



**Graduate Student Handbook Department of Nursing**  
Clinical Nurse Leader, Nurse Educator, Clinical Nurse Specialist,  
& School Nurse Certificate  
Academic Year 2024/2025

Welcome to West Chester University and the Department of Nursing graduate programs. We believe your time here will be both challenging and rewarding.

This handbook provides essential supplementary information to the current West Chester University Graduate catalog and other university publications. It contains valuable insights to support your success in the program. We strongly advise you to retain and refer to this handbook throughout your course of study.

Please keep in mind that the contents of this handbook are subject to change as university or department policies evolve. Your advisor is available to provide guidance, but it remains your responsibility to fulfill all requirements, comply with existing policies, and meet all deadlines. Periodically reviewing the Department and University website and seeking advice from your advisor can help prevent any unexpected delays in your graduation date or issues with your practical experiences.

We are eagerly anticipating a fruitful collaboration with you and hope you will make the most of the offerings provided by our Department and the University.

*The Graduate Faculty*

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## Faculty and Staff

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## Mission Statement & Philosophy

The mission of the West Chester University Department of Nursing is to provide the highest quality of undergraduate and graduate nursing education to students who come from diverse populations. All graduates are prepared to provide evidence-based quality nursing care and to become nursing leaders within the nursing profession. The baccalaureate program provides the art and scientific foundations of entry into nursing practice. The graduate programs provide preparation for advanced nursing practice and education roles, thereby giving students the ability to synthesize knowledge, strengthen communication, and empowerment to promote health care. The Doctor of Nursing Practice program further prepares advanced practice nurses at the highest level to fully evaluate and contribute to increasingly complex healthcare systems. These contributions are based on contemporary nursing science, organizational, political, cultural, and economic principles.

Graduates of these nursing programs will be professionals capable of assuming leadership in present and emerging healthcare roles, citizens, who contribute to society, and who are committed to life-long learning and personal development.

The Department of Nursing affirms the WCU Vision, Mission, and Values Statements and the College of Health Sciences Mission Statement. It shares the University's commitment to teaching, research, and service to individuals, families, communities, and populations. The following statement reflects the Department's philosophical beliefs.

The Department of Nursing recognizes that individuals, families, communities and populations are entitled to optimum health and quality health care. Nurses play an integral role in health promotion, disease prevention and enhancing the quality of life throughout the lifespan.

According to the ANA, "nursing is the protection, promotion and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response and advocacy in the care of individuals, families, communities and populations." Advanced practice nursing roles include expert clinician, educator, researcher, consultant, and leader. The nursing programs at West Chester University recognize the responsibility to provide innovative educational programs that reflect the growing needs and current trends of diverse populations.

The faculty of the Department of Nursing provides a caring and supportive environment while respecting the diversity of the student body and communities that it serves. The University community cultivates and supports faculty/student collaboration and mentoring. The students are treated as individuals with unique qualities and learning needs. Through professional actions, the faculty reflects the Department's philosophy of excellence in nursing practice, creation of evidence-based research, establishing strong interdisciplinary associations and fostering supportive relationships with colleagues, students, and the community.

The 2008 AACN *Essentials* document (*The Essentials of Baccalaureate Education*), the 2011 *Essentials* document (*The Essentials of Master's Education*), and the 2006 AACN *Essentials* document (*The Essentials of Doctoral Education for Advanced Nursing Practice*) provided a foundation for the curriculum content of all programs. Based on this foundation, and with the structure provided in the updated 2021 *Essentials for Education*, the faculty-designed programs facilitate the students' abilities to creatively respond to a continuously changing health system. Innovative educational experiences are cooperatively planned to meet the needs of both the students and clients

empowering them in the nursing-client partnership. The interpretation, development and implementation of ethical evidence-based research are stressed throughout the educational process.

Ethical decision making, accountability, critical thinking, and effective communication skills are emphasized. This is achieved by the application of nursing theory and empirical evidence to professional practice. All programs promote lifelong learning and leadership and prepare the student for advanced professional degrees or post-doctoral studies.

## **MSN Program Goals**

At the end of the MSN Program, the graduate will be able to:

1. Synthesize philosophy, theory, content, and methods of health science and nursing science as a basis for nursing practice.
2. Demonstrate advanced clinical skills in intervening with society including culturally diverse and/or medically underserved individuals or aggregates.
3. Assume beginning advanced practice nursing roles as Nurse Educator, Clinical Nurse Specialist, or Clinical Nurse Leader.
4. Design health care strategies in which nurses contribute to health promotion and disease.
5. Evaluate health care issues, trends, and policies.
6. Pursue and evaluate professional development as a continuing professional learner.
7. Collaborate with interdisciplinary groups for the purpose of health care planning and programming.
8. Acquire a foundation for doctoral study in nursing.
9. Assume the role of advocate to promote accessibility of health care services and to enhance quality of care.
10. Demonstrate a philosophy of nursing that reflects a commitment to social justice and the advancement of nursing science.
11. Participate in scientific inquiry directed to the health care needs of populations as well as individuals and families.



# **Admissions**

## Admission Requirements

### Admission Policy

The MSN program accepts applications for both the fall and spring semesters. Please note that we will no longer be accepting applications for the Clinical Nurse Leader track after September 3, 2024. Completed applications are reviewed on a rolling basis. Please refer to the [Graduate School page](#) for more information on our program and how to apply.

Applicants should submit the following materials to the Graduate College:

- Completed graduate application, including goals statement
- Official academic transcript(s) from all colleges and universities attended, demonstrating a cumulative undergraduate GPA of 2.8 or better, with successful completion of the \*B.S.N. degree from a National League for Nursing Accrediting Commission (NLNAC) or a Commission on Collegiate Nursing Education (CCNE) accredited program and courses in statistics and physical assessment.
- Current RN license (Pennsylvania or Multistate Compact licensure will be required prior to the clinical practicum)
- Two letters of recommendation
- Application fee

*\* RN applicants with a bachelor's degree in another discipline may apply for the M.S.N. and will be evaluated on an individual basis.*

### Tuition and Additional Costs

The tuition/fees are the same as those of other master's degree programs at WCU. A cost calculator is provided at this link to determine your graduate tuition and fees for either in-state or out-of-state tuition. <https://www.wcupa.edu/information/AFA/Fiscal/Bursar/forms/costCalculator/>

### Financial Aid, Scholarships, and Graduate Assistantships

The Graduate School website

([https://www.wcupa.edu/admissions/SCH\\_DGR/financialSupportAwards.aspx](https://www.wcupa.edu/admissions/SCH_DGR/financialSupportAwards.aspx)) has financial aid, scholarships, and graduate assistantships information.

### Scholarships

Numerous scholarships are available and will be announced annually.

# Curriculum

## MSN Programs

### Requirements for the MSN/Clinical Nurse Leader (CNL)

#### Core Components (25 credits)

Course #/Credits	Session or Semester	Course Name	Semester Offered
NSG 530 (3)	Session	Nursing Theories & Issues	Fall/Spring
NSG 531 (3)	Session	Healthcare Policy, Leadership & Organization	Spring
NSG 532 (3)	Semester	Pathophysiology for Advanced Practice Nursing	Fall/Spring
NSG 533 (4)	Semester	Physical Assessment for Advanced Practice Nursing	Fall/Spring
NSG 534 (3)	Semester	Pharmacology for APN	Fall/Spring
NSG 535 (3)	Session	Population-Based Health Promotion	Fall
NSG 536 (3)	Session	Evidence-Based Practice Research	Summer
NSG 537 (3)	Session	Bioethical Decision Making in Health Care	Spring

#### Clinical Nurse Leader Role Specialty Courses (9 credits)

Course /Credits	Session or Semester	Course Name	Semester Offered
NSG 561 (3)	Semester	Immersion as a Clinical Nurse Leader I (140 direct practicum hours)	Summer
NSG 562 (3)	Session	Immersion as a Clinical Nurse Leader II (180 indirect practicum hours)	Fall
NSG 563 (3)	Session	Immersion as a Clinical Nurse Leader III (180 direct practicum hours)	Fall

**Total Program Credits= 34 credits**

**(Session=7 weeks, Semester=15 weeks, some courses may be dynamic dates -longer than a session but less than a semester)**

**Degree Candidacy-----After completion of 15 credits**

**Intent to Graduate-----Final Semester**

## Requirements for the MSN/ Nurse Educator

### Core Components (25 credits)

Course #/Credits	Session or Semester	Course Name	Semester Offered
NSG 530 (3)	Session	Nursing Theories & Issues	Fall/Spring
NSG 531 (3)	Session	Healthcare Policy, Leadership & Organization	Spring
NSG 532 (3)	Semester	Pathophysiology for Advanced Practice Nursing	Fall/Spring
NSG 533 (4)	Semester	Physical Assessment for Advanced Practice Nursing	Fall/Spring
NSG 534 (3)	Semester	Pharmacology for APN	Fall/Spring
NSG 535 (3)	Session	Population-Based Health Promotion	Fall
NSG 536 (3)	Session	Evidence-Based Practice Research	Summer
NSG 537 (3)	Session	Bioethical Decision Making in Health Care	Spring

### Nurse Educator Role Specialty Courses (15 credits)

Course#/Credits	Session or Semester	Course Name	Semester Offered
NSG 541 (3)	Session	History & Philosophy of Higher Education & Nsg Education	Fall
NSG 542 (3)	Session	Curriculum Development & Design in Nursing Education	Spring
NSG 543 (3)	Session	Measurement & Evaluation in Nursing Education	Fall
NSG 544 (3)	Semester	Teaching Strategies for Classroom & Clinical Settings (125 practicum hours)	Spring
NSG 545 (3)	Semester	Nursing Education Teaching Practicum (125 practicum hours)	Fall

**Total Program Credits= 40 credits**

(Session=7 weeks, Semester=15 weeks, some courses may be dynamic dates -longer than a session but less than a semester)

**Degree Candidacy-----After completion of 15 credits**

**Intent to Graduate-----Final Semester.**

## Requirements for the MSN/Adult-Gerontology Clinical Nurse Specialist

### Core Component (25 credits)

Course /Credits	Session or Semester	Course Name	Semester Offered
NSG 530 (3)	Session	Nursing Theories & Issues	Fall/Spring
NSG 531 (3)	Session	Healthcare Policy, Leadership & Organization	Spring
NSG 532 (3)	Semester	Pathophysiology for Advanced Practice Nursing	Fall/Spring
NSG 533 (4)	Semester	Physical Assessment for Advanced Practice Nursing	Fall/Spring
NSG 534 (3)	Semester	Pharmacology for APN	Fall/Spring
NSG 535 (3)	Session	Population-Based Health Promotion	Fall
NSG 536 (3)	Session	Evidence-Based Practice Research	Summer
NSG 537 (3)	Session	Bioethical Decision Making in Health Care	Spring

### Adult Health Gerontology Clinical Nurse Specialist Role Specialty Courses (17 credits)

*Completion of these courses occur together, encompassing clinical practice and didactic coursework*

Course /Credits	Session or Semester	Course Name	Semester Offered
NSG 551 (2)	Semester	Wellness & Health Promotion (112 practicum hours)	*Fall/Spring
NSG 552 (3)	Semester	Management of Adults with Acute & Chronic Illness (168 practicum hours)	*Fall/Spring
NSG 553 (3)	Semester	Management of Adults with Complex Acute & Chronic Illness (168 practicum hours)	*Fall/Spring
NSG 554 (3)	Semester	Advanced Practice Registered Nurse Scientific Foundations of Care I (didactic)	*Fall/Spring
NSG 555 (3)	Semester	APN Adult Health/Gero Differential Diagnosis (didactic)	*Fall/Spring
NSG 556 (3)	Semester	APN Adult Health/Gero Health Illness Transitions (didactic)	*Fall/Spring

\*Offered once per academic year

**Total Program Credits= 42 credits**

(Session=7 weeks, Semester=15 weeks, some courses may be dynamic dates -longer than a session but less than a semester)

**Degree Candidacy----- After completion of 15 credits**

**Intent to Graduate-----Final Semester**

## Course Descriptions

### **NSG 502 Perspectives of School Nursing (4)**

This course examines the structure of the educational organization issues that specifically affect the certified school nurse and impact the student in the learning environment. Emphasis will be placed on the school nurse's responsibility to enhance the student's ability to learn in relation to promotion, restoration, and maintenance of health. (*112 practicum hours*)

### **NSG 512 Legal Mandates of School Nursing (3)**

This course examines the structure of the educational organization and legal issues that specifically affect the certified school nurse and impact the student in the learning environment. Emphasis will be placed on the school nurse's responsibility to enhance the student's ability to learn in relation to promotion, restoration and maintenance of health.

### **NSG 530 Nursing Theories and Issues (3)**

Exploration of a variety of theories and current issues that affect nursing practice, education, and administration.

### **NSG 531 Healthcare Policy, Leadership & Organization (3)**

This course will introduce students to the concepts of health policy, leadership foundations and skills, quality and safety in healthcare and healthcare informatics. The course will prepare the nurse for nursing roles outside of direct patient care.

### **NSG 532 Pathophysiology for Advanced Practice Nursing (3)**

This course is designed to explore pathophysiologic concepts beginning at the cellular level and proceeding through major body systems. Emphasis will be placed on pathophysiologic changes across the lifespan. This course analyzes the signs and symptoms of various diseases enabling the student and the advanced practice nurse to identify the mechanisms of disease and the clinical manifestations of those diseases so that rational therapies and interventions can be designed and implemented based on the pathophysiologic changes. Appropriate screening and diagnostic laboratory evaluative methods will also be included.

### **NSG 533 Physical Assessment for Advanced Practice Nursing (4)**

This course combines comprehensive theoretical and laboratory experience to enable the nurse in advanced practice to complete a holistic health assessment of the client. Opportunity is provided to enhance the participant's ability to collect relevant data via use of appropriate interviewing methods, developmental and physical assessment techniques, critical thinking, and psychomotor skills. (*60 hours of Clinical Practice of Physical Assessment Skills*)

### **NSG 534 Pharmacology for Advanced Practice Nursing (3)**

This course will build upon pharmacologic knowledge acquired at the baccalaureate level. This course will introduce the advanced-practice nurse to pharmacologic concepts utilized in advanced-practice roles. Clinical decision-making is applied as students explore pharmacologic aspects of disease management. Communication is encouraged and required through in-class discussions and written assignments.

### **NSG 535 Population-Based Health Promotion (3)**

This course will provide an overview of the epidemiological model of disease causation. Various epidemiological study designs and their applications will be presented.

### **NSG 536 Evidence-Based Practice Research (3)**

This course is designed to support nurse leaders in implementing and sustaining evidence-based practice within their organizations. Beginning with an introduction to formulating clinical questions, course participants will systematically review and synthesize scientific evidence; perform appraisals of evidence-based practice guidelines; design comprehensive plans for integrating evidence-based clinical practice changes specific to their practice setting; produce drafts of potentially publishable articles related to evidence-based practice; become familiar with grant proposals; and become more knowledgeable about the ethical implications related to evidence-based practice.

### **NSG 537 Bioethical Decision Making in Health Care (3)**

This is a core course in the Master of Science Nursing Program. Students will examine ethical principles, theories and concepts affecting clinical practice. Using these principles, students will focus on the identification, articulation and planned action for ethical concerns of the patient, family, healthcare provider, system, community and public policy levels.

### **NSG 541 History & Philosophy of Higher Education & NSG Education (3)**

This course is designed as an introduction to nursing education. The course examines historical and current philosophies of education that impact nursing education. The history of nursing education is examined and discussed in relation to current and future trends in nursing education. Philosophical similarities and differences between higher education and nursing education models are examined from a historical perspective with emphasis on the present and future state of nursing education. External and internal factors and issues influencing nursing education are discussed.

### **NSG 542 Curriculum Development & Design in Nursing Education (3)**

This course is designed to examine the theory and practice of curriculum development as a group process, synthesizing basic principles of the curriculum in nursing education.

### **NSG 543 Measurement & Evaluation in Nursing Education (3)**

This course will focus on the application of principles of measurement and evaluation within nursing education. Practical experiences will include the construction and evaluation of classroom tests and clinical assessment instruments, as well as interpretation of standardized tests used within nursing education. Current trends and issues related to evaluation will be discussed.

### **NSG 544 Teaching Strategies for Classroom & Clinical Settings (3)**

The course explores the various teaching strategies used in the nursing classroom and clinical settings for students with diverse needs. The course is designed to prepare students to facilitate learning in these settings. It will provide the student with the opportunity to synthesize and integrate educational theories, research, and curriculum planning and evaluation into the role of nurse educator. The course will facilitate the student's examination of the teaching-learning process and skills in professional nursing. The use of information technologies to support the teaching-learning process will also be explored (*125 practicum hours*).

### **NSG 545 Nursing Education Teaching Practicum (3)**

This course provides the opportunity to integrate theory and practice in a formal nursing education setting. Students will use theories to organize, plan, and implement the nurse educator role in a nursing education setting selected in collaboration with the faculty. Students will participate in the teaching-learning process and will have the opportunity to develop the skills of a professional nurse educator through their preceptor teaching experience. Emphasis will be placed on baccalaureate education. (*125 practicum hours*).



**NSG 551 Clinical Nurse Specialist Practicum I (3)**

This course is the practicum component for NSG 554. Students use theories to plan, manage, and evaluate direct care services provided to adults and families in acute care and long-term care institutional settings. Clinical experience focuses on case management, including advanced assessment, diagnosis, planning, and evaluation for managing this population's acute and complex chronic comorbidities. Opportunities for multidisciplinary and collaborative practice are provided. Students are placed with a CNS or APRN preceptor in a clinical agency. (168 practicum hours)

**NSG 552 Clinical Nurse Specialist Practicum II (3)**

This course is the practicum component for NSG 555. Students use theories to plan, manage, and evaluate direct care services provided to adults and families in acute care and long-term care institutional settings. Clinical experience focuses on case management, including advanced assessment, diagnosis, planning, and evaluation for managing this population's acute and complex chronic comorbidities. Opportunities for multidisciplinary and collaborative practice are provided. Students are placed with a CNS or APRN preceptor in a clinical agency. (168 practicum hours)

**NSG 553 Clinical Nurse Specialist Practicum III (3)**

This course is the practicum component for NSG 556. Students use theories to plan, manage, and evaluate direct care services provided to adults and families in acute care and long-term care institutional settings. Clinical experience focuses on case management, including advanced assessment, diagnosis, planning, and evaluation for managing this population's acute and complex chronic comorbidities. Opportunities for multidisciplinary and collaborative practice are provided. Students are placed with a CNS or APRN preceptor in a clinical agency. (Clinical practicum 168 hours)

**NSG 554 Advanced Practice Registered Nurse Scientific Foundations of Care I (3)**

This course will explore scientific foundations of health promotion, disease prevention, and disease management in populations of adults and older adults. The APRN role and competencies will be addressed with focus on transitions of care and the impact of health and illness on individuals and groups of young adults to older adults, families and communities. Clinical practice guidelines will be applied and evaluated using principles of evidence-based practice. Interprofessional collaboration and selected models of care will be applied to APRN treatment plans.

**NSG 555 APN Adult Health/ Gero Differential Diagnosis (3)**

This course provides didactic content to prepare the CNS to provide primary and/or acute care to older adults. From a case-study approach, students will examine advanced nursing management of health, illness, and disease states in older adults as compared to younger adults. Content addresses differential diagnosis and management of common health problems, including appropriate physical assessment, diagnostic procedures, laboratory tests, and follow-up care for patients with both acute and chronic conditions. Students use evidence-based care and clinical guidelines to provide safe, holistic, and cost-effective care to adult and geriatric patients in a variety of healthcare settings.

**NSG 556 APN Adult Health/ Gero Health Illness Transitions (3)**

This course introduces transitions theory as the underpinning for the constantly shifting healthcare needs of individuals across the age continuum (from late adolescence to the older adult) in a variety of settings. After a brief introduction, the course will offer learning through the application of this theory to a variety of developmental, situational, and health-illness transitions.

**NSG 561 Immersion As Clinical Nurse Leader I (3)**

In today's rapidly changing healthcare landscape, this course is focused on preparing advanced clinical nurses to assume a leadership role is critical to improving the quality of patient care. This course is the 1st of a series of three courses which provides instruction on how CNLs utilize the competencies necessary to lead improvement teams, analyze data, and ensure delivery of quality, safety, and value-based care in any healthcare setting. *(200 indirect practicum hours).*

**NSG 562: Immersion As Clinical Nurse Leader II (3)**

This course is focused on preparing advanced clinical nurses to assume a leadership role is critical to improving the quality of patient care. This course is the 2<sup>nd</sup> of a series of three courses which provides instruction on how CNLs utilize the competencies necessary to lead improvement teams, analyze data, and ensure delivery of quality, safety, and value-based care in any healthcare setting. In this course, students in combination with weekly class will begin their CNL Immersion on a specialty unit with an assigned preceptor. Students in conjunction with preceptor under the supervision of their faculty member will identify an appropriate CNL Project. Students will develop a proposal for their CNL Project to faculty/peers/preceptor. *(150 direct practicum hours).*

**NSG 563: Immersion As Clinical Nurse Leader III (3)**

This course is the 3rd of a series of three courses which provides instruction on how CNLs utilize the competencies necessary to lead improvement teams, analyze data, and ensure delivery of quality, safety, and value-based care in any healthcare setting. This course emphasizes that the CNL is a provider and manager of care at the point of care to individuals and cohorts of patients anywhere healthcare is delivered. Key concepts include clinical leadership, care outcomes, synthesis of data/evidence to provide improved outcomes, risk anticipation for individuals or cohorts of patients, design of EBPs, team leadership with interprofessional teams, integration and use of information system and technologies to improve outcomes, stewardship of human/environmental/materials and advocacy for patients, communities and the health professional team. Students will immerse in their role as a CNL and execute a CNL Project in their assigned area. Students will document their work in a CNL Project paper and present their findings at end of this course. CNL students will prepare for CNL Certification examination by completion of CNL modules. *(150 direct practice hours).*

## **Advising**

The Department of Nursing encourages the active participation of the faculty advisor in academic guidance and counseling. The graduate coordinator assigns student advisees to each faculty member who is available for advisement during posted office hours and by appointment. Office hours may change from semester to semester because of differences in class and clinical assignments. Each semester students consult with their advisors to plan their course selection for the next semester. Before registration, schedules are available online and in the Graduate Studies Office. Students discuss course selections with the faculty advisor during office hours or at particular times posted by faculty members specifically for pre-scheduling. Students are encouraged to seek out and confer with their advisors at other times during the school year.

## Clinical Nurse Leader Track Advising Sheet

NSG 530 (3) Nursing Theories & Issues	
NSG 531 (3) Healthcare Policy, Leadership & Organization	
NSG 532 (3) Pathophysiology for Advanced Practice Nursing	
NSG 533 (4) Physical Assessment for APNs	
NSG 534 (3) Pathophysiology for Advanced Practice Nursing	
NSG 535 (3) Population Based Health Promotion (3)	
NSG 536 (3) Evidence Based Practice Research	
NSG 537 (3) Bioethical Decision Making in Healthcare	
<b>II. NSG Role Specialty (17 credits)</b>	
NSG 561 (3) <b>Immersion as a Clinical Nurse Leader I</b> (140 direct practicum hours)	
NSG 562 (3) <b>Immersion as a Clinical Nurse Leader II</b> (180 indirect practicum hours)	
NSG 563 (3) <b>Immersion as a Clinical Nurse Leader III</b> (180	

Degree Candidacy-----After 15 credits are completed

Intent to Graduate-----Final Semester

**Nurse Educator Advising Sheet**

<b>I. Core Components (25 credits)</b>	
<b>Course Name</b>	<b>Year Taken</b>
NSG 530 (3) Nursing Theories & Issues	
NSG 531 (3) Healthcare Policy, Leadership & Organization	
NSG 532 (3) Pathophysiology for Advanced Practice Nursing	
NSG 533 (4) Physical Assessment for APNS	
NSG 534 (3) Pathophysiology for Advanced Practice Nursing	
NSG 535 (3) Population Based Health Promotion (3)	
NSG 536 (3) Evidence-Based Practice Research	
NSG 537 (3) Bioethical Decision Making in Healthcare	
<b>II. NSG Role Specialty (15 credits)</b>	
NSG 541 (3) History & Philosophy of Higher Education & NSG Education	
NSG 542 (3) Curriculum Development & Design in Nursing Education	
NSG 543 (3) Measurement and Evaluation in Nursing Education	
NSG 544 (3) Teaching Strategies for Classroom & Clinical Settings	
NSG 545 (3) Nursing Education Teaching Practicum	

**Degree Candidacy-----After 15 credits are completed**  
**Intent to Graduate-----Final Semester**

## Adult-Gerontology Advising Sheet

<b>I. Core Components (25 credits)</b>	
<b>Course Name</b>	<b>Year Taken</b>
NSG 530 (3) Nursing Theories & Issues	
NSG 531 (3) Healthcare Policy, Leadership & Organization	
NSG 532 (3) Pathophysiology for Advanced Practice Nursing	
NSG 533 (4) Physical Assessment for APNs	
NSG 534 (3) Pharmacology for APN	
NSG 535 (3) Population Based Health Promotion(3)	
NSG 536 (3) Evidence-Based Practice Research	
NSG 537 (3) Bioethical Decision Making in Healthcare	
<b>II. NSG Role Specialty (17 credits)</b>	
NSG 551 (2) Wellness &Health Promotion (112 clinical hours)*	
NSG 554 (3) Advanced Practice Registered Nurse Scientific Foundations of Care (class)*	
NSG 552 (3) Management of Adults with Acute and Chronic Illness (168 clinical hours)**	
NSG 553 (3) Management of Adults with complex Acute & Chronic Illness (168 hours)***	
NSG 554 (3) Advanced Practice Registered Nurse Scientific Foundations of Care I (Didactic)*	
NSG 555 (3) APN Adult Health/ Gero Differential Diagnosis (Didactic)**	
NSG 556 (3) APN Adult Health/ Gero Health Illness Transitions (Didactic)***	

\*These courses taken simultaneously

\*\* These courses taken simultaneously

\*\*\* These courses taken simultaneously

Degree Candidacy-----After 15 credits are completed

Intent to Graduate-----Final Semester

## **Practicums**

### **Practicum Expectations**

#### **Clinical Agency**

The agency is willing to cooperate with the Department of Nursing to provide internships, teaching experiences, or advanced practice experiences for graduate students.

The agency is approved or accredited as is appropriate.

The agency is willing to sign the WCU Department of Nursing Letter of Agreement.

There is an affiliation contract with the facility.

#### **Preceptor**

##### **Credentials:**

The preceptor will hold a minimum of a master's degree in nursing.

The preceptor will serve as a role model for the graduate student in education or in an advanced practice role.

The preceptor will have demonstrated expertise in education or in an advanced practice role.

##### **Expectations:**

The preceptor will review with the student the course and personal objectives during the experience.

The preceptor will plan experiences with the student which will meet course objectives.

The preceptor will facilitate the student's meeting of the course objectives in the setting.

The preceptor will participate in the evaluation of the experience.

The preceptor will collaborate with the faculty and Graduate Coordinator

#### **Student**

Secure a Preceptor at an approved clinical agency where the nature of the experience will meet course objectives. The Graduate Coordinator can assist students in contacting and selecting a clinical agency and preceptor.

Complete mandatory Department of Nursing and clinical agency clearances

#### **Faculty Member**

The faculty will collaborate with the student and preceptor in planning the experience.

The faculty member will monitor student's progress and evaluate the student's success in meeting course objectives.

Make site visits as appropriate.

### **Graduate Coordinator**

The Graduate Coordinator will collaborate with the student to initiate contact with agencies and determine the feasibility of placing students within any given semester.

The Graduate Coordinator will work with clinical agencies to secure letters of agreement.

### **Practicum Hour Requirements**

#### **CNL – Clinical Nurse Leader**

NSG 561 – 140 hours

NSG 562 – 180 hours

NSG 563 – 180 hours

#### **CNS Adult Gerontology**

NSG 551 – 168 hours

NSG 552 – 168 hours

NSG 553 - 168 hour

#### **Nurse Educator**

NSG 544- 125 hours

NSG 545- 125 hours

#### **School Nurse**

NSG 502 – 112 hours



## Practicum Clearances

Practicums are at the graduate level and individual students are assigned a preceptor at the affiliated agency who supervises and guides the practicum experience. Students in practicum experiences must hold a Pennsylvania RN nursing license. All experiences have the same requirements as listed in the following pages.

Requirements for all Nursing Students prior to the start of the first practicum course

### **Compliance Tracking: Complio**

West Chester University Department of Nursing utilizes the *Complio platform* to gather and maintains compliance information, documentation, immunizations, certifications, background screening, FBI fingerprinting. Students who do not submit completed records of their background checks, drug screen, certifications, and immunizations record as defined by the Department Chair are considered non-compliant. Immediate removal from the course will occur, and the student will not be permitted to reenroll until further determination.

### **CPR Certification**

Nursing students enrolled in nursing courses with a clinical or practicum component (NSG/NSL 381, 382,383 and NSG 562,563,565) are required to be currently certified in Life Support (2-person) Cardio-Pulmonary Resuscitation. Each student is responsible for making their own arrangements for initial certification and for renewals. Courses given by the American Red Cross, or the American Heart Association are among the acceptable resources for CPR certification. The CPR course must include certification in two rescuer resuscitation and resuscitation of children and infants. Students will not be permitted to participate in clinical experiences until current CPR validation (e.g. CPR card) is submitted to the appropriate database. A CPR course is offered by the Nursing Department each spring.

### **Liability (Malpractice) Insurance**

Nursing students are required to have professional liability insurance when enrolled in nursing courses with a clinical laboratory component (NSG/NSL 381, 382,383 and NSG 562,563, 565). The student may not begin clinical experience until the policy is on file. Forms for subscribing for insurance are available from the secretary in the Nursing Department. Students may apply online and pay for their insurance. At the present time, students are required to carry coverage in the amount of \$1,000,000/\$4,000,000 to meet the requirements of some of the clinical agencies.

### **Criminal and Pennsylvania Child Abuse History Clearance**

In accordance with Pennsylvania Nursing Law and Child Protective Services Law as an effort to protect client safety and property, students will be required to complete a criminal background check before progressing to NSG/NSL 381, 382,383, and NSG 562,563,565. In addition, students will be required to complete Delaware Child and Elder Abuse History Clearance prior to NSG/NSL 383 and if completing a practicum in Delaware. Practicum placements may be denied by the clinical site due to felony or misdemeanor convictions, or other adverse findings, and the inability to be placed at a clinical site will prohibit the student from graduating. Since there is not a comprehensive list from clinical sites and licensing agencies, we cannot provide guidance on what would absolutely exclude the student from practicum placement or licensure. However, these decisions are typically dependent upon the nature of the incident, time since the incident occurred, and frequency and type of the incident. It should be noted by all nursing students that the Professional Nursing Law provides that the Pennsylvania State Board of Nursing may refuse applications for professional nursing licensure if

the applicant “has been convicted, or has pleaded guilty, or entered a plea of nolo contendere, or has been found guilty by a judge or jury, of a felony or a crime of moral turpitude, or has received probation without verdict, disposition in lieu of trial or an Accelerated Rehabilitative Disposition in the disposition of felony charges, in the courts of this Commonwealth (of Pennsylvania), the United States or any other state, territory, possession or country.” Moral turpitude has been defined by the Commonwealth Court of Pennsylvania as “anything done knowingly contrary to justice, honesty, or good morals.” Determination of whether a crime is one of moral turpitude depends on the element of the crime as they are enumerated under the criminal statute. All crimes in which fraud is an element are looked on as involving moral turpitude. The Board is authorized to reject application for licensure to anyone who has been convicted of a felony or crime of moral turpitude, even if the crime was not related to the practice of nursing or was not committed while in the practice of nursing.

### **Substance Abuse Policy**

Students are expected to perform unimpaired. Prior to progressing to the practicum courses, a student must have a negative substance abuse result. Students suspected of substance abuse as evidenced by documented impaired behavior are also subject to further testing. This policy is in addition to the West Chester University of PA Student Code of Conduct and the Drug Free campus policy.

### **Substance Testing**

Tests are performed by a qualified agency or laboratory using standard procedures for maintaining chain of custody. Tested substances are amphetamines, barbiturates, benzodiazepines, cannabinoids, cocaine, opiates and phencyclidine. Students are responsible for all costs associated with these tests. Students’ results are sent directly to the Department of Nursing. Students with a positive result will be dismissed from the program. Refusal to be tested will result in dismissal from the program.

### **FBI Check**

Students must have an FBI check performed annually before progressing clinical. Students are responsible for costs associated with this check. Student results are accessed directly by the clinical agency. Student access to the clinical agency is at the discretion of the clinical agency based on this FBI check.

### **Health Insurance**

Students are to be covered by their own health insurance policy. If students do not have their own insurance, they are encouraged to consider Affordable Care Act.

### **Health Requirements**

A health form (see forms at the end of this handbook) is required for all nursing students prior to the start of practicum. This requirement helps to protect the health of the students as well as the clients with whom you come in contact while providing nursing care. Our department requirements conform to the rules and regulations of the Pennsylvania State Board of Nurse Examiners in regard to provisions for the protection of students' health and requirements of our clinical affiliates. Student health problems should be identified and how the problem will be remediated in their annual physical. Students will attest to the accuracy of their medical history. The student's provider will verify the student's fitness for duty. In some cases, students must provide a provider's clearance to participate in the clinical setting. NO student will be permitted to begin practicum without completion of ALL preclinical requirements.

The health report must include:

1. Completed health form.
  2. Evidence of immunity to rubella, measles, mumps, poliomyelitis, flu, tetanus, diphtheria, pertussis, Hepatitis B, and varicella.
  3. Immunization record: Evidence of first 3 series vaccination and booster of Tdap within the last 10 years OR laboratory test results showing positive titer. The Hepatitis B immunization process is a three-injection series that occurs over a six-month period; initial dose, one month later second dose and five months later third dose.
  4. Tuberculosis Screening. Either a two-step tuberculin skin test or a QuantiFERON Gold test is required.
5. The Covid Vaccine is required by several clinical agencies. If students do not receive the covid vaccine, they may not be placed with a clinical agency, preventing them from progressing in the program.

### **Forms for Practicums**

The next pages contain forms that may be required for student practicum experiences.



**Consent to Release**  
**Prerequisite Clinical Information to Clinical Agencies**

As part of the agreement to have WCU Nursing students at their agency, some of the clinical agencies request that copies of the TB screening, vaccinations, liability insurance, and/or criminal and child/elder abuse forms be on file at their agency.

I acknowledge that the above information may be sent to the necessary clinical agencies and agree to the release of that information.

**Student Signature:** \_\_\_\_\_

**Print Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_



**Student Health Physical Form**

**Please Print:**

<small>Last Name</small>	<small>First Name</small>	<small>MI</small>	<small>WCU ID #</small>
Blood Pressure: _____ / _____	Pulse: _____	Respiration: _____	
Corrected Vision: Right: 20 / _____	Left: 20 / _____	Both: 20 / _____	
Height: _____	Weight: _____	BMI: _____	

MEDICAL	NORMAL	ABNORMAL
Appearance		
Eyes/Ears/Nose/Throat		
Hearing		
Lymph Nodes		
Heart		
Murmurs		
Pulses		
Lungs		
Abdomen		
Genitourinary		
Skin		
Musculoskeletal		
Neck		
Back		
Shoulder/Arm		
Elbow/Forearm		
Hip/Thigh		
Knees		
Leg/Ankle		
Foot/Toes		

Is this student currently under care for a chronic/serious illness? Yes  No

If yes, specify illness: \_\_\_\_\_

Please verify medications or medical treatment if receiving. (If additional documentation is needed, please attach.	1.) _____ 2.) _____ 3.) _____ 4.) _____
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Is the student nurse fit for full duty: Yes  No

Name of Provider (print): \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

Phone #: \_\_\_\_\_ Fax #: \_\_\_\_\_

Signature of Provider \_\_\_\_\_, MD, DO, NP, PA



Department of Nursing  
Student Health Form and Immunization Record

**To be completed by student and verified by healthcare provider.** All information is strictly confidential. No information will be released without the student's consent.  
*Please print clearly.*

Last Name	First Name	MI
WCU ID #	Gender	Date of Birth
Permanent Address		
Home Phone #	Cell #	

**EMERGENCY CONTACT**

Name and Relationship to Student: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

**HEALTH INSURANCE INFORMATION**

Name and Relationship to Student: \_\_\_\_\_

Plan: \_\_\_\_\_ Policy ID #: \_\_\_\_\_ Group #: \_\_\_\_\_

Subscriber's Name: \_\_\_\_\_ Phone # to call for authorization: \_\_\_\_\_

**HEALTH INFORMATION**

**ALLERGIES:** List medication allergies and any other allergies, including foods, insects, latex.

Name of drug or other allergy	Type of reaction

Name of Drug or other Allergy	Type of Reaction

**MEDICATIONS:** List medications taken regularly – include contraceptives, over-the-counter drugs.

Name of Drug	Strength/Dosage	Name of Drug	Strength/Dosage

Please tell us about any chronic health conditions, disabilities, chronic/serious illnesses that may impact your health status while at West Chester University:

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**REQUIRED AND RECOMMENDED IMMUNIZATIONS**

The following immunizations are **REQUIRED**:

**1. MMR (Measles, Mumps, Rubella)**

(Two doses required at least 28 days apart for students born after 1956.)

- Dose #1 given at age 12 months or later: #1    /    /     
M D Y
- Dose #2: given at least 28 days after the first dose #2    /    /     
M D Y

**OR**

Date Measles titer drawn:    /    /         Reactive  Non-reactive   
M D Y

Date Mumps titer drawn:    /    /         Reactive  Non-reactive   
M D Y

Date Rubella titer drawn:    /    /         Reactive  Non-reactive   
M D Y

**2. TETANUS** – Within 10 years of admission. Provide most recent date.

Booster: Tdap      Date:    /    /     
M D Y

**3. MENINGITIS (Meningococcal) (Required if living on campus)**

Pennsylvania state law requires all students who live in university housing, to provide either proof of vaccination for meningitis or a signed waiver requesting exemption after having received information on the risks associated with meningococcal disease and the availability and effectiveness of the vaccine. Refer to CDC website:

<https://www.cdc.gov/vaccines/vpd/mening/public/index.html>

Please check one: Living on Campus

Living off campus

Tetravalent Conjugate Vaccine (Menactra) Date: \_\_\_/\_\_\_/\_\_\_ **OR**  
M D Y

Tetravalent Polysaccharide (Menomune) Date: \_\_\_/\_\_\_/\_\_\_ **OR**  
M D Y

Complete "**Immunization Waiver**" at end of document.

**4. VARICELLA (Chicken Pox)**

(A history of chicken pox, a reactive varicella antibody titer, or two doses of vaccine for students born in the United States in or after 1980 meets this requirement.)

History of disease: Date: \_\_\_/\_\_\_/\_\_\_ **OR**  
M D Y

Varicella antibody titer drawn:

Date: \_\_\_/\_\_\_/\_\_\_ Reactive  Non-Reactive  **OR**  
M D Y

Immunization:

Dose #1: \_\_\_/\_\_\_/\_\_\_  
M D Y

Dose #2: (Given at least 12 weeks after the first dose ages 1-12 years, and at least 4 weeks after first dose if age 13 years or older) \_\_\_/\_\_\_/\_\_\_  
M D Y

**5. HEPATITIS B**

(Three doses of vaccine or two doses of adult vaccine in adolescents 11-15 years of age, or a positive Hepatitis B surface antibody)

Immunization (Hepatitis B)

#1 \_\_\_/\_\_\_/\_\_\_ #2 \_\_\_/\_\_\_/\_\_\_ #3 \_\_\_/\_\_\_/\_\_\_ **OR**  
M D Y M D Y M D Y

Immunization (Combined Hepatitis A and B vaccine)

#1 \_\_\_/\_\_\_/\_\_\_ #2 \_\_\_/\_\_\_/\_\_\_ #3 \_\_\_/\_\_\_/\_\_\_ **OR**  
M D Y M D Y M D Y

Date of Hepatitis B surface antibody:

\_\_\_/\_\_\_/\_\_\_ Reactive  Non-Reactive   
M D Y



**6. COVID Vaccine**

Please provide manufacturer of vaccine: \_\_\_\_\_

(Moderna and Pfizer require 2 doses; J&J requires 1 dose.) Add booster(s) if received.

#1     /     /     #2     /     /     Booster:     /     /     Booster:     /     /      
M D Y M D Y M D Y M D Y

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**IMMUNIZATION WAIVER**

*I am fully aware of the risks associated with communicable diseases and the availability and effectiveness of vaccinations against diseases. I knowingly decided not to receive the vaccines against diseases for religious, medical or personal reasons.*

List: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Date  
Signature of Student/Parent/Guardian

**EXEMPTION FROM REQUIRED IMMUNIZATIONS:**

- **MEDICAL** – Send letter to Student Health from health care provider explaining contraindications to specific vaccine(s).
- **RELIGIOUS** – Send letter to Student Health from student explaining objection to vaccine(s).
- **PLEASE NOTE:** If not fully vaccinated you may not be able to be placed in a clinical rotation.

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***By signing this “Student Health Form and Immunization Record,” I confirm that the above information is accurate according to the best of my knowledge.***

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Health Care Provider Signature Date

**WCU**  
**WEST CHESTER**  
**UNIVERSITY**  
Department of Nursing  
**Student Health Physical Form**

**SECTION I (to be completed by student):**

\_\_\_\_\_  
Last Name First Name MI

\_\_\_\_\_  
WCU ID # Date of Birth Phone #

*\*\*\*The Commonwealth of Pennsylvania, "Pennsylvania Code" Title 28; Tuberculin Testing of School Personnel, states that the tuberculin skin test needs to be administered within 3 months prior to the date the school receives the form.\*\*\**

**SECTION II (to be completed by Health Care Professional - see instructions):**

Name of Provider Providing Services \_\_\_\_\_

Address: \_\_\_\_\_

1. QuantIFERON gold titer preferred - result: \_\_\_\_\_

**Optional 2 Step TST Listed in box below:**

**Guidelines:** <https://www.cdc.gov/tb/topic/testing/healthcareworkers.htm>

<b>Tuberculosis Screening (PPD)</b>		
Date Given: _____	Time: _____	Arm: L R
Manufacturer: _____		
Lot #: _____	Expiration Date: _____	
Dosage: _____	Route: _____	
Signature/Title: _____		
Date Read: _____	Time: _____	
Result: _____ mm induration		
Signature/Title: _____		

**SECTION III (if 10 mm or greater – see instructions):**

1. Was BCG given?  
 No  
 YES If yes, when? \_\_\_\_\_
2. Attach copy of Chest X-ray Report
3. Is applicant free of infectious Tuberculosis Disease?  
 No  
 YES
4. Was the applicant referred for treatment?  
 No  
 YES If yes, When, Where and What is treatment?  
**\*Please attach documentation.**

## Graduate School Policies

*\*Please note: Policies change regularly so be sure to download the latest Graduate Student Handbook and check the WCU Graduate Handbook. Each course syllabus will be specific to course requirements.*

### Enrollment Policy

Students have a maximum of six years for degree completion. During that time, students are expected to maintain continuous enrollment during the fall and spring semesters. Failure to maintain continuous enrollment may affect degree completion due to course availability. Before a semester of non-enrollment, students are encouraged to contact their graduate coordinator, The Graduate School, Financial Aid Office (if applicable), and Center for International Programs (if applicable) to discuss implications of non-enrollment. A maximum of two semesters of non-enrollment is permitted before a student must enroll or request a leave of absence. Students who fail to re-enroll or request a leave of absence are subject to readmission.

### Leave of Absence (LOA)

Students wishing to be excused from the enrollment policy due to extenuating circumstances must file a formal request for a Leave of Absence. Forms are available on the [Graduate School](#) webpage. A Leave of Absence is not guaranteed, and students must request the LOA before the start of the semester in which the leave is requested.

### NG Grades at the Graduate Level

NG grades will be given when a student fails to complete course requirements, and the professor grants a time extension by the end of a semester. Students must meet course requirements as stipulated by the professor as and not later than the end of the 14th week of the subsequent semester, or the NG grade will convert to an F at the end of the semester.

Unless a professor indicates a deadline when assigning an NG, graduate students have until the 14th week of the subsequent to complete course requirements. Please note, this means NG grade changes are due to the Registrar's office at the conclusion of the 15th week.

### IP Grades at the Graduate Level

IP grades indicate work in progress and will be used only for protected courses (theses, practicums, internships, recitals, and research reports). Students must complete course requirements as stipulated by the professor as and not later than the end of the 14th week of the second subsequent semester, or the IP grade will convert to an F. An IP grade may not be replaced with an NG.

If an NG or IP transitions to an F, a dismissal will be issued to the student. Please refer to the current policy on F grades.

Graduate academic policies can be found online in the [Graduate Catalog](#).

### Academic Integrity

Any situation involving a violation of academic integrity is of major concern to the University. Faculty members preserve and transmit the values of the academic community through example in their own academic pursuits and through the learning environment that they create for their students. They are expected to instill in their students a respect for integrity and an understanding of the

importance of honesty within their chosen profession. Faculty must also take measures to discourage student academic dishonesty.

Commitment to maintaining and encouraging high standards of academic integrity is demonstrated in many ways. One way is through the establishment of policies and procedures governing violation of the standards of academic integrity. The following policies, procedures, and definitions are intended to help faculty meet these responsibilities.

First, the instructor has both the right and responsibility to demand academic honesty if a student is to remain in good standing in the course and is to be evaluated fairly by the instructor. A grade certifies both knowledge and a standard of academic integrity. It is essential that the instructor retain the right to set the minimum academic penalty for academic dishonesty in a course, subject to the appeal rights of a student.

Second, cheating is not just a matter between an instructor and student in a specific course. While it is the right and duty of the instructor to set minimum penalties for dishonesty in a particular course, the University is responsible for the minimum standards of academic integrity and achievement on which degrees are based. It is the University that permits students to remain members of the academic community and finally certifies that students have attained sufficient academic credit and exhibited acceptable standards of conduct to entitle them to a degree.

Third, students accused of academic dishonesty have the right to have their case heard in a fair and impartial manner, with all the safeguards available within the bounds of due process.

### Graduate Grading Scale

Grade	Quality Points	Percentage Equivalents	Interpretation
A	4.00	93-100	Superior Graduate Attainment
A-	3.67	90-92	
B+	3.33	87-89	Satisfactory Graduate Attainment
B	3.00	83-86	
B-	2.67	80-82	
C+	2.33	77-79	Attainment Below Graduate Expectations
C	2.00	73-76	
C-	1.67	70-72	
F	0	< 70%	Failure

The grade assigned to the student must reflect the percentage equivalent of the plus, minus, and straight grades earned in a course.

West Chester University does not recognize a grade of D for graduate study. Therefore, any grade below a C- in a graduate course is considered a failure and carries zero quality points.

- IP (In Progress) is given to indicate work in progress and will be used only for protected courses (theses, practicums, internships, recitals, and research reports); see "Removing 'In Progress' Designation."

- NG (No Grade) is given when a student fails to complete course requirements by the end of a semester and a time extension is granted by the instructor; see "Removing 'No Grade' Designation."
- W (Withdrawal) is given when a student withdraws from a course between the end of the first and the end of the ninth-class week of the semester or the equivalent in summer sessions.
- Y (Administrative Withdrawal) is given under appeal when there are nonacademic mitigating circumstances, and there is documentation that the student never, in fact, attended class.
- M (Military Withdrawal) In accordance with PA House Bill No. 1460: A grade of "M" will be given for military students and spouses who have to withdraw due to military obligation. PA National Guard and other reserve components called to active duty (for reasons other than for training) and their spouses will receive a grade of M when unable to complete classes due to activation for military obligations. Students are required to notify the Registrar's Office to receive a non-punitive M grade and will be required to provide appropriate documentation.
- Z Grade A grade received when a student stops attending a course and fails to officially withdraw from it. The grade is counted the same way that an F would count toward the cumulative average and Academic Standing.

### **Grade Change Policy**

Course grades are awarded by the professor of record and reported to the university registrar. These grades, other than NG or IP, are considered final, but may be changed at the discretion of the faculty member within 9 weeks from the start of the subsequent Fall or Spring semester. Any change submitted after that date requires approval of the Provost or their designee. Appropriate justifications for changing a final course grade include, but are *not limited to*:

1. Computational error
2. Completion of course work missed during the semester
3. Other

### **Grade Appeals**

The Grade Appeals Policy applies only to questions of student evaluation. Since appeals involve questions of judgment, the Grade Appeals Board will not recommend that a grade be revised in the student's favor unless there is clear evidence that the final grade awarded for the class was based on prejudiced or capricious judgment or was inconsistent with official University policy. Please refer to the Academic Integrity Policy for cases where the grade appeal involves a grade given for academic dishonesty. Grades are awarded by the faculty member of record and can only be changed by said faculty member, unless the Provost directs otherwise following the procedure outlined on the Graduate School website and catalog.

### **Academic Standing**

Students must maintain a 3.00 cumulative average to remain in good standing.

### **Academic Probation/Dismissal**

Graduate students whose cumulative grade point average falls below 3.00 will be placed on academic probation. Graduate students must raise their GPA to 3.00 by the end of the next semester (or full summer term) in which they register. An additional probationary semester may be granted at

the discretion of the graduate dean. If a student fails to meet the conditions of academic probation, they will be dismissed. Graduate students earning a cumulative GPA of 2.00 or lower will be dismissed from their graduate program without a probationary period. Graduate students admitted provisionally who fail to meet the provisions of admission are subject to dismissal.

A graduate student earning an F grade in any course will be dismissed. Departments/programs reserve the right to establish an official policy in which students are not dismissed for an F grade. An F earned at West Chester University may not be made up at another institution of higher learning for the same course.

Students dismissed from the university may apply for re-admission. Courses taken prior to the dismissal may be applied to a subsequent program with departmental consent. The original program reserves the right to refuse to re-admit the student.

Grades earned during summer sessions count the same as grades earned during the academic year. All grades recorded determine the student's academic standing, even if a student changes degree programs. Students dropped from a graduate program due to unsatisfactory work will not be permitted to take courses for credit towards a graduate degree in that department beyond the semester in which they are dropped.

Individual programs may have higher GPA minimums or additional requirements. To be eligible to receive a graduate certificate or degree, graduate students must complete all requisite courses and credits with a minimum cumulative GPA of 3.00.

### **Application for Graduation**

Each candidate for a graduate degree must apply to graduate in RamPortal. An automatic fee of \$99 will be added to their account. The following are deadline dates for applying to graduate:

- May graduation - February 1
- August graduation - June 1
- December graduation - October 1

## Campus Resources

### **The Graduate School**

The Graduate School is in McKelvie Hall on Rosedale Avenue. Students can access information in the new student section. The telephone number is 610-436-2943, and the hours are Monday - Friday 8:30 a.m. to 4:30 p.m. The Graduate School [Services and Resources webpage](#) provides graduate students with links to campus resources.

### **Graduate Student Association (GSA)**

The Graduate Student Association (GSA) is a student governing body for graduate students that promotes the well-being of graduate students through education, professional and social events at West Chester University and advocates for their needs.

### **Francis Harvey Green Library**

The FHG Library offers the graduate student an excellent environment for study and research. Among the many services are references, computerized online literature searching, *and free* interlibrary loan for graduate students, and photoduplication. Use of the library is enhanced by:

WCU's online card catalog - a computerized network of indexes and abstracts on CD-ROM

Internet periodical indexes (Search Bank, etc.)

The library has day, evening, and weekend hours of operation. The circulation desk telephone number is 610-436-2946. **A current ID must be presented to check out material and to access indexes from home online.**

### **Information Services and Technology**

WCU has an abundance of technical support. Go to the resources for new students on the web to learn about all the available items. Also, if you come on campus, along with the library, there is the Academic Computing Center (ACC) that is in Anderson Hall, North Campus on Church Street. Hours of operation for the ACC are found at Service Now.

### **Student ID Cards**

To borrow books from the library, or to enter any buildings on campus, graduate students must have a WCU ID (identification) card. An ID card can be purchased for a fee at the SSI Office, Sykes Union Building or go to Ram Card.

## **Student Activities**

### **Sigma Theta Tau International Honor Society of Nursing**

The Honor Society of the Department of Nursing, West Chester University, was established in the spring of 1985. The purposes of this society are to recognize superior achievement, recognize the development of leadership qualities, fosters high professional standards, encourage creative work, and strengthen the commitment to the ideals and purposes of the profession. The first induction for the society was held on March 24, 1985. On April 17, 1994, the Honor Society was chartered as Xi Delta Chapter of Sigma Theta Tau International Honor Society of Nursing in a ceremony conducted by Elizabeth Carnegie, DPA, RN, FAAN, member of the Board of Directors of Sigma Theta Tau.

Each fall, Xi Delta Chapter hosts an induction ceremony to honor new members. Membership is open to undergraduate and graduate students enrolled in the nursing program who have demonstrated superior scholastic achievement and potential for community leadership and community nurse leaders.

Undergraduate candidates must have achieved a grade average of at least 3.25 and be in the top one-third of their class; graduate students are eligible if they have reached a grade-point average significantly higher than the minimum requirement for graduation. This should be at least a 3.5 on a 4.0 scale. Community leaders must have a minimum of a baccalaureate degree and have demonstrated significant achievement in nursing education, practice, research, or publication.

### **Mary Kline Lecture Series and Professional Day**

The Department of Nursing has established an annual campus-wide lecture series to honor Mary L. Kline, a distinguished member of the nursing faculty who retired in 1983 after fourteen years of dedicated teaching and service to the University. These lectures are held annually in the fall semester.

### **WCU Nursing & Xi Delta Research & Evidence Based Practice Conference**

This conference is held in the spring for students and alumni to share their current research and evidence-based practice projects.

### **Student Representation on Department and Campus-Wide Committees**

Students are invited to serve as student representatives on department committees, such as the Student Affairs, Faculty Affairs, and Curriculum committees. Campus-wide service is possible by serving as a student representative on several committees on campus, such as CAPC, Space Allocation, Library, Sykes Union Advisory Committee, etc. Interested students may get information from a faculty member or the Graduate Student Association.

### **Graduate Research Day**

Research Day is the only WCU-wide event that provides a venue for faculty and students to present, discuss, and demonstrate research and scholarship in all disciplines. It also serves as a valuable forum for researchers to practice their presentations for upcoming regional and national conferences.

### **Graduate Pins**

After having successfully completed the MSN, graduate students have the option of purchasing a pin representing graduation from the West Chester University Department of Nursing. More information about the pins is available from the Graduate Program Coordinator.



# **School Nurse Certificate Program**

## **West Chester University of Pennsylvania School Nurse Certificate Program**

The School Nurse Certification program is a 14-credit, fully online post-baccalaureate program that prepares nursing students for initial Pennsylvania Department of Education Certification as an Educational Specialist I—School Nurse. Required courses for this certification program are NSG 502, 512, 533, and EDA 542.

The strategic directions of West Chester University aligned to provide service to the community. Therefore, this Program supports the need for Registered Nurses to receive specialized education directly related to the care of the school-aged child and school community.

This Program offers the resource of training school nurses during a time in our country where staff training in schools has never been so important. Additionally, this program provides a service to our community by offering a local, cost-effective education in keeping our schools a healthy and safe place for community members, thus enhancing the relationship our community has with the University.

School nursing is a specialized practice of professional nursing that advances the well-being, academic success, and life-long achievement and health of students. School nurses must facilitate positive student responses to normal development; promote health and safety, including a healthy environment; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self-management, self-advocacy, and learning (NASN, 2022). With this understanding, specialty training is required to provide the school nurse with the necessary ability to succeed in this area of nursing.

Washington, D.C., January 24, 2013 – Health in Mind, a new report from Healthy Schools Campaign (HSC) and Trust for America's Health (TFAH), details immediate solutions that can help close the achievement gap and create a healthy future for all children. American children are struggling academically, and the nation faces a growing achievement gap that is increasingly tied to health disparities—today's children could become the first generation to live shorter and less healthy lives than their parents, notes the report. "We've never met a parent, teacher or school leader who didn't recognize that healthy students are better prepared to learn," said Rochelle Davis, President, and CEO of HSC, a national advocacy organization that focuses much of its work on improving the food and fitness environment in Chicago schools. "But the truth is that vast health disparity exists in our nation, and far too many children attend school in environments that do not support their health. Unless we address these challenges, our efforts to close the achievement gap will be compromised. The consequences are enormous for children's learning and their lifetime health." "We are beginning to see an important shift in the way the nation addresses health and wellness," said Jeffrey Levi, PhD, executive director of TFAH. "We know that health and education are inextricably linked; with that knowledge, we must shift how we approach both wellness and the school day," said Dr. Gail Christopher, vice president for program strategy at the W.K. Kellogg Foundation

### **Competencies for Completion of School Nurse Certificate Program**

1. Identification of the role of the school nurse
2. The school nurse's role as health educator
3. Understanding of student health and education plans as authored in IEPs

4. School nurse role in emergency management, and crisis response
5. Understanding legal issues related to practice
6. Understanding federal laws protecting children and youth with disabilities
7. Demonstrating competency of growth and development and
8. Cultural competence of toddler thru adolescence

This Program supports students in the undergraduate programs who desire to continue with a certification as a part of the professional goals. Additionally, the school nurse program provides an entryway for the school nurse to complete their education in Certification and continue in their schooling by filtering into our master's Program.

## **West Chester University Department of Nursing**

### **Post Baccalaureate School Nurse Certification Chapter 49 Accommodations and Adaptations**

#### **School Nurse Specialist Certification – West Chester University**

The Pennsylvania Department of Education requires all programs to show evidence of meeting the expectations that are outlined in Chapter 49 Accommodations and Adaptations Plan. The plan for the WCU School Nurse Certification program to meet Chapter 49 Accommodations & Adaptations requires an explanation of the Program. The Program requires a BSN from an accredited program for admission. WCU has a BSN program – a traditional 4-year program, a Direct Entry Master of Science in Nursing (second degree accelerated MSN), and an RN to BSN program

The Accommodation plan is a detailed grid of all requirements as outlined by the Pennsylvania Department of Education (PDE). The last column of the grid identifies where (what component of education) and how the student will receive these requirements. It is noted that the student will receive these regulations either from their undergraduate Program (as noted in the Baccalaureate Essentials or in undergraduate course work) and the proposed courses they receive in the School Nurse Certification Program. The Baccalaureate Essentials is a document provided to programs of nursing that serves as a framework for building nursing curriculum. Therefore, if the student who applies to the School Nurse certificate program is a graduate of an accredited nursing program, then it can be assumed that this Program has achieved the requirements set forth in the essentials.

This Accommodation Plan was written to describe what courses would be taken at WCU to meet the competency requirements for the School Nurse. The Accommodation Plan was developed with the understanding that when students are admitted into the SN Certification program, they carry the previous learned content from their accredited BSN program and have successfully passed the NCLEX exam which provides their RN license to practice. The WCU SN certification program PRAXIS I is the NCLEX successful exam completion. These two documents' Essentials and NCLEX blueprint have been submitted to evidence the references in the Chapter 49 plan. Also courses within the BSN have been referred to WCU's generic under BSN program for prerequisite criteria for the SN Certification program.

Courses relevant to the plan in a BSN program include developmental psychology; abnormal psychology; physical assessment course including a lab component; pediatrics course including didactic and clinical components; community health course with didactic and clinical components; and a psychiatric nursing course with didactic and clinical components (maybe integrated into each nursing course instead of being a separate course).

The design of this plan includes references to this content and clinical experience in a generic fashion by listing "BSN pediatrics course". All BSN programs are accredited by the AACN or National

League for Nursing Accrediting Commission (NLNAC) which validate that the programs are meeting the required professional standards (ESSENTIALS), and students are passing the NCLEX for licensure. The 'Course-competency' section reflects the WCU School Nurse Certification Program courses only. The table does not reflect the 'prior learning' from BSN courses, such as Pediatrics, Community Health, Health Assessment, Developmental Psychology, Abnormal Psychology, and Psychiatric Nursing.

### **Post Baccalaureate School Nurse Certification Program Outline**

The following topics will be addressed throughout the certification curriculum:

#### Role of the School Nurse:

- ❖ The school Nurse's Role as Health Educator
- ❖ Student health and Education Plans authored by TBA
- ❖ Emergency Management, Crisis Response, and SN Role
- ❖ Legal Issues Related to School Nursing Practice
- ❖ Federal Laws Protecting Children and Youth with Disabilities
- ❖ Growth and Development: Preschool thru Adolescence
- ❖ Cultural competence in Profession School Nurse Practice
- ❖ Collaboration in Community
- ❖ Health Promotion
- ❖ Children with Chronic Conditions
- ❖ Behavioral Assessment and Management in school

#### **Required Texts**

ANA and NASN (2022). School Nursing: Scope and Standards of Practice, 4<sup>th</sup> Edition Paperback  
Selekman, J. (2019). School Nursing: A Comprehensive Text. 3<sup>rd</sup> edition. FA Davis: Philadelphia.  
ISBN Number 978-0-8036-6901-7.  
Jarvis, C. (2019). Physical Examination & Health Assessment. 8th Ed. Saunders Elsevier. St. Louis, MO.

In addition, Chapter 49 Accommodations & Adaptations for School Nurse Specialist are addressed in this proposal – West Chester University was developed to provide a clearer view of BSN courses and the courses in the WCU School Nurse Certification Program. All the required competencies for the School Nurse Specialist have been met by the coursework and clinical experiences as evaluated by the faculty within the Department of Nursing, the University CAPC, and the PA Department of Education.

## School Nurse Certification (SNC) Program Student Sequence and Advisement Form

Student Name: \_\_\_\_\_; ID #: \_\_\_\_\_

Date admitted to the SNC: \_\_\_\_\_

BA/BS/ BSN Program: \_\_\_\_\_; Year Completed: \_\_\_\_\_

Cumulative GPA: \_\_\_\_\_

### Requirements for ALL candidates seeking Certification as a School Nurse

Pre-req & Required Courses; Chapter 49.13 Requirements	Baccalaureate/ Graduate Course for Equivalency	Registered/ Completed/ Transferred	Grade
<u>Prior to Acceptance</u>			
*Eng. Comp: WRT 120 or 200 (3 credits)			
*Eng. Lit (3 credits)			
*Mat 121 Statistics Or its equivalent (3 credits)			
**Evidence of course completion in undergraduate Program that addresses Transcultural Care			
**Evidence of course completion in undergraduate Program that addresses Care of the Individual with a Disability			
BLS certification	XXXXXXXXXX		XXXXXXXXXX
<u>Prior to Program Completion</u>			
NSG 533: Health Assessment			
NSG 512: Legal Mandates			
EDA 542: Foundations of Spec ED			
NSG 502: School Nurse Practicum (Sponsor District)			

\* All determinations are subject to final approval by the Department of Nursing.

\*\*Courses within the program must be completed at the post-baccalaureate level

\*\*\*Courses must be completed to qualify for Certification as a school nurse.

**If you believe that items on your current transcript meet the 49.13 requirements as indicated, please bring the courses in question to the attention of the Department of Nursing upon admission and prior to course enrollment.**

**School Nurse Certification Program Letter of Agreement**

**WEST CHESTER UNIVERSITY  
Department of Nursing  
Letter of Agreement**

Course:  
Preceptor:

I understand that:  
The student will participate in activities at my agency to fulfill course requirements and stated individual objectives.

I will receive a copy of the appropriate educational information, including course objectives.

WCU graduate faculty member will be available to provide direction for the student and collaboration with me and will make a site visit if indicated.

The student will respect the confidential nature of my agency's records and will comply with agency regulations and policies.

The student's record at WCU will contain copies of current RN licensure, evidence of liability insurance coverage, and health exam report

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Preceptor: \_\_\_\_\_  
Preceptor Title & Contact Information

WCU Faculty Member: \_\_\_\_\_  
Date:

Date\_  
West Chester University Faculty Member & Contact Information.