

Welcome to:

# Sharon Regional Health System

## *School of Nursing*

### ***Program Catalog: Class of 2020***



-- *Setting the Standard in Nursing Education since 1899--*

## **Sharon Regional Health System**

Sharon Regional Health System is Mercer County's largest provider of health care services. Licensed for 220 beds, the Health System offers complete medical/surgical care in addition to specialty services such as the Heart and Vascular Institute; Diabetes Center; Chest Pain Emergency Center; Behavioral Health Services with inpatient adult and child/adolescent psychiatry plus extensive outpatient counseling; Inpatient Rehabilitation Unit; Transitional Care Center; Women's Center; Diagnostic and Imaging Center; Emergency Care Center with Physician First program; Cancer Care Center; and much more. In addition to the main campus at 740 East State St., Sharon, the Health System occupies numerous satellite offices throughout the region. Family medicine centers in Mercer and Brookfield, Ohio offer family practice physicians and specialists along with diagnostic testing services. A number of other Health System services are located at other satellite centers in Hermitage, Sharon, New Castle, and Hubbard, Ohio.

### **School of Nursing**

Established in 1899 as a two-year program, the School of Nursing graduated its first class in 1901 and expanded to a three-year program in 1903. In the early 1970s the program was reduced to 33 months. In 1988 the program was shortened to 26 months. At the present time, the program is a 5 semester/ 67 credit accelerated diploma in nursing program which takes 20 months to complete.

In 2013, the School recognized the paradigm shift to a baccalaureate degree in nursing. To facilitate an ease of transition for diploma graduates, the School and Pennsylvania State University--Shenango are committed to providing that program of study. Through a joint affiliation, the two entities have identified a course of study to maintain the tradition of diploma education with the integration of a conceptual-based approach for nursing education, practice, and research throughout their education. Graduates of the School of Nursing are professional nurses practicing nursing in a wide variety of health care settings.

Sharon Regional's School offers classrooms, a simulation Lab, lecture rooms, lounges, and faculty/administrative offices. Morrison Hall seats 100 people and provides space for community meetings, special hospital and volunteer functions, and hospital sponsored events. The faculty offers a wealth of learning for each student through their formal Baccalaureate and Master's education and their rich backgrounds in clinical expertise.

Sharon Regional Health System School of Nursing currently has articulation agreements with Slippery Rock, Youngstown State, and Penn State universities to support the transition of a graduate into the programs leading to the Bachelor of Science in nursing degree.

The School of Nursing supports the parent institution's mission to provide the highest quality of advanced health care services to all communities within the region.

# Sharon Regional Health System

## School of Nursing

**Mission Statement:** To facilitate student learning through theory and clinical experiences. To prepare students to become registered nurses and promote the profession of nursing.

**Philosophy Statement:** Nursing education is a facilitative process and relationship between nursing, educators, students and the community.

### Key Components:

**Nursing:** Nursing is a caring profession that encompasses artistic and scientific skills. With a *patient-centered* focus, the nurse supports the unique individual and family to promote optimal health outcomes. Knowledge of current *quality* and *safety* principles are fundamental for the nurse to minimize adverse patient outcomes. *Nursing judgment* is based on the utilization of best current *evidence*. The nurse *collaborates* and functions effectively in a *team* environment to achieve quality patient care. The nurse's *professional identity* is displayed through caring, respectful behaviors. Use of *informatics and technology* in health care is essential to application of *evidence* and enhancement of patient safety (communication, leadership, error reduction, decision making, etc.).

**Education:** Nursing education encompasses *core values* and concepts based on learning and education theorists such as *David Kolb*, *Malcolm Knowles* and *Joseph Novak*. Elements of each theorist are reflected in the curriculum through the use of ATI, simulation, classroom and clinical experiences and concept mapping.

**It is the School of Nursing's responsibility to the students to facilitate the use of the nursing and education components to prepare a competent beginning nurse generalist.**

## Definitions:

**Core Values:** Those beliefs or ideals which form the foundation for the work of a governing organization and/or nursing program (2014, ACEN Accreditation Manual Glossary). Sharon Regional Health System School of Nursing has aligned the program and curriculum with 6 core values (Patient-Centeredness, Quality/Safety, Nursing Judgment (Evidence Based Practice), Professional Identity, Teamwork/Collaboration, Informatics/Technology). See also page 1, Key Components, Nursing.

**Patient-Centeredness:** Orientation to care that incorporates and reflects the uniqueness of an individual patient's background, personal preferences, culture, values, traditions and family. A patient-centered approach supports optimal health outcomes by involving patients and those close to them in decisions about their care. Patient-centeredness supports the respectful, efficient, safe and well-coordinated transition of the patient through all levels of care (2010, National League for Nursing: NLN).

**Quality and Safety:** The degree to which health care services are: (2010, NLN).

1. provided in a way consistent with current professional knowledge
2. provided to minimize the risk of harm to individuals, populations and providers
3. provided to increase the likelihood of achieving desired health outcomes
4. operationalized from an individual, unit, and systems perspective

**Nursing Judgment:** Encompasses the three processes of critical thinking, clinical judgment and integration of best evidence into practice. Nurses must employ these processes as they make decisions about clinical care, the development and application of research and the broader dissemination of insights and research findings to the community, management and resource allocation (2010, NLN).

Evidence-Based Practice: Actions, processes, or methodologies that are grounded in and flow from the translation of substantive and current research (2014, ACEN Accreditation Manual Glossary).

**Professional Identity:** The internalization of core values and perspectives recognized as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience and grows in the profession. The nurse embraces these fundamental values in every aspect of practice while working to improve patient outcomes and promote the ideals of the nursing profession. Professional identity is evident in the lived experience of the nurse, in his or her ways of "being", "knowing" and "doing" (2010, NLN).

**Teamwork/Collaboration:** Teamwork means to function effectively within nursing and inter-professional teams while fostering open communication, mutual respect, and shared decision making to achieve quality patient care (2010, NLN).

**Informatics/Technology:** Encompassing information science and information technologies, informatics involves the design, development, use and management of computer-based information systems. In nursing, informatics is becoming increasingly important in every aspect from patient care to systematic operations to research. In general, competencies can be divided into three major areas (2010, NLN-TIGER Informatics Competency Team).

1. Direct Care (care management, clinical decision making, operations management and communication)
  2. Support (clinical support, measurement, analysis, research/reports, administrative and financial)
  3. Information Infrastructure (security, health record management, registry and directory services, terminology services, standards-based interoperability, business rules management and workflow management)
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## Tenets of Selected Educational Theorists:

**David Kolb:** Kolb's four-stage learning cycle shows how experience is translated through reflection into concepts, which in turn are used as guides for active experimentation and the choice of new experiences. The first stage, *concrete experience* (CE), is where the learner actively experiences an activity such as a lab session or field work. The second stage, *reflective observation* (RO), is when the learner consciously reflects back on that experience. The third stage, *abstract conceptualization* (AC), is where the learner attempts to conceptualize a theory or model of what is observed. The fourth stage, *active experimentation* (AE), is where the learner is trying to plan how to test a model or theory or plan for a forthcoming experience.

Reference Retrieved 5/2/13: <http://www.learning-theories.com/experiential-learning-kolb.html>

**Malcolm Knowles:** Knowles' assumptions (The self-directed adult learner)

- ✓ The need to know — adult learners need to know why they need to learn something before undertaking to learn it.
- ✓ Learner self-concept — adults need to be responsible for their own decisions and to be treated as capable of self-direction.
- ✓ Role of learners' experience — adult learners have a variety of experiences of life which represent the richest resource for learning. These experiences are however imbued with bias and presupposition.
- ✓ Readiness to learn — adults are ready to learn those things they need to know in order to cope effectively with life situations.
- ✓ Orientation to learning — adults are motivated to learn to the extent that they perceive that it will help them perform tasks they confront in their life situations.

Reference Retrieved 5/2/13: <http://www.learningandteaching.info/learning/knowlesa.htm>

**Joseph Novak:** Professor Novak’s present work includes the development of “expert” concept maps to “scaffold” learning. Concept maps are educational tools designed for meaningful learning and knowledge retention. Concept maps have their origin in the learning movement called [constructivism](#). In particular, constructivists hold that learners actively construct knowledge. Novak's work is based on the cognitive theories of [David Ausubel](#)’s assimilation theory, who stressed the importance of prior knowledge in being able to learn new concepts.

Reference Retrieved 5/16/13: <https://www.msu.edu/~luckie/ctools/>

[http://services.economia.unitn.it/ojs/index.php/Je-LKS\\_EN/article/viewFile/441/433&a=bi&pagenumber=1&w=100](http://services.economia.unitn.it/ojs/index.php/Je-LKS_EN/article/viewFile/441/433&a=bi&pagenumber=1&w=100)

<http://cmap.ihmc.us/docs/conceptmap.html>.

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# Sharon Regional Health System School of Nursing

## Admission Policy/Procedure

### Admission (Class of 2020)

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The Class of 2020 will begin Semester #1 of the program in August of 2018 (see curriculum plan) and graduate in May of 2020. Students are no longer required to complete pre-requisite courses or submit letters of reference. The School of Nursing does accept transfer of credits for some academic courses on an individual basis. Official transcripts MUST be sent to the School of Nursing for transfer of credit to occur (see policy #174 included in the catalog). Transcripts should be sent as soon as the student is provisionally accepted.

For consideration of acceptance into this class, the deadline for completing the TEAS test (see information below) and submitting the completed application with the \$50.00 non-refundable application fee will be 3pm on Monday, February 28, 2017. A high school, GED or equivalent transcript is also required. Students submitting incomplete applications may not be considered for admission into the program.

The following is a checklist for a complete student's admission file:

- ATI TEAS must be completed by the application deadline** (Refer to ATI TEAS test registration instructions at the end of the policy).
- Completed application with the \$50 non-refundable fee.**
- The student will also submit Official High School Transcripts, GED or the equivalent. Graduates of a Home Study or Correspondence schools will be considered with appropriate documentation.** The Pennsylvania State Board of Nursing Requires: "Applicants must show they have completed work equal to a standard high school course including four (4) units of English, three (3) units of Social Studies, two (2) units of math (one of which is Algebra), and two (2) units of science with related laboratory".

Please Note: Applicants must be citizens of the U.S. or have Permanent Resident Status with the U.S. Immigration and Naturalization Service. Applicants with visas do not qualify as a permanent resident with a green card. If applicable, proper documentation must accompany application. Applicants for whom English is a second language may be required to take the Test of English as a Foreign Language (TOEFL). For more information, visit the TOEFL homepage at [www.TOEFL.com](http://www.TOEFL.com) or call 1-888-863-3546.

### **The Assessment Technology Institute (ATI) Test of Essential Academic Skills (TEAS) Test:**

All applicants must take the ATI TEAS test to be considered for admission. The preferred score is at the Proficiency Level. Students who earn a Basic Level score may still be considered for admission based on the size of the applicant group for that enrollment year. The TEAS test is a four part assessment with subtests in Reading, Math, Science, and English and Language usage. The test is administered on-line at the Sharon Regional School of Nursing from September to February annually. Candidates must register at [www.atitesting.com](http://www.atitesting.com) and follow the screen prompts to pay for the exam. It is HIGHLY suggested that the student purchase the ATI study package online or attend a TEAS test preparation course. The ATI TEAS test may be repeated no more than two (2) times for a total of three (3) attempts. An additional fee will be charged for each test scheduled. If an applicant has taken the TEAS previously and has made application to the Sharon Regional School of Nursing within a year of taking the TEAS, the applicant will not be required to repeat the TEAS Exam. More information about registering for the TEAS test is included in this packet as well as on the School of Nursing website at [www.sharonregional.com](http://www.sharonregional.com), click on About Us, then School of Nursing.

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**Transferring credits from previously taken college courses:** See Policy #174 (Transfer of Credits)

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### **Acceptance into the Program:**

Provisional Acceptance: The Admission Committee reviews all applications, ensures that the application fee has been accepted and reviews the ATI TEAS scores. The TEAS scores may be “ranked” from advanced to basic to assist the committee in making the admission decisions. The annual number of students provisionally accepted may vary so it is best for the student to earn a high score on the pre-entrance test. The Admission committee admits students to the program on a “provisional status” meaning that additional steps and courses are needed to earn final acceptance which occurs at the end of Semester #1. Students are mailed the provisional acceptance letter in March annually. Included in the acceptance letter is a confirmation form that the student accepts the admission offer and then submits the \$160.00 acceptance fee by April 15<sup>th</sup>. The student is required to attend a mandatory orientation session in early August and Semester #1 begins in late August annually. Sharon Regional Health System School of Nursing will submit names of accepted students to Penn State University for registration. No pre-requisite courses are required.



## **Final Acceptance into the Program:**

Final Acceptance: Final acceptance (into Semester 2 of the program) to the Sharon Regional Health System's School of Nursing program is based on successful completion of all admission criteria:

- Maintaining a minimum GPA of 2.75 or higher in semester 1 (this includes the Math, English, Anatomy and Psychology courses taken during semester 1 or the calculated GPA from the courses submitted via an official transcript if taken previously).
  - A student who has taken the required semester 1 courses previously and does not have a 2.75 GPA will need to retake a course or courses to increase the GPA or the student will not be offered final acceptance.
- Receipt of monies due.
- Attendance of the pre-orientation session in August annually.
- Successful completion of the nursing student requirements (physical, drug screen, clearances, immunizations/titers, Healthcare provider/BLS CPR, etc.)
- NOTE: The State Board of Nursing shall not issue a license to an applicant who has been convicted of a felonious act or convicted of a felony, unless at least 10 years have elapsed from the date of conviction. *The board will not issue or make a decision (or provide a written or verbal opinion) regarding the person's criminal history on his or her licensure application before the Board receives an application and all relevant information is reviewed. This means the Board cannot inform a nursing student with a criminal history before he or she graduates whether he or she will receive a nursing license or have discipline imposed on a license granted to him or her.*

A provisionally accepted student may request an admission "deferment" in writing for one year if he or she is unable to meet any of the above final acceptance criteria. The student will not be required to re-apply or retake the TEAS test. The student will be required to attend the class orientation session for the class they are joining the following year and may have to repeat additional final acceptance criteria such as clearances and nursing student requirements as above.

### **Non Discriminatory Statement**

Admission to the school is open to all qualified applicants regardless of sex, marital status, age, race, color, national origin, religion, disability, or sexual orientation.

1. Selected applicants not enrolling, but who seek admission at a later date, have no preferential status and are reconsidered for entry by the same process as new applicants for the next class.
2. All material submitted for the application process becomes the property of Sharon Regional Health System School of Nursing and cannot be returned or forwarded. Any false information will result in rejection for that applicant.

## How to Register for the TEAS Assessment

1. Go to [www.atitesting.com](http://www.atitesting.com)
2. Click on the “Create an account” button, located below the password field in the secure sign on area.
3. Student/Employee ID will come up as a field. It is not required. Skip this area.
4. Once an account has been created click on the “Online Store” tab at the top of the page (right hand corner beside the “Contact Us” tab).
5. Once in the Online Store select the TEAS option under “Register for.”
6. There will be a question that asks “What would you like to register for”. TEAS should be in the drop down box. Click “Next.”
7. This is now the registration section. A question will ask to enter the State and City. You will select Pennsylvania for the state and Sharon for the city. Click “Next” to proceed.
8. Scroll down to see the available dates and times and select the “Register” option that you would like to schedule for.
9. A question should pop up on the screen that says “This exam is for Sharon Regional Health System School of Nursing applicants only. Are you applying for the program? Click “yes.”
10. Now you should be at the Shopping Cart section. Please verify that you have selected the option that you want to schedule for. Select the “Check Out” tab.
11. Verify the Billing Address and make changes if needed. Click the “Proceed to Payment Details” tab.
12. Now you should be at the Secure Checkout. Enter credit card information and then click the “Submit Order” tab.
13. You have now completed the registration process for taking the TEAS exam!
14. IT IS HIGHLY suggested that the student also purchase the ATI TEAS test study package or attend a TEAS preparation course to maximize their individual score.
15. Be sure to arrive to the School of Nursing 30 minutes before exam start with proper identification (driver’s license preferred). IMPORTANT!!!!

**Sharon Regional Health System School of Nursing Curriculum:**  
(SON= School of Nursing, PSU= Penn State)

**Year 1**

Semester #1 (August-December)		Semester #2 (January-May)		Semester #3 (May-August)	
English 015 (PSU)	3 credits	Fundamentals of Nursing (SON)	4 credits (2T, 2C)  Theory (T)= 30 hrs Clinical (C)= 90 hrs	Med-Surg I (SON)	7 credits (4T, 3C)  Theory (T)= 60 hrs Clinical (C)= 135 hrs
*Anatomy 129, 129L (PSU)	4 credits	Introduction to Pharmacology (SON)	1 credit	Pharmacology I (SON)	1 credit
Math 21 or 35 (PSU)	3 credits	Health Assessment- Nursing 251 (PSU)	3 credits	Microbiology 106, 107L (PSU)	4 credits
Psychology 100 (PSU)	3 credits	*Physiology 141, 142L (PSU)	4 credits		
Freshman Seminar (PSU)	1 credit	Introduction to Healthcare Professional (SON)	1 credit		
<b>Total</b>	<b>14 credits</b>	<b>Total</b>	<b>13 credits</b>	<b>Total</b>	<b>12 credits</b>

NOTE: \*Must take within the same institution to assure coverage of all body systems. When deciding on the Anatomy and Physiology courses, students must take both at the same institution; courses differ from institution to institution therefore, students will miss necessary content (Ex. Anatomy 129 and Physiology 141,142 lab at University "A" OR Anatomy and Physiology I then Anatomy and Physiology II at University "B")

**Year 2**

Semester #4 (August-December)		Semester #5 (January-May)	
Med-Surg II (SON)	7 credits (4T, 3C)  Theory (T)= 60 hrs Clinical (C)= 135 hrs	Obstetrics, Pediatrics, Mental Health Nursing (SON)	7 credits (4T, 3C)  Theory (T)= 60 hrs Clinical (C)= 135 hrs
Pharmacology II (SON)	1 credit	Senior Practicum (SON)	3 credits (3C)= 135 hrs.
Nutrition 251 (PSU)	3 credits	Specialty Pharmacology (SON)	1 credit
Human Growth & Development (PSU)	3 credits	Transitions and Professional Role-Nursing 390 (PSU)	3 credits
<b>Total</b>	<b>14 credits</b>	<b>Total</b>	<b>14 credits</b>

School of Nursing (SON) Class hours= 285 and Clinical Hours = 630 .....Total Hours= 915

Nursing Credits (SON and PSU)= 39 and Non-Nursing/Academic (PSU) Credits= 28 .....Total Program Credits= 67

## Sharon Regional Health System School of Nursing: Curriculum and Course Descriptions

### Curriculum:

Core concepts of the curriculum are: patient- centered care, safety and quality, team work and collaboration, evidence-based practice, nursing judgment, professional identity, and information and technology. Concepts from the biological and behavioral sciences will be taken concurrently with nursing courses. Theory and clinical experiences are planned to facilitate the attainment of student learning outcomes. Each nursing course has unique clinical activities using the facilities of Sharon Regional Health System. Other select agencies are used when needed to meet the learning needs of students.

Students are scheduled Monday thru Friday; daytime for class and day, evening, or weekend for clinical and/or Penn State courses. Vacation time is allotted throughout the program (see academic calendar). Course schedules are posted in ample time to accommodate student needs.

### Course Descriptions:

#### Penn State:

**English (ENG 015):** This course is focused on English instruction and practice in writing expository prose that shows sensitivity to audience and purpose. **Credits:** 3

**Anatomy (BIO 129 with Lab):** Anatomy of a mammal, with special reference to that of man with lab. **Credits:** 4

**College Level Math (MATH 21 OR 35):** Math 21: College Algebra- Quadratic equations; equations in quadratic form; word problems; graphing; algebraic fractions; negative and rational exponents; radicals **OR** Math 35: General Mathematics- Survey of mathematical thought in logic, geometry, combinatority, and chance. **Credits:** 3

**Psychology (PSYCH 100):** Introduction to general psychology; principles of human behavior and their applications. **Credits:** 3

**Freshman Seminar:** A course designed to help students succeed in an academic setting. Students are also introduced to and supported in the use of Penn State tools such as Angel (course manager) and E-Lion (online library). **Credits:** 1

**Health Assessment (NURSING 251):** This course is designed to broaden the student's knowledge and skills in health assessment. The course enables the student to learn the methods of interviewing patients for completing a health history and the tools and techniques necessary to conduct a physical examination. Clinical experiences are conducted in the Simulation Laboratory where students receive the individualized attention to facilitate learning the techniques of physical assessment. **Credits:** 3

**Physiology (BIO 141 and BIO 142 Lab):** 141: Introduction to Physiology- Explanation of the normal structure and function of the animal body, with special emphasis on human body systems. 142: Physiology lab- Experiments demonstrating basic physiological principles, with special reference to man. **Credits:** 4

**Microbiology (MICRO 106 and MICRO 107 Lab):** 106: Elementary Microbiology- Importance of microorganisms in health and disease, agriculture, and industry. This is a descriptive course for students not planning advanced study in microbiology. 107: Selected techniques used to observe, identify and count bacteria and effects of chemical and physical agents on microorganisms. The combination of MICRB 106 GN and 107 GN must be taken to receive General Education credit in biology. **Credits:** 4

**Nutrition (NUTR 251):** Introductory Principles of Nutrition- The nutrients: food sources and physiological functions as related to human growth and well-being throughout life; current nutrition issues. **Credits:** 3

**HDFS 129 (PSU):** This course is an introduction to human development and family studies including psychosocial and family development at all stages of the individual and family life cycle. **Credits:** 3

**Transitions and Professional Role (NURSING 390):** Transition to baccalaureate education and professional nursing practice, emphasizing leadership, management, and issues influencing nursing education and practice. **Credits:** 3

#### Course Descriptions:

**School of Nursing:**

#### **Introduction to Healthcare (Year 1/ Semester 2- spring):**

The course allows the student to explore the healthcare culture and employment opportunities within the health care field. It provides students with basic information for a career in healthcare along with an introduction to fundamental principles, practices, and issues common to many specializations in the healthcare profession. In addition to the essential skills, students explore various delivery systems and related issues. Students will have shadow opportunities.

**Pre-requisite Courses:** Semester 1 courses (Anatomy, English, Math, Psychology and Freshman Seminar).  
**Concurrent Courses:** Health Assessment 251 (PSU), Physiology (PSU), Introduction to Pharmacology and Fundamentals of Nursing  
**Credit:** 1 (Theory= 15 hours)

### **Fundamentals of Nursing (Year 1/Semester 2- spring):**

The introductory course, Fundamentals, provides the framework for the practice of health care to diverse populations across the life-span and health promotion, maintenance and restorative needs. The course will facilitate professional role socialization by early exposure to nursing care management skills and knowledge. Biophysical science knowledge will enhance theory correlation for adult, geriatric, and perioperative individuals and families with altered regulatory functions. Special emphasis will be on quality and safety related to medication administration. Use of the guided discovery teaching process and role modeling will enable the student to begin to focus on the necessary elements for reflective nursing judgment, logical problem-solving, and decision making. Community experiences focus on communication, vital signs, and diversity of health care environments.

**Pre- Requisites:** Final acceptance into the SRHS School of Nursing and the Semester 1 courses

**Concurrent Courses:** Health Assessment 251 (PSU), Physiology 141,141L (PSU) and Introduction to Pharmacology

**Credits:** 4 (2 Theory Credits= 30 hours, 2 Clinical Credits= 90 hours)

### **Introduction to Pharmacology (Year 1/Semester 2- spring):**

Core Concepts of Pharmacology Introduction provides the student with essential content for safe, effective drug therapy. The course focuses on drug regulation, approval, classes, schedules, nomenclature, and categories. Emphasis is on pharmacodynamics and pharmacokinetics as they relate to methods of drug administration and nursing implications. Students must pass a math proficiency examination as part of the course.

**Pre- Requisites:** Final acceptance into the SRHS School of Nursing and the Semester 1 courses

**Concurrent Courses:** Health Assessment 251 (PSU), Physiology 141,141L (PSU) and Fundamentals of Nursing

**Credits:** 1

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### **Medical Surgical Nursing I (Year 1/Semester 3- summer):**

Medical-Surgical Nursing I encompasses the pathophysiologic dimensions of adult nursing. Students will integrate and apply pharmacology, physical assessment, clinical decision making, and health promotion skills as they learn to more effectively care for adults with common acute and chronic health problems. Critical thinking is stimulated through the use of case studies, nursing care plans and concept maps. Students are introduced to concept based learning as well as identification of client learning needs. The course assimilates previous knowledge as well as application of new information as they learn to more effectively care for. Community focused experiences are designed to provide opportunity for interdisciplinary collaboration with individuals, families, and groups experiencing alterations in health.

**Pre- Requisites:** All Semester 1 courses

**Concurrent Course:** Pharmacology I and Microbiology (PSU)

**Credits:** 7 (4 Theory Credits= 60 hours, 3 Clinical Credits= 135 hours)

### **Pharmacology I (Year 1/Semester 3- summer):**

**Course Description:** Core Concepts of Pharmacology Introduction provides the student with essential content for safe, effective drug therapy. The content draws upon core concepts of anatomy, physiology and pathology. The course emphasizes how the disciplines of therapeutics and pharmacology interconnect. Pharmacological principles covered in the course have practical application for students administering medications to clients in a variety of clinical settings. The content is organized according to body systems and diseases discussed in Med-Surgical Nursing I. Current trends in research and therapy are explored. Students must pass a math proficiency examination as part of the course.

**Pre- Requisites:** All Semester 1 courses

**Concurrent Course:** Medical Surgical Nursing I and Microbiology (PSU)

**Credits:** 1 (Theory- 15 hours)

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### **Medical Surgical Nursing II (Year 2/ Semester 4- fall):**

Medical-Surgical Nursing II encompasses the pathophysiologic dimensions of adult nursing. Students will be exposed to multidimensional clinical environments that require analysis, assimilation and decision-making. Application of concept- based learning, ethical dilemmas, and leadership skills are required. Medical Surgical Nursing II emphasizes the use of evidence- based practice for specialized nursing practice with patients experiencing chronicity, complexity, and crises in healthcare. Critical thinking is stimulated through the use of case studies, nursing care plans and concept maps. The course assimilates previous knowledge as well as application of new information.

**Pre- Requisites:** All Semester 2 courses

**Concurrent Courses:** Nutrition 251 (PSU) and Human Growth and Development 129 (PSU) and Pharmacology II

**Credits:** 7 (4 Theory Credits= 60 hours, 3 Clinical Credits= 135 hours)

### **Pharmacology II (Year 2/ Semester 4- fall):**

**Course Description:** Core Concepts of Pharmacology Introduction provides the student with essential content for safe, effective drug therapy. The content draws upon core concepts of anatomy, physiology and pathology. The course emphasizes how the disciplines of therapeutics and pharmacology interconnect. Pharmacological principles covered in the course have practical application for students administering medications to clients in a variety of clinical settings. The content is organized according to body systems and diseases discussed in Med-Surgical Nursing II. Current trends in research and therapy are explored. Students must pass a math proficiency examination as part of the course.

**Pre- Requisites:** All Semester 2 courses

**Concurrent Courses:** Nutrition 251 (PSU) and Human Growth and Development 129 (PSU) and Medical-Surgical Nursing II

**Credits:** 1 (Theory= 15 hours)

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### **Specialty Nursing (Year 2/Semester 5- spring):**

The Specialty course integrates developmental, physical, psychosocial, and cultural components in care of clients throughout the lifespan. Contemporary issues of society will be explored. The course focuses on: adult, adolescent, child mental health alterations, women's health, maternal/newborn, and pediatric care.

**Pre- Requisites:** All Semester 3 courses

**Concurrent Courses:** Practicum, Transition and Professional Role (PSU) and Specialty Pharmacology

**Credits:** 7 (4 Theory Credits= 60 hours, 3 Clinical Credits= 135 hours)

### **Pharmacology in Specialty Nursing (Year 2/Semester 5- spring):**

**Course Description:** Core Concepts of Pharmacology Specialty provides the student with essential content for safe, effective drug therapy. The content draws upon core concepts of anatomy, physiology and pathology. The course emphasizes how the disciplines of therapeutics and pharmacology interconnect. Pharmacological principles covered in the course have practical application for students administering medications to clients in a variety of clinical settings. Emphasis is on the Obstetric, Pediatric, and Mental Health populations. Current trends in research and therapy are explored.

**Pre- Requisites:** All Semester 3 courses

**Concurrent Course:** Specialty Nursing, Practicum, Transition and Professional Role 390 (PSU)

**Credits:** 1 (Theory- 15 hours)

### **Practicum (Year 2/Semester 5- spring):**

**Course Description:** The practicum course will assist the students in the integration of theory and practice as they approach completion of the nursing major and transition role into the role of professional nurse. The course focuses on personal leadership and the associated skills and knowledge to practice as a contemporary professional nurse. Specific areas include: health care organizations and organizational structures; organizational "fit", quality improvement; NCLEX readiness activities; community, and role transition from graduate to professional nurse (QESN competencies). The clinical practicum is to demonstrate the student's achievement of knowledge and skills in nursing practice as they enter into professional practice. Clinical goals include development of independence in nursing practice, skills for clinical decision-making and application of nursing leadership and management theory and skills. Clinical experiences include 12 of weeks of practice under the guidance of a staff mentor. An assigned SRHS faculty member liaison will be available for supervision as needed.

**Pre- Requisites:** All Semester 3 courses

**Concurrent Classes:** Transition and Professional Role 390 (PSU), Specialty Nursing and Specialty Pharmacology

**Credits:** 3 (3 Clinical Credits- 135 hours)



**Sharon Regional Health System  
School of Nursing**

<b>Student Policy #100</b>	<b>Credit and Grade Point Calculation Policy</b>	Revised: 5/14, 5/13, 1/13,10/08, 9/07, Reviewed: 6/17,1/16, 10/15, 6/12, 6/11, 7/10, 9/05
<p><b>SRHS School of Nursing Curriculum</b> 15 hours college theory= 1 college credit 15 hours nursing theory = 1 credit 45 hours nursing clinical = 1 credit *indicates college credit</p> <p><b>Computation of Cumulative Grade Point Average:</b> Total theory hours divided by 15: Total clinical hours divided by 45: Take that figure and multiply it by the grade point equivalent=total points for the course. -Total Program Credits= 67</p>		<p><b>Use of the Term "Credit"</b></p> <p>1. Credit assigned to nursing courses does not constitute "college credit" and does not imply nursing courses earn the equivalent of college credit.</p> <p>2. The term "credit" assigned to nursing courses is for grading and/or financial purposes only.</p> <p>3. Only an authorized degree-granting institution in which a student enrolls may determine whether the completed nursing courses maybe accepted for "college credit."</p>

**School of Nursing Grading Scale:**

Grade Equivalent	Letter Grade	Grade point
93-100%	A	4
87-92%	B	3
80-86%	C	2
Below 80%	F	0

Course- Level I	Credits	Theory Hours	Lab Hours	Clinical Hours	Total Hours
Semester 1- 15 weeks					
Anatomy 129, 129L	4	45	15	N/A	60
English 015	3	45	N/A	N/A	45
Math 21 or 35	3	45	N/A	N/A	45
Psychology 100	3	45	N/A	N/A	45
Freshman Seminar	1	15	N/A	N/A	15
Introduction to Health Care Professional	1	15	N/A	N/A	15
Semester 2- 15 weeks					
Fundamentals	4 (2T, .5 L, 1.5 Cl)	30	22.5	67.5 (90)	120
Health Assessment 251	3	45	30	N/A	75
Intro to Pharmacology	1	15	N/A	N/A	15
Physiology 141, 141L	4	45	15	N/A	60
Semester 3-13 Weeks					
Medical Surgical I	7 (4T, 3 Cl)	60	20	115	195
Core Concepts of Pharmacology I	1	15	N/A	N/A	15
Microbiology 106, 107L	4	45	15	N/A	60
Level 2-Semester 3- 15 weeks					
Medical Surgical Nursing II	7 (4T, 3 Cl)	60	30	105 ( 135)	195
Core Concepts of Pharmacology II	1	15	N/A	N/A	15
Nutrition 251	3	45	N/A	N/A	45
Human Growth and Development	3	45	N/A	N/A	45
Semester 4- 15 weeks					
SRHS Senior Practicum	3 Cl	0	25	110 (135)	135
Specialty Nursing	7 (4T,3 Cl)	60	20	115	195
Specialty Nursing Pharmacology	1	15	N/A	N/A	15
Transition Profession Role 390*	3*	45	N/A	N/A	45

**Sharon Regional Health System  
School of Nursing**

<b>Student Policy #101</b>	<b>GRADING POLICY</b>	Revised: 7/10, 10/08, 4/06 Reviewed: 6/17, 1/16, 10/15, 5/14, 6/12, 6/11, 9/07, 9/05
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**Theory:**

1. By the end of a course, the student must attain an 80% grade.  
-The school follows accepted rounding rules: 0.5 and above = the next whole number. Final grades are calculated and rounded to the next whole number. (79.7 = 80%)
2. Students not present for a scheduled exam or quiz must make arrangements to take a make-up exam/quiz upon returning to class or clinical. Lack of accountability in scheduling the exam/quiz can result in loss of points. \*\*See Missed Exam Policy below.
3. Students receive exam results within 1-2 business days. Based on the results, some students may be referred to their Advisor.

**Missed Exam Policy (SON only):**

1. If the student is not able to take the exam or quiz on the published date/time, a missed exam form will be completed and a copy given to the student.
2. A missed exam **must** be taken on the day the student returns to class or clinical. The instructor will set the time and place for the exam.
3. There are not any points deducted for the first time that a student misses an exam. The second and all other subsequent missed exams may result in a three point deduction. In addition three points will be deducted for each scheduled class/clinical day a student returns without taking the exam.
4. **Exceptions may be made on an individual case basis as determined and approved by the Director of the School of Nursing.**
5. Make-up exams may not be the same as the initial exam.

**Examples:**

1. The first missed exam in the program, the student takes the exam on the first day back, there will be no points deducted. -- If the student **does not** take the exam on the initial day back, three (3) points will be deducted from exam score for each day delaying the exam.
2. A student who has missed one exam in the program, will no longer have the one day grace period, and will begin losing three (3) points per day starting with the day of exam.

**Clinical:**

1. A student must be consistently satisfactory in clinical behaviors and attain 80% on the total points for clinical assignments in order to pass the course.
2. A written or verbal weekly and final clinical evaluation will be given to each student in all nursing courses.
3. "Provisional" indicates a student has demonstrated minimal competency when initiating a process or procedure for the first time or requires excessive coaching in order to meet the standard of care. Failure to improve the process or procedure will result in an unsatisfactory score for that behavior.
4. A student receiving an unsatisfactory clinical evaluation at mid-term is required to develop a plan for improvement with the instructor/advisor.

**Sharon Regional Health System**  
**School of Nursing**

<b>Student Policy</b> <b>#102</b>	<b>PROGRESSION POLICY</b>	Revised: 5/17, 5/16, 11/15, 5/14, 3/13, 7/10, 10/08, 4/06 Reviewed: 1/16, 6/12, 6/11, 9/07, 9/05
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The passing score for all courses is a “C”. The Fundamentals, Medical Surgical Nursing Courses (I&II), Specialty Nursing, and Senior Practicum at the School of Nursing (SON) consist of theory and clinical components. The student must be consistently “Satisfactory” in clinical behaviors and attain at least a “C” (a minimum of 80% or a 2.0) to pass the courses. Both components must be repeated if one or both of these requirements are not met. Students may repeat only one course in the program. Students must pass the Fundamentals, Core Concepts in Pharmacology Introduction, and Health Assessment classes to progress to the second semester. Penn State courses must be passed with a “C” grade according to the Penn State grading scale and class syllabus.

1. Evaluation of a student’s progress is made at the end of each course and level.
2. The student must achieve a minimum of a “C” or better in theory and a “**satisfactory**” in clinical experience in each course (refer to Grade Policy #100 and the School of Nursing grading scale).
3. As a requirement of the program, the student must pass two math exams with a score of at least 80% on each. If a student fails either of the exams on the initial attempt, he/she will be given a second exam within one week of the first exam. Because the content of these exams are a critical safety component of clinical, **the student will not be able to continue in the course if he/she fails the second attempt.** The student will be considered a withdrawal student and may request readmission to the program the next time the course is offered. (see Withdrawal Policy #104 and Readmission Policy #173).
4. Students are permitted to retake one nursing course within the program curriculum when it is next offered in the following calendar year. Any student failing more than one nursing course will be dismissed (see Dismissal Policy #110).
5. All courses must be satisfactorily completed in the posted curriculum sequence. A student may take a college course early (Semester 1 courses, Physiology, Microbiology, Nutrition, Human Growth and Development). If not taken previously, the student must take the college course in the semester as listed on the curriculum plan. Health Assessment 251 and Transition to Professional Role 390 may not be taken early or from a different university. These courses are designed for the SON Students.

**Concurrent Completion of College Courses with Nursing Courses:**

- Each semester, the SRHS SON will register the student for the Penn State courses unless they have previously successfully completed them.
- In semester #2-5, the student pays the SON for all courses; the school in turn pays Penn State.
- An unofficial grade report shall be temporary proof pending a final transcript. The student on college course probation may progress in nursing courses, but will not be eligible for graduation until all courses have been satisfactorily completed.
- Students must inform the Director of the SON if withdrawing from a Penn State course.
- If a student withdraws, takes a leave of absence or is dismissed from the SON, Penn State will be notified immediately.

**Sharon Regional Health System  
School of Nursing**

<b>Student Policy #104</b>	<b>WITHDRAWAL POLICY</b>	Revised: 5/16, 11/15, 2/14, 6/12, 6/11, 7/10, 10/08, 9/07 Reviewed: 6/17, 1/16, 9/15, 7/13
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A student may choose to withdraw from a course for a variety of reasons (academic issues, health concerns (self or family), financial struggles, change in career goals, relocation, etc.). Students may repeat **one** nursing course within the curriculum. The student requesting withdrawal will meet with the Director and complete the Withdrawal Form. The student must also meet with the Financial Aid officer and return all borrowed materials to the School of Nursing. For Financial Aid purposes, the student will be considered withdrawn from the program. A Title IV withdrawal calculation will be completed and there may be monies to be returned to the Title IV source. Penn State will also be notified of the student’s change in status.

A student may only withdraw and repeat one nursing course within the student’s academic career in the nursing program. If the student completes the entire course including the final exam and fails the course, an “F” will be listed on the student’s transcript. If a student withdraws from a course before the course is complete, a “W” will be listed on the student’s transcript.

Individual situations may arise that require the student to withdraw from more than one nursing course at that time; for example, Medical- Surgical Nursing I and Pharmacology I. Individual circumstances will be reviewed by the director and pertinent documentation (physician documentation, court orders, documented psychiatric/mental health plans, etc.) may be requested.

When the student intends to return, the student will be considered a readmission student and will follow Readmission Policy #173. The student will be expected to resume the program when the course(s) left are offered again the following year. A student that does not return to the program when the course(s) left are offered the following year but does wish to return to the program at a later time will need to begin the application/admission process (see the admission policy). If the student chooses not to or is unable to return to the program during the withdrawal period, the student will submit a written statement to the program director that he/she does not intend to return.

NOTE: Students in good academic standing in all nursing courses may choose a Leave of absence (LOA) from the program (see policy #172).

**Sharon Regional Health System  
School of Nursing**

<b>Student Policy #105</b>	<b>ATTENDANCE POLICY</b>	Revised: 5/17, 11/15, 7/10, 10/08, 9/07, 4/07, 4/06, 8/05 Reviewed: 1/16, 6/14, 7/13, 6/12, 7/11
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**Clinical Considerations:**

1. **Clinical attendance is mandatory.** Students need adequate time to practice under the direction and supervision of an instructor in order to acquire skills, apply principles and develop nursing judgment. Instructors need adequate time to evaluate student progress toward meeting course objectives. **Clinical hours include caring for patients on assigned units, nursing lab experiences and/or simulations.**
2. Students arriving late to a lab or simulation, will wait until the first break (usually after the 1<sup>st</sup> hour) to join the activity in order to minimize interruptions to fellow students and the presenter. If a student has called in BEFORE the start of the lab/simulation to the DIRECTOR (724-977-0654) to report an emergency or extenuating circumstance, the director may approve the student to join an activity already in session. Clinical time will be deducted for the amount of time missed.
3. Missed clinical time is recorded within each course and must be made-up within the time frame of the specific course. Making up clinical experiences or hours is offered to promote student learning. If the missed hours are considered essential to the learning experience, the hours **must** be made up. The hours made up are not “taken away” from the total hours already missed. Clinical make-up hours and experiences will be scheduled at a time convenient for the faculty.
4. **Each course has a maximum amount of hours that can be missed (see table below).**
5. Absences in excess of the course specific maximum hours may result in a student needing to withdraw from the course due in inability to meet the course learning objectives.
6. If a student comes to clinical and is sent home (Examples: illness or unsafe performance), the hours missed will be calculated into maximum missed hours.
7. If a student is more than a half an hour late for clinical, the student may have missed shift report and it will not be safe for the student to care for their assigned patient. The student will be excused for the day and the missed hours will be counted towards the total maximum missed hours.
8. All missed time clinical time will be documented and signed by the instructor, student and director on the “Missed Clinical Time” form.
9. **Extenuating circumstances will be reviewed by the Director of the School of Nursing.**

Course	Total Clinical Hours	Maximum Missed Hours
Fundamentals	90	10
Med-Surgical I	135	12
Med-Surgical II	135	12
Specialty Nursing (Mental Health, Pediatrics and Obstetrics)	135	12
Senior Practicum	135	12

## Attendance Policy #105 Continued.....

### **During Specialty Nursing, and Senior Practicum, the following statements apply to clinical hours:**

1. Specialty Nursing and Senior Practicum are comprised of various short segments of clinical experience in specialty nursing areas.
2. It is educationally imperative students attend and participate in all clinical hours to achieve course outcomes.
3. During Specialty Nursing and Senior Practicum, students will be expected to attend all clinical experiences.
  - a. All clinical hours missed will be made-up with experiences developed by the appropriate faculty member and may include various options: direct care, simulation, written assignment, etc.
  - b. Students missing clinical experiences must report off by calling the Director of the School of Nursing 2 hours prior to the start of the clinical shift to explain the absence.**

### **Classroom Considerations:**

1. Classroom attendance is expected but not mandatory. Attendance is tracked for advisement purposes. It is appreciated when a student notifies the school that he/she cannot make it to class but it is the responsibility of the student to obtain the missed information or handouts. **Attendance patterns are a crucial part of professionalism and have a profound impact in the health care work environment. Prospective employers frequently ask about a student's attendance as part of the pre-employment reference process.**
2. Students arriving late to class are to wait until the first break to enter class in order to minimize interruptions to fellow students and the presenter. If a student has called in BEFORE the start of class to the main office (724-983-3865) to report an emergency or extenuating circumstance, the instructor may approve the student to join a class already in session.

### **Other Considerations:**

1. Inclement weather requiring the school to close, jury and/or court time will not be counted into the maximum missed hours, however proof of the court/jury time must be provided to the Director. (see policy #107)
2. Funeral leave will not be counted into the maximum missed hours. (see policy #107)

**Sharon Regional Health System  
School of Nursing**

<b>Student Policy #106</b>	<b>GRADUATION POLICY</b>	Revised: 5/17, 1/16, 11/15, 3/13, 11/03 Reviewed: 5/14, 6/12, 6/11, 7/10, 10/08, 9/07, 9/05
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**To be eligible for graduation, a student must have:**

1. Satisfactorily met all educational requirements of the nursing program.
2. Completed the final level of the program.
3. Met all financial obligations to the School of Nursing.
4. Returned all materials borrowed from the School of Nursing.

**Graduation Awards:** During the graduation ceremony, students are honored for academic and clinical excellence demonstrated during their nursing education. Scholarship and monetary awards are often based on performance. The following awards are given:

**Honor Cords:** Are presented to students completing the 20-month nursing curriculum with a **G.P.A. of 3.50 or greater.**

**Nightingale Award:** This pin is awarded to a student who consistently excelled in clinical and demonstrated safe, compassionate care through the nursing program.

**Scholarships/Monetary Awards:** A list of scholarships is maintained on the bulletin board across from the main office. A completed list with eligibility criteria and instructions for applications can be obtained from the financial aid officer or the director. Students will be notified of available scholarships on a regular basis and are encouraged to apply.

Current Scholarships include (but are not limited to): The Ann C. Boyle Memorial, the Alfred and Jane Barnes Memorial, the John and Dorothy Masternick Foundation, the Rosemary Moder Scholarship, the Hawke-Petit Memorial Scholarship, the Margaret Tice Memorial Scholarship, the Primary Health Network Foundation, the Pauline "Pinky" Rowlands scholarship.

**In the State of Pennsylvania:**

- All persons applying to take the NCLEX-RN exam must complete the mandatory child abuse detection training.
- Graduate nurses may work in Pennsylvania with a Temporary Practice Permit (TPP) until they pass their State Board Examination (NCLEX-RN) up to one year after graduation.
- With the enactment of Acts 190 & 110 on January 1, 1986, any candidate for Registered Nurse licensure who has failed the Licensure Examination may no longer practice as a graduate nurse.

**In the State of Ohio:** Graduate nurses must pass their State Board Examination (NCLEX-RN) to practice as a Registered nurse. The state of Ohio does not issue Temporary Practice Permits (TPP)

**Sharon Regional Health System  
School of Nursing**

<b>Student Policy #107</b>	<b>SPECIAL CIRCUMSTANCES FOR ABSENCE POLICY</b>	Revised: 10/15, 8/13/03, 11/5/02 Reviewed: 6/17, 1/16, 6/14, 7/13, 6/12, 7/10, 10/08, 9/07, 9/05
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**Excused Absence – Death in Family:**

1. Three (3) days are granted for a death in the immediate family. Immediate family is considered to be: mother, father, brother, sister, husband, wife, or child.
2. One (1) day is granted for death of other family members.

**Jury Duty:**

In the event a student is called for jury duty the student needs to submit the notification to the Director, School of Nursing. A letter will be prepared requesting the student be excused from jury duty due to the possibility of the student not meeting mandatory objectives of a course. Final decision of jury duty rests with the court.

**Labor Disputes:**

Students are required to make up theory and/or clinical practice, which have been cancelled due to labor disputes. The school reserves the right to use other agencies with the permission of the State Board of Nursing. Schedules for theory and clinical practice may be the same as the original or different if the situation necessitates.

**Inclement Weather Procedure:**

The decision to close the school and cancel classes shall rest with the Director of the School of Nursing. If the weather event is anticipated, alternate assignments or course week may be assigned in advance for students to complete at home instead of driving into the school. Closing announcements will be initially and most often posted on IDMI (the student course management system). Students may also be contacted by phone or personal e-mail.



**Sharon Regional Health System  
School of Nursing**

<b>Student Policy #110</b>	<b>DISMISSAL POLICY</b>	Revised: 1/16, 11/15, 7/13, 7/10, 10/08, 0/07, 11/03, 8/03, 9/00 Reviewed: 6/17, 6/14, 6/12, 7/11, 9/05
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**Students may be subject to dismissal for:**

1. Negligence or willful inattention to patient care including a “no-call, no-show” for an assigned clinical experience.
2. Divulging confidential information or other violations of the Patient’s Bill of Rights
3. Falsifying records, reports, or information
4. Theft or dishonesty, including academic dishonesty  
-See Testing Policy #103 and Academic Integrity Policy #111
5. Deliberate damaging, defacing, or mishandling of equipment
6. Drinking or possessing intoxicating beverages on school or hospital property
7. Unauthorized use or possession of narcotics, drugs, or other chemicals  
-For reason #6 and #7: See Drug Free Policy #122
8. Failure to report an accident, injury, or hazardous and unsafe situation  
-See Policy #119 and #144
9. Disruptive behaviors that interfere with the learning of other students
10. Harassment, Bullying or Sexual Harassment  
-See Harassment/Bullying Policy #131 and Sexual Harassment Policy #132
11. Failure of a second nursing course (Such as: Fundamentals, Med-Surg. Nursing, Pharmacology, Specialty or Practicum)
12. The School of Nursing/Director reserves the right to dismiss a student who for legal, academic, emotional, or physical reasons cannot be advised to continue in the program

**When a student is subject to the Dismissal Policy, the following procedure will be used:**

1. The director will present to the student the reason for dismissal along with appropriate documentation. The dismissal form will be signed (see next page).
2. The student has the right to appeal the decision through the formal dispute and resolution policy.
3. Final decision-making authority for the consequences rests with the Director of the School of Nursing.

**A student who had been dismissed from the program is not eligible for readmission or re-application to the program.**

**Sharon Regional Health System  
School of Nursing**

<b>Student Policy # 112</b>	<b>STUDENT RETENTION POLICY</b>	Revised: 6/14, 7/13, 8/04, 3/02 Reviewed: 6/17, 1/16, 10/15, 6/12, 7/11, 7/10, 10/08, 9/07, 9/05
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Sharon Regional Health System School of Nursing is dedicated to the success of its students. To monitor our student's success within the school and on the NCLEX-RN, we have established the following benchmarks:

1. Retention rate of students entering the program will be at 70% or greater.
2. 90% or greater of program graduates will pass the NCLEX-RN exam.

To achieve these benchmarks, the following actions have been taken:

1. Admission criteria will be consistently adhered to.
2. Every student will be assigned a faculty advisor.
3. ATI products will be used in every course.
4. EAP will provide support for individual students or the entire class as needed.
5. The ATI Live Review (NCLEX-RN prep) Course will be provided at the School of Nursing for all graduates.

Records of retention will be maintained for each class, along with reasons for attrition.

**Sharon Regional Health System  
School of Nursing**

<b>Student Policy # 115</b>	<b>TRANSFER POLICY</b>	Revised: 5/17, 7/10, 10/08, 9/07, 4/07, 4/06, 8/05 Reviewed: 1/16, 10/15, 6/14, 7/13, 6/12, 7/11
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Prospective students may apply for transfer to Sharon Regional Health System – School of Nursing from an accredited and State Board approved school of nursing. In accordance with the State Board of Nursing, Sec. 21.103, any student transferring to Sharon Regional Health System – School of Nursing must successfully complete the second level of our curriculum (semesters #4 and 5).

Students seeking to transfer to Sharon Regional Health System – School of Nursing **must** be in good standing in the school they are leaving (passing theory and clinical).

Procedure for transfer:

1. Applicants must provide course descriptions, outlines and transcripts from all prior nursing courses. **A minimum of 12 weeks** before the beginning of the course, a non-refundable transfer fee of \$100 must accompany the descriptions, outlines and transcripts. Processing will not begin until this fee, and course descriptions, outlines and transcripts have been received.
2. Applicant must meet all current Sharon Regional Health System – School of Nursing admission criteria and be in good academic standing with their previous school of nursing. See Progression Policy #102
  - a. A completed application must be received prior to the beginning of the course within adequate time for evaluation and processing
  - b. One reference must be from the Director or a faculty member of the previous School of Nursing. Exceptions may be made in the case of a school closing or at the discretion of the Director.
3. Placement will be dependent upon prior course content, standardized testing, successful completion of last clinical rotation and clinical skills evaluation at the discretion of the School of Nursing. All transfer students must complete Level II of the program.

Each transfer application will be reviewed on an individual basis. The School of Nursing may accommodate transfer students as determined by the current class size. Students must adhere to the policies of Penn State University as they relate to the required courses.

**Sharon Regional Health System  
School of Nursing**

<b>Student Policy # 117</b>	<b>Disability/Accommodations Policy</b>	Revised: 4/14 Reviewed: 6/17, 1/16, 10/15, 7/13, 6/12,7/11, 10/08
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Sharon Regional Health System School of Nursing will provide reasonable accommodations for qualified students with identified disabilities in accordance with Section 504 of the Rehabilitation Act of 1973.

**Accommodations to Achieve Learning Outcomes**

Students needing reasonable accommodations for testing and skill performance are to make an appointment with the Director of the School of Nursing to discuss the nature of the accommodation required by the School. Requests for reasonable accommodations must be documented two months prior to enrollment (essential elements of disability documentation will be provided). Expenses for the learning assessment are the responsibility of the student. Results will be shared with the Employee Health Department and the Human Resources Department. The school complies with all federal, state, and local statutes and regulations. It is the policy of the school to oversee policies and practices are administered consistently without discrimination.

A reasonable accommodation will be made for a known applicant with a disability unless the accommodation would impose an undue hardship on the operation of the facility.

At the request of the student, documentation (see information below) of a learning disability or physical limitation with the type of reasonable accommodation provided by the School will be submitted to the State Board of Nursing for NCLEX-RN testing accommodations.

**Association on Higher Education & Disability (AHEAD)  
Disability Services – Documentation Guidelines**

In order to receive accommodations under Section 504 of the Rehabilitation Act of 1973, students are required to submit thorough and appropriate documentation validating their disability and the need for accommodations. Documentation should validate the need for services based on the individual’s current level of functioning in the educational setting. A school plan such as an Individualized Education Plan (I.E.P.) or a 504 plan is insufficient documentation, but should be included as part of a more comprehensive assessment battery.

Students with disabilities are required to meet “essential”, “academic” and “ethical” standards of the school, with or without reasonable accommodations.

The term “essential” serves to ensure that institutions of higher learning need never “fundamentally alter” their program of instruction to accommodate students with disabilities.

## Essential Elements of Disability Documentation

### A Qualified Professional Must Conduct the Evaluation

The documentation should be submitted by a professional who is licensed/certified in the area for which the diagnosis is made. The report must be presented on practice letterhead, dated and signed by the examiner with the license number.

### Recentness of Documentation

Disability Support Services acknowledges that once a person is diagnosed as having a qualified disability under the Americans with Disabilities Act, the disability is normally viewed as life-long. Although the disability will continue, the severity of the condition and the impact in different settings may change over time. Therefore, the evaluation must present a current picture of how the student performs. The evaluation should have been completed within the last three (3) years to show the current impact of the disability on the student and how it may impact the student at the post-secondary level.

### The written report must include the following:

- A clear diagnostic statement identifying the disability (ICD-DSM classification).
- Description of the diagnostic methodology used, including all data from appropriate instruments used to complete the evaluation.
- Names of assessment instruments used and the dates of testing.
- Quantitative and qualitative information which supports the diagnosis (including subtest scores) and interpretation of the test scores if applicable.
- Include a statement of the functional limitations the disability has on learning or other major life activities.
- Documentation must validate the need for services based on the student's current level of functioning in a higher education setting.
- Notation of medications prescribed, if any, and potential impact on learning and/or (expected) side effects.
- Recommendations for prescriptive treatments and/or suggestions for accommodations, which should be directly linked to the impact of the disability and associated issues.

### Additional Information and Documentation Requirements for Specific Disabilities:

All students with the following specific disabilities who wish to receive accommodations will need to provide all of the aforementioned information specific to their disability, as well as the additional information listed below:

#### **Asperger's and Other Pervasive Developmental Disorders:**

A detailed description of the students current level of functioning including: communication/ Language skills, ability to interact socially, restricted, repetitive and/or stereotyped patterns of behavior, activities and sensory functioning, sensitivity to environmental conditions and motor planning. Evidence to support these statements should include results of aptitude and achievement testing, standardized tests of language skills and standardized scales of symptoms related to autism; as well as; clinical observation including level of severity.

#### **Attention Deficit Disorder:**

A copy of a recent diagnostic report from a neurologist which states the Diagnostic Statistical Manual (DSM) diagnosis, symptoms and the current impact of the ADHD on an individual's ability to function in an academic setting, instruments and procedures used to make the diagnosis, and the dosage, type and frequency of current medication.

#### **Blind and Visual Impairment:**

A copy of the most recent eye examination, including visual acuity, near and distant vision, clinical diagnosis (blind, partial vision, low vision) or level of visual disability (moderate, severe, profound) and functional limitations.

#### **Chronic Illness:**

A written report submitted by a professional who is licensed/certified in the area for which the diagnosis is made, explain the current functional limitations imposed by the medical condition, medication(s) and possible side effects.

#### **Cognitive Disabilities:**

Learning Disabilities (LD), Traumatic Brain Injuries (TBI): A comprehensive assessment battery which does not rely on one test or subtest. Both aptitude and academic achievement must be evaluated and included in the test report. Average broad cognitive functioning must be demonstrated on an individually administered intelligence test. Quantitative and qualitative information which supports the diagnosis, including all subscale/subtest scores, should be listed. Objective evidence of a substantial limitation to learning must be provided.

#### **Mobility Impairment:**

Diagnosis of mobility impairment, description of functional limitations, a record of medications used, prescribed dosage and any side effects experienced.

#### **Psychiatric Disability:**

A Diagnostic Statistical Manual (DSM) diagnosis from a psychologist or psychiatrist stating the diagnosis, characteristics of the disability, functional limitations, projected duration and medications.

**SHARON REGIONAL HEALTH SYSTEM  
SCHOOL OF NURSING**

<b>Student Policy #131</b>	<b>HARASSMENT/BULLYING POLICY</b>	Revised: 1/16, 10/09 Reviewed: 10/15, 6/14, 7/13, 6/12, 7/11
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**The School of Nursing follows the Harassment/Bullying Policy located in Human Resources**

Sharon Regional Health System School of Nursing is firmly committed to maintaining a learning/work environment free from all forms of harassment/bullying of any student, potential student or School of Nursing personnel. Harassment/bullying violate the School of Nursing policy and is neither permitted nor condoned.

Harassment/bullying is defined as a **pattern of conduct, rooted in a power differential that threatens, harms, humiliates, induces fear, or causes substantial emotional distress**. Included are behaviors that any reasonable person would recognize as having a significant risk in harming students, potential students or School of Nursing personnel.

Faculty or advisors employed at the School of Nursing may choose to give a nursing student his/her personal cell phone number. The cell phone number is to be used to contact the faculty/advisor if other means of communication (e-mail, office extension, etc.) has been unsuccessful or if the student is experiencing an emergency. Student’s contacting faculty/advisors after School of Nursing hours of operation is discouraged. Inappropriate use of a faculty/advisor cell phone number could be considered a form of harassment.

Any student, potential student or School of Nursing personnel who feels harassed/bullied, knows of or suspects the occurrence of such acts, or desire counseling on coping with potential harassment/bullying is strongly urged to contact the Director of Human Resources and /or the Director of the School of Nursing. Because of the sensitivity of harassment/bullying issues, each case will be promptly and thoroughly investigated in the strictness confidence to determine whether harassment/bullying has occurred. All investigations are designed to protect privacy of and minimize suspicion toward all parties involved.

Any employee, persons found to have violated Sharon Regional Health System’s School of Nursing policy against harassment/bullying will be subject immediately to appropriate disciplinary action, including temporary suspension or termination (employees) or dismissal from the program (students) or denial of admission (potential students) depending on the severity of the offense. By enforcing this policy, we will preserve the right of every student, potential student or School of Nursing personnel to enjoy a learning/work environment free from harassment/bullying.

**Sharon Regional Health System  
School of Nursing**

Student Policy # 172	<b>Leave of Absence (LOA) Policy</b>	Approved: 5/9/16, effective 5/16/16 Reviewed: 5/17 Revised:
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A student may choose to take a **leave of absence (LOA)** from the nursing program when the student is experiencing a significant personal problem that is interfering with their ability to remain in the program at that time. A significant personal problem may include a health issue (self or family), high level of stress due to personal issues, financial issues, emotional/psychological concerns or a call to military duty. Most often a leave of absence student intends to return to the program. The leave of absence applies to all nursing courses being taken at the time of the leave and is only available to students who are in good academic standing. "Good academic standing" is defined by the program as a theory grade above 79.5% in all current nursing courses and satisfactory performance in the clinical setting.

When a student would like to take a leave of absence, the student will submit a written or typed statement to the director requesting the leave. It is requested that the student list the reason for the leave in the statement but it is not required. The director will determine if the student is in good academic standing. The student will then meet with the director to complete the leave of absence form. After the form is completed and signed by the student and the director, Penn State is notified that the student has taken a leave of absence from the program. The financial aid officer (FAO) will notify the student's lender of the change of status.

A student is permitted one leave of absence (LOA) from the program during their academic career at the School of Nursing. When the student intends to return, the student will be considered a readmission student and will follow Readmission Policy #173. The student will be expected to resume the program when the courses left are offered again the following year. A student that does not return to the program when the course(s) left are offered the following year but does wish to return to the program at a later time will need to begin the application/admission process (see the admission policy). If the student chooses not to or is unable to return to the program during the LOA period, the student will submit a written statement to the program director that he/she does not intend to return.

NOTE: A student that is not in good academic standing may choose to withdraw from the program (see Withdrawal Policy #104).



**Sharon Regional Health System  
School of Nursing**

<b>Student Policy #173</b>	<b>READMISSION POLICY</b>	Approved: 5/9/16, effective 5/16/16 Revised: Reviewed: 5/17
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Following a leave of absence (LOA) or withdrawal, a nursing student may be readmitted to the program one time during the student’s academic career. The student requesting a readmission will submit a written request to the program director **at least 12 weeks** before the semester that they are requesting to return to begins. All readmission students must meet designated readmission criteria included on a readmission checklist by the listed due dates for the semester the student is returning to. The readmission checklist is provided to the student. Students not completing readmission criteria on or before the due dates may be denied readmission. Readmission criteria most often include (but are not limited to):

- SRHS Hospital Orientation and Computer Re-orientation
- Review of the Student Handbook for the class cohort that the student is being readmitted to
- Re-signing School of Nursing program orientation forms
- Proof of current BLS/Healthcare provide CPR certification
- Employee Health screening: Mantoux test and drug screen
- Repeat of required background clearances
- A re-admission advisement meeting

The student’s previous academic and performance records will be reviewed to guide the director, advisor and faculty in areas that the student may need additional support prior to returning to the program. The readmission student may be asked to repeat a skill competency, attend a lab or retake an exam or ATI assessment prior to readmissions to prepare the student for success in the program.

NOTE: A student with an outstanding financial balance owed to the school, may not be readmitted to the program

NOTE: A LOA or withdrawal student is expected to be readmitted to the program when the withdrawn courses are offered the following year. If greater than one year lapses between the date of withdrawal and readmission, the student must begin the new applicant process. One readmission to the program is permitted. Upon readmission, a new Title IV Financial Aid Package is calculated using current award year figures.

## Sharon Regional Health System School of Nursing

Student Policy # 174	<b>Transfer of Credits Policy</b>	Implemented: DRAFT #1 5-20-16 Reviewed: Revised:
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**Purpose of the Policy:** Students who have earned provisional acceptance into the School of Nursing program may have already completed some of the college courses (Math, English, Anatomy, Psychology, Freshman Seminar, Physiology, Microbiology, Nutrition and Human Growth/Development) included within the program’s 5 semester curriculum. In order to request that the School of Nursing accept previous college credits, an official transcript of the college courses will be required. Pre-requisite courses are not required and the program does not offer “advanced standing”.

Students requesting transfer of nursing courses (Fundamentals, Pharmacology and MS I) will be addressed using the Student Transfer Policy #115.

**Policy:**

1. All courses being accepted for transfer will be reviewed by the program’s Admission Committee during the provisional acceptance period (March-December). An official transcript is required by July 1st. An “unofficial” transcript will be accepted for students taking classes in the summer and fall semesters for final acceptance into semester #2. A minimum grade of “C” is required for all credits being transferred into the program. Please note that a provisional acceptance student may need to retake a semester #1 course to increase his or her GPA to at least 2.75 as part of the criteria for final acceptance.
2. A course description must be sent for any courses taken at colleges and universities other than Penn State University (PSU) and Butler Community College (BC3). Providing a course description is the responsibility of the student. The program will work with the partnering university to determine if the course is acceptable in scope and content to the courses required within the program’s curriculum.
3. Science based college courses considered for program credit (Anatomy, Physiology and Microbiology) must have been completed within the last seven years. Please note that when deciding on the Anatomy and Physiology courses, students must take both at the same institution. Courses differ from institution to institution therefore students may miss necessary content. (Ex. Anatomy 129 with lab and Physiology 141/142 OR Anatomy and Physiology I and Anatomy and Physiology II- must be taken within the same institution to assure coverage of all body systems).
4. Additional courses being considered for credit (examples: math, english, psychology, nutrition, and human growth and development) will be evaluated on an individual basis.
5. After final acceptance into semester #2 of the program, all remaining courses will be scheduled and taken in sequence at the School of Nursing and the partnered university (The Pennsylvania State University).

**References:** ACEN, 2016: Policy #25 Transfer of Credit and PA State Board of Nursing section 21.103

## **Miscellaneous Information:**

### **Living Accommodations:**

Living accommodations are not available. Meals are available in the hospital cafeteria. Students pay on a per meal basis.

### **Uniform:**

Students will be informed concerning the purchase of uniforms prior to entry.

### **Textbooks:**

Textbooks may be purchased from the Penn State-Shenango or any other source of the student's choice.

### **Hospitalization:**

Students **are encouraged** to carry independent hospitalization insurance. The School of Nursing **will not assume responsibility** for medical expenses incurred by the student.

### **Employment Policy:**

The faculty recognizes the student's right to seek employment. Student's employment is not to interfere with schedules, clinical, laboratory, or classroom experiences.

### **Advisement Program:**

An academic advisement program is provided for all students.

### **Student Health Program:**

The Student Health Services are provided by Sharon Regional Health System, Employee Health Services. All fees and expenses for pre-entry and interim health examinations will be assumed by the School of Nursing. Daily health services are available for all students with fees and expenses assumed by the student.

### **Fair Treatment of Students:**

A Student Dispute and Resolution Committee has been established with representation of students and faculty constituting the membership. The goal is to support fair and equal treatment of all students. The dispute and resolution committee consists of an informal and formal process.

### **School-Related Injuries:**

Student injuries are to be immediately reported to the Director of Nursing and an injury report will be completed. The student may require medical care in the Emergency Room based on the severity of the injury. Human Resources is notified of any student injuries.

## **Miscellaneous Information (continued):**

### **Student Nurse Association of Pennsylvania (S.N.A.P):**

Students are encouraged to become members of the student Nurse Association of Pennsylvania. The students participate voluntarily in this professional organization and may hold offices on district and state levels of S.N.A.P.

### **Protection of Privacy for Students and Parents:**

Students are given the opportunity to review all clinical evaluations and grades. Students may request correction of these records by appointment. Any disclosure of this information is done only with written permission of the student. The School of Nursing abides by the Family Educational Rights and Privacy Act (FERPA), when utilizing student academic information. FERPA is discussed during orientation to the School of Nursing and written permission from the student is gained prior to discussing their academic situation with anyone other than the student. Parental rights are protected in the same manner, should there be a student who is under 18 years of age. Students sign to allow SRHS to utilize their information.

### **Travel Policy:**

Students in the School of Nursing will have the advantage of educational experiences in a variety of professional settings and in a variety of communities. Each student is expected to assume the responsibility of his/her own transportation to and from such places regardless of the location.

### **Transcripts:**

Transcripts are available upon written authorization from the individual concerned. One copy is provided free of charge. Additional transcripts will be provided for a fee. Satisfactory settlement of all financial obligations is necessary before release of the transcript. Requests for transcripts must specify the name and address of the agency, school or organization to which it should be sent.

## Right to Know Information

### Educational Effectiveness of the Program

#### **Retention Rate:**

2009 – 69%; 2010 – 57%; 2011 -70%; 2012 -63%; 2013- 67%; 2015- 72% 2016- 72% 2017-80 %

Note: Due to the updated curriculum and graduation date, there were no graduates in the year of 2014.

#### **NCLEX – RN Results/ Pass Rate:**

The NCLEX-RN is the exam taken by graduates to become licensed registered nurses (RN). The NCLEX-RN pass rate for the last six graduating classes ranges from 68% to 100% (see below). Detailed statistical data is available by contacting the School of Nursing Director.

2009: 84% 2010: 68% 2011: 100% 2012: 100% 2013: 81% 2015: 100% 2016: 95% 2017: 94%

Note: Due to the updated curriculum and graduation date, there were no graduates in the year of 2014.

#### **Graduation Satisfaction:**

Graduation satisfaction with the program was assessed by written and telephone surveys. Of the responses received from the graduations, satisfaction continues to range between 95 to 100%.

#### **Employer Satisfaction:**

Graduates are consistently identified as having strong performance in clinical skills of assessment, problem solving, health teaching, communication skills, and leadership abilities. One employer wrote, “This RN has demonstrated sound clinical judgment and has sound clinical assessment skills.”

#### **Employment Patterns:**

Sharon Regional Health System is situated in the Shenango Valley, which borders Pennsylvania and Ohio. Employment opportunities in the area include acute and long-term care, as well as community and private settings. Sharon Regional Health System graduates have been employed by these types of agencies in Mercer, Lawrence, Venango, Trumbull, and Mahoning counties. Graduates are surveyed six months after graduation to inquire about employment status. Employment rates for the recent graduating classes are 100 percent. The majority of those employed are either in hospitals or long-term settings.

#### **Campus Safety and Security:**

Information is continually collected and compiled to keep current statistics regarding the occurrences of crimes within the Health System campus. A copy of this report is kept on file in the school office and available upon request

Students receive information yearly about the Health System safety and security policies and drug and alcohol policies.

## **Clearances/Criminal Background Checks: Important Information for all Applicant and Students**

### **What crimes must be reported by the applicant for licensure?**

**Answer:** All convictions, guilty pleas and nolo contendere pleas except for minor traffic violations not related to the use of drugs or alcohol must be reported. This includes misdemeanors, felonies, driving under the influence (DUI) and driving while intoxicated (DWI). Crimes must be reported even if they are a suspended imposition of sentence, an ARD (Accelerated Rehabilitative Disposition).

### **What type of documentation does the student need to submit in support of the application if he/she has a prior criminal record?**

**Answer:** A personal explanatory letter, it should include the following information:

- The date of the criminal offense
- Circumstances leading up to the arrest or action
- Actual conviction or administrative action
- Actual sentence or agency order
- Current status of sentence or order
- Provide a current criminal history records check from the Pennsylvania State Police

Applicants with a criminal history should apply as soon as possible because the application review process is longer for these applicants. Applicants with prior convictions will experience a delay in the processing of their applications while all documentation relating to the matter is reviewed. After an initial review by the board staff, the applicant may be asked to provide certified official court documents relative to the criminal record.

Every completed application will be reviewed and considered. Some will be referred to the Pennsylvania State Board of Nursing's Application Committee. The Committee meets in conjunction with the Board meetings, so the decision may take some time.

Applicants should be aware that neither a temporary permit nor an authorization to take the examination will be granted until the review has been completed and a final decision has been made regarding the application.

The "**Professional Nursing Law**" of Pennsylvania (1985 P.L. 409, No. 109, Section 6c) specifies: the Board shall not issue a license or certificate to an applicant who has been convicted of a felonious act prohibited by the act of April 14, 1972 (P.L. 233, No. 64) known as "The Controlled Substance, Drug, Device and Cosmetic Act", or convicted of a felony relating to a controlled substance in a court of law of the United States or any other state, territory or country, unless at least ten (10) years have elapsed from the date of conviction. Convicted shall include a judgment, and admission of guilt or a plea of nolo contendere. Personal concerns regarding this position should be directed to the State Board of Nursing in Harrisburg, Pennsylvania. Telephone number: (717) 783-7142.

6/12, 6/11, 7/10, 3/14/08

## Tuition Payment, Refund and Financial Aid

### Financial Aid:

A variety of programs are available to assist School students with educational costs. The School takes part in the Federal Pell Grant and Stafford Loan programs. Students who live in Pennsylvania are eligible for a Pennsylvania State Grant. Ohio residents can apply for the Ohio Instructional Grant.

All students who seek financial aid must complete the application for federal and state grants each year in order to determine financial need.

In addition to the federal and state programs, private scholarships and loans are available from various sources. Students are encouraged to be aware that although financial aid is available and may be a considerable source of help, it should by no means be relied upon to cover the entire cost of attending school.

Written financial aid information is available upon request and individual counseling may be arranged by appointment with the Financial Aid Officer at 724-983-3988 or <mailto:Michelle.Leech@Steward.org>

### School Refund Policy:

If a student intends to withdraw from SRHS-SON, he/she must inform the Director of the School in writing, identifying the specific date and the reason for withdrawal. Tuition refund is available during a term based on the date of withdrawal in accordance with the following schedule.

- Weeks 1-2                    80%
- Weeks 3-4                   60%
- Weeks 5-6                   40%
- Week 7                        20%
- Weeks 8-15                 0%

Penn State courses will adhere to institution's policy.

### Tuition Payment:

Tuition is due prior to the beginning of each term. Students are required to pay tuition or make arrangements for payment before being admitted to class the first day of each term. A \$25 late fee may be charged and students may not be permitted to continue past four weeks of each term with an unpaid balance.

## SHARON REGIONAL HEALTH SYSTEM SCHOOL OF NURSING

### TUITION CHART / CLASS OF 2020..... **EXAMPLE** *\*\*all educational charges subject to change without notice.\*\**

Fall Semester	AUGUST – DECEMBER 2018	CALCULATION	FEES	TOTAL
PSU	English (015)	3 credits x \$504.00 = \$1512.00	\$189.00	5834.00
	Anatomy (129, 129L)	4 credits x \$504.00 = \$2016.00		
	Math 21 or 35	3 credits x \$504.00 = \$1512.00		
	Psychology 100	3 credits x \$504.00 = \$1512.00		
	Freshman Seminar	1 credit x \$504.00 = \$504.00		
		<b>\$7056.00 - \$1411.00 (20% discount) = \$5645.00 + \$189.00 fee = \$5834.00</b>	<b>Semester Total</b>	<b>\$5834.00</b>
Spring Semester	JANUARY – MAY 2019	CALCULATION	FEES	TOTAL
SRHS	Fundamentals of Nursing	4 credits x \$265.00 = \$1060.00	\$672.00	2262.00
	Introduction to Pharmacology	1 credit X \$265.00 = \$ 265.00		
SRHS	Introduction to Healthcare Professional	1 credit X \$265.00 = \$265.00		
PSU	Health Assessment 251	3 credits x \$504.00 = \$1512.00	\$189.00	3011.00
	Physiology 141,141L	4 credits x \$504.00 = \$2016.00		
		<b>\$3528.00 - \$706.00 (20% discount) = \$2822.00 + \$189.00 Fee = \$3011.00</b>	<b>Semester Total</b>	<b>\$4565.00</b>
Summer Semester	MAY – AUGUST 2019	CALCULATION	FEES	TOTAL
SRHS	Med-Surg	7 credits x \$265.00 = \$1855.00	\$672.00	2792.00
	Pharmacology I	1 credit x \$265.00 = \$ 265.00		
PSU	Microbiology 106, 107L	4 credits x \$504.00 = \$2016.00	\$86.00	1699.00
		<b>\$2016.00 - \$403.00 (20% discount) = \$1613.00 + 86.00 Fee = \$1699.00</b>	<b>Semester Total</b>	<b>\$3547.00</b>
Fall Semester	AUGUST – DECEMBER 2019	CALCULATION	FEES	TOTAL
SRHS	Med-Surg Nursing II (SON)	7 credits x \$265.00 = \$1855.00	\$672.00	2792.00
	Pharmacology II	1 credit x \$265.00 = \$265.00		
PSU	Nutrition 251	3 credits x \$504.00 = \$1512.00	\$189.00	2608.00
	Human Growth and Development	3 credits x \$504.00 = \$1512.00		
		<b>\$3024.00 - \$605.00 (20% discount) = 2419.00 + \$189.00 Fee = \$2608.00</b>	<b>Semester Total</b>	<b>\$4456.00</b>
Spring Semester	JANUARY – MAY 2020	CALCULATION	FEES	TOTAL
SRHS	Obstetrics, Pediatrics, Mental Health Nursing	7 credits X \$265.00 = \$1855.00	\$734.00 ( includes RICH center fee of \$62)	3649.00
	Senior Practicum	3 credits x \$265.00 = \$795.00		
	Specialty Pharmacology	1 credit x \$265.00 = \$265.00		
PSU	Transition and Professional Role 390 (PSU)	3 credits x \$504.00 = \$1512.00		\$86.00 1296.00
		<b>\$1512.00 - \$302.00 (20% discount) = \$1210.00 + \$86.00 = \$1296.00</b>		
<b>ADDITIONAL COSTS: (estimated)</b> Transportation \$450.00 Uniforms/Shoes \$300.00 Books \$700.00 Food \$400.00 Miscellaneous \$150.00 \$2,000.00			<b>Semester Total</b>	<b>\$3647.00</b>
<b>Grand Total= \$25,943.00</b>				



**SHARON REGIONAL HEALTH SYSTEM  
School of Nursing**

**Position Title:** Student Professional Nurse

**Department:** School of Nursing

**Department #:** 8820

**Position Summary:** Under faculty supervision and level guidelines of the student performs the same physical and psychological patient care activities as the professional nurse. The description of the “Essential functions of nursing students” is meant to provide information on the major areas of responsibility in the provision of safe patient care. While not to be intended to be all-inclusive, the attached are considered to be the essential requirements of nursing students enrolled in Sharon Regional Health System School of Nursing.

**Planning for individual age-specific needs will occur as it relates to the department’s specific patient population:**

- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> Neonate  | <input checked="" type="checkbox"/> Adolescents | <input checked="" type="checkbox"/> Non-Clinical Areas |
| <input checked="" type="checkbox"/> Infant   | <input checked="" type="checkbox"/> Adult       |  |
| <input checked="" type="checkbox"/> Children | <input checked="" type="checkbox"/> Geriatric   |  |

**General Requirements:**

- High School graduate or equivalent
- CPR Basic Life Support/Healthcare provider
- Specified General Education College Courses
- PR Act 33/34 (clearances)
- Hepatitis Vaccine
- Proof of immunizations
- Physical and 2 Step Mantoux (TB test)

**Exposure Category:**

- Category I – Job classification in which all employees have occupational exposure to bloodborne pathogens.
- Category II – Job classification in which some employees have occupational exposure to bloodborne pathogens.
- Category III – Job classification in which some employees do not have occupational exposure to bloodborne pathogens.

**Universal Accountabilities:**

- |                       |                            |
|-----------------------|----------------------------|
| 1. Customer Relations | 3. Growth and Development  |
| 2. Team Work          | 4. Skills and Competencies |

**Professional Accountabilities:** Characteristics of this position are below, however, responsibilities may vary.

Vision: Able to assess patient’s health status using visual inspection and observation to detect changes in physical appearance, contour, and color. Able to accurately read labels on medications, calibration devices such as syringes and manometers, various monitoring devices, and written communication.

Hearing: Must have hearing within normal range to elicit and detect pertinent information while communicating with patients and health team. Must be able to detect changes in patient condition through accurate use of such auditory monitoring devices, such as stethoscope and to hear and respond to mechanical alarms.

Speech: Able to verbally communicate using the English language in an understandable manner to assess and impart information concerning patient status, to effectively complete patient/family teaching and to interact with the health care team.

Walking/Standing: Prolonged periods of walking/standing occur while in the clinical area. Stairs must be negotiated.

Sitting: Required to be seated in class, computer lab, and clinical conferences, and while charting in the clinical area.

Lifting/Carrying: Required to lift and carry medical supplies, medications and charts with an average lifting requirement of 10-50 pounds. Required to transfer, move, and lift patients when performing in the demonstration lab and the clinical area. Assistance should be requested when patient lifting or repositioning is under taken.

Depth Perception: Needed to recognize that objects have depth, height, and width. Must be able to describe observations of wounds, lesions, etc. Effectively assist clients with rehabilitative processes of ambulation, stair climbing, and transferring techniques. Required for fine task performance when using medical supplies for insertion into the body or medication preparation and administration by injection technique.

Fine Motor Skills: Must be able to perform nursing procedures, assist physicians with examinations, handle and control medical equipment, tubing, and specimens. Must be able to write clearly on all required reports and records. Must be able to have an awareness or feeling of conditions within or without the body by using the fingers and hands to touch. The individual must be able to feel vibrations, pulses, and temperature of skin. Also must be able to grasp and easily manipulate equipment when providing patient care.

Pushing/Pulling: Positioning, pulling, and pushing are required in preparing patients for scheduled procedures and in transferring patients and medical equipment. Pushing is required to perform cardiopulmonary resuscitation, which requires sufficient physical function of the upper and lower body to effectively complete CPR technique.

Bending/Reaching/Twisting: Considerable reaching, stooping, bending, kneeling, and crouching are required when bathing patients, making beds, and in setting up and monitoring equipment.

Temperament: The skills essential to nursing include critical thinking abilities and the ability to adapt to varying pressures in times of stress or crises and in unpredictable situations. A student must demonstrate self-control, the ability to accept limits and suggestions, sensitivity to patient comfort and privacy and express interest in patient progress while interacting in a caring and professional manner. The student will be exposed to body fluids, communicable diseases, and unpleasant elements (accidents, injuries, and illness). The student will be provided with the knowledge and skills related to own protection and the protection of others. Emotional stability is needed to maintain a therapeutic relationship with patients, families and health care team members. Therapeutic communication and interaction must be effective to meet the unique needs of various patient populations served, i.e. geriatric, middle-aged, young adults, etc. The student nurse may not pose a significant risk to the health, safety, and well-being of those in the school, clinical area, or any significant affiliating agency.

Reviewed: 6/14, 6/12, 6/11, 7/10, 10/08, 9/07, 9/05

**Job Title: Student Nurse**

	<b>Never 0</b>	<b>Occasional 10-33%</b>	<b>Frequent 34-65%</b>	<b>Continuous 66% of day</b>	<b>Remarks</b>
Lifting					
0-10 lbs.				X	
10-20 lbs				X	
20-35 lbs		X			
35-50 lbs		X			
50-75 lbs		X			
75-100 lbs		X			
Over 100 lbs		X			
Forward Reaching:			X		
Overhead Reaching:			X		
Standing:				X	
Walking:				X	
Sitting:			X		
Climbing:					
Stairs/Ladder:		X			
Bending/Stooping:				X	
Pushing/Pulling:					
0-10 lbs				X	
10-20 lbs				X	
20-35 lbs			X		
35-50 lbs			X		
50-100 lbs			X		
Over 100 lbs			X		
Grasping: repetitive/sustained:				X	
Fine motor coordination:				X	
Vision: near/far				X	
Hearing: ordinary conversation / other				X	
Other:					

Reviewed: 6/17, 6/14, 6/12, 6/11, 7/10, 10/08, 9/07, 9/05

# Sharon Regional Health System

## *School of Nursing*

***Program Catalog  
Class of 2020***