



Meadville Institute for Healthcare Professionals: Sharon School of Nursing Program Catalog



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NURSING PROGRAM INFORMATION

MEADVILLE MEDICAL CENTER

Philosophy:

Meadville Medical Center is dedicated to serving our community with excellence, dedication, and care. Our hospital system strives to meet the varied needs of our patients in our community, and provides healthcare that is affordable, innovative, high-quality, and centered on the needs of patients we serve. We offer modern facilities updated with the latest equipment and technology that meets our standards of innovation and quality. Meadville Medical Center is proud to maintain our reputation for quality care.

Mission:

Your independent community health system is dedicated to providing high quality, innovative, and affordable healthcare for the well-being of our community.

Vision:

Our vision is to continually exceed the expectations of those we serve by working together as a team, dedicated to a process of never-ending improvements.

Objectives:

- We deliver safe, high-quality, cost-effective care.
- We invest in our people and our community.
- We create the ultimate patient experience, every patient...every time.

SUPPORT STATEMENT FROM MEADVILLE MEDICAL CENTER

The President and Chief Nursing Officer (CNO) of Meadville Medical Center delegate responsibility and accountability to the Program director of the nursing program. This responsibility includes providing administrative support to the school and keeping them informed of matters relating to it. The Program director reports to the CNO.

Collaboration between the nursing program and the clinical units is enhanced through the interaction of the Program director and faculty with nursing leadership and the nursing staff. The Program director and the CNO work together to ensure student experiences meet the needs of both the student and clients of the health care system.

SHARON SCHOOL OF NURSING PHILOSOPHY

Meadville Medical Center Institute for Healthcare Professionals: Sharon School of Nursing will provide quality education for all areas of patient care. Nursing education is a facilitative process and relationship between nurses, educators, students, and members of the community. The nursing education program at Meadville Medical Center Institute for Healthcare Professionals is founded on the belief that nursing is both an art and a science, integral to the health and well-being of individuals, families, and communities. Faculty are committed to cultivating a compassionate, skilled, and knowledgeable workforce of nursing professionals through an educational experience that emphasizes the core values of holistic care, professionalism, collaboration, lifelong learning, cultural competence, evidence-based practice, and community engagement. The diploma nursing education program aims to produce graduates who are not only proficient in clinical skills, but also compassionate, ethical, and dedicated to improving patient outcomes and advancing the nursing profession.

ACCREDITATION AND APPROVAL

The School of Nursing is a five-semester diploma-nursing program approved by the Pennsylvania State Board of Nursing (PA SBON). The school is accredited with conditions by the Accreditation Commission for Education in Nursing (ACEN). The PA SBON and ACEN are resources for information, providing validation of accreditation and assistance.

The diploma nursing program at Meadville Medical Center at the Sharon School of Nursing located in Meadville, PA is accredited by the: Accreditation Commission for Education in Nursing (ACEN).

3390 Peachtree Rd NE, Suite 1400 Atlanta, GA 30326

(404) 975-5000

The most recent accreditation decision made by the ACEN Board Commissioners for the diploma nursing program is continuing accreditation with conditions.



of

View the public information disclosed by the ACEN regarding this program [on the ACEN website](#).

Pennsylvania State Board of Nursing

P.O. Box 2649

Harrisburg, Pa 17105-2549

Phone: (717) 783-7142

www.dos.state.pa.us/nurse



PROGRAM OUTCOMES

NCLEX-RN Pass Rates*

The NCLEX-RN (National Council Licensure Examination for Registered Nurses) is the State Board of Nursing examination taken by graduates to be licensed for practice as registered nurses.

The NCLEX-RN pass rate for previous graduating classes with statistics available are:

Class	% of NCLEX Success on 1 st Attempt
2022	95%
2023	100%
2024	93%

On-Time Completion Rates*

On-time program completion rates are calculated by dividing the number of students completing the final course required in the program for a diploma by the number of students enrolled in the first nursing course, Fundamentals of Nursing.

The on-time completion rates for previous graduating classes with statistics available are:

Class	% of Graduates Completing the Program On-Time
2022	49%
2023	74%
2024	83%

Job Placement Rates*

Job placement rates are determined by graduate surveys sent at six months post-graduation, text messages, emails, phone calls, and verbal communication.

The job placement rates for previous graduating classes with statistics available are:

Class	% Graduates Reporting Employment as RN
2022	100%
2023	100%
2024	100%

**Rates are based on figures from Sharon Regional School of Nursing prior to its affiliation with Meadville Medical Center. The current program, including curriculum and standards, are modeled after the successful Sharon Regional Nursing Program.*

FACULTY

SHARON SCHOOL OF NURSING DIRECTOR

Crystal Brest MSN, RN

RN/Diploma – Sharon Regional SON

BSN – Pennsylvania State University

MSN – Robert Morris University

SHARON SCHOOL OF NURSING INSTRUCTORS

Brittany Grove MSN, RN

RN/Diploma – Sharon Regional SON

BSN – Pennsylvania State University

MSN – Robert Morris University

Ashley Lieb MSN RN

RN/Diploma – UPMC Shadyside SON

BSN – Carlow University

MSN – Western Governors University

Sarah Mowry MSN RN

RN/Diploma – Sharon Regional SON

BSN – Pennsylvania State University

MSN – Grand Canyon University

Chikako Gerasimek MS, MSN, RN

RN/Diploma – Sharon Regional SON

BSN – Pennsylvania State University

MSN – Western Governors University

LeAnna Simmons MSN RN

ADN – Kent State University

BSN – Chamberlain College of Nursing

MSN – Chamberlain College of Nursing

Margaret Toukonen PhD, MSN, RN, CNS, APRN

BSN – Southeastern Louisiana University

MSN – Kent State University

PhD – Kent State University

Advisors

All students are assigned to a faculty member who will serve as an advisor during the program.

Title IX Coordinator

The Title IX Coordinator for the nursing program is the Meadville Medical Center Director of Human Resources.

CORE VALUES

The Sharon School of Nursing has aligned the program and curriculum with seven core values: Client-Centered Care, Teamwork & Collaboration, Evidence-Based Practice, Quality Improvement, Safety, Informatics, and Professional Identity.

The values represent the deepest beliefs and highest priorities of the nursing education program and the efforts of the faculty to provide students with the most elite nursing education

CONCEPT-BASED CURRICULUM

The Sharon School of Nursing identifies as a concept-based curriculum (CBC). CBC shifts the focus from traditional content-driven teaching to an emphasis on broad concepts and themes that are fundamental to nursing practice. Instead of memorizing vast amounts of information on specific diseases, procedures or systems, students learn to apply overarching concepts to various clinical situations. The approach is implemented to promote critical thinking and the ability to transfer knowledge to different contexts.

/22

OUTCOMES OVERVIEW

Graduate End of Program Student Learning Outcomes (EPSLOs)

Describe the knowledge, skill, and attitude of each identified seven core values the student is expected to have upon graduation of the Sharon School of Nursing program.

Course Learning Outcomes

Measurable statements that encompass Sharon School of Nursing EPSLOs into each course and set expectations for student learning.

Theory Learning Outcomes

The student map for each class within the course includes a set of expectations for the cognitive understanding of students based on the taxonomy of learning. This class information is posted to Canvas prior to the scheduled class.

Clinical Learning Outcomes

The student expectations for clinical where the student is expected to implement holistic, evidence-based, and safe client-centered in all healthcare settings. The clinical learning outcomes are identified for each course and posted to Canvas at the start of the course.

GRADUATE END OF PROGRAM STUDENT LEARNING OUTCOMES (EPSLOs)

- The graduate nurse will provide care in a way that is respectful to the preferences, needs, and values of the client and family, recognizing the client and family as the center of the healthcare team.
- The graduate nurse will be able to collaborate effectively within interprofessional teams to provide safe, competent care and enhance client outcomes.
- The graduate nurse will use the best current evidence in nursing to provide safe, quality care.
- The graduate nurse will identify opportunities to improve client outcomes, reduce errors, and optimize healthcare processes by participating in quality improvement initiatives.
- The graduate nurse will prevent and mitigate harm to clients by recognizing and responding to potential safety risks and practicing in accordance with client safety initiatives.
- The graduate nurse will utilize technology to enhance care delivery and support clinical decision-making.
- The graduate nurse will exhibit professional identity and accountability through the provision of care in accordance with the legal standards and ethical principles of the nursing profession.

GRADUATE OUTCOMES COMPETENCY CROSSWALK

Core Values	Graduate EPLO Outcomes	QSEN Competency	NLN Competency
Safety	The graduate nurse will prevent and mitigate harm to clients by recognizing and responding to potential safety risks and practicing in accordance with client safety initiatives.	Minimizes risk of harm to patients and providers through system effectiveness and individual performance.	
Quality Improvement	The graduate nurse will identify opportunities to improve client outcomes, reduce errors, and optimize healthcare processes by participating in quality improvement initiatives.	Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of healthcare systems.	
Teamwork and Collaboration	The graduate nurse will be able to collaborate effectively within interprofessional teams to provide safe, competent care and enhance client outcomes.	Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.	
Evidence-Based Practice (EBP)	The graduate nurse will use the best current evidence in nursing to provide safe, quality care.	Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.	
Patient-Centered Care	The graduate nurse will provide care in a way that is respectful to the preferences, needs, and values of the client and family, recognizing the client and family as the center of the healthcare team.	Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for the patient's preferences, values, and needs.	
Informatics	The graduate nurse will utilize technology to enhance care delivery and support clinical decision-making.	Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.	
Professional Identity	The graduate nurse will exhibit professional identity and accountability through the provision of care in accordance with the legal standards and ethical principles of the nursing profession.		Includes both personal and professional development. It involves internalizing core values as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience, reflects, and grows in the profession

QSEN COMPETENCIES

The overall goal of the Quality and Safety Education for Nurses (QSEN) project is to meet the challenge of preparing future nurses who will have the knowledge, skills, and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work.

Using the Institute of Medicine competencies, QSEN faculty and a National Advisory Board have defined quality and safety competencies for nursing and proposed targets for the knowledge, skills, and attitudes to be developed in nursing pre-licensure programs for each competency. These definitions are shared in the six tables below as a resource to serve as guides to curricular development for formal academic programs, transition to practice, and continuing education programs.

PATIENT-CENTERED CARE (PCC)

Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for the patient's preferences, values, and needs.

TEAMWORK AND COLLABORATION (T&C)

Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

EVIDENCE-BASED PRACTICE (EBP)

Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

QUALITY IMPROVEMENT (QI)

Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

SAFETY (S)

Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

INFORMATICS (I)

Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

Resources:

QSEN. (2020). QSEN Competencies. Quality and Safety Education for Nurses. Retrieved from <https://qusen.org/competencies/pre-licensure-ksa>

NLN COMPETENCY OVERVIEW

The mission of The National League for Nursing (NLN) is to promote excellence in nursing education to build a strong and diverse nursing workforce to advance the health of our nation and the global community.

The NLN addresses nursing programs across the academic spectrum — Practical/Vocational, Diploma, Associate, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate — and reflects the NLN's core values. NLN competencies guide nurse educators to design curricula that position graduates for practice in a dynamic healthcare arena, a practice that is informed by a body of knowledge and ensures that all members of the public receive safe quality care.

Professional Identity

Defined as including both personal and professional development. It involves internalizing 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, reflects and grows in the profession. Internalization of ethical codes of conduct is imperative. 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. Integral to this outcome is the nurse's commitment to advocacy for improved healthcare access and service delivery for vulnerable populations and the growth and sustainability of the nursing profession.

Resources:

Benner, P., Sutphen, M., Leonard, V., Day, L. (2010). *Educating Nurses: A Call for Radical Transformation*. San Francisco: Jossey-Bass.

NLN. (2022). Nursing Program Outcomes. National League for Nursing. Retrieved from <https://www.nln.org/education/nursing-education-competencies/practical-nursing-program-outcomes>

TENETS OF SELECTED NURSING THEORISTS

Patricia Benner

Patricia Benner developed a theory known as From Novice to Expert. This concept explains that nurses develop skills and an understanding of patient care over time from a combination of a strong educational foundation and personal experiences. She explains that the development of knowledge in fields such as nursing is made up of the extension of knowledge through research and understanding through clinical experience. The theory identifies five levels of nursing experience: novice, advanced beginner, competent, proficient, and expert.

Novice: The beginner nurse has no experience. The nurse is taught general rules to help perform tasks and operates on rule-governed behavior is limited with no instruction and is inflexible. The nurse is told what to do and simply follows directions.

Advanced Beginner: The nurse shows acceptable performance and has gained prior experience in actual nursing situations. This helps the nurse recognize recurring meaningful components so that principles, based on those experiences, begin to formulate to guide actions.

Competent: The nurse generally has two or three years of experience on the job in the same field. This nurse is more aware of long-term goals and gains perspectives from planning own actions to achieve greater efficiency and organization.

Proficient: The nurse perceives and understands situations as whole parts. This nurse has a more holistic understanding of nursing, which improves decision-making. The nurse learns from experiences what to expect in certain situations, as well as how to modify plans as needed.

Expert: The nurse no longer relies on principles, rules, or guidelines to connect situations and determine actions. This nurse has a deeper background of experience and an intuitive grasp of clinical situations. The nurse's performance is fluid, flexible, and highly proficient. The nurse becomes an expert through clinical experience.

The levels reflect movement from reliance on past principles to the use of past experience and change in the perception of the situation as a complete whole with certain relevant parts. Each step builds on the previous step as principles are refined and expanded by experience and clinical expertise” (Petiprin, 2020).

Resources:

Petiprin, A. (2020, October 17). *Dr. Patricia Benner*. Nursing Theory. Retrieved December 31, 2022, from <https://nursing-theory.org/nursing-theorists/Patricia-Benner.php>

David Kolb

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

Malcolm Knowles

Knowles' assumptions regarding the self-directed adult learner:

- ✓ The need to know - Adult learners need to understand why they need to learn something before undertaking the task of learning it.
- ✓ Learner self-concept – Adult learners 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 life experiences, representing the richest resource for learning. These experiences also carry bias and presupposition.
- ✓ Readiness to learn – Adult learners are ready to learn those things that are needed to know in order to cope effectively with life situations.
- ✓ Orientation to learning – Adult learners are motivated to learn to the extent that they perceive it will help them perform tasks confronted in life situations.

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. Constructivists hold that learners actively construct knowledge. Novak's work is based on the cognitive theories of David Ausubel's assimilation theory, which stresses the importance of prior knowledge in learning new concepts.

CURRICULUM INFORMATION

NURSING/COLLEGE GENERAL EDUCATION COURSES

(SON = Sharon School of Nursing, PL = Portage Learning)

1 st Year			
Semester #1 (August-December)		Semester #2 (January-May)	
Introduction to Healthcare RNIHC (SON)	2 credits	Fundamentals of Nursing RNFON (SON)	7 credits (5T, 2C)
Essential Human Anatomy & Physiology I with Lab BIOD 151 (PL)	4 credits	Essential Human Anatomy & Physiology II with Lab BIOD 152 (PL)	4 credits
English Composition I ENGL 101 (PL)	3 credits	Essentials in Nutrition BIOD 121 (PL)	3 credits
College Algebra MATH 101 (PL)	3 credits		
General Psychology PSYC 101 (PL)	3 credits		
Total	15 credits	Total	14 credits

2 nd Year					
Semester #3 (May-August)		Semester #4 (August-December)		Semester #5 (January-May)	
Essential Microbiology with Lab BIOD 171 (PL)	4 credits	Medical Surgical Nursing II RNMS2 (SON)	5.5 credits (4T, 1.5C)	Medical Surgical Nursing III RNMS3 (SON)	4.5 credits (3T, 1.5C)
Developmental (Lifespan) Psychology PSYC 140 (PL)	3 credits	Maternal Child Nursing RNMC (SON) Or Mental Health Nursing RNMH (SON)	3.5 credits (2T, 1.5C) 3.5 credits (2T, 1.5C)	Maternal Child Nursing RNMC (SON) Or Mental Health Nursing RNMH (SON)	3.5 credits (2T, 1.5C) 3.5 credits (2T, 1.5C)
Medical Surgical Nursing I RNMS1 (SON)	7 credits (4T, 3C)	Introduction to Ethics (Biomedical) PHIL 120 (PL)	3 credits	Professional Transition to Nursing RNPTN (SON)	7 credits (3T, 4C)
Total	14 credits	Total	12 credits	Total	15 credits

Total Program Credits = 70

SON Credits = 40

25 Credits Theory (15 hours/credit) = 375 hours

15 Credits Clinical/Lab (45 hours/credit) = 675 hours

Non-Nursing/College Credits = 30

Total Hours = 1500 hours

ADMISSION PROCESS

A new class of students will begin Semester #1 of the program every August (see curriculum plan) and graduate in May (20 months later). Students are not required to complete pre-requisite courses. Sharon 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. Transcripts should be sent as soon as the student is accepted.

- Complete nursing program application online at institute.mmchs.org and pay the non-refundable application fee. Applications received after the application deadline will result in the applicant being placed on a waitlist. Should a seat within the program become available, additional applicants will be considered for acceptance into the program based on the order in which the application was received.
- Take the Assessment Technologies Institute (ATI) Test of Essential Academic Skills (TEAS) exam and achieve a score of “Proficient.” The TEAS scores may be “ranked” by score to assist the Admission Committee in making admission decisions. The annual number of applicants accepted may vary so it is best for the applicant to earn a high score on the pre-entrance test. The TEAS test is a four-part assessment with subtests in Reading, Math, Science, and English and Language usage. The exam is administered online on-campus with an in-person proctor or at home using the Remote Proctor option. Candidates must register at www.atitesting.com and follow the screen prompts to pay for the exam. It is highly suggested that the applicant 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 each year. An additional fee will be charged for each test scheduled. If an applicant has taken the TEAS previously and achieved a score of Proficient, the applicant will not be required to repeat the TEAS exam.
- Submit Official High School Transcripts, GED, or the equivalent. Graduates of a Home Study or Correspondence school will be considered with appropriate documentation. The Pennsylvania State Board of Nursing requires nursing program applicants to have “completed work equal to a standard high school course with a minimum of 16 units, including 4 units of English, 3 units of Social Studies, 2 units of Mathematics (1 of which is Algebra) and 2 units of Science with a related laboratory or the equivalent.”

Students submitting incomplete applications may not be considered for admission to the program. The nursing program does accept transfer of credits for some academic courses on an individual basis. Official transcripts must be sent to the nursing program for transfer of credit to occur. Transcripts should be sent as soon as the student is accepted into the program. All material submitted for the application process becomes the property of the nursing program and cannot be returned or forwarded. Any false information will result in rejection for that applicant.

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.

Please Note: Applicants for whom English is a second language may be required to take a board approved English Language Proficiency (ELP) examination. Further information is available on the Pennsylvania State Board of Nursing website.

The Admission Committee reviews all applications and TEAS scores and ensures that the application fee has been received. Applicants selected for admission will be notified and provided with the opportunity to accept that admission offer and pay the acceptance fee by the deadline stated in the offer. Once the acceptance fee has been received, the student will receive additional information on the mandatory August orientation session and directions to complete the remaining regulatory requirements. If the student is unable to attend the mandatory August orientation session, the student will not be able to start the program.

Regulatory requirements to be completed prior to attending the mandatory orientation session:

- Complete workplace health nursing student requirements including physical, drug screen, immunizations/titers, etc.
- Submit proof of current American Heart Association (AHA) Healthcare Provider Basic Life Support (BLS) certification card. Students are required to maintain current BLS throughout the program.
- Complete all required criminal background checks including Federal Bureau of Investigation (FBI) Criminal History Background Check, Pennsylvania Access to Criminal History (PATCH), and Pennsylvania Child Abuse History Clearance. Additional criminal background checks may be required during the program based on clinical site requirements. The criminal background checks must have been completed within six (6) months prior to the start of the program. Should a student have a criminal record or conviction prior to admission, the student will be required to meet with the Program director and/or Meadville Medical Center Human Resources Director prior to the start of the program. Each student's case will be reviewed for eligibility to participate in clinical sites that service vulnerable populations. Based upon the criminal record and history review, the nursing program reserves the right to revoke an offer of admission. Should a student be charged and/or convicted of a crime while enrolled in the program, the student should immediately report the event to the Program director. Failure to report may result in the dismissal or termination from the program.

NOTE: The Pennsylvania State Board of Nursing provides additional information for individuals with criminal convictions who are considering an occupation or profession that requires licensure. The appropriate board or commission utilizes criteria to determine whether or not an individual's criminal conviction constitutes grounds for denying that person a license. The board may not be able to issue or make a decision prior to receiving an application for licensure. The nursing program is not responsible for the outcomes or decisions made by the State Board of Nursing regarding licensure.

How to Register for the TEAS Assessment

1. Go to www.atitesting.com/teas/register and create a user account.
2. Click on I AM PREPARING FOR OR TAKING THE TEAS.
3. Choose EXAM REGISTRATION.
4. Click on REGISTER NOW.
5. A box will open, asking where you would like to take the TEAS Exam. Choose **In-Person** to take the TEAS on-campus at Sharon Regional School of Nursing or Choose **Remote Online** to take the exam from home via online remote proctor (additional charges apply).
6. You will select a facility to take the exam by searching by **Location** or **School Name**. Once you have chosen a place click **Search**. (Sharon Regional School of Nursing is listed as Sharon Regional Health System)
7. Read over the Product Detail and click **CONTINUE REGISTRATION**.
8. Verify Location and Date of Exam, Click **PROCEED TO CHECKOUT**.
9. You will need to **create an account** by filling in the required fields.
10. Enter in payment and **SUBMIT**.
11. You have now completed the registration process for taking the TEAS exam! Check your email! Following registration, you will receive an email confirmation from ATI. This includes test day details, prep tips and more.
12. **IT IS HIGHLY suggested that the student also purchases the ATI TEAS test study package or attend a TEAS preparation course to maximize their individual score.**
13. **Be sure to arrive to the School of Nursing 15 minutes before exam start with proper identification (driver's license preferred). IMPORTANT!!!!**

NURSING COURSE DESCRIPTIONS AND COURSE LEARNING OUTCOMES

COURSE TITLE: Introduction to Healthcare

PREREQUISITE: Final acceptance to nursing program

COREQUISITE: College Writing (English), College Algebra (Math), Anatomy & Physiology I, Psychology

COURSE LENGTH: 1 Credit / 15 theory hours

COURSE OVERVIEW: The Introduction to Healthcare course introduces the student to a variety of core concepts related to the healthcare field. Students will be presented with fundamental principles, practices, and issues common in the profession of nursing. In addition, students will be introduced to medical terminology and the accepted standards in various healthcare settings.

Upon completion of this course, the student will be able to:

Define patient-centered care as a core competence of a healthcare professional. (QSEN: PCC)

- Explain the importance of maintaining client safety in the delivery of healthcare. (QSEN: Safety & Quality)
- Define nursing judgment, the role of the registered nurse, and evidence-based practice. (QSEN: EBP)
- Outline professional responsibilities of a healthcare provider, as well as the legal and ethical challenges in the delivery of contemporary healthcare. (NLN: Professional Identity)
- List examples of effective communication and interdisciplinary teamwork in healthcare. (QSEN: T & C)
- Provide examples of how informatics and technology is used to enhance client safety. (QSEN: Informatics)

COURSE TITLE: Fundamentals of Nursing

PREREQUISITE: Introduction to Healthcare, English 101, Math, Anatomy & Physiology I, Psychology

COREQUISITE: Nutrition, Anatomy & Physiology II

COURSE LENGTH: 8 credits / 75 theory hours / 90 clinical hours / 45 lab hours

COURSE OVERVIEW: As an introductory course, Fundamentals of Nursing, will provide the foundation for the student's knowledge and skills required for health assessment, safe, effective drug therapy, and the framework for the provision of health care to diverse populations across the lifespan. 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 and geriatric individuals and families with altered regulatory functions. Students will study drug regulation, approval, classes, schedules, nomenclature, and categories. Emphasis will be placed 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. Nursing concepts will be introduced to assist with developing a foundation for evidence-based care. The 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 as related to nursing care.

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

- Apply the concepts of nursing care with respect for the individual's preferences, culture, beliefs, values, and family system to meet the basic human needs in adult and geriatric patients. (QSEN: Patient Centered Care)
- Demonstrate basic principles of safety regarding environmental safety, surgical asepsis, fluid and electrolyte balance, medication administration, and care to minimize complications for adult and geriatric patients. (QSEN: Safety and Quality)
- Participate in inter/intra-professional collaboration during the provision of patient care including patient advocacy, problem-solving and decision-making to meet optimal patient outcomes. (QSEN: Teamwork and Collaboration)
- Demonstrate use of the nursing process to identify and apply appropriate evidence-based nursing interventions in providing care for adult and geriatric patients. (QSEN: Evidence Based Practice)
- Utilize the skills, knowledge, and attitudes required to provide timely and organized nursing care for adult and geriatric patients utilizing the nursing process in accordance with legal and ethical nursing principles. (QSEN: Safety and Quality)
- Provide nursing care in accordance with quality initiatives to minimize the risk of harm, promote health, and meet optimal patient outcomes for adult and geriatric patients. (QSEN: Safety and Quality)
- Demonstrate the use of technology and informatics to locate and communicate patient information, to facilitate and document patient care information, and to complete safe medication administration. (QSEN: Informatics and Technology, Safety and Quality).

- Integrate health promotion, maintenance, restoration, and disease prevention when educating patients. (QSEN: Quality)
- Demonstrate the use of technology and information systems to facilitate, improve, and document patient health history, health status, and physical exam findings during the provision of care for adult and geriatric patients. (QSEN: Informatics and Technology)
- Demonstrate professional values and the concept of caring in developing nurse/patient relationships. (NLN: Professional Identity)
- Apply knowledge related to medication routes, distribution, and metabolism to the medication administration process. (QSEN: Safety and Quality)
- Correlate patient assessment findings to the medication administration process and communicate medication concerns to provide safe, competent care and meet optimal patient outcomes. (QSEN: T & C)
- Demonstrate medication administration in accordance with established legal standards and ethical principles. (NLN: Professional Identity)

COURSE TITLE: Medical Surgical Nursing 1

PREREQUISITE: Fundamentals of Nursing

CO-REQUISITES/PRE-REQUISITES: Microbiology, Lifespan Development

COURSE LENGTH: 7 credits / 60 theory hours / 135 clinical hours

COURSE OVERVIEW: Medical-Surgical Nursing 1 encompasses the pathophysiologic dimensions of adult nursing. Students will integrate and apply concepts, pharmacology, physical assessment, clinical decision making, and health promotion skills as they learn to care for adults more effectively with common acute and chronic health problems. Critical thinking is stimulated using case studies, nursing care plans, and concept maps. Students continue to utilize concept-based learning and participate in the identification of client learning needs. The course assimilates previous knowledge as well as application of new information. The focused clinical experiences during Medical-Surgical Nursing I are designed to provide opportunity for interdisciplinary collaboration with individuals, families, and groups experiencing alterations in health.

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

- Apply cognitive and affective elements of patient-centered care to clinical decision making, pharmacology, physical assessment and health promotion in the care of adult clients and families with common acute and chronic health problems in hospital and community settings. (QSEN: PCC)
- Utilize effective teamwork and collaboration skills within nursing and interprofessional groups facilitating the care of adult clients and families with common acute and chronic health problems in hospital and community settings. (QSEN: T & C)
- Incorporate current evidence-based practice and nursing judgment while caring for adult clients and families with common acute and chronic health problems in hospital and community settings. (QSEN: EBP)
- Utilize technology and information to obtain client information to communicate, manage, and support decision making to improve safety and quality care of adult clients. (QSEN: Informatics)
- Recognize the core values and behaviors of the nursing profession to continually improve the care of clients, families, and communities incorporating legal and ethical principles. (NLN: Professional Identity)
- Apply principles of quality management and safety system effectiveness to improve the outcomes of health care for adult clients and families. (QSEN: Safety & Quality)

COURSE TITLE: Medical Surgical Nursing 2

PREREQUISITE: Medical Surgical Nursing 1; Microbiology; Lifespan Development

COREQUISITES: Medical Ethics; Maternal Child Nursing or Mental Health Nursing

COURSE LENGTH: 5.5 Credits / 60 theory hours / 67.5 clinical hours

COURSE OVERVIEW: Medical-Surgical Nursing 2 encompasses the advanced pathophysiological dimensions of adult medical-surgical 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 2 emphasizes the use of evidence-based practice for specialized nursing practice with clients experiencing chronicity, complexity, and crises in healthcare. Critical thinking is stimulated using simulation, case studies, and clinical experiences. The course assimilates previous knowledge as well as application of new information to increasingly complex client care requirements and client assignments.

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

- Integrate optimal health outcomes, assessment findings, and respect for unique client/family preferences to care for 1-4 clients in an advanced medical-surgical setting. (QSEN: PCC)
- Demonstrate safe, quality client care that promotes the client's achievement of desired health outcomes for 1-4 advanced medical-surgical clients. (QSEN: Safety)
- Analyze one quality initiative in an acute medical-surgical setting. (QSEN: QI)
- Apply critical thinking skills and the use of evidence-based practices in the care of 1-4 advanced medical-surgical clients. (QSEN: EBP)
- Combine prioritization, time management, and organizational skills with the knowledge of legal standards and ethical principles to improve client outcomes for 1-4 advanced medical-surgical clients. (NLN: Professional Identity)
- Apply principles of teamwork and collaboration to contribute to optimal client outcomes for 1-4 advanced medical-surgical clients. (QSEN: T & C)
- Use technology and informatics to enhance client safety in the provision of care for 1-4 advanced medical-surgical clients. (QSEN: Informatics)

COURSE TITLE: Medical-Surgical Nursing 3

PREREQUISITE: Medical Surgical Nursing 2, Microbiology, Nutrition, and Lifespan Development

COREQUISITE: Maternal Child Nursing or Mental Health Nursing

COURSE LENGTH: 4.5 Credits / 45 Theory Hours / 67.5 Clinical Hours

COURSE OVERVIEW: Medical-Surgical Nursing 3 provides an in-depth exploration of the principles, practices, and skills necessary for effective nursing in critical care and emergency settings. Students will develop a comprehensive understanding of the pathophysiology, assessment, and management of critically ill clients and those experiencing acute emergencies. The course assimilates previous knowledge as well as application of new information to increasingly complex client care requirements and client assignments. The clinical aspect of this course provides nursing students with hands-on experience and practical application of critical care and emergency nursing skills in real-world settings. Students will engage in supervised clinical practice within critical care units and emergency departments, applying theoretical knowledge to client care, and developing proficiency in managing acute and life-threatening conditions.

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

- Demonstrate the ability to provide compassionate, culturally sensitive care that respects the individual needs and preferences of critically ill clients and their families. (QSEN: PCC)
- Effectively collaborate with interprofessional teams in the critical care and emergency settings to ensure optimal client outcomes. (QSEN: T & C))
- Integrate the best current evidence with clinical expertise and client/family preferences for the delivery of optimal health care in critical and emergency situations. (QSEN: EBP)
- Participate in quality improvement initiatives aimed at enhancing the care processes and outcomes in critical care and emergency nursing. (QSEN: QI)
- Implement and evaluate safety protocols and interventions designed to reduce the risk of harm to clients in critical care and emergency environments. (QSEN: Safety)
- Effectively communicate and collaborate with interdisciplinary teams, clients, and families to ensure comprehensive, client-centered care in emergency and critical care settings. (NLN: Professional Identity)

COURSE TITLE: Mental Health Nursing

PREREQUISITE: Medical Surgical Nursing I

COREQUISITE: Medical-Surgical Nursing 2 or Medical-Surgical Nursing 3

COURSE LENGTH: 3.5 Credits / 30 Theory Hours / 67.5 Clinical Hours

COURSE OVERVIEW: Mental Health Nursing specializes in assessing, planning, and providing care for clients who are often vulnerable and in crisis. This course will provide the student with the tools to apply diagnostic and therapeutic techniques in the clinical and community setting, as well as an understanding of broader professional and social context of mental health nursing. Mental health nursing requires physical, developmental, psychosocial, spiritual, and mental integration of mental disorders as well as the application of basic medical-surgical theory throughout the life span. The purpose of this course is to teach the student ways to introduce safe, quality-care to clients in order to prepare them to deliver effective, and safe nursing care with compassion in a non-judgmental manner and to promote professionalism, teamwork, self-awareness, and critical thinking.

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

- Demonstrate the ability to assess and address the unique mental health needs, preferences, and values of individual patients, including cultural, social, and spiritual factors. (QSEN: PCC)
- Work effectively within nursing and interdisciplinary teams to provide mental health care, demonstrating open communication, mutual respect, and shared decision-making. (QSEN T&C)
- Apply evidence-based practices and current research findings to the care of patients with mental health disorders, ensuring that care is based on the best available evidence. (QSEN: EBP)
- Participate in initiatives aimed at improving mental health care quality and safety, including monitoring outcomes and implementing strategies to enhance care delivery. (QSEN: QI)
- Identify and minimize risks to patients and healthcare providers in mental health settings, including recognizing signs of deterioration and taking appropriate actions to ensure safety. (QSEN: Safety)
- Utilize information technology to document and analyze patient information, communicate effectively within the healthcare team, and support decision-making in mental health care. (QSEN: Informatics)

COURSE TITLE: Maternal Child Nursing

PREREQUISITE: Medical Surgical Nursing 1

COREQUISITE: Medical-Surgical Nursing 2 or Medical-Surgical Nursing 3

COURSE LENGTH: 3.5 Credits / 30 Theory Hours / 67.5 Clinical Hours

COURSE OVERVIEW: The family as a system is presented with the integration of nursing concepts and tasks unique to women's health, childbearing, newborn, child and adolescent disorders. Maternal Child nursing requires physical, developmental, psychosocial, spiritual, integration of child/family disorders as well as the application of basic medical-surgical theory to the family throughout the life span. Clinical experiences are structured to encourage students to modify their approach to meet the healthcare needs of families in their current environment. This course focuses on maternal/newborn, pediatrics, and woman's health.

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

- Apply knowledge of developmental stages, optimal health outcomes, assessment findings, and respect for unique patient/family preferences to care for a woman, newborn/infant, or child in the hospital or community setting (QSEN: PCC).
- Interpret the differences in desired health outcomes, safety measures, and quality initiatives to care for a woman, newborn/infant, or child in the hospital or community setting (QSEN: S).
- Analyze evidence-based care recommendations and critical thinking in the provision of care for a woman, newborn/infant, or child in the hospital or community (QSEN: EBP).
- Discuss legal standards, ethical principles, and quality initiatives in the provision of care for a woman, newborn/infant, or child in the hospital or community (QSEN: QI).
- Evaluate teamwork and collaborative communication between healthcare providers in the provision of safe and competent care for a woman, newborn/infant, or child in the hospital or community (QSEN: T&C).
- Utilize technology resources and informatics in the care of a woman, newborn/infant, or child in the hospital or community (QSEN: Informatics).
- Illustrate principles of selflessness, ethics, respect, and effective communication when caring for a woman, newborn/infant, or child in the hospital or community (NLN: Professional Identity).

COURSE TITLE: Professional Transitions

PREREQUISITE: Medical-Surgical Nursing 3, Maternal Child Nursing, Mental Health Nursing

COREQUISITES: Maternal Child Nursing or Mental Health Nursing

COURSE LENGTH: 7 Credits / 45 Theory Hours / 180 Clinical Hours

COURSE OVERVIEW: Professional Transitions is designed to support graduate nurses as they transition from academic training to professional practice. It provides a comprehensive framework for navigating the complexities of the healthcare environment, enhancing professional identity, and integrating into the nursing workforce.

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

- Emphasize the importance of involving clients in their care, respecting their preferences, and understanding their needs and values. (QSEN: PCC)
- Develop skills for working effectively with other healthcare professionals to provide high-quality care, including communication, collaboration, and conflict resolution. (QSEN: T & C)
- Apply the best available evidence to make informed clinical decisions and incorporate current research into client care. (QSEN: EBP)
- Learn methods to assess and improve care processes and outcomes, including understanding quality metrics and implementing changes based on feedback and data. (QSEN: QI)
- Focus on identifying and mitigating risks, promoting a culture of safety, and learning strategies to prevent errors and ensure a safe environment for clients. (QSEN: Safety)
- Promote skills in advocating for clients and the profession and developing leadership qualities that support professional growth and contribute to the healthcare system. (NLN: Professional Identity)

GENERAL EDUCATION COURSE DESCRIPTIONS

Algebra for College Math: A review of the basic principles of algebra and their applications, including unit conversions, solving equations, solving systems of equations, evaluating functions, graphing, and word problems. This is followed by an introduction to intermediate and advanced subjects including polynomials, factoring, conic sections, exponential functions, and logarithmic functions.

English Composition I: The ability to write well is a key contributor in achieving a high degree of success in academic, business, and medical fields. To be able to effectively communicate one's ideas through the logical and methodical writing process is a necessary skill in today's competitive world. This course will focus on developing your ability to utilize critical thinking, organize your thoughts, and clearly express those thoughts in standard written English.

Anatomy & Physiology I with Lab: A systematic integration of the structure and function of the cells, tissues, organs, and systems of the human body. The systems discussed are the respiratory system, digestive system, skeletal system, axial and appendicular musculature, endocrine system, and the integumentary system. This course also includes an overview of basic anatomical terminology, cell composition, and a discussion of the cellular membrane. Modules include discussion of anatomy and physiology of the individual systems as well as common pathology and treatments associated with each.

Anatomy & Physiology II with Lab: A continued systematic discussion of the anatomical and physiological systems within the human body. The systems discussed are the nervous system and the special senses, circulatory system, reproductive system including discussions of mitosis/meiosis and heredity, and the urinary system with a discussion of fluid and electrolyte balance. Modules cover the common pathology and treatments associated with each of the systems outlined above.

Introduction to Ethics (Biomedical): The goal of the course is to help students understand the principles of classical theoretical philosophical ethics with case studies designed to develop ways for understanding themselves and becoming enabled to apply those outlooks to the care they expect to give in a medical context as health professionals.

Developmental (Lifespan) Psychology: This course studies human growth and development across the lifespan. From conception to death, physical, cognitive, and socioemotional development is examined.

Medical Microbiology: A systematic examination of the microbial world with an emphasis on pathogens. Topics covered include morphology, physiology, and genetics as well as the metabolic and enzymatic reactions associated. Strategic techniques for the growth, isolation, and visualization of microbes are included as are microscopic and diagnostic methods. The causative agents and treatment strategies for various pathologies are emphasized. Viral composition, replication, and the associated disease states are also covered.

General Psychology: An introduction to the scientific study of behavior and a systematic presentation of its basic concepts and methods.

Nutrition: This course will provide the student with the fundamentals of nutrition, both in theory and application. The digestion, absorption, metabolism, and functional importance of nutrients are emphasized. Basic principles of applied nutrition such as energy balance, weight control, and the role of nutrition from birth to death are discussed. The mechanisms and onset of disease states as a result of insufficient nutritional intake are examined. Case studies encourage students to apply the information and prepare them for healthy living. Upon course completion students will be able to apply nutrition principles to their own lives and be able to make informed nutritional choices.

STUDENT INFORMATION

ESSENTIAL FUNCTIONS OF NURSING STUDENTS

Position Title: Student Professional Nurse

Department: Sharon School of Nursing

Position Summary: Under faculty and nursing supervision guidelines, the student performs the same physical and psychological client 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 client care. While not intended to be all-inclusive, the attached are the essential requirements of nursing students enrolled in the Sharon School of Nursing.

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

<input checked="" type="checkbox"/> Neonate	<input checked="" type="checkbox"/> Adolescents	<input 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:

- Physical
- Drug screen within 30 days of the first day of class
- Fit Test
- MMR titer
- Varicella Titer
- Hep B titer
- TB Gold/T Spot
- Flu Proof of Vaccination or Refusal
- Covid Proof of Vaccination (if applicable)

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
2. Teamwork
3. Growth and Development
4. Skills and Competencies

Vision: Able to assess client'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 the normal range to elicit and detect pertinent information while communicating with clients and the health team. Must be able to detect changes in the client's condition through the accurate use of auditory monitoring devices, such as a 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 a client's status, to complete client/family teaching effectively, and to interact with the health care team.

Walking/Standing: Prolonged periods of walking/standing occur while in the clinical area. In addition, stairs must be negotiated.

Sitting: Required to be seated in class, computer labs, and clinical conferences.

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 clients when performing in the demonstration lab and the clinical area. Assistance should be requested when client lifting or repositioning is undertaken.

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.

Tactile Sensation: 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 the temperature of the skin. Also, one must be able to grasp and easily manipulate equipment when providing client care.

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

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

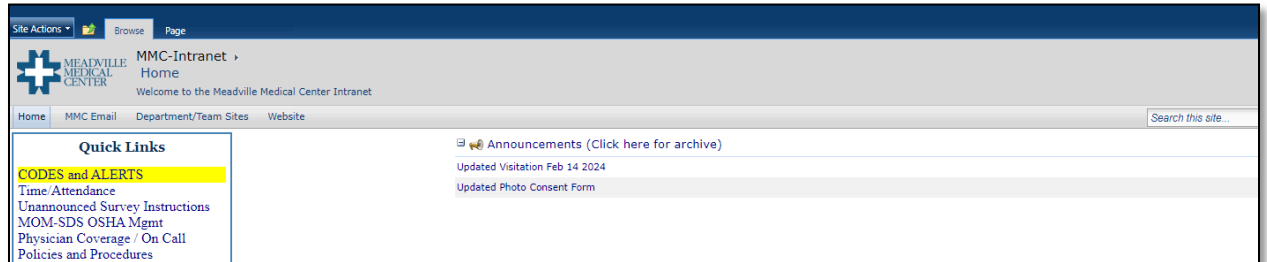
Temperament: The skills essential to nursing include critical thinking abilities and the ability to adapt to varying pressures in times of stress or crises and in unpredictable situations. Must demonstrate self-control and the ability to accept limits and suggestions. Must display sensitivity to client comfort and privacy and express interest in client progress while interacting in a caring and professional manner. Will be exposed to body fluids, communicable diseases, and unpleasant elements (accidents, injuries, and illness). Will be provided with the knowledge and skills related to their own protection and the protection of others. Emotional stability is needed to maintain a therapeutic relationship with clients, families, and healthcare team members. Therapeutic communication and interaction must be effective to meet the unique needs of various client 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.

Required	Never 0	Occasional 10-33%	Frequent 34-65%	Continuous 66% of the day	Remarks
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	

LIBRARY RESOURCES

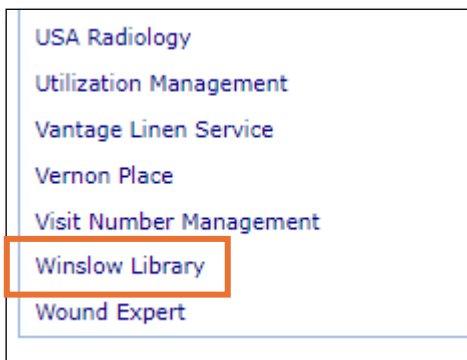
1. On an MMC Hospital or School computer, open the internet browser to the MMC Intranet site.



2. Scroll down and click on “Department/Team Sites”.



3. Scroll down and click on “Winslow Library”.




4. From this page, you can scroll down and choose from a selection of published journals to support your EBP research. For general/all-purpose searches, select from “CINAHL Complete”, “Medscape”, “Ovid Journal Collection”, or “PubMed (National Library of Medicine)”.

Library Links:	
URL	Notes
American Journal of Hospice & Palliative Medicine	A peer-reviewed journal published eight times a year through Sage Journals.
American Journal of Psychiatry	Official Journal of the American Psychiatric Association.
Bulletin	The Bulletin of the American College of Surgeons is a monthly magazine that contains articles on topics that affect surg the surgical profession.
Cancer	Published semi-monthly by Wiley for the American Cancer Society.

Remote Access Instructions

The Winslow Medical Library is also available by going to this website <https://opac.libraryworld.com/opac/index.php>. Enter Winslow Medical Library into the Library Name field, no password is required.

LibraryWorld OPAC v4



Login to the Library

Library Name

Password can be optional

[Login](#)

Designed by LibraryWorld, Inc.

MEADVILLE MEDICAL CENTER'S INSTITUTE FOR HEALTHCARE PROFESSIONALS: RN PROGRAM
SHARON SCHOOL OF NURSING
Tuition Chart - Class of 2027
August 2025 Start

YEAR 1 RN CLINICAL NURSING CURRICULUM						
Fall Semester	JANUARY 2025 - MAY 2025	Credits	Rate per Credit	Per Course	Fees*	Total
SON	Introduction to Healthcare	2	\$350	\$700.00	\$709.00	\$1,409.00
Semester Total		2		\$700.00	\$709.00	\$1,409.00
Spring Semester	Anatomy & Physiology II (163, 164L)	Credits	Rate per Credit	Per Course	Fees*	Total
SON	Fundamentals of Nursing	7	\$350	\$2,450.00	\$709.00	\$3,159.00
Semester Total		7		\$2,450.00	\$709.00	\$3,159.00
Summer Semester	MAY 2025 - AUGUST 2025	Credits	Rate per Credit	Per Course	Fees*	Total
SON	Medical Surgical Nursing I	7	\$350	\$2,450.00	\$709.00	\$3,159.00
Semester Total		7		\$2,450.00	\$709.00	\$3,159.00
Fall Semester	AUGUST 2025 - DECEMBER 2025	Credits	Rate per Credit	Per Course	Fees*	Total
SON	Medical Surgical Nursing II	5.5	\$350	\$1,925.00	\$709.00	\$3,859.00
SON	Maternal Child Nursing OR Mental Health Nursing	3.5	\$350	\$1,225.00		
Semester Total		9		\$3,150.00	\$709.00	\$3,859.00
Spring Semester	JANUARY 2026 - MAY 2026	Credits	Rate per Credit	Per Course	Fees*	Total
SON	Medical Surgical Nursing III	4.5	\$350	\$1,575.00	\$859.00	\$6,109.00
SON	Maternal Child Nursing OR Mental Health Nursing	3.5	\$350	\$1,225.00		
SON	Professional Transition to Nursing	7	\$350	\$2,450.00		
Semester Total		15		\$5,250.00	\$859.00	\$6,109.00
Tuition Total	JANUARY 2025 - MAY 2026	Credits		Tuition	Fees*	Grand Total
SON	Nursing Courses	40		\$14,000.00	\$3,695.00	\$17,695.00

Activity Fee* Estimate Only - Final Fees To Be Determined Based on Finalized ATI Cost



****Please Note: All educational charges are subject to change without notice****

PROFESSIONAL BEHAVIOR EXPECTATIONS

The profession of nursing requires standards that exceed those of the general population. Therefore, it is important that nursing students adhere to the following criteria in order to fulfill the expectations of the school and the profession of nursing. Your nursing education requires active participation.

1. Maintain a dignified, courteous and professional attitude and manner at all times with clients, peers, staff, and instructors.
2. Personal problems, or private activities, should not be discussed with clients, physicians, or hospital personnel.
3. Confidentiality must be maintained at all times.
4. Attendance and participation in class, clinical, and professional development activities is expected.
5. Clinical attendance is mandatory.
6. Defacement of property or inappropriate use of equipment will result in disciplinary action.
7. Unit orientation for students is conducted by faculty and department staff. Adherence to policies and procedures of contractual facilities is expected.
8. Posting to a social media site that refers negatively to the school, faculty, or staff is prohibited while enrolled.

CLASSROOM, SKILLS LAB, AND SIMULATION CONDUCT EXPECTATIONS

The faculty of the Sharon School of Nursing views education as a shared experience between the teaching faculty and the students. The educational environment is one of mutual respect and professionalism. It is the responsibility of everyone to maintain an environment conducive to learning.

1. To gain the most from classroom theory and other learning activities, students must prepare by reading and completing assignments before class.
2. Students are required to sign in for class, skills lab, and simulation.
3. Talking, texting, and phone calls are disruptive and not permitted during class, clinical, skill labs, or simulations.
4. If the student must leave the classroom early, it is expected that the student will discuss this with the instructor and sit on the periphery, where leaving will disrupt a minimum of persons.
5. The space in the classroom must be shared by all. Please confine your belongings to a reasonable space.

STUDENT POLICIES

MEADVILLE MEDICAL CENTER

Policy and Procedure Manual

Institute for Healthcare Professionals/Registered Nursing Program Student Manual Policy

SUBJECT: TITLE IX POLICY

PURPOSE: Sharon School of Nursing is committed to providing an educational and work environment free from discrimination based on sex, in compliance with Title IX of the Education Amendments of 1972. Title IX prohibits discrimination on the basis of sex in federally funded education programs and activities, including nursing programs.

POLICY: Discrimination, harassment, sexual misconduct, or retaliation on the basis of sex, gender identity, or sexual orientation will not be tolerated. This includes but is not limited to:

- Sexual Harassment
- Sexual assault
- Dating violence
- Stalking
- Unequal treatment in admissions, recruitment, or access to program resources

PROCEDURE: This policy applies to all students, faculty, staff, and visitors involved in the nursing program, whether on campus, at clinical sites, or participating in program-related activities.

Title IX Coordinator: Sharon School of Nursing has a designated Title IX Coordinator to oversee compliance, investigate complaints, and address violations.

Name: Heather Frazier

Email: hfrazier@mmchs.org

Phone: 814-333-5000 Ext: 5466

Reporting Procedures:

Reports can be made to the Title IX Coordinator in person, by phone, or email.

Complaints can be filed anonymously, though doing so may limit the institution's ability to respond effectively.

Retaliation for filing a complaint or participating in an investigation is strictly prohibited.

Response Process:

Upon receiving a complaint, the institution will:

1. Promptly and thoroughly investigate the allegations.
2. Provide support and resources to the complainant and respondent, including academic accommodations, counseling services, and legal resources.
3. Take appropriate corrective actions, up to and including disciplinary measures or legal action.

MEADVILLE MEDICAL CENTER

Policy and Procedure Manual

Institute for Healthcare Professionals/Registered Nursing Program Student Manual Policy

SUBJECT: STUDENT ADMISSION AND SELECTION

PURPOSE: Define the criteria and procedures for admission of students into the nursing program.

POLICY: The policy ensures a fair, transparent, and consistent selection process that aligns with the nursing school's commitment to academic excellence and professional preparation. The policy applies to all applicants seeking admission to the nursing program and covers all aspects of the admission process, from application submission to final selection.

PROCEDURE:

A new class of students will begin Semester 1 of the program every August (see curriculum plan) and graduate in May (20 months later). For consideration of acceptance into the class starting in August, the applicant must complete all of the following steps by March 31st:

- A. Complete nursing program application and pay the non-refundable application fee. Applications received after the application deadline will result in the applicant being placed on a waitlist. Should a seat within the program become available, additional applicants will be considered for acceptance into the program based on the order in which the application was received.
- B. Take the Assessment Technologies Institute (ATI) Test of Essential Academic Skills (TEAS) exam and achieve a score of "Proficient." The TEAS scores may be "ranked" by score to assist the Admission Committee in making admission decisions. The annual number of applicants accepted may vary so it is best for the applicant to earn a high score on the pre-entrance test. The TEAS test is a four-part assessment with subtests in Reading, Math, Science, and English and Language usage. The exam is administered online on-campus with an in-person proctor or at home using the Remote Proctor option. Candidates must register at www.atitesting.com and follow the screen prompts to pay for the exam. It is highly suggested that the applicant 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 each year. An additional fee will be charged for each test scheduled. If an

applicant has taken the TEAS previously and achieved a score of Proficient, the applicant will not be required to repeat the TEAS exam.

C. Submit Official High School Transcripts, GED, or the equivalent.

Graduates of a Home Study or Correspondence school will be considered with appropriate documentation. The Pennsylvania State Board of Nursing requires nursing program applicants to have “completed work equal to a standard high school course with a minimum of 16 units, including 4 units of English, 3 units of Social Studies, 2 units of Mathematics (1 of which is Algebra) and 2 units of Science with a related laboratory or the equivalent.”

D. Students submitting incomplete applications may not be considered for admission to the program. The nursing program does accept transfer of credits for some academic courses on an individual basis. Official transcripts must be sent to the nursing program for transfer of credit to occur. Transcripts should be sent as soon as the student is accepted into the program. All material submitted for the application process becomes the property of the nursing program and cannot be returned or forwarded. Any false information will result in rejection for that applicant.

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.

Please Note: Applicants for whom English is a second language may be required to take a board approved English Language Proficiency (ELP) examination. Further information is available on the Pennsylvania State Board of Nursing website.

The Admission Committee reviews all applications and TEAS scores and ensures that the application fee has been received. Applicants selected for admission will be notified and provided with the opportunity to accept that admission offer and pay the acceptance fee by the deadline stated in the offer. Once the acceptance fee has been received, the student will receive additional information on the mandatory August orientation session and directions to complete the remaining regulatory requirements. If the student is unable to attend the mandatory August orientation session, the student will not be able to start the program.

Regulatory requirements to be completed prior to attending the mandatory orientation session:

- Complete workplace health nursing student requirements including physical, drug screen, immunizations/titers, etc.

- Submit proof of current American Heart Association (AHA) Healthcare Provider Basic Life Support (BLS) certification card. Students are required to maintain current BLS throughout the program.
- Complete all required criminal background checks including Federal Bureau of Investigation (FBI) Criminal History Background Check, Pennsylvania Access to Criminal History (PATCH), and Pennsylvania Child Abuse History Clearance. Additional criminal background checks may be required during the program based on clinical site requirements. The criminal background checks must have been completed within six (6) months prior to the start of the program. Should a student have a criminal record or conviction prior to admission, the student will be required to meet with the Program director and/or Meadville Medical Center Human Resources Director prior to the start of the program. Each student's case will be reviewed for eligibility to participate in clinical sites that service vulnerable populations. Based upon the criminal record and history review, the nursing program reserves the right to revoke an offer of admission. Should a student be charged and/or convicted of a crime while enrolled in the program, the student should immediately report the event to the Program director. Failure to report may result in the dismissal or termination from the program.

NOTE: The Pennsylvania State Board of Nursing provides additional information for individuals with criminal convictions who are considering an occupation or profession that requires licensure. The appropriate board or commission utilizes criteria to determine whether or not an individual's criminal conviction constitutes grounds for denying that person a license. The board may not be able to issue or make a decision prior to receiving an application for licensure. The nursing program is not responsible for the outcomes or decisions made by the State Board of Nursing regarding licensure.

MEADVILLE MEDICAL CENTER

Policy and Procedure Manual

Institute for Healthcare Professionals/Registered Nursing Program Student Handbook Policy

SUBJECT: STUDENT ADVANCED STANDING AND TRANSFER

PURPOSE: To provide guidelines for transfer of credit at the time admission into the nursing program.

POLICY: The policy ensures a fair, transparent, and consistent process for accepting students of advanced standing/transfer into the nursing program. The policy aligns with the nursing school's commitment to academic excellence and professional preparation.

PROCEDURE: Prospective students may apply for transfer to the nursing program from an accredited and State Board of Nursing approved school of nursing, college, or university. In accordance with the Pennsylvania State Board of Nursing Code § 21.103 Transfer of Students or Advanced Standing, any student transferring to the nursing program must successfully complete the second level of the curriculum. The nursing program defines the second level as Semesters 3 – 5. Therefore, transfer credits for nursing courses will only be accepted for Semester 1 and 2. Students seeking to transfer **must** have successfully completed the first level of the nursing curriculum for the previous nursing program passing both theory and clinical.

- A. In addition to meeting all application and acceptance requirements specified in the Student Admission and Acceptance Policy, transfer students must provide course descriptions and an official transcript with evidence of course completion and grade. Course descriptions and syllabi are required to determine whether courses are acceptable for transfer. A course must be comparable in content, credit(s) and/or contact hours. The Admission Committee will review the course descriptions to determine course equivalency. The nursing-specific courses will require direct equivalence. Transcripts must demonstrate a “C” or higher grade in order to receive transfer credits for the course.
1. To avoid gaps in content, Anatomy and Physiology I and II must be completed at the same institution.
 2. Anatomy and Physiology I and II and Microbiology courses must have been completed within five years of prospective admission and have included a laboratory component.
 3. Transfer credit may be given for high school Advanced Placement (AP) examinations with proof of score. Students must achieve a minimum score of 3 to receive transfer credit.

4. Standardized testing utilizing the proctored ATI Fundamentals assessment will also be implemented to assist in course placement. To receive transfer credit for nursing courses demonstrating direct equivalence, students must also score Level 2 or higher on the ATI Fundamentals assessment.
- B. Applications and required information must be received prior to the beginning of the course to allow adequate time for evaluation and processing.
 - C. Placement will be at the discretion of the Admission Committee and Program director.
 - D. Each transfer application will be reviewed on an individual basis. The nursing program may accommodate transfer students as determined by the current class size.

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Institute for Healthcare Professionals/Registered Nursing Program Student Handbook Policy

SUBJECT: STUDENT HEALTH POLICY

PURPOSE: To provide guidelines regarding resources available to students requiring general medical attention, support with emotional health, and guidance for students who develop an alteration in health while enrolled in the program.

POLICY: This policy is designed to ensure that nursing students maintain their own health and well-being while also protecting the health of patients, faculty, and peers. The goal is to ensure students are healthy and able to perform their duties safely, both in the classroom and in clinical settings. This policy describes the nursing program's specific health procedures and helps students comply with all of the requirements to avoid interruptions in their education.

PROCEDURE: All students should have health insurance coverage prior to beginning the program and are expected to maintain coverage throughout the program. Personal health insurance is through a carrier of the student's choice, not offered through the nursing program. Students or parent/guardian accept financial responsibility for any and all cost for illness/injury, including consultant fees, treatments, co-pay(s), Emergency Room charges, hospitalization, medications, etc.

Health Services

Student health services shall be provided by Meadville Medical Center's providers at Meadville Workplace Health. All fees and expenses incurred for the pre-entrance health examination shall be assumed by the nursing program. Daily health services may be provided for all students with all fees and expenses for these services resting with the student.

1. Titers/Immunizations
 - A. Students will have titers drawn during the pre-entrance health examination for hepatitis B, Measles, Mumps, Rubella (MMR), and Varicella. Students not demonstrating immunity will be offered vaccination prior to the first clinical experience. Meadville Workplace Health will implement the immunization program at no cost to the student. After receiving information concerning the advantages and risks of vaccine, the student not consenting to the administration of the vaccine will be required to sign a release form.
 - B. Students will be undergo tuberculosis screening in the form of TB Gold, Mantoux, or chest x-ray.

- C. Influenza vaccination will be offered to students in accordance with Meadville Medical Center’s Human Resources Policy HR-229 Mandatory Influenza Vaccination Program. The influenza vaccine will be offered free of charge to all students once vaccinations become available. Students will be asked to sign a consent/release form at the time of vaccination.
2. Physical Examination
 - A. Nursing students are required to undergo a comprehensive physical examination prior to enrollment to ensure that students are able to physically meet the demands of the nursing program.

Prenatal care, dental care, orthopedic appliances, referrals made by the Meadville Workplace Health or Meadville Medical Center Emergency Department, etc. are the responsibility of the student.

Students who have chronic health problems should seek the care of a personal physician.

Students who have or have had a communicable disease, which could place the students or others in jeopardy, should report this illness to Meadville Workplace Health as well as to their personal physician. Restriction of activities relevant to that illness can be determined at that time. A student recovering from such a contagious illness must follow Meadville Workplace Health guidelines regarding return to class/clinical.

Students are instructed in and must follow standard precautions.

For more specific information concerning exposure guidelines and duration of required leave of absences, consult Meadville Workplace Health.

Reporting Illness or Injury

1. During class/clinical – Students are required to report illness or injury to the Program director or Clinical Instructor immediately. If the situation warrants medical advisement, the Program director/Clinical Instructor will consult Meadville Workplace Health or Meadville Medical Center Emergency Department. School-related injuries will be evaluated for coverage by Meadville Medical Center on an individual basis. Students are required to follow-up through Meadville Workplace Health following the initial assessment and treatment in the Emergency Department.
2. Prior to class/clinical – report off by calling the nursing program office or notifying the Program director or Clinical Instructor directly.

Health Records

Student health records will be maintained in accordance with Meadville Medical Center Human Resource Policy HR-232 Employee Health Records.

Release to Return to Clinical

All students off for five (5) days are required to report back to Meadville Workplace Health for authorization to return to clinical. A release to return to clinical assignment is required under certain conditions, for example surgery, infectious illnesses, back problems, and other conditions deemed necessary by the physician.

Any physical restriction imposed by a physician must be submitted in writing to Meadville Workplace Health. A copy of the restriction must be shared with the Program director. Clinical experience may be denied to the student in situations where accommodations cannot be made.

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Institute for Healthcare Professionals/Registered Nursing Program Student Handbook Policy

SUBJECT: STUDENT IMMUNIZATION

PURPOSE: To protect the health and safety of nursing students, their peers, faculty, and the patients they serve. Adherence to these requirements is essential for successful progression through the nursing program and students must be diligent in maintaining compliance with all immunization requirements.

POLICY: This policy outlines required vaccinations that nursing students must have before participating in clinical placements.

PROCEDURE: Information on required immunizations are outlined in the Student Health Program Policy. All students will be required to complete the pre-entrance health examination at Meadville Workplace Health prior to the start of the nursing program. Students will have titers drawn during the pre-entrance health examination for hepatitis B, Measles, Mumps, Rubella (MMR), and Varicella. Students not demonstrating immunity will be offered vaccination prior to the first clinical experience. Meadville Workplace Health will implement the immunization program at no cost to the student. After receiving information concerning the advantages and risks of vaccine, the student not consenting to the administration of the vaccine will be required to sign a release form.

Influenza vaccination will be offered to students in accordance with Meadville Medical Center's Human Resources Policy HR-229 Mandatory Influenza Vaccination Program. The influenza vaccine will be offered free of charge to all students once vaccinations become available. Students will be asked to sign a consent/release form at the time of vaccination.

COVID-19 proof of vaccination/immunization requirements will depend upon current public health guidelines and clinical site requirements.

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Institute for Healthcare Professionals/Registered Nursing Program Student Handbook Policy

SUBJECT: STUDENT ABSENCE

PURPOSE: The attendance policy for the nursing program is to ensure that students are fully engaged in their education, which is essential for developing the knowledge, skills, and professional behaviors required to provide high-quality patient care. Regular attendance is crucial for mastering both the theory and application aspects of nursing, fostering teamwork, and ensuring students are prepared to meet the demands of the healthcare environment.

POLICY: This policy is designed to promote a culture of accountability and professionalism, aligning with the expectations of the nursing profession and ensuring that students are fully prepared for their roles in healthcare. Patterns of absenteeism can have a profound impact in the healthcare work environment.

PROCEDURE: Attendance will be monitored regularly, and patterns of absenteeism will be addressed by the faculty. Persistent attendance issues may result in further action.

Classroom Considerations

Classroom attendance is expected. If a student misses 20% of the total class time in a course, 10% will be deducted from the student's grade. Once the student reaches 10% of the total class time missed, the student will receive a written warning. At 20% total class time missed, the student will receive written notifications that a 10%-point deduction has been imposed on the course grade. Attendance is tracked for advisement purposes. It is appreciated when the student provides advance notice prior to absences. It is the responsibility of the student to obtain the missing information or handouts. In order for the student to be eligible for any pre-class assignments, or Ticket to Enter points, for a missed class, the required work must be submitted prior to the start of class. Students will only be eligible to make-up these assignments with appropriate documentation, such as a note from a health care professional. Make-up work must be submitted on the first day the student attends the nursing program following the absence.

Students will be considered tardy once the instructor has started the class. Three incidences of tardiness in a course will count as two hours of missed class time. In the event of an emergency or extenuating circumstance causing the student to be tardy, students are advised to call and notify the main office prior to the start of the class.

Course	Total Classroom Hours	Missed Hours	
		10%	20%
RNIHC Introduction to Healthcare	30	3	6
RNFON Fundamentals of Nursing	75	7.5	15
RNMS1 Medical Surgical Nursing 1	60	6	12
RNMS2 Medical Surgical Nursing II	60	6	12
RNMC Maternal Child Nursing	30	3	6
RNMH Mental Health Nursing	30	3	6
RNMS3 Medical Surgical Nursing III	45	4.5	9
RNPTN Professional Transition to Nursing	45	4.5	9

Clinical Considerations

Clinical attendance is mandatory. The student needs adequate time to practice nursing skills under the direction and supervision of an instructor to acquire skills, apply principles, and develop nursing judgment. Instructors need adequate time to evaluate the student’s progress toward meeting course objectives and graduate outcomes.

- A. Clinical hours include caring for patients on assigned units, nursing laboratory experiences, and/or simulations.
- B. Absence during a nursing skills validation will require the student to complete the validations prior to the next clinical experience scheduled. Failure to do so may result in dismissal from the program.

A student arriving late to a lab or simulation must see the Program director prior to entering. If the student has called in before the start of the lab/simulation to the main office to report an emergency or extenuating circumstance, the Program director may approve the student to join an activity already in session. The student will be required to make up any activities missed during the session at the discretion of the Program director. Clinical time will be deducted for time missed.

Missed clinical time is recorded within each course and must be made-up within the time frame of the specific course. Make-up clinical experiences promote student learning. Missed hours are considered essential to the learning experience and 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 that is convenient for the faculty and may include a clinical unit experience, case studies, or ATI assignments.

Each course has a maximum number of clinical hours that can be missed.

Course	Total Clinical, Lab, and Simulation Hours	Maximum Missed Hours
RNFON Fundamentals of Nursing	90	10
RNMS1 Medical Surgical Nursing 1	135	12
RNMS2 Medical Surgical Nursing II	67.5	7
RNMC Maternal Child Nursing	67.5	7
RNMH Mental Health Nursing	67.5	7
RNMS3 Medical Surgical Nursing III	67.5	7
RNPTN Professional Transition to Nursing	180	16

Absences more than the course specific maximum hours may result in a student needing to withdraw from the course due to an inability to meet the course learning objectives.

If a student comes to the clinical and is sent home due to illness, unsafe performance, etc., the hours missed will be calculated towards maximum missed hours.

If a student is more than fifteen (15) minutes late for clinical on two separate occasions, four (4) hours of missed clinical time will be counted towards the student's maximum missed clinical hours. If a student is more than thirty (30) minutes 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 clinical hours.

All missed clinical time will be documented and signed by the instructor, student, and Program director on the "Missed Clinical Time" form.

Extenuating circumstances will be reviewed by the Program director of the nursing program.

Other Considerations

Inclement weather requiring the school to close, court/jury duty time, bereavement leave, and absences related to COVID-19 will not be counted into the maximum missed hours but will require the appropriate proof/documentation to be submitted to the program director. Make-up assignments are still required to promote learning and must be completed prior to the end of the course.

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Institute for Healthcare Professionals/Registered Nursing Program Student Handbook Policy

SUBJECT: STUDENT COUNSELING AND GUIDANCE

PURPOSE: The purpose of this policy is to create an inclusive and nurturing environment that empowers all students to achieve their academic, personal, and professional goals.

POLICY: This policy aims to ensure that students have access to a comprehensive range of resources and support services based on individual need. The policy seeks to enhance student success and satisfaction throughout the educational journey.

PROCEDURE: Each student is assigned a faculty advisor. Every effort is made for the assigned advisor to remain consistent throughout the program. At times, students may be assigned a different advisor due to faculty resignation/retirement or for the best interest of the student. The advisor list is posted in the learning management system for the nursing program along with the advisor's contact information for scheduling of appointments.

Student Responsibilities

- A. Complete the Self-Assessment Inventory (SAI) in Assessment Technology Institute (ATI) during orientation day. This assessment obtains baseline data for the student and the advisor regarding the student's personal abilities and learning styles.
- B. Schedule an appointment to meet with the advisor during the first three weeks of the nursing program.
- C. Meet with advisors after a failed exam to review questions and improve success in answering application style exam questions. Personal meetings regarding exam performance are not able to be scheduled until after all students have taken the exam.
- D. Meet with advisors as needed to discuss classroom or clinical concerns.

Advisor Responsibilities

- A. Monitor student progress by reviewing posted exam grades and clinical progress notes.
- B. Facilitate student progress in ATI utilizing student Pulse scores to provide customized intervention and assist students to locating resources for focused review work, practice/proctored assessments, and remediation work.

Faculty advisors will maintain confidentiality and secure documentation regarding any sessions with the advisee.

Additional Services

Employee Assistance Program (EAP): EAP can be offered or required of students for crisis intervention, short-term counseling, expression of suicide statements, or substance abuse concerns. Any faculty member or student may contact EAP independently and be assured of confidentiality. Services offered at EAP will assess the student's concern, assist the student to improve performance and/or provide a means of assistance or referral before a withdrawal or program dismissal is required. This formal mechanism reflects the tertiary level of intervention. If a student is required to see EAP by the student's faculty advisor or the Program director, EAP will notify the Program director when the student schedules and attends the first appointment. EAP may also share recommended measures to help the student succeed in the program. Meetings with the EAP representatives or counselors as part of the preliminary EAP referral process are provided at no cost to the student. Once a student accepts a referral to a service provider the student is responsible for all financial obligations and for determining the extent of insurance coverage for the service provided. Extreme care will be taken to ensure that the use of the EAP is entirely confidential.

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Institute for Healthcare Professionals/Registered Nursing Program Student Handbook Policy

SUBJECT: STUDENT RIGHTS

PURPOSE: Define and protect the rights of nursing students. This policy aims to ensure that all nursing students are treated with respect, fairness, and dignity, and that their educational experience is conducive to learning and professional development.

POLICY: The nursing program is committed to upholding the rights of nursing students throughout their academic and clinical education. These rights are essential to fostering a supportive learning environment and ensuring the personal and professional growth of each student.

PROCEDURE: Nursing Student Rights

- A. Right to Respect and Dignity
 1. Nursing students have the right to be treated with respect and dignity by faculty, staff, peers, and clinical staff.
 2. Discrimination or harassment of any kind will not be tolerated.
- B. Right to a Safe Learning Environment
 1. Nursing students are entitled to a safe and supportive learning environment, both in the classroom and clinical settings.
 2. The institution will take necessary measures to ensure physical and emotional safety.
- C. Right to Academic Freedom
 1. Nursing students have the right to express their ideas, ask questions, and participate in academic discussions without fear of retaliation.
 2. Students are encouraged to engage in scholarly activities that promote critical thinking and professional growth.
- D. Right to Fair Assessment and Evaluation
 1. Nursing students have the right to be fairly assessed in their academic and clinical performance.
 2. Evaluation criteria will be transparent, consistent, and aligned with the objectives of the nursing program.
- E. Right to Access Resources
 1. Nursing students have the right to access academic resources including libraries and clinical skills labs.
 2. Students will be provided with the necessary tools and support to succeed in their studies.
- F. Right to Confidentiality

1. Nursing students have the right to confidentiality concerning their academic records, personal information, and health status.
 2. Information will be shared only with authorized personnel on a need-to-know basis and in accordance with guidelines established by Family Educational Rights and Privacy Act (FERPA).
- G. Right to Academic and Personal Support
1. Nursing students have the right to seek academic, career, and personal counselling services.
 2. The institution will provide access to resources for managing academic stress, mental health, and other personal challenges through the services of the Employee Assistance Program (EAP).
- H. Right to Due Process
1. Nursing students have the right to due process in any disciplinary actions or grievances.
 2. Procedures will be in place to ensure that students can appeal decisions and have their cases heard impartially.
- I. Right to Participate in Program Governance
1. Nursing students have the right to participate in program governance including contributing to curriculum development and policy formulation.
 2. Students are encouraged to provide feedback on their educational experiences and suggest improvements.

Procedures for Addressing Nursing Students Rights

1. Reporting Violations
 1. Students who believe their rights have been violated should report the incident to the Program director.
 2. Reports should be made in writing and include details of the alleged violation
2. Investigation Process
 1. Upon receiving a report, the institution will conduct a thorough investigation to determine the facts of the case.
 2. The student will be informed of the investigation process and timeline.
3. Resolution
 1. If a violation is confirmed, appropriate corrective actions will be taken to address the issue and prevent future occurrences.
 2. The student will be informed of the resolution and any steps taken.
4. Appeals
 1. Students who are not satisfied with the outcome of the investigation may appeal the decision.
 2. Appeals must be submitted in writing to the Dispute and Resolution Committee within five (5) business days.
5. Confidentiality and Non-Retaliation
 1. All reports and investigations will be managed confidentially.
 2. Students who report violations will be protected from retaliation.

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Institute for Healthcare Professionals/Registered Nursing Program Student Handbook Policy

SUBJECT: STUDENT RECORD ACCESS

PURPOSE: Establish clear guidelines and procedures for the handling, accessing, and sharing of student records within an educational institution.

POLICY: The student record access policy and procedure ensures that student information is handled with care, confidentiality, and in compliance with legal regulations such as the Family Educational Rights and Privacy Act (FERPA).

PROCEDURE: Student records are confidential and protected by law. Access is restricted to authorized personnel and governed by applicable laws such as FERPA. The institution complies with FERPA, ensuring students' rights to inspect, review, and control access to their educational records. Only faculty, staff, and administrators with a legitimate educational interest may access student records. This includes individuals involved in academic advising, teaching, or administrative functions. Student records are securely stored, both physically and digitally. Paper records are stored in locked cabinets in secure areas. Only authorized personnel have keys. Electronic records are protected by passwords and access controls. Regular audits are conducted to ensure security measures are effective.

A. Student Rights

1. Students have the right to access their own educational records.
2. Students can request corrections to their records if they believe there are inaccuracies.
3. Students must provide written consent before their records are disclosed to third parties, except in cases permitted by law.

B. Student Record Access

1. Students must submit a written request to access their records. The request should specify the records they wish to review. The school must respond within 45 days of receiving the request.
2. Once the request is approved, the student will be notified when and where they can view their records.

C. Faculty Training

1. New employees receive training in the policies and procedures related to student records.
2. Regular refresher courses are provided to ensure continued compliance and awareness of any updates to laws or institutional policies.

D. Disclosure without Consent

1. Records may be disclosed without student consent to comply with a legal order, emergencies, or for audit and evaluation purposes.

E. Amendment Requests

1. If a student believes their record contains inaccuracies, they can submit a written request for amendment, clearly stating the issue and providing supporting documentation. The Program director will review the request. If the request is denied the student has the right to a hearing.
2. Parents or eligible students may request that the school correct records believed to be inaccurate or misleading. A hearing may be requested if record correction is unresolved.

F. Third-Party Access

1. Third parties, including parents or potential employers, must have written consent from the student to access records, unless legal exemption applies. The Program director processes third-party requests and verifies consent before disclosing any information. Certain disclosures, such as to comply with subpoenas or in health and safety emergencies, do not require consent but must be documented.
 - a. A record will be kept in the permanent file, listing the names of persons requesting information, date of access and purpose.
 - b. Students must submit a written request for a transcript, or a personal/professional reference. Former students or graduates must complete the transcript request form. A fee is charged for providing the transcript. Employers seeking verification of graduation must present, by fax, email, or mail, a copy of the prospective employees "Release of Information Form".
 - c. **No verification will be made without a written request form from the former student and/or graduate or a signed release by the prospective employee.**
2. Parents of students under eighteen (18) years of age are permitted to inspect and review the student's educational record, including admissions, academic and financial aid maintained by the school. These rights transfer to the student who has reached the age of eighteen (18). If there is a request for review of a student's educational record, parents or eligible students are to make written request to the Program director. The student record is to be examined in the nursing program office with the Program director in attendance.
3. When a student's file is audited in a general audit, program review, etc., this examination is documented in the student's file stating the type of audit performed, date, and name of auditor and/or firm.

G. Policy Violations

1. Suspected violations of the access policy must be reported to the Meadville Medical Center Compliance Officer.

2. Violations may result in disciplinary action, including termination of employment, depending on the severity of the breach.

H. Record Disposal

1. Records are retained according to institutional policy and legal requirements. When records are no longer needed, they are securely shredded or erased to prevent unauthorized access.
2. At the time of graduation, the permanent record is reviewed by the Program director of the nursing program to delete materials of a personal nature which are not relevant to that person's ability to function as a registered professional nurse.

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Institute for Healthcare Professionals/Registered Nursing Program Student Handbook Policy

SUBJECT: STUDENT RECORD MAINTENANCE

PURPOSE: Ensure all records related to students are accurate and accessible for regulatory compliance, accreditation, and program continuity.

POLICY: The student record maintenance policy and procedure specifies the types of records maintained which includes student academic records, clinical evaluation records, attendance, graduation, and disciplinary records.

PROCEDURE: Student records are confidential and protected by law. Records are maintained based on regulatory requirements based on the type of student record. Access is restricted to authorized personnel and governed by applicable laws such as FERPA. The institution complies with FERPA, ensuring students' rights to inspect, review, and control access to their educational records. Student records are securely stored, both physically and digitally. Paper records are stored in locked cabinets in secure areas. Only authorized personnel have keys. Electronic records are protected by passwords and access controls. Regular audits are conducted to ensure security measures are effective. Records at the end of their retention period are disposed through secure document disposal service shredding or electronic deletion.

Permanent Record

The permanent record for every student completing the program is kept ad infinitum including the transcript for theory and clinical practice.

Current Student Record

The student record includes the application, pre-admission data, clinical evaluations, academic counseling form when indicated and transcript of courses and achievement. Privacy rights of students are maintained by limiting access of records to only nursing program personnel. Upon completion of the program, this file is reduced to the permanent record.

Health Record

A Health Record of every student is kept at Workplace Health for a period of five (5) years following withdrawal or completion of the program.

Financial Aid Record:

The financial record of every student is kept for a period of seven (7) years from the last day of the award year. Records involved in any audit are kept until resolution of the audit is complete. Financial record includes the ledger card, financial transcripts from previous programs, financial aid awarded, record of academic progress, entrance/exit counseling documentation.

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Institute for Healthcare Professionals/Registered Nursing Program Student Handbook Policy

SUBJECT: STUDENT PROGRESSION/GRADING

PURPOSE: Establish consistent and fair academic standards to ensure students acquire the knowledge, skills, and competencies necessary to become safe nursing professionals.

POLICY: By clearly defining expectations and consequences, the progression and grading policy maintains the integrity of the nursing program and supports student success.

PROCEDURE: Academic Standards

The passing grade for all courses is a “C” or higher in all nursing and general education courses. Fundamentals of Nursing, Medical-Surgical Nursing I, 2, and 3, Maternal Child Nursing, Mental Health Nursing, and Professional Transitions are nursing courses consisting of both theory and clinical components. The student must be consistently “Satisfactory” in clinical behaviors and attain at least a “C” or higher to pass these courses. Both components must be repeated if one or both requirements are not met. General education courses must be passed with a “C-” or higher grade according to the institution’s grading scale and class syllabus.

- A. Students’ academic progress is reviewed at the end of each semester.
- B. Students must maintain satisfactory academic progression to qualify for and continue to receive financial aid.
- C. As a requirement of the program, the student must pass one math exam with a score of at least 80%. The math exam is given prior to the student being permitted to administer medications to a patient. If a student fails the exam on the initial attempt, the student will be given a second exam within one week of the first exam. The math exam represents a critical safety component of clinical nursing, the student will not be able to continue in the course if the student fails on the second attempt.
- D. Students who fail a course or do not meet the minimum grade requirement may be allowed to repeat the course once the following year when the course is offered next. A second failure in the same course will result in dismissal from the nursing program.
- E. All nursing courses must be satisfactorily completed in the posted curriculum sequence. It is preferred for general education college courses must be taken in the semester as listed on the curriculum plan or completed early. Anatomy

and Physiology I and II must be completed prior to the start of Medical-Surgical Nursing I.

- F. Students who are dismissed may appeal the decision through the Student Grievance Policy. Students may also file a grievance if they believe they have been unfairly evaluated or treated in regard to the progression policy.

Concurrent Completion of General Education College Courses with Nursing Courses:

An unofficial grade report shall be temporary proof of completion pending a final transcript.

Students must inform the Program director for the nursing program if withdrawing from a required general education college course.

If a student withdraws, takes a leave of absence, or is dismissed from the nursing program while concurrently taking general education courses, the college will also be notified.

Grading Scale

The grading scale follows the letter-grade system below:

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

To pass a course, students must achieve a C or higher (80% or higher). The school will not round grades.

Theory Courses: Grades are usually based on a combination of exams, quizzes, and assignments. Exam results will be posted to Canvas within 3 business days.

Clinical Courses: Grading is based on practical skill assessments, clinical documentation, professional behavior, and the ability to meet specific competencies.

Missed Exam Expectations

If the student is not able to take the exam, quiz, or proctored ATI exam on the scheduled date/time, a missed exam form will be completed, and a copy will be given to the student.

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.

There are no points deducted for the first time that a student misses an exam during the program. The second missed exam during the program will result in a seven (7) percent point deduction. After the second exam, all subsequent missed exams throughout the program will result in a ten (10) percent point deduction. An additional seven (7) percent will be deducted for each scheduled class/clinical day a student returns without taking the exam.

It is the responsibility of the student to contact the school to be rescheduled. Failure to contact the school within 24 hours of the original exam date and time will result in a zero for the exam score. Students are encouraged to notify the school 24 hours in advance of an anticipated exam absence.

If a student is absent from an exam due to jury duty, military duty, or bereavement, no reduction in the exam score will occur. Student must provide documentation relevant to the absence.

Make-up exams may not be the same as the initial exam.

Clinical Evaluation

A student must be consistently satisfactory in clinical behaviors and attain 80% on the total points for clinical assignments to pass the clinical component of the course. On the clinical evaluation tool, students earning a “2” or “3” are considered to have demonstrated satisfactory clinical behaviors.

A written or verbal weekly and final clinical evaluation will be given to each student in all nursing courses.

A student receiving a “1” indicates minimal competency when initiating a process or procedure for the first time or requiring excessive coaching to meet the standard of care. The student will be required to meet with the clinical instructor and a verbal plan for improvement will be developed. Failure to improve the process or procedure will result in the student receiving a “0” indicating an unsatisfactory clinical score.

A student receiving a “0” unsatisfactory clinical evaluation is required to meet with the clinical instructor to develop a written plan for improvement.

A student with a score of “0” after implementation of the written plan for improvement may be removed from the clinical experience at the discretion of the faculty and must meet with the Program director. Students not able to meet “Satisfactory” in clinical behaviors will not pass the clinical component of the nursing course.

MEADVILLE MEDICAL CENTER

Policy and Procedure Manual

Institute for Healthcare Professionals/Registered Nursing Program Student Handbook Policy

SUBJECT: STUDENT RETENTION

PURPOSE: To provide a supportive educational environment that promotes student success and reduces attrition rates.

POLICY: The policy aims to identify at-risk students early, provide appropriate interventions, and ensure that students have the resources and support they need to complete the nursing program.

PROCEDURE: The nursing program is dedicated to the success of its students. To monitor student' achievement within the nursing program, the nursing program will collect data with each student cohort and compare data to each of the following established Expected Level of Achievement (ELA):

- A. Retention rate/program completion rate of students entering the program (defined as number starting Fundamentals of Nursing) will be at 70% or greater.
- B. 80% or greater of program graduates will pass the NCLEX-RN exam on the first attempt as required by the Pennsylvania State Board of Nursing.
- C. 90% or greater will find job placement in nursing.

To achieve these benchmarks, the following actions have been taken

- A. Admission criteria will be consistently adhered to.
- B. Academic performance (grades, exam scores, clinical evaluations, and assignment completion) will be regularly monitored.
- C. Every student will be assigned a faculty advisor. Faculty advisors offer students personalized academic advising to help students develop effective study habits, time management skills, and resource guidance.
- D. Financial aid counseling is also available to help students understand options for scholarships, loans, grants, and any other financial challenges.
- E. Students below passing (80%) on an exam are required to meet with their assigned advisor to review the exam and develop a plan for retention. If the student is below passing (80%) on a second exam within the course, the student is required to also meet with the Program director.
- F. ATI products will be used in every course. ATI Pulse scores and proctored exam results with Individualized plans for remediation will be utilized to monitor student's progression toward NCLEX readiness and improve earlier recognition of at-risk students. An ATI Live Review (NCLEX-RN) will be provided prior to graduation.

- G. The Employee Assistance Program (EAP) will provide support for individual students or the entire class as needed.

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

MEADVILLE MEDICAL CENTER

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Institute for Healthcare Professionals/Registered Nursing Program Student Handbook Policy

SUBJECT: STUDENT DISMISSAL

PURPOSE: Maintain the integrity and quality of the nursing program, ensure the safety and well-being of patients, and uphold the professional and academic standards required for the nursing profession.

POLICY: The nursing school dismissal policy outlines conditions under which a student may be dismissed from the nursing program. This policy ensures the students meet the rigorous academic, clinical, and professional standards required for the nursing profession. It provides a structured process for handling cases where students do not meet the standards.

PROCEDURE: Grounds for Dismissal

Academic/Clinical Performance

- A. Earning a failing grade in a nursing or general education course.
- B. Unsatisfactory performance in clinical practice, including failure to demonstrate the required competencies, skills, or professional behavior.
Unsafe clinical practice that jeopardizes patient safety.

Professional and Ethical Conduct

- A. Demonstrating negligence or willful inattention to patient care.
- B. Divulging confidential information or other violations of HIPAA and patient's rights.
- C. Falsifying records, reports, or information.
- D. Theft or dishonesty, including academic dishonesty
- E. Deliberate damaging, defacing, or mishandling of equipment.
- F. Drinking, possessing, or reporting to class or clinical under the influence of or with the smell of alcohol.
- G. Unauthorized use or possession of narcotics, drugs, or other chemicals.
- H. Smoking on Meadville Medical Center property.
- I. Failure to report an accident, injury, or hazardous and unsafe situation.
- J. Disruptive behaviors that interfere with the learning of other students.
- K. Harassing or bullying, includes sexual harassment, threats, assault, and battery.
- L. Rude, discourteous, or uncivil behavior towards others.
- M. Failure to meet attendance requirements for both theory and clinical rotations.
- N. Fighting on the premise or unauthorized possession of weapons.

- O. Unwillingness and/or refusal to perform assignments (clinical or didactic) after having been informed that such unwillingness and/or refusal is ground for dismissal.
- P. Persistent serious violation of rules and regulations after having been informed that such violation is grounds for dismissal.

Dismissal Procedure

- A. The nursing program utilizes progressive discipline and adheres to Meadville Medical Center's Code of Conduct. Some offenses are serious enough to cause immediately placing a student on suspension. If the offense is severe, dismissal may occur at the first occurrence.
 - 1. Verbal warning or remediation
 - 2. Written warning
 - 3. Suspension
 - 4. Dismissal
- B. The Program director will present to the student the reason for dismissal along with appropriate documentation. The dismissal form will be signed.
- C. The student has the right to appeal the decision through the Student Grievance Policy.
- D. Final decision-making authority for the consequences rests with the Program director of the nursing program with recommendations from the Dispute and Resolution Committee.

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

Academic Integrity

The faculty believes it is important to assist the student in socialization into nursing practice that is honest and ethical. This involves learning appropriate professional values and the process of moral reasoning to be consistently responsible in professional nursing practice. Academic integrity is also the pursuit of knowledge, understanding, and truth about the nursing profession in an honest manner. It is also the expectation that a student's grade will reflect only that student's achievements. Academic integrity is breached by lying, deception, cheating or false representation.

Examples of academic dishonesty

Cheating

- A. Use of unauthorized assistance in taking exams, tests, and quizzes.
- B. Dependence upon unauthorized sources in writing papers or reports, solving problems, or completing other assignments.

- C. Acquiring tests or other academic materials belonging to a faculty member without permission.
- D. Allowing another student to copy during an exam or providing another student with information about the questions on an exam.
- E. Reporting a clinical visit complete when it is not.

Plagiarism

- A. Using published or unpublished work or specific ideas of another person without full and clear acknowledgement.

Consequences of academic dishonesty may range from a grade of zero or unsatisfactory, to dismissal from the nursing program.

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Institute for Healthcare Professionals/Registered Nursing Program Student Handbook Policy

SUBJECT: STUDENT DISABILITY AND ACCOMMODATIONS POLICY

PURPOSE: To provide reasonable accommodations for qualified students with identified disabilities in accordance with Section of the Rehabilitation Act of 1973.

POLICY: Sharon School of Nursing is committed to providing an inclusive and accessible educational environment for all students in compliance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and other applicable laws. The nursing program ensures that students with documented disabilities are afforded reasonable accommodations to access programs, facilities, and services.

PROCEDURE:

Accommodations to Achieve Learning Outcomes

Students needing reasonable accommodations for testing and skill performance are to make an appointment with the Program director of the Sharon School of Nursing to discuss the nature of the accommodation required by the school. Expenses for the learning assessment are the responsibility of the student. Results will be shared with the Employee/Corporate 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 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

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

1. 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.

2. 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 lifelong. 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.

3. *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 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 student's 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 medication.

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Institute for Healthcare Professionals/Registered Nursing Program Student Handbook Policy

SUBJECT: STUDENT ACADEMIC PROBATION POLICY

PURPOSE: To ensure that nursing students who experience academic difficulties are provided with a structured plan to improve their performance while maintaining the integrity of the program's academic standards.

POLICY: Students enrolled in the nursing program must meet academic and clinical performance standards to progress through the curriculum. Failure to meet these standards may result in placement on academic probation. The policy outlines the criteria for probation, student responsibilities, and the conditions for returning to good academic standing.

PROCEDURE: Academic Probation

Any students who are readmitted for any reason will be placed on academic probation for the returning semester.

Students who have a grade less than 80% after two exams during the same course in a semester will be placed on academic probation.

Students will be notified by their advisor of the academic probation.

A review of the student's grade and/or reason for previous withdrawal will be completed with the advisor.

Study and test taking strategies will be discussed and a plan developed with both student and advisor signing.

A mutually agreed upon schedule for student/advisor meetings will be established to provide the student with additional support.

The student may be referred to the Employee Assistance Program or other resources for assistance.

The advisor will document confidential notes in the student record as to the plan and progress.

Clinical Unsatisfactory

When the student receives an “Unsatisfactory” for clinical care, the student will meet with the instructor regarding a performance review plan (within 1 day).

Following the performance review, the student will submit in writing to the instructor all required documentation of the “Unsatisfactory” situation or/behavior with the performance review plan.

The clinical instructor will send notification, plus the plan for improvement, to the assigned faculty advisor for the student. The clinical instructor will attach a copy of the correction action plan to the student’s evaluation to have a true picture of the student’s progression.

Additional information cannot be submitted for further consideration at a later date. The issue is resolved at the time of the occurrence, patterns will be trended.

If unsatisfactory patterns of behavior or lack of progress is noted, the Program director may be included in the development of a plan for improvement.

If the student is unable to improve performance with the above interventions or the clinical concern is related to a safety issue, the student may be subject to Student Dismissal Policy.

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Institute for Healthcare Professionals/Registered Nursing Program Student Handbook Policy

SUBJECT: STUDENT CRIME AWARENESS AND CAMPUS SECURITY POLICY

POLICY: To ensure the safety and security of students, faculty, staff, and visitors in all areas associated with the nursing program. This policy outlines procedures for reporting incidents, responding to emergencies, and maintaining a secure environment conducive to learning and professional growth.

PURPOSE: Sharon School of Nursing is committed to maintaining a safe and secure campus environment for all members of the nursing program community. The institution takes proactive measures to prevent, address, and respond to security concerns while complying with the Clery Act and other federal, state, and local regulations.

PROCEDURE:

Security:

Meadville Medical Center has a security force of uniformed guards who work on a 24-hour basis. The guards are responsible for:

- General security of the Meadville Medical Center, including the Sharon School of Nursing
- Fire Prevention
- Monitoring hospital parking lots
- Assisting hospital staff in enforcing visiting and smoking regulations
- Assisting as needed with arrival and departure of Life Flight and Mobile Medical Units

Meadville Medical Center security guards are authorized to use appropriate force to prevent bodily harm to any hospital employee or nursing student. The security system is linked by two-way radio with the police force for the city of Meadville.

The security personnel and Meadville police are required to file incident reports for all criminal or emergency actions occurring on Meadville Medical Center premises. Any incidents involving Sharon School of Nursing students, faculty, or employees are reported to the Program director of the Sharon School of Nursing.

Each beginning class of students receives in-depth orientation to safety and security policies and procedures. Students who find that a criminal action or emergency has occurred are instructed to notify the Program director of the Sharon School of Nursing and the Meadville Medical Center security force immediately. Statistical reports are maintained in accordance with the Crime Awareness and Campus Security Act of 1990. While attending classes at any other college campus students are subjected to the security policies of that campus.

Security policies, procedures, and reports of the Sharon School of Nursing may be reviewed at any time by submitting a request to the program director of the School of Nursing.

Statistics will be maintained by the School of Nursing concerning the number of the following criminal offenses reported on Meadville Medical Center premises during the most recent calendar year and for the two preceding calendar years. Reports and Statistics can be obtained from the nursing program director.

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Institute for Healthcare Professionals/Registered Nursing Program Student Handbook Policy

SUBJECT: STUDENT LEAVE OF ABSENCE POLICY

POLICY: To provide guidelines for nursing students who need to temporarily interrupt their studies due to personal, medical, or other significant circumstances. This policy ensures students understand the process and implications of requesting a leave while maintaining their academic standing and a pathway to readmission.

PURPOSE: The nursing program at Sharon School of Nursing acknowledges that students may face unforeseen circumstances that necessitate a temporary break from their studies. A leave of absence allows students to pause their enrollment while preserving their status within the program. A leave of absence is granted at the discretion of the program director and is subject to institutional policies.

PROCEDURE:

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 program 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 program director will determine if the student is in good academic standing. The student will then meet with the program director to complete the leave of absence form. 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 Sharon School of Nursing. When the student intends to return, the student will be considered a readmission student and will follow Student Readmission Policy. 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 is offered the following year but does wish to return to the program at a later time will need to begin the application/admission process. If the student chooses not to or is unable to return to the program during the leave of absence period, the student will submit a written statement to the program director that he/she does not intend to return.

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Institute for Healthcare Professionals/Registered Nursing Program Student Handbook Policy

SUBJECT: STUDENT READMISSION POLICY

POLICY: To outline the procedures and requirements for students seeking to return to the nursing program after voluntarily withdrawing, being dismissed, or taking a leave of absence. This policy ensures that readmitted students meet the programs academic, clinical, and professional standards to succeed in the program.

PURPOSE: Sharon School of Nursing offers readmission opportunities to students who have previously been enrolled but did not complete the program. Readmission is not guaranteed and is based on academic performance, clinical standing, available space, and the program's assessment of the student's ability to succeed upon reentry.

PROCEDURE:

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 twelve weeks before the semester that they are requesting to return to begins. All readmission students must meet the current admission criteria for the class/semester the student is returning to. Students not completing readmission criteria on or before the due dates may be denied readmission. Those students who do not meet the admission criteria may decide to retake the TEAS exam or repeat courses to increase their GPA and reapply. Readmission criteria most often include (but are not limited to):

- Validation of skills required from the last nursing level completed
- Completion of the ATI standardized test for the last level completed with a score of level 2 or higher.
- Review of the Student Handbook for the class cohort that the student is being readmitted to
- Re-signing Sharon School of Nursing program orientation forms
- Proof of current BLS/Healthcare provide CPR certification
- Updated health physical through Corporate Health Services
- Repeat of required background clearances as needed

-A readmission advisement meeting

The student's previous academic and performance records will be reviewed to guide the Program 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, and/or take an ATI assessment prior to readmissions to prepare the student for success in the program.

All readmission and transfer students will be on academic probation to provide them added support for success.

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

NOTE: A leave of absence 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.

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Institute for Healthcare Professionals/Registered Nursing Program Student Handbook Policy

SUBJECT: STUDENT GRADUATION POLICY

POLICY: To outline the procedures and requirements for students to successfully complete the nursing program and to be eligible for graduation. This policy ensures that students meet the academic, clinical, and professional standards necessary to enter the nursing profession.

PURPOSE: Sharon School of Nursing is committed to preparing graduates who possess the knowledge, skills, and professional behaviors necessary to provide safe, effective patient care. Graduation from the program is contingent upon meeting all academic, clinical and programmatic requirements, as well as adhering to institutional policies.

PROCEDURE:

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 Sharon School of Nursing.
4. Returned all materials borrowed from the Sharon School of Nursing.
5. Completed an exit interview and submitted a program evaluation.

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

Nightingale Award Pin: Awarded to a student who consistently excelled in clinical and demonstrated safe, compassionate care through the nursing program.

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Institute for Healthcare Professionals/Registered Nursing Program Student Handbook Policy

SUBJECT: STUDENT WITHDRAWAL POLICY

POLICY: To establish guidelines for nursing students who wish to withdraw from courses or the program, either temporarily or permanently. The policy ensures students follow appropriate procedures and understand the academic, financial, and professional implications of withdrawal.

PURPOSE: Withdrawal from the nursing program or individual courses is a significant decision that can affect a student's academic progress, clinical placement, and financial obligations. Students are encouraged to consult with their academic advisor or the program director before deciding to withdraw.

PROCEDURE:

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 program director and complete the Withdrawal Form. The student must also meet with the Financial Aid Officer and return all borrowed materials to the nursing program. 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.

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. Individual circumstances will be reviewed by the program 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 Student Readmission Policy. The student will be expected

to resume the program when the course(s) left is offered again the following year. A student that does not return to the program when the course(s) left is offered the following year but does wish to return to the program at a later time will need to begin the application/admission process. 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.

**Thank you for
choosing Meadville
Medical Center's
Institute for Health
Professionals: Sharon
School of Nursing!**