



Pre-Licensure Student Nurse Handbook

Helen J. Streubert Ed.D.,

Programs in Nursing

2025-2026

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Morristown, NJ 07960
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<https://www.steu.edu/nursing>

The Pre-Licensure Student Nurse Handbook and the Saint Elizabeth University Academic Catalog and Policies can be found on SEU webpages.

The information in this version of the Pre-Licensure Student Nurse Handbook addresses only areas which differ or need special emphasis for nursing students. It is subject to change without notice. This handbook is not intended to nor does it contain all regulations that relate to students. It focuses on the students in the Pre-Licensure Nursing Program.

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Student Responsibility

It is the student's responsibility to become thoroughly familiar with the Pre-Licensure Student Nurse Handbook and abide by the policies outlined in this handbook and all Saint Elizabeth University (SEU) policies and procedures. Failure to read this handbook or other University publications does not excuse the student from knowing the rules and regulations.

This handbook primarily focuses on Pre-Licensure Nursing students. SEU reserves the right to delete, add, or change policies, procedures, courses, and the curriculum plan. The handbook is subject to change. Policy changes will be posted on the Nursing Student Information Moodle site.

All Pre-Licensure Nursing students are required to sign the Student Handbook Agreement found in Appendix A.

Welcome

The Helen J. Streubert, Ed.D., Programs in Nursing is part of the College of Professional Studies. Here you begin the journey of obtaining your BSN. Saint Elizabeth University offers the following Nursing Programs:

- Pre-Licensure Baccalaureate
- RN to Baccalaureate (RN to BSN)
- Master of Science in Nursing, with a Leadership or Education track
- Post-Masters Certification in Nursing Education

The overall purpose of the Pre-Licensure Nursing Program is to provide students with challenges that expand their thinking and to develop tools to improve nursing practice. The faculty will guide students in the process of developing their knowledge, competencies and skills as exceptional professional nurses.

The Pre-Licensure Student Nurse Handbook describes the current policies and procedures unique to our program here at SEU. The purpose of the Student Handbook is (a) to assist students in planning their studies; (b) to provide students with the nursing policies, expectations, and standards of the program; and (c) to assist faculty in student advising so that the policies are applied systematically and fairly. It is important to note that curricular expectations outlined in the handbook in the year in which the student was admitted are to be followed while the student is actively enrolled in the program. Students will be informed of any program-related changes made subsequent to their matriculation.

This handbook is not intended to supersede any policies or codes of conduct in the Saint Elizabeth University Academic Catalog, the Code of Ethics of the American Nurses Association (ANA, 2015), or the rules of the New Jersey State Board of Nursing and NJ Department of Education. Students are encouraged to review this document prior to beginning coursework. Any questions should be directed to the Chairperson of the Nursing Department.

This handbook is designed to assist you in maneuvering through your educational journey. Specific information is provided here that supplements SEU's academic policies. Students are encouraged to place an emphasis on their personal and professional development while enrolled in the program. In keeping with this statement, students are encouraged to participate in University activities and fully engage in experiential learning activities embedded in the curriculum.

Students are reminded the attainment of a nursing degree based in the liberal arts is the result of a joint effort between the student and the faculty. In this regard, the student's progress depends upon numerous factors including the student's motivation, effort, and other life circumstances.

Enjoy the learning journey!

Accreditations

The Saint Elizabeth University Nursing Program is approved and accredited by:

*New Jersey State Board of Nursing

PO Box 45010

Newark, New Jersey, 07101

973-504-6430

<https://www.njconsumeraffairs.gov/nur/Pages/default.aspx>

Accreditation Commission for Education in Nursing (ACEN)

3390 Peachtree Road NE

Suite 1400

Atlanta, GA 30326

404-975-5000

www.acenursing.org

**The Pre-Licensure BSN Program has full accreditation from the NJ Board of Nursing.
Complaints regarding the nursing program may be sent to the NJ Board of Nursing.*

Saint Elizabeth University is approved and accredited by:

Middle States Commission on Higher Education

1007 North Orange Street

4th Floor MB#166

Wilmington, DE 19801

267-284-5000

www.msche.org

University Address:

Saint Elizabeth University

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Change in Personal Information

Students who make a change in name, telephone number, address, or emergency contact must notify the Registrar by completing the Change of Name/Address Form found on the SEU Registrar webpage. Nursing students should also notify the Nursing Department.

The Nursing Department is not responsible for any information that the student does not receive due to an incorrect name or address. Mail that is not returned will be considered delivered according to U.S. Postal Services.

Emergency Contact Information

It is important for faculty to be able to access emergency contacts. All students are required to provide the nursing program with emergency contact information by completing the *Emergency Contact and Information Sheet (Appendix B)*.

Saint Elizabeth University Mission, Vision, and Values

SEU Mission Statement

The mission of Saint Elizabeth University, sponsored by the Sisters of Charity of Saint Elizabeth, is to be a community of learning in the Catholic liberal arts tradition for students of diverse ages, backgrounds, and cultures.

Through the vision and values of Elizabeth Ann Seton, Vincent de Paul and Louise de Marillac and rooted in Gospel values and in Catholic Social Teaching, Saint Elizabeth University affirms its solidarity with the poor and its commitment in service to the community.

SEU Vision Statement

Saint Elizabeth University will be nationally recognized for educating individuals who seek an education focused on engaged learning for leadership in service to others.

SEU Core Values

Saint Elizabeth University as an engaged institution of higher education, driven by mission and informed by our Catholic and Sisters of Charity traditions, seeks to live the following core values to achieve our mission, vision and strategic goals:

- **Integrity**
As a community we are called to unite in honesty, trust and mutual respect and be transparent in our choices.
- **Social Responsibility**
As a community we are required to support the just and ethical well-being of individuals and communities to promote justice, diversity, and sustainability.
- **Leadership**
As a community we are inspired and empowered to move beyond our own boundaries to be accountable, to innovate and to transform for the common good.
- **Excellence in Teaching and Learning**
As a community we are committed to creating a stimulating learning environment that promotes critical inquiry and the holistic development of the individual.

Helen J. Streubert, Ed.D., Programs in Nursing Mission and Philosophy

SEU Nursing Program Mission

In the tradition of Saint Elizabeth University (SEU), the Helen J. Streubert, Ed.D., Programs in Nursing accept and uphold the mission of the University in providing distinctive undergraduate and graduate nursing education and is committed to preparing individuals as leaders through scholarship, critical inquiry and continued lifelong learning. Through the application of the Neuman Systems Model, the nursing program prepares nurses to promote, maintain and restore health to patients in a variety of settings. The nursing program fosters the development of leadership in students in a spirit of service and social responsibility to others.

SEU Nursing Program Philosophy

The philosophy of the nursing program of Saint Elizabeth University supports the mission and goals of the University. The faculty believe that professional nursing is both an art and science. The integration of nursing knowledge and skills into a Catholic liberal arts framework enhances creativity and supports adjustment to the constantly changing demands of life and career in a global society. The philosophy of the nursing program also expresses the belief that professional nursing care is based on a holistic approach to the client system.

The faculty in the Nursing Program at Saint Elizabeth University believe that the professional nurse is postured to respond to the healthcare needs of a global society. Professional nursing education develops the student to engage in the nursing process with the goal of promoting the health of individuals, families, communities and populations through advocacy and change.

Nursing is concerned with all of the variables affecting an individual's response to stressors and directs its actions at stabilizing client systems in a dynamic state of equilibrium. The goal of nursing is to achieve optimal client stability through purposeful intervention that includes a concern for the client's spiritual, physiological, socio-cultural, developmental, and psychological dimensions and in relationship to the environment. The environment is composed of all internal and external forces influencing the person or client system. The faculty believe that an understanding of the unique environment of the client system is critical to the role of the nurse in enhancing health. Nurses must be committed to change within the profession and approach nursing as an evidence-based scientific discipline with a moral end.

The faculty believe that there is a developing body of knowledge central to the metaparadigm of nursing which includes the components of client, environment, health, and nursing.

Client

Each client, created in the image of God, is a unique dynamic composite of the interrelationship of physiological, psychological, socio-cultural, developmental and spiritual variables. People are

organized, integrated holistic beings endowed with dignity and worth and can only be understood in relation to their totality. They are open systems, having the capacity to influence their own environments, and are in a state of constant change. While unique, persons share a common range of responses across these variables with other human beings.

People have the capacity for growth, the potential for freedom of choice and the right to seek optimum health. People have innate and learned responses that enable them to respond to stressors, to interact with, and adjust to or modify the environment. The person can be viewed as an individual client system or as part of a larger system such as a family, group, community or organization.

Environment

The environment is composed of all internal and external forces influencing the person or client system. The internal environment consists of those forces within an individual system. The external forces occur outside the client system and between individual systems. The relationship between the client system and the environment is a reciprocal one of continuous interaction: the environment influences the client system and the client system influences the environment. As the client system evolves, it strives to be in a state of dynamic interaction and balance with the environment.

The faculty believe that an understanding of the unique environment of the client system is critical to the role of the nurse in enhancing health. Stressors arise within the environment and have the potential to initiate a reaction in the client system. This reaction can have positive or negative outcomes. The outcomes can be influenced by the nurse to achieve the best possible state of wellness for the client system. One's perception of this environment influences one's ability to respond to stressors. This can be a conscious or unconscious process.

Health

The health of each client from a holistic viewpoint is seen as a dynamic state on a multidimensional continuum from wellness to illness. It may be defined as optimal system stability. Health is the view of the person as a composite of physiological, psychological, sociocultural, spiritual and developmental variables in harmony with each other and the environment.

These variables are continuously interacting with the environment as an open, flexible, changeable system. The internal-external interaction with any of the variables and/or environmental factors may enhance wellness as well as create barriers to achieving maximum wellness. Each individual, family, group, community, organization and system is unique as it relates to the perception of wellness and the ability to respond to stressors, to mobilize assistance from others and to learn new behaviors.

Nursing

Nursing is a unique profession that provides essential service to society and is based in the arts and sciences. It is a discipline that makes real the healing ministry of the Church. Nursing involves the diagnosis and treatment of human responses to actual or potential health problems. The central concern of nursing is the well-being of the total person. The basis of nursing is the therapeutic relationship between nurse and client system. To achieve the potential of this relationship, nurses must provide health information readily, share power equitably, encourage clients to assume responsibility for their own health status, and assist client systems.

The goal of nursing is to achieve optimal client stability through purposeful intervention which includes a concern for the client's spiritual, physiological, socio-cultural, developmental, and psychological dimensions. Nurses assist clients to clarify their own values, identify their health goals and understand the choices available to achieve optimal health. Nursing actions include preventative, therapeutic, and rehabilitative interventions. Professional nurses perform direct patient care; assess factors associated with the nature and shape of the healthcare system; work together as part of the healthcare team; recognize the changing role of consumers in the maintenance of their own health and advocate for the client and the nursing profession. Professional nursing standards as well as nursing theory and a sound Catholic liberal arts educational basis guide the nurse's actions to attain this goal.

The nurse is a full partner in the healthcare delivery system. At the baccalaureate level, the nurse is a generalist and a leader. At the master's level, the nurse moves into an advanced practice role specializing in educational and leadership roles. All nursing roles are best realized when the nurse has an in-depth knowledge of person, family, group, community and environment. Nurses are responsible for promoting maximum health at whatever point the client is encountered along the health-illness continuum. Based on the health status of the system, the nurse provides three separate but interrelated categories of prevention: primary, secondary, and tertiary prevention.

Interventions

Interventions are carried out in complex systems and involve collaborative relationships with clients and other health team members. Nurses are accountable for the ethical conduct of these interventions in accordance with the standards of nursing practice. The nurse's ability to give direct care must be complemented with the ability to assess, plan, coordinate, collaborate, delegate, educate, advocate, and evaluate.

The nursing process involves interrelated cognitive, attitudinal, behavioral, technical, and interpersonal skills in which the nurse plays a leadership role. Nurses must be able to articulate and act from a personal value system and a respect for the beliefs of client systems, their environment, and their health. Nursing practice must be congruent with professional standards and ethical practice. This is achieved at SEU through curriculum based in the Catholic liberal arts tradition, with a strong multi-disciplinary approach and with emphasis on the spiritual and ethical development of the student.

Nursing Department Educational Philosophy

The nursing faculty at Saint Elizabeth University (SEU) believe that our programs prepare graduates for professional nurse roles, at both the undergraduate and graduate levels. The curriculum is based in the Catholic liberal arts tradition, with a strong multi-disciplinary approach and with emphasis on the religious and ethical development of the student. The curriculum at SEU prepares nurses with the skills to provide care collaboratively, and to graduate competent, accountable and ethical nurses.

The graduates of our programs are prepared to be committed to primary, secondary and tertiary prevention through direct care, and as educators, managers and in major leadership roles. Graduates also function as client advocates, change agents, and as advocates for the profession.

We are proud of our rich history of educating students of all ages, backgrounds, abilities, cultures, and experiences that enrich the nursing profession. Student learning evolves from exploration of personal values, exposure to new experiences, and reconstituting balance. This provides the foundation for commitment to lifelong learning for students and faculty.

The faculty believe that learning is facilitated when instructional experiences are planned to achieve sequence, continuity, and integration of knowledge, psychomotor skills and attitudes. Experience, reflection, scholarly research and writing are the foundations of learning. The faculty serve as professional role models and mentors. Faculty influence readiness and capacity for creative thinking and innovation. They embrace SEU's Mission and core values. The emphasis on civility and respect creates a positive learning climate. Faculty strive to promote a caring personal environment in which students develop as self-directed professionals.

The curriculum provides an educational process that promotes development of a professional nurse leader through social responsibility, client advocacy, and as a change agent and advocate for the profession. All nursing roles are best carried out when the nurse has an in-depth knowledge of person, family, group, community and environment. The nurse embraces the concept of intervention as prevention. Emphasis is placed on collaborative relationships with clients and other health team members. Ethical, moral, and legal dilemmas are examined throughout the curriculum.

In the third millennium, the nurse's ability to give direct care must be complemented with the ability to assess, plan, coordinate, collaborate, delegate, educate, advocate, and evaluate. Carrying out the nursing process involves the use of interrelated cognitive, attitudinal, behavioral, technical, and interpersonal skills in which the nurse plays a leadership role.

The evolution of evidence-based practice is important so that there can be an improvement in the quality of life and healthcare for all. Nurses critique and adapt knowledge from nursing research and clinical practice as well as from many other disciplines for their practice of nursing. Nurses must be committed to change within the profession and approach nursing as an evidence-based scientific discipline with a moral end. Nurses must also be able to articulate and act from a personal value system and a respect for the beliefs of client systems, their environment, and their health. Nursing practice must be congruent with professional standards.

Pre-Licensure Nursing Program Goals

1. Prepare nurses who are professional nurse generalists and leaders at the baccalaureate level who use nursing theory and professional nursing standards to assess and respond to health care needs.
2. Prepare graduates to be licensed professional nurses to help reach the profession's goal of having more licensed nurses with baccalaureate degrees.
3. Provide the educational foundation for graduate study in nursing.
4. Promote lifelong personal and professional growth.
5. Retain students through positive programming to empower students to develop confidence and academic success through active support (Program Completion Goal – 80% Pre-Licensure BSN students will complete the program in 4 years; 90% in 5 years).
6. Utilize frequent feedback from student club, course evaluations, Peer Leader discussion groups, advisory board feedback, student progression and graduation survey to monitor student satisfaction and program satisfaction (Graduate Satisfaction Goal – 80% will report satisfaction on the graduate survey.)
7. Prepare students to become competent in evidence-based practice which will result in a minimum of 80% of employers reporting satisfaction with our graduates.

Pre-Licensure Nursing Program Student Learning Outcomes

1. Integrate knowledge from the liberal arts and sciences into professional nursing practice.
2. Demonstrate global awareness and culturally sensitive behaviors that create an environment of respect for the dignity of patients, families and others.
3. Utilize inter-professional and intra-professional methods of culturally sensitive communication to collaborate effectively in delivering safe patient care throughout the lifespan in a variety of settings.
4. Articulate a philosophy of nursing that guides one's practice as a leader, researcher, manager and provider of care.
5. Utilize data, knowledge and technology effectively and ethically to achieve desired patient outcomes.
6. Integrate scholarly inquiry and research into evidence-based practice.
7. Perform competently and ethically to promote, maintain and restore health in communities, regions and populations.
8. Integrate an understanding of health care policies, including financial and regulatory, into professional nursing practice.
9. Assume a professional nursing leadership role that promotes quality nursing practice in the delivery of health services.
10. Accept responsibility for lifelong learning to maintain up-to-date professional skills.

Advisory Board

SEU has developed strong partnerships with multiple schools and healthcare organizations and convenes the Advisory Board twice per year. The Board's membership includes representation from our educational partners e.g., County College of Morris, RWJ Barnabas Health School of Nursing (Trinitas School of Nursing/Union County College), Sussex County College, Passaic County College, Warren County Community College, and Hudson County College. Our clinical partners include the Atlantic Health System, Saint Joseph University Medical Center, The Valley Health System, Christ Hospital-CarePoint Health, and Trinitas Regional Medical Center RWJBH.

The purpose of our Advisory Board is to bring together experts in the professional discipline to:

- Advise the faculty regarding innovations and trends in the discipline.
- Advise the faculty regarding curriculum matters.
- Aid the faculty in providing and/or identifying mentoring and internship opportunities for students.
- Advise the faculty regarding matters associated with external accreditation as applicable.

Pre-Licensure Admission Criteria Requirements

Admission to the Pre-Licensure Nursing Program occurs in the sophomore year. Application to the pre-licensure baccalaureate nursing program does not guarantee admission into the program. Application to the nursing program is a competitive process and meeting of minimal admission criteria does not guarantee admission to the nursing program. Students who are not accepted into the program should speak with their advisor or the Chairperson of the Nursing Department regarding feasibility of reapplication or choosing another related major. If students choose to reapply to the nursing program, they must submit a new application the following spring semester and compete with the new applicant group.

Students apply to major in the pre-licensure baccalaureate nursing program at the end of the spring semester of the freshmen year. The requirements for admission to the BSN program include:

- Completed application for transfer students
- A one-page personal statement of the student's motivation for becoming a nurse
- A minimum cumulative GPA of 2.3
- A minimum grade of C+ in the following: Anatomy and Physiology I and II, CHEM 115 or Organic or Biochem. Only 2 graded attempts of a science course are allowed within 7 years. All biology and science courses must be taken within the last 7 years .
- ATI TEAS Exam within 2 years of application. Applicants must achieve a Proficient (58.7% - 79.3%) or higher score within 2 attempts. Official TEAS transcript must be sent to Saint Elizabeth University if not taken at Saint Elizabeth University.
- If accepted, a clinical clearance process will be required which includes health clearance, a criminal background, drug testing, immunizations, TB testing and additional requirements as per clinical agencies. This is due **NO LATER THAN** July 1.

The NJ Board of Nursing requires all licensure applicants to complete a criminal history background check prior to licensure as a registered professional nurse.

***Acceptance into the major is not complete until this information is reviewed as acceptable. Meeting the minimum admission criteria is not a guarantee of seat availability or acceptance into the SEU Nursing Program. Nursing courses are highly challenging and may require many hours of study time for successful completion. It is highly recommended that students complete all science and general education courses prior to seeking enrollment in NURS201, especially if the student continues to work while attending nursing school.*

Transfer Students

Transfers to the Pre-Licensure Nursing Program:

The nursing program begins in the fall semester of the sophomore year for transfer students. SEU students with a declared nursing major interest have first preference in the admission process. Remaining seats will be available to transfer students.

Minimum Requirements to Apply:

Transfer students who have completed the prerequisites courses for the Pre-Licensure BSN program may apply. Acceptance of course credits earned elsewhere is at the sole discretion of Saint Elizabeth University.

An application should be submitted to the University and identify Nursing as the major. A one-page personal statement of the applicant's motivation for becoming a nurse is required.

- If a student completes any applicable science or general education courses at another college or university, it is the student's responsibility to assure SEU receives official transcript evidence for the corresponding transfer credit to be entered on the SEU transcript. Transcripts should be sent to the SEU Admissions Office.
- ATI TEAS Exam within 2 years of application. Applicants must achieve a Proficient (58.7% - 79.3%) or higher score within 2 attempts. Official TEAS transcript must be sent to SEU if not taken at SEU.
- A minimum cumulative GPA of 2.3 is required.
- A minimum grade of C+ is required for all science curriculum courses and PSY200. These science courses must be less than 7 years old at the time of acceptance. Note: Only two graded attempts of a lab-science course is allowed within 7 years.

Prerequisite or Corequisite Courses Eligible for Transfer for the Nursing major

General Psychology	3 credits	Microbiology	4 credits
Anatomy and Physiology I	4 credits	Statistics	3 credits
Anatomy and Physiology II	4 credits	Developmental Psychology	3 credits
CHEM 115 Equivalent	4 credits		

Please note that nursing courses from other institutions will not be accepted for transfer.

Transfer Credits

Transfer credits will appear on the SEU transcript; however, transfer grades will not be reflected nor used in the calculation of the student's SEU grade point average. Credits accepted in transfer become part of the student's permanent SEU record; as such they cannot be replaced by new transfer courses.

SEU Student Information

Nursing Program Orientation Policy

An orientation session will be held in August prior to the start of the semester. Our students and faculty have found that the secret to success in coursework at SEU is to have a good foundation. Attending the orientation assists you in gaining familiarity with our campus, mission, and overall program resources. It is essential that all students have some basic understanding of our program in order to achieve their goals. **Attendance at Orientation is mandatory.**

Academic Advisement

Academic Advisors support student learning and growth during the nursing program. Students should feel free to approach the Chairperson of the Nursing Department, faculty and advisors for information about the program. However, for consistency it may be better to approach your advisor with more complex issues such as academic or professional issues.

Pre-nursing students will be guided by SEU Advisors who will advise them during their freshmen year. Once the student is approved to begin the nursing courses, the nursing faculty will then advise students.

All transfer students are assigned a nursing advisor when they enroll at the University. Students are encouraged to communicate with their advisor regarding issues that may interfere with coursework or if they need registration advisement. It is the student's responsibility to be aware of the degree requirements and to follow the catalog according to the year they entered the University.

Faculty Office Hours

Faculty are available for student questions and problems that may arise at various times during the semester. Their availability to their students is described in their syllabi. Students are encouraged to introduce themselves to their faculty and maintain regular contact throughout the semester to maximize their learning experience. Nursing faculty office hours are posted in the Nursing Department and on the Nursing Student Information Moodle.

Employment

Balancing employment with the demands of the nursing program is very difficult. Students are expected to be attentive in the classroom, laboratory and clinical learning experiences for academic success and client safety. Classroom, laboratory, and clinical expectations and schedules will not be altered to accommodate student employment. The SEU Pre-Licensure Nursing Program accepts no responsibility for a student's performance during employment activities in a health care agency.

Any student who does undertake such employment, must understand that the requirements of the nursing program will not be altered to accommodate a work schedule. Students must acknowledge that they understand that under no circumstances will changes be made to the degree requirements to accommodate outside employment. Students should meet with their adviser periodically to determine if their job obligations are having a negative impact on their academic performance.

Grievances

Our students shall be afforded fair and respectful treatment in the application of procedures and regulations. Consistent with the mission, the nursing program and University have instituted various mechanisms to address student complaints. In an instance where there is a perceived violation or misapplication of the regulations in the University catalog, nursing policies and/or operating procedures or denial of due process, a student may file a grievance. Refer to the SEU Academic Policies and Student Handbook on the SEU website.

Academic Policies

Attendance Policy for the Nursing Department

It is the policy of the Nursing Department to require students to attend all didactic classes, clinical and simulation laboratory sessions on time. Attendance is mandatory to ensure students have the necessary knowledge base and skills to safely care for patients in the clinical setting. At the discretion of the course instructor, attendance may be included as a component of the participation and/or course grade; in this case attendance and/or participation will be assessed via a rubric.

If a student misses a didactic class, it is the student's responsibility to obtain any missed content. At the discretion of the course faculty, a replacement assignment may be given to reinforce and assess knowledge presented during a missed class. If a student misses two didactic classes, they must meet with the Director of the Pre-Licensure Program. If a student misses a third class, a meeting will be held with the course faculty, Director of the Pre-Licensure Program and Chairperson of the Nursing Department to determine if the student should continue in the course.

In the event of an emergency or illness resulting in a clinical absence, the student must notify the clinical and the didactic instructors. The student will need to meet with the didactic faculty member and a clinical makeup session will be required prior to the end of the semester. If a second clinical absence occurs, the student will receive a Clinical Warning, and will be required to attend another clinical makeup session. If a second absence occurs, the student must meet with the Director of the Pre-Licensure Program and the didactic and clinical instructors to review the situation to determine if the student can remain in the course. Scheduling of clinical makeup sessions will be determined by course faculty and must be completed in order to satisfy clinical requirements. If a third clinical absence occurs, the student will need to repeat the course.

Continuous Enrollment and Leave of Absence

Students must maintain continuous enrollment in the program. Under extraordinary circumstances, students may request a leave of absence. Students who wish to take a leave of absence for more than one full year must re-apply to the nursing program. For the Leave of Absence policy refer to SEU Academic Policies.

School Closing/Inclement Weather

- Students should refer to area radio and television stations or the SEU website for class delays, late openings, cancellations, or school closing.
- Students can sign up for text and voicemail alerts through the University.
- If University classes are cancelled, clinical experiences for that date will be cancelled. Course faculty will review clinical site-specific instructions and methods of communication regarding inclement weather.
- Check Moodle and email for class communication. Students are responsible for class work scheduled. Faculty may send a Zoom link to hold class.

Tardiness Policy

Students must attend all scheduled classes, clinical and University labs on time. If student is going to be late for class or clinical, the student is responsible to:

- Notify their faculty/clinical instructor of the tardiness at least one hour prior to the start of the class or clinical session.
- Notify the school or clinical agency of their tardiness at least one hour prior to the start of the class or clinical session.

Notifying a third party of the tardiness is not acceptable. At the discretion of the faculty, any student who is late for clinical may be sent home and this may be considered an absence from clinical and will need to be made up before the end of the semester. A student who has repeated episodes of tardiness will need to meet with the Director of Pre-Licensure Program.

University Academic Integrity Policy

The Academic Integrity policies and procedures apply to all programs in the University. Some programs or departments may have additional policies on academic integrity and professional behavior as required by their professional accrediting agencies. For the full University Academic Integrity Policy and Consequences of Violations refer to Academic Policies on the SEU website.

Nursing Courses Academic Integrity Policy

The Nursing Program of Saint Elizabeth University implies a high regard for human dignity and the expectation that ethical conduct be understood and practiced. All student assessments including exams, group projects and individual written assignments will be evaluated for violations of academic integrity. Violations of academic integrity include but are not limited to 1.) plagiarism 2.) third party writing services 3.) utilization of sites such as Course Hero, and 4.) collaboration with ChatGPT or other artificial intelligence (AI) composition software. Should an assignment be suspected of an academic integrity violation as mentioned above, the assignment may be graded at a zero and the concern will be referred to the Nursing Review Committee. The Nursing Review Committee will make a recommendation to the Chairperson of the Nursing Department.

Classroom and Laboratory Settings Behavior

In order to ensure a proper learning environment for all students, appropriate behavior in the classroom and laboratory settings is essential. Students are expected to actively participate in all learning activities, including but not limited to class preparation, reading assignments, class discussions, assignments, small group activities, team-based learning, laboratory sessions, simulated patient, and simulation activities. In all professional settings, faculty and staff are to be addressed by their appropriate professional titles.

Under no circumstances should the following activities take place in the classroom: dishonesty,

disruption of class activities, expression of derogatory or disrespectful comments to the instructors or classmates, confrontations with instructors or classmates or a display of temper. Such behavior will be immediately referred to the Chairperson of the Nursing Department. Any behavioral and/or professional concerns related to student conduct will be referred to the Nursing Review Committee. The Nursing Review Committee will make a recommendation to the Chairperson of the Nursing Department.

Cell phones may not be used during class or laboratory time, unless expressly permitted by the instructor. All phones must be put away and out of sight during class or laboratory sessions. At no time will students engage in a telephone call, emailing, texting or any other social media while in a classroom or laboratory setting. Students are to refrain from bringing food into the laboratory spaces. Students should use the lounge, study, and eating spaces available throughout the campus.

Examinations

If students arrive late to an examination by 15 minutes or more, they may forfeit the right to take the examination. They may not be permitted to take the exam and must meet with the course instructor and/or course director to determine if a makeup test will be given.

In the unlikely event that a student has an approved personal day on the day of an examination, they must make arrangements for a make-up examination or equivalent in advance of the missed day.

No early examinations will be given unless there are extenuating circumstances which will be determined on a case-by-case basis.

Absence from an examination without reasonable extenuating circumstances as determined by the SEU nursing program faculty will result in a grade of zero (0).

Testing Standards and Practices

SEU nursing testing standards and practices are consistent with NCLEX-RN ® examination practices and are as follows:

1. No study aids (i.e. textbooks, notebooks, classroom notes) are allowed near students while taking the exam.
2. No papers, books, food, drinks, pens, wallets, hats, dark glasses, watches, ear buds, beepers, or cellphones are allowed near students while taking the exam.
3. Students are required to leave personal belongings in designated areas.
4. No cameras, photographic equipment or any other electronic devices are allowed near students while taking the exam.
5. Unauthorized scrap paper may not be used.

Safe Browser

Safe Browser will be utilized for examinations given through Moodle. Safe Browser prevents unauthorized resources from being accessed during an exam. It is the student's responsibility to ensure their computer device meets the minimum hardware and software requirements for Moodle in order for Safe Browser to be installed.

Testing in Accessibility Services

It is the responsibility of students testing in the Accessibility Services Testing Center to schedule their tests according to the policies established by Accessibility Services. It is expected that testing will be scheduled for the same day and approximate time as when the class is scheduled to take the quiz/exam/ATI test. Students who arrive more than 15 minutes late to Accessibility for testing will not be permitted to test.

ATI

The nursing program has collaborated with ATI in developing testing and educational materials available to all students. This information is designed to maximize critical thinking and clinical decision making. These skills are essentials to passing the NCLEX and to becoming safe professional registered nurses. ATI resources are utilized throughout the nursing curriculum. Taking ATI tests and following the remediation is the student's responsibility. It is important for the student to be an active collaborator in their learning. See course syllabi for more information on how ATI is integrated throughout each course.

Reporting Concerns Regarding Impairment or Incompetence

Students experiencing difficulty will be treated with dignity and compassion. Students are welcome and encouraged to approach faculty to discuss any difficulties they believe may impair their ability to function in academic and/or clinical settings. Students, faculty, or staff who have concerns about possible impairment in a nursing student should follow the steps described below.

- When possible, express concern directly with the student and encourage the student to remediate the problem. Be prepared to provide specific behavioral examples that illustrate the concern. Any student, faculty or staff can submit a Care Report that can be accessed on the SEU website.
- Encourage the student to approach the Director of the Pre-Licensure Program if the student does not take steps to remediate.
- If faculty, students, or staff are unwilling or unable to talk to the student, the concern should be reported to the Chairperson of the Nursing Department.
- Once such concerns have been brought to the attention of the Chairperson of the Nursing Department, the issue will be directly addressed with the student in question.

Retaining and Supporting Students

Saint Elizabeth University highly values the importance of student retention. All students receive consistent mentorship and advisement throughout their time in the nursing program. Our program cultivates a supportive environment that promotes timely completion of the program and student retention.

Academic support is provided through a number of campus and program resources. In addition to the student support services of the Student Success Center and advisors, there are a number of initiatives by nursing faculty to support student retention. Faculty have scheduled office hours and are also available by appointment to accommodate student schedules. There are scheduled Weekly Open Lab practice sessions for students to practice hands on skills or for skills remediation. Students who do not achieve a passing score on an exam must meet with the course instructor for remediation of content.

The University has devoted significant resources to student retention through services that support students' academic, financial, social-emotional, physical, and spiritual well-being:

- Accessibility Services
- Campus Ministry
- Campus Social Work
- Counseling Services
- Financial Aid
- Health Services
- Information Technology
- Student Success Center
- Student Engagement

Academic Warning Policy

The nursing program has established an academic warning policy to give students the opportunity to improve their academic status. The following academic conditions will result in an academic warning:

1. Students who earn less than a 77 (C+) in any nursing course.
2. Students who have a cumulative GPA less than 2.3 (77/C+)
3. Students who have an incomplete in any course.

Being on academic warning affords the student the opportunity to work with an advisor to help coordinate a plan for academic success. The student will need to develop a plan to improve grade point average or to resolve the incomplete in a timely manner and communicate with their advisors.

Students are encouraged to start on a pathway to success through meeting with their faculty advisor within two weeks of the date on the academic warning letter. Restriction from registering

for classes for the next semester will occur if a student fails to meet with their faculty advisor or fails to adhere to the plan.

Students on academic warning are expected to increase attention to academic activities and decrease hours committed to non-academic activities. The student must work with their faculty advisor to develop an action plan for academic improvement. In developing this plan, the student and advisor should utilize University resources, as appropriate.

Students are automatically taken off academic warning when their cumulative grade point average reaches the required level (2.3), or they successfully complete the course in question. Students with a grade less than 77 (C+) in any nursing course will have to retake the course. Nursing courses must be taken in sequence; a student will need to wait until the next time the nursing course is offered. Students who have an incomplete may be restricted from registration until the incomplete is resolved.

Suspension or Dismissal

Student behavior, physical, or emotional conditions in the academic or clinical teaching setting that conflicts with the expectations for student conduct will be managed in accordance with SEU policies. The matter may be referred to the Nursing Review Board. In consultation with the faculty involved, the Director of Pre-Licensure BSN Program and Chairperson of the Nursing Department, a determination may be made that expertise of additional University personnel, healthcare professionals, or administrators are needed to establish direction appropriate to an individual situation.

Progression

A student is not allowed to progress to the next nursing course unless they receive a passing grade of C+ or higher. If there is an Incomplete, a student is not allowed to progress until a grade of "I" has been changed to a grade of "C +" or higher (*See Appendix C-Grading Scale*).

Progression Requirements

Students must meet all course requirements to progress to the next course. Nursing courses are sequential and have prerequisite and/or co-requisite course requirements which may include nursing and general education courses. All nursing courses must be successfully completed in the prescribed order to progress in the nursing program. It is the student's responsibility to:

1. Obtain the minimum grade requirement for nursing (NURS) courses: C+ or higher.
2. Obtain the minimum grade requirement for co-requisite courses for Nursing major:
 A grade of C or higher is required for MATH119.
 A grade of C+ or higher is required for BIO209, BIO 301 and PSY200.
 If a student does not achieve a grade of C+ or better, the student must retake the course and pass with a grade of C+ or better prior to the next nursing course in the curriculum sequence.

3. Complete all course requirements including standardized testing.
4. Meet the graduation requirements of the University and the nursing program plan of study.

Students who have successfully completed the first nursing courses (NURS 101, 200, 201) and fail or withdraw from a subsequent nursing course must repeat the course and receive a final grade of C+ or better for the nursing course they failed or withdrew from the next time the course is offered. Only one course with a final grade below 77 (C+) may be repeated. If two nursing courses are below 77 (C+), a student will not be permitted to remain in the nursing program.

Reasons for withdrawal or failure include, but are not limited to:

- Academic Failure: grade less than 77 for the didactic component of any nursing course.
- Unsatisfactory grade or clinical failure in the clinical component of any nursing course.
- Violation of program policies.
- Withdrawal from a nursing course for any reason.
- Failure to meet program requirements such as toxicology screening, background check, and clinical placement requirements.
- Failure to complete course requirements, such as assigned assessment testing.
- Violation of the SEU Student Code of Conduct (*See SEU Student Handbook*) or the ANA Code of Ethics which may deem a student ineligible for re-entry to the nursing program.

Students who fail a NURS-designated course need to take the NURS course the next time the course is offered at Saint Elizabeth University. Students should meet with the Director of the Pre-Licensure BSN program to discuss a plan for strengthening identified areas of academic concern. Students will need to keep current the necessary requirements for clinical clearance.

Reapplication to the Pre-Licensure Nursing Program

Students who apply to the pre-licensure nursing program and are not accepted, may reapply only once to the pre-licensure nursing program the following year.

Nursing Review Committee

The Nursing Review Committee upholds the mission, philosophy, goals, as well as the integrity, professionalism and ethical standards of the nursing program while addressing academic, behavioral, and professional concerns related to student conduct and performance. When an issue occurs, the committee may be convened to discuss the matter and a recommendation made to the Chairperson of the Nursing Department.

Grievances and Student Grade Appeals

Refer to the SEU Academic Policies posted on the SEU website.

Clinical Information and Clinical Setting Policies

Clinical experience in a variety of healthcare settings is an essential component of the education of nursing students. Numerous agencies in New Jersey providing healthcare are selected for use based on their ability to provide beneficial clinical educational opportunities.

Transportation to Clinical Agencies

Students are assigned to clinical sites by faculty. Students are expected to arrange their own transportation to the clinical agencies to which they are assigned and must comply with parking regulations of each agency.

Clinical Clearance Process

All nursing students are required to comply with Saint Elizabeth University, SEU Pre-Licensure Nursing Program, New Jersey Department of Health and Senior Services (NJDHSS), and clinical agencies requirements. Please note, clinical agencies may impose additional compliance standards at any time. Compliance requirements will be tracked through Adam Safeguard and SentryMD (*See Appendix D*). Compliance Tracking, Criminal Background Check, and Urine Drug Screen will be ordered through Adam Safeguard. Once the Compliance Tracking is ordered, the necessary forms for clearance will be emailed to the student. **FORMS ARE DUE BY JULY 1 EACH YEAR.** Information regarding clinical clearance can also be found on the Nursing Student Information Moodle page. ***Pre-licensure students will not be allowed to attend clinical rotations if they have not fulfilled the necessary requirements for the Clinical Clearance Process. Failure to comply with this policy will result in a make-up clinical session during the week of finals.***

Prior to starting any clinical rotation, all students must complete a clinical clearance process which will include obtaining:

1. CPR certification: American Heart Association-BLS for HealthCare Providers
2. Malpractice insurance
3. Yearly criminal background check & urine drug screen
4. Yearly medical clearance

CPR Certification

Students will need current CPR certification and must maintain certification for the remainder of the time in the Nursing Program. ONLY BLS for the Healthcare Provider from the American Heart Association (AHS) will be accepted. Be careful when registering for a class; the class must be BLS for healthcare providers from AHA.

CPR classes are offered throughout the state. Below are websites for two local training centers:

- RWJ Barnabas Health:
<http://trainingcentertechnologies.com/rwjbh/CourseEnrollment.aspx>
- Atlantic Training Center:
<http://www.atlantichealth.org/patients-visitors/education-support/first-aid-training.html>

Malpractice and Liability Insurance

Nursing students are required to obtain professional liability insurance in the amounts of 2 million per incident/4 million annual aggregate prior to clinical rotations and annually until graduation.

BE CAREFUL when obtaining insurance; students need coverage for a professional student nurse in the amounts of \$2 million per incident/\$4 million annual aggregate. When applying for the insurance, have coverage begin by August 15.

The University does not endorse any one company, but Proliability (800) 375-2764 has this coverage amount for nursing students in the state of NJ.

<https://www.proliability.com/professional-liability-insurance/healthcare-professionals>

Criminal Background Check

The Joint Commission on Accreditation of Healthcare Organizations (JC) now requires all healthcare students to have their identity verified and a criminal history search conducted prior to being allowed to participate in any cooperative educational program. In order to facilitate these requirements, SEU has engaged Adam Safeguard to provide the necessary service.

The fee includes:

- Social Security Trace
- National Sex Offender Search
- OIG Sanction Search
- Multi State Database Criminal History Search
- New Jersey Criminal History Search

Your Social Security Trace will dictate if additional venues will be searched. Due to your clinical requirements, if an address other than a NJ location is developed, we are required to search the location for criminal history. The fees for additional locations will be \$10 plus any fees charged by the court involved. *(All subject to NJ Sales Tax).*

Students may be required to submit or have the SEU Program submit the results of their background check directly to a clinical site. Students will be required to sign a release of information form indicating that the SEU Pre-Licensure Program has the right to release this information to the clinical affiliates as appropriate. Clinical sites reserve the right to require additional background checks. *Clinical sites are not obligated to take any students who have any adverse finding(s) on the background check report.*

The results of the background checks will be kept separate from the other student educational and academic records in accordance with FERPA.

Criminal Background Check Policy

All students enrolled in the SEU Pre-Licensure Nursing Program are required to have a negative or clear criminal background check. Criminal background checks are to be completed annually.

Urine Drug Screen

Students will be required to complete a 13 panel urine drug screen done through Adam Safeguard annually.

Urine Drug Screen Policy

All students entering the first clinical course must complete a 13-panel urine drug screen through Adam Safeguard annually. All drug screens must be negative or clear for all 13 substances for the student to register for NURS courses. ***If the urine sample is processed and the sample is reported as “dilute”, the urine drug screen will need to be repeated.***

Adam Safeguard must be notified of all prescription medication(s) that a student may be taking **prior to submission** of the drug screen. Any student with a positive urine drug screen who cannot provide documentation the medication is prescribed by a healthcare provider or who submits an adulterated drug screen will not be permitted to remain in the SEU Pre-Licensure Nursing Program. Random urine drug testing may be required of any student as deemed necessary by the nursing administration. Students who participate in the NJ Medicinal Cannabis Program are subject to the policies of clinical agencies.

Students may be required to submit the results of their urine test results directly to a clinical site. Students will be required to sign a release of information form indicating the right to release this information to the clinical affiliates. Students may be required to undergo additional urine screening at the discretion of a clinical affiliate. In this event, the student is responsible for all costs. Clinical sites are not obligated to take any students who have any positive finding(s) on the urine drug screen report.

The information obtained from the urine drug testing results will be kept separate from the other student educational and academic records in accordance with FERPA.

A new criminal background check/ urine drug screen are required for students reentering a clinical course following a voluntary stop-out, course withdrawal or unsuccessful attempt.

Medical Clearance

Students are responsible for ensuring that all required forms are completed and that the provider completes all required medical information. Students who did not attend the freshmen year at SEU and are transferring into the Pre-Licensure Nursing Program will ALSO need to complete health requirements for Saint Elizabeth University.

Upon acceptance and annually until graduation, students will need:

- History and physical
- Influenza vaccine

- OSHA Respiratory Medical Evaluation
- TB testing (PPD or IGRA)

Additional requirements may be added as per clinical agency requirements.

For the initial Clinical Clearance Process, pre-licensure nursing students will need to provide proof of the following vaccinations and/or immunity: Measles, mumps, rubella, varicella, Hepatitis B, Tdap, influenza, and Covid-19 vaccination and booster.

The following blood work will need to be submitted for the initial Clinical Clearance Process:

- Quantitative titers for measles, mumps, rubella, varicella
- Hepatitis B surface antigen
- Hepatitis B surface antibody
- Hepatitis B CORE antibody

For the initial Clinical Clearance Process, documentation for baseline TB screening with either an IGRA (Interferon-Gamma Release Assay) blood test or two-step PPD is acceptable.

KEEP A COPY OF YOUR FORMS/LAB RESULTS FOR YOUR OWN RECORDS!

Medical Exemptions

If a student is claiming an exemption from vaccination related to pregnancy or other medical contraindications, the student must provide SEU with documentation from the healthcare provider indicating the reason and time limitations that the vaccination is medically contraindicated. This exemption will be reviewed at the beginning of each semester. In some circumstances the student may not be able to complete clinical requirements due to a medical exemption. Contact the SEU Health Services for the procedure regarding medical exemptions.

Clinical Attendance Policy

Students are expected to attend all scheduled clinical and University labs on time. If a student is absent or tardy to a clinical experience, it can impact their ability to meet course objectives. In the event of an emergency or illness resulting in a clinical absence, the student will need to meet with the didactic instructor and a clinical makeup session will be required prior to the end of the semester. If a second clinical absence occurs, the student will receive a Clinical Warning, and will be required to attend another clinical makeup. With a second absence, the student must meet with the Chairperson of the Nursing Department, the Director of the Pre-Licensure BSN Program and the didactic instructor to review the situation to determine if the student can remain in the course. If a third clinical absence occurs, the student will need to repeat the course.

If unable to attend clinical, the student is responsible to:

- Notify their clinical instructor of the absence at least one hour prior to the start of the clinical session; students must also notify the didactic instructor. Notifying a third party of the absence is not acceptable.

- Provide medical clearance indicating that the student has been cleared to return to clinical and class, if applicable.
- Complete clinical makeup sessions as determined by course faculty.

Scheduling of clinical makeup sessions will be determined by course faculty and must be completed in order to satisfy clinical requirements. Failure to complete clinical makeup sessions as determined by the course faculty will result in an incomplete in the clinical course. An incomplete in any clinical course must be resolved by the end of the semester in order to register in the next clinical course.

Clinical Professional Behaviors

Confidentiality, Respect, Legal Concerns, Professionalism

Read the information contained in [Health Information Privacy Law and Policy](#)

The following behaviors apply to students in a clinical setting:

- Students are not permitted to visit any patient in the hospital while in uniform nor may they go to any area of the hospital, other than their assigned unit, unless they have permission from their clinical instructor.
- Students may not discuss patients or patient care in elevators, corridors or other public areas of the hospital; this is a potential violation of patient rights. Students are not permitted to photocopy or otherwise duplicate patient information. **This is a violation of patient confidentiality and can result in program dismissal.**
- Students may not act as a witness for any consent form. The student may not transact any business for patients.
- Students are not to make engagements with or to take gifts from patients, nor are students to give patients gifts. This is both unprofessional and unethical.
- Students are never permitted to take or receive medications from the clinical unit in the hospital.
- All breakage of equipment should be reported to the clinical instructor and charge nurse of the patient care unit.

Simulation Laboratory

Students are required to actively participate as both patient models and examiners during laboratory sessions and skills assessments. Students are expected to willingly participate in a professional manner with both male and female classmates. Students will be expected to dress appropriately to facilitate physical examination by fellow classmates. For females, this will consist of an appropriate sports bra or tank top and shorts and males are expected to wear shorts. Patient gowns will also be available. Students who require accommodation due to religious reasons related to this policy should meet with the course leader to determine a reasonable alternative approach that allows the student to comply with the requirement.

All students must submit acknowledgement of Receipt and Review of Policy and Procedure Manual and of Simulation Center Rules and Regulations. (see [Simulation Policies and Procedures](#))

Simulation Lab Practice/Evaluation Session Attendance

Students are expected to attend all self-scheduled skills practice and evaluation sessions in the Simulation Lab. Excessive late cancellations (less than 2 hours), lateness, and/or absenteeism will lead to a progressive disciplinary action. Students must email clinical faculty if they need to cancel any appointments.

Clinical Class Policy

Clinical learning takes place in healthcare facilities, clinical agencies, community settings, and in the Simulation Lab. Most clinical experiences will include a conference activity, direct patient care, and simulation scenarios under the guidance and supervision of SEU Nursing faculty. Clinical performance is evaluated on an ongoing basis. The student is expected to demonstrate consistent and safe performance for successful achievement of clinical objectives. Clinical is graded on a pass-fail system. Clinical assignments are determined by the course faculty.

Students are expected to adequately prepare to care for assigned patients and Sim Lab assignments prior to the clinical experience. Faculty are authorized to deny a student the privilege of participation in clinical sessions when the student is unprepared, the student presents a health hazard to patients, when performance falls below a competent level with regard to patient safety, or when the student does not meet agency health or professional standards. In such situations, participation in clinical experiences will be discontinued until there is evidence that the student's progress meets minimal criteria for safe clinical performance. Students who are identified as not meeting clinical objectives will have an action plan for performance improvement developed by their clinical instructor.

Under no circumstances should any patient identifying information leave the clinical setting. This includes printed care reports or any documentation including patient identifiers (name, medical record number, birthdate, etc). Students in the clinical sites are permitted to take notes regarding their assigned patients but may only use initials in their documentation.

In the clinical setting, students will focus on application of skills and procedures which have been practiced in the skills lab. No student will be allowed to perform any procedures on patients which have not been learned and practiced in the Skills Lab; however, they may observe such procedures with the consent of the patient and nursing staff.

Clinical Experiences

Each clinical nursing course has a theory and clinical component. The assessments administered in the theory component of the course serve to assess the knowledge required to provide safe care in the clinical setting. Academic integrity violations occurring in a theory course indicate failure to demonstrate sufficient knowledge. In addition, violations of academic integrity are unethical and call into question a student's ethical comportment and ability to provide safe and ethical care.

When an academic integrity violation arises, the student may be required to remediate in the Simulation Lab before returning to the clinical setting to determine if the student has the necessary knowledge and skills for providing safe and ethical care for patients.

Selected clinical skills cannot be performed by students until the student's performance of the skills has been validated. These specific skills, and the methods by which they are evaluated, will be identified by nursing faculty and specified in each nursing course syllabus.

Clinical objectives will be met in the Simulation Center and/or in a clinical or community setting. The student is expected to demonstrate consistent safe performance for achievement of clinical objectives. Clinical evaluation conferences are held to apprise the student of their performance each semester. A student may, at any time during the semester, be placed on clinical warning or be issued a clinical failure for inconsistent or unsafe performance. Failure to achieve clinical objectives will result in a clinical failure and a failure in the course. A student who has received a clinical failure may not withdraw from the current course. **The student must pass all segments of the clinical experience to pass the course.**

Grading for the Clinical Component of Nursing Courses

Course specific Clinical Evaluation Forms are used to document the student's progress toward achievement of learning outcomes and clinical competencies throughout the nursing courses.

Clinical evaluation forms list the major Student Learning Outcomes (SLO) and competencies that apply to each course. Each SLO is stated as an observable behavior that incorporates more detailed and measurable statements. Clinical evaluation forms are used to review and summarize learner progress toward achieving SLOs and competencies, and to identify recommendations for further development. Rationale for unsatisfactory ratings will be provided by nursing faculty.

A passing grade must be attained on the final clinical evaluation to achieve a passing grade for the course. Students are responsible for attending and completing the evaluation process in conference with the nursing faculty.

Theory and clinical experience components of a nursing course are graded as a single unit. ***Students must take and pass both the theory and the clinical component of each nursing course. This requirement also applies to students retaking a course.***

Clinical Warning

A student may be given a verbal or written warning concerning unacceptable behavior or performance on any particular clinical day. The student will be counseled by the clinical instructor that they are in jeopardy of failing the clinical rotation because of not meeting specifically identified clinical outcomes. The clinical instructor clarifies for the student how the student must improve in order to pass the clinical component of the course. The student will be asked to sign a written Clinical Warning (*Appendix E*) which indicates the measures to be taken to correct the deficiencies. Student refusal to sign does not invalidate the clinical warning or anecdotal record.

Clinical Dismissal and/or Failure

Grounds for clinical dismissal and/or failure are:

1. Failure to meet clinical educational outcomes.
2. Behavior that requires direct instructor intervention to prevent omissions or incomplete or unsafe care that would result in actual or potential physical or emotional harm to the client.
3. Behavior that actually or potentially harms the client physically or emotionally.

Any of these behaviors may result in a “Fail” for clinical and a “F” in the didactic course. The student is not allowed to continue in the clinical experience for that course. If this is the student's first failure in a nursing course, they may repeat the course the next time it is offered.

Clinical Practice Expectations

Clinical learning experiences are an essential component of nursing courses. Clinical experiences provide opportunities to apply theoretical knowledge and psychomotor skills within the framework of the nursing curriculum to achieve student learning outcomes. Clinical experiences are provided in both traditional clinical sites and in simulation labs. In traditional sites such as inpatient, ambulatory care or community settings, students provide care to patients under the guidance and supervision of nursing faculty. Simulation experiences are faculty guided and replicate real patient care in healthcare environments. Every effort is made to provide the most realistic experience possible. However, due to the nature of replication, there may be limitations to the realism provided. Nonetheless, students should proceed demonstrating knowledge, skills and attitudes in the simulation experience as if they were caring for an actual patient.

Students are expected to actively engage in both traditional and simulated clinical experiences. Clinical practice expectations are established to promote student success and to ensure student and client safety during clinical experiences. Repeated or serious violations of these expectations may result in immediate dismissal from the clinical setting, the course, and/or nursing program.

Guidelines for clinical practice, clinical lab, and simulation experiences include, but are not limited to, the following:

- Arrive on-time. Students who arrive late to clinical may be dismissed for the day. Dismissal from clinical for the day will result in a clinical absence.
- Demonstrate application of principles and performance criteria presented in classes, seminars, clinical laboratories, and required instructional materials.
- Demonstrate evidence of preparation and initiative to provide responsible, safe nursing care. Students who are unprepared for clinical may be dismissed for the day. Dismissal from clinical for the day will result in a clinical absence.
- Performance of patient care activities within a reasonable span of time.
- Uphold the legal and ethical principles of patient care.
- Build upon prior learning, clinical competencies, and performance expectations.
- Apply and integrate faculty feedback related to clinical performance.
- Seek direction from nursing faculty prior to performing nursing skill, particularly for the first time. Nursing skills must be performed according to clinical site policies and with direction, guidance, and supervision.
- Students may only perform nursing care when nursing faculty are present in the assigned clinical agency during scheduled times.
- Students may not remove clinical agency-generated patient information from the clinical agency.
- Unless otherwise specified, the use of personal electronic devices, tape recorders, cameras, cell phones and personal audible pagers is not permitted on clinical units.
- Students must notify nursing faculty prior to leaving the clinical unit for any reason.
- Students must attend pre and post clinical conferences unless excused by nursing faculty prior to the conference. Missing conference time is considered missing a component of the clinical day.
- In the event a student's behavior, physical, or emotional condition threatens or disrupts the clinical learning experience, the nursing faculty may dismiss the student from the clinical site for the day, or balance of the day. If a student is dismissed, the incident will be documented, and the dismissal will be considered a clinical absence.
- Any student who observes behavior by another student that threatens student or patient safety has a responsibility to immediately report the behavior to the nursing faculty.

Faculty are required to protect the student(s) and/or patient(s), other students, and/or agency employees with whom they carry responsibility for delivering safe and competent nursing care. Nursing faculty may dismiss a student from clinical learning activities related to unsafe nursing practice. The matter may be referred to the Nursing Review Board. In consultation with the

faculty involved and Chairperson of the Nursing Department, a decision will be made as to what is required of the student in order to return to the clinical setting.

Disabilities and Clinical Performance

If a physical or emotional condition of the student is disability related and an academic adjustment/accommodation has been granted by the University Accessibility Services Coordinator and the clinical agency, then faculty must consult with the University Accessibility Services Coordinator to implement accommodations. www.steu.edu/accessibility

Dress Code Policy

The Dress Code Policy is implemented in order to promote professionalism and to ensure student and patient safety. The appearance of the nursing student is reflective of the nursing program and profession. A professional appearance in the clinical setting is expected of all students enrolled in the nursing program. Students may be dismissed from class, laboratory activities, clinical sites, etc., if inappropriately dressed. Violation of the Dress Code Policy may result in a clinical warning. Students must adhere to the uniform policies and expectations of the clinical agency in which they are participating in a clinical experience. The following applies to all students in all phases of the nursing program.

1. Clothing and/or uniforms worn to the clinical setting must be well-fitting, sized appropriately, clean and in good repair.
 - a. The SEU Picture Identification must be worn to every clinical experience.
 - b. The picture identification should be worn just below the shirt collar so that the picture and name are consistently visible.
2. Hair:
 - a. Hair must be restrained away from the face.
 - b. Hair should be worn so it does not fall into or contaminate the workspace.
 - c. Beard and/or mustache must be neatly groomed. **All facial hair must** be neat and trim and able to securely use an N 95 mask. Students must follow clinical agency requirements regarding facial hair.
3. Headwear is not allowed unless serving cultural or religious purposes.
4. Cosmetics:
 - a. Cosmetics must be natural-looking.
 - b. No lotions, colognes or perfumes should be worn to the clinical area.
 - c. ONLY mascara may be worn on eyelashes. No false eyelashes or eyelash extensions are permitted in Simulation Lab or clinical settings.
5. Nails:

- a. Nails must be trimmed so that the nail is not visible from the palm side of the hand.
 - b. No nail polish, gel nail polish or artificial nails may be worn.
6. Jewelry/Adornments:
- a. Wristwatch with a second hand or a digital watch marking seconds should be worn to every clinical experience.
 - b. Engagement ring and/or wedding band are the only permissible rings that may be worn.
 - c. No other jewelry may be worn.
 - d. Earrings must be small. Only gold, silver or white studs are permitted.
 - e. No more than two earrings may be worn per ear.
 - f. No other piercings may be worn. No nose, tongue or eyebrow rings are permissible.
 - g. Tattoos must be covered and not visible through clothing.
 - h. No smart watch should be worn.
7. Clothing requirements for all clinical locations:
- a. Pants must sit at the natural waistline.
 - b. Pants should be hemmed to appropriate length. Pants must not be long enough to touch the floor.
 - c. Skirt length should fall just below the knee.
 - d. Skirt length should not touch the floor.
 - e. Underwear must not be visible above the waistband.
8. For Hospital, Long-Term Care, or Rehabilitation Clinicals:
- a. Nursing Program uniform is a navy- blue scrub top and pants or skirt and a white lab coat.
 - b. White, navy or black socks or hosiery.
 - c. Closed-toe, closed-heel, rubber soled shoes without colored design. Crocs are not permitted.
 - d. Optional black, navy blue, gray or white long-sleeve turtleneck or crew neck shirt under scrub top.
9. Professional Attire:
- a. Well-pressed professional shirt or sweater. Shirt must be tucked in or longer than waist-length.
 - b. Dress pants or skirt.
 - c. Closed-toe, closed-heel street shoes.

10. Supplies needed for clinical areas:

- a. BP Cuff
- b. Pen light, bandage scissors
- c. Stethoscope: 3M Lippincott Classic Monitoring
- d. Second-Hand Watch

Students may be dismissed from the Simulation Lab or clinical setting if inappropriately dressed.

Student Injuries during Clinical Activities

All incidents/accidents that occur in the affiliating agency during clinical activities are to be reported immediately to the clinical faculty. An agency Incident Report and a SEU incident report are to be completed by the clinical faculty to whom the incident/accident was reported. The individual involved will be referred to the Emergency Department, if necessary. Faculty members will report all incidents/accidents to the Chairperson of the Nursing Department. Students are responsible for any emergency room visit expenses related to injury or accident.

Blood Borne Pathogen Exposure

In the event that a student sustains an exposure, they should follow the appropriate procedure:

- If the incident occurs on-campus, report to either Student Health Services or their personal provider or the Emergency Department.
- If during a supervised clinical practice experience, adhere to the clinical site's procedures and follow up with either SEU Student Health Services or their personal provider.

Students must submit a ***BBP Exposure Incident Report (See Appendix F)*** to the Chairperson of the Nursing Department. The student may obtain post-exposure care from Student Health Services or the provider of their choice. The information regarding the student's medical care must be kept confidential and is not shared with the nursing program.

Blood Borne Pathogen Exposure Prevention

Nursing students are required to interact with patients as part of their clinical training and future practice. As healthcare providers, they will encounter the risk of exposure to infectious diseases. Therefore, students must follow routine practices for preventing the exposure, spread, and development of communicable diseases by following Universal Precautions. Nursing students will learn correct methods of handling blood, tissues and bodily fluids as well as dealing with the management of communicable diseases. Clinical training sites may require additional on-site training as part of their specific orientation process.

Nursing faculty, staff and students are expected to follow Universal Precautions during all activities that present a risk of exposure to blood/body fluids in the clinical and Simulation Laboratory setting.

Precautions include:

- 1) hand hygiene
- 2) use of personal protective equipment (e.g. gloves, gowns, masks)
- 3) safe injection practices
- 4) safe handling of potentially contaminated equipment or surfaces in the patient environment
- 5) respiratory hygiene/cough etiquette

Specifically, faculty, staff and students must:

- 1) Act as though all patients have a potentially contagious blood borne disease.
- 2) Avoid direct contact with blood, body fluids, secretions, excretions, mucous membranes, non-intact skin, and lesions.
- 3) Avoid injuries from all “sharps”
- 4) Avoid direct contact with items, objects, and surfaces contaminated with blood or body fluids.
- 5) Dispose of all “sharps” promptly in special puncture resistant containers.
- 6) Dispose of all contaminated articles and materials in a safe manner prescribed by law.

If a student experiences a needle stick or other sharps injury, or is exposed to blood or other body fluid, they should follow these steps as indicated:

- 1) Remove contaminated clothing if indicated.
- 2) Immediately irrigate eyes with clean water, saline, or sterile irrigants for 15 minutes if indicated.
- 3) Immediately flush splashes to the nose, mouth, or skin with running water.
- 4) Vigorously wash needle sticks and cuts with soap and water for one minute with antibacterial soap, if available.

If an exposure occurs during a didactic course, located on-campus:

- 1) Notify the course instructor and the Chairperson of the Nursing Department.
- 2) Seek immediate medical evaluation at Student Health Services. If the student prefers, they may seek evaluation from their personal healthcare provider or the Emergency Department.

All costs associated with any incident or exposure are the responsibility of student.

If there is a question about the appropriate medical treatment for occupational exposures, 24-hour assistance is available from the Clinicians' Post Exposure Prophylaxis Hotline (PEpline) at **1-888-448-4911**.

Dosage Calculation Competency

Students are required to take a dosage calculation examination in each clinical course where medication administration occurs in the Pre-Licensure Nursing Program. In addition to the dosage calculation examination, course examinations may also include dosage calculation items. Guidelines for dosage calculation competency assessment include:

- A grade of 90% or higher is required to pass the dosage calculation examination in each clinical course.
- The nursing faculty will inspect calculators for examinations involving dosage calculations.
- Students may not administer patient medications until the dosage calculation examination is passed in each course. Failure to administer medications during clinical will not meet the required clinical competency to progress.
- Remediation is required for students who fail the dosage calculation examination before taking the next examination.
- After an unsuccessful 2nd attempt, the student will be mandated to complete weekly remediation until the end of the semester.

Electronic Communication

To ensure information between students, faculty, and staff are communicated in an effective manner, all students, staff, and faculty will use their assigned @steu.edu email account for all electronic communication. Email notifications may also be sent directly from Moodle to students' email account. Students are expected to check their University email account on a regular basis, ideally daily. At a minimum, students should check their email twice a week. Time sensitive information may be sent via email. As with all communication between faculty, staff, and students, respectful and professional language is to be used.

Recordings, Personal Electronic Devices, and Social Media

Selected portions of the nursing curriculum are taught, reinforced, or reviewed using educational software, instructional media, publisher resources, computer programs, audio/video recordings, and online learning activities. Students are required to adhere to all copyright policies when using these resources.

Saint Elizabeth University prohibits recording and transmission of activities (e.g., lectures, discussions) that occur as part of a classroom session by a student unless permission from the course instructor has been obtained and all students in the course as well as any guest speakers have been informed that audio/video recording may occur. Students may not reproduce, post, or distribute any recordings that they are given the permission to create.

Recording of individuals without their knowledge or consent during any meetings or class activity is prohibited by the Helen J. Streubert Ed.D., Programs in Nursing.

Use of electronic devices for making calls or text messaging is not permitted in the clinical area, Simulation Laboratory, or classroom. Some clinical agencies do not allow personal electronic devices on the premises; students must abide by the policies of the clinical agency. If use is permitted for academic purposes, devices must be set to silence mode. Disrupting other students, faculty or staff with the use of electronic devices will subject the student to disciplinary action. Nursing students are reminded that posts to any social networking or social media (i.e. Facebook, Twitter, blogs, Snapchat) must reflect the same behavioral standards of honesty, respect, consideration, and professionalism that are expected in academic and clinical environments. In any social media posts or communications, students must adhere to the same restrictions related to privacy for fellow students, faculty, and patients as they do in classroom, laboratory, or clinical environments in accordance with the federal [Health Insurance Portability and Accountability Act](#)

Information related to clinical experiences must **NOT** be posted on any social media. Inappropriate use of social media by students is subject to disciplinary action up to and including dismissal from the program. Students should review [A Nurse's Guide to the Use of Social Media](#) for additional guidance. Noncompliance with this policy could lead to disciplinary action up to and including program dismissal.

General Student Information

Scholarships

There are a number of scholarships available to nursing majors, both from external and internal sources. Announcements of hospital scholarships, minority scholarships, and general scholarships will be emailed to students. Some of these are available to nursing majors who meet certain criteria (e.g., a specific cumulative grade point average). Students must have completed all forms required by the Office of Financial Aid to receive any scholarships.

Student Organizations

Sigma Theta Tau International

The Nursing Program is chartered as Sigma Theta Tau, Mu Theta-at-Large Chapter of the [International Honor Society of Nursing](#) that recognizes superior achievement in nursing. At the undergraduate level, students in the top third of their class who have completed 50% of the Nursing Program and with a GPA of 3.0 on a 4.0 scale are considered for membership.

Student Nurses Association

All SEU nursing students are invited to participate in the SEU Nursing Student Club. The Chairperson of the Nursing Department and faculty advisors guide and assist the student club to function effectively and efficiently. The Nursing Student Club promotes leadership among students through opportunities to participate as an officer, class representative, peer mentor or tutor. Attendance at any organizational events or conferences that impact a student's attendance

for class or clinical must be approved by course faculty and the Chairperson of the Nursing Department.

Student Input into the Nursing Program

Each semester the nursing program requests student volunteers to participate in nursing program committee activities. These individuals will represent the concerns of students in the class as a whole to the nursing faculty and staff and bring information regarding nursing program issues back to their classmates.

Assessment of Student Competencies

Academic Competencies

Professional nurses are expected to demonstrate competence across a number of different but related dimensions. Nursing students must maintain a C+ (2.3) grade average to be continued in the nursing program. Programs that educate and train professional nurses also strive to protect the public and the profession. Consequently, faculty, supervisors, and administrators in such programs have a duty and responsibility to evaluate the competence of students across multiple aspects of performance, development, and functioning. In addition to performance in coursework, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g. cognitive, emotional, psychological, interpersonal, technical, and ethical) will also be considered.

Assessment Intervals

The nursing program in providing for a quality nursing education follows evaluations at various intervals throughout the program. These evaluations include but are not limited to: written examinations, project work, and direct observation of skills. As such, within the developmental framework, and with due regard for the inherent difference between students and faculty, students should know that their faculty may evaluate their progress in areas such as coursework, seminars, professional development, comprehensive examinations, or related program requirements.

Discipline Specific Knowledge and Skills

The Board of Nursing governs the expectations of professional nurses' knowledge competencies. It is expected that students will demonstrate knowledge and skills in the discipline of nursing. Throughout the program, students will be assessed using various methods. Courses throughout the nursing program have educational objectives which outline areas of professional development and skills consistent with ACEN standards, Quality and Safety Education for Nurses (QSEN), and the AACN Essentials of Nursing Education.

National Council Licensure Examination (NCLEX) For Pre-Licensure Students

Upon graduation, students in the Pre-Licensure Nursing Program will be eligible to take the NCLEX examination. To help students prepare for this exam, they will be practicing test taking skills with ATI exams. These examinations give students the opportunity to demonstrate their ability to integrate acquired knowledge. The ATI examinations consist of NCLEX style questions. Students who pass the NCLEX comprehensive examination will be licensed to practice nursing by the Board of Nursing.

Time Limitations

All degree requirements must be completed within seven (7) years of initial enrollment. The seven-year limitation includes authorized leaves of absence. Extensions may be requested by submitting a formal written request to the Chairperson of the Nursing Department. The request will be considered by the nursing program faculty and the student will be notified of the faculty's decision in writing by the Dean of the College of Professional Studies.

Degree Completion

Saint Elizabeth University confers degrees in May, August, and December. However, commencement ceremonies are held only in May. Additional information about graduation policies can be found in the Saint Elizabeth University Academic Catalog.

Appendices

Appendix A Student Handbook Agreement



SEU Nursing Student Handbook Acknowledgement

I understand that it is my responsibility to become thoroughly familiar and to comply with the Saint Elizabeth University Pre-Licensure Student Nurse Handbook. Failure to read this handbook or other University publications does not excuse me from knowing the rules and regulations.

I am invited to ask nursing faculty and staff questions that are unclear about any of the items.

I understand it is my personal responsibility to read the Pre-Licensure Student Nurse Handbook.

Student's Name

Date

Appendix B
Pre-Licensure Nursing Student Emergency Contact and Information Sheet



Pre-Licensure Nursing Student Emergency Contact and Information Sheet

Student Name: _____ Year of Entry into Nursing Program _____

☐ Initial ☐ Update

Student Contact Information	
Current Mailing Address	
Street	
Street	
Town	Zip Code
Home Phone Number:	
Cell Phone Number:	
SEU e-mail:	
Personal e-mail:	
Emergency Contact Information	
In the event of an emergency, please provide two names of individuals who the Pre-Licensure Nursing Program may contact on your behalf.	
Name of Contact	Relationship
Phone Number (s)	E-mail
Name of Contact	Relationship

Phone Number (s)	E-mail
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Appendix C
Grading Scale for the Nursing Program

To convert your GPA to a 4.0 scale:

Letter Grade	Percent Grade	4.0 Scale
A	96-100	4.0
A-	91-95	3.67
B+	88-90	3.33
B	84-87	3.0
B-	81-83	2.67
C+	77-80	2.3
C	73-76	2.0
C-	70-72	1.67
D	67-69	1.0
F	<67	0.0

Appendix D Clinical Clearance

Prior to starting any clinical rotation, all students must complete a clinical clearance process which will include obtaining: CPR certification, malpractice insurance, criminal background check & urine drug screen, and medical clearance.

For the Initial Medical Clearance Process:

1. Provide proof of the following vaccinations: Measles, mumps, rubella, varicella, Hepatitis B, Tdap, Influenza, and Covid-19 vaccination and booster or a bivalent dose of vaccine
2. Blood Work: Quantitative titers for measles, mumps, rubella, varicella/Hepatitis B surface antigen/Hepatitis B surface antibody (Quantitative Result)/Hepatitis B CORE antibody
3. Documentation for baseline TB screening with either an IGRA (Interferon-Gamma Release Assay) blood test or two-step PPD
4. History and Physical Exam with Healthcare Provider Attestation
5. OSHA Respiratory Medical Evaluation

Students who have completed the initial clinical clearance process in the sophomore year will need to meet the following requirements each year:

- History and physical with Healthcare Provider Attestation
 - Annual influenza vaccine by October 1
 - TB testing: IGRA (Interferon-Gamma Release Assay) blood test or PPD
 - OSHA Respiratory Medical Evaluation
 - Criminal Background check and Urine Drug Screen
 - Current malpractice insurance
 - Current BLS certification through the American Heart Association
- Additional requirements may be added as per clinical agency requirements.***

Order initial and yearly Background Check, Urine Drug Screen and Compliance Tracking (clinical clearance packet with medical forms) through Adam Safeguard.

Navigate to www.adamsafeguardstudents.com

1. Click on the “Order Student Background” tab
2. Enter School Code: seuln

A Criminal Background Screening, 13 Panel Drug Screen and Compliance Tracking will cost approximately \$140. Upon successful completion of the ordering process, an email will be sent within 2 business days containing information on how to obtain the Urine Drug Screen and the clinical clearance packet which includes the medical forms for the student and healthcare provider to fill out.

Medical forms and other requirements get uploaded to SentryMD. Information on how to create a SentryMD account and upload the forms will be included in the clinical clearance packet from Adam Safeguard.

Appendix E
Clinical Warning Form SEU Nursing Program



Clinical Warning Form SEU – Nursing Program

Student Name:

Date of Occurrence:

Clinical Course/Location:

Reason for Clinical Warning:

- ☐ 1. Student is not meeting clinical objective(s) at a satisfactory level.
- ☐ 2. Student's performance or behavior was unsafe.
- ☐ 3. Student was not prepared to care for the client(s) who was assigned to their care.
- ☐ 4. Student did not follow basic safety standards when caring for clients.
- ☐ 5. Student acted in a way that was considered uncivil, disrespectful, or violent.
- ☐ 6. Student did not adhere to the Clinical Professional Behaviors in the Clinical Setting Policies in the Pre-Licensure Student Nurse Handbook.
- ☐ 7. Student did not adhere to one of the policies that can be found in the Pre-Licensure Student Nurse Handbook.
- ☐ 8. Any other situation identified by the Clinical Instructor that may warrant a Clinical Warning.

Description of Occurrence/Clinical objective not being met:

Action Taken:

- ☐ Student counseled regarding Clinical Warning including reason, action and plan
- ☐ Student sent home from clinical experience
- ☐ Course leader/Theory professor notified of Clinical Warning
- ☐ Program Director notified of Clinical Warning
- ☐ Clinical Agency notified of occurrence (provide specifics)

Remediation Plan: Please include dates and specific outcomes:

X

Clinical Faculty

X

Student

Remediation Documentation:

X

Clinical Faculty

X

Student

Appendix F
Blood Borne Pathogen Exposure Incident Report



Pre-Licensure Nursing Student Blood Borne Pathogen Exposure Incident Report

Student Information		
Last Name	First Name	MI
Street Address		
City		
State		
Zip		
Telephone (Cell)	Telephone (Home)	SEU E-mail
Date of Incident:		<input type="checkbox"/> Didactic <input type="checkbox"/> Clinical
Location of Incident:		If at clinical site, was site incident report completed? <input type="checkbox"/> Yes <input type="checkbox"/> No
Name of Supervisor Notified:		
Description of Incident (*do <u>not</u> include identifiable patient information):		
<i>*All information regarding patient information should be included in the clinical site incident report.</i>		
Post-exposure Procedure Followed / Procedure Taken:		
Did student follow up with appropriate healthcare provider?		<input type="checkbox"/> Yes <input type="checkbox"/> No
Nursing Program Faculty completing form: Name, Title		
Nursing Program Faculty completing form: Signature		Date
Program Action Taken:		
Nursing Chairperson Signature/Date		

Disclaimer

Helen J. Streubert Ed. D., Programs in Nursing reserves the right to change any statement in this handbook concerning but not limited to rules, policies or curricula courses. Changes shall be affected by whenever determined by administration, faculty or governing bodies. Official notification of changes will be announced by the appropriate department offices and posted to the website. This publication is not a contract. It is the sole responsibility of the student to read and understand all such notices.