



Elizabethtown College

Bachelor of Science in Nursing

RN to BSN

2023-2024 Clinical Handbook

...preparing RN to BSN nursing students to be a holistic practitioner who provides comforting, compassionate, and equitable care, rooted in scientific evidence, responsible for their intellectual development and personal growth, and well-being while cultivating a sense of purpose that inspires commitment to lifelong learning and service.

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Approved 6/23: reviewed 10/23

Clinical Experience General Information

Clinical Practice Experience: RN to BSN Program

Since the admission criteria requires an applicant to be a licensed registered nurse, the planned clinical experiences are built upon their current learned knowledge at the associate degree level. Clinical experiences push the student past the current level of knowledge to promote critical thinking/clinical reasoning, which provides professional growth in patient outcomes and/or patient safety. Students are evaluated based on their performance using rubrics and a Clinical Evaluation Form (see course syllabi). Additionally, the planned clinical activity is evaluated based on the written submissions.

Planned Learning Experiences for RN to BSN Students

Course	Planned Clinical Activity	Evaluation
NUR 310 Holistic Health Assessment	Demonstration of Comprehensive Head-to-toe Assessment	Video Demonstration of Comprehensive Head-to-Toe Assessment Rubric
	Comprehensive Head-to-Toe Assessment Final Exam	60 Question, Multiple Choice Exam, must achieve 80%
NUR 380-R Clinical Immersion I	Develop a health-related wellness and disease prevention project that improves the care and outcomes of a selected immersion population.	Written Discussions
	Develop a health-related regenerative and restorative care project that improves the care and outcomes of a selected immersion population.	Written Immersion Assignments
NUR 385-R Clinical Immersion II	Develop a health-related chronic disease management project that improves the care and outcomes of a selected immersion population.	Written Discussions
	Develop a health-related hospice and palliative care project that improves the care and outcomes of a selected immersion population.	Written Immersion Assignments
NUR 495 Nursing Capstone	Develops and implement an evidence-based improvement project in an effort to improve care and outcomes	Written Evidence-based Project Rubric

NUR 310 Holistic Assessment (10 hours) The lab time is satisfied through the use of Shadow Health Digital Clinical Experience and by practicing physical assessment skills and recording an actual physical exam.

NUR 310 Holistic Health Assessment Lab Course Competencies

1. Enhance knowledge of health Holistic health assessment, deliver culturally competent, safe and effective care with the use of DCE (Shadow Health assessment modules); [SLO 1, 2,3,5,6 & 7; DEI, CC, EBP]
2. Develop a plan for holistic self-care management [AACN Essentials D2; C DEI; C 2.8; SLO 8]
3. Demonstrate person-centered care by focusing on individuals as a whole within a multitude of complicated contexts inclusive of; family and significant others [AACN Essentials D2; SLO 1,2,3,5,6 &7; DEI, CC, EBP]
4. Demonstrate compassionate, respectful, and just care while coordinating evidence-based, appropriate person-centered care [AACN Essentials D2; SLO 1.2.3.5.6 & 7; DEI, CC, EBP]
5. Perform health histories, general surveys, holistic health assessments on various body systems with the use of DCE (Shadow Health assessment modules) [AACN Essentials D2; SLO 1,2,3,5,6 & 7; DEI, EBP]
6. Demonstrate advanced leadership related to prioritizing, delegating and coordination of patient care with emphasis on decreasing risk and harm and increasing continuity of care [AACN Essentials D 5, SLO 1,2,3,5,6,7 & 10, DEI, EBP]
7. Explain the importance of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines [AACN Essentials D1 & C DEI; C 1.1; SLO 1].
8. Hypothesize the ethical comportment in one's practice reflective of nursing's mission to society [AACN Essentials D1; C DEI; C 9.1; SLO 9].

In NUR 380-R Clinical Immersion I (24 hours), the first two spheres of care are emphasized (disease prevention/promotion of health and well-being). In **NUR 385-R Clinical Immersion II** (24 hours), the last two spheres of care listed above are emphasized (regenerative care, hospice, palliative care).

The licensed RN to BSN student focuses on the spheres of care while applying new concepts to the clinical domain and advancing critical thinking skills.

NUR 380-R Clinical Immersion I Course Competencies (CC)

1. Demonstrate clinical judgment founded on a broad knowledge base that is culturally intelligent [SLO 1, 2, 4, 6, 7, 8, 9, & 10; C CC, C, DEI, CJ, EBP; SC 1.3].
2. Integrate nursing knowledge (theories, multiple ways of knowing, evidence) and knowledge from other disciplines and inquiry to inform clinical judgment [SLO 1, 2, 4, 6, 7, 8, 9, & 10; C CC, C, DEI, CJ, EBP; SC 1.3b].
3. Evaluate outcomes of care to promote optimal health and well-being for the patient and the family unit [SLO 1, 2, 4, 6, 7, 8, 9, & 10; C CC, C, DEI, CJ, EBP; SC 2.7].
4. Contribute to a culture of provider and work environment safety by identifying environmental factors [SLO 1, 2, 4, 6, 7, 8, 9, & 10; C CC, C, DEI, CJ, EBP; SC 5.3].
5. Use knowledge of nursing and other professions to address healthcare needs [SLO 1, 2, 4, 6, 7, 8, 9, & 10; C CC, C, DEI, CJ, EBP; SC 6.3].

6. Advance the professional nurse's clinical judgment to ensure the nurse can analyze and synthesize patient data meaningfully and respond to changes in patient conditions responsively [SLO 1, 2, 4, 6, 7, 8, 9, & 10; C CC, C, DEI, CJ, EBP].

NUR 385-R Clinical Immersion I Course Competencies (CC)

1. Demonstrate accountability for care delivery [SLO 1-10; C EBP, CC, C, CJ, DEI, SDOH; SC 2.6].
2. Provide thoughtful care coordination to patients across the lifespan [SLO 1-10; C EBP, CC, C, CJ, DEI, SDOH; SC 2.9].
3. Engage in effective partnerships to promote optimal, culturally considerate patient care and outcomes [SLO 1-10; C EBP, CC, C, CJ, DEI, SDOH; SC 3.2].
4. Communicate in a clear and caring manner that facilitates a partnership approach to quality care delivery [SLO 1-10; C EBP, CC, C, CJ, DEI, SDOH; SC 6.1].
5. Perform effectively in different team roles, using principles and values of team dynamics [SLO 1-10; C EBP, CC, C, CJ, DEI, SDOH; SC 6.2].
6. Work with other professions to maintain a climate of mutual learning, respect, and shared values [SLO 1-10; C EBP, CC, C, CJ, DEI, SDOH; SC 6.4]. Engage in interprofessional collaboration to achieve optimal health care outcomes (health promotion, disease prevention, and management) for diverse populations [SLO 1-10; C EBP, CC, C, CJ, DEI, SDOH].

NURS 495 Capstone (30 hours)

Students will identify gaps in care and/or implement a new EBP practice by collaborating with a health agency, your place of work, or a public health agency. Students will create a plan for change. The faculty will approve your topic and guide you through the steps of the project. Students will create a plan (write the assignment) and present your findings to your peers and faculty at the end of the subterm.

NUR 495 Nursing Capstone CPE Course Competencies (CC)

1. Assimilate knowledge from the physical, social sciences, humanities to facilitate effective decision-making and nursing practice decisions for individuals, families, and communities [SLO 1-10; C CL, EBP, CC, C, DEI].
2. Disseminate knowledge learned from professional collaboration and team communication [SLO 1-10; C CL, EBP, CC, C, DEI].
3. Integrate best evidence initiatives into nursing practice for the improvement of optimal patient care and outcomes [SLO 1-10; C CL, EBP, CC, C, DEI; SC 4.2].
4. Develop and implement an evidenced-based plan of care by building collaborative relationships in both the intra and interprofessional domains [SLO 1-10; C CL, EBP, CC, C, DEI; C 2.5].
5. Demonstrate commitment to the future of nursing by exhibiting nurse leadership in the profession, as well as in organizational, local, and global nursing environments [SLO 1-10; C CL, EBP, CC, C, DEI].
6. Advocate for patient centeredness, relationship-based care, and holistic and equitable care across healthcare environments [SLO 1-10; C CL, EBP, CC, C, DEI].

7. Collaborate with nurse peers to influence change in health care environments that promote integrity, mutual respect, moral courage, presence, and autonomy across health care systems [SLO 1-10; C CL, EBP, CC, C, DEI].

Spheres of Care

In order for the RN to BSN program to meet professional standards of accreditation, the following areas of clinical exploration are required:

1. Disease prevention/promotion of health and well-being, which includes the promotion of physical and mental health in all patients as well as management of minor acute and intermittent care needs of generally healthy patients.
2. Chronic disease care, which includes management of chronic diseases and prevention of negative sequelae.
3. Regenerative or restorative care, which includes critical/trauma care, complex acute care, acute exacerbations of chronic conditions, and treatment of physiologically unstable patients that generally requires care in a mega-acute care institution.
4. Hospice/palliative/supportive care, which includes end-of-life care as well as palliative and supportive care for individuals requiring extended care, those with complex, chronic disease states, or those requiring rehabilitative care.

Choosing Clinical Sites

Students will be provided a list of clinical facilities with whom the Etown College nursing program has a clinical affiliation. Students will be permitted to list their top three choices. Every effort will be made to place the student at one of these, but it cannot be guaranteed.

If more students request a particular clinical site than the site will allow, an unbiased lottery will choose which student(s) is selected.

If the student wishes to do their clinical experience at their current place of employment or at an unaffiliated site, the student should notify the Clinical Coordinator at least two months prior to the start of their clinical experience date. For their place of employment, if given permission by the Clinical Coordinator, the student should then contact the facility's administration to determine who is the clinical liaison for student preceptorships. The student is to then provide that information to the Etown Clinical Coordinator, who will contact the site.

If a clinical site is a distance from the student's home, the college is not responsible for expenses such as hotels or travel.

Preceptors should not be a family member or close friend of the student. It is recommended that the student shows their appreciation by sending a note of thanks to their preceptor after the clinical experience.

Occasionally a clinical facility will need to cancel or make a change, sometimes with short notice. In that situation, the Clinical Coordinator will make every effort to find a replacement, but it is possible that there could be a delay in the clinical experience. Students may need to be accommodated of changes and know that the Clinical Coordinator will discuss with them possible resolutions.

Clinical Site Placement

Students are placed at three clinical site locations (clinical placements) at the beginning of each subterm. Students can view the clinical placements in Typhon (clinical software). Students may decline Etown placements for their own preferred site, for example, their place of work. The clinical instructor works with students to identify a qualified preceptor clinical site and thus approves the clinical location. If a qualified preceptor is unavailable, the Clinical Coordinator will place the student with an approved preceptor.

The student may view clinical placements and assigned preceptors one week prior to course start date. Students are given the first week of the course to complete this process. The identified preceptor agrees to spend a specific number of hours in the clinical setting with the student. The preceptor provides scheduled feedback on the preceptor form (see course syllabi) to the student and instructor at specified weeks during the course. The student is responsible for obtaining their own transportation to and from all clinical sites. Please direct all questions regarding clinical placement to Professor Ellen Gecker geckere@etown.edu

Expected Competencies & Behaviors for Faculty & Students

Forms and Student Responsibilities

Students will be emailed an invitation from Typhon to access and submit all outstanding clinical documents as required. A clinical instructor will be assigned to you, and you will receive an email and instructions from the instructor about expectations, requirements, and contact information. Students are expected to submit all required pre-clinical documents into Typhon at least 30 days before the first Clinical experience.

CPE Assignments are located in Canvas, along with due dates and guidelines for completing the assignments. You should expect a CPE assignment due each week throughout the course.

CPE Student Expectations

1. Attend Virtual Orientation to Typhon
2. Take the Clinical Orientation Quiz in Canvas for CPE Orientation
3. Review the clinical facilities in Typhon that are affiliated with Elizabethtown College.
4. Document student's top three clinical choices in the Wish List in Typhon.

5. Ensure the agency has an affiliation agreement with Elizabethtown College and select a preceptor.
6. Obtain final approval from instructor for the selected site and preceptor.

Clinical Instructors and Assignments

A Clinical Instructor will be assigned to indirectly supervise students throughout the subterm. Clinical Instructors will be assigned to no more than 10 students at one time. Instructors should send an email to your group of students regarding expectations, time logs, Typhon, evaluations, assignments and contact information a week before the clinical course starts.

CPE Assignments are located in Canvas, along with due dates and guidelines for completing the assignments. Students should expect a CPE assignment due each week throughout the course. Assignments are met/unmet. Remediation is possible if needed.

CPE Instructor Expectations

1. Approve the site and preceptor if the student is using an external agency.
2. Receive the signed forms, Preceptor Packet, and Clinical Affiliation Agreement
3. Ensure that the student's preceptor and facility have an on-call schedule for the clinical instructor.
4. Establish regular contact with the preceptor to monitor student progress toward meeting CPE goals.
Grade student's clinical assignments and provide actionable feedback.
5. Provide CPE make up assignments if needed.
6. Verify clinical timesheets/logs.
7. Complete a midpoint and final clinical evaluation.
8. Create a remediation plan if necessary.
9. Meet with the student to address any concerns of failure to appropriately progress in clinical.

CPE Attendance

The clinical practice experience (CPE), also known as "clinical," is defined by the AACN as experiential learning in any setting where health care is provided or influenced that allows for and requires the student to integrate new practice-related knowledge and skills. Absences may prohibit a student from meeting the objectives. It is the student's responsibility to contact the clinical instructor/faculty and the CPE/clinical agency regarding an absence prior to the scheduled time. All CPE hours must be completed.

Depending upon the nature and extent of the absence(s), a course faculty member may require an

alternative makeup assignment. If family difficulties, financial concerns, work obligations, or life stressors are barriers to CPE attendance, the student should seek assistance from Etown Counseling, Health, and Wellness.

When repeated absences or failure to make up absences occur and prohibit achievement of course objectives, refer to the Etown class attendance policy: "A student whose absences are determined by the instructor to be excessive shall be dropped prior to the last day to drop a course or withdraw from Etown with a grade of "W" or "F." It is the student's responsibility to communicate concerns regarding CPE hours with their course faculty as soon as possible. The student may request a course incomplete due to extreme circumstances prior to receiving a grade of "W," "F," or "D," which are reviewed on a case-by-case basis.

In the event of an impending CPE/clinical absence, the student will:

1. Notify the clinical instructor/faculty and preceptor (if applicable) regarding further instructions.
2. Contact the clinical instructor/ faculty immediately upon returning to the CPE/clinical agency for clearance and further directions.
3. In the event of an infectious exposure that would prevent the student from attending their CPE, the student must submit documentation signed by a healthcare provider allowing the student to return without accommodation.
4. Students enrolled in clinical courses who require surgery, hospitalizations, under the care of a physician post-accident, or sick for an extended period of time (5 or more days) must provide verification from a physician that the student may return to clinical activities without restrictions.

CPE Required Hours

RN to BSN track delineates the clinical practice experiences as demonstrated through a specific number of clinical hours within the curriculum. The RN to BSN track has a total of 88 clinical hours within three specific nursing courses:

- NUR 380-R Clinical Immersion I
- NUR 385-R Clinical Immersion II
- NUR 495 Capstone

The Nursing Program prescribes clinical time on a course-by-course basis. Please see course breakdown. Students may not use their work hours, receive any financial compensation or employee assignment for CPE hours.

Students must participate in two interprofessional experiences (IPE) throughout the nursing major coursework, which must be completed by the end of the Capstone NUR 495. If the student is unable to attend the scheduled synchronous session, please reach out to the clinical coordinator to ensure an alternative experience is planned.

Direct & Indirect Clinical Hours Defined

Nursing is a practice discipline that includes both direct and indirect care activities that impact health outcomes (AACN, 2012). Experiential learning, learning by doing, or learning by hands-on experience for nursing is officially called “practice.” Your “practice” experiences in this program will be a blend of both direct and indirect care experiences. In one course, you may have an intense direct care experience, whereas in another course have an intense indirect care experience.

Direct care refers to nursing care provided at the point of care to patients or other healthcare providers intended to achieve specific health goals or achieve selected health outcomes (AACN, 2012). Indirect care refers to nursing decisions, actions, or interventions that are provided through or on behalf of patients (AACN, 2012). Indirect activities used by nurses include creating policies, aggregate health planning for a community, or develop a health intervention to affect health outcomes in some way (AACN, 2012).

As a result, your CPE assignments may require interviews, collaboration, and/or observation in healthcare facilities. These assignments transition the nursing student’s competencies to the baccalaureate level of proficiency which allows for the student to integrate new practice-related knowledge and skills (AACN, 2012). “Practice” refers to any form of nursing intervention that influences health care outcomes for patients, including direct and indirect care, administration of nursing and health care organizations, and the development and implementation of health policy (AACN, 2012). Practice may occur in any setting where health care is delivered or health is influenced (AACN, 2012). These assignments enrich the content in the course for learners and provide opportunities to apply the knowledge learned in class (AACN, 2012).

Timesheets/Clinical Logs

Timesheets/clinical logs are required to keep students on track to ensure that the time requirements are met for the CPE. Students are required to have a minimum of 50% of their clinical time be direct clinical hours. Timesheets are located in Typhon and should be updated weekly for the Clinical Instructor to review and approve. This communication pathway demonstrates how well students have analyzed their clinical activities and facilitated progression towards meeting their goals and course objectives. The Clinical Instructor will help students to manage their time to ensure that they meet the requirements.

Students with Disabilities

The Etown nursing program is committed to supporting our students’ success while remaining in compliance with the Americans with Disabilities Act and the 2008 ADA Amendments Act. Reasonable accommodation will be made for students who have learning or physical disabilities.

Students are encouraged to discuss accommodation with the Clinical Coordinator and Clinical Instructor as early as possible to plan for accommodations. Students may also notify Director of Disabilities, Lynne Davies, by phone (717) 361-1227 or e-mail daviesl@etown.edu if they have additional concerns or needs.

CPE Grading Policy

CPE Assignment guidelines and rubrics are located in Canvas. Clinical instructors grade assignments based upon assignment rubrics built into Canvas. If a clinical instructor or preceptor has any concerns about clinical performance or an “unmet” grade is entered, the student will be notified immediately by the instructor to guide remediation and a plan established for success. All clinical assignments are graded on a scale of “met/unmet.”

At the completion of the semester, a student who receives an unmet clinical performance in the final clinical evaluation is deemed unsafe or inadequate in the application of knowledge that is expected at the course level. This unmet rating will then denote clinical failure and subsequent course failure for the student.

Withdrawal from CPE

Students who cannot participate in CPE for any reason are considered unable to fulfill the requirements of the program and must withdraw from the course and/or program dependent upon the circumstances.

CPE Progression

CPE performance is evaluated per the course syllabus and posted rubric. Scoring an “unmet” rating on the final CPE score constitutes a course failure. Students must successfully complete the CPE component of the course to successfully complete the course. Scoring an unmet rating on the CPE component of the course results in a grade of "F" for the course and CPE. A grade of “pass” in the CPE component of the course is required to successfully complete, or pass, the co-requisite theory portion of the course.

CPE Practice Remediation

Student performance in any of the practice courses NUR 310, 380-R, 385-R, & 495 should be evaluated by the instructor based upon clinically related assignments, which are graded Met/Unmet (P/F) and practice evaluations.

A practice remediation plan may be used at any time to help the student to meet course objectives. (The faculty and the student will jointly prepare the remediation plan.) The faculty member and the student will both sign the plan. A copy will be provided to the student and the original copy retained in the student’s file.

Evaluation of Clinical & Assigned Clinical Agency, and Faculty

All CPE course evaluations will be done via Typhon. Be sure to complete the evaluations by deadlines.

All students will complete evaluations of the assigned agency and clinical faculty by the end of the CPE Semester.

Evaluation Guidelines

Evaluation of Student Clinical Performance

- During the clinical practice experience, the preceptor will collaborate with the

clinical instructor/faculty to provide feedback about the student.

- Clinical instructor/faculty member will collaborate with preceptor to assist the student in achieving clinical objectives.
- Clinical instructor/faculty member will discuss evaluations with the student.
- In the event the student's performance is unsatisfactory, or there is a critical incident, the preceptor will contact the instructor/faculty member immediately. The instructor/faculty member and preceptor will collaborate as to the appropriate plan of action and counseling of the student.
- At the end of the clinical practice experience, the student and clinical instructor/ faculty member will meet to discuss the final evaluation.
- Students must receive a "met" grade on the final clinical evaluation in order to successfully complete the course.

Student Evaluation of Preceptor and Clinical Facility Site

The student will complete an evaluation of the preceptor and clinical facility site at the end of the clinical practice experience.

Student Evaluation of the Clinical Practice Experience

The student will complete an evaluation of the clinical practice experience at the end of the clinical practice experience.

Preceptor Evaluation of Clinical Practice Experience

The preceptor should complete an evaluation of the preceptor's experience at the end of the clinical practice experience.

Clinical Practice Learning Experience Attendance and Fitness Policy

It is the policy of the Etown Nursing Program to require all students to report for CPE able/fit to perform their expected roles and free from the influence of drugs or alcohol throughout all hours assigned to CPE/clinical agencies.

A student suspected of being under the influence will be required to submit to alcohol and/or drug testing at the student's expense using a designated facility.

Faculty has the authority to remove a student from a CPE setting for suspicion of lack of fitness for duty. The removed student will not be allowed to operate a motor vehicle and must have alternate transportation when leaving the CPE setting.

Student Pregnancy Policy

For the safety of the pregnant student, she should be aware of potential risks related to some learning experiences such as, but not limited to, communicable disease[s], strenuous activity, toxic substances

including radiation, and the potential for bodily harm. The student should consult with her faculty member prior to the clinical experience to be made aware of any clinical agency policies related to pregnant individuals, such as not entering where radiation therapy is being administered. Neither Elizabethtown College nor its affiliating clinical agencies assume responsibility for any harm that might occur to a fetus or a pregnant student.

Patient Care Discrimination Policy

The student nurse will not discriminate while providing nursing services, on the basis of age, marital status, sex, sexual preference, race, religion, diagnosis, socioeconomic status, political affiliation, or disability.

Personal Appearance

Students are expected to abide by these guidelines or those of the clinical facility. Students are expected to wear business casual or scrubs that are similar to what the other RNs are wearing, with a clearly displayed school name/logo/photo ID badge. This allows you to be easily identified by patients, guests, and hospital personnel. Jewelry is to be minimal and small. Follow the guidelines of the facility about the wearing of facial jewelry and exposure of tattoos.

If students forget their ID, they must obtain a photo ID badge from the security office for the day.

While Elizabethtown College respects and recognizes the right of every employee to express his/her social, cultural, and ethnic personality in a mode of dress and grooming, the hospital or healthcare facility has a need to present a professional appearance to the patients and the community.

CPE Conduct-Rules of Unprofessional Conduct

The Rules of Unprofessional Conduct protect clients and the public from incompetent, unethical, and illegal conduct by identifying unprofessional or dishonorable behaviors of the student nurse.

HIPAA

Inappropriate behaviors include, but are not limited to, any violations of HIPAA. Students may not disclose any patient information, including discussions with other persons and/or posting online photographs of patients. Attempting, directly or indirectly, to obtain or retain a patient or discourage the use of a second opinion or consultation by way of intimidation, coercion, or deception is also inappropriate and unprofessional conduct.

Violations of Professional Conduct may result in sanctions up to or including dismissal from the nursing program, as well as federal prosecution, fines, and imprisonment.

As mandated by the Health Insurance Portability and Accountability Act of 1996, all nursing students must be trained on security of healthcare information and agree to the established safeguards for written, oral, and electronic dissemination of patient information before entry into the practicum area. Signatures of the agreement are kept on file in the Department of Nursing and available to all business associates upon request.

Substance Abuse Policy

It is the policy of the Etown Nursing Program to require all students to report for CPE able/fit to perform their expected roles and free from the influence of drugs or alcohol throughout all hours assigned to CPE/clinical agencies. Students may not be present at clinical under the influence of drugs or alcohol.

Faculty has the authority to remove a student from a CPE setting for suspicion of lack of fitness for duty. The removed student will not be allowed to operate a motor vehicle and must have alternate transportation when leaving the CPE setting.

Students suspected of drug/chemical use in practice will be subjected to:

- The Clinical Agency's "For Cause" policy and testing.
- Students must pay the full cost of any testing required by the Clinical Agency's Policy.

When a faculty member has cause to suspect a student in the clinical setting is chemically impaired, the faculty member has the obligation to request that drug screen studies be conducted at the student's expense, at a location to be determined by faculty:

- It must be an official chain of custody drug screen and done at the time of suspicion.
- Students who refuse the drug screening will need to meet with a Professional Standards Review Committee on campus within three (3) working days of the incident and may not participate in any practice activities until the professional review committee clears the student for re-entry practice.
- Students who test positive for drugs/chemicals may not continue in practice. The course grade will be determined by the student's ability to achieve the course objectives.

Blood, Body Fluid, & Hazardous Exposure Policy

Exposure to another person's blood or body fluids by needle stick, splash, or other exposure may place the student at risk for HIV, Hepatitis B, Hepatitis C, or other infectious diseases.

If a student engaged in a Clinical Practice Experience sustains an exposure as described above, they should seek prompt medical attention. Neither the CPE/clinical agency nor Etown College is responsible for the cost of the care involved in the treatment, management, or surveillance of exposure to blood or body fluids. Etown students are financially responsible for all medical visits, lab tests, and prescriptions ordered for treatment of an exposure.

Students who need health insurance should go to <https://www.etown.edu/offices/health/health-insurance.aspx>

**Students must immediately notify their preceptor and Clinical Instructor of the event.

Students are expected to follow the Centers for Disease Control and Prevention recommendations for Standard Precautions to reduce the risk of exposure go to

<http://www.cdc.gov/niosh/topics/bbp/default.html>

In order to return to CPE, the student's medical provider or the health department must sign medical clearance that the student's exposure imposes no risk to others. This is to be uploaded into Typhon. The student is to notify the Clinical Instructor about the clearance.

Communicable Disease Exposure

If a student feels ill, they should follow current CDC guidelines on COVID testing and isolation. Regardless of the results, if the student remains ill, they should contact the Clinical Instructor for instructions.

Students need to agree to the following:

- I understand there are inherent potential health risks associated with my educational experience in the clinical learning environment; these risks remain and/or may be increased as they relate specifically to COVID-19.
- I understand that I am encouraged to call off a clinical experience if I feel I am at increased risk due of illness due to personal or health issues.
- I must comply with any requirements for self-quarantine and/or isolation prior to beginning the clinical experiences or during them, if I have had a risky exposure, based upon the most recent CDC guidelines.
- I understand that if I develop symptoms of illness, I must COVID test. If positive, I must immediately contact the Clinical Instructor, Clinical Coordinator, and the Director. I will contact my preceptor to make other arrangements.
- I must comply with any requirements for self-quarantine and/or isolation in order to return to clinical experiences.
- I understand that I am only permitted to resume clinical practice experiences if I do not have symptoms of illness, test negative for COVID, and am approved to resume the clinical experience by the Clinical Coordinator and Clinical Instructor.
- I understand that while in the clinical environment, I must comply with PPE standards of the site in which I am working, including a face mask.

COVID-19 Vaccination

The Nursing Program follows the College's guidelines regarding COVID-19 vaccination requirements. The COVID-19 vaccination is strongly recommended; however, if a clinical agency requires the COVID-19 vaccination, the student is required to be in compliance with the mandate. For more details regarding the College's Policy, follow the link below.

COVID-19 Immunization Policy for Nursing Clinical Placement

The nursing program's policy on COVID vaccination is that if our clinical affiliates require it, the student must comply in order to be attend clinical at the site. If a student does not have the required

vaccinations ahead of time, this will delay the start of their clinical placement until they have received what is required. It is possible that another facility will not require it, but there is no guarantee that one will be available at the time.

If a facility requires COVID testing, the cost of the test is the responsibility of the student. It is highly recommended that all students complete the COVID vaccination regime before Clinical Immersion I. Failure to do so may cause non-completion of the BSN degree.

https://www.etown.edu/covid/covid_19.aspx

Criteria for Selecting Preceptor [Please see Preceptor Guidelines] (Canvas CPE Experiences)

- Currently licensed as a Registered Nurse in the United States, RNs outside the U.S. will be evaluated individually.
- Preferably a minimum of a baccalaureate degree in nursing with one year of experience.
- Additional guidelines can be found in the [Preceptor Education Manual](#), [Preceptor Expectations](#), [Preceptor Information Form](#).

Preceptor Requirements

Whether a nurse is less or more experienced, a nurse can benefit from a healthy preceptorship exploring a new clinical area. Nurse preceptors help preceptee's to identify learning needs, set goals for improvement, while providing feedback on the nurse's progress. Preceptors are role models for professionalism and best practices in the clinical setting, socializing nurses into the work group and providing education and orientation. To ensure that you receive a meaningful preceptor experience, the program asks that preceptors satisfy the following requirements.

[Preceptor Orientation Manual](#)

[Preceptor Guidelines](#)

[Faculty Guidelines for CPE](#)

Please direct all questions regarding preceptor requirements and forms to Professor Ellen Gecker geckere@etown.edu.

Contact People

Nursing Program Director

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RN to BSN Clinical Handbook, General Information

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References

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Student Handbook approved section 1: January 2021

Section 2: February 2021

Section 3: March 2021

Student Handbook All Sections Approved July 2021

Accreditation, Clinical Policies Approved December 2022

Clinical Handbook Approved November 2022

January 2023

Reviewed October 2023