Temple University, Department of Nursing, requires that all students consistently demonstrate personal integrity, civility, accountability and professional practice that reflect responsible behaviors consistent with the Professional Nursing Law of the Commonwealth of Pennsylvania and the American Nurses Association Code of Ethics for Nurses. Failure to comply with this statement may result in action toward academic dismissal from the program at any time.

To obtain a copy of the Professional Nursing Law of the Commonwealth of Pennsylvania, contact the State Board of Nursing:

State Board of Nursing
P.O. Box 2649
Harrisburg, PA 17105-2649
Phone: 717-783-7142
Fax: 717-783-0822
E-mail: nursing@pados.dos.state.pa.us

To obtain a copy of the Code of Ethics for Nurses, contact the American Nurses Association:

American Nurses Association
600 Maryland Ave. SW
Suite 100 West
Washington, CD 20024
Phone: 1-800-274-4262
Web site: http://www.nursingworld.org/codeofethics

The Department of Nursing is accredited through the:

Commission on Collegiate Nursing Education
One Dupont Circle NW, Suite 530
Washington, DC 20036-1120
Phone: 202-463-6930
TEMPLE UNIVERSITY NONDISCRIMINATION, EQUAL OPPORTUNITY/AFFIRMATIVE ACTION POLICY

Temple University is committed to a policy of equal opportunity for all in every aspect of its operations, including employment, service, and educational programs. The University has pledged not to discriminate on the basis of age, color, disability, marital status, national origin or ethnic origin, race, religion, sex (including pregnancy), sexual orientation and gender identity, veteran status and genetic information.

Temple University’s equal opportunity/affirmative action program complies with federal regulations such as: The Civil Rights Act of 1964, Executive Order 11246, the Education Amendments of 1972, Section 503 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Genetic Information Nondiscrimination Act of 2008.

Temple University’s equal opportunity/affirmative action program has these inclusive objectives: to support the admission and successful participation of disadvantaged students, students with disabilities, and those for whom English is a second language; and to employ and advance in employment qualified women, minorities, individuals with disabilities, Armed Forces service medal veterans, disabled veterans, recently separated veterans, and other protected veterans.

Informal and formal complaint procedures are available through Temple University’s Office of Equal Opportunity Compliance to members of the University community for the resolution of complaints of discrimination, harassment, and/or retaliation.

For assistance with complaint resolution, contact Sandra A. Foehl, Director, Equal Opportunity Compliance, and Sullivan Hall, Second Floor Mezzanine 215-204-8890 or www.temple.edu/eoc.

For more information about university programs supporting inclusion and diversity, Tiffanie Archie, tarchie@temple.edu, Assistant Vice President, Institutional Diversity, Equity, Advocacy and Leadership 303 Conwell Hall, 215-204-7303 or www.temple.edu/ideal.
INTRODUCTION

This handbook provides information about major policies, procedures, and guidelines for the Department of Nursing. This handbook is also available on the Department of Nursing website at https://cph.temple.edu/student-handbooks. Students are expected to be familiar with the handbook, and to adhere to the policies and guidelines set forth. Be aware that policies and procedures are subject to change; it is the student’s responsibility to keep abreast of these changes. The purpose of the handbook is to provide guidance for new and continuing students, describe general policies and procedures, and to inform students of their rights and responsibilities.

Welcome

Professor Pat DiGiacomo, MSN, RNC-OB
Undergraduate Program Director, Department of Nursing

We are so pleased you have chosen to complete your degree work within the Department of Nursing. You will work with an illustrious group of faculty with high standards and long history of caring. We wish both new and returning students academic success and satisfaction during this academic year. You will discover so much new information, gain new skills, and explore new experiences. Be open to the many new opportunities to engage in the available activities outside the classroom. Ask questions frequently. Seek help when you need it. Develop a nursing network for support. You are part of this new health care reform as you gain expertise with primary care with an emphasis on prevention and a comprehensive approach to health. You are becoming the nurse of the 21st century. Embrace your college experience. The Director, Faculty members, Nurse advisor, staff, and I want to help you as you negotiate our educational system. Best wishes!
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**I. CURRICULUM/ACADEMIC PROGRAM**

**Student Responsibilities**

The Department of Nursing is here to facilitate and guide your study to achieve a BSN degree. However, you are ultimately responsible for making sure you have done everything you need to earn the degree. Your responsibilities include:

1. Frequent contact with your advisor to review your progress and plan for completion of your degree. Kristopher Scott, nursing advisor, is available each semester (freshmen through junior year) to review your progress and seek out additional questions related to support services. Please email him to schedule an advisor session each semester at tuf74857@temple.edu. Senior year you will work with a faculty advisor to discuss progress, graduation requirements, and externship and GN/RN opportunities. The advisor list is located on the senior level nursing blackboard courses: NURS 4889, NURS 4589, 4489 Blackboard Course.

2. Keeping track of requirements and total credits earned. Remember you need 122 credits to graduate with the BSN degree. All students must meet the minimum residency requirement of 30 Temple University credits in order to obtain a Temple Degree, complete all general educational requirements, and all required pre-requisite courses.

3. Obtaining a Temple University Student ID.

4. Obtaining a Temple e-mail account. This is the only email you should use to communicate with faculty and staff at Temple University.

5. Preparing for class and contributing your ideas to discussion.

6. Communicating with instructors when you are unclear about content or assignments.

7. Completing all documents needed and paying all fees in a timely manner, e.g. course registration, tuition payment, graduation forms and fees.

8. Treating your classmates and other students in a way you would want to be treated, e.g. contributing your share in group projects, contributing to blogs and discussion boards in a manner that is respectful to all class members, etc...

9. Behaving in a professional manner at all times.

10. Being aware of the Temple University policy on Student and Faculty Rights and Responsibilities (#03.70.02) which can be accessed at:

    [http://policies.temple.edu/getdoc.asp?policy_no=03.70.02](http://policies.temple.edu/getdoc.asp?policy_no=03.70.02)
The BSN program is designed to integrate general education and nursing coursework. Nursing courses will be offered in each of the eight semesters of the BSN Program with the goal of providing students with fieldwork experiences beginning in their freshman year and the opportunity to work with nursing faculty throughout the 4 years of the program of study. Total number of credits = 122. There are changes in the curriculum that has impacted different classes. Please review your existing class curriculum grid:

### Year One: Total Credits = 32

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 1021: Intro to Chemistry</td>
<td>3</td>
<td>Biology 1012: General Biology</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry 1023: Intro to Chem Lab</td>
<td>1</td>
<td>Intellectual Heritage 0851: Mosaic I</td>
<td>3</td>
</tr>
<tr>
<td>English 0802: Analytical Reading &amp; Writing</td>
<td>4</td>
<td>Psychology 1001: Intro to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Kinesiology 1223: Anatomy and Physiology I</td>
<td>4</td>
<td>Kinesiology 1224: Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>NURS 1001: Introduction to Prof Nursing</td>
<td>3</td>
<td>NURS 1089: Healthy Lifestyles</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>15</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

### Year Two: Total Credits = 33

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 2001: Clinical Microbiology</td>
<td>4</td>
<td>Quantitative Literacy</td>
<td>4</td>
</tr>
<tr>
<td>Intellectual Heritage 0852: Mosaic II</td>
<td>3</td>
<td>Psychology 2301: Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 2144: Health Assessment</td>
<td>3</td>
<td>NURS 2589: General Nursing Practice I: Principles of care &amp; clinical decision-making</td>
<td>5</td>
</tr>
<tr>
<td>NURS 2261: Pharmacology for Generalist Practice Nursing</td>
<td>3</td>
<td>NURS 2289 Community Home II</td>
<td>1</td>
</tr>
<tr>
<td>NURS 2189: Nursing Community Home I</td>
<td>1</td>
<td><strong>TOTAL</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

### Year Three: Total Credits = 32

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology 1167: Social Statistics</td>
<td>3</td>
<td>NURS 3789: General Nursing Practice III: Secondary Care Across the Lifespan</td>
<td>6</td>
</tr>
<tr>
<td>Gen ED 08XX: Race and Diversity</td>
<td>3</td>
<td>Gen ED 08XX: World Society</td>
<td>3</td>
</tr>
<tr>
<td>NURS 3689: General Nursing Practice II: Primary &amp; Secondary care of the Family</td>
<td>6</td>
<td>NURS 3204: Health Persp. I: Thinking Globally</td>
<td>3</td>
</tr>
<tr>
<td>NURS 4296: Genetics and Genomics (WI)</td>
<td>3</td>
<td>NURS 3489: Community Home IV</td>
<td>1</td>
</tr>
<tr>
<td>NURS 3289: Community Home III</td>
<td>1</td>
<td>NURS 3305: EBP &amp; Research</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>16</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

### Year Four: Total Credits = 25

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen ED 08XX: ARTS</td>
<td>3</td>
<td>Gen ED 08XX: U.S. Society</td>
<td>3</td>
</tr>
<tr>
<td>NURS 3389: Health Perspectives II: Acting Locally</td>
<td>3</td>
<td>NURS 4198 Health Policy and Economics (WI)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 4889: General Nursing Practice IV: Tertiary care across the lifespan</td>
<td>6</td>
<td>NURS 4885: General Nursing Practice Internship</td>
<td>3</td>
</tr>
<tr>
<td>NURS 4589: Community Home V</td>
<td>1</td>
<td>NURS 4489: Senior Seminar: EBP and Fieldwork Experience</td>
<td>3</td>
</tr>
<tr>
<td>NURS 4689: Community Home VI</td>
<td>1</td>
<td><strong>TOTAL</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

**TOTAL = 12**
Department of Nursing Mission and Philosophy

The mission of the Temple University Department of Nursing is to provide excellence in nursing education, research, practice, and service to develop nursing professionals who will improve health outcomes for individuals, families and communities. The faculty of the Department of Nursing believes that health care is a basic human right. The faculty addresses the complex interactions of the determinants of health affecting local and global communities. Faculty members of the Department of Nursing believe that nursing is a profession based on a unique body of knowledge derived from nursing research, the humanities, and science, and hold as essential to their teaching mission the following core values: creativity, cultural competence, excellence, inquiry, integrity, leadership and respect. Curriculum and research activities focus on clients’ health needs and the nursing care of diverse populations in the community with an emphasis on the resource poor.

The faculty believes that baccalaureate education is essential preparation for entry into practice. Graduate education prepares the BSN nurse for advanced practice and specialties role. Through a supportive learning environment faculty collaborate with students to foster independent learning. Students are then prepared to assume responsibility for ongoing professional development. At each level of education, students learn and apply principles from nursing and related disciplines to client care. Through development of critical thinking and evidence based practice, students are socialized to their respective professional roles.

The faculty incorporates the metaparadigm concepts of nursing: nursing, health, person, environment, and. Nursing, is an integral part of the complex health system, sharing responsibility with other disciplines to ensure comprehensive health services for all clients across the lifespan. Nursing is a humanistic profession characterized by the therapeutic use of self in a holistic approach to the care of clients. Nursing assists clients in achieving and maintaining health through health promotion, illness prevention, disease management, health restoration, and rehabilitation. Health is a dynamic state, which embodies physical, psychological, and social dimensions, not merely the absence of illness. Persons (clients) are conceptualized as individuals, families, and communities interacting with the bioecological environment. Clients assume accountability for their health through their personal goals, values, and health factors. Environment is defined through the bioecological model incorporating the different system levels and their influence on health.

The professional nurse provides leadership in directing and coordinating health care and is accountable to clients and the profession. Professional nurses are committed to professional growth and the expansion and validation of nursing knowledge through research. Finally, professional nurses engage in interdisciplinary collaboration to enhance the health of individuals, families and communities.

# Bachelor of Science in Nursing Program

Organizing Constructs, Student Program Outcomes, Level Outcomes, and AACN Essentials

<table>
<thead>
<tr>
<th>Organizing Construct</th>
<th>Student Learning Program Outcomes</th>
<th>Level Outcomes</th>
<th>AACN Essentials for Baccalaureate Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Professional Self Regulation</strong>&lt;br&gt;Sustained professional development and autonomous, accountable practice based on continuous learning and reflection.</td>
<td>Assumes accountability for the autonomous provision of generalist nursing practice</td>
<td>Senior (Year 4) Critically examines the effectiveness of delivered nursing care.&lt;br&gt;Junior (Year 3) Uses reflection to evaluate the effectiveness of nursing care delivery.&lt;br&gt;Sophomore (Year 2) Assumes responsibility obtaining knowledge necessary for the provision of nursing care.&lt;br&gt;Freshman (Year 1) Recognizes the need for accountability as it relates to generalist nursing practice.</td>
<td>Essential VIII: Professionalism and Professional Values&lt;br&gt;Essential IX: Baccalaureate Generalist Nursing Practice</td>
</tr>
<tr>
<td><strong>2. Health Promotion</strong>&lt;br&gt;Professional practice aimed at assisting clients* to manage their health as well as the determinants of health in order to improve health outcomes.</td>
<td>Engages with clients to improve outcomes through health promotion across the lifespan and the continuum of care</td>
<td>Senior (Year 4) Implements nursing practice components of multidisciplinary care plans that incorporate health promotion concepts as they relate to determinants of health to promote the clients’ quality of life.&lt;br&gt;Junior (Year 3) Integrates knowledge of health promotion and the determinants of health in the delivery of nursing care to clients.&lt;br&gt;Sophomore (Year 2) Recognizes the impact determinants of</td>
<td>Essential VII: Clinical Prevention and Population Health&lt;br&gt;Essential IX: Baccalaureate Generalist Nursing Practice</td>
</tr>
<tr>
<td>Organizing Construct</td>
<td>Student Learning Program Outcomes</td>
<td>Level Outcomes</td>
<td>AACN Essentials for Baccalaureate Education</td>
</tr>
<tr>
<td>----------------------</td>
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<td>----------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td><strong>3. Disease Prevention</strong>&lt;br&gt;Professional practice based on primary, secondary, and tertiary measures aimed at assisting clients, communities, and the public to prevent disease and to maximize quality of life.</td>
<td><strong>Uses</strong> primary, secondary and tertiary levels of prevention to maximize quality of life and prevent disease</td>
<td><strong>Senior (Year 4)</strong>&lt;br&gt;Design and implement nursing care that incorporates primary, secondary, and tertiary prevention interventions in order to prevent chronic health problems and disease complications across all settings.</td>
<td>Essential VII: Clinical Prevention and Population Health&lt;br&gt;Essential IX: Baccalaureate Generalist Nursing Practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Junior (Year 3)</strong>&lt;br&gt;Provides nursing care that promotes quality of life and prevents disease in tertiary care settings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Sophomore (Year 2)</strong>&lt;br&gt;Provides nursing care that promotes quality of life and prevents disease in primary and secondary care settings.</td>
<td></td>
</tr>
<tr>
<td>Freshman (Year 1)</td>
<td>Appreciates the nurse’s role in primary, secondary, and tertiary prevention throughout the continuum of care.</td>
<td><strong>Freshman (Year 1)</strong>&lt;br&gt;Appreciates the nurse’s role in health promotion across the lifespan.</td>
<td></td>
</tr>
</tbody>
</table>
4. **Integrated Care Services**  
Professional practice maximizing collaboration among and between nursing care providers, clients, and other health services’ providers to achieve optimal health outcomes.

<table>
<thead>
<tr>
<th>Organizing Construct</th>
<th>Student Learning Program Outcomes</th>
<th>Level Outcomes</th>
<th>AACN Essentials for Baccalaureate Education</th>
</tr>
</thead>
</table>
| 5. **Ethics of Practice**  
Professional practice emanating from a personal examination of the complex interaction among personal values, professional standards, and cultural context. | **Engages in** ethical professional practice | **Senior (Year 4)**  
Integrate principles of ethics and cultural competence into the design and implementation of professional practice.  
*From leadership course.* | Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice  
Essential VIII: Professionalism and Professional Values |

**Collaborates** with clients and others in the achievement of optimal health outcomes

**Senior (Year 4)**  
Communicates **and collaborates** effectively with peers, clients, families and **all** members of the health care team **to ensure the development and implementation of** multidisciplinary care plans in order to ensure high quality outcomes.

**Junior (Year 3)**  
Collaborates with peers, clients, families, and members of the health care team.

**Sophomore (Year 2)**  
Participates in providing care in a collaborative relationship with clients.

**Freshman (Year 1)**  
Appreciates the importance of collaboration in the delivery of health care.
6. **Evidence-Based Practice**
Professional practice employing interventions for which empirical findings demonstrate effectiveness in optimizing health outcomes.

<table>
<thead>
<tr>
<th>Year 1 (Freshman)</th>
<th>Year 2 (Sophomore)</th>
<th>Year 3 (Junior)</th>
<th>Year 4 (Senior)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designs the plan of care for clients utilizing evidence-based interventions.</td>
<td>Articulates the relationship between evidence-based nursing practice and quality client outcomes.</td>
<td>Incorporates knowledge of developmental processes in the design of care</td>
<td>Incorporates theoretical knowledge of developmental processes in the design of care.</td>
</tr>
</tbody>
</table>

7. **Life Span Development**
Professional practice based on recognition of, and respect for, the major processes marking the growth and development of individuals, families, communities, and societies through their life span.

<table>
<thead>
<tr>
<th>Year 1 (Freshman)</th>
<th>Year 2 (Sophomore)</th>
<th>Year 3 (Junior)</th>
<th>Year 4 (Senior)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides care that is developmentally appropriate.</td>
<td>Designs the plan of care for clients utilizing evidence-based interventions.</td>
<td>Incorporates knowledge of developmental processes in the design of care</td>
<td>Incorporate theoretical knowledge of developmental processes in the design of care.</td>
</tr>
<tr>
<td></td>
<td>Articulates the relationship between evidence-based nursing practice and quality client outcomes.</td>
<td></td>
<td>Incorporates theoretical knowledge of developmental processes in the design of care.</td>
</tr>
</tbody>
</table>

---

**Essential IX: Baccalaureate Generalist Nursing Practice**

**Essential III: Scholarship for Evidence Based Practice**

**Essential VII: Clinical Prevention and Population Health**
### Organizing Construct

<table>
<thead>
<tr>
<th>Student Learning Program Outcomes</th>
<th>Level Outcomes</th>
<th>AACN Essentials for Baccalaureate Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore (Year 2)</td>
<td>Assess the developmental needs of clients.</td>
<td>Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety</td>
</tr>
<tr>
<td>Freshman (Year 1)</td>
<td>Appreciates that clients at different stages of life have different needs.</td>
<td>Essential IX: Baccalaureate Generalist Nursing Practice</td>
</tr>
</tbody>
</table>

#### Leadership
Professional practice maximizing the contributions of others—the client, community, other health care professionals, organizations, and society—to achieve optimal health outcomes.

- **Exhibits** leadership attributes in a variety of settings to improve health outcomes

- **Senior (Year 4)**
  - Formulates a personal leadership development plan and begins implementation in preparation in professional practice.

- **Junior (Year 3)**
  - Integrates leadership skills in the care of clients.

- **Sophomore (Year 2)**
  - Participate in leadership activities in the care of clients.

- **Freshman (Year 1)**
  - Recognizes the importance of leadership ability in the role of the professional nurse.

#### Global Health
Professional practice based on knowledge of determinants of health that affect the health of societies worldwide (WHO).

- **Fosters** healthy communities through health promotion and advocacy that is informed by local and global perspectives

- **Senior (Year 4)**
  - Incorporates local and global perspectives related to determinants of health as appropriate for care delivery and health promotion activities.
<table>
<thead>
<tr>
<th>Junior (Year 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze select global determinants of health and their impact on the health and well being of global communities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore (Year 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine the determinants of health that affect local communities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Freshman (Year 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes the variation in determinants of health locally and globally.</td>
</tr>
</tbody>
</table>

*The term client includes individuals, families, groups, communities, and populations.  
Approved UG Faculty 2/11/2011  
Approved Curriculum Committee 2/28/2011  
Approved Executive Committee 3/14/2011  
*Updated 8/2016 to include senior objectives*
II. STUDENT ORGANIZATIONS

STUDENT REPRESENTATION ON DEPARTMENTAL COMMITTEES

The faculty recognizes the rights and obligations of the student body to participate in the decision-making process relative to the educational program. One undergraduate representative will be elected by the student body to the following standing committees: Nursing Resource Center Committee and Student Affairs Committee. Each committee will have at least one student representative. The appointed representatives are responsible for attending scheduled meetings, and keeping the student body informed of proceedings.

STUDENT PROFESSIONAL ORGANIZATION (SNAP)

The Department of Nursing at Temple University sponsors a chapter of the Student Nurses' Association of Pennsylvania (SNAP). This is a structural unit of the National Student Nurses' Association, the official professional organization for nursing students. All students are encouraged to join. Through this organization, students have opportunities to participate in local, state and national meetings for the purpose of gaining information about careers and responding to social and political concerns. Community service activities are available throughout the academic year. In addition, scholarships are available to selected members. Please review the SNAP webpage for further information.

SIGMA THETA TAU

The Kappa Chi Chapter of Sigma Theta Tau, the international nursing honor society, is based in the Department of Nursing. Students in the top 35% of the class and above a 3.0 are invited to join during the senior year. The Kappa Chi chapter sponsors programs of academic and scholarly interest, and other activities which foster high standards of research and scholarship.

The Institute for Healthcare Improvement (IHI) Temple University Student Chapter

This Chapter will allow membership to Temple University members (students, faculty, staff, and alumni) committed to improving the quality and safety of health care. Membership is open to all students including but not limited to students at the schools of medicine, nursing, dentistry, and pharmacy. Chapter membership will also be encouraged for students involved in health administration, engineering, and business in relation to health care quality. Some of the benefits and privilege of membership include: Bolstering skills in patient safety and quality improvement in health care within an interdisciplinary setting, applying knowledge of patient safety and quality improvement to work in local health care organizations, networking and sharing ideas with like-minded students, faculty, and employers from around the world and collaborating on IHI Open School resources — including courses and case studies — with like-minded peers and colleagues. Please review the website for further information.
III. ACADEMIC POLICIES

The academic programs in the Department of Nursing are governed by the policies outlined in the Temple University Undergraduate Bulletin and in the Student Handbook of the College of Public Health. All students are expected to obtain current copies of these documents and to be familiar with their contents.

A. HONOR CODE

Students enrolled in a program of professional nursing study are expected to abide by the standards of professional conduct as described by the Code of Ethics of the American Nurses Association and maintain a demeanor of ethical comportment. Exemplary professional behavior is the keystone of professional practice. This Honor Code is intended to contribute to an environment in which excellence in learning and conduct can be fostered.

The policy of the Department of Nursing in the College of Public Health of Temple University dictates that each student must adhere to, and assist in enforcing, the high ethical and moral standards of the nursing profession and this Honor Code. The Honor Code applies to all undergraduate and graduate students. This Honor Code has been developed to deal with academic and professional matters only. Other forms of misconduct will be handled according to the University Disciplinary Code.

1. Purpose

The purpose of this Honor Code is to define academic honesty and professional behavior, and to describe procedures to be followed for breaches to the University Policy that regulates Academic Honesty.

The students and faculty of the Department of Nursing, in the College of Public Health, at Temple University are working together in a common endeavor: to seek the truth, to discover the truth, to speak and publish the truth. It is an ancient and honorable endeavor to which students and faculty have dedicated themselves since time immemorial. Out of this long history of dedication to the truth has grown a specific set of requirements governing the ways in which we behave toward one another in the classroom and in which we may use one another’s thoughts, words, ideas, and published research.

A. Academic Honesty

The most important rules of academic honesty are fundamental in the pursuit of knowledge and follows inevitably from a respect for commitment to the principles of truth, therefore students must always respond truthfully to faculty and credit must only be taken for research, for ideas, or for words which are original. All data on academic or clinical assignments, on client records, or results of research, must be the student’s own work or must be properly referenced. Students must never present any work under false pretenses. In order to adhere to these principles, some specific rules must be followed. Refer to the University Policy at:

http://bulletin.temple.edu/undergraduate/about-temple-university/student-responsibilities/#academichonesty
Examples of Breaches of the Academic Honesty Policy (this is not intended to be a complete list; other activities not listed here may constitute academic dishonesty).

1) Plagiarism

Plagiarism is the unacknowledged use of another person's labor; another person's ideas, words or assistance. There are many forms of plagiarism: repeating another person’s sentence as your own, adopting a particularly apt phrase as your own, paraphrasing someone else's argument as your own, or even presenting someone else’s line of thinking in the development of a thesis as though it were your own. All these forms of plagiarism are prohibited both by the traditional principles of academic honesty and by the regulations of Temple University. It is accepted and encouraged that students explore and use the ideas of others, but credit must be given to the originator.

Some types of plagiarism are obvious. Examples include, but are not limited to the following: students must not copy someone else’s laboratory report, submit a paper written in whole or in part by someone else, or have a friend do a physiology assignment or take a nutrition test for them.

Other forms of plagiarism however, are less obvious. Provided below are some guidelines concerning the types of materials that should be acknowledged through an acceptable form of citation.

a) Quotations: Whenever a phrase, sentence, or longer passage written (or spoken) by someone else is used, the words must be enclosed in quotation marks and indicate the exact source of the material. This also applies to quotations that have been altered by the omission of some words (indicated by three spaced periods ... within the quotation) or by the addition of some words [enclosed in square brackets].

b) Paraphrasing: Avoid closely paraphrasing another's words such as: substituting an occasional synonym; leaving out or adding an occasional modifier; rearranging the grammar slightly; changing the tense of verbs, and so on. Either quote the material directly, using quotation marks, or put the ideas completely in your own words. In either case, citation is still necessary.

c) Facts: In a paper, it is often necessary to use facts obtained from a lecture, a written work, or some other source. If such facts are general knowledge, it is usually not necessary to provide a source. But, if such facts are not widely known, or if the facts were developed or presented by a specific source, citation of the source is necessary.

d) Ideas: If ideas are used that were learned from lecture, reading assignment, written work, or some other source, the source should be cited whether or not the writer agrees with the idea. It does not become an original idea solely because the writer agrees, or disagrees, with it.

e) References: Students must cite only sources which were actually used for the information/ideas contained within a paper. For example, a professor requires ten sources for a specific paper and the student only used seven in writing the paper. To meet the criteria of the paper, three sources, which were never used, are added to the reference list. This is dishonest.
In general, all sources must be identified as clearly, accurately, and thoroughly as possible. When in doubt how to do this, or whether to identify a source, consult the faculty member who gave the assignment.

2) Violating the rules of an assignment

Academic course work is intended to advance the skills, knowledge, and intellectual competence of students. It is important, therefore, that students not behave in such a way as to thwart these intentions. When students are given assignments in a class or laboratory the faculty member will normally explain the rules under which the assignment is to be carried out. A student who does not understand the rules should ask the faculty member for clarification. These rules are intended to make the assignment a valuable educational experience and to make certain that each student's work on the assignments can be fairly evaluated.

Academic cheating is, in general terms, the thwarting or breaking of the general rules of academic work and/or the specific rules of an individual course. Examples include, but are not limited to the following:

* Inventing or falsifying data on lab assignments, reports, case studies, or any written or verbal assignments.

* Submitting, without the instructor's approval, work in one course which was done for another.

* Helping others to plagiarize or cheat from one's own or another's work or actually doing the work for another student.

* Using the answers to problems in the back of textbooks, or from previous classes as though they were original.

* Using a dictionary for a terminology exercise, or a calculator for a dosage calculation, when instructions specifically prohibit the use of such aids.

* Removing test material from the classroom when doing so has been specifically prohibited by the faculty member.

In all of the above examples, not only is the student cheating him/herself out of academically useful work, but also out of any helpful evaluation which the faculty member might make. If faculty members are unaware of the types of problems students are having, they are unable to assist in solving those problems. Moreover, the faculty member may be led to incorrectly evaluate the difficulty and usefulness of the assignments. In addition, violating the rules of an assignment gives the student who cheats an unfair advantage over students who have obtained or provided data in prescribed ways, and it seriously distorts the faculty member's perception of the class. Therefore, a few students' disregard of the conditions of a particular assignment may affect the quality of instruction for an entire class.

3) Cheating on an Examination
Examinations are intended to test a student's comprehension and retention of the material covered in a course. Academic cheating can occur before, during, and/or after an examination.

a) Before an examination: This includes, but is not limited to, the writing of crib sheets or any other aids prior to an exam, with the intention to use them on the exam. Asking another student’s cooperation to copy answers from his/her exam prior to the exam, is an attempt to cheat. Also, planned absence from an exam in order to obtain information regarding the exam from someone who has taken it, or to allow extra study time, is an attempt to cheat.

b) During an examination: If a student copies another student's answers during an exam, or if a student allows another student to copy answers from his/her test during an exam, this constitutes cheating. Other forms of cheating include using illegal notes during an exam, taking an exam for another student and asking or allowing another student to take an exam for you.

c) After an examination: Divulging to other students the details of an exam, passing tests down to the class below, without the faculty member’s permission and/or tampering with an exam after it has been corrected and then returning it for more credit than deserved is cheating.

d) Take-home examinations: When an exam is given out of class as a “take home exam,” it is normally assumed that class notes, texts, or even materials from the library may be used, if properly cited. Faculty members assume that students will complete the examination alone, unless instructed otherwise. Obtaining assistance from fellow students in developing answers and then turning in the work as if it were original is cheating. Again, if unsure about the rules concerning take-home examinations, consult the faculty member.

Penalties for Academic Dishonesty

The penalty for plagiarism or violating the rules of an assignment or cheating on an examination or assignment is, at a minimum, an F on the exam or assignment. In addition, it may result in an F in the course, dismissal from the program and/or referral to the University Discipline Committee (UDC).

Students who believe that they have been unfairly accused may appeal through the school or college's academic grievance procedure. See Grievances under Student Rights section in the University Bulletin.

B. Professional Behavior

In the clinical/fieldwork and classroom settings, students are expected to act in a professional manner at all times. The first day of the clinical/fieldwork rotation is usually an orientation day. This day is considered part of the clinical experience and students are expected to attend and act in a professional manner at all times, including during breaks. Since professional behavior is identified in the ANA Code of Ethics, the following will describe some examples of professional behavior before, during, or after clinical but it is not an exhaustive list.
1) Before clinical. Students are expected to attend, be on time for, and to be prepared for each clinical day. Students should not call out sick from clinical unless they are truly ill. If a student is unsure if s/he will infect a patient, the student should call the assigned faculty member as soon as possible. Students should not call out sick from clinical because they need an extra study day or because it is the first or last day of the clinical experience. (Refer to Clinical Attendance Policy for additional information).

2) Students are expected to be dressed in accordance with the dress code policy when attending clinical or fieldwork assignment.

3) During clinical and fieldwork activities students are expected to follow the guidelines established by faculty. There should be no falsifying of verbal reports or written documentation (i.e. vital signs, flow sheets, nursing notes, treatments, assignments, etc.). Any time an instructor identifies that a student is unable to carry out the appropriate standards of clinical practice, whether it be due lack of appropriate level of knowledge for safe care, use of alcohol, illegal, or mind altering drugs, lack of preparedness, or any other substantive reason, the faculty member has the right to remove the student from the clinical area and has the authority to fail the student for the clinical course. Given the circumstances, the student may be subject to additional penalties such as dismissal from the program and/or referral to the University Disciplinary Committee.

4) All students are required to prepare and submit written assignments according to course guidelines. Failure to submit required assignments will be grounds for removal from the clinical course and a F grade in the course.

At all times, students are required to maintain patient confidentiality. Please refrain from speaking about clients and families in public places (e.g., elevator, dining hall). Students should be mindful that the examples in this Code are just that: examples. Academic or professional misconduct is not limited to the examples cited; they are merely guidelines for the student. Students will complete an annual mandatory education on HIPAA education.

C. Conduct Code

1) Responsibility

Students and faculty have a shared responsibility to create an environment in the classroom/laboratory/clinical site that is conducive to learning. Such an environment is only possible when those who participate have respect for one another.

Please review the University standards of behavior that have been established for your welfare and that of your fellow students. These standards of behavior can be found in your copy of the Temple University Student Handbook and the Conduct Code. The Code Conduct can be found on the web page at http://bulletin.temple.edu/undergraduate/academic-policies/code-conduct/.

Please review these materials at your earliest convenience. We expect you to adhere to these standards.
Resource on line: www.nursingworld.org

1) The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person. The nurse’s primary commitment is to the patient, whether an individual, family, group, or community.

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

3) The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

4) The nurse has authority, accountability, and responsibility for nursing practice, makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

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

6) The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

7) The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

8) The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

9) The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Students who violate the Nursing Code of Ethics will be referred to the Office for Student Conduct and Community Standards for violation of the program’s policies and other applicable charges.

E. Academic Appeal

Appeal of Grade Procedure Policy can be found on the http://deanofstudents.temple.edu/grade-grievances

Introduction: Only a final course grade may be appealed. Concerns regarding individual assignments such as examinations, term projects/papers, lab grades, etc. are to handled between the course instructor and the student.

The appeal of a final grade must be of a substantive nature. The written appeal must contain material to support the student’s contention of inappropriate grade assignment and must identify the specific outcome the appellant wishes to effect, with evidence to support the desired outcome. Following review of an appeal, any of the following actions may be recommended:
• the grade may be supported
• the faculty member may be asked to review and/or re-calculate the grade in question
• the student's standing in the department may be reconsidered by the department

F. Protection from Discrimination and Harassment

Temple University is committed to preventing and addressing sexual assault, domestic violence, dating violence, harassment and stalking. To view the University policy, please go to https://sexualmisconduct.temple.edu/. Please contact Andrea Seiss, Title IX Coordinator & ADA Coordinator at Andrea.caporale@temple.edu or phone number is 215-2014-3283.

Complaint Resolution Procedures: Persons who feel they have been victims of discrimination or harassment may make an informal complaint to any Equal Opportunity (EO) Ombudsperson or to the Office of Equal Opportunity Compliance. For a list of the names of the EO Ombudspersons designated in a specific school or college, contact the Dean’s Office or access the online version, which includes photographs of the current EO Ombudspersons: www.temple.edu/eoc/AppDev/ombuds.asp. Students, faculty, and staff may bring a formal administrative complaint of discrimination or harassment by filing a written complaint directly with the university’s Office of Equal Opportunity compliance. Aggrieved individuals are not required, but are encouraged, to utilize informal resolution procedures before filing a formal complaint.

B. REGISTRATION

The first semester after admission to Temple all students must obtain an advisor’s authorization to register for classes. This ensures that all new students have an educational plan in place, have had contact with the department advisor, and are registered for the appropriate courses. Students will be able to register for all future courses on-line and will not need an advisor’s authorization. It is important to keep in touch with your advisor to be sure you are meeting graduation requirements.

Due to fieldwork, clinical site, laboratory, and classroom availability faculty may find it necessary to move students to different clinical or classroom sections from the section(s) for which the student originally registered (this refers to both Nursing courses and required pre-requisites). The move of a student to a different section may change the students clinical/fieldwork, classroom, or lab day. Additionally, students may have clinical/fieldwork scheduled for evenings and the week-ends. All students should anticipate that they may be scheduled for evening and week-end clinical. Scheduling conflicts due to religious commitments should be addressed to the clinical coordinator. In addition, ROTC, athletes, and Resident Assistants must communicate prior to each semester to your clinical coordinator and Undergraduate Program Director your specific requests for clinical placement.

Admitted students have access to TUportal, which provides customized access to a variety of applications, resources, and information through a single login. Accessing TUportal requires a Temple University AccessNet Account username and TUsecure password. Students must obtain access to TUportal. This site gives students’ access to SELF SERVICE BANNER (SSB). SSB, an administrative student system, allows students to register for classes, pay their bills, view grades and academic progress, enroll in student health insurance, update their addresses, and communicate with the financial aid office on-line. The DARS document, serves as the official educational plan for all students. By viewing your DARS document each semester, students are able to track progress towards degree completion.
All students receive an electronic bill. Check your TUPay ACCOUNT and Temple e-mail frequently. Be prepared to pay by the Deadline on your bill to avoid incurring additional fees.

**Temple employees** entitled to tuition remission should secure the remission through their TUportal. All questions about this process should be directed to Human Resources. Once you have been registered, the computer will have a record so you can go to the Bursar Office and pay even if you do not have a bill. Please visit Student Financial Services if you have any questions.

Students using tuition remission forms must complete the same payment process outlined above. To avoid additional fees, complete the registration process and "pay" your bill on time at the Bursar Office.

If you are employed by another organization that pays your bill directly, please contact the Office of Student Financial Services to determine the procedure for Third Party Payment from non-Temple payers — (215) 707-2667.

Refer to the Registration Section of the *Undergraduate Bulletin* for further information. Continuing student registration periods each semester are published in the Temple University *Undergraduate Bulletin*.

**Academic/Faculty Advisement**

All students are advised by the department nurse advisor student advisor up to 90 credits. The department advisor is responsible for assisting students with registration, educational plans, and scheduling issues. In addition, students are also assigned to a nursing faculty advisor during their senior year. The faculty advisor’s role is to provide career guidance, academic support, and professional references. Lists showing faculty advisor assignments are emailed to students by the program secretary. If you have questions about your assigned advisor or need a copy of the list please contact the program secretary. Students are expected to make an appointment with their faculty advisor at least once a semester. Students with low academic achievement at mid-semester are urged to make an appointment with their faculty advisor as soon as possible.

**Transfer of Credits**

Students who take courses outside of Temple University to meet the program prerequisites are responsible for initiating the process of having the credits transferred to Temple University. The nursing student advisor will process a request for transfer of credits. This should be done as soon as possible after completion of the course(s), since it may take more than one semester for the transfer to be recorded on the Temple University transcript. Failure of the student to initiate the process may result in withholding of the degree at the end of the program. The student is responsible for having an official transcript from the college or university in which the course(s) were taken mailed to the Department of Nursing. Transfer of credits cannot be processed without this document.

A grade of at least C in a course taken at another college or university is required in order for the course to be accepted for transfer to the nursing program of study with the exception of General Education courses in which a C- is transferable.

Transfer credit is not granted for matriculated students when the course is offered at Temple University. Exceptions to this policy may be made only with the approval of the Department Chairperson and the
To earn a degree at Temple, students must complete at least 30 hours of the last 45 hours of the program as a matriculated student at Temple.

E-learning Resources and Requirements

Various courses may be offered online or in a hybrid format. These online courses may be asynchronous, synchronous, and combined asynchronous and synchronous courses. An asynchronous course means that you don’t need to be in a class, or even logged onto the computer, at a set time each day or week. Rather, you can work around your schedule, accessing and completing coursework at different times, even overnights or weekends. A synchronous course is one in which the faculty member schedules a set time each week for the class to come together online. Video and sound is used to allow students to see and hear each other and the faculty member. A combination course may have a set meeting time once every few weeks with students working independently the remainder of the time.

E-learning tutorials provide information on how to use all of the e-learning tools available.

Blackboard: Most of the activities for your online course will take place via Blackboard. The following present general information on this platform and how you can prepare to use it before your course starts. In order to be able to use Blackboard, you must have an AccessNet account through Temple University. You can also get more detailed information on Blackboard by following the link to the blackboard tutorial for students at http://www.temple.edu/cs/bb/qrg.html. Once you login to Blackboard, click on the course you have registered and then go to the “resources” tab. There you will find useful information on Blackboard, navigation, technical support and many other features.

Lynda.com is an online subscription library that teaches the latest software tools and skills through high-quality instructional videos presented by recognized industry experts. This resource, available to current students, faculty, and staff, provides a wide range of services including:

- Free, unlimited access to an online library of high-quality instructional videos
- Over 2,500 courses taught by industry experts for all levels of learners
- 24/7 training for current students, faculty & staff
- New courses added every week
- Access to exercise files to follow along as you learn
- The option to watch complete courses or individual videos as needed
- Access from iPhone or iPad
- Certificates of Completion

e-Library

As a Temple Nursing student you will have access to Temple University’s Health Sciences Library which provides a bundle of services available through the library’s website. Here you will have access to multiple electronic data bases, many of which provide full-text articles. This allows students to perform extensive literature searches from anywhere.
Technical Support

The TECH Center and Help Desk consultants provide a wide range of technology support.

Main website: http://www.temple.edu/cs/catalog/techcenter.html
Online technical assistance: https://tuhelp.temple.edu/
Location: TECH Center, 1st Floor, 12th St. & Montgomery Ave., Main Campus
Telephone: 215-204-8000

Hours: Open 24 hours a day starting Sunday at 11:00 a.m. and continuing through Friday at 7:30 p.m.; open Saturdays from 10:00 a.m. to 7:30 p.m. Temple also offers numerous opportunities to expand your computer skills through free, hands-on and online training. www.temple.edu/cs/seminars

For help with blackboard on online issues technical support is available both by phone and through email. For a quick reference guide and to troubleshoot issues on your own go to: http://www.temple.edu/cs/catalog/technical_help.html

To speak with a technical support representative phone 215-204-8000 or email help@temple.edu or go to tuhelp.temple.edu to submit an online request for help.

Computer Security Policy

Please be advised that all students are required to comply with Temple University's Computer Security Policy and other technology related policies found at http://www.temple.edu/cs/policies

C. Course Requirements

A. Prerequisites for Progression in the Nursing Curriculum

The minimum passing grade in all required pre-requisite and co-requisite courses (Kine 1223; Kine 1224; Bio 1012; Bio 2001; Chem 1021/23; Psych 1001; Psych 2301; Soc 1176; and Soc 1167) and all Nursing courses (NUR 1001; NUR 1089; NUR 2144; NUR 2261: NUR 2189: NUR 2289: NUR 2589: NUR 3689; NUR 4296; NUR 3289: NUR 3489: NUR 3789: NUR 2304; NUR 3305; NUR 3389; NUR 4889; NUR 4589; NUR 4198; NUR 4885; NUR 4489; NUR 4689) is a grade of C or better. For nursing courses, the minimum percentage to receive a C grade is 73%. Posting a C- or below is considered a course failure. Students should refer to the Repeating a Course policy and the Nursing Program Progression Policy.

The student is responsible for knowing and understanding grading requirements for every course in which they are enrolled.

B. Repeating Courses and Nursing Program Progression Policies

Repeating a Course (University Policy 02.10.12)

Please refer to this policy http://policies.temple.edu/PDF/376.pdf
Students may repeat a course to earn a higher grade; only the highest grade earned will be used in calculating the grade point average. Undergraduate and graduate students will not be permitted to repeat a course more than twice. The term “repeat” is applied when a student retakes a course.

Policy Statement
All students are permitted to repeat a course one time. Students who need to repeat a course a second time must obtain the approval of the dean/designee of their home school or college and be registered with assistance. Except as permitted by this policy, No students may repeat a course a third time.

All occurrences of a course where a grade is earned, including withdrawals (W) with the exception of “withdrawal with approved excuse (WE)” are included in the course repeat count (see #02.10.14 Withdrawal from Classes).

First repeat:
Undergraduate nursing students must meet with the nursing advisor prior to registration to discuss academic and financial implications and to review conditions that will need to be met in order to be eligible to continue in the nursing major. (See conditions on the next page).

Second repeat:
Undergraduate students must obtain the approval of the dean/designee of their home school or college and be registered with assistance. Students must also meet the conditions set forth by the department to continue participation in the program (See conditions on the next page.)

Progression Policy
Specific prerequisite and co-requisite requirements for the courses in the nursing major are specified in the Temple University Undergraduate Bulletin in the Section, “Course Descriptions.” Students are responsible for knowing the prerequisite and co-requisite policies for the nursing curriculum. Also, the Department of Nursing has a progression policy related specifically to dosage calculation. For details on this policy see page 44.

The curriculum is sequential. All nursing courses in any given semester must be passed with a grade of 73% or higher before progression to the next semester is permitted. Non-nursing pre-requisite courses must also be passed with a C or better (CHEM 1021/1023; KINE 1223; KINE 1224; BIO 1012; BIO 2001; SOC 1176; PSYCH 1001; SOC 1167; PSYCH 2301) in order to progress. Repeating a course in the nursing curriculum results in delayed progression or delayed graduation. Required nursing courses are generally offered only once each academic year.

Course Repeat Conditions

Students who fail nursing major courses are subject to the following conditions which must be completed prior to the start of semester in which the student is repeating the nursing course(s). The student will only be eligible to repeat nursing courses if the following conditions are met. Students must meet these conditions to remain eligible to continue in the nursing major.

1. Compliance with all medical clearances, criminal clearances, CPR certification requirements, and drug screening.
2. Competency in HIPAA, standard precautions, dosage calculation, and other areas as determined by faculty. Competency is established per completion of required assignments and passing of associated quizzes and exams.

3. Competency in selected nursing skills as appropriate for the level of student. Competency is established by obtaining 90% or better on required skill quizzes and satisfactory demonstration of skills (as rated by the faculty member), in the nursing laboratory setting.

4. Completion of the Course Prep Packet (this packet is required of all nursing students registered for the upcoming semester.)

Students who are out of sequence due to course failure need to consult with their academic advisor in order to develop an individualized plan of study.

C. Academic Standing, Probation and Dismissal

See Temple University Policy related to academic warning, probation, and dismissal at:
http://policies.temple.edu/getdoc.asp?policy_no=02.10.11

Also read information regarding this policy in the UG Bulletin at

D. Classroom Policies

Attendance

Clinical orientation & First week of the Semester Requirements
At the beginning of each semester students will be informed as to the date and location of orientation. This is a mandatory event. Any student who is not present will be immediately dropped from the program. There are NO EXCEPTIONS. Students must attend all scheduled classes, labs, clinical, and other department of nursing events the first week of class. Failure to attend will result in the student being dropped from the program. There are NO EXCEPTIONS.

Classroom:
Enrollment in a course presupposes intention to attend regularly. Students are expected to attend all classes beginning the first day of the semester. Additional attendance requirements will be announced by the instructor at the beginning of the course and will be included in the course syllabus. The student who is absent for any reason is responsible for work missed. The student should understand that excessive absences may, at the option of the instructor, jeopardize the grade, and/or continuation in the course.

Clinical/Fieldwork:
Refer to Policy section and see: Attendance Policy: Clinical/Fieldwork Courses

Course Assignments
Assignments are due on the expected date unless the student has made prior arrangements with the faculty due to extraordinary circumstances. Students are responsible for knowing and understanding each course penalty for handing assignments in late.

All papers must be prepared in accordance with APA Format/Guideline. Complete the APA Tutorial if you are unfamiliar with APA at http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx
Absence from Scheduled Examinations
It is expected that students will be present for all scheduled examinations. Failure to sit for an examination will result in the student receiving a zero for that component of the course. If a serious problem arises for a student that will prevent attendance at a test or examination, the student must notify the faculty member in advance of the absence. Failure to provide advance notification and the required approved documentation will result in a zero grade for the exam. The circumstances for missing the exam must be either 1) serious illness documented with a note from the student’s HCP, or 2) circumstances beyond the student’s control such as a car accident (police report required) or emergency situation. Baby sitting issues, transportation problems, over-sleeping, court appearances, and other legal issues will not be excused (this list is meant to provide examples; it is not an exhaustive list.)

If a voicemail message (rather than a direct one-to-one conversation) is left by the student it must include the following information:

| The date and time of the call |
| A brief description of the problem preventing attendance at the examination |
| A phone number where he/she can be reached |

Make-up examinations will be scheduled within one week of the original exam at a time determined by the faculty member. If a student cannot be present to take the make-up exam on the date and time prescribed by the faculty member the student will receive no additional opportunity to make-up the exam and will be given a zero on the exam. Students should refer to the individual course syllabus for specific information regarding the format of make-up examinations. Notification of absence from an exam does not infer that the student will be excused from the exam. That decision will be made by the faculty member and the Undergraduate Program Director based upon the circumstances at the time and receipt of documentation (note from a health care provider, police report of accident, etc...).

No student will be permitted to take ANY exam in advance of the posted scheduled exam date. No EXCEPTIONS.

E. CLINICAL POLICIES

I. Attendance Policy: Clinical/Fieldwork Courses

Regular attendance in all clinical/fieldwork experiences is necessary for students’ mastery of the body of knowledge needed for safe clinical practice and adequate preparation for licensure. Therefore, clinical/fieldwork attendance is mandatory. The responsibility for prompt and regular clinical/fieldwork attendance rests upon the individual student.

Absence from the first clinical/fieldwork day or orientation
Students must attend all scheduled classes, labs, clinical/fieldwork and other department of nursing events the first week of class. Failure to attend will result in the student being dropped from the program. There are NO EXCEPTIONS.

Excused Absence
An excused absence requires permission of the course leader for reasons such as illness and death in the family. All excused absences require appropriate documentation from the student, such as a note
from a health provider for illness, or evidence of death of the family member.

It is the responsibility of the student to promptly inform his/her instructor in the event of an absence or illness. If students in a clinical course cannot reach their faculty member, the student should call the nurse in charge of the unit or the appropriate person at the agency to which she/he is assigned at least one hour before the scheduled assignment. In addition, students must also notify the Temple University Department of Nursing Office by calling 215-707-4687 and leaving a voicemail message. When calling to report an absence, give the nurse in charge, or the appropriate individual at the agency employed for clinical or fieldwork experience, the following information:

- Name of student
- Hours of clinical experience
- Name of instructor to whom the message should be given
- Nature of your absence

More than two excused absences from clinical/fieldwork experiences during a semester, for any reason, will result in a failing grade in that course. The student, if eligible, will be required to repeat the course. Any exceptions to this policy are at the discretion of the Undergraduate Program Director for Undergraduate Nursing Education.

Unexcused Absence

An unexcused absence from the scheduled clinical/fieldwork activity is defined as absence from such activity without appropriate notification as outlined in the above section “Excused Absence”. Examples include, but are not limited to, not calling in advance, not showing up for clinical, scheduling personal vacations during clinical rotations, taking a day off to study, and attending work or a work related event. One unexcused clinical absence will result in lowering the overall final grade in the course by 1/3 of the letter grade, e.g., B becomes B-. Two unexcused clinical absences during a semester will result in failure of the course.

Make-up Days

All missed clinical/fieldwork experiences, including excused and unexcused absences, must be made-up. Two clinical make-up days will be scheduled at the end of the semester. The make-up days may be scheduled over a week-end. The date and time of the clinical make-up days is at the discretion of the faculty. Students who do not attend a scheduled clinical make-up experience will receive a failing grade for the course.

II. Unprepared for Clinical/Fieldwork Experience

Students, who are unprepared for a clinical /fieldwork experience, as determined by the clinical faculty member, will be sent home. This day will be considered an unexcused absence. Please refer to the Clinical/Fieldwork Attendance policy as it relates to unexcused absences.

III. Late Arrival to Clinical/Fieldwork Experience

Students are expected to arrive on time for all scheduled clinical/fieldwork experiences. It is the
responsibility of the student to promptly inform his/her instructor if he/she will be late for clinical. If the student cannot reach their faculty member, the student should call the nurse in charge of the unit or the appropriate person at the agency to which she/he is assigned. In addition, students must also notify the Temple University Department of Nursing Office by calling 215-707-4687 and leaving a voicemail message.

Depending upon the time of arrival to the unit or agency, and the nature of the experience, the student may or may not be permitted to participate in the clinical/fieldwork experience. If it is determined by the faculty member that the time of arrival is too late to allow for adequate participation in the clinical/fieldwork experience (i.e., the student is more than 15 minutes late), the student will be sent home and the day will be considered an unexcused absence. Please refer to the Clinical/Fieldwork Attendance policy as it relates to unexcused absences.

More than two (2) late arrivals during a semester to a scheduled clinical/fieldwork experience will result in failure of the course and dismissal from the nursing program. Any exceptions to this policy are at the discretion of the Undergraduate program Director for Undergraduate Nursing Education.

F. SAFE MEDICATION PRACTICE – MEDICATION ADMINISTRATION POLICY

1. Faculty members shall directly supervise the administration of medications. Once a student is in the internship program, senior spring semester, medications that are supervised by the staff RN, the staff RN is to be present throughout the process of medication administration.
2. Administration of all medications, oral (PO) narcotics, injections, and IV fluids by students shall be supervised directly by the faculty member or the assigned staff RN prior to administration (senior internship only).
3. IV push (slowly) medications, IV narcotics, paralytics or vasopressors shall NOT be administered by nursing students. Students may administer IV slowly normal saline before and after IV intermittent medications are administered with the direct supervision of the faculty member.
4. Nursing students may not administer any medications through a central line (triple lumen catheter/Port-a-cath/Hickman, etc)
5. Nursing students may only administer Intravenous piggy back (IVPB) medications through a running peripheral IV, and administration is to be directly supervised by the faculty member or the assigned staff RN prior to administration (senior internship only).
6. High Alert Medications (ex. IV Heparin, insulin) may not be drawn up by a student nurse independently. A faculty member must be with the student. In the senior internship program, the assigned RN will work with the student. All high alert medications must be reviewed by 2 RNs prior to administration.
7. Nursing students may not independently program an infusion pump.
8. Nursing students may not administer blood or blood components.
9. The documentation of all medication administration by the student nurse shall be directly supervised by the faculty member or the assigned staff RN (senior internship only).
10. The supervising RN (faculty member or staff RN) will co-sign the medication administration record.
11. Students in the observational experience shall not administer any medications unless with the faculty member.
12. Medication errors, including near miss, by nursing students must be reported to the faculty member, RN responsible for patient, and Nurse Manager/Charge Nurse of the unit. An incident report must be completed and includes names of all parties involved in the incident.
G. DEPARTMENTAL POLICIES

I. Requirements for Participation in Clinical

In order to participate in clinical experiences, all students are required to meet the health and immunization requirements of the Department of Nursing and the affiliated clinical institutions. Titers demonstrating immunity to rubella, measles, mumps, varicella, and hepatitis B are required. It is required that students also be up-to-date with immunizations for diphtheria, pertussis, and tetanus. Students are required to undergo TB screening annually. In the event of a positive TB screening, see policy for “Students with Positive Skin Tests for Tuberculosis, Allergies to Tuberculin Vaccine, or History of BCG Vaccine.” Students are kept informed of all immunization requirements or upon adoption of any new requirement. Students are also required to obtain an influenza vaccine annually. Additional immunizations may also be required.

In order to remain in the nursing major all students are required to meet the health and immunization requirements of the Department of Nursing and the affiliated clinical institutions at ALL times. This includes semesters in which a student may not be taking nursing course due to a nursing course failure, withdraw, or leave of absence. Failure to maintain American Databank Account and remain compliant within the system, in regards to all aspects of compliance (immunizations, criminal background checks, TB status, CPR certification, etc) will result in a hold being placed on the student’s registration. The hold will not be lifted until the student comes back into compliance. Current students enrolled actively enrolled in the nursing program cannot attend clinical unless the student’s American Databank account is up to date and the student is compliant with all mandatory requirements. Failure to be compliant will lead to a student not being able to participate in clinical which will mean an unexcused absence.

Please review the Department’s Immunization Exemption Policy if you deem it necessary to seek a waiver from one or more immunization(s) based on medical or religious reasons. Under no circumstance shall any student be granted a waiver to the Hepatitis B immunity requirement or the tuberculosis screening requirement.

Students are also required to have current adult, child, and infant professional rescuer CPR, criminal background and child abuse clearances. Students must annually document current AHA CPR certification. Failure to maintain current CPR certification will result in dismissal from the nursing program.

Students with positive child abuse records will be dismissed from the nursing program and referred to student advising for assistance in exploring alternative majors.

Students who have a positive criminal background check for any offense found on the list of Prohibitive Offenses Contained in Act 169 of 1996 as Amended by Act 13 of 1997 Criminal Offense will be dismissed from the nursing program and referred to student advising for assistance in exploring alternative options.

Practice of deceit in the submission of any of the above documentation is cause for immediate dismissal from the nursing program and referral to the University Disciplinary Committee.

Any student who has been found guilty or pleaded guilty to felony charges must immediately disclose
**this information to the Undergraduate Program Director or Director of Nursing Program.** Convicted felons will be dismissed from the nursing program. Any student with criminal charges may not participate in clinical practice until the charges are resolved. Charges will be considered on an individual basis and may result in the student’s dismissal from the nursing program. Failure to immediately disclose any criminal charge or conviction to the Undergraduate Program Director or Director of the Nursing Program will result in dismissal from the nursing program.

**II. Immunization Exemption Policy**

**POLICY**

Students will be permitted to attend fieldwork experiences only upon documentation of all required immunizations (refer to student health/immunization form for complete listing), serologic evidence of immunity to a particular disease, or approved waiver.

Under no circumstance shall any student be granted a waiver to the Hepatitis B immunity requirement or the tuberculosis screening requirement.

Other immunizations mandated by Department of Nursing will not be waived unless the immunization is medically contraindicated or immunization conflicts with *bona fide* religious beliefs and practices. Any student seeking an exemption to the immunization policy is required to submit a *Department of Nursing Immunization(s) Waiver Form*. The waiver form must be completed by deadlines set and published by the Department of Nursing. The deadline for compliance with immunization requirements will be prior to the first semester of study. Exemption Waivers from one or more of the Department’s required immunizations due to medical contraindications or *bona fide* religious beliefs or practices are accepted only if failure to receive an immunization does not prohibit fulfillment of Core Performance Standards for Admission and Progression in Nursing (Department of Nursing Policy, September, 2009) and the curricular demands of the program.

Students waived from one or more immunizations due to medical contraindications or *bona fide* religious beliefs or practices shall be provided reasonable accommodations by the Department as long as failure to be immunized does not prevent fulfillment of Core Performance Standards for Admission and Progression in Nursing and curricular requirements.

**PROCEDURE**

**Medical Exemption**

A student may be granted a waiver on health grounds if he or she presents a signed *Department of Nursing Immunization(s) Waiver Form* which includes a statement from a licensed health care provider indicating that immunization against any or all of the diseases for which immunization is required, is medically contraindicated, detrimental to, or not in the best interest of the student. Valid medical contraindications for immunizations have been established by the Centers for Disease Control (CDC); any waiver request must be consistent with one or more of these CDC contraindications for any particular immunization. The licensed health care provider’s statement shall indicate whether the contraindication is permanent or temporary. When a medical contraindication no longer exists, the student must meet the Department’s immunization requirements prior to continuation in the clinical
program. Failure to comply with the Department’s immunization requirements once medical contraindications cease will result in dismissal from the academic program.

**Religious Exemption**

A student who objects to immunization upon the grounds that immunization conflicts with his or her *bona fide* religious beliefs and practices may request a religious waiver. Students seeking immunization exemption on religious grounds must present a signed *Department of Nursing Immunization(s) Waiver Form* signed by both the student and the student’s clergy (may be optional) indicating that immunization is based on religious grounds and provide a brief description of those beliefs/practices which make it necessary to forgo immunization. The waiver form informs the student of possible exposure to communicable disease(s) in clinical areas and the associated risk(s) of contracting disease(s). The form also indicates that failure to be immunized may prevent fulfillment of Core Performance Standards for Admission and Progression in Nursing and curricular requirements.
NAME_________________________________________ Temple ID # ________________

Section I: Student statement of understanding
I understand that I may be exposed to communicable disease(s) in the clinical area and that I may be at risk of contracting disease(s). I also acknowledge that this immunization waiver may interfere with my ability to fulfill Core Performance Standards for Admission and Progression in Nursing as well as prohibit my ability to complete curricular requirements while in the clinical program. I release Temple University and its employees from any responsibility for any impairment of my health resulting from this exemption. I am requesting a waiver for the following immunization requirements (Please list):

_____________________________________________________________________________________
_____________________________________________________________________________________

Signature of Student ____________________________ Date __________________________

The waiver is being sought for: (check one)
   _____ Medical Exemption (complete section II)
   _____ Religious Exemption (complete section III)

Section II: Statement of Licensed Primary Care Provider (physician, nurse practitioner, or physician assistant)
This section must be completed by a licensed primary care provider. Please indicate the immunization(s) which is (are) medically contraindicated or detrimental to the student. Please refer to the Centers for Disease Control for medical contraindications considered valid for any specific immunization.

<table>
<thead>
<tr>
<th>Name of immunization</th>
<th>Specific Medical Contraindication</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you deem one or more of these medical contraindications as temporary, please provide anticipated date immunizations can be administered: ____________________________________________
Signature of Licensed Primary Care Provider __________________________ Date __________________________

Print Name Licensed Primary Care Provider __________________________ License #, State, Expiration Date __________________________

Address: ____________________________________________________________

Phone Number __________________________

Section III: Statement of exemption based on religious beliefs and practices.

I wish to be exempt from the required immunization(s) listed in section one because of my religious beliefs, as described:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

I understand that my refusal to receive the immunizations for which I am requesting exemption from may place me at risk for contracting serious infectious diseases. I also acknowledge that this immunization waiver may interfere with my ability to fulfill of Core Performance Standards for Admission and Progression in Nursing as well as prohibit my ability to complete curricular requirements while in the clinical program.

Signature of Student __________________________ Date __________________________

Signature of Clergy (if available) __________________________ Date __________________________

Printed Name of Clergy __________________________________________

This student’s academic program is expected to involve patient contact and possible contact with infectious materials against which immunizations exist.

Signature of Undergraduate Program Director __________________________ Date __________________________

Signature of Director __________________________ Date __________________________

Immunization Exemption Waiver Form
III. Qualifications for Licensure

The 1986 Professional Nursing Law of the Commonwealth of Pennsylvania (Selections 6 and 14.5) states that the Board of Nursing may refuse to license a person who has been found guilty or pleaded guilty to felony charges. The application for licensure asks, “Have you been convicted of a misdemeanor, felony; felonious act; an illegal act associated with alcohol, an illegal act associated with substance abuse(s)?”

*Convicted includes judgment; admission of guilt; pleas of nolo contendere; probation without verdict; incomplete Accelerated Rehabilitation Disposition (ARD) (Commonwealth of Pennsylvania, Professional Nurse Examination Application.)

Applicants should be aware prior to applying to the BSN Program as well as prior to entering the BSN Program that the Board of Nursing may refuse to license a person who has been found guilty or pleaded guilty to felony charges. The Board of Nursing application for licensure asks, “Have you been convicted of a misdemeanor, felony; felonious act; an illegal act associated with alcohol, an illegal act associated with substance abuse(s)?” Applicants should seriously consider this condition for licensure. Practice of deceit in the submission of criminal background checks and child abuse clearance forms is cause for dismissal.

Each state has their own Professional Law and applicants should check that state board web site.

IV. Policy on Drug Screening

All nursing students will be required to have laboratory drug and alcohol screenings upon admission to the nursing program and on a yearly basis while participating in clinical experiences. Drug screening must be completed within six months of attending a clinical rotation. Therefore, drug screens will be done between August 1 – 15 which will support both fall and spring semesters. If a student obtains a drug screen prior to August 1, then the student must repeat it prior to the spring semester. If results are positive, the student will be withdrawn from the nursing program and referred for appropriate counseling to either a provider of their choice or through a referral to the University’s health services. Continuation in the nursing program will be considered upon clearance from the student’s health care provider.

Additionally, any student suspected of being under the influence of alcohol or drugs will be required to submit to an immediate substance screening, as a condition of remaining in the nursing program. All costs associated with drug screenings are the responsibility of the student.

Practice of deceit in the drug screening process/procedure is cause for immediate dismissal from the nursing program.

V. POLICY FOR STUDENTS WITH POSITIVE SKIN TESTS FOR TUBERCULOSIS, ALLERGIES TO TUBERCULIN VACCINE, OR HISTORY OF BCG VACCINE

POLICY

Any student whose skin test or blood test for tuberculosis is positive must have a follow-up chest X-ray.
If that X-ray is positive, the student must follow his/her health provider’s recommendations and can participate in clinical only with documentation from his/her physician stating the student is not contagious for tuberculosis. If the chest X-ray is negative, the student must submit annual health provider documentation indicating the student is free from active disease. A chest X-Ray must be repeated every 2 years. If a student is allergic to tuberculin vaccine, the student must have a chest X-ray. Students with a history of BCG (Bacilli Calmette-Guerin) vaccination must comply with the tuberculosis testing requirement.

VI. POLICY ON ACCIDENTAL EXPOSURE TO TUBERCULOSIS

POLICY

Exposure to a patient who may have TB for whom infection control procedures have not been taken must be reported to your instructor or preceptor immediately. He/she will follow the appropriate guidelines to assist you in receiving immediate medical attention. He/she will ask you about the exposure incident and initiate the appropriate incident report* and treatment processes. Be as specific as possible when giving details around the incident including the identification of the source or source person.

PROCEDURE

See Procedure and Post-Exposure incident Report on next two pages. Refer to page 43 for the Blood or Body Fluid or TB Exposure Incident Report Form which must be completed the day of the incident.
**PROCEDURE: ACCIDENTAL EXPOSURE TO TUBERCULOSIS**

<table>
<thead>
<tr>
<th>Clinical Agency without on-site medical services</th>
<th>Clinical Agency with on-site medical services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Report incident to clinical instructor/preceptor who will then report the exposure to the appropriate health care agency administrator.</td>
<td>1. Report incident to clinical instructor/preceptor who will then report the exposure to the appropriate health care agency administrator.</td>
</tr>
<tr>
<td>2. Follow clinical agency’s protocol for accidental exposure. Typically this will require the completing of an agency incident report.</td>
<td>2. Follow clinical agency’s protocol for accidental exposure. Typically this will require the completing of an agency incident report.</td>
</tr>
<tr>
<td>3. Report immediately to your family physician or local health department for the placement of a baseline PPD test. This must be administered as soon as possible post-incident. Student should also receive counseling from a health care provider related to the sign and symptoms of TB. If the student has a previously known positive PPD, a PPD test is not required. The student will need to provide a letter from their health care provider indicating that they have been counseled concerning the signs and symptoms of the disease and that they will be receiving follow care and monitoring for TB. Follow up care may include a chest x-ray to establish that no active disease is present.</td>
<td>3. Report immediately to the emergency department or employee health (as determined by the institutional protocol) for placement of a baseline PPD test. If the student has a previously known positive PPD, a PPD test is not required. The student will need to provide a letter from their health care provider indicating that they have been counseled concerning the signs and symptoms of the disease and that they will be receiving follow care and monitoring for TB. Follow up care may include a chest x-ray to establish that no active disease is present.</td>
</tr>
<tr>
<td>4. Complete Department of Nursing Blood or Body Fluid or TB Incident Report within 24 hours.</td>
<td>4. Complete Department of Nursing Blood or Body Fluid or TB Incident Report within 24 hours.</td>
</tr>
<tr>
<td>5. Report incident to program administrator.</td>
<td>5. Report incident to program administrator.</td>
</tr>
<tr>
<td>6. Sign the Department of Nursing Post Exposure Responsibility Form*. Student must provide the program administrator PPD test results within 24 hours of receiving the results. Student with a previously known positive PPD must provide a letter (see #3) from their health care provider within 48 hours after the exposure.</td>
<td>6. Sign the Department of Nursing Post Exposure Responsibility Form*. Student must provide the program administrator the results of the PPD test within 24 hours of receiving the results. Student with a previously known positive PPD must provide a letter (see #3) from their health care provider within 48 hours after the exposure.</td>
</tr>
<tr>
<td>7. It is expected that the student will follow all recommended post exposure follow up treatment. <strong>The student, who previously tested negative for TB,</strong> must have a PPD test placed 12 weeks post exposure. Results must be given to the program administrator within 24 hours of the test being read. If this test is positive for TB exposure, the student will be advised to undergo further medical evaluation and treatment. The student will not be permitted to continue in the program until the student provides sufficient documentation indicating that no active disease is present. <strong>The student, who previously had a positive PPD (prior to the exposure),</strong> will be required to provide a letter from their medical provider 12 weeks post exposure indicating that they have been examined and that no active disease is present. If the student is found to have symptoms or a positive chest x-ray the student will not be permitted to continue in the program until the student provides sufficient documentation indicating that no active disease is present.</td>
<td>7. It is expected that the student will follow all recommended post exposure follow up treatment. <strong>The student, who previously tested negative for TB,</strong> must have a PPD test placed 12 weeks post exposure. Results must be given to the program administrator within 24 hours of the test being read. If this test is positive for TB exposure, the student will be advised to undergo further medical evaluation and treatment. The student will not be permitted to continue in the program until the student provides sufficient documentation indicating that no active disease is present. <strong>The student, who tested positive for TB prior to the exposure,</strong> will be required to provide a letter from their medical provider 12 weeks post exposure indicating that they have been examined and that no active disease is present. If the student is found to have symptoms or a positive chest x-ray the student will not be permitted to continue in the program until the student provides sufficient documentation indicating that no active disease is present.</td>
</tr>
<tr>
<td>8. All expenses incurred are the responsibility of the student.</td>
<td>8. All expenses incurred are the responsibility of the student.</td>
</tr>
</tbody>
</table>

*Students must complete the Post-exposure Responsibility Form and the Post-Exposure Incident Report*
VII. POLICY ON ACCIDENTAL EXPOSURE TO BLOOD OR BODY FLUIDS

**POLICY**

All blood and body fluid exposures must be reported to your instructor or preceptor immediately. He/she will follow the appropriate guidelines to assist you in receiving immediate medical attention. He/she will ask you about the exposure incident and initiate the appropriate incident report* and treatment processes. Be as specific as possible when giving details around the incident including the identification of the source or source person. In case of accidental exposure to blood or body fluids, students are expected to follow the procedure outlined below.

**PROCEDURE**

**IMMEDIATELY after you have been exposed** to blood or body fluid (i.e. needlestick, splash, and exposed mucosa), **WASH THE EXPOSED AREA WITH SOAP AND WATER OR FLUSH EYES WITH AT LEAST ONE (1) LITER OF WATER OR NORMAL SALINE SOLUTION.**

Follow the appropriate procedure based upon where the exposure occurred:

<table>
<thead>
<tr>
<th>Agency without on-site medical services</th>
<th>Clinical Agency with on-site medical services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Report incident to faculty member. If the student is working with a preceptor the preceptor should contact the program coordinator and the appropriate health care agency administrator.</td>
<td>1. Report incident to clinical instructor/preceptor who will then report the exposure to the appropriate health care agency administrator.</td>
</tr>
<tr>
<td>2. Report to local hospital emergency room for immediate evaluation and treatment. Post exposure prophylaxis should occur immediately, but no later than 2 hours after exposure.</td>
<td>2. Follow clinical agency’s protocol for accidental exposure. Typically this will require the completing of an agency incident report.</td>
</tr>
<tr>
<td>3. Complete Department of Nursing Blood or Body Fluid or TB Incident Report within 24 hours</td>
<td>3. Report immediately to the emergency department or employee health (as determined by the institutional protocol) for post-exposure prophylaxis.</td>
</tr>
<tr>
<td>4. Report incident to program administrator.</td>
<td>4. Complete Department of Nursing Blood or Body Fluid or TB Incident Report within 24 hours</td>
</tr>
<tr>
<td>5. Sign Post Exposure Responsibility Form* indicating prophylactic treatment was initiated OR that student refused prophylactic treatment after consultation with emergency department physician.</td>
<td>5. Report incident to program administrator.</td>
</tr>
<tr>
<td>6. It is expected that the student will follow all recommended post exposure follow up treatment. This may include counseling, further testing, and medication.</td>
<td>6. Sign the Department of Nursing Post Exposure Responsibility Form* indicating prophylactic treatment was initiated OR that student refused prophylactic treatment after consultation with emergency department physician.</td>
</tr>
<tr>
<td>7. All expenses incurred are the responsibility of the student.</td>
<td>7. It is expected that the student will follow all recommended post exposure follow up treatment. This may include counseling, further testing, and medication.</td>
</tr>
<tr>
<td>8. All expenses incurred are the responsibility of the student.</td>
<td></td>
</tr>
</tbody>
</table>

* Department of Nursing’s Post Exposure Responsibility Form will be maintained in the student file for 30 years.

**Students must complete the Post-exposure Responsibility Form and the Post-Exposure Incident Report found on the following 2 pages.**
Temple University Department of Nursing
Post Exposure Responsibility Form

Student Name: ___________________________  Student ID: ____________________
Date: ____________________

This form should be completed by the student within 24 hours after the exposure and submitted to the clinical coordinator within 48 hours after exposure.

ALL STUDENTS MUST be seen in the emergency department/employee health department or by their personal health care provider within 2 hours for blood and body fluids exposure or within 24 hours of TB an exposure. Failure to comply will result in dismissal from program. It is the student’s responsibility to obtain medical treatment and follow-up after exposure to blood or body fluids or tuberculosis. Treatment following exposure includes initial screening; counseling risk, health, and relationships; and follow up testing.

Initial all statements that are correct.

____ I have been seen in the emergency department/employee health department or by my personal health care provider within 2 hours after a bloody and body fluid exposure or within 24 hours of a TB exposure.

____ My exposure was to blood or body fluids and post exposure prophylaxis (PEP) measures were taken as appropriate (PEP measures may include blood work for baseline HIV, Hepatitis B and C; administration of immunizing agents; administration of antiretroviral treatment; and administration of immunoglobulin.)

____ My exposure was to TB, and I previously have had no history of a positive PPD test, a PPD test was placed and I was provided counseling related to signs and symptoms of TB.

____ My exposure was to TB, and I have a previously known positive PPD test, a PPD test was not placed but I was provided counseling related to signs and symptoms of TB and recommended follow up measures.

____ I plan to fully participate in all follow-up medical care as recommended by the emergency department/employee health department or my personal health care provider.

____ I have had a blood or body fluid exposure and I do not plan to participate in follow-up care as recommended.

____ I have had a TB exposure and I do not plan to participate in follow-up care as recommended. I understand my decision to no participate in continued monitoring for the presence of TB will require that I withdraw from the program.

The student must initial each statement below. The student’s initials indicate understanding of each statement.

____ I realize that I am responsible for any health care expenses related to this situation.
____ I realize that I have the right to refuse to be tested for exposure/infection.

______________________________  ______________________________
Student signature  Date

______________________________  ______________________________
Witness signature  Date

Witness printed name

THIS FORM MUST BE MAINTAINED FOR THE DURATION OF MY CLINICAL EDUCATION EXPERIENCE PLUS 30 YEARS.
Temple University Nursing Department
Blood or Body Fluid or TB Exposure Incident Report Form

Directions: This form should be completed by the student within 24 hours after an incident occurs; and should be submitted to the clinical coordinator.

Student Name: __________________________  Student ID: __________________________
Date of Incident: _________________________  Date of Report: ______________________
Place Incident Occurred (specify facility and unit/department): ________________________________
Person(s) involved in the Incident: _______________________________________________________
Instructor/Preceptor/ Supervisor Name: ___________________________________________________
Describe the Incident:

Detail what equipment was being used:

Initial Action(s), such as flushing, washing, medical care, etc…:

Describe planned follow-up action(s), such as medical care, etc.:

Signature of Student: __________________________  Date ______________________
Student Address: ________________________________________________________________
Phone Number: ________________________________________________________________
VIII. General Incident Report

If a student is injured while participating in the clinical/fieldwork setting the student must immediately report the event to the instructor. If an instructor is not present or available, the student must report the incident to the unit or agency representative. Examples of injuries that may be sustained includes, but is not limited to, falling, slipping, equipment-related burns, cuts and bruises, and assault by a patient or visitor. The student, with the guidance of the faculty member or agency representative, will complete an agency incident form and the Department of Nursing General Incident Form (next page). This form must be submitted to the clinical coordinator within 24 hours of the event. Given the nature of the incident the student may be advised to seek medical attention.
General Incident Report Form

Directions: This form should be completed by the student within 24 hours after an incident occurs; and should be submitted to the clinical coordinator.

Student Name: __________________________  Student ID: __________________

Date of Incident: __________________________  Date of Report: __________________

Place Incident Occurred (specify facility and unit/department):
________________________________________

Person(s) involved in the Incident:
________________________________________

Instructor/Preceptor/ Supervisor Name:
________________________________________

Describe the Incident:

Detail what equipment was being used (if applicable):

Initial Action(s), such as flushing, washing, medical care, etc...:

Describe planned follow-up action(s), such as medical care, etc.:

Signature of Instructor: __________________________  Date __________

Signature of Student: __________________________  Date __________

Student Address:
________________________________________

________________________________________

Phone Number: __________________________

E-mail Address: __________________________
IX. HEALTH POLICY RELATED TO PREGNANCY

A pregnant student must inform the Undergraduate Program Director, Course Leader and each clinical instructor of pregnancy.

A pregnant student must provide medical clearance from her licensed obstetrical provider indicating that she may remain in the clinical nursing program no later than her 13th week of pregnancy. It is the responsibility of the student to inform faculty of any change(s) during her pregnancy. Clearance to remain in clinical following any such change(s) must be documented by a licensed obstetrical provider and submitted to the Course Leader immediately.

The licensed obstetrical provider must clear the pregnant student to continue to participate in clinical nursing experiences. It is the student’s responsibility to be aware of the Recommended Center for Disease Control (CDC) guidelines related to avoidance of exposure to infectious diseases by pregnant women.

After birth, written clearance from the licensed provider approving the student’s return to clinical must be submitted to the Coordinator.

The student in good standing who withdraws from a course(s) due to pregnancy will be requested to take a Leave of Absence. Once medically cleared, the student will be eligible to resume the program.

Recommendations or restrictions submitted by the care provider may result in the student’s inability to complete the course and may result in withdrawal from the program.

IX. HEALTH POLICY RELATED TO ACUTE/CHRONIC ILLNESS OR INJURY

In the event a student has an acute or chronic illness or injury, the student must submit a statement from the health care provider detailing any restriction(s) to clinical participation. The student must submit clearance from the health care provider in order to resume participation in clinical.

The student in good standing who withdraws from a course(s) due to acute or chronic illness or injury will be requested to take a Leave of Absence. Once medically cleared, the student will be eligible to resume the nursing program.

XI. POLICY ON UNSAFE AND UNRELIABLE BEHAVIOR OF STUDENTS

PURPOSE

The Department of Nursing at Temple University is committed to the education of nursing students in a safe and conscientious manner consistent with the regulations of the Pennsylvania State Board of Nursing and of the College. The Department is also committed to student participation in clinical settings in which patients feel that their safety and well-being is enhanced by the presence of nursing students.

Each nursing student must be able to complete the classroom and clinical components of the program. A student’s success in doing so can be affected by mental health problems that can interfere with their ability to function safely in the classroom or in a clinical setting. These problems sometimes manifest
themselves in unsafe or unreliable behavior of students involved in clinical programs. Where they do, the Nursing Program has a strong interest in intervening.

Therefore, this policy is established to identify potential and actual behavior problems, and to establish procedures to deal with these problems, in order to: (1) ensure patient safety and well-being, and (2) foster each student’s successful completion of their course of study through a demonstration of safe nursing practices.

**POLICY**

It is the policy of the Nursing Program to actively address any student’s unsafe behavior in a clinical setting, and to actively address any student’s behavior in any setting that calls into question the reliability of a student’s behavior in the clinical setting. Therefore, any behavior that is, or that indicates, a lack of reliability and safety in a clinical setting is deemed to be unacceptable behavior.

**PROCEDURE**

Students and faculty may identify unacceptable behaviors. Students are encouraged to talk with faculty about any problems that may cause the student difficulty in the educational program before the behavior becomes unacceptable.

A faculty member in a clinical setting who identifies a student exhibiting unacceptable behavior will send that student home once it is determined that the student is able to go home safely.

A faculty member in a clinical or a classroom setting who identifies a student exhibiting unacceptable behavior will ask the student to leave immediately and to arrange to speak with the faculty member at the end of the class or clinical session. In either case, the student will be directed to see the Undergraduate Program Director.

In cases where there is suspicion of substance use, Temple University reserves the right to require drug testing at the student’s expense as a condition of remaining in the program. Refer to Policy on Drug Screening.

**XII. POLICY ON CONFIDENTIALITY**

Students are exposed to much information by virtue of their role as students in a clinical setting. Each student is expected to observe and follow all Health Insurance Portability and Accountability Act (HIPAA) privacy policies and procedures at all times.

Any breach of confidentiality on the part of a student will be reported to the Undergraduate Program Director for action. Breaches include, but are not limited to: unauthorized possession, use, copying or disclosure of a patient record; disclosure of patient, staff, or faculty information in unauthorized clinical areas or outside of the clinical or teaching area; contacting a patient at their residence either by visit or telephone unless authorized as part of the clinical experience; social media related to patients, pictures related to patients. Any documentation from the student’s clinical site must be shredded.

Students only have access to clients’ records during designated clinical hours, or at the discretion of the instructor.
XIII. Core Performance Standards for Admission and Progression in Nursing

The Department of Nursing requires that students in undergraduate and graduate nursing programs possess the following eight essential functions:

<table>
<thead>
<tr>
<th>Essential Function</th>
<th>Standard</th>
<th>Examples of Necessary Activities (not all-inclusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Critical thinking ability sufficient for clinical judgment</td>
<td>Identify cause-and-effect relationships in clinical situations, develop nursing care plans</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/clients and colleagues</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/client responses</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient for movement from room to room and in small spaces</td>
<td>Move around in patient’s room, work spaces, and treatment areas; administer cardiopulmonary resuscitation procedures</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>Gross and fine motor abilities sufficient for providing safe, effective nursing care</td>
<td>Calibrate and use equipment; position patients/clients; medication administration</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient for observation and assessment necessary in nursing care</td>
<td>Hear monitor alarm, emergency signals, auscultate breath sounds, and cries for help</td>
</tr>
<tr>
<td>Visual</td>
<td>Visual ability sufficient for observation and assessment necessary in nursing care</td>
<td>Observe patient/client responses</td>
</tr>
<tr>
<td>Tactile</td>
<td>Tactile ability sufficient for physical assessment</td>
<td>Perform palpation, functions of physical examination, and/or those related to therapeutic intervention (such as insertion of a catheter)</td>
</tr>
</tbody>
</table>

Note: These standards were adopted from those developed and approved by the Southern Regional Education Board Council on Collegiate Education for Nursing.

Temple University is committed to supporting students with a disability in our programs. Any student with a disability who requires reasonable accommodations to participate in one of our programs should contact Disability Resources and Services [www.temple.edu/disability](http://www.temple.edu/disability)

You may contact your Undergraduate Program Director if you have any questions about this matter.
XIV. DRESS CODE AND UNIFORM REQUIREMENTS

Students assigned to the clinical/fieldwork experience must be dressed appropriately for the experience; this includes when picking up assignments or orientating to a site.

Dress code Community Based Experiences
1. Temple polo-style shirt (a white undershirt must also be worn).
3. Scrub Jacket with Temple emblem on left upper sleeve is optional.
4. Clean, neat, non-permeable (leather), standard white shoes/sneakers.
5. Temple Student Identification (must be worn at all times).

Dress Code all other Experiences (Hospital, Long-term Care, Rehab, etc...)
1. Temple Official Uniform (scrub pant and scrub top; a white undershirt must also be worn).
2. Temple emblem on left upper sleeve of uniform top.
3. Clean, neat, non-permeable (leather), standard white shoes/sneakers.
   *Note: Clogs are only acceptable only if they have a strap on the back.*
4. Run-free, white nylons, or white trouser socks.
5. Scrub Jacket with Temple emblem on left upper sleeve is optional.
6. Unisex White Long Sleeve, Crew Neck T-Shirt could be worn underneath scrub top if needed.
   *(At no time should students wear sweaters or other outwear on the clinical unit.)*
7. Temple Student Identification (must be worn at all times).

B Required Accessory Items
1. IPOD Touch (or approved alternative device) with Unbound Medicine
2. Small pocketsize notebook
3. Bandage scissors
4. Pen Light
5. Black ballpoint pen
6. Watch that allows student to count seconds
7. Stethoscope
8. Reflex hammer

C. Hair is to be styled so that it does not come into contact with the client or equipment; it should be pulled away from the face and off the collar. Hair color needs to be conservative. Facial hair must be clean and well-groomed.

D. Jewelry is limited to single stud-like earring per earlobe. Facial and tongue jewelry are NOT PERMITTED.

E. Tattoos may NOT be visible

F. Fingernails are to be short, well-trimmed and clean. No polish or artificial nails permitted.
G. The student will be free of fragrances.

H. Gum chewing is not permitted. *Students not complying with Dress Code and Uniform requirements while in the clinical/fieldwork setting will be sent home by the faculty member. This day will be considered an unexcused absence.*

XV. **DOSAGE CALCULATION COMPETENCY REQUIREMENTS FOR PROGRAM PROGRESSION**

**ENTRANCE EXAM REQUIREMENTS**

All students entering Nursing 2589 must verify competency by achieving a 100% in a basic math/simple dosage calculation by taking a ten-point pretest. A conversion table will be included with this exam. If 100% is not achieved on the exam, the student will have one additional opportunity to pass the exam without penalty. Passing the exam is a pre-requisite for participation in this clinical course. If the student does not pass the exam on the second attempt, the student will not be eligible for NUR 2589. No calculators may be used for the pre-test. The exam is administer during NUR 2261 the semester prior to NUR 2589.

**N3689 ENTRANCE EXAM REQUIREMENTS**

Each student in 2589 will be required to take a ten point dosage calculation exam and pass it with 100% accuracy for entrance to N 3689. This exam will include problems related to oral dosages, pediatric safe dose, parenteral dosages, including simple reconstitution, and IV drip rates (drops per minute and ml. per hour). Each student will have two chances to pass the exam. If the student does not pass the first exam, he/she will be given a second exam at a different time. This exam will be graded immediately and the student will have one opportunity to correct problems missed within a timeframe defined by the faculty. If the corrections are not completed with 100% accuracy, the student will not be able to enter Nursing 3689; however, he/she may choose to complete Nursing 2589. Conversion tables need to be memorized by the time this exam is taken. Calculators will be permitted and all work must be shown.

**N3789 ENTRANCE EXAM REQUIREMENTS**

Each student in 3689 will be required to take a ten point dosage calculation exam and pass it with 100% accuracy for entrance to 3789. This exam will include oral dosages, parenteral dosages, including more advanced reconstitution problems, pediatric safe dose (mg/kg), and Heparin drips. The exam will be graded immediately and the student will have one opportunity to correct any problems missed within a timeframe defined by the faculty. If 100% is not achieved on the exam, the student must schedule a remediation session with faculty and take the dosage exam for the second time. It must be passed with 100% accuracy. The exam will be graded immediately and the student will have one opportunity to correct any problems missed within a timeframe defined by the faculty. In order to enter N3789 the student must pass the exam with 100%. If the student fails the second ten point exam, he/she will not be permitted to enter N3789. Calculators will be permitted and all work must be shown.

**N4889 ENTRANCE EXAM REQUIREMENTS**

Each student will be given a five point dosage calculation exam. This exam will include previously tested skills, with emphasis on IV drips (Lasix, Aminophylline, etc.), reconstitution and pediatric dosage calculations. Each student will have two chances to pass the exam with 100% accuracy. A calculator may be used and all work must be shown. If the student does not pass the first exam, he/she will be required to attend a remediation session with faculty. A second exam will be scheduled at a different time. This test will be graded immediately and the student will have one opportunity to correct problems missed within a
timeframe defined by the faculty. If the student does not pass this exam with 100% accuracy, the student will not be able to enter Nursing 4889; however, he/she may choose to complete Nursing 3789.

**VXI. UNDERGRADUATE NURSING LABORATORY POLICY**

The John E. Calhoun Nursing Resource Center, the “nursing lab”, is an essential clinical setting of the nursing program required to support student learning and mastery of nursing skills. Students are expected to successfully demonstrate competency in selected nursing skills for each clinical/fieldwork course. The following policy applies to students working in the laboratory to demonstrate required skills.

Every student is expected to adhere to a high standard of professionalism. Each student commits in writing to all the rules of the Honor Code for the Department of Nursing. Students will be expected to exhibit professional behavior, adhere to a contract of strict confidentiality and be polite and curious.

1. Consult the course **Competency Checklist** for the due date for each skill to be mastered in a clinical/fieldwork course. The student is responsible to schedule a return demonstration in advance of the testing date to allow sufficient time to successfully pass the skill before the due date. **Failure to plan ahead may result in lack of availability of return demonstration time and will affect the grade in the course.** Time management on the student’s part is critical for successful completion of the skill.

2. All lab appointments will be made in the Lattiss system. In order to reserve time in the lab for competencies and/or practice, copy and paste the following link into your browser: [temple-university-nursing.lattiss.com](http://temple-university-nursing.lattiss.com). When you are logging into Lattiss for the first time, please “Sign up as a member”. In order to have lab materials prepared for your visit, document in the “Notes” section why you are reserving time when making an appointment. Lab time can be reserved in 15 minute blocks, and no competencies are expected to run longer than 15 minutes. If more than 15 minutes are needed for practice, please reserve multiple time blocks (no more than 2 time blocks may be reserved at any one time). The lab staff can be contacted with any questions or concerns during normal business hours at (215) 707-2345, or by e-mail at templenursinglab@gmail.com. Normal business hours are found on the Temple Nursing Lab’s page on the Lattiss website.

Additional scheduling may be set up through a google doc. This google doc will be made available to you through your blackboard course. This google doc is a joint calendar that has been set up by the clinical coordinators with support from the Director of the Lab.

The student is responsible to keep a record of lab appointments and arrive on time. If unable to keep an appointment in the nursing lab, the student must notify laboratory personnel by phoning 215-707-2345 and leaving a voice message. This must be done before 7:45 a.m. on the morning of the appointment.

Students are not permitted in the laboratory during their scheduled class or clinical/fieldwork times.
3. Return Demonstration

Prior to performing the skill, the student will be required to pass a quiz on the skill. The student must obtain a 90% on the quiz in order to proceed to the return demonstration. If the student fails the quiz, the student will not be permitted to demonstrate the skill. The student must sign up for a new appointment time repeat the process.

Evidence of Preparation:
- Passing of the quiz with a minimum of 90%. **Students must bring evidence of passing the quiz with them to the return demonstration appointment.** Students may provide the lab faculty with a view of their blackboard quiz grade on their phone device or print the print the page with the grade and bring with them to their appointment. Prepared to perform the return demonstration within the allotted time without cuing from an instructor.

Preparation includes the following:
- knowledge of the rationale for steps in the skill;
- practice of the skill prior the return demonstration;
- return demonstration of the skill must be completed within the time allotted. Students will not be permitted to continue the return demonstration beyond the time limits of their appointment.

If preparation is not demonstrated, the student will be asked to reschedule the return demonstration. **NOTE: If the student does not pass a skill competency by the due date found on the Competency Checklist, the student will have his/her grade in the course lowered by 1/3 of a letter grade.**

4. The Nursing Laboratory simulates the clinical environment and students are expected to exhibit professional behaviors. These behaviors include cleaning the work space after practice or demonstration, keeping conversations professional and in a soft voice, and treating faculty and other students with respect. Faculty may withhold signing off the skill until the work space is cleaned satisfactorily. Additionally, any displays of unprofessional behavior by students will result in the removal of the student from the laboratory environment for 1 week. For example, if the student is removed on a Monday, they may not return to the lab until the following Tuesday. If during this time the student misses required deadlines for the completion of competencies, all penalties related to the missing of deadlines will be in effect. If a second incident were to occur during the course of a semester (not a course) the student will be permanently barred from participation in the nursing laboratory environment; resulting in a grade of F for the course, and referral to the University Disciplinary Committee for possible dismissal from the program.

5. For their own safety, children are not permitted in the Nursing Laboratory.

6. Food, beverages, and personal items are allowed only in designated areas of the lab.

7. Students may not observe a fellow student who is performing a return demonstration.

8. Unusual circumstances may occur, causing a delay in the schedule for return demonstrations. If
a student is unable to wait for the next available return demonstration slot, the student must notify the laboratory instructor. The student must reschedule the appointment and will not be subject to any penalty.

9. Students must present their **Competency Checklist** at the time of the return demonstration to obtain the required faculty signature.

10. Students must bring all the necessary supplies for the return demonstration of a skill such as a black pen, stethoscope, pen light, scissor, and sphygmomanometer. If a student arrives at the appointment without the necessary supplies, they will not be permitted to proceed with the return demonstration.

11. **Please note that the following circumstances will impact a course grade as indicated:**

   A. The student arrives at the scheduled appointment, but is not prepared to demonstrate the skill correctly and/or independently of instruction from the lab instructor within the allotted time, and therefore, does not pass the competency. The student must reschedule the return demonstration; if the student is unable to obtain an appointment before the scheduled due date, the student will have his/her grade in the course lowered by 1/3 of a letter grade.

   B. Any circumstance that causes the student to miss a competency due date will result in the lowering of the course grade by 1/3 of a letter grade.

   C. Any student who does not complete all competencies by the last clinical day of the semester (this does not include make-up days) will automatically fail the course.

   D. Unprofessional behavior in the laboratory environment as described in item 4.

G. **INDEPENDENT STUDY**

Opportunities are provided for students to pursue courses of independent study in theoretical or clinical nursing under the guidance of a member of the Department of Nursing faculty. The following policies and procedures apply to this type of learning activity.

Policies for Independent Study

1. Independent study may be pursued by junior or senior level students matriculated in the Department of Nursing.

2. Courses already offered in the nursing curriculum may NOT be considered as an independent study. A course of independent study may be designed for one to three credits. A student may take no more than a total three credits of independent study in the nursing major.

3. Credits will be allocated on the basis of an estimated one hour/week of actual library research or other appropriate study activity per credit, or three hours of clinical activity per week/credit.
4. Clinical activities may consist of investigation - observation or direct patient care. Direct patient care activities must be supervised by a Department of Nursing faculty member.

5. A faculty member will be responsible for approval of student objectives, bibliography, criteria for evaluation, weekly precepting and/or clinical supervision, and assignment of the final grade.

Procedures

1. Students wishing to pursue a course of independent study must identify a faculty member willing to serve as a preceptor by mid-semester of the semester prior to enrollment in the course. The selection of the faculty member must be appropriate to the instructor's area of expertise.

2. Students must register for Independent Study during the designated registration time on the academic calendar.

3. Within two weeks of initial contact, the student will submit to the faculty member specific objectives (measurable) for the learning experience. This must be done in the semester prior to the semester when the Independent Study will be done.

4. After the faculty member approves the objectives, the student and the faculty member will agree on the assignment of credits (consistent with policy 33), the criteria for evaluation and assignment of a grade, and the default grade to be received if the work is not completed by the date indicated.

5. A Contract for Independent Study (see following pages) must be prepared by the student in triplicate (typed) and submitted to the Undergraduate Program Director, Undergraduate Education, no later than June 1st for the fall semester and December 1st for the spring semester for approval. The contract must be signed by the student, faculty-member, and Undergraduate Program Director, Undergraduate Education. One copy will be placed in the student's file, one copy will be kept by the faculty-member and Undergraduate Program Director and one will be returned to the student. If the student is working with a preceptor, the faculty member will forward a copy of the contract to the preceptor.

6. If a clinical activity is involved on the Independent Study, the faculty preceptor will seek agency approval and initiate an agency contract through the Undergraduate Program Director, Undergraduate Education, if appropriate.

7. Upon approval by the Undergraduate Program Director, the faculty member will generate and place in the student's file a schedule of precepting meetings with specific topics to be covered.

8. At the conclusion of the course, the instructor will submit the final grade to the Assistant Chair and write a brief summary of the learning activities on the contract for Independent Study for the student's file.
CONTRACT FOR INDEPENDENT STUDY

Student_________________________________________  TU Id.#________________

Preceptor_____________________________________

Semester______________________________________  Credit Allocation_______

Description of Independent Study:

Objectives of Study:

Learning Activities (How the objectives will be accomplished):

Methods of Evaluation:

Expected completion date:
__________________________________________________________________________________

Student Signature __________________________

Faculty Approval __________________________

Undergraduate Program Director Approval ________________
Contract for Independent Study continued

SELF-EVALUATION (to be completed and signed by student)

Summary and Evaluation (to be computed and signed by preceptor/and or faculty member).

Final Grade __________________________ Date _______________
H. Grading

Conversion of Grades from Numerical to Letter

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

Incomplete Grade

A student may request to receive an incomplete grade in a nursing course. The decision to provide an “I” is at the discretion of the faculty member in accordance with University policy. An instructor may file an "I" (Incomplete) only if the student has completed the majority of the work of the course at a passing level, and only for reasons beyond the student’s control.

An instructor may file an “I” when a student has not completed the work of a course by the time grades must be submitted, but has completed the majority of the work at a passing level and has a written agreement with the instructor and the department regarding completion of the work, including the nature of the work to be completed, the means by which the final grade will be determined, and the date by which the work must be completed. The completion date may be no later than one year from the end of the semester in which the student took the course. The agreement shall also specify a default grade to be received if the work is not completed by the date indicated. One copy of the agreement shall be retained by the instructor, one shall be given to the student, and one shall be filed with the department office or, in colleges or schools without departments, the Dean’s office.

Please refer to the Academic policies section, “Incomplete Coursework” in the UG Bulletin at

http://bulletin.temple.edu/undergraduate/academic-policies/incomplete-coursework/

Also refer to the pdf document – “Incomplete Coursework Policy” at

http://policies.temple.edu/getdoc.asp?policy_no=02.10.13
Agreement for
Issuing an Incomplete Grade

Student’s Name: ___________________________ TUID: ___________________________

College/Major: ___________________________ Undergraduate □ Graduate □

Course Name: ___________________________ Course Number: ________________

□ Check if a copy of the course syllabus for semester indicated is attached (required).

Semester/session: ___________________________ Year: _____________

Instructor’s name: ___________________________ Department: ___________________________

Instructor’s email: ___________________________ Instructor’s telephone #: ___________________________

If the work is not completed by ___________________________, the grade will be changed to ___________________________.

The maximum time for finishing incomplete course work is one year from the end of the term in which the course was taken. Instructors may specify a shorter time and then submit a change of grade request after that date has passed. After one year, the incomplete grade will automatically be changed to the specified default grade. Grades do not automatically default upon a student’s graduation, so if the graduation date is prior to the year deadline, the instructor must change the grade before the student can graduate.

1. Specific details of the course work that student must finish to complete all requirements for this course:

2. The work specified above is equivalent to _________ % of student’s final course grade. Please provide any additional details on how the final course grade will be calculated.

_________________________________________ Date
Signature of Student

_________________________________________ Date
Signature of Instructor

_________________________________________ Date
Signature of Department Chair

_________________________________________ Date
Signature of Dean or Designee

* Once signed, please send to Academic Affairs Coordinator Theresa Clare for processing - cdnrose@temple.edu

The agreement becomes valid only when signed by the Dean or Dean’s designee. Four copies of the approved agreement will be distributed:

- One copy for instructor
- One copy for student
- One copy for Chair of student’s home department
- One copy for Associate Dean for Academic Affairs
Withdraw from a Course

During the first two weeks of the fall or spring semester or summer sessions, students may drop one or more courses with no record of the class appearing on the transcript. In weeks three through nine of the fall or spring semester, or during weeks three and four of summer sessions, students may withdraw with the assistance of an academic advisor—or by using the withdrawal function in Self-Service Banner (SSB). Refer to the UG Bulletin at http://bulletin.temple.edu/undergraduate/academic-policies/withdrawal-policies/

The course will be recorded on the transcript with the notation of "W," indicating that the student withdrew. After week nine of the fall or spring semester, or week four of summer sessions, students may not withdraw from courses. Withdrawing from courses during the prescribed period may have serious consequences for academic progress to the degree, for financial aid eligibility, (for international students) visa requirements, and (for student athletes) NCAA eligibility for competition. Students should consult carefully with their instructors and academic advisors before withdrawing from classes. Drop and Withdraw deadlines are published for each semester and summer session on the following web site: www.temple.edu/registrar/documents/calendars/.

Excused Withdrawals

A student who must withdraw due to extenuating circumstances beyond the student's control may petition for an "excused withdrawal" and/or "withdrawal with approved excuse." An excused withdrawal is generally only approved for all courses in a term. In exceptional cases, an excused withdrawal can be approved for a single course when the need to withdraw is directly related, or attributed, to requirements related to that course.

Refer to the UG Bulletin at http://bulletin.temple.edu/undergraduate/academic-policies/withdrawal-policies/

I. Leave of Absence

Students may apply for a Leave of Absence (LOA) through the end of the drop/add period of any given semester. A LOA may be granted for one or two consecutive semesters, excluding summer sessions. Students requesting a leave of absence from the Department of Nursing are expected to initiate the process with the nursing program advisor.

To obtain the Undergraduate Leave of Absence Petition form, visit the Senior Vice Provost for Undergraduate Studies web site (www.temple.edu/vpus) and click on "Advising Forms." The entire LOA policy can be viewed at http://policies.temple.edu/getdoc.asp?policy_no=02.10.16 Students are encouraged to read this policy carefully.

In order to return to the nursing program students granted a LOA are subject to the following conditions which must be completed prior to the scheduled return date. The student will only be eligible to return to the program if the following conditions are met.
1. Compliance with all medical clearances, criminal clearances, CPR certification requirements, and drug screening.

2. Competency in HIPAA, standard precautions, dosage calculation, and other areas as determined by faculty. Competency is established per completion of required assignments and passing of associated quizzes and exams.

3. Competency in selected nursing skills as appropriate for the level of student. Competency is established by obtaining 90% or better on required skill quizzes and satisfactory demonstration of skills (as rated by the faculty member), in the nursing laboratory setting.

4. Completion of the Course Prep Packet (this packet is required of all nursing students registered for the upcoming semester.)

(Please note: The nursing laboratory will open one week prior to the start of the semester in order to accommodate returning students.)

Students granted an LOA retain their admitted student status and remain eligible for the following privileges:

Retain the university requirements in place for their academic programs at the time of their first semester at Temple and the requirements in place for their major, concentration, minor or certificate at the time they declared them.

- Temple e-mail access.
- Priority and self-registration for the approved semester of return.
- Library access and borrowing privileges.

Students granted LOA are not considered registered students and as non-enrolled students are not eligible for:

- Financial aid disbursements during the semesters while on LOA. Students on an LOA are reported to lenders and loan service agencies as "not enrolled" and need to contact lenders for information on possible repayment requirements.
- Enrollment verification since they are reported as "not enrolled," which could affect eligibility for health insurance, etc.
- Use of Student Health Services during the semesters while on LOA or any other university services not listed in the previous section.
- Campus Housing during their LOA.

Students may return earlier than the original agreed return date by providing notice to their schools/colleges as soon as possible, keeping in mind applicable deadlines for registration, financial aid, etc.

Students who do not return following the approved term for their LOA, or those students who did not apply for LOA, need to apply for re-enrollment to their schools/colleges if they wish to continue their coursework. Re-enrolled students do not retain their original bulletin year nor major declaration requirements and must follow the most current requirements for their schools/colleges and majors. **Be aware that there is no guarantee of re-enrollment in the nursing major.**
J. **NCLEX-RN Assessment Test**

In the last semester of the curriculum, students will be required to take a comprehensive NCLEX-RN assessment exam prior to graduation.

L. **Graduation**

Requirements

It is the responsibility of each student to be sure that all requirements are met. Advisors and department staff are glad to help, but students bear the responsibility.

Students are required to be aware of the DARS document, and to closely monitor their progression toward their degree. Any discrepancies in your DARS document should be brought to the attention of the nursing advisor immediately so that issues can be resolved in a timely manner. Failure to ensure the accuracy of your DARS document and the meeting of all program requirements may result in delayed graduation. BSN Program students are required to have 122 credits for graduation. Students must achieve a grade of C (73%) or higher in all required major courses. A cumulative grade point average of 2.0 is required for progression in the program as well as graduation.

As students approach the end of their undergraduate careers, they must make sure that they are eligible for, and can participate in, graduation ceremonies.

In the junior year, or when 80 semester hours have been completed, students should begin an ongoing graduation check with their academic advisors in order to determine that they are meeting the university, college, departmental, and program requirements for their degree and for graduation.

Early in the spring semester in which graduation requirements will be completed, students complete an Application for Graduation.

Questions about this process or graduation status should be directed to the student's Advising Office or Academic Dean's Office.

Application deadlines will be communicated during the spring semester. Note: February is the month that they are due.

The Application for Graduation must be properly completed, particularly the areas relating to the resolution of incompletes and diploma instructions. Information concerning commencement activities (such as time, place, invitations, rental of academic regalia) is available to students once they have submitted their completed Application for Graduation. Students will not have their degree awarded or diploma or transcript released until all university tuition and fees have been paid.
IV. STUDENT LIFE

STUDENT HEALTH SERVICES

Students are also eligible for services through the Student Health Office on the Main Campus (Mitten Hall, Broad Street @ Berks Mall). Nurses and physicians provide preventive care as well as care for acute illness and injury from 8:30 to 4:30 weekdays and Saturdays. There is no charge for consultation, and much-reduced rates for diagnostic tests. Many medications prescribed by the staff are dispensed there at a much-reduced cost. Family planning and routine well-woman care is provided by a terrific nurse practitioner at a very reasonable cost. Free services include gynecologic care for illness or injury and confidential free HIV testing.

A Student Health Center is also located on the Health Sciences Campus in the Student Faculty Conference Center (SFCC, SW corner, Broad & Ontario Streets) in Room 43, lower basement. You can reach the SFCC receptionist at 215-707-4088 from 8:30 am to 4:30 pm weekdays. A nurse is on duty between those hours. A physician is available Monday and Thursday mornings, and Tuesday, Wednesday and Friday afternoons.

COUNSELING SERVICE

Tuttleman Counseling Services offers students support for emotional, educational or vocational concerns. Assistance is confidential and free of charge. Tuttleman provides an atmosphere that is informal and professional, where students can feel safe and comfortable seeking help. A wide range of assistance is available including counseling, support groups, literature, and educational programs and outreach events.

Licensed psychologists and counselors can provide students with individual, couple, and group counseling, as well as consultation, education and referral to other resources on campus or nearby. Some common issues that are addressed, individually or in groups, include: depression, anxiety, relationship problems, stress, eating disorders, loss and grief, procrastination; shyness, self-esteem, family problems, sexuality and sexually transmitted diseases, gay, lesbian, bisexual and transgender issues, racism, sexism, academic performance, and career decisions. Mental health needs are also cared for by Psychiatric Services, which provides psychiatric evaluations, medication consultations, and short-term individual psychotherapy. Students are seen by appointment except in emergencies when immediate care is needed.

Students are encouraged to call or stop by:
Location: 1810 Liacouras Walk (5th floor)
Telephone: (215) 204-7276

Hours for Main Campus
Mon thru Fri, 8:30 AM TO 5:00 PM
Walk-In Clinic, Mon - Fri, 10 AM to 2 PM (Register by 1:30 PM); Saturdays 9 am – 12 noon (fall and spring semester)
Health Sciences campus, please call (215) 204-7276. Counselors will schedule appoints on HSC.

CLASS – Center for Learning and Student Success
At the Center for Learning and Student Success we strive to create an environment that fosters a balance of intellectual stimulation with productive and engaging academic support for our students. The resource center is a welcoming atmosphere for all students enrolled in math, science, statistics, and other quantitative courses. The student centered learning and enrichment facility, led by content qualified peer tutors, is designed to help all students achieve their highest potential as they aim to reach their academic goals.

FINANCIAL AID

The Health Science Center (HSC) Office of Financial Aid is located in the SFCC, lower level. The phone number is 215-707-2667.

THE WRITING CENTER

The Writing Center is located in Tuttleman Learning Center, Room 201, on the Main Campus. The center offers tutoring, computer lab, reference materials and study space. Telephone: 215-204-0700 * Web site: www.temple.edu/writing Email: tutoring@temple.edu.

CLASS – Center for Learning and Student Success

At the Center for Learning and Student Success we strive to create an environment that fosters a balance of intellectual stimulation with productive and engaging academic support for our students. The resource center is a welcoming atmosphere for all students enrolled in math, science, statistics, and other quantitative courses. The student centered learning and enrichment facility, led by content qualified peer tutors, is designed to help all students achieve their highest potential as they aim to reach their academic goals.
V. NON-ACADEMIC POLICIES

HEALTH INSURANCE REQUIREMENT

Faculty believes that health insurance coverage is necessary to assure the highest possible health and well-being of all persons. Health insurance coverage is required of Temple nursing students and by many of the clinical agencies in which our nursing students work. For these reasons, all nursing students must be covered by a health insurance policy such as Medicaid, a managed-care plan (such as Health Partners), an HMO or private carrier (such as Blue Cross/Blue Shield). It is the student’s responsibility to obtain and maintain medical insurance coverage while in the nursing program. Reasonably priced health coverage can be obtained through Temple if you need it.

STUDENT ACCIDENT INSURANCE

All nursing students are required to pay a standard fee, along with tuition, each semester in order to be covered under the Temple University Accident Plan. If you sustain an injury as a result of a required clinical activity, your expenses related to that injury are covered by this policy (note see the policy in detail since there may be some limitations). To examine the details of this policy and the procedure go to http://www.temple.edu/hr/students/accident.htm

Remember, an incident that occurs during clinical or fieldwork activities must first be reported to your instructor who will then guide you through the proper procedure. All students must complete an incident report the day of the event. Refer to DN policy related accidental exposure, and general incident report.

For questions regarding Student Accident Insurance, please contact Velda Fletcher-Jones at 215-926-2279 or Gerry O’Kane at 215-926-2280.
VI. COMMUNICATION WITH FACULTY & STAFF

GETTING IN TOUCH WITH NURSING FACULTY

If you wish to contact a member of the nursing faculty, there are several ways to do so. To assist you, a list of faculty names, office locations and telephone numbers are included (see next page).

Office Hours

All faculty post their office hours in their syllabi and on their office doors. Please consult faculty schedules for office hours. You do not need an appointment to meet with faculty during scheduled office hours.

Making an Appointment

Contact your faculty in person, by telephone or e-mail to find a mutually agreeable meeting time.
## FULL-TIME FACULTY/STAFF OFFICE AND PHONE NUMBERS

### Undergraduate Faculty Contact Information

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Office Location (Jones hall unless otherwise noted)</th>
<th>Position</th>
<th>Phone</th>
<th>email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patricia DiGiacomo MSN, RNC</td>
<td>512</td>
<td>Undergraduate Program Director; Assistant Professor</td>
<td>215-707-4624</td>
<td><a href="mailto:patdigia@temple.edu">patdigia@temple.edu</a></td>
</tr>
<tr>
<td>Maria Murt, MSN, RN</td>
<td>524</td>
<td>Instructor</td>
<td>215-707-4626</td>
<td><a href="mailto:maria.murt@temple.edu">maria.murt@temple.edu</a></td>
</tr>
<tr>
<td>Susan Dickey PhD, RN</td>
<td>521</td>
<td>Associate Professor</td>
<td>215-707-4825</td>
<td><a href="mailto:sbdickey@temple.edu">sbdickey@temple.edu</a></td>
</tr>
<tr>
<td>Nancy Murphy, PhD,RN</td>
<td>507</td>
<td>Instructor</td>
<td>215-707-4622</td>
<td><a href="mailto:nancy.murphy@temple.edu">nancy.murphy@temple.edu</a></td>
</tr>
<tr>
<td>Tish Gill, DNP, MSN, RN</td>
<td>509</td>
<td>Assistant Professor</td>
<td>215-707-8926</td>
<td><a href="mailto:Tish.Gill@temple.edu">Tish.Gill@temple.edu</a></td>
</tr>
<tr>
<td>Fairuz Lutz, MSN</td>
<td>518</td>
<td>Instructor</td>
<td>215-707-4835</td>
<td>TBA</td>
</tr>
<tr>
<td>Barbara Stephens, DNP, MSN, CNS, RN</td>
<td>519</td>
<td>Assistant Professor</td>
<td>215-707-7268</td>
<td><a href="mailto:barbara.stephens@temple.edu">barbara.stephens@temple.edu</a></td>
</tr>
<tr>
<td>Mary Stec, PhD, RN</td>
<td>525</td>
<td>Assistant Professor</td>
<td>215-707-7879</td>
<td><a href="mailto:tuf81764@temple.edu">tuf81764@temple.edu</a></td>
</tr>
<tr>
<td>Susan Gresko MSN, CRNP,PNP</td>
<td>511</td>
<td>Assistant Professor</td>
<td>215-707-7919</td>
<td><a href="mailto:susan.gresko@temple.edu">susan.gresko@temple.edu</a></td>
</tr>
<tr>
<td>Carlene McAleer, DNP, MSN, CRNP</td>
<td>513</td>
<td>Assistant Professor</td>
<td>215-707-5016</td>
<td><a href="mailto:carlene.mcaleer@temple.edu">carlene.mcaleer@temple.edu</a></td>
</tr>
<tr>
<td>Joelle Hargraves, DNP</td>
<td>523</td>
<td>Assistant Professor</td>
<td>215-707-2353</td>
<td><a href="mailto:joelle.hargraves@temple.edu">joelle.hargraves@temple.edu</a></td>
</tr>
<tr>
<td>Cindy Yasacavage, MSN, RN</td>
<td>522</td>
<td>Instructor</td>
<td>215-707-4854</td>
<td><a href="mailto:tuf10569@temple.edu">tuf10569@temple.edu</a></td>
</tr>
<tr>
<td>John Duffy, DNP</td>
<td>AP 105</td>
<td>Assistant Professor</td>
<td>215-707-2345</td>
<td><a href="mailto:tug61653@temple.edu">tug61653@temple.edu</a></td>
</tr>
</tbody>
</table>

**Departmental Fax #: 215-707-1599**
### Key Departmental Staff

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director, Department of Nursing</td>
<td>Nancy Rothman, EdD, RN</td>
<td>707-8327</td>
</tr>
<tr>
<td>Note: New Director starting</td>
<td>Marti Kubik, PhD, RN</td>
<td></td>
</tr>
<tr>
<td>Fall Semester 2016</td>
<td>(Date to be announced)</td>
<td></td>
</tr>
<tr>
<td>Undergraduate Program Director, Undergraduate Education</td>
<td>Pat DiGiacomo, MSN, RNC</td>
<td>707-4624</td>
</tr>
<tr>
<td>Nursing Advisor</td>
<td>Kristopher Scott</td>
<td>204-1655</td>
</tr>
<tr>
<td>Undergraduate Program Secretary</td>
<td>Andrea Darden</td>
<td>707-4687</td>
</tr>
</tbody>
</table>

**Student E-mail**

All Temple students are issued a Temple e-mail address. E-mail is the primary method of communication between Temple University and the Department of Nursing and students. You **MUST** check your email account daily.

**Faculty Mailboxes**

All faculty have a mailbox. To leave mail for a faculty member, make sure it is clearly labeled with the faculty name as well as your own, and give mail directly to the departmental secretary, who will place this mail in the appropriate mailbox.
VII. Personal Safety

Promoting Personal Safety during Travel to and from Clinical/Fieldwork Experiences

The profession of nursing, and Temple University Department of Nursing, ascribes to a number of professional ideologies which guide the education of nursing students and the practice of professional nursing. These include: caring, advocacy, activism, ethics, access to health care, and the right to health care. Temple, as an urban University, is committed to working with underserved populations in which health disparities and poverty is endemic. Delivering nursing services to those in most need of services is integral to the nursing program curriculum and the development of professional nurses. Fieldwork experiences in the local community sensitizes and teaches students about the determinants of health that impact people in the community and develops culturally sensitive and culturally competent nurses. These are qualities that define us as Temple Nursing.

It is our goal to facilitate personal safety and to reduce the risk of harm to students during travel to and from clinical or fieldwork activities. As such, the Department of Nursing, in collaboration with Temple University Campus Safety Services, has developed the following recommendations.

Section I: Recommendation to enhance personal safety when traveling to and from clinical/fieldwork sites

A. Public transportation (SEPTA):

- Adhere to recommended routes of travel when taking SEPTA. (See Section 2).
- Know the directions to the site prior to exiting SEPTA
- Do not travel alone. Travel with your clinical group.
- Have the faculty member’s contact information programmed in your phone in case you become lost.
- Do not carry a purse. Place ID, small amount of money, SEPTA tokens, etc....in a small wallet and place in your pocket.
- Always walk with one arm free.
- Do not openly display technology - I-phones, MP3 players, laptops, etc...
- Do not talk on your phone or text while walking.
- Walk with confidence
- Use eye contact when coming in contact with others.
- Be aware of your surroundings; do not engage in excessive conversation and become distracted.
- Avoid isolated areas.
- Leave an unsafe situation. Trust your instincts. Contact your faculty member when safe to do so.
Communicate any safety concerns; keep faculty and nursing administration appraised (see Section 3 for guidelines on reporting travel incidents).

B. **Traveling by personal vehicle***:

- Obtain directions to the site and take a test drive prior to first clinical day. This will reduce your personal stress in the event you have difficulty finding the site and/or parking. By taking this step you reduce your risk of experiencing an accident or untoward event due to rushing and worrying about being late.
- Inquire as to the availability of parking prior to making the decision to take your personal vehicle. Your instructor can assist you with this information.
- If street parking is the only option, try to park in view of the clinical site.
- If local residents have lawn chairs or cones in front of their homes (in order to “save” their parking spot) do NOT remove. Find somewhere else to park.
- Keep doors locked when driving and parking.
- Do not talk on your phone or text while driving.
- Have the faculty member’s contact information programmed in your phone in case you become lost. Bring your car to a stop in a well-traveled area (gas station, mini mart, etc...) prior to calling.
- Lock your car upon exiting. (Note: Do not exit your care if the environment appears unsafe.)
- When returning to your car, carry your keys in your hand.
- After exiting your vehicle:
  - Do not talk or text on your phone.
  - Do not carry a purse. Place ID, small amount of money, etc...in a small wallet and place in your pocket.
  - Always walk with one arm free.
  - Do not openly display technology - I-phones, MP3 players, laptops, etc...
  - Walk with confidence.
  - Use eye contact when coming in contact with others.
  - Be aware of your surroundings
  - Avoid isolated areas.
  - Leave an unsafe situation. Trust your instincts. Contact your faculty member when safe to do so.
  - Communicate any safety concerns; keep faculty and nursing administration appraised (see section 3 for guidelines on reporting travel incidents).

*If you drive your own vehicle alone or agree to car pool to a clinical/fieldwork site with other students the University and Department of Nursing is not responsible if you should be involved in an accident. The liability is the driver’s alone, and risk is assumed by those agreeing to travel in the vehicle. Pennsylvania law requires all Pennsylvania motor vehicle owners to maintain vehicle liability insurance (financial responsibility) on a currently registered vehicle. Vehicle liability insurance covers the property damage or injuries you may cause others in a crash.
Section 2: **Recommended SEPTA travel to select sites.**

Each suggested route provides the most direct travel to the site with the minimum amount of walking. If you need additional information or assistance please contact your faculty member, the course coordinator, or the Assistant Chair. For additional sites not listed below, the SEPTA website has a very helpful tool- TRIP PLANNER - which makes travel on SEPTA very easy. Please go to [http://www.septa.org/](http://www.septa.org/) to access.

Section 3: **Guidelines for Reporting Travel Incidents**

A “travel incident” is defined as any unplanned event occurring during travel to and from a clinical/fieldwork site resulting in, or having a potential for injury, loss of, or damage to, personal property, and/or causes fear and distress.

If you are a **victim of a crime**: immediately contact the police by dialing 911 on your cell phone and follow their directions. If possible, notify your clinical instructor. Your clinical instructor will contact the Department of Nursing for appropriate follow up.

If during your travel you experience an event that has the potential for injury, makes you feel uncomfortable, or in which you feel threatened please take the following action:

1. Upon arrival at the clinical site or upon return home after clinical notify your faculty member. He/she will notify the course coordinator and Assistant Chair who will then contact you directly to discuss.

2. Using the Department of Nursing Travel Incident Reporting email account. This email account serves as a central depository for all events so that they may be tracked over time.

   Email the Department of Nursing at UGNurse@temple.edu – In your email provide detailed information about the incident such as time, exact location, names of student witnesses, other persons present, and a detailed description of the incident or concern.

Section 4: **Taxi Option**

Another option for students is the use of taxis. Students can pre-arrange for taxi pick-up on their clinical mornings. Fees are by the mile and not by the number of passengers making a cab ride a reasonable option.

Reviewed with Temple University Legal Team 2016

revised 8/21/2016PD