• Perfumes, colognes, and after shaves should not be worn, as this could be an irritant to client(s), visitors, and other staff members.
• Jewelry permitted includes wedding bands without protruding sets, watches, small pierced post earrings and no more than two earrings per ear.
• Visible body piercing jewelry is prohibited. This includes but is not limited to pierced facial jewelry, gauged earlobes and gauge plugs in ear lobes. The wearing of jewelry in eyebrow, nose, lip, and/or tongue is prohibited.
• Clinical assignments may restrict the wearing of jewelry, including the amount and/or style, for safety, and other reasons.
• Tattoos must be covered.
• Nails must be short and clean. Polish, if worn, should be a neutral or light color and without ornaments, cracks or chips. Artificial nails are prohibited in the clinical setting.
• Gum chewing is not permitted in clinical areas.
• No cell phones in clinical areas.

Approved by NDO 2/27/04, 08/09/05, 07/23/07, 07/31/09, 3/31/00, 03/02/12

Clinical Supplies and Equipment

Students are required to purchase clinical supplies and equipment and bring them to class, clinical or lab practice when indicated. Students not bringing appropriate equipment and supplies may be asked to leave to obtain the equipment and supplies. The student will be required to make-up the session and will earn an unsatisfactory for the clinical day.

Evaluation of Clinical Performance

Satisfactory clinical performance, as determined by attendance, conformity to uniform code, safety in practice, evidence of application of theory to practice, and professional conduct is required for a "pass" grade. Any infringement of the rules and regulations of the health agency in which the student is assigned is considered unprofessional conduct and constitutes unsatisfactory "fail" clinical performance. When the clinical performance is passing, the letter grade recorded for the theory portion will determine the course grade.

Unsatisfactory Clinical Performance

A cumulative record will be kept of student’s unsatisfactory clinical days and more than 4 during the semesters in the major may result in dismissal from the program. A day of unsatisfactory clinical performance could include (but is not limited to): not meeting all pre-clinical requirements (CPR, immunizations, etc); unsafe practice; unprofessional conduct; arriving late for clinical; not being prepared (with appropriate uniform, name tag, equipment, and knowledge).

Approved NDO 5/04, 08/05, 08/06
Acknowledgement Form
Unsatisfactory Clinical Performance

Unsatisfactory Clinical Performance
A cumulative record will be kept of student’s unsatisfactory clinical days and more than 4 during the semesters in the major may result in dismissal from the program. A day of unsatisfactory clinical performance could include (but is not limited to): not meeting all pre-clinical requirements (CPR, immunizations, etc); unsafe practice; unprofessional conduct; arriving late for clinical; not being prepared (with appropriate uniform, name tag; equipment, and knowledge). Approved NDO 05/04

Specific course standards (i.e., clinical preparation and/or professional conduct) will supersede the standards on the Acknowledgement Form and could result in an unsatisfactory clinical grade for the course. For students whose unsatisficories do not result in a course unsatisfactory as a final grade, a cumulative record will be kept in the student file and in an administrative database. NDO 12/16/04, 8/9/05

By my signature below, I acknowledge that I have read and understand the following:

I acknowledge that I did not meet the required clinical performance standards of:

_____ Completing pre-clinical requirement (CPR, immunizations, etc)
Specify: ________________________________

_____ Safe practice
Specify: ________________________________

_____ Professional conduct
Specify: ________________________________

_____ Arriving for clinical as scheduled
Specify: ________________________________

_____ Being prepared (with appropriate uniform [Dress code], name tag, equipment and knowledge). This includes bringing nurse packs or needed supplies to class, clinical or lab practice.
Specify: ________________________________

_____ Attendance at Clinical Assignments (unless excused by instructor).
Specify dates missed: ________________________________

_____ Other ________________________________

_________________________________________  ______________________________________
Student Signature                                 Print student name

_________________________________________  ______________________________________
Instructor Signature                              Date
Health Impairment in Clinical Practicum Experiences

Health impairment in clinical practicum experiences is considered to be any physical, mental health or other illness/health issue/condition and/or injury affecting or potentially affecting the full functioning ability of a student during clinical practicum experiences in hospitals/community health or other settings, for a limited or extended period of time.

Safety of students as well as patients/clients in clinical practicum experiences is of paramount importance and critical to provision of safe nursing practice. Therefore, students are required to report any illness/health issue/condition and/or injury that could interfere with their ability to perform at all times the Nursing Student Essential Clinical Functions (included in this handbook) prior to initially engaging in or continuing to engage in patient/client care in clinical practicum experiences.

Reports should be made to the Director of the School of Nursing, Office 102 McPherson Hall, 620-235-4432, mpomatto@pittstate.edu. Upon receipt of report, the Director will notify and meet with appropriate faculty and the Director of Equal Opportunity. If it is determined that there may be a potential that student/patient/client health, safety, well-being or care can be compromised by the student engaging in clinical practicum experiences, a Nursing Student Clinical Function Release Form (NSCFRF) signed by a physician or licensed health care provider (knowledgeable of the student’s illness/issue/condition and/or injury) will be required as well as further assessment and documentation of the illness/issue/condition or injury as appropriate. This will be required prior to engaging in any patient/client care in clinical practicum experiences. Any missed clinical practicum experiences and expected teaching-learning outcomes must be met prior to receiving a completed grade(s) in course work and proceeding in further clinical practicum courses.

Each student situation is reviewed on a case-by-case basis. Some physical, mental health or other health illnesses/issues/conditions or injuries may be found to inhibit the student’s ability to safely engage in care.

Failure to report per this policy could preclude the student from further participation in clinical practicum experiences in the nursing program.

If you have questions, please contact Dr. Mary Carol Pomatto at the contact information listed above.

The Equal Opportunity Office is the central office for coordination of student physical disabilities and reasonable classroom accommodations at Pittsburg State University. Students who have a disability should register with the Equal Opportunity Office. Contact information: Ms. Cindy Johnson, 218 Russ Hall, cynthia.johnson@pittstate.edu, 620-235-4185.
Nursing Student Clinical Function Release Form (NSCFRF)

____________________ is medically released to perform the following clinical activities without limitations. If the student has limitations, specify in the space provided below the activity.

**Student Clinical Nursing Functions**

- Remain alert and able to engage in safe patient/client care including being able to respond to patient/client needs in an emergency situation at all moments in time.
  Limitation _______________________________

- Stand for long periods of time
  Limitation _______________________________

- Work or walk at a fast pace
  Limitation _______________________________

- Lift heavy objects (25 lbs or more) several times a day
  Limitation _______________________________

- Speak clearly and distinctly
  Limitation _______________________________

- Work alternating shifts (8-12 hours)
  Limitation _______________________________

- Respond appropriately to stress situations (physically, emotionally, & mentally)
  Limitation _______________________________

- Communicate effectively with physicians, patients, staff and patients’ families
  Limitation _______________________________

- Write in patient’s chart (a legal document) clearly and neatly
  Limitation _______________________________

- Hear a telephone ring and have the ability to take orders over the telephone
  Limitation _______________________________

- Hear vital signs with stethoscope to assess blood pressure, heart rate, lung and vascular and abdominal sounds
  Limitation _______________________________

- Hear beepers, alarms, etc. requiring quick response and have physical ability to respond quickly
  Limitation _______________________________

- Read fine print on medication containers
  Limitation _______________________________

- Read physician’s orders, monitors and instruction on medical equipment
  Limitation _______________________________

- Manual dexterity to don sterile gloves and gown, prepare medications aseptically and perform other nursing skills (administering injects, starting IV’s dressing changes, performing CPR, etc.)
  Limitation _______________________________

X _______________________________ Date __________________________

Physician/Licensed Health Care Provider Signature
**Absence from Clinical Assignments**

This will be addressed in the course syllabus. The instructor in each nursing course has determined the maximum amount of time a student may be absent and still complete the course satisfactorily. This will be stated in the syllabus. *Absence without notification from clinical experience is an unsatisfactory behavior that may result in dismissal from the course.*

**Clinical Facilities**

A list of approved clinical facilities is on file in the School of Nursing.

**Explanation of Special Observational Trips**

This will be addressed in the course syllabus. The instructor will schedule the event in the course syllabus. Each student is expected to participate since it is a class requirement. In the event a student is unable to participate in a previously scheduled event, it is the student's responsibility to discuss the problem with the instructor.
**Human Immunodeficiency Virus (HIV) Policy**

In response to the Center for Disease Control and Prevention recommendations, the School of Nursing of Pittsburg State University has developed an educational program regarding potential HIV and Body Substance exposure. All students, faculty, and appropriate staff of the Department of Nursing must demonstrate knowledge of potential risks of exposure.

**Smoking Policy**

All of our clinical agencies have “No Smoking” policies. Smoking is not allowed in the facility or on the property of the facility. Students are not allowed to leave the grounds of the clinical facility for the purpose of smoking. In addition, students are not allowed to present to clinical with the odor of tobacco products on their uniform. As guests, we comply with agency policies.

Information to help you stop smoking can be found at [www.kdheks.gov/tobacco/](http://www.kdheks.gov/tobacco/)
The Kansas Tobacco Use Prevention Program, a program of the Kansas Department of Health and Environment.

People can call a 1-866 number and request a personalized Quit Kit. Help is available 24 hours a day. The number is 1-866-KAN-STOP (1-866-526-7867).
**HSC/LRC Policies**

I. **Laboratory Hours**

Laboratory hours will be determined by the semester's classes and will be prominently posted near the entrance. The Health Simulation Center and Learning Resources Center area will be open only when there are lab personnel (instructor, lab coordinator, or student employee) present.

II. **Available Resources**

Computers and printers are available for student use in the student library study area (Room 131). There are an additional sixteen laptops that can be checked out in the office (Room 101) for use in McPherson Hall. These computers may not be removed from the building and must be checked back in by 4:30 PM unless the students has made arrangements with a faculty member who will take responsibility for checking in the computer. When you check out a computer you are responsible for its return in working condition. Computer-assisted instructional units are also available for independent use in the student library study area. Other resources that may be utilized and/or checked out include selected periodicals, texts, videos, filmstrips, B/P cuffs, otoscopes, ophthalmoscopes, and neuro exam kits.

Scanners are available during lab hours for student use in room 131.

Daily issues of the local newspaper, The Morning Sun, and the national newspaper, USA Today, are available along with the University newspaper, The Collegio, in Room 101 of McPherson Hall

III. **HSC/LRC Equipment**

1. Equipment may be checked out only during established HSC/LRC hours. The student must sign his/her name, student ID number; item(s) checked out and date when removing equipment from storage. **If the equipment is not returned or returned in working order the individual student that signed for the equipment will be responsible to replace the equipment at the current replacement cost.** Holds will be placed on your transcript until you have taken care of this issue.

2. All equipment must be returned within 24 hours (unless prior arrangement is made with the instructor or HSC/LRC Coordinator.

3. **All equipment checked out during the semester must be returned by Monday of finals week for end of semester inventory.
IV. Check out Policy for Books and Periodicals

1. Shelved textbooks may be checked out for 3 days

2. Reserve books (those requested by instructors and used in their class work) may not be checked out nor removed from the HSC/LRC unless authorized by instructor.

3. HSC/LRC Coordinator and/or course faculty or Director will contact any person failing to return borrowed material in allotted time as appropriate.

4. The following may not be checked out from the Lab
   
   a. PDRs (latest issue)
   b. All books on the Reserve Shelf
   c. Handouts submitted by instructors for class work, unless otherwise specified by the instructor.
   d. Video/CAI media

Transportation Policy

Each student is responsible for providing his/her own transportation to and from the clinical setting. Students should “car pool” as much as possible. Adequate coverage of car accident insurance must be maintained and is the personal responsibility of the student.

Inclement Weather

http://www.pittstate.edu/office/president/policies/severe-weather-emergency-plan.dot

Each instructor will describe the system of communication to be used between instructor and student in case of inclement weather, in the class syllabus. If there is a question, the student should get in touch with the clinical instructor to find out what decision has been made. In the event that the University cancels classes, clinical laboratory classes will be cancelled also. If the instructor has determined that it is too hazardous to travel, students will be notified by the predetermined method. Ultimately, each student must make the final decision about their personal safety in travel.

University Policies

All Pittsburg State University Policies may be found in the University Catalog, which is online at www.pittstate.edu. Each student should print a hard copy of the University Catalog covering his or her enrollment at Pittsburg State University. Workplace Violence Policy, Protected Health Information Policy, and the Crisis Management Plan and Procedures can be located online at http://www.pittstate.edu/office/president/policies.dot

Special Concerns

Any student who, because of a physical or learning disability, may require some special arrangements in order to meet course requirements should contact the Equal Opportunity Office at PSU. All accommodations provided by PSU are channeled through two offices, the Center for Student Accommodations and the Equal Opportunity Office. The Equal Opportunity Office primarily assists students with physical disabilities and the Center for Student Accommodations Office assists with learning related disabilities.

http://www.pittstate.edu/office/center-for-student-accommodations/index.dot
http://www.pittstate.edu/office/eoaa/
Disclaimers

The Pittsburg State University Student Handbook/Academic Planner, Undergraduate Academic Policies and Regulations, Pittsburg State University Code of Student Rights and Responsibilities, The School of Nursing BSN Student Handbook, BSN Program Guide, and University Catalog should be utilized by the student in determining policies and procedures to follow.

All Pittsburg State University Policies may be found in the University Catalog, which may be located online at www.pittstate.edu. Students should be familiar with the University Catalog covering his or her enrollment at Pittsburg State University.

The Workplace Violence Policy and the Protected Health Information Policy are located online at http://www.pittstate.edu/office/president/policies.dot

Any student found in violation of any of the policies will be subject to disciplinary action which may include written or verbal warning, suspension or dismissal from the nursing program.

A Student Handbook cannot possibly address all potential student related issues that could affect progression in a clinically based professional nursing program. Issues may present that will require careful assessment and fair address with input from faculty and appropriate university administrators. Students admitted to the BSN program are not guaranteed participation in the clinical component of the program nor award of a degree.

SS 8/15/04, 8/9/05, 8/10/06, 8/11/08, 7/31/09, 08/21/09 Minor changes made after review 08/04/10, 07/30/11, 07/31/12, 07/13, 07/14

The School of Nursing reserves the right to make changes and to correct handbook errors if necessary. Students will be notified using the Communications Policy on page 63 of this Handbook.