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Information and policies are subject to change. Students are responsible to review the current handbook at the beginning of each academic year.

Revised by SAC 05/13, 05/15, 03/16, 06/19
Revised by Director of the Undergraduate BSN Programs 08/19, 8/20
I. SCHOOL OF NURSING

A. Mission, Vision, and Values

MISSION
Advance healthcare through education, scholarship, practice, and service by promoting excellence, creativity, inclusivity, and engagement.

VISION
Outstanding leadership in nursing education, scholarly inquiry, and healthcare innovation to improve regional, national, and global health and healthcare delivery.

VALUES
Excellence: Guided by our commitment to excellence, we exhibit integrity and caring and strive for outcomes that make a positive impact on the health of individuals, families, and communities.

Inclusivity: Guided by our commitment to social justice and respect, we strive to engage in research, learner-centered education, and nursing practice that supports diversity.

Engagement: Guided by our commitment to engagement and collaboration, our work is interdisciplinary and supports local communities, and regional, national and global partners.

Approved by SON Faculty 5/2016
B. School of Nursing Administrative Structure
Currently being REVISED
C. Organizational Framework

The curricula of the School of Nursing are based on the School’s philosophy and organizational framework. The framework was developed by the faculty as a tool, which provides a method of organizing learning experiences to promote an understanding of clients and their interaction with their environment.

Further, this organizational framework represents the faculty's beliefs about nursing and provides a frame of reference for situations, which lend themselves to theory testing. The ultimate goal of the organizational framework is to assist the student to implement professional nursing practice.

The organizational framework of both undergraduate and graduate curricula is built on four major concepts: clients, environment, health, and nursing. These are interactive and open systems.

A system is an organized unit with a set of components that mutually react. The system acts as a whole. Systems may be open or closed. Open systems must interact through the exchange of information, energy, and material to maintain a state of dynamic equilibrium. The client (individual, family, and community) openly interacts with the environment. The nurse promotes client health and environmental interaction by providing energy and feedback to the system.

D. Concepts and Sub-concepts

Clients are individuals, families, groups, communities, and populations with biopsychosocial, spiritual, and cultural dimensions. Client systems are interdependent yet have definable structures, relationships, and boundaries.

Biopsychosocial, spiritual, and cultural dimensions refer to clients biological, psychological, social, spiritual, and cultural components of health across the lifespan.

Environment is the setting in which nursing occurs and the dynamic surroundings of the client, including the physical, psychological, social, ecological, spiritual, and cultural contexts.

Health is a state of being that fluctuates between varying degrees of wellness and illness. Health embodies the sub-concepts of promotion, prevention, restoration, and maintenance.

Health Promotion: Is the process of assisting clients to enhance well-being through behaviors that promote health and maximize potential.

Disease Prevention: Is the process of protecting clients from disease, illness, and injury. The specific levels are classified as primary, secondary, and tertiary. Primary prevention involves stopping the development or occurrence of disease, illness, or injury. Secondary prevention focuses on the early detection and treatment of disease or illness. Tertiary prevention involves rehabilitation to limit excess disability, complications, and/or death.

Health Restoration: The process of assisting clients to return to an optimal state of health.

Health Maintenance: The process of preserving an optimal level of health.
Nursing is a profession that promotes health with clients. Nursing includes the following roles: caregiver, critical thinker/problem solver, researcher, advocate, teacher, collaborator, and leader.

Caregiver: In this role, the bachelor’s prepared nurse provides safe, competent, culturally sensitive care. In addition, it is recognized that self-care activities for the caregiver are an essential component of life-long personal growth.

Critical thinker/problem solver: The nurse as a critical thinker engages in a deliberative process of analysis, synthesis, and evaluation of facts, theories, principles, and interpretations. In this role, the nurse organizes experiences, creatively approaches problems, and gives explanations.

Researcher: The bachelor’s prepared nurse is a research consumer. In this role, the content, method, and applicability of research findings are applied to practice.

Advocate: The nurse provides for the protection of client rights. The nurse also secures care for all clients based on the belief that clients have the right to make informed decisions about their own health.

Teacher: The nurse as teacher promotes health-related learning through formal and informal activities/interaction with clients.

Collaborator: Establishes relationships with clients, families, health care providers, and members of other disciplines. In this role, the nurse coordinates services to facilitate health.

Leader: The bachelor’s prepared nurse as a leader guides change, strategically manages, employs vision, and provides motivation both for clients and staff in all environments, including health systems, communities, and the political arena.
E. Program Outcomes for Traditional BSN Curriculum

**Outcome 1**: Synthesize knowledge from nursing science, the arts and humanities, and biological, social, and physical sciences to provide evidence-based nursing care to individuals, families, communities and populations.

**Outcome 2**: Integrate systems and organizational leadership knowledge and skills in nursing practice to foster a safe and effective healthcare environment.

**Outcome 3**: Use clinical reasoning to provide evidence-based, quality, and safe care for patients, including individuals, families, communities and populations across the lifespan and across the continuum of healthcare environments.

**Outcome 4**: Incorporate technology and information systems to ensure safe and effective care of individuals, families, communities and populations.

**Outcome 5**: Apply knowledge about healthcare policy, finance, and regulatory environments to professional nursing practice.

**Outcome 6**: Engage in effective intra- and interprofessional communication and collaboration to ensure the delivery of high quality and safe patient care.

**Outcome 7**: Incorporate principles of health promotion and clinical prevention in professional nursing care to improve population health.

**Outcome 8**: Demonstrate ethical comportment, cultural humility, and professionalism in the care of individuals, families, communities and populations.

Program Outcomes for Traditional BSN Curriculum (Seniors only)

**Outcome 1**: Integrate knowledge from the biological, social, behavioral, and nursing sciences in the practice of professional nursing.

**Outcome 2**: Apply critical thinking processes to the practice of professional nursing.

**Outcome 3**: Provide safe, competent and appropriate nursing care to individuals, families, and communities across the lifespan in a variety of settings.

**Outcome 4**: Integrate health education into the care of individuals, families, and communities.

**Outcome 5**: Demonstrate cultural competence in provision of care to diverse populations.

**Outcome 6**: Demonstrate legal, ethical, and moral reasoning in decisions related to professional nursing practice.
**Outcome 7:** Integrate professional role behaviors (autonomy, accountability, advocacy, collaboration, and caring) into nursing practice.

**Outcome 8:** Use verbal and written communication and technology effectively within healthcare environments.

**Outcome 9:** Incorporate concepts of organizational behavior and economics of health care delivery into nursing practice.

**Outcome 10:** Collaborate with health care professionals and consumers to ensure effective and efficient care.

**Outcome 11:** Provide leadership to initiate change in communities, health systems, the profession, and the political arena.

**Outcome 12:** Apply research and other best evidence to improve nursing practice and health care.
II. ESSENTIAL FUNCTIONS

THE FOLLOWING APPLIES TO STUDENTS IN THE TRADITIONAL AND ACCELERATED UNDERGRADUATE PROGRAMS ONLY.

Individuals with disabilities are welcome in the field of nursing. However, the student must be able to perform certain essential functions throughout the program of learning. These physical, cognitive, psychomotor, affective and social abilities are necessary for the provision of safe and effective nursing care. Progression and graduation are contingent upon one’s ability to demonstrate the essential functions delineated for the nursing programs. Affiliated clinical agencies may identify additional essential functions. The nursing program reserves the right to amend the essential functions as deemed necessary.

Students, who are otherwise qualified and have a documented disability that will require accommodation to perform these functions, must contact the Americans with Disabilities Act Office (ADA). It is the student’s responsibility to register with the University’s Office of Disability Support Services (see: http://www.udel.edu/DSS), provide documentation for the disability and request reasonable accommodation(s) that will enable them to continue as a student nurse. Of course, accommodations will be considered on a case-by-case basis, and the University of Delaware will determine if the suggestions are reasonable or if there are other possible accommodations. While state and federal law requires the provision of reasonable accommodations in situations of documented disability, there are disabilities that cannot be accommodated based upon professional practice demands. Accommodation is viewed as a means of assisting students with disabilities to meet essential standards by providing them with equal opportunity to participate in all aspects of a course or clinical experience. Reasonable accommodation is not intended to guarantee that students will be successful in meeting the requirements of the course or clinical experience.

In addition, the School of Nursing is unlikely to conclude that a surrogate for a nursing student can be considered a reasonable accommodation to perform any of the essential functions listed in this policy.

The essential functions delineated below are necessary for nursing program progression and graduation and for the provision of safe and effective nursing care. The essential functions include but are not limited to:

1. Sufficient visual acuity, such as is needed in the accurate preparation and administration of medications, and for the observation necessary for client assessment and care.
2. Sufficient auditory perception to receive verbal communication from clients and members of the health team and to assess health needs of people through the use of devices such as stethoscopes and to hear alarms found in intravenous infusion pumps, cardiac monitors, fire alarms, etc.
3. Sufficient tactile ability to perform physical assessment of clients and carry out related therapeutic interventions, e.g. catheter insertion and injections.
4. Sufficient gross and fine motor coordination to respond promptly and to implement the skills required in meeting client health care needs safely. These include, but are not limited to, manipulation of equipment and performance of CPR.
5. Sufficient physical ability to walk or stand for extended periods of time, push/pull medical equipment, transfer clients to and from units, move quickly during emergency situations, move from room to room, and maneuver in small spaces.
6. Sufficient speaking ability to communicate with clients and the health care team.
7. Sufficient psychological stability to consistently and dependably engage in the process of critical thinking in order to formulate and implement safe and ethical nursing decisions in a variety of health care settings.
8. Sufficient interpersonal skills to interact appropriately with patients, families, and other members of the health care team.

<table>
<thead>
<tr>
<th>Essential Function</th>
<th>Standard (Performed consistently and dependably)</th>
<th>Examples of necessary activities (not all-inclusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual</td>
<td>Visual ability sufficient for observation and assessment necessary in nursing care</td>
<td>Observe patient responses, read medication labels, measure drainage*</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient for monitoring and assessing health needs</td>
<td>Hear monitor alarm, emergency signals, auscultatory sounds and cries for help*</td>
</tr>
<tr>
<td>Tactile</td>
<td>Tactile ability sufficient for physical assessment and intervention</td>
<td>Perform palpation, functions of physical examination and/or those related to therapeutic intervention (such as insertion of a catheter)*</td>
</tr>
<tr>
<td>Motor skills</td>
<td>Gross and fine motor abilities sufficient for providing safe, effective nursing care in a timely manner</td>
<td>Calibrate and use equipment; position patients appropriately.*</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient for movement from room to room and in small spaces, as well as for lifting and transferring patients</td>
<td>Move around in patient’s room, work spaces and treatment areas; administer cardiopulmonary procedures*</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication abilities sufficient for verbal and written interaction with others</td>
<td>Explain treatment procedures, initiate health teaching, and document and interpret nursing actions and patient responses*</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>Critical-thinking ability sufficient for clinical judgment in a timely manner</td>
<td>Identify cause/effect relationships in clinical situations, develop and implement nursing care plans (includes measurement, calculation, reasoning, analysis and synthesis.)*</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Interpersonal abilities sufficient for interaction with individuals, families and groups from various social, emotional, cultural and intellectual backgrounds</td>
<td>Establish rapport with patients and colleagues. Maintain appropriate affect levels. *</td>
</tr>
</tbody>
</table>

*If the student is otherwise qualified and has a documented disability that will require accommodations to perform these functions, the student must contact the Office of Disabilities Support Services (DSS) to discuss reasonable accommodations. It is the student’s responsibility to register with the Office of Disabilities Support Services, provide documentation for the disability and request reasonable accommodations. For newly enrolled students, requests should occur with as much advance notice as possible before the start of the nursing program and for matriculated students, this should occur as soon as the need is identified. As there will be NO retroactive accommodations. Students are encouraged to request accommodation in a timely fashion.
A. Health Conditions

Individuals with certain health conditions (including, but not limited to HIV infection, Hepatitis B infection, immunosuppression, seizure disorder, etc.) may require accommodations in order to safely practice in some health care settings. Again, the student must contact the University’s Office of Disability Support Services (DSS) to discuss reasonable accommodations. It is the student’s responsibility to register with the DSS office, provide documentation for the disability and request reasonable accommodations.

B. State Board Standards

Most state Boards of Nursing state that grounds for denial of a license to practice as a registered nurse include, but are not limited to, conviction of a felony or certain other criminal offenses, chemical dependency, mental incompetence, and other reasons authorized by law or regulations.

Approved by UD legal counsel, SON approval Spring 2008
Reviewed by SAC, Spring 2013, 3/16, 6/17, 6/19

III. ELIGIBILITY FOR LICENSURE

Upon completion of the BSN, graduates are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Specific NCLEX test information is available from the National Council of State Boards of Nursing (http://www.ncsbn.org). Eligibility for licensure as an RN is the responsibility of each student. Students are referred to the Board of Nursing in the state in which they plan to practice.

Reviewed by Curriculum Committee Spring 2015, Spring 2019

IV. NCLEX PREPARATION TESTING SERVICES

THE FOLLOWING APPLIES TO STUDENTS IN THE TRADITIONAL AND ACCELERATED UNDERGRADUATE PROGRAMS ONLY.

Students will be required to complete test preparation activities as part of the nursing program. Students will receive information regarding costs of the testing software. These activities prepare students to take the NCLEX-RN® exam after graduation from the nursing program.

Reviewed and revised by Curriculum Committee Spring 2015, Summer 2016
Reviewed by Curriculum Committee Summer 2017, Spring 2019
V. STUDENT POLICIES AND PROCEDURES

A. Advisement
It is the student’s responsibility to make an appointment with his or her advisor regularly to discuss concerns or progress in the curriculum. If students are unable to reach their advisors during office hours, they may be reached by e-mail or voice-mail.

It is recommended that all students contact their academic advisor during the first month of the new academic year and that freshmen contact their advisor following receipt of mid-semester grades.

Reviewed and revised by SAC Spring 2013
Reviewed by SAC 3/16, Summer 2017, 5/18
Revised by SAC 6/19

B. Advisement Resources for Students
Please see link for the Blue Hen SUCCESS Platform to use for advisement and tutoring appointments.
https://www.bluehensuccess.udel.edu/students/

Other advisement sites below.
http://www1.udel.edu/registrar/students/advisement.html
https://www.advising.udel.edu/

Reviewed and revised by SAC Spring 2013
Reviewed by SAC, March 2016, Summer 2017, May 2018
Revised by SAC, June 2019

C. Family Educational Rights and Privacy Act
Refer to the University’s Undergraduate Catalog for policy. You may also find information on the University’s registrar site, http://www.udel.edu/registrar/policies-procedures/ferpa.html

Reviewed by SAC Spring 2013, March 2016
Reviewed by SAC, Summer 2017, May 2018, June 2019

D. Students Serving on School of Nursing (SON) Committees
A position as the student representative on a SON committee allows input from a student perspective to the SON in decision making. Time commitment would vary according to the committee. Committee meetings are typically held monthly and last from 1 to 2 hours. Benefits of serving on a SON committee would be providing a voice for the students, gaining leadership experience, and resume building.

Student selection on committees will be based on several criteria. Formal requests in class will be announced with students needing to submit their name and reasons for wanting to serve on the link provided. Students would be required to provide the name of at least one faculty who would recommend them for the role.
Interested students will need to click on this link SON Committee Interest Form and complete the following information:
1. Name
2. Year in nursing program
3. Email address/phone number
4. What School of Nursing Committee do you want to serve on?
5. What qualities make you a good candidate to serve on a School of Nursing Committee?

Approved by Governance Spring 2016

E. Academic Honesty:
The University of Delaware Academic Honesty Policy is in effect for this course. Academic dishonesty in any form, e.g., plagiarism, cheating on exams, etc., will not be tolerated. All students must be honest and forthright in their academic studies. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, or to allow or assist another to commit these acts corruptions the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. Any violation of this standard must be reported to the Office of Student Conduct (http://www.udel.edu/studentconduct/). Nursing faculty will strictly enforce the University policy on academic dishonesty. Falsification of any portion of any assignment will not be tolerated. Any student who violates this policy will receive appropriate disciplinary action. More information may be found at the UD website for the Office of Student Conduct, http://www.udel.edu/studentconduct/ai.html
Any questions related to this policy should be discussed with their office and/or nursing faculty.

F. Academic Misconduct:
From the University of Delaware Code of Conduct (http://www1.udel.edu/stuguide/):
Academic misconduct is any other act that disrupts the educational process or provides a student with an academic advantage over another student. Academic misconduct includes, but is not limited to:

i. The unauthorized possession, copying, distribution, sale, or other transfer of all or any part of an academic exercise, or the answers or solutions to an academic exercise, whether or not the exercise has been administered;

ii. Changing, altering, attempting to change or alter, or assisting another in changing or altering any grade or other academic record, including grades or records contained in a grade book or computer file, that is received for or in any way attributed to academic work;

iii. Entering any University building, facility, office, or other property, or accessing any computer file or other University record or storage for the purpose of obtaining the answers or solutions to an academic exercise or to change a grade;

iv. Continuing to work on an academic exercise after the specified allotted time has elapsed;

v. Bribing another person to obtain an academic exercise, including answers to questions of an unadministered academic exercise;

vi. Failing to adhere to standards of professional behavior established by a faculty member, academic program or college in conjunction with an academic course; or
vii. Posting of notes or other materials from a class (whether the student is enrolled in the class or not) on the Internet, whether or not for a fee, if the faculty member has expressly prohibited the posting of such materials.

viii. Sharing details of immersive-simulation-based experiences if the faculty member has expressly prohibited the sharing of such information.

Possession, distribution, photographing, or posting of any materials containing information about exam questions from the current semester or previous semesters is academic misconduct as defined in i. and vii. above. Students involved in these activities will be reported and charged through the Office of Student Conduct.

**Disruptive behavior and use of alcohol or other illegal substances in class, laboratory field experiences, and/or clinical will not be tolerated.**

- **a.** Talking, texting, ringing/buzzing cell phones, communicating on Facebook, or other distractions disrupt both teacher and students. Students will be asked to turn off their laptops or leave the classroom, laboratory, field experience(s), and or clinical, if necessary. Students who feel that peer behaviors are disrupting class are encouraged to diplomatically approach their peer. If this option does not bring resolution to the problem, students should inform faculty of the situation.

- **b.** Disruptive behavior and use of alcohol or other illegal substances in class, laboratory, field experiences, and/or clinical will not be tolerated. The University policies related to use of alcohol and illegal substances will be strictly enforced by course faculty. View following link- UD Student Guide to University Policies.

**G. Disability Support Services:**
The University of Delaware is committed to diversity and welcomes students with disabilities. If you have a disability related need for a modification or reasonable accommodation in this course, please contact the Office of Disability Support Services located at 240 Academy St., Suite 130 Alison Hall (http://www.udel.edu/DSS/). You can contact them via email at dssoffice@udel.edu or call 302-831-4643.

**H. Attendance:**
Students are expected to attend all their scheduled classes and laboratories and not to be absent without adequate reason. Deficiency in any required work resulting from absence from class must be made up to the satisfaction of the instructor.

A student who is absent from a course without adequate reason may be assigned a failing grade. Students who are registered as Auditors are subject to the same attendance regulations as those registered for credit. Those Auditors who are reported for their excessive absence from class will receive a grade of LW in the course. In inclement weather, when classes have not been cancelled, students should notify their faculty promptly if they are unable to attend class, as described in the policies on Holding Classes and Inclement Weather.

For full attendance policy, please visit the following website: http://catalog.udel.edu/

Approved by SON Faculty F2015
VI. ACADEMIC POLICIES FOR THE SCHOOL OF NURSING

The School of Nursing faculty has established the following policies for academic progression. These policies apply to all students in the Bachelor of Science in Nursing degree program in the College of Health Sciences.

Failure to follow the established guidelines may result in delayed curricular progression for at least 1 year or more.

Most nursing courses have prerequisites. Students who have not met the prerequisites will not be permitted to progress.

All courses in the freshman and sophomore years (excluding University Breadth Requirements and Free Electives) must be successfully completed prior to entry into junior level nursing courses. Junior level nursing courses must be completed prior to entry into senior level courses.

Any required non-nursing course in which a student earns a failing grade must be retaken, except for BISC 205, KAAP 220, and KAAP 221, which must be retaken if a student receives below a C-.

1. Nursing majors must have a minimum Cumulative Grade Point Average (GPA) of 2.0 to continue in the nursing curriculum. Students with a cumulative GPA below 2.0 will not be able to take nursing courses until their GPA reaches 2.0 or higher. Only courses taken at the University of Delaware are used in calculating GPA. Refer to www.udel.edu/registrar/students/gpa to calculate GPA.

2. Students who earn a grade lower than “C-” in a nursing course must repeat the course and achieve a grade of at least “C-” before enrolling in a more advanced nursing course. The original grade remains on the transcript. Nursing course failure will most likely result in a delay in curricular progression of one year or more because courses may only be offered one time per year. Students may enroll in the next available course only IF it is within their same program (traditional versus accelerated).

3. Students must submit a formal appeal to the SAC to take a nursing course not in their program. (For example, traditional students must seek special permission to take an accelerated nursing course, and vice versa.)

4. Students who earn a grade lower than “C-” in two or more of the following: any nursing course, KAAP220 or KAAP221, will not be permitted to continue in the nursing major.

5. A pre-licensure student who is absent from required nursing course work for more than fifteen consecutive months must appeal to the SAC for approval of a revised plan of study that may include repeating nursing courses. This grace period begins at the end of the student’s last semester of enrollment.

6. Required courses, including University Breadth Requirements, must be taken for a letter grade.

7. Required- Six credits of free electives may be taken on a pass/fail basis.
8. College preparatory courses, such as MATH 010, ENGL 011, or any zero-level course, may NOT be applied toward BSN degree requirements.

9. Grading Scale for Nursing Courses:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.34 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 93.33</td>
</tr>
<tr>
<td>B+</td>
<td>86.67 - 89.99</td>
</tr>
<tr>
<td>B</td>
<td>83.34 - 86.66</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83.33</td>
</tr>
<tr>
<td>C+</td>
<td>76.67 - 79.99</td>
</tr>
<tr>
<td>C</td>
<td>73.34 - 76.66</td>
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<tr>
<td>C-</td>
<td>70 - 73.33</td>
</tr>
<tr>
<td>D+</td>
<td>66.67 - 69.99</td>
</tr>
<tr>
<td>D</td>
<td>63.34 - 66.66</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 63.33</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

Students must have a minimum grade of C- in each nursing course to progress in the nursing sequence of courses.

10. Reporting a Concern

Sometimes students have concerns about courses, faculty, students, school policies or other issues that cannot be addressed through the University Grievance Policy. As professionals, you will be required to follow the **appropriate chain of command** to handle patient, peer, supervisor and system issues. Be attentive to the organizational structure in the School (refer to page 5). Use the following chain of command for handling any questions or issues within the SON.

- **Course issue:** 1) course faculty; 2) Director of Undergraduate Program; 3) Associate Dean of Nursing Education and Practice
- **Student issue:** 1) faculty advisor or academic advisor; 2) Director of the Undergraduate Program; 3) Associate Dean of Nursing Education and Practice; 4) CHS Assistant Dean for Students
- **Other non-course issues:** 1) faculty advisor or academic advisor; 2) Director of the Undergraduate Program; 3) Associate Dean of Nursing Education and Practice

It is recommended that students put their concerns in writing via e-mail and/or request an appointment to meet with the appropriate person/s. Students should describe their concern in detail and what they have done to resolve the concern.
VII. STUDENT APPEAL PROCEDURE

The Student Affairs Committee (SAC) is responsible for reviewing appeals from students who have experienced academic difficulty because of documented extenuating circumstances including serious illnesses, chronic disability, serious family problems and similar situations. Following a review of documentation, provided by the student, SAC is responsible for making recommendations regarding student appeals to the Director of the Undergraduate BSN Program for the following curricular policies:

- Continuing in the nursing program with an overall GPA < 2.0
- Retaking a nursing course prior to the next regularly scheduled course offerings.
- Dismissal from the program following two grades below a C-

Students requesting an appeal must do the following:

a. Complete an appeal form. Instructions and form are available on-line on the School of Nursing advisement page. See https://sites.udel.edu/nursing/student-affairs-committee/

b. Submit the completed appeal form to the School of Nursing Academic Advisor. SAC insists on thorough documentation of the student’s extenuating circumstances. Such documentation may be a letter from a U.S. based professional (e.g. physician, counselor, etc.) who is in the position to verify the situation. SAC disregards “character references”. If your request is based on a disability, you must submit documentation of the disability from the Office of Disabilities Support Services. You should be aware that SAC routinely checks the authenticity of documentation. If SAC finds evidence that you have submitted falsified or forged documents, judicial charges will be brought against you in accordance with the University’s Code of Conduct and, if you are found guilty, you will face penalties up to and including expulsion.

c. Included with your appeal, provide supportive evidence of extenuating circumstances.

Note: SAC does not entertain grade grievances addressed under the University grade grievance policy. To submit a grade grievance, see below.

Revised by SAC November 2012, June 2019
Reviewed by SAC, March 2016, June 2017, May 2018

VIII. STUDENT GRADE GRIEVANCE PROCEDURE

The University of Delaware Grievance Procedures can be found at http://www1.udel.edu/stuguide/20-21/grievance.html Students will follow the most updated policy.

Revised by SAC November 2013, June 2019
Reviewed by SAC, March 2016, June 2017, May 2018, Aug 2020

IX. MANDATORY REQUIREMENTS PRIOR TO PARTICIPATION IN SIMULATION-BASED EXPERIENCES AND CLINICAL ACTIVITIES

Prior to the spring semester of the freshman year (Traditional Program), first winter session before beginning 300-level courses (Accelerated Program), and upon entry into the RN to BSN program, students must complete the School of Nursing mandatory requirements as listed below. The School of Nursing will communicate to students the expected time frame the mandatory requirements will need to be completed.
The School of Nursing has partnered with Castle Branch to provide the management of the student documentation needed for our Clinical Mandatory Requirement policy. Students will need to order the Castle Branch Compliance Tracker, Criminal Background Check, and Drug Screening via Castle Branch as instructed by the School of Nursing Clinical Coordinator.

You will not be permitted to participate in simulation lab and clinical practicum activities until this information has been uploaded and confirmed by the School of Nursing Clinical Coordination office.

**A. Hepatitis B Vaccination**

The Hepatitis B vaccination series is strongly recommended for nursing students because of the potential for exposure to the virus in clinical settings. The vaccination consists of three injections over a six-month period. The first two are administered one month apart; the third injection is administered five months later. All three injections are required to establish immunity.

The vaccination series may be obtained privately or through Student Health Services. If the latter is used, the student will pay for each injection at the time of service. For part-time students who have not paid the Student Health Service Fee, there will be an additional charge for each of the three injections. Students should call Student Health for an appointment.

Students who choose NOT to receive the vaccination series must sign a waiver before they will be permitted to begin their spring sophomore nursing courses.

**B. Rubella**

Documentation of receiving 2 doses of the Rubella vaccine is required, usually the MMR vaccine.

**C. Mumps**

Documentation of receiving 2 doses of the Mumps vaccine is required, usually the MMR vaccine.

**D. Measles (Rubeola)**

Documentation of receiving 2 doses of the Measles vaccine is required, usually the MMR vaccine.

**E. Chicken Pox (Varicella)**

Verification of immunity to chicken pox by documentation of one of the following:
- Documentation of 2 varicella vaccines
- Verification of history of chickenpox or shingles
- Laboratory evidence of immunity of confirmation of disease
F. Tetanus

Documentation of receiving a tetanus booster in the past 10 years is required. The tetanus booster can be the tetanus and diphtheria (Td) booster or the tetanus, diphtheria and pertussis (Tdap) booster.

G. Pertussis

Documentation of receiving a tetanus, diphtheria and pertussis (Tdap) booster at least once.

H. Annual Flu Shot

Documentation of an annual flu shot is required by the School of Nursing.

I. Tuberculosis Testing (TB)

Negative results of a 2-step PPD test or results of TB blood testing is required for non-licensed students. The time frame required for the 2-step PPD test is as follows:

- First PPD test administered (step 1) with results read 48-72 hours after placement
- Second PPD test administered 7-21 days after first step test results read (step 2) with results read 48-72 hours after placement

Annual PPD/TB testing required annually (every 12 months) thereafter.

RN licensed students who have not had TB testing within 12 months prior to program entry will need negative TB testing results. PPD/TB testing is required annually.

If a student has a history of a positive TB test, a copy of results of a recent chest x-ray will be required. Students with a history of a positive TB test will also be required to complete a TB symptom review annually. If needed, an Annual TB Symptom Review form can be obtained from the Clinical Coordination department in the School of Nursing.

J. Professional Level CPR Certification Requirement

An active CPR (Healthcare Provider or BLS level) certification is a requirement of clinical agencies. There are no exceptions. It is the students’ responsibility to keep a copy of a valid CPR card current in their Castle Branch account at all times. Expired cards will result in dismissal from the clinical agencies.

Completion of the American Heart Association (https://www.heart.org/en/cpr) Healthcare Provider CPR course or Basic Life Support (BLS) course is the required level for nursing students.

K. University of Delaware Safety Orientation/Right to Know and Bloodborne Pathogens Training

Completion of the University’s Bloodborne Pathogens training and the University’s Safety Orientation/Right to Know training via the Bioraft system (https://delaware.bioraft.com/) is required annually.
L. Annual HIPAA Training

Completion of the School of Nursing HIPAA training annually.

M. Background Check and Drug Screening

Criminal background checks and a 10- panel urine drug screening is required to be completed during the Nursing program prior to any practicum experience. These requirements are to be completed during the time frame announced by the School of Nursing. These requirements will suffice for the entire nursing program unless clinical agencies alter their student requirements. Undergraduate students see policy on criminal background checks and drug screening for additional information.

N. School of Nursing HIPAA Waiver

This waiver ensures that students are aware of the consequences of not following HIPAA standards and guidelines while there are in the University of Delaware School of Nursing program. Any violation of HIPAA while enrolled in a UD School of Nursing program, regardless of whether the violation occurs at UD or at an outside location (e.g., while on clinical experience or through employment not affiliated with the UD School of Nursing), may result in discipline, including failure of a course and/or dismissal from the UD School of Nursing.

O. Blood Borne Pathogen Post-Exposure Evaluation and Medical Management Student Waiver

This waiver ensures that students who as part of their academic program, are at risk for exposure to human blood, or other potentially infectious materials, understand and acknowledge that the inherent risk of injury and illness is assumed by the student when they decide to enroll in said academic program.

Revised by Clinical Coordinator Spring 2015, Spring 2017, Summer 2019

X. POLICY ON STUDENT CRIMINAL BACKGROUND CHECKS AND DRUG SCREENING

The University of Delaware’s School of Nursing contracts with multiple clinical agencies for clinical education experiences that are an essential component of the nursing curriculum and required to meet the requirements for graduation. The Joint Commission on Accreditation of Healthcare Organizations Comprehensive Accreditation Manual for Hospitals 2004 requires that all students and instructors meet new standards relating to criminal background and freedom from drugs. As a result, most clinical agencies require that all students participating in activities involving direct client care complete criminal background checks (including Child and Adult Abuse Registry checks) and drug screenings.

To comply with University contractual obligations and provide high-quality clinical learning experiences, all nursing students in the pre-licensure programs are required to complete criminal background checks and drug screenings consistent with the following guidelines:
1. Students must complete criminal background checks and drug screening as required by the School of Nursing. All testing must be conducted by a certified/licensed agency. Students are responsible for all costs associated with testing.

2. Documentation of the results of the drug screening and criminal background check must be on file in the School of Nursing prior to participation in clinical activities. The School of Nursing may share the results with any clinical agency considering the student for clinical experience.

3. In the event of a positive drug screening, the student will be referred to the University of Delaware’s Student Wellness & Health Promotion for a substance abuse referral. The student is expected to schedule an appointment with Student Wellness & Health Promotion within 3 business days following the referral. Once the School of Nursing has been notified by Student Wellness & Health Promotion that the student has completed the sessions as recommended, the student must submit to a second drug screening with 24 hours’ notice. The student will not be allowed to begin or continue clinical activities until documentation of a negative drug screening is provided. If the second screening is positive, the student will be dismissed from the nursing program. Failure of the student to complete the substance abuse sessions as recommended by Student Wellness & Health Promotion may lead to dismissal from the nursing program.

4. A student that tests positive for their drug screening will be required to submit to a random drug screening each subsequent academic year they are in the nursing program. The student will receive 24 hours’ notice of the required drug screening. A student who fails to submit to the required drug screening within the requested timeframe or who has a second positive drug screening will be dismissed from the nursing program.

5. In the event that a student’s criminal background check discloses a conviction, the student must furnish the School of Nursing with written documentation of the final disposition of the case. The School of Nursing will then determine whether the student may continue in the nursing program. The student will not be allowed to continue in the nursing program if the conviction prevents the student from participating in clinical activities. The School of Nursing will notify the Office of Student Conduct of any conviction discovered during a criminal background check.

6. Refusal by the student to complete a criminal background check or drug screening during the announced timeframe may result in dismissal from the nursing program.

7. Any student dismissed from the nursing program as a result of this policy may appeal the decision to the School of Nursing’s Student Affairs Committee. The issue on appeal shall be limited solely to whether a screening or background check contains erroneous information, and the appellant must offer direct evidence to rebut the findings. The decision of the Student Affairs Committee shall be final.
XI. PROFESSIONAL BEHAVIOR

In accordance with the Code of Ethics of Nursing endorsed by the American Nurses' Association, professional behavior is expected in all settings. Professional behavior is defined as behavior that meets the established norms for students of professional nursing, for example, in the caregiver role, student role, and health team member role. The faculty considers professional behavior in the classroom, simulation laboratory and clinical environment essential. In the clinical area, professionalism is an integral part of performance and evaluations. Each course syllabus and clinical evaluation tool will delineate the requirements and policies for successful completion of the course. Students who violate these policies will receive appropriate disciplinary action. A Professional Behavior Feedback Form (p. 25) will be completed and retained in the student’s file.

Each clinical evaluation tool contains critical behaviors related to professional behavior. In addition, student behaviors that are unethical or unsafe warrant student removal from clinical experiences and/or course failure (see section on Emergency University Procedure for Dismissal from Undergraduate Nursing Program). Students must abide by the rules and regulations posted at their assigned clinical facility that may include random drug testing.

Clinical Unethical/Unsafe behaviors may include but are not limited to:

1. persistent errors in medication administration,
2. falsification of client records, clinical activities and/or assignments,
3. failure to report life-threatening changes in client’s condition,
4. inappropriate handling of clients (e.g. physical or verbal abuse, neglect),
5. threats to the safety of client/self/peers/instructor/staff,
6. violation of client privacy and/or federal HIPAA regulations (see https://www.hhs.gov/hipaa/index.html),
7. participation in clinical experiences under the influence of drugs and/or alcohol,
8. consistent unpreparedness for clinical experience,
9. use of cell phones or computers for personal use while in the clinical area, and use of agency resources for personal use.

Student Policy Committee 3/09 Approved by SON faculty 5/18/09
Reviewed and revised by SAC Spring 2013, Approved by SON faculty Spring 2013
Reviewed and revised by SRC Spring 2015
Revised by SAC, March 2016, May 2018
PROFESSIONAL BEHAVIOR FEEDBACK FORM

Student Name: ___________________________ Course: ____________________________

Faculty Completing Report: _______________________ Date: ____________________________

The purpose of this form is to promote the student’s awareness of his/her behavior (as it relates to the categories checked below) as observed by faculty.

☐ Arrival time/Attendance  ☐ Interactions with patients/Interpersonal skills  ☐ Safety

☐ Commitment to learning  ☐ Problem-solving  ☐ Skills/Knowledge

☐ Communication  ☐ Professionalism  ☐ Stress Management

☐ Critical thinking  ☐ Responsibility  ☐ Time and Resources

☐ Other

______________________________________________________________________________

☐ Student will be required to complete simulation laboratory review to remedy deficiencies by date:

______________________________________________________________________________

Situation Observed and Area(s) of Concern:
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________

Action Plan:
____________________________________________________________________________________________________
____________________________________________________________________________________________________

Additional student comments:
____________________________________________________________________________________________________
____________________________________________________________________________________________________

Student Signature: ___________________________ Date: ____________________________

Faculty Name (print)_________________________ Faculty Signature_________________ Date: ____________________________

Please forward signed copy to the Director of the Undergraduate BSN Programs for Undergraduate Students and to the Director of the Graduate Practice Programs for Graduate Students. Feedback forms will be retained in the student file.

Reviewed by SON faculty spring 2017
Description of Professional Behavior Categories

1. **Arrival Time and Attendance** - The ability to arrive on time to nursing labs, simulation-based experiences, field/observational/clinical experiences, and other required experiences.

2. **Commitment to Learning** – The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

3. **Communication** - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

4. **Critical Thinking** - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.

5. **Interaction with Patients and Interpersonal Skills** – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

6. **Problem Solving** – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

7. **Professionalism** – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Nursing profession.

8. **Responsibility** – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.

9. **Safety** – The ability to provide safe, competent, and appropriate nursing care to patients and to maintain a safe environment for self and others.

10. **Skills and Knowledge** – The ability to apply and demonstrate knowledge and skills learned in nursing courses and labs/simulation-based experiences and clinical experiences.

11. **Stress Management** – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.

12. **Time and Resources** – The ability to manage time and resources effectively to obtain the maximum possible benefit.
XII. SOCIAL MEDIA STATEMENT

Professional conduct extends to the use of social media. Students are expected to familiarize themselves with the Social Media Policy and behave accordingly and to observe and maintain boundaries with patients in accordance with ethical and professional codes of conduct.

Policy:
Purpose: The School of Nursing recognizes the increasingly important role of social media as a communication and collaboration tool. Students who participate in social networking are expected to abide by the policies set forth by the School of Nursing in the Social Media Policy. While rapidly changing social media often cross traditional boundaries, standards of professional behavior are the same online as in any other setting.

Definition: Social media are various types of electronic communication created and shared by users.

Code of Conduct: Professional standards of behavior apply to social media use. Students are responsible for the content they post or promote in any online form. HIPAA guidelines apply to social media and prohibit the sharing of identifiable, confidential and/or sensitive patient information.

Guidelines for Social Media Use:
• Students are to refrain from accessing or using social media during clinical experiences.
• Students are not allowed to discuss, transmit, or post any information regarding their clinical experiences.
• Patient privacy and confidentiality must be maintained online. Students should not transmit or post any patient information.
• Patients should never be videotaped or photographed without prior written patient consent and written approval from institution.
• Students should safeguard their own personal information by utilizing privacy settings when available.
• With social media, anonymity does not exist. Postings can be accessed broadly and indefinitely. Be aware that anyone, including colleagues, educational institutions and employers may be able to view content, regardless of your intended audience.

SAC Spring 2012, Approved by SON faculty Spring 2012
SAC Reviewed Spring 2013, March 2016, June 2017, May 2018

XIII. CLINICAL DRESS AND EQUIPMENT CODE FOR NURSING MAJORS

All undergraduate University of Delaware nursing majors assumes responsibility for their own attire while in the clinical setting. Their manner of dress must be consistent with the policies described in this code and consistent with those policies in effect in the institution in which clinical experience is scheduled. Faculty will document violations of the dress code on the Professional Behaviors Feedback Form (see below). In addition, students may experience consequences including dismissal from simulation lab, and/or other patient care activities, as well as loss of credit for time missed. Repeated infractions may result in consequences of a more serious nature.
Professional Appearance

- Professional appearance must be consistent with clinical agency policy.
- Hairstyles that extend below the collar should be tied back and neatly kept under control. If a headband is worn, it must be solid navy blue, black, or white. It is expected that professional nurses style their hair in a manner in which practice skills may be performed and patient care safely rendered. Hair must be clean and cannot be unnatural in color. Due to allergies, students must be fragrance-free and make-up must be kept to a minimum. No artificial nails, no nails beyond fingertips, and no nail polish.
- Males are expected to be clean-shaven or facial hair/moustache and beards must be neatly trimmed. Beards will not extend more than one inch from the face and under no circumstances are they to touch the collar or the front of the chest.
- Small, plain, silver or gold post earrings (which do not extend over the ears) are acceptable jewelry in the clinical areas. Only two earrings per earlobe and no tragus, cartilage, facial or tongue jewelry allowed. No space holders are permitted. No other visible body piercing will be allowed. Wedding rings are acceptable in some clinical areas. In some clinical settings, it may be necessary to secure rings in a non-visible area of the uniform for patient and/or nurse safety.
- All tattoos must be covered and hidden throughout patient care.

Clinical Uniform

*The dress code is subject to change based upon clinical site and agency requirement.

- The clinical uniform identifies an individual as a student in the University of Delaware School of Nursing and is to reflect a positive and professional image of the individual and the School. The student always presents herself/himself as a professional nurse and is continuously aware of the impact of self upon clients.
- The uniform is to be neat and clean at all times in the laboratory and clinical setting.
- Students are responsible for purchasing their own uniforms for clinical. It is recommended that you purchase at least two uniforms. The choice of uniform must be consistent with all standards stated in the dress code. *Exceptions to this dress code will be spelled out at the beginning of experiences in each individual clinical agency.*
- School of Nursing Clinical uniforms must be ordered through www.meridys.com (see website for ordering details).
- The clinical uniform consists of a white top with the UD Insignia on the LEFT sleeve, navy blue pants, with non-permeable solid colored shoes (no canvas, no holes, and no open toe per OSHA guidelines), and socks in any of the following colors: navy blue, black, or white.
- The clinical uniform must be worn whenever the student is in the clinical area and SRC unless otherwise specified by faculty.
- White warm up jacket may be worn in the clinical area – only with patch on LEFT sleeve. Patches and jackets available through www.meridys.com.
- Tops may be worn under scrub tops. These tops must be solid white. While tops are to be white, all other garments worn under the scrub top should be neutral in color and not visible through the uniform top.
- Even when uniforms may not be required for a particular experience, students are to dress in a professional manner: pants, knee length skirts, or dresses. No jeans of any color, short skirts, shorts, or open toe shoes are to be worn. The entire torso must be covered including the shoulders and abdomen.
- UD Name tag- The initial name tag will be ordered by the School of Nursing through the
Barnes and Noble Bookstore. The bookstore will charge your student account for purchase of the name tag. University of Delaware photo ID must be in a plastic holder and be worn along with the School of Nursing name tag, badge/patch, and Institution ID when in most clinical settings.

Equipment

- A watch with a second hand and pen(s) must be brought to any simulated learning experience and to all clinical experiences. A dual-headed stethoscope (both bell and diaphragm), blood pressure cuff (sphygmomanometer), bandage scissors, and penlight are also mandatory equipment for the SRC. Each clinical experience the student has while in the School of Nursing may not require the use of all these items.

XIV. CLINICAL ASSIGNMENTS

This policy applies to students in the traditional and accelerated undergraduate programs only.

Clinical courses are designed to expose our students to a wide variety of settings and clinical experiences. A considerable amount of work goes into planning and coordinating each student’s clinical experience. In an effort to be fair to all students, the following policy was developed:

*Please note that all students attending clinical will need to attend clinical information meeting(s) scheduled with the clinical coordinator.*

Policy:

- Students will not be able to change their section assignments in clinical courses unless there are extenuating circumstances. Students must present the extenuating circumstances in writing to the Clinical Coordinator for review and approval.

- Nursing students will not be assigned to a clinical unit where they have had a previous clinical course assignment unless there is a School of Nursing need. (Exception: Capstone Preceptorship).

- Students are required to complete at least one Adult Health clinical course on the day shift.

- Students completing a clinical course on the same unit where they work is strongly discouraged. It is the responsibility of the student to alert the Clinical Coordinator to this situation.

- Students completing a clinical course on the same unit on which a family member is employed is strongly discouraged. It is the responsibility of the student to alert the Clinical Coordinator of this situation.
XV. CLINICAL REMEDIATION

This policy applies to students in the traditional and accelerated undergraduate programs only.

Students are expected to be able to successfully demonstrate safe practice, professional behaviors, and previously learned psychomotor and/or critical-thinking skills in the clinical setting. If a clinical instructor identifies that a student needs remediation of a skill(s), the instructor communicates clinical concern(s) with student, documents the clinical concern(s) in the Professional Behavior Feedback form and informs student to make an appointment with a Simulation Resource Center (SRC) Instructor within 24-48 hours to minimize interruption of clinical experiences. It is the student’s responsibility to contact the SRC within 24-48 hours to schedule open lab practice times and the one-time evaluation of the psychomotor and/or critical thinking skill(s) of concern. The one-time evaluation is based on a scenario created by a clinical faculty addressing knowledge and/or critical thinking gaps identified in the clinical practicum. Any associated psychomotor skills identified will be included in the scenario. Students will receive the scenario objectives, medications, lab information, etc., the day before the scheduled evaluation. The one-time evaluation will be videotaped and will be evaluated by two nursing faculty (preferably 1 Clinical and 1 SRC instructor) who will use a competency evaluation tool as a guide.

The student must pass the evaluation within timeframe designated by clinical and SRC instructors when the clinical concern was identified in order to continue in the clinical course. If student fails the test-out, student does not pass the clinical course. The two nursing faculty evaluators will write their evaluation and provide the test-out results to the clinical instructor. The student will be notified by the clinical instructor of the test-out results within 72 hours. Remediation evaluation will be kept in the student’s permanent file.

Student Policy Committee 4/09, Approved by SON faculty 5/18/09
Reviewed by SAC, Spring 2013
Reviewed by SAC, March 2016, June 2017, May 2018
Revised by Director, UG BSN Programs and SRC, August 2019

XVI. EMERGENCY DISMISSAL FROM A CLINICAL COURSE

When a faculty member observes or otherwise learns of an infraction such as those listed in the behavioral criteria for unethical or unsafe practice defined in the Clinical Evaluation Tool warranting dismissal from the clinical setting, the student will immediately be suspended from all clinical activities pending review of the matter pursuant to the procedures set forth below. The student shall cease all contact with all off-campus clinical settings.

Procedure:

1. The infraction shall be documented by the faculty member on the Clinical Evaluation Tool, forwarded directly to the Director of the Undergraduate Program and to the student within one business day of the day on which the faculty member learned of the unethical or unsafe behavior(s).

2. If the unethical or unsafe behavior is the result of a psychological or psychiatric disorder or if the behavior is intentional or malicious the Office of the College of Health Sciences Assistant Dean of Undergraduate Student Services and the Office of the Dean of Students
shall be consulted. Upon emergency dismissal from a clinical site, a drug and/or alcohol test may be indicated and required, at the student’s expense.

3. The student will be suspended from all clinical coursework. At the discretion of the faculty member and Director of the Undergraduate Program, or Associate Dean of Nursing Education and Practice, the student may be required to spend time remediating in an on-campus laboratory. The student will be required to successfully complete remediation prior to reentry into any clinical setting.

4. Students may continue in all non-clinical coursework and complete these courses in the current semester.

5. In the event that a student is emergently removed from a clinical course for unethical or unsafe behaviors, they may not withdraw from the clinical course, but will fail the course.

Student Policy Committee 4/09, Approved by SON faculty 5/18/09
Reviewed by SAC Spring 2013, March 2016, June 2017, May 2018
Revised by SAC and Director of the Undergraduate BSN Programs June 2019

XVII. RE-ENTRY INTO CLINICAL COURSE FOLLOWING CLINICAL COURSE FAILURE

The student is expected to be able to successfully demonstrate safe practice, professional behaviors, and previously learned psychomotor skills prior to re-entry into the clinical setting after a clinical failure. If remediation is required, as determined by the clinical instructor teaching the course and/or Director of the Undergraduate BSN Program, the student must successfully pass the one-time evaluation or the student will not be permitted to repeat the clinical course that was failed, resulting in dismissal from the nursing major.

Student will receive the scenario objectives, medications, lab information, etc., the day before the scheduled evaluation. The one-time evaluation will be videotaped and will be evaluated by two nursing faculty (preferably 1 Clinical and 1 SRC instructor) who will use a competency evaluation tool as a guide.

The student must complete and pass the evaluation prior to registration and/or the start of the next clinical course. The two nursing faculty evaluators will write their evaluation and provide the evaluation results to the clinical instructor. The student will be notified by the clinical instructor of the evaluation results within 72 hours. Remediation evaluation will be kept in the student’s permanent file.

Student Policy Committee 4/09, Approved by SON faculty 5/18/09
Reviewed by SAC Spring 2013, March 2016, May 2018
XVIII. EMERGENCY PROCEDURE FOR CLINICAL SUSPENSION AND DISMISSAL FROM UNDERGRADUATE NURSING MAJOR

A. School of Nursing Procedure

1. When a faculty member observes or otherwise learns of an infraction such as those listed in behavioral criteria for unsafe practice defined in the Clinical Evaluation Tool warranting dismissal from the nursing major, the student will be immediately suspended from all clinical activities pending review of the matter pursuant to the procedures set forth below. The student shall cease all contact with all off-campus clinical settings.

2. The student will be suspended from all clinical coursework until a final determination, including any appropriate appeal, if any, has been reached in the matter. At the discretion of the Director of the Undergraduate BSN Program, the student may be required to spend the appropriate clinical time in an on-campus laboratory until the final determination. The student may continue in all non-clinical coursework and complete these courses in the current semester.

3. The infraction shall be documented by the faculty member on the Clinical Evaluation Tool, and a written recommendation for dismissal from the major forwarded directly to the Director of the Undergraduate BSN Program and to the student within 24 hours of the day on which the faculty member learned of the infraction or continued unsafe behavior(s).

4. If the student decides to appeal the dismissal recommendation, the student will have 72 hours from the student’s receipt of a written recommendation in which to provide a written response directly to the Senior Associate Dean. In some circumstances, the Senior Associate Dean may request review of the appeal by the Student Affairs Committee.

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**Student Appeal Process Algorithm**

1. Clinical deficiency
2. Dismissal decision within 72 hours
3. Student appeal, in writing, within 72 hours
   - Senior Associate Dean review within 72 hours
     1. Appeal supported, or
     2. Appeal not supported, or
     3. Ad hoc SAC review followed by recommendation to Senior Assoc Dean within 72 hours
1. Students dismissed from the School under these procedures shall not be eligible for readmission to the program.

2. This dismissal procedure is separate from but not exclusive of, procedures conducted by the Office of Student Conduct.

3. The student may continue to participate or enroll in any on-campus, non-clinical nursing courses until a final decision has been rendered regarding the proposed dismissal. Students may complete all non-clinical nursing courses in the current semester but are ineligible to register for nursing courses in subsequent semesters unless a non-clinical nursing course is required in his/her new major.

4. No grade shall be given for the clinical course in question other than the designation appropriate under University rules or regulations for students who have been dismissed from a program.

5. These procedures shall be construed in harmony with other applicable University policies, rules and regulations, and in the event of an inconsistency, the latter shall govern.

B. University Procedure of Requests for Appeal

Please see link for the UD Office of Student Conduct for appeal procedures.

http://www1.udel.edu/stuguide/20-21/conduct.html
A. General Information

1. Psychomotor Skills

Psychomotor skills experiences vary based on the corresponding course. Psychomotor skills may be included in the lab courses and/or as part of clinical practicums. Skills written in the course syllabus are required components of the course. Not all skills will be evaluated for competency. Skills that are associated with competency evaluation require demonstration of competency to meet the course objectives/requirements.

2. Simulation-Based Experience (Clinical Scenario)

Clinical scenarios are the context for immersive simulation-based experiences. The clinical scenarios are each associated with a nursing course. The learning objectives and content are developed from the clinical course content to reinforce information learned and to prepare for hospital clinical experiences. The complexity and length of scenarios is dependent on course objectives. Simulation-based experience (clinical scenario) are integrated with psychomotor skills and meant to be interactive. The expectation is for students to review skills checklists and videos prior to their simulated experience in order to perform skills competently.

Debriefing will follow each simulated experience. Length may vary. The debriefing period led by a facilitator to encourage reflection of the clinical scenario. This period is a time for students to explore nursing interventions performed during the simulation-based experiences. The purpose is for student to critically think and transfer this learning to new situations.

B. Expected Professional Behaviors

Professional Behaviors that are an expectation of all nursing students include but are not limited to the following:

1. Communicate relevant information to faculty regarding scheduling, questions, conflicts, or any issues that interfere with completing simulated clinical experiences. Students must communicate conflicts as soon as the conflicts are recognized or within 72 hours of the simulated learning experience.

2. Remain dependable and accountable for own actions at all times.

3. Share factors that foster or inhibit learning with the faculty.

4. Inform the faculty member of all relevant concerns that may arise.

5. Be adequately prepared for the simulated learning experiences. (Previewing lab videos, completing readings, completing preparatory work and practicing with equipment/skills as instructed).
6. Arrive at the simulation resource center on time with required supplies.

7. Report an absence/tardiness in a timely and appropriate manner before the scheduled class time or experience.

8. Report illnesses up to two hours prior to the simulated learning experience.

9. Complete simulated learning experiences within the specified time frame.

10. Remain professional in appearance and demeanor in the simulation laboratory while also adhering to the School of Nursing Dress Code.

11. Refrain from using simulation resource center time and/or agency resources for personal use.

12. Refrain from using personal cell phones, text, instant messaging or game playing while in the simulation laboratory. Cell phone should be placed in a locker or in student’s stored belongings.

13. Register for only one lab appointment for each simulated learning experience.

C. Student Behaviors Warranting Removal from the SRC

Student behaviors that are unprofessional, unethical, or unsafe, warrant student removal from the simulation resource center. These behaviors include but are not limited to:

1. Participation in simulated learning experiences under the influence of drugs and/or alcohol.

2. Unprepared for simulated learning experiences.

3. Arriving late for simulation-based experiences without permission of the instructor prior to the simulated learning experience.

4. Missed appointments will be considered a missed lab time.

5. Failing to complete required simulated learning experiences within the specified time frame established by the SRC instructor.

6. Dishonest completion of quizzes or any simulated learning experience requirements.

7. Failure to adhere to the School of Nursing Dress Code. Any student not complying fully with the dress code or missing any required supplies will be sent home and may receive a grade of FAIL for the assigned simulated learning experience.
SIMULATION RESOURCE CENTER PASS-FAIL POLICY

This policy applies to students in the traditional and accelerated undergraduate programs only.

Policy:
Students must satisfactorily pass the simulated learning experience. This includes psychomotor skills experiences and simulation-based experiences (clinical scenario). Simulated learning experiences are components of clinical courses and select nursing courses (ex. Professional Nurse Practice, Clinical Learning Lab, etc.). These experiences must be completed in order to obtain a passing course grade. Unsatisfactory completion of the psychomotor skills or simulation-based experiences (clinical scenarios) integrated into the clinical course or a part of a nursing course will result in course failure or result in a recorded course grade no higher than a “D+”.

A. Guidelines for Satisfactory Completion of Laboratory Experiences

Education in the SRC consists of professional behaviors, preparation, practice, and High-Stakes evaluation. Satisfactory completion of the simulated learning experiences indicates that the student has competently demonstrated the knowledge, skills, and professional behaviors pertinent to the procedures learned in the SRC.

1. Psychomotor Skills
   - Students are expected to be fully prepared prior to a scheduled simulated learning experience in order to maximize their learning. Preparation includes but is not limited to the use of videos, checklists, and written materials.
   - Students are expected to be fully prepared prior to scheduling a psychomotor skills high-stakes evaluation. Preparation includes but is not limited to the use of videos, checklists, written materials, and practice time.
   - To successfully complete a psychomotor skill high-stakes evaluation, the student needs to demonstrate critical thinking skills, understanding of the principle behind each skill, and successfully perform a demonstration of the skill indicating mastery under the supervision of a SRC instructor. Skill checklists will be used for pass/fail grading and coaching to address gaps in knowledge.
   - Each checklist includes critical behaviors that are essential for demonstration of psychomotor skill competency.

2. Simulation-Based Experiences (Clinical Scenario)
   - Students are expected to be fully prepared prior to attending simulation based experiences (clinical scenario).
   - Preparation includes reading the patient summary and history, answering all related questions posted on the website or prep sheets, understanding patient lab results, preparation of medication cards, viewing all related videos, and completing assigned readings.
   - Students will need to bring or submit via online management system their completed preparatory work and medication cards in order to participate in the
simulation-based experiences (clinical scenario). Completed work may be housed digitally on a student’s computer for review.

- To successfully complete a simulation-based experience (clinical scenario), the student needs to be prepared to function in any randomly selected role, provide patient care appropriate to the patient needs, use critical thinking skills, provide appropriate family centered care including education, and demonstrate understanding of the illness/problems presented in the clinical scenario simulated experience.
- All students will participate in a debriefing session following the simulated experience. Time lengths vary according to the simulated experience and instructor needs. Because this is considered as part of the learning experience, students are not permitted to leave early.

3. Missed Simulation-Based Experiences (Clinical Scenario)
   Because simulation-based experience (clinical scenario) is a small group learning experience, individual make-ups are not an option. Therefore, students must complete simulated learning experiences within the specific time frame pre-set by the SRC and course instructors.
   - All absences will result in the development of a Professional Behavior Feedback form (Plan for Success) and course faculty will be notified. Course faculty or SRC instructors approve excused absences.

4. Absences will be handled in the following manner:
   - **1st excused absence or absence related to an acute illness**
     - If student is unable to complete the simulation-based experience (clinical scenario) during the pre-set time frame, students must complete an alternative assignment including a two-page paper describing the experience. The paper should include information concerning the patient presentation, rationale for treatments/interventions, and patient education needs. One scholarly article should be referenced in the body of the paper. Completed paper should be turned in to SRC instructors within 1 week. Papers will be evaluated as complete/incomplete.
     - If a student is unable to complete a procedural simulation lab appointment, students must attend an open lab time. These open lab times will not be one-on-one instruction.
   - Excused absences must meet the criteria put forth by the Assistant Dean of UG Student Services.
   - **Unexcused absence** (< than 2-hour notification for simulation miss, not signing up for lab, etc.): The student will complete the above assignment and have 1% subtracted from the course grade for each simulation missed. A Professional Feedback Form will be completed for all unexcused absences.
   - **Any additional unexcused absence(s) will require a conference with the SRC staff and course faculty. Additionally, these subsequent absences may result in an additional 2-5% deduction from course grade and/or course failure at the discretion of the course faculty.**
B. Procedure for Addressing Student Competency in the Skills/Simulation Lab

- If a student is unable to demonstrate professional behaviors, or is unable to demonstrate knowledge and competency to perform psychomotor skills as stated in the skills checklist or fails to satisfactorily complete a simulation-based experience (clinical scenario) required for the didactic and/or clinical course(s), then the following procedure will take place. See the steps below and the algorithm on page 8.

- A video-taped remediation may be required to determine competency prior to resuming clinical or to determine competency for a particular course. All remediations must be completed in a timely manner prior to end of semester.

Professional Behavior Feedback Form:
- In collaboration with the student, the simulation resource center instructor or clinical instructor will complete a written professional behavior feedback form and develop a remediation plan for psychomotor skills/simulated learning experience to be repeated.
- Strategies to improve student performance will be developed, discussed with the student, and documented.
- Assignment or video/checklist reviews associated with the occurrence is discussed and recommendations are made for student to review.
- The professional behavior feedback form will include the specific concerns, a remediation plan, consequences if the problem/issue is not resolved, and a warning of possible failure of the simulated learning component of the corresponding course.
- The professional behavior feedback form will be discussed and reviewed with the student and a signed copy of the document. Signature indicates document was read by the student and accepted. A copy will be placed in the student’s file.
- A copy of the professional behavior feedback form will be given to the student, Director of the Undergraduate Program, and corresponding course instructor.
- Multiple Action Plan(s) developed from other nursing courses will result in a conference with the student, SRC representative, and course faculty members.

SAC Spring 2009
Approved by SON faculty Spring 2009
Reviewed and Revised by SAC Spring 2013 with input from Ad Hoc Simulation Lab Committee
Reviewed and Revised by SRC Spring 2015, Summer 2019, Summer 2020
Algorithm Addressing Student Competency Regarding Psychomotor Skills and Simulated Activities

Problem Identified

1. Student is provided feedback from skills evaluation checklist with coaching comments and methods to address gap(s) in knowledge (i.e. skills video review, practice lab time, open lab time, etc.)
2. Professional Behavior Feedback form completed by SRC faculty/staff. A student conference will be scheduled to review the professional behavior feedback form and acquire student signature.
3. An independent video-taped remediation must be competently completed prior to end of before final exam week.

Unsuccessful

Failure of Course

Successful

SRC/ course requirements are met

References:

*Student Policy Committee 3/09 Approved by SON faculty 5/18/09*
*Revised by Simulation Lab Committee 11/12; Spring 2018*
RESOURCES
A. Professional Pre-check (Posted outside of the Clinical Learning Labs)

**Professional Pre-Check**

- I am prepared for lab-reading completed and videos viewed.
- I have my resources (drug book and skills resources).
- Uniform includes white top, blue pants, approved shoes and neutral undergarments (clean and professional).
- Name badge and UD identification are on.
- I have my stethoscope, watch and skills checklist.
- Hair is pulled away from face and neatly pulled up.
- Earrings limited to two in each ear. Rings, bracelets, necklaces, gauges and facial jewelry (including nose rings and tongue rings) are removed.
- Tattoos are covered.
- I am on time.
- Cell phone is off/silenced and off my person.

Help your peers and hold each other accountable!

**Please refer to your University of Delaware Nursing student handbook for clarification.**

B. Essential Safety Checklist

**Essential Safety Checklist**

- Used hand hygiene □
- Identified patient with 2 identifiers □
- Safely donned and doffed gloves □
- Medication administered using 5 + 5 rights □
  - Side rails raised □
  - Call button within reach □
- Over bed table within reach □
  - Bed alarm activated □
  - Bed in low position □

C. Professional Behavior Feedback Form

A Professional Feedback Form (PFF) is completed for students needing remediation. Remediation may be the result of, but not limited to, deficits in clinical judgement, inability to complete a psychomotor skill in simulation lab and/or in clinical. Students will meet with their instructor to discuss the issues and make a learning plan. The faculty completing the PFF will coordinate with Simulation Resource Center faculty to coordinate scheduling.
Welcome to the Simulation Resource Center (SRC)! The SRC has lab hours specific to each course with some extended hours to be determined per semester. This laboratory was designed to give students the practice time needed to develop nursing skills. Each nursing course that utilizes simulation will use the SRC differently.

Courses that include psychomotor skills will follow a schedule of a faculty led skill introduction followed by two additional one-hour sessions of guided practice. Practice sessions will be completed in a semi-independent fashion, the laboratory coordinator and instructors will be available to manage, coach, and answer student questions. During experiences, students are encouraged to work in small groups of two or three students. There are several clinical scenario simulations during the semester in which students incorporate learned skills and classroom information in providing safe competent patient care.

Clinical scenario simulations are small group learning experiences where up to four students will perform patient care as directed by the preparatory assignment. Psychomotor skills learned will be incorporated into the immersive clinical scenarios.

**EXPECTATIONS FOR DRESS/ BEHAVIOR:**

Because the laboratory is set up to be an environment where students are simulating a clinical experience, it is expected students will arrive to SRC experiences exhibiting both professional appearance as well as professional behavior.

1. Professionalism is extremely important in the clinical setting. As noted in the senior level clinical evaluation tool, all University of Delaware students are expected to behave as professional nurses. Failure to behave as a professional may result in not achieving a passing grade. Professional behaviors that are an expectation of all nursing students during simulated learning experiences include but are not limited to: adequate preparation for experiences, arrival at SRC on time with appropriate materials and equipment, timely and appropriate reporting of absences/tardiness, completion of assignments within the specified time frame, and adherence to the School of Nursing dress code.
2. Dress in required UD nursing uniform and wear ID badge when working in the lab. Refer to Student Handbook for more specific information regarding the Clinical Dress for Nursing Majors.
3. Leave food, drinks, and chewing gum outside the SRC. Lockers are provided for your convenience.
4. Cell phones (including texting) and use of any electronic device for personal use, in the clinical area are prohibited and students using electronic devices for personal use will be asked to leave the area (and will need to reschedule learning experiences).
5. Unless pre-approved by the SRC coordinator/instructors, computers in the SRC are only to be used for simulated learning concepts/skills/patient care activities.
6. Students will refrain from personal discussions in the simulation learning areas.
7. Students will clean up each work site and put equipment away appropriately, leaving the patient, equipment, bed, and work area in order.

INTEGRITY
It is imperative that the people in the nursing profession have integrity.
1. The simulated learning experiences are typically the same for each group. **Students may not share the content or events of the simulation with anyone.** It is imperative that students are able to participate in the simulated learning experience without information from other students. If this is discovered, it will be dealt with as **academic dishonesty**.
2. Many clinical scenario-learning experiences require the student to complete preparatory work. All preparatory work and medication cards must be completed in order to participate in the simulated learning experience.

Simulation Resource Center Expectations:
1. SRC psychomotor skills sessions are integrated into clinical courses and select nursing courses.
2. All simulated learning sessions will be held in McDowell 103, 105, 121, 125, and STAR rooms 419/420. Please refer to your course syllabus for classroom location.
3. Because some skills may require more practice than others, students may attend an optional open lab appointment. Open lab hours will require appointments via Appointment-plus. An appointment-plus tutorial is available upon request. Each open lab appointment is one hour with faculty guidance. These open appointments are not intended to replace practice during your class time. During open lab time, faculty will assist students in understanding various nursing skills; however, faculty will not provide 1:1 tutorials.
4. In order to participate in simulated activities, all students must have completed assigned readings, watched associated videos review the skills checklist(s), completed medication cards prior to the simulated learning experiences.
5. Students are expected to bring the skills textbook and corresponding skills checklist, with him or her to each psychomotor skills experience and/or clinical scenario simulation.
6. Students are expected to arrive (on time) for all simulated learning experiences with necessary equipment (ex. BP cuff, stethoscope, watch etc.), psychomotor skills checklists, medication cards, and preparatory materials/questions. Being unprepared or arriving late or without required equipment and/or materials will result in a professional feedback form and missing their simulated learning experience. An alternative assignment will be assigned for all missed experiences.
7. Content taught in the SRC at times requires students to work with other students (partnered or in small groups). It is recommended that as one student follows the psychomotor skills checklists, the second student performs the skill. The roles may then be reversed.

**THE STUDENT SHOULD BE AWARE THAT...**
- Professionalism (appearance and behavior) is an important component of simulated learning experiences and must be adhered to at all times.
- The SRC is designed for students to learn in a professional, comfortable and safe environment.
- The SRC should be kept clean and students must be courteous to other students working in the area.
Videotaping while in the Simulation Resource Center:
- There are clinical laboratory experiences that will be videotaped. Videotaping will be used for evaluating, remediating, and debriefing the educational process. The video will be used for educational and demonstration purposes ONLY (unless you are notified otherwise).
- Please contact your course instructor with questions or concerns.

Please state your first name. 

Please state your last name. 

Please state your UDEL email address. 

I have read the above information, and understand the contents. I have been given an opportunity to ask questions to clarify any content, and I agree to abide by the student handbook and utilize the SRC for its intended purpose. I consent to be videotaped while in the SRC under the outlined guidelines.
XX. GUIDELINES FOR INDEPENDENT STUDY FOR NURSING MAJORS

The independent study format is designed to provide flexibility in meeting academic needs. It permits students with an interest in a specific topic to receive credit for scholarly work completed in a concentrated area. Credit allocation for independent study is based upon the amount of effort required by the student. Independent study course credit is earned through completion of a scholarly project or activities agreed upon by an eligible student and a faculty sponsor.

An independent study project is expected to demonstrate evidence of scholarly achievement but the project does not need to be formal research. At the discretion of the faculty sponsor and curriculum committee, experiences provided through gainful employment and university or non-university sponsored, non-credit courses may be used as a basis for an independent study course. Independent study may take place in geographically removed locales without direct faculty supervision. Depending upon the nature of the project, clinical experience may be required. Prerequisites for the independent study course will be determined by the faculty sponsor.

Criteria:
1. Grade point average (GPA) of 2.5 or higher.
2. Completion of spring semester, sophomore year is required if the independent study involves a clinical component.

Other Guidelines:
1. Maximum of six (6) credits may be earned through independent study.
2. Independent study credits may fulfill free elective credits.
3. Grading may be pass-fail or standard grading.
4. Independent study may fulfill the NURS 411 credit requirement. Standard grading must be used.

Independent Study Approval Process:
1. Student identifies area of interest and potential project.
2. Student contacts faculty member for potential sponsorship. Course objectives, timetable for activities, evaluation methodology, and the faculty sponsor’s role are discussed.
3. Student completes the Independent Study Application Form and Independent Study Registration Form found on the Office of the Registrar’s website [http://www1.udel.edu/registrar/helpdocs/indstudy.html](http://www1.udel.edu/registrar/helpdocs/indstudy.html) and sponsoring faculty approves the forms and signs forms where appropriate. If clinical placement is required, sponsoring faculty will notify the Clinical Coordinator of the planned clinical placement needs.
4. If requested simply as an independent study, forms are forwarded to the Associate Dean of Nursing Education and Practice for approval or returned to the applicant for revision.
5. If requested as substitution for a NURS 411, the forms are forwarded to the Curriculum Committee Chair. This may be approved or returned to the applicant for revision. The Curriculum Committee approved forms will be sent to the Associate Dean of Nursing Education and Practice.
6. Final approval is provided by the Assistant Dean of Students in the College of Health Sciences who then registers the student for the course.
7. All approvals must be complete prior to the end of the Drop/Add period for the semester in which the student wishes to take the Independent Study.
8. If clinical placement is required, a copy of the approved Independent Study form will be forwarded to the Clinical Coordinator for coordination of clinical placement.
9. The course number assigned is dependent on the academic year of study (NURS 166, 266, 366, and 466).

Reviewed by SAC Spring 2013
Reviewed by Curriculum Committee Summer 2016, Summer 2017
Reviewed by SAC, May 2018
INDEPENDENT STUDY CONTRACT  

<table>
<thead>
<tr>
<th>NAME OF STUDENT</th>
<th>ID NUMBER</th>
<th>CLASSIFICATION</th>
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<tbody>
<tr>
<td>COURSE SEQUENCE NUMBER</td>
<td>CREDITS</td>
<td>NAME OF FACULTY SPONSOR</td>
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TITLE OF PROJECT (NOTE: A University registration form and titling form must also be completed)

NARRATIVE DESCRIPTION OF THE SUPERVISED STUDY:

OBJECTIVES OF STUDY (be specific):

STUDENT TIME TABLE FOR PROJECT LISTED BY WEEK:

FACULTY SPONSOR’S OBLIGATIONS (completed by sponsor):

EVALUATION METHODOLOGY (include weightings by %):

DEAN’S CERTIFICATION:

STUDENT’S CURRENT CUMULATIVE INDEX (GPA):

STUDENT IS ELIGIBLE TO TAKE INDEPENDENT STUDY THIS SEMESTER:

INDEPENDENT STUDY CREDITS TAKEN PREVIOUSLY: SEMESTER__________ CREDITS

STUDENT SIGNATURE AND DATE | FACULTY SPONSOR’S SIGNATURE AND DATE

DEPARTMENT CHAIR’S SIGNATURE AND DATE | DEAN’S SIGNATURE AND DATE

CURRICULUM COMMITTEE SIGNATURE AND DATE (only if project is approved for NURS411 credit)

CHANGES RECOMMENDED BY ANY OF THE ABOVE:

DISTRIBUTION OF COPIES: Chairperson, Sponsor, Student, Department File
XXI. ORDERING BOOKS AND SUPPLIES

Textbooks, nursing supplies, and popular reference books are available at the University Bookstore located at 83 East Main Street. Visit the University Bookstore’s website to purchase textbooks online or check store hours at www.udel.edu/bookstore. The University Bookstore accepts all major Credit Cards (Visa, MasterCard, American Express and Discover), Personal Checks, Financial Aid, Debit Cards, Flex and Cash.

The University Bookstore supplies the following items and can special order other items as needed including: name tags, most current reference books, and medical dictionaries. The Student Nurses Organization also may offer sales on select items, e.g., stethoscopes and BP cuffs. Information will be posted by SNO if items are available.

Reviewed by SAC, Spring 2013, March 2016, June 2017, May 2018
Revised by SAC June 2019

XXII. COURSE REGISTRATION

Registration for the spring semester starts mid-November; for winter session, the third week in October; for summer session, early April; and for fall semester, mid-April. Students are urged to see their advisor for course selection before registering on line. Students should refer to the School of Nursing Curriculum Plan when planning their nursing curriculum. More information can be found at http://www.udel.edu/registrar/students/courseinfo.html

Reviewed by SAC, Spring 2013, March 2016, June 2017, May 2018
## XXIII. TRADITIONAL BSN CURRICULUM REVISION- Sample Plan

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
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<td>UNIV 101 (FYE) University Requirement Pass/Fail (1) H</td>
<td>NURS 233 Professional Nursing Practice (3)</td>
<td>NURS 322 Pharmacology Across the Life Span (3)</td>
<td>NURS 418 Public and Global Health (3) (fall or spring) H</td>
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<tr>
<td>NURS111 Nursing and Health Promotion (1)</td>
<td>NURS 234 Professional Nursing Practice Lab (1)</td>
<td>NURS 330 Clinical Learning Lab (2)</td>
<td>NURS 426 Women’s Health Across the Lifespan (3)</td>
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<td>KAAP 220 Fundamentals of Anatomy &amp; Physiology I (3) H</td>
<td>NURS 243 Pathophysiologic Foundations (4)</td>
<td>NURS 365 Nursing Care of Adults I (3) (fall or spring)</td>
<td>NURS 429 Women’s Health Across the Lifespan Practicum (3)</td>
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<td>BISC 205 Biology for Health Sciences (4) (fall only)</td>
<td>NURS263 Health Assessment (3) H NURS264 Health Assessment lab (1)</td>
<td>NURS 335 Psychiatric Mental Health Nursing (3) (fall or spring) H</td>
<td>NURS 475 Nursing Care of Adults Practicum II (3)</td>
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<td>NTDT 200 Nutrition Concepts (3) (fall or spring) H</td>
<td>HLTH 241 Ethical Aspects of Healthcare [counts as Creative Arts Breadth] (3) (fall or spring)</td>
<td>NURS 355 Psychiatric Mental Health Nursing Practicum (3) (fall or spring)</td>
<td>NURS 411/412/414 (3) OR Health Restricted Elective (3) (fall or spring)</td>
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<td>NURS 120 Introduction to Population Health (Service Learning) (3) H</td>
<td>NURS 246 Family Health &amp; Wellness (3)</td>
<td>NURS 375 Nursing Care of Adults II (3) (fall or spring) H</td>
<td>NURS 411/412/414 Nursing Elective (3) (fall or spring)</td>
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<td>KAAP 221 Fundamentals of Anatomy &amp; Physiology II (3)</td>
<td>NURS 247 Family Health &amp; Wellness Practicum (1)</td>
<td>NURS 353 Nursing Care of Adults Practicum I (4)</td>
<td>NURS 438 Leadership in Professional Nursing Practice (3) (fall or spring) H</td>
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<td>CHEM 106 Elementary Bioorganic Chemistry (5) (fall or spring)</td>
<td>NURS 262 Healthcare Research and Evidence-Based Practice (3) H</td>
<td>NURS 337 Nursing Care of Children (3) (fall or spring)</td>
<td>NURS 448 Clinical Reasoning (3) (fall or spring)</td>
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<td>MMC 270 Medical Microbiology (4) (fall or spring)</td>
<td>NURS 357 Nursing Care of Children Practicum (3) (fall or spring)</td>
<td>NURS 485 Integrative Practicum - Capstone Preceptorship (3) H</td>
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<td>Statistics/Math Breadth (3) (fall or spring)</td>
<td>Free Elective (3)</td>
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<tr>
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### Total credits needed for graduation- a minimum of 121 credits

H- Honors course offerings

University Breadth Requirements: Mathematics, Natural Science, and Technology Requirement are met by the above science courses, PSYC 100 or HDFS 201 meet the Social and Behavioral Sciences Requirement. These four breadth requirements must be chosen from different departments.

MAJOR requirements- NURS courses cannot be used to fulfill the University Breadth Requirements

Free Electives- Need at least 6 credits and must have sufficient elective credits to meet the minimum credits for the degree requirement. [http://catalog.udel.edu/](http://catalog.udel.edu/)

*Please note that this is a sample progression, not all students will have the same progression. Individual student progression questions should be addressed to the student’s advisor.*

Labs and Practica experiences are held during the week and on weekends so please do not schedule anything until you have confirmed your lab and practica schedules.
TRADITIONAL BSN CURRICULUM SAMPLE PLAN
(FOR 2020-2021 SENIOR STUDENTS ONLY.)

*Please note that this is a sample progression, not all students will have the same progression.
Individual student progression questions should be addressed to the student’s advisor.

### Freshman

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<thead>
<tr>
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<tr>
<td>NURS 100</td>
<td>New Student Connections</td>
<td>NURS 110 Nursing Connections</td>
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<td>KAAP 220</td>
<td>Fundamentals of Anatomy and Physiology I OR</td>
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<tr>
<td>or KAAP 221</td>
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<td>CHEM 105</td>
<td>General Chemistry</td>
<td>CHEM 106 Elementary Bioorganic Chemistry</td>
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<td>BISC 205</td>
<td>Biology for Health Sciences</td>
<td>ENGL 110 Critical Reading and Writing</td>
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<td>PSYC 100</td>
<td>General Psychology OR</td>
<td>PSYC 100 General Psychology OR</td>
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### Sophomore

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 200</td>
<td>Clinical Decision Making</td>
<td>NURS 222 Pharmacology</td>
</tr>
<tr>
<td>NURS 235</td>
<td>Health, Vulnerability, and Diversity OR</td>
<td>NURS 242 Scientific Basis of Nursing</td>
</tr>
<tr>
<td>STAT 200</td>
<td>Basic Statistical Practice</td>
<td>NURS 253 Health and Physical Assessment</td>
</tr>
<tr>
<td>NURS 241</td>
<td>Scientific Basis of Nursing</td>
<td>MEDT 270 Medical Microbiology &amp; Infectious Diseases OR</td>
</tr>
<tr>
<td>MEDT 270</td>
<td>Medical Microbiology &amp; Infectious Diseases OR</td>
<td>HDFS 201 Life Span Development</td>
</tr>
<tr>
<td>HDFS 201</td>
<td>Life Span Development</td>
<td>STAT 200 Basic Statistical Practice OR</td>
</tr>
<tr>
<td>NTDT 200</td>
<td>Nutrition Concepts OR</td>
<td>NURS 235 Health, Vulnerability, and Diversity OR</td>
</tr>
<tr>
<td>University Breadth Requirement</td>
<td>University Breadth Requirement OR</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td>14-15</td>
</tr>
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</table>

### Junior

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 354</td>
<td>Psychosocial Nursing</td>
<td>NURS 352 Adult Health Nursing</td>
</tr>
<tr>
<td>NURS 372</td>
<td>Adult Health Nursing</td>
<td>NURS 356 Care of Children &amp; Families</td>
</tr>
<tr>
<td>NURS 382</td>
<td>Communities &amp; Health Policy</td>
<td>NURS 358 Women’s Health Nursing</td>
</tr>
<tr>
<td>NURS 390*</td>
<td>Clinical Work Experiences</td>
<td>NURS 390* Clinical Work Experiences</td>
</tr>
<tr>
<td>STAT 200</td>
<td>Basic Statistical Practice OR</td>
<td>NURS 362 Research Concepts in Healthcare</td>
</tr>
<tr>
<td>University Breadth Requirement OR</td>
<td>University Breadth Requirement OR</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td>13-16</td>
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</tbody>
</table>

### Senior

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 453</td>
<td>Clinical Applications: Adult Health Nursing I</td>
<td>NURS 473 Clinical Applications: Adult Health Nursing II</td>
</tr>
<tr>
<td>NURS 457</td>
<td>Clinical Applications: Maternal-Child Nursing</td>
<td>NURS 477 Clinical Applications: Care of Populations</td>
</tr>
<tr>
<td>NURS 459</td>
<td>Clinical Applications: Psychosocial Nursing</td>
<td>NURS 479 Clinical Preceptorship</td>
</tr>
<tr>
<td>NURS 460</td>
<td>Transition to Professional Nursing Practice I</td>
<td>NURS 480 Transition to Professional Nursing Practice II</td>
</tr>
<tr>
<td>NURS 411, 412, or 414</td>
<td>Topics in Healthcare Delivery</td>
<td>NURS 411, 412, or 414 Topics in Healthcare Delivery</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td>14</td>
</tr>
</tbody>
</table>

Total Credits a minimum of 122

Note: *Total of 2 credits NURS 390 required prior to senior year nursing coursework.
University Breadth Requirements: Mathematics, Natural Science, and Technology Requirement is met by the above science courses, PSYC 100 or HDFS 201 meet the Social and Behavioral Sciences Requirement. These four requirements must be chosen from different departments.

MAJOR requirements - NURS courses cannot be used to fulfill the University Breadth Requirements
NURS 411/412/414- Require 2 courses (6 credits)
Free Elective - Sufficient elective credits to meet the minimum credits for the degree; Requirement. [http://catalog.udel.edu/](http://catalog.udel.edu/)
XXIV. ACCELERATED BSN CURRICULUM- Sample Plan

Prerequisite Courses
All prerequisite science courses must be completed prior to the first nursing course. All other non-nursing courses must be completed by the end of the first semester.

UNIVERSITY REQUIREMENTS
ENGL 110 Critical Reading and Writing 3
(minimum grade C-)

Discovery Learning Experience (DLE) 3
(Senior nursing clinical courses meet this requirement)

Multicultural Courses 3
(This course also can be used in the breadth requirements.)

UNIVERSITY BREADTH REQUIREMENTS
(all require minimum grade C-)
Creative Arts and Humanities 3
History and Cultural Change 3
Social and Behavioral Science 3
Mathematics, Natural Sciences, and Technology 3
(Several required courses will meet the Mathematics, Natural Sciences, and Technology requirement. PSYC 100 or HDFS 201 meet the Social and Behavioral Sciences Requirement. These four courses must be chosen from different departments.

MAJOR requirements, NURS Courses, cannot be used to fulfill the University Breadth Requirements

<table>
<thead>
<tr>
<th>General Biology with lab</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy and Physiology</td>
<td>6</td>
</tr>
<tr>
<td>Microbiology with lab</td>
<td>4</td>
</tr>
<tr>
<td>General Chemistry with lab</td>
<td>4</td>
</tr>
<tr>
<td>Bioorganic Chemistry with lab</td>
<td>4</td>
</tr>
<tr>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Free electives (need sufficient elective credits to meet minimum credits for the degree) -see next page

Nursing Courses (70 Credits)

Winter (5 weeks) January-February
NURS 120 Introduction to Population Health 3
NURS 233 Professional Nursing Practice 3
NURS 234 Professional Nursing Practice Lab 1
Total 7

Spring (14 weeks) February to May
NURS 243 Pathophysiologic Foundations 4
NURS 246 Family Health and Wellness 3
NURS 247 Family Health and Wellness Practicum 1
NURS 263 Health Assessment 3
NURS 264 Health Assessment Lab 1
NURS 322 Pharmacology Across the Lifespan 3
NURS 330 Clinical Learning Lab 2
Total 17

Summer Session I June-July
NURS 365 Nursing Care of Adults I 3
NURS 411/412/ 414 Topics in Healthcare Delivery 3
Total 10

Summer Session II July-August
NURS 353 Nursing Care of Adults Practicum I 4
Total 15

Fall (14 weeks) September-December
NURS 335 Psychiatric Mental Health Nursing 3
NURS 355 Psychiatric Mental Health Practicum 3
NURS 337 Nursing Care of Children 3
NURS 357 Nursing Care of Children Practicum 3
NURS 418 Public and Global Health 3
Total 15

Winter Session (5 weeks) January-February
NURS 428 Women’s Health Across the Lifespan 3
NURS 429 Women’s Health Across the Lifespan Practicum 3
Total 6
**Spring (14 weeks) February to May**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 375</td>
<td>Nursing Care of Adult II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 438</td>
<td>Leadership in Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 448</td>
<td>Clinical Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>NURS 475</td>
<td>Nursing Care of Adults II Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NURS 485</td>
<td>Integrative Practicum-Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 15

**BSN Total Credits** - a minimum of 121 required to graduate

Lab and Practica experiences are held during the week and on weekends so please do not schedule anything until you have confirmed your lab and practica schedules.
**XXV. RN TO BSN CURRICULUM**  
(For students who entered prior to fall 2019)

### Prerequisite Courses

<table>
<thead>
<tr>
<th>UNIVERSITY REQUIREMENTS</th>
<th>Nursing Courses (31 Credits)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIVERSITY REQUIREMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>ENGL 110 Critical Reading and Writing</td>
<td>3</td>
</tr>
<tr>
<td><strong>Discovery Learning Experience (DLE)</strong></td>
<td></td>
</tr>
<tr>
<td>Senior nursing clinical courses meet this requirement.</td>
<td></td>
</tr>
<tr>
<td><strong>Multicultural Courses</strong></td>
<td></td>
</tr>
<tr>
<td>This course also can be used in the breadth requirements.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIVERSITY BREADTH REQUIREMENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative arts and humanities (minimum grade C-)</td>
<td>3</td>
</tr>
<tr>
<td>History and Cultural Change (minimum grade C-)</td>
<td>3</td>
</tr>
<tr>
<td>Social and behavioral science (minimum grade C-)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics, Natural Sciences, and Technology (minimum grade C-)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Several required courses will meet the Mathematics, Natural Science, and Technology requirement. PSYC 100 or HDFS 201 meet the Social and Behavioral Sciences Requirement. These four courses must be chosen from different departments.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>MAJOR requirements, NURS courses cannot be used to fulfill the University Breadth Requirement.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology with lab</td>
<td>4</td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
<td>8</td>
</tr>
<tr>
<td>Microbiology with lab</td>
<td>4</td>
</tr>
<tr>
<td>General Chemistry with lab</td>
<td>4</td>
</tr>
<tr>
<td>Human Development over the life span</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Second English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective - Sufficient elective credits to meet the minimum credits for the degree</td>
<td></td>
</tr>
</tbody>
</table>

*XXV – XXVII Reviewed by Curriculum Committee, Spring 2016, Spring 2017, May 2018*
**RN TO BSN CURRICULUM**  
(For students admitted fall 2019 and after)

**Prerequisite Courses**

<table>
<thead>
<tr>
<th>UNIVERSITY REQUIREMENTS</th>
<th>ENGL 110 Critical Reading and Writing (minimum grade C-)</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discovery Learning Experience (DLE)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Senior nursing clinical courses meet this requirement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicultural Course</td>
<td>Courses available to count for breadth req.</td>
<td>3</td>
</tr>
</tbody>
</table>

**UNIVERSITY BREADTH REQUIREMENTS**

Creative arts and humanities (minimum grade C-) 3  
History and Cultural Change (minimum grade C-) 3  
Social and behavioral science (minimum grade C-) 3  
Mathematics, Natural Sciences, and Technology (minimum grade C-) 3

*Several required courses will meet the Mathematics, Natural Science, and Technology requirement. PSYC 100 or HDFS 201 meet the Social and Behavioral Sciences Requirement. These four courses must be chosen from different departments. MAJOR requirements, NURS courses cannot be used to fulfill the University Breadth Requirement.*

| General Biology with lab | 4 |
| Anatomy and Physiology | 6 |
| Microbiology with lab | 4 |
| General Chemistry with lab | 4 |
| Human Development over the life span | 3 |

**Nursing Courses (34 credits)**

**Required Nursing Courses**

| NURS 320 | Transition to Professional Practice | 3 |
| HLTH 241 | Ethical Aspects of Healthcare | 3 |
| NURS 325 | Critical Issues in Healthcare | 3 |
| NURS 350 | Wellness and Health Assessment | 3 |
| NURS 262 | Healthcare Research and Evidence-Based Practice | 3 |
| NURS 411/412/414 | Topics in Health Care Delivery | 6 |
| NURS 411 | Healthcare Informatics | 3 |
| NURS 418 | Public and Global Health | 3 |
| NURS 438 | Leadership in Professional Nursing Practice | 3 |
| NURS 443 | BRN Role Practicum and Portfolio | 4 |

**For Bachelor of Science in Nursing, students need to take a minimum of 120 credits for the degree.**

- Students in this program must have successfully completion of RN licensure exam (30 credits nursing knowledge awarded) and have a current RN license in one of the fifty United States.
- Upon enrollment in the RN to BSN program’s first nursing course, the program must be completed within a five-year period.
XXVI. BLOOD BORNE PATHOGEN EXPOSURE & MANDATORY REPORTING

Students that sustain injuries or are exposed to blood borne and/or non-blood borne pathogens need to follow the guidelines outlined in the below algorithms. In addition, the official “School of Nursing Blood Borne Pathogen Exposure and Injury to Student Policy and Procedure”, and appendices can be found at: http://sites.udel.edu/nmhc/our-services/student-needle-sticks-blood-borne-pathogen-exposures/.

A. Blood Borne Pathogen Exposure Student Report Algorithm
* Use the Blood Borne Pathogen Exposure and Injury to Student Policy and Procedure for detailed information & forms.

Student exposure to blood borne pathogen infectious agent(s).

Administer First Aid

Student must alert supervising facility

Supervising Faculty will:

- Refer student to Nurse Managed Primary Care Center (NMPCC), closest urgent care (UCC), or Emergency Dept. (ED) as indicated.

Ensure source patient’s blood drawn for rapid HIV, Hepatitis B and Hepatitis C

Complete Source Patient Information Form (Appendix D)

Complete Exposure Report Form (Appendix A)

Complete First Report of Injury Form (Appendix B)

Complete Illness/Injury/Loss Investigation report (Appendix C)

Provide student with Exposure Referral Guide (Appendix E) before going to UCC or ED

Contact NMPCC, 831-3195, to alert the of exposure

Fax all completed forms to NMPCC, 831-3193

Fax all forms except Appendix D to Clinical Coordinator, 831-2382, and UD Environmental Health and Safety office, 831-1528

Submit completed forms within 24 hours.

Revised by Safety Committee Fall 2012
Reviewed by Safety Committee Spring 2015, Spring 2017
B. Non-Blood Borne Pathogen Exposure Student Report Algorithm

* Use the Blood Borne Pathogen Exposure and Injury to Student Policy and Procedure for detailed information & forms.

Student injury or exposure to (non-blood borne pathogen) infectious agents.

Administer First Aid

Student must alert supervising facility

Supervising Faculty will:
Complete a First report of injury (*Appendix B)
Complete an Injury/illness/loss investigation report (*Appendix C)
Contact Student Health Services (SHS), 831-2226, to report injury
Refer student to closest urgent care center or ER as indicated
Fax completed forms to Clinical Coordinator, 831-2382, and UD Environmental Health and Safety office, 831-1528, within 24 hours of injury
Fax completed First Report of Injury form to SHS, 831-6407) if requested
Submit completed forms within 24 hours.

Revised by Safety Committee Fall 2012.
Reviewed by Safety Committee Spring 2015, Spring 2017
C. Blood Borne Pathogen Exposure and Injury Policy and Procedure

Policy

- All blood borne pathogen (BBP) exposures and personal injuries are to be treated immediately.
- All BBP exposures and personal injuries are to be reported immediately.

Procedures

Blood Borne Pathogen Exposure – Faculty, Staff, and Students

1. Blood Borne Pathogen Exposures - Steps for Treatment
   a. Administer first aid, immediately after exposure. Allow a penetrating injury to bleed. Wash the injury site thoroughly with soap and water or rinse the exposed mucous membrane thoroughly with water. If anyone assists with first aid they should wear gloves and eye protection.
   b. After first aid has been administered, the individual must report to incident to their supervisor.
   c. The supervisor will complete the Exposure Report Form (Appendix A), First Report of Injury Form (Appendix B) and Injury/Illness Loss Investigation Report (Appendix C).
   d. If injury occurs Monday-Friday between 8am-4pm the supervisor will call the University of Delaware Nurse Managed Primary Care Center (“UD NMPCC”) at 302-831-3195 to alert the office that they are referring an individual for treatment for BBP exposure.
   e. If injury occurs Monday-Friday between 4pm-8pm or Saturday-Sunday between 8am-8pm, the supervisor will call the closest Medical Aid Unit to alert the Medical Aid Unit that they are referring an individual for treatment for BBP exposure. Local Medical Aid Units include:
      i. Glasgow Medical Aid Unit
         STAR Campus
         550 South College Avenue, Suite 115
         Newark, DE 19713
         302-533-7148
      ii. Glasgow Medical Aid Unit
          Glasgow Medical Center
          2600 Glasgow Ave., Newark, DE 19702
          302-836-8350
      iii. Medical Aid Unit at Christiana
           HealthCare Center at Christiana
           200 Hygeia Drive, Newark, DE 19713
           302-623-0444
      iv. Medical Aid Unit at Middletown
          Middletown Care Center
          124 Sleepy Hollow Drive, Middletown, DE 19709
          302-449-3100
   f. If injury occurs during any hours not covered above, the supervisor will contact the closest Christiana Care Emergency Room to alert them that they are referring an individual for treatment for BBP exposure.
      i. Christiana ER (Triage Desk) 302-733-1620
      ii. Wilmington ER (Triage Desk) 302-428-4180
g. If injury occurs at a facility out of state or at a significant distance from the above sites, the supervisor will identify the closest urgent care facility or emergency room and contact the identified facility and refer as indicated for BBP exposure.

h. The supervisor will provide the injured individual with a copy of the Exposure Referral Guideline (Appendix E).

i. The supervisor will contact the University of Delaware (UD) Nurse Managed Primary Care Center (NMPCC) at 302-831-3195 to notify them that an individual has been referred for treatment for BBP exposure and will require follow-up in the NMPCC.

2. Blood Borne Pathogen Exposures - Source Evaluation
   a. The supervisor is responsible for requesting that the source patient’s blood be tested for:
      i. RAPID HIV testing; no consent is needed.
      ii. Hepatitis B and Hepatitis C testing.
   b. The supervisor will complete the Source Patient Information Form (Appendix D).

3. Blood Borne Pathogen Exposures - Immediate Post-Exposure Documentation
   a. The supervisor is responsible for submitting all the required completed forms:
      i. Appendix A - Exposure Report Form
      ii. Appendix B - First Report of Injury Form
      iii. Appendix C - Injury/Illness/Loss Investigation Report
      iv. Appendix D - Source Patient Information Form
      v. For Faculty/Staff only: Appendix F – First Report of Injury Form
   b. All forms are to be submitted via FAX or hand-delivery within 24 hours of the BBP exposure to the following:
      i. UD Department of Environmental Health & Safety: 302-831-1528 (only forms A, B, C)
      ii. UD department director’s office: 302-831-2382 (only forms A, B, C)
      iii. UD NMPCC: fax 302-831-3193 (all forms A, B, C, D)

4. Blood Borne Pathogen Exposure - Follow-up Care
   a. The UD NMPCC upon notification and receipt of the above documentation will contact the injured individual to schedule a follow-up office visit for counseling and health care treatment as indicated.

Faculty and Staff Injury (other than BBP exposure)

1. Injuries - Steps for Faculty and Staff Treatment
   a. Administer first aid and/or treatment as indicated.
   b. After first aid has been administered, the faculty or staff member must notify their supervisor.
   c. The supervisor will contact the UD NMPCC at 302-831-3195 to alert them of the individual’s injuries and in consultation with the UD NMPCC, determine if individual should be treated at the UD NMPCC or referred to the nearest urgent care facility or emergency room.
   d. If injury occurs at a facility out of state or at a significant distance from the above sites, the supervisor will identify the closest urgent care facility or emergency room and contact the identified facility and refer as indicated for treatment of the injury.
   e. The supervisor will complete a First Report of Injury Form (Appendix F) and an Injury/Illness Loss Investigation Report (Appendix C).
   f. The supervisor is responsible for submitting all the required completed forms:
      i. Appendix F – First Report of Injury Form
      ii. Appendix C – Injury/Illness/Loss Investigation Report
   g. All forms are to be submitted via FAX or hand-delivery within 24 hours of the personal injury to the following:
i. UD Department of Environmental Health & Safety: 302-831-1528
ii. UD department director’s office
iii. UD Nurse Managed Primary Care Center: fax 302-831-3193

Student Injury (other than BBP exposure)

1. Injuries – Steps for Student Treatment
   a. Administer first aid and/or treatment as indicated.
   b. After first aid has been administered, the student must notify their supervisor.
   c. The supervisor will contact Student Health Services at 302-831-2226 to alert them of the student’s injuries and in consultation with the Student Health representative, determine if student should be treated at the Student Health Services or be referred to the nearest urgent care facility or emergency room.
   d. If injury occurs at a facility out of state or at a significant distance from the above sites, the supervisor will identify the closest urgent care facility or emergency room and contact the identified facility and refer as indicated for treatment of the injury.
   e. The supervisor will complete a First Report of Injury Form (Appendix B) and an Injury/Illness Loss Investigation Report (Appendix C).
   f. The supervisor is responsible for submitting all the required completed forms:
      i. Appendix B – First Report of Injury Form
      ii. Appendix C – Injury/Illness/Loss Investigation Report
   g. All forms are to be submitted via FAX or hand-delivery within 24 hours of the personal injury to the following:
      i. UD Department of Environmental Health & Safety: 302-831-1528
      ii. UD department director’s office
      iii. UD Student Health Services: 302-831-6407 (only for students)

Appendices

Appendix A - Exposure Report Form
Appendix B - First Report of Injury Form – Student Use Only
Appendix C - Injury/Illness/Loss Investigation Report
Appendix D - Source Patient Information Form
Appendix E - Exposure Referral Guideline
Appendix F – First Report of Injury Form – Employee Use Only
University of Delaware
Exposure Report Form (Appendix A)

Submit a Copy of This Report to Each of the Following:

<table>
<thead>
<tr>
<th>University of Delaware</th>
<th>Nurse Managed Primary Care Center</th>
<th>UD Department’s Director’s Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Health &amp; Safety</td>
<td>STAR Campus</td>
<td>132 General Services Bldg.</td>
</tr>
</tbody>
</table>

Exposed Individual:

| Name: |
| Role: ☐ Student ☐ Employee |
| Department: |
| Phone Numbers: Cell: Home: |

Exposure:

| Date of exposure: |
| Location of exposure: |
| Type of exposure: (i.e. needle-stick, mucous membrane, non-intact skin, bite, etc.) | Type of Device: (i.e. type of needle, safety device) |
| Body fluid/substance involved: |
| Estimated quantity of fluid involved: |
| Was fluid actually injected into individual? |
| Body part exposed: |

Witness:

| Name: |
| Address: |
| Phone#: |

Incident Details:

| Explain in detail what occurred: |
| Personal protective equipment used: |

First Aid:

| What first aid was performed: |
| By whom: |

Hepatitis B:

| Has individual had Hepatitis B vaccine series? ☐ Yes ☐ No |
| If yes, has series been completed? ☐ Yes ☐ No |

Date and Signature of Person Recording Report:

| Signature: Date: |
| Name Printed: |

58
FIRST REPORT OF INJURY

This form applies to visitors and students who are not employed by the University of Delaware

□ Student  □ Visitor

Nature of Business: Educational Institution

Submit a Copy of This Report to Each of the Following:

<table>
<thead>
<tr>
<th>Environmental Health &amp; Safety</th>
<th>Nurse Managed Primary Care Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>132 General Services Bldg.</td>
<td>540 South College Ave, Ste 130</td>
</tr>
<tr>
<td>Fax: 302-831-1528</td>
<td>Fax: 302-831-3193</td>
</tr>
<tr>
<td></td>
<td>UD Department's Director’s Office</td>
</tr>
</tbody>
</table>

| (BBP Injuries Only) |

Location and Date/Time of Injury:

- Location Where Accident Occurred: 
- University Property: □ Yes □ No
- Date of Injury:
- Day of Week: Su M Tu W Th F Sa
- Time of Injury:

Name of Supervisor Reporting Injury:

- First Name, MI:
- Middle Initial:
- Job Title:

Address of Supervisor Reporting Injury:

- Street Address:
- City/State/Zip:

Name of Injured Person:

- First Name:
- Middle Initial:
- Last Name:

Address/Phone Number of Injured Person:

- Street Address:
- City/State/Zip:
- Phone Number:

Demographic Information of Injured Person:

- Date of Birth:
- Gender: □ Male □ Female
- Name of Health Care Insurance Carrier:

Injury Details:

Describe fully how the accident occurred:

---

University of Delaware Student
First Report of Injury Form (Appendix B)
Describe the Nature and Location of Injury
(describe fully exact location of amputations or fractures, right or left):

Names, Addresses and Phone Numbers of Witnesses:

<table>
<thead>
<tr>
<th>Name</th>
<th>Street Address</th>
<th>City/State/Zip</th>
<th>Phone Number</th>
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Name, Address and Phone Number of Treating Healthcare Provider:

<table>
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<tr>
<th>Name</th>
<th>Street Address</th>
<th>City/State/Zip</th>
<th>Phone Number</th>
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Name, Address and Phone Number of Treating Hospital or Health Care Facility:

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<th>Name</th>
<th>Street Address</th>
<th>City/State/Zip</th>
<th>Phone Number</th>
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</table>

Date and Signature of Person Recording Report:

Date: ____________________  Signature: ____________________

Routing:

Rejected: ☐ Yes ☐ No

Rejected by: ____________________

EHS  Date: ____________________  Reason: ____________________
### University of Delaware
Illness/Injury/Loss Investigation Report (Appendix C)

<table>
<thead>
<tr>
<th>Case No:</th>
<th>Date of Injury /Illness /Loss:</th>
<th>Name of Injured:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Injured Person's Department:</td>
<td>Immediate Supervisor:</td>
<td></td>
</tr>
</tbody>
</table>

Submit a Copy of This Report to Each of the Following:

| Environmental Health & Safety 132 General Services Bldg. Fax: 302-831-1528 | Nurse Managed Primary Care Center 540 S College Ave, Ste 130 Fax: 302-831-3193 | Department Director’s Office |

#### Identify the Direct and Contributing Causes of the Illness/Injury

1. Was this person made aware of hazards and proper safety procedures with the task prior to the accident? (Explain)

2. What mechanical, physical or environmental conditions contributed to the accident (e.g. broken equipment, poor lighting, noise, material defects, slippery surfaces, lack of warning signs or posted directions, etc.)

3. What act(s) by the injured and/or others contributed to the accident (e.g. wrong tool or equipment, improper position or placement, work rule violation, failed to follow instructions, etc.)

4. What personal factors contributed to the accident (e.g. improper attitude, fatigue, inattention, substance abuse, etc.)

5. Was the accident the result of failing to wear personal protective equipment? (Explain)

6. What corrective action(s) has been or will be taken to prevent a recurrence of this type of accident? (e.g. repair/modify/replace equipment, counseling, training, policies, procedures, etc.)

7. Who is responsible for implementing corrective actions?

**Investigated by:**
Supervisor  
Date:  

**Reviewed by:**
Safety Committee Chair  
Date:  

---

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Only submit a copy of this report to:
Nurse Managed Primary Care Center, 540 South College Ave., Suite 130; Secure Fax: 302-831-3193

Source Person’s Information Form

<table>
<thead>
<tr>
<th>Source Person’s HIV Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive:</td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td>Negative:</td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td>Verification:</td>
</tr>
<tr>
<td>- Rapid HIV  - Reported  - Documented in Chart</td>
</tr>
<tr>
<td>Unknown:</td>
</tr>
<tr>
<td>- Source Not Tested  - Source Not Available</td>
</tr>
</tbody>
</table>

Individual Exposed From Source Person and Reporting Supervisor

<table>
<thead>
<tr>
<th>Individual’s Name:</th>
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<table>
<thead>
<tr>
<th>Supervisor’s Name:</th>
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</table>

<table>
<thead>
<tr>
<th>Date of Exposure:</th>
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</table>

Location/Facility Where Injury Occurred (e.g. hospital name):

<table>
<thead>
<tr>
<th>Location/Facility:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
University of Delaware
Blood Borne Pathogen (BBP) Exposure
Referral Information and Guideline (Appendix E)

Instructions:
The supervisor is to complete the bottom of the form and supply the completed form to the individual who has the BBP exposure. The individual is to give it to the healthcare facility to which he/she has been referred for treatment.

Financial Responsibility
The University of Delaware individual has been referred to your facility for treatment of a Blood Borne Pathogen (BBP) exposure. The individual is financially responsible for this visit. If the individual is not able to provide health insurance information or payment at time of service, the individual should be given a receipt and billed as indicated.

The University of Delaware will assist the student with the health insurance reimbursement process, or navigating mechanisms for payment of services received at your facility, if needed, during their follow-up visit at the UD Nurse Managed Primary Care Center.

Post-Exposure Treatment
Individuals presenting at a Medical Aid Unit or Emergency Room should be treated in accordance with the guidelines set forth by the CDC's - National Institute for Occupational Safety and Health (NIOSH).

Post-Exposure Laboratory Testing Guidelines
1. ALT/AST, Anti-HIV, Anti-HBs, Anti-HCV
2. If individual to receive Post-Exposure Prophylaxis (PEP) include CBC, CMP, UA, and HCG
3. For questions concerning testing and treatment contact the (24/7) National Clinicians’ Post-Exposure Prophylaxis Hotline at 888-448-4911.

Follow-up Care
1. Fax copy of all laboratory results to the University of Delaware Nurse Managed Primary Care Center (UD NMPCC) at 302-831-3193.
2. Refer the individual for follow-up care to the UD NMPCC, phone 302-831-3195.
3. Then UD NMPCC will assume responsibility for all subsequent care and treatment of the individual.

Communication:
1. Fax the individual’s complete medical report to the NMPCC at 302-831-3193.
2. All labs ordered will be copied to Carolyn Haines, FNP-C (Nurse Practitioner) at the UD NMPCC.

Contact Information:
1. Nurse Managed Primary Care Center – 302-831-3195

Supervisor Name __________________________________ Phone # ____________________________

ALL COPIES OF FIRST REPORT MUST BE TYPED OR PRINTED
## STATE OF DELAWARE
### FIRST REPORT OF OCCUPATIONAL INJURY OR DISEASE
(Appendix F)

Department of Labor
Office of Workers’ Compensation
P.O. Box 8902
Wilmington DE 19899-8902
Telephone 302-761-8200

### CASE OR FILE NO. 

### LOCATION/DEPT. CODE: 

### EMPLOYER’S UC REPORTING NUMBER: 

<table>
<thead>
<tr>
<th>1. EMPLOYEE:</th>
<th>FIRST</th>
<th>MIDDLE</th>
<th>LAST</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. EMPLOYEE SOCIAL SECURITY NO.</td>
<td></td>
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</table>

| 3. ADDRESS – INCLUDE COUNTY AND ZIP CODE |

<table>
<thead>
<tr>
<th>4. MALE ☐</th>
<th>5. EMPLOYEE TELEPHONE NUMBER (INCLUDE AREA CODE)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>6. DATE OF BIRTH</th>
<th>7. AGE</th>
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<table>
<thead>
<tr>
<th>8. WAGE</th>
</tr>
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| 9. WEEKLY HOURS WORKED |

<table>
<thead>
<tr>
<th>10. OCCUPATION (REGULAR)</th>
</tr>
</thead>
</table>

| 11. DEPARTMENT OF DIVISION REGULARLY EMPLOYED |

| 12. HOW LONG EMPLOYED |

| 13. EMPLOYER |

| University of Delaware |

| 14. PERSON MAKING OUT THIS REPORT |

| 15. ADDRESS – INCLUDE COUNTY AND ZIP CODE |

| University of Delaware |

| 16. EMPLOYER TELEPHONE NUMBER (INCLUDE AREA CODE) |

| 302-831-8305 |

| 17. MAILING ADDRESS – IF DIFFERENT THAN ABOVE |

| 413 Academy St. Newark DE 19716 |

| 18. NATURE OF BUSINESS – TYPE OF MFG., TRADE, CONSTRUCTION, SERVICE, ETC. |

| Educational Institute |

| 20. DATE OF INJURY AND TIME |

| AM ☐ | PM ☐ |

| 21. NORMAL STARTING TIME |

| AM ☐ | PM ☐ |

| 22. IF EMPLOYEE BACK TO WORK GIVE DATE |

| 23. AT SAME WAGE |

| YES ☐ | NO ☐ |

| 24. IF FATAL INJURY, GIVE DATE OF DEATH |

| 25. DATE EMPLOYER KNEW OF INJURY |

| 26. DATE DISABILITY BEGAN |

| 27. LAST FULL DAY PAID – DATE |

| 28. DESCRIBE THE INJURY/ILLNESS AND PART OF BODY AFFECTED |

| 29. SPECIFY THE DEPARTMENT WHERE INCIDENT OCCURRED AND THE WORK PROCESS INVOLVED |

| 30. LIST THE EQUIPMENT, MATERIALS, AND CHEMICALS EMPLOYEE WAS USING WHEN THE INCIDENT OCCURRED, E.G. ACETYLENE |

| 31. DESCRIBE THE EMPLOYEE’S ACTIVITY AT THE TIME OF INJURY OR ILLNESS, I.E. |

| 32. DESCRIBE HOW THE INJURY/ILLNESS OCCURRED |

| 33. NAME OF PHYSICIAN |

| 34. PHYSICIAN’S ADDRESS |

| 35. HOSPITAL (IF APPLICABLE) |

| 36. HOSPITAL ADDRESS |

### WORKER’S COMPENSATION INSURANCE COMPANY AND COMPLETE ADDRESS (PREPRINT OR STAMP INCLUDE IAB CODE) 

| 37. (THIS SECTION MUST BE COMPLETED IN ORDER TO PROCESS.) |

| PMA Management Corp |

| P O Box 25250 Lehigh Valley, PA 18002 |

| I.A.B. CODE |

| POLICY NO. |

### DISTRIBUTION OF THIS REPORT_DOC. NO. #60-07-01-90-10-04 

| 1. ORIGINAL MUST BE SENT IMMEDIATELY TO WORKER’S COMPENSATION INSURANCE CARRIER |

| 2. COPY TO INDUSTRIAL ACCIDENT BOARD |

| 3. EMPLOYER’S COPY – RETAIN AS RECORD |

| 4. EMPLOYEE’S COPY |

| SIGNATURE OF PERSON IN 14 ABOVE |

| OFFICIAL POSITION |

Last updated: 5/12/17
XXVII. Student/Faculty/Staff Exposure to Tuberculosis Policy and Procedure

I. **Purpose:** The purpose of this policy is to establish the procedures the faculty and staff of the School of Nursing need to take when a student, faculty member, or staff member have been exposed or potentially exposed to tuberculosis (TB) in the clinical setting.

II. **Authority:** Any faculty or staff member that is aware of a confirmed exposure or potential exposure to TB is responsible to report the event to the School of Nursing’s Clinical Coordinator so an investigation can be started and completed.

III. **Policy:** The School of Nursing will investigate any potential and confirmed exposure to TB of students, faculty, and staff in the clinical setting. The School of Nursing will work with the clinical site, University of Delaware Student Health Services, Nurse Managed Primary Care Center, and the Delaware Division of Public Health as needed during the investigation.

IV. **Procedure:**

   A. **Confirmed Student Cases of TB Exposures**

   1. The School of Nursing’s Clinical Coordinator will be notified by clinical agencies or faculty of confirmed TB exposures. The Clinical Coordinator will confirm with the involved facility of the unit and dates of the exposure and complete Appendix A – Student Demographics.

   2. The School of Nursing Clinical Coordinator will notify Student Health Services of the student exposed to a confirmed case of TB and provide the nurse with the date and results of their last TB testing. Student Health Services will determine the type of testing needed, PPD skin test or laboratory test.

   3. The School of Nursing Clinical Coordinator will contact the Delaware Division of Public Health TB Clinic (302-283-7588) and report the student exposure to a confirmed case of TB and type of testing determined by Student Health Services. The information on Appendix A will be provided to the Delaware Division of Public Health Tuberculosis Clinic in New Castle County for their processes.

   4. The School of Nursing Clinical Coordinator will contact the exposed student on date of notification to schedule a meeting within 2 business days to discuss the TB exposure and to provide written instructions on what baseline and follow up testing will be needed. The exposed student will confirm their demographic information on Appendix A and sign verification that they received the written instructions, Appendix B. A copy of the signed verification will be placed in the student’s academic and clinical requirement files.

   5. Any confirmed exposure to TB will require a University of Delaware Injury/Illness report to be completed.

   B. **Confirmed Faculty/Staff Cases of Tuberculosis Exposure**

   1. The School of Nursing’s Clinical Coordinator will be notified by clinical agencies or faculty of confirmed TB exposures. The Clinical Coordinator will
confirm with the involved facility of the unit and dates of the exposure and complete Appendix A – Faculty Demographics.

2. The School of Nursing Clinical Coordinator will notify the Nurse Managed Primary Care Center (NMPCC) of the faculty/staff exposed to a confirmed case of TB and provide the nurse with the date and results of their last TB testing. The NMPCC will determine the type of testing needed, PPD skin test or laboratory test.

3. The School of Nursing Clinical Coordinator will contact the Delaware Division of Public Health TB Clinic (302-283-7588) and report the faculty/staff exposure to a confirmed case of TB and type of testing determined by NMPCC. The information on Appendix A will be provided to the Delaware Division of Public Health Tuberculosis Clinic in New Castle County for their processes.

4. The School of Nursing Clinical Coordinator will contact the exposed faculty/staff on date of notification to schedule a meeting within 2 business days to discuss the TB exposure and to provide written instructions on what baseline and follow up testing will be needed. The exposed faculty/staff will confirm their demographic information on Appendix A and sign verification that they received the written instructions, Appendix B. A copy of the signed verification will be placed in the faculty/staff clinical requirement files.

5. Any confirmed exposure to TB will require a University of Delaware Injury/Illness report to be completed, including the State of Delaware First Report of Occupational Injury form.

C. Potential Student Exposure to Tuberculosis in Cases of Patients with a Strong Suspicion of Tuberculosis

1. If a faculty member or student feels a student has been exposed to a patient with a strong suspicion of TB, they can report the patient information to the School of Nursing Clinical Coordinator. The Clinical Coordinator will complete the Report of Patient with a Strong Suspicion of Tuberculosis form (Appendix C) and contact the facility where the suspected exposure occurred to notify of suspected exposure and the need that testing determination needs to be communicated to the University of Delaware School of Nursing’s Clinical Coordinator.

2. The School of Nursing Clinical Coordinator will follow up with the affected facility no later than 3 weeks after the report is made to verify if a determination of TB diagnosis has been made on the suspected patient.

3. If the affected facility determines that there was a confirmed exposure, the Clinical Coordinator will start the procedure for a confirmed case of TB exposure.

D. Potential Faculty/Staff Exposure to Tuberculosis in Cases of Patients with a Strong Suspicion of Tuberculosis

1. If a faculty/staff member feels they have been exposed to a patient with a strong suspicion of TB, they can report the patient information to the School of
Nursing Clinical Coordinator. The Clinical Coordinator will complete the Report of Patient with a Strong Suspicion of Tuberculosis form (Appendix C) and contact the facility where the suspected exposure occurred to notify of suspected exposure and the need that testing determination needs to be communicated to the University of Delaware School of Nursing’s Clinical Coordinator.

2. The School of Nursing Clinical Coordinator will follow up with the affected facility no later than 3 weeks after the report is made to verify if a determination of TB diagnosis has been made on the suspected patient.

3. If the affected facility determines that there was a confirmed exposure, the Clinical Coordinator will start the procedure for a confirmed case of TB exposure.
APPENDIX A
Tuberculosis Exposure Policy – Student/Faculty Demographics

Date of Notification: _____________  Reported by: __________________________

Tuberculosis Source Patient:

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Birth</th>
<th>Facility</th>
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Exposed Student

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of birth</th>
<th>Address</th>
<th>Home phone number</th>
<th>Cell phone number</th>
<th>Approximate date of exposure</th>
<th>Date and result of last PPD skin test</th>
<th>Date and type of baseline exposure testing if known</th>
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Date of Delaware Division of Public Health TB Clinic Notification (302-283-7588): _______
Name: ________________________________
APPENDIX B
Tuberculosis Exposure Policy - Verification of Receipt of Letter

I verify that I have received this letter and will schedule a base line TB testing at the UD Student Health services / Nurse Managed Primary Care Center or Primary Care provider and follow up TB testing in 8-10 weeks from__________.

________________________________________
Faculty/Student Name

________________________________________  ________________
Faculty/Student signature                             Date

DATE

Dear (Faculty/Student Name),
As per the e-mail I sent to you on (date), I was notified by (hospital/person) that you were exposed to a patient with confirmed Tuberculosis (TB) while participating in your clinical experience on (unit and hospital) during the dates (dates). Due to this TB exposure, it is important that you receive base line TB testing at the UD Student Health services / Nurse Managed Primary Care Center within a week and follow up TB testing in 8-10 weeks. Please call the UD Student Health services (302-831-2226) / Nurse Managed Primary Care Center (302-831-3195) or Primary Care Provider to schedule your initial TB testing.
Please feel free to contact me at 302-831-6918 or hskopow@udel.edu with any questions.
Sincerely,

Heidi L. Skopowski, MS, RN
Clinical Coordinator
University of Delaware School of Nursing
# APPENDIX C
Tuberculosis Exposure Policy – Report of Patient with a Strong Suspicion of Tuberculosis

## Student/Faculty Demographics

<table>
<thead>
<tr>
<th>Date of Notification:</th>
<th>Reported by:</th>
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### Tuberculosis Source Patient

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<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Date of Birth</td>
<td></td>
</tr>
<tr>
<td>Facility</td>
<td></td>
</tr>
<tr>
<td>Dates of possible exposure</td>
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</tbody>
</table>

### Exposed Student/Faculty/Staff

<table>
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<th>Name</th>
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<tbody>
<tr>
<td>Date of birth</td>
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<tr>
<td>Address</td>
<td></td>
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<tr>
<td>Home phone number</td>
<td></td>
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<tr>
<td>Cell phone number</td>
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</table>

Date and name of facility: ________________________________

Date of follow up with the facility: _________________

Facility determination: __________________________________

________________________________________

________________________________________

____________________________
XXVIII. Building Emergency Evacuation Policy and Procedure
McDowell Hall
(11/5/2010)

I. PURPOSE:

A. This protocol establishes the policy and procedures for evacuating the School of Nursing in the event of a drill or real emergency. The purpose of a fire/evacuation drill is to practice exiting the building “in a simulated emergency situation” so that when an emergency does arise, panic will be minimized and an orderly evacuation will be accomplished.

II. AUTHORITY:

A. Any person within the School of Nursing who has knowledge of an imminent threat to the safety and well-being of the employees, students, and visitors (such as, but not limited to, visual smoke, burning odor, fire, an armed intruder, abnormal heating of materials, hazardous gas leaks, hazardous material or flammable liquid spill) has the authority to activate the fire alarm system by pulling one of the fire alarm handles.

B. Any person within the School of Nursing who has knowledge of a potential threat to the safety and well-being of the employees, students, and visitors (such as, but not limited to, verbal or written threats, bomb threat, or irate person) should immediately contact Public Safety by University phone (dial 911 or 2222) or by a University Emergency Phone identified by a blue light. Indicate the nature of the threat (i.e., what was said, who said it), all information at hand about the threat, including background information. Public Safety will make a determination as to whether an evacuation is warranted.

III. POLICY

A. All School of Nursing personnel are required to comply with an evacuation order, whether disseminated by fire alarm or through verbal communication.

B. Failure to comply with an evacuation order will result in disciplinary action.

IV. PROCEDURES:

A. Everyone must exit the building immediately when the alarm sounds or when instructed to do so by emergency personnel or designee. Everyone must gather at the School of Nursing MEETING POINT – at a distance of 200 ft. from the building to allow the safe arrival of emergency response vehicles. Keep entrances, sidewalks, and driveways clear.

School of Nursing MEETING POINT – All School of Nursing personnel are to meet on the grassy area to the side of McDowell Hall and immediately in front of Willard Hall Education Building. In the case of inclement weather or long-term evacuation, the alternate meeting place will be the main lobby of Willard Hall Education Building.

If possible, and you can do so without placing yourself at risk:
1. Gather your keys, purse, briefcase, laptop, and coat as you leave the area.

   **NOTE:** When true emergencies occur, evacuation may be required for several minutes to several hours before the incident is resolved and the building is safe to reoccupy. Practice gathering your keys, purse, briefcase, laptop, and coat so you will be prepared when an emergency occurs.

2. Shut any open windows and close each door that you go through.

3. Shut down all equipment and computers in the area, if possible.

4. Inform others of the need to leave.

5. **Exception to Section IV. A.** – This exception pertains only to persons with disabilities that would not permit normal evacuation from the building. In case of an emergency, a person with a disability shall do the following:

   a. Proceed immediately to the designated “Areas of Refuge” within McDowell Hall:
      1) Top of stairwell A – stairwell between elevators at front of building.
      2) Top of stairwell B – stairwell closest to Willard Hall Education Building.

   b. If an “Area of Refuge” is not available, proceed immediately to the nearest marked exit and wait inside the stair tower landing.

   c. Alert a responsible person of your intentions to wait at the “Area of Refuge” for assistance.

   d. Wait for trained emergency responders to rescue you.

6. **Exception to Section IV. A.** – This exception pertains only to a fire situation. If a small contained fire is discovered, the following may be done using good judgment:

   a. Evacuate the immediate area of the fire using verbal instructions.

   b. Ask for assistance from a person in the immediate area.

   c. Extinguish the fire with a portable fire extinguisher.

   d. Contact Public Safety at 911 or 2222 and wait for their response.

   e. Contact Environmental Health and Safety at 8475 immediately even if no appreciable damage results. This will assure that the City Fire Marshal is notified as required by law, that extinguishers are recharged, insurance reports filed, and hazardous conditions corrected to reduce the chance of recurrence.
f. Do not allow re-occupancy of the immediate fire area until cleared by Public Safety and/or Environmental Health and Safety.

B. In the event of a true emergency, administrators and persons with information about the cause of the evacuation and special needs of the evacuees shall dial 911 or 2222 and report the emergency and wait for emergency responders.

C. Supervisors will be expected to account for all of their subordinates and notify the emergency responders if someone is missing. Supervisors will be expected to alert Public Safety and/or Emergency Responders outside the building that a disabled employee is waiting at the “Area of Refuge” for rescue.

D. DO NOT LEAVE the School of Nursing MEETING POINT until instructed to do so by Public Safety or Designated Officer.

This policy was adapted from the University’s Policies and Procedures Manual, Policy #7-6: Safety and Security.

Approved by SON Safety Committee 11/5/2010
Reviewed by SON Clinical Coordinator spring 2017
Students’ Rights & Responsibilities for Clinical Placements: COVID19 Pandemic

All University of Delaware students who are going into a clinical placement during the COVID19 pandemic have rights and will be treated fairly whether or not they choose to enter into the placement; but they also have a responsibility to adhere to guidelines of their respective clinical program if they do choose to enter into the placement. The rights and responsibilities listed in this document are specific to the current circumstances of the COVID19 pandemic and are in addition to the typical rights and responsibilities a student would have going into any clinical placement.

Student Rights

The University is committed to safeguarding the rights given to all students under local, state and federal law. All students have the right to defer their clinical placements in light of the COVID-19 pandemic. The University will work with students who elect to defer their clinical placements to help them complete their academic requirements in an efficient way. Deferring a clinical placement may delay graduation. In order to determine whether they should defer their clinical placements, students should be aware of the following:

1. There is a risk of contracting COVID-19 while in a clinical setting. The most effective way to reduce the risk of contracting COVID-19 is to engage in appropriate physical distancing measures as recommended by the Centers for Disease Control (CDC). In a clinical setting, the most effective way to reduce the transmission of COVID-19 is by wearing properly Personal Protective Equipment (PPE) and engaging in other measures recommended by the CDC.
2. COVID-19 affects people in different ways, but generally the symptoms of COVID-19 may include fever, cough, difficulty breathing and a new loss of the sense of taste and sense of smell.
3. Even young, healthy individuals may experience serious consequences from COVID-19 including hospitalization, the need for a ventilator and potentially death. Individuals with pre-existing conditions may be at greater risk for serious complications from COVID-19 including death. Students should consult with their treating physician if they have pre-existing health conditions or any questions about their individual risks regarding COVID-19.
4. There is no effective cure for COVID-19, nor is there a vaccine to prevent its transmission.

In addition, to promote a safe and healthy clinical experience during this pandemic, if students voluntarily choose to participate in their clinical placement at this time, they have the right to:

1. Participate in proper training and have access to appropriate PPE and supplies specific to COVID-19 pandemic for the clinical environment in which they are assigned. Such training shall be documented by the clinical site and the University.
2. Expect that the training site for their clinical placement adheres to all applicable federal, state and local laws, as well as CDC guidance, concerning patient-provider interactions during this pandemic.
3. Ensure personal safety within the clinical learning environment and have access to site-specific information that can reasonably inform such decisions regarding personal safety.
4. Communicate concerns regarding safety practices at a given clinical site to the Department/School course instructor and/or clinical coordinator such that action and/or resolution can occur in a timely fashion. Interruptions in matriculation will follow established program policies that govern interruptions or disruptions in timely progression.
5. Choose to participate, refuse or terminate placement at an assigned clinical site which they feel is a danger to their personal safety. Students may defer placement altogether until a later date for personal health and safety reasons (including family/household member issues). Students will not incur academic penalty or adverse action if the refusal or self-
termination decision occurs while in good academic standing (prior to or during the experience) for reasons directly related to maintenance of personal safety.

6. Re-assignment at a different clinical facility as permissible by program policy and procedures in qualifying situations as noted above. All effort will be made to resume clinical training at a time coinciding with the next clinical start date, if not sooner. Students must understand that while every effort will be made for rapid return to a clinical placement, refusal and/or termination may delay matriculation and/or graduation.

7. Be informed by the facility of a change in health status (i.e. testing positive for COVID-19) of any patient with whom the student has been in direct contact.

Student Responsibilities

All University students have the responsibility to:

1. Be aware of the manner in which COVID-19 is transmitted and take appropriate steps to minimize the risk to themselves and their patients/clients.


3. Provide maximal patient/client safety by adhering to the highest level of physical distancing, travel restrictions and pathogen risk reduction outside of clinical practice.

4. Disclose any travel that potentially jeopardizes the intent of physical distancing guidance.

5. Adhere to Centers for Disease Control guidelines for use of PPE in the clinical setting.

6. Immediately communicate concerns regarding safety practices at a given clinical site to their department/school’s course instructor and/or clinical coordinator.

7. Report to the Department/School course instructor and clinical coordinator if they have COVID-19 symptoms and/or have been exposed to persons with COVID-19, whether in the clinical setting or other environment. If this occurs, students should stay home and follow the current public health department protocol for COVID-19 exposures.

8. Comply with all applicable policies, procedures, and rules of the clinical site/facility, including those temporarily in place due to the pandemic, which may include pre-screening for fever and other symptoms prior to entering the clinical site/facility.

9. Make arrangements for a location where the student can self-quarantine for 14 days if potentially exposed to COVID-19.

I have read this statement of Students’ Rights & Responsibilities for Clinical Placements: COVID-19 Pandemic and understand the information conveyed in it. I have raised any questions I have prior to signing.

Please initial one of the options and then sign below.

_______ I wish to defer my clinical placement.

_______ I wish to move forward with my clinical placement at this time. I understand the risks associated with being in a clinical setting at this time and understand I may withdraw from my placement as outlined above.

________________________________________
Signature

________________________________________
Printed Name

________________________________________
Date
Students’ Rights & Responsibilities for Non-Clinical Field Placements: COVID19 Pandemic

All University of Delaware students who are going into a non-clinical (i.e., non-health care) field placement during the COVID19 pandemic have rights and will be treated fairly whether or not they choose to enter into the placement; but they also have a responsibility to adhere to guidelines of their respective academic program if they do choose to enter into the placement. The rights and responsibilities listed in this document are specific to the current circumstances of the COVID19 pandemic and are in addition to the typical rights and responsibilities a student would have going into any non-clinical field placement.

Student Rights

The University is committed to safeguarding the rights given to all students under local, state and federal law. All students have the right to defer their field placements in light of the COVID-19 pandemic. The University will work with students who elect to defer their field placements to help them complete their academic requirements in an efficient way. Deferring a field placement may delay graduation. In order to determine whether they should defer their field placements, students should be aware of the following:

5. There is a risk of contracting COVID-19 while in a field setting. The most effective way to reduce the transmission of COVID-19 is by engaging in measures recommended by the CDC including ensuring physical distancing, requiring everyone to wear cloth face masks, increasing sanitization of frequently touched surfaces, and having everyone complete a health screening questionnaire and only allowing those who do not have symptoms and have not been exposed to someone who is COVID-19 positive to enter the site. Even when these measures are in place, there is still a chance of contracting COVID-19.

6. COVID-19 affects people in different ways, but generally the symptoms of COVID-19 may include fever, cough, difficulty breathing and a new loss of the sense of taste and sense of smell.

7. Even young, healthy individuals may experience serious consequences from COVID-19 including hospitalization, the need for a ventilator and potentially death. Individuals with pre-existing conditions may be at greater risk for serious complications from COVID-19 including death. Students should consult with their treating physician if they have pre-existing health conditions or any questions about their individual risks regarding COVID-19.

8. There is no effective cure for COVID-19, nor is there a vaccine to prevent its transmission.

In addition, to promote a safe and healthy non-clinical field experience during this pandemic, if students voluntarily choose to participate in their field placement at this time, they have the right to:

8. Expect that the training site for their field placement adheres to all applicable federal, state and local laws, as well as CDC guidance, concerning safe operation during this pandemic.

9. Ensure personal safety within the field placement site and have access to site-specific information that can reasonably inform such decisions regarding personal safety.

10. Communicate concerns regarding safety practices at a given site to the Department/School course instructor and/or field placement coordinator such that action and/or resolution can occur in a timely fashion. Interruptions in matriculation will follow established program policies that govern interruptions or disruptions in timely progression.

11. Choose to participate, refuse or terminate placement at an assigned field placement site which they feel is a danger to their personal safety. Students may defer placement altogether until a later date for personal health and safety reasons (including family/household member issues). Students will not incur academic penalty or adverse action if the refusal or self-termination decision occurs while in good academic standing.
(prior to or during the experience) for reasons directly related to maintenance of personal safety.

12. Re-assignment at a different field placement site as permissible by program policy and procedures in qualifying situations as noted above. All effort will be made to resume the practicum experience at another site. Students must understand that while every effort will be made for rapid return to a field placement, refusal and/or termination may delay matriculation and/or graduation.

**Student Responsibilities**

All University students have the responsibility to:

10. Be aware of the manner in which COVID-19 is transmitted and take appropriate steps to minimize the risk to themselves, their co-workers and their clients.
12. Provide maximal safety to those at their field placement site by adhering to the highest level of physical distancing, travel restrictions and pathogen risk reduction when not at their field placement site.
13. Disclose any travel that potentially jeopardizes the intent of physical distancing guidance.
14. Adhere to Centers for Disease Control guidelines for protecting yourself and others.
15. Immediately communicate concerns regarding safety practices at a given site to their department/school’s course instructor and/or field placement coordinator.
16. Report to the Department/School course instructor and field placement coordinator if they have COVID-19 symptoms and/or have been exposed to persons with COVID-19, whether in the placement setting or other environment. If this occurs, students should stay home and follow the current public health department protocol for COVID-19 exposures.
17. Comply with all applicable policies, procedures, and rules of the placement site/facility, including those temporarily in place due to the pandemic, which may include pre-screening for fever and other symptoms prior to entering the placement site/facility.
18. Make arrangements for a location where the student can self-quarantine for 14 days if potentially exposed to COVID-19.

I have read this statement of Students’ Rights & Responsibilities for Field Placements: COVID-19 Pandemic and understand the information conveyed in it. I have raised any questions I have prior to signing.

Please initial one of the options and then sign below.

_______ I wish to defer my field placement.

_______ I wish to move forward with my field placement at this time. I understand the risks associated with being in a field setting at this time and understand I may withdraw from my placement as outlined above.

________________________________________
Signature

________________________________________
Printed Name

________________________________________
Date
XXIX. Acknowledgement of Receipt of School of Nursing Undergraduate Student Handbook

I have read and understand the information presented and will abide by the School of Nursing Undergraduate Student Handbook.

I have been given an opportunity to ask questions to clarify any content and I agree to abide by the School of Nursing Undergraduate Student Handbook and utilize the Simulation Resource Center (SRC) for its intended purpose.

I consent to be videotaped while in the SRC under the outlined guidelines.

I understand that information and policies are also subject to change and I am responsible to review the most recent version of the Undergraduate Student Handbook at the beginning of each academic year.

Please print this page, sign your name and date below that you have read the contents and received an electronic copy of the Undergraduate Student Handbook. Submit this page to your academic advisor who will put in your student file. Thank you.

Student Name (print)  

Student Signature  

Date signed