Carol and Odis Peavy School of Nursing at the University of St. Thomas

COURSE INFO

Course Title: Foundations of Holistic Nursing
Course Number: NURS 2542
Summer 2016

Course Description: This five credit course (3 theory; 2 lab/clinical) introduces students to core concepts, processes and skills essential to the provision of holistic nursing care in every setting. Learning experiences are grounded in the philosophy that nursing is a healing ministry focused on body, mind and spirit. A conceptual framework derived from nursing science, life, behavioral and social sciences, humanities, theology and philosophy provides a foundation for clinical reasoning in providing nursing care and supporting the healing process.

Placement: Undergraduate

Prerequisite(s): Anatomy and Physiology I and II, Foundations of Relationship-Centered Care, Growth and Development, Nutrition, Pathophysiology, Pharmacology

Credit Hours: 5 credits (3 theory; 2 lab/clinical)

Course Schedule: Class Wednesdays 9:00am – 3:00pm
Labs Thursdays through June 8:00am – 5:00pm
Clinical days Wednesday/Thursday/Friday in July

Course Withdrawal “W” Date: The last day to drop course with a “W” is 7/20/16.

FACULTY INFORMATION

<table>
<thead>
<tr>
<th>Course Coordinator: Claudine Dufrene PhD, RN-BC, GNP-BC, CNE</th>
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</thead>
<tbody>
<tr>
<td>Office: SON 1208 Colquitt Room 204</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:dufrenc@stthom.edu">dufrenc@stthom.edu</a></td>
</tr>
<tr>
<td>Office Phone: 713-831-7280</td>
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<tr>
<td>Cell: 409-996-9171</td>
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<tr>
<td>Office Hours: By appointment</td>
</tr>
<tr>
<td>BIO – Dr. Dufrene has been teaching in baccalaureate nursing programs since 2000. She is certified as a gerontological nurse practitioner, medical/surgical nurse, and nurse educator.</td>
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<tr>
<th>Faculty Academic Coach (FAC): this faculty will help tutor students, in individual or group sessions, who need academic coaching related to the course content.</th>
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<tbody>
<tr>
<td>Instructor: Dr. Claudine Dufrene (See information above)</td>
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**Instructor: Kristina Leyden PhD, FNP-BC**  
Office: SON Advanced Care Lab  
E-mail: leydenk@stthom.edu  
Office Phone: 713-525-3857  
Cell: 713-823-2263  
Office Hours: By appointment

**Instructor: Christen Sadler MSN, CNM, LCCE**  
Office: SON 1208 Colquitt Room 204  
E-mail: sadlercd@stthom.edu  
Cell: 337-256-6004  
Alternate Phone: 832-535-3135  
Office Hours: By appointment

**Instructor: Connie Silva PhD, RN**  
E-mail: Silvac1@stthom.edu

**REQUIRED COURSE RESOURCES**


HESI Case Studies for Fundamentals of Nursing. Link on Evolve site

AORN’s “Peri Op 101” – a collection of online modules that are the fundamentals of peri-operative nursing practice. (Link and instructions will be provided)

**Recommended Resources**


Nursing drug reference. Can use book or purchased app on phone
LEARNING OUTCOMES

Course Goals & Objectives

Using the application of course content, participation in the learning activities, and the related assessment techniques, you will be able to demonstrate measurable skills for the following objectives:

1. Integrate theoretical knowledge from the arts, sciences and nursing history in the demonstration of beginning clinical reasoning skills.
2. Develop a beginning professional identity that is reflective of the values, ethics, and role of the nurse as a member of an interdisciplinary team.
3. Demonstrate accountability for care within the Nursing Scope of Practice.
4. State the importance of using theory as a framework for the design of nursing care plans.
5. Integrate concepts of: holistic care, relationship-centered care, and evidence-based practice into the care of individuals and their families.
6. Apply a systematic problem solving process to assess, analyze, intervene, and evaluate safe care to patients and families in a manner that is consistent with the interdisciplinary team plan.
7. Demonstrate beginning therapeutic communication skills with patients and families within a framework of holistic and relationship-centered care.
8. Set professional boundaries and demonstrate beginning professional communication skills, including channels of communication with the interdisciplinary team.
9. Practice in accordance with institutional policies and procedures.
10. Demonstrate beginning nursing skills, including beginning delegation skills.
11. Apply reflective thinking as a habit within holistic nursing practice
12. Integrate culturally competent care in a holistic perspective to nursing care.
13. Use information technology in the delivery and documentation of care.
14. Demonstrate beginning teamwork with students, faculty, and clinical staff in the shared learning and discovery process.

Clinical Course Goals & Objectives

The goals of clinical nursing education are to enable the students to apply theoretical learning, develop communication skills, perform safe therapeutic intervention, exhibit caring behaviors, apply ethical perspectives and develop critical thinking skills. In the clinical setting the student will have the opportunity to:

1. Use nursing skills for patients and families consistent with:
   a. Transpersonal Caring
   b. The ANA Code of Ethics
   c. The Nursing Scope of Practice
   d. Culturally sensitive care.
   e. Institutional policies and procedures.
2. Use therapeutic communication skills with patients and families.
3. Develop knowledge of roles and functions of interdisciplinary team members.
4. Develop beginning competencies in completing a holistic health history and health assessment.
5. Implement basic holistic and evidenced-based interventions utilizing the nursing process.
6. Use beginning clinical reasoning skills to provide a safe environment for patients and families.
7. Demonstrate beginning proficiency in psychomotor skills.
8. Provide care to one patient in an organized, efficient manner.
9. Use information technology in the delivery of care.
10. Communicate nursing care via report and documentation in the medical record.
11. Provide patient-family education related to basic needs of surgical patients.
12. Demonstrate teamwork in nursing practice.
13. Actively participate in clinical conferences.
14. Identify areas of practice that could be delegated.
15. Identify areas of self-growth through reflective practice.

PRINCIPAL UNITS OF THE COURSE (Topical Outline)

Module 1 Critical Thinking and the Nursing Process
Infection Control; Safety; Hygiene
Sleep; Sensory Alterations

Module 2 Oxygenation; Immobility; Activity & Exercise; Fluids, Electrolytes, & Acid Base Balance

Module 3 Urinary and Bowel Elimination; Skin/Wound Care; Nutrition
Self-Concept; Spirituality

Module 4 Pain Management; Care of Surgical Patients; Complementary Alternative Therapies

Module 5 Documentation/Evidenced Based Practice/Patient Education
Professional Role; Culture/Communication

Module 6 Loss, Death, and Grief; Care of Families; Older Adult Medication Administration

METHOD OF ASSESSMENT

Successful completion of a Nursing Clinical Course is defined as follows:

1. Weighted 75% test average.
2. Completion of all course assignments and tests.
3. Completion and submission of clinical assignments and written work.
4. Achievement of a final course grade of C or higher (> 75) AND
5. A satisfactory clinical evaluation.
6. Grades at 0.5 or higher will be rounded up.
**Methods of Instruction**

- Assigned readings from required textbook
- Online instruction and activities via Blackboard and Evolve
- Small group work
- Class discussion
- Plan of care
- Reflective journal
- Clinical and laboratory activities

**HESI Evolve Case Studies**

Each student will complete ten (10) assigned case studies by the due dates in the course syllabus from the HESI Evolve Fundamentals case studies. Students will be allowed a maximum of three (3) attempts for each case study. The average of the attempts for each case study will be recorded in the gradebook in Blackboard. The ten (10) case studies total 10% of the course grade.

**HESI specialty exams**

A HESI Specialty exam will be administered twice in this course. HESI Specialty Exam #1 will be administered on 7/8/16. All students are required to complete the online HESI remediation for HESI Specialty Exam #1 before finals week. HESI Specialty Exam #2 will be administered on 8/2/16. The higher raw score will be used for readiness and progression assessment. The higher conversion score of the two HESI exams will be recorded in the grade book as the final exam grade. This exam is 25% of the course grade.

**Dosage and Solutions Exam**

Students must score 100% on the Dosage and Solutions Exam administered on June 22, 2016. If you do not pass at 100%, retakes will be scheduled by the course coordinator. The score on the first exam will be recorded in Blackboard as the official grade. Students must pass the exam at 100% in order to determine safety of practice prior to clinical rotation. This exam is 10% of the course grade.

**Skills laboratory/simulation**

Group skill labs are scheduled for students to engage in skills practice in small groups under the supervision of course faculty. Independent skills labs are optional and will be scheduled to allow time for students needing extra practice time with individual skills. Independent skills lab will be on scheduled Fridays from 9:00am – 12:00pm unless otherwise noted.

The simulation skills checkoff is the portion of the laboratory experience in which students will be provided a case scenario in which they are expected to utilize the nursing process to care for a simulated patient and successfully perform the skills associated with the scenario.
Any material covered in class, be it theoretical or psychomotor, may be included in the simulation activity.

Skills laboratory activities, skills checkoffs, and the simulation activity are mandatory and are recorded as Pass/Fail.

**Evaluation**
Clinical evaluation........................................P/F (Review preceptor and faculty evaluation tools.)
Skills checkoff/Simulation Activity........P/F
Plan of care/reflective journal.............P/F (Students must earn a minimum grade of 85 on each assignment for a passing grade)
Exam 1....................................................25%
Exam 2....................................................25%
HESI exam #1/#2..........................25%
HESI Evolve Case studies..............10%
Dosage & Solutions Exam...............10%
Blackboard module assignments.......5%

**Course Grading Rules**
Students are responsible for monitoring their own grades in Bb under the My Grades tab. Any discrepancies must be reported to the Course Coordinator in a timely fashion.

Grades are awarded based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95 - 100</td>
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<tr>
<td>B</td>
<td>81 - 83</td>
</tr>
<tr>
<td>D+</td>
<td>69 - 71</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 94</td>
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<tr>
<td>C+</td>
<td>78 - 80</td>
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<tr>
<td>D</td>
<td>65 - 68</td>
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<tr>
<td>B+</td>
<td>87 - 89</td>
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<tr>
<td>C</td>
<td>75 - 77</td>
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<tr>
<td>F</td>
<td>&lt; 65</td>
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<tr>
<td>B</td>
<td>84 - 86</td>
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<tr>
<td>C-</td>
<td>72 - 74</td>
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**Testing Average**
Students must receive a **75% weighted average or above on all testing items** in order to receive a passing score for the course.

Students who receive a test grade below a “C” will be referred to the Faculty Academic Coach (FAC) and to the Director of the Nursing Success Center (NSC). The NSC director will initiate the student into the SON Academic Retention Program. Students may review their exams during a 2-week period following exams by scheduling an appointment with the Course Coordinator or Faculty Academic Coach (FAC).

**Missed Assignments and Missed Exams**

**Missed Tests/Quizzes**: Students who are not able to take a test when it is scheduled must notify the faculty member as soon as possible before the test period begins. The Course Coordinator will determine the make-up process, if any.
**Incomplete Grades:** The faculty may grant an incomplete if a student has not met all of the criteria for passing the course. Such situations may include students who have a documented emergency in the last few days of a semester.

**Late Work:** Assignments are due at the beginning of the class period unless otherwise indicated. All late papers/assignments will have five (5) points deducted per day, this includes weekend days. Due dates will be provided in the course calendar. Assignment guidelines and grading rubrics will be provided in Bb.

**Testing Policies**

**Exam Regulations**

1. **UST-SON Classroom Exam Agreements**
   - All bags are placed outside of classroom on cart.
   - All personal items (including phones) are placed outside classroom.
   - All phones MUST be off or silenced.
   - No bottles or food on desks at any time.
   - Test items should never be copied/pasted/forwarded/photographed or reproduced in any form.
   - Scrap paper will be provided by faculty.
   - Scrap paper must be returned to faculty with the student’s name on it when the student completes the exam.
   - Concerns about specific test questions should be written on scrap paper and personally handed to faculty at the end of the exam.
   - Students cannot leave the classroom for any reason during the exam (except for exams lasting more than 2.5 hours and only one student may leave at a time).
   - Students must exit the classroom quietly immediately after completing the exam.

2. Students must direct all questions and concerns to the exam facilitator by raising their hand. Failure to comply may lead to student being asked to leave the classroom.

3. Students will not be allowed into the classroom to take the exam after the scheduled start time. The Course Coordinator will determine the consequences of missing the exam(s).

**METHODS OF BLENDED LEARNING**

Blended learning is an educational approach that assesses and integrates the strengths of face-to-face, mobile, and online learning to address a course’s educational goals. The use of multiple interactive learning environments outside the classroom makes interaction inside the classroom more effective and productive. All SON courses are offered in a blended learning or completely online format. These formats incorporate teaching and learning activities using online and/or face-to-face methods of instruction. Blackboard (Bb), a web-based management system, houses the main components of the courses. Course content, assignments, due dates, and quizzes will be provided through Bb. Students must use UST email to respond to the course
instructors and peers about assigned topics. Students must participate in all online (graded or ungraded) activities.

This course has content/activities delivered from multiple directions and multiple dimensions both synchronous and asynchronous. This course has three main components:

- **The Syllabus** which has key information for the course along with course guidelines and expectations.
- **Grading Rubrics** which communicates grading guidelines. It can also provide the student with a basis for self-evaluation, reflection, and peer review.
- **Course Content Outline /Calendar** which communicates class date, time, and location; assignments and exams that are due in both environments, in and out of class; and clinical rotation times, depending on type of course.

**Some Helpful Information**

- **Access to internet** – You must have daily access to the internet and use Bb site regularly between classes to keep up with announcements and to complete assigned activities.

- **Learning is not a spectator sport** – You are expected to take responsibility to actively use the online materials and manage your time so that you complete assigned readings and online activities in between face-to-face sessions.

- **Use of new technologies** – Online tutorials on the use of Bb tools are located at [http://www.stthom.edu/Offices_and_Services/Information_Technology/Services/Training/Student_Tutorials.aqf/Page_ID=5512](http://www.stthom.edu/Offices_and_Services/Information_Technology/Services/Training/Student_Tutorials.aqf/Page_ID=5512). Training on how to use other required technologies will be provided to students by the faculty as needed.

- **Student resources**: Students are encouraged to access the UST library as well as other appropriate internet sources as needed.

- **Library Link** – Nursing Section [Add Link](http://www.stthom.edu/Offices_and_Services/Information_Technology/Services/Training/Student_Tutorials.aqf/Page_ID=5512)

- **Student computing services** – [Call the UST Help Desk at 713-525-6900](http://www.stthom.edu/Offices_and_Services/Information_Technology/Services/Training/Student_Tutorials.aqf/Page_ID=5512) or email [Ithelp@stthom.edu](mailto:Ithelp@stthom.edu). Available services are detailed on their website.

- **Nursing Success Center (NSC)** – Provides academic advising, peer mentoring, state board licensing preparation, study skills tutorials, and time management tutorials for nursing and pre-nursing students.
COURSE POLICIES

Attendance /Punctuality/Participation

Attendance: Class attendance is required and the student is responsible for all material covered. If the student is not able to attend class, the student is to notify the instructor before the missed session. Failure to notify the instructor could constitute an unexcused absence as determined by the Course Coordinator.

Absence and Tardy Policies: Absences and tardiness are recorded beginning from the first class session after the student has enrolled in the course. Course Coordinators are not obligated to allow students to make up work they miss due to unexcused absences. Students who have excessive absences will be at risk for failing the course, might not be allowed to take the final exam, or might receive an incomplete. Course Coordinators may apply additional attendance policies as deemed appropriate to individual courses. Refer to the SON Student Handbook.

Dropping a Class: YOU MUST OFFICIALLY DROP OR WITHDRAW FROM A COURSE. Once a student registers for a course, the student will receive a grade for the course unless the drop or withdrawal process is completed through the Registrar’s Office. This includes students who may have never actually attended class or who may never have completed payment of tuition and fees for each course.

Computer Use Policy: Students may use their own personal electronic devices to take notes or refer to class materials in class but NOT during quizzes or exams. Students will be told to turn off electronic devices if they are being used in ways that are not permitted in the classroom and during exams/quizzes.

Mobile Electronic Devices: All personal electronic mobile devices will be kept on vibrate or silent mode. No texting or talking on phones is permitted during class time. Any personal recording during class requires the instructor’s permission. All emergency situations must be handled outside of the classroom environment.

Netiquette: Refers to the generally accepted rules of behavior for communicating in an online environment.

Please follow these guidelines in all your online responses and discussion groups.

RESPECT. We would like to suggest respectful exchanges as a basic ground rule. We feel that informational errors should be pointed out respectfully (even if stated strongly). Disagreements that honor the viewpoints of the various contributors are productive and can lead to new learning and understanding. If you use abusive or offensive language, you will be blocked from the discussion area and potentially removed from this course. If that is the case, you will not receive a refund of your tuition or fees.
**PRIVACY.** Keep in mind not only your own privacy rights but others’ as well. Do not reveal any information that you deem private.

**BE CONSIDERATE** of grammatical/spelling errors.

**REMEMBER** that humor and satire are often misinterpreted online. Communication is more than words. So be prepared for some misunderstanding and requests for clarification.

**BE SUPPORTIVE.** We are all still learning. Our job is not to judge or condemn or even praise, although genuine encouragement is a necessary ingredient. We are here to provide information, to address topics in a discussion forum, and to provide assistance in helping each participant use her/his own unique learning style. Reflection generally precedes growth. So reflect upon what is said, provide sincere comments, and hopefully, we will all grow.

One good way to avoid problems is to reread your postings before sending them. Something written in haste may be misread.

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**Integrity of Student Work**

**Academic Integrity:** UST students should demonstrate integrity in all of their activities, both personal and professional. Any unprofessional behavior or failure to adhere to the honor system is a serious violation of integrity and may result in failure of the course. The UST Student Handbook and Planner is located in Bb under My Organizations, then SON Student Resources.

The SON Student Handbook contains detailed information on plagiarism and related policies. The SON Student Handbook is located in Bb under My Organizations, then SON Student Resources. Students are held accountable for knowing and adhering to these policies. Turn It In software may be used routinely to help address insufficient documentation; this software detects plagiarism.

**Policy on Written Assignments**

The Publication Manual of the American Psychological Association (most current edition) is the required style manual that must be used in writing papers in the UST School of Nursing.

**Academic Policies and Procedures**

**ADA Student Accommodations:** In accordance with Section 504 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008, the University of St. Thomas will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities for students who need accommodations. The University must balance the individual’s right to receive equal access and the University’s right to ensure the integrity of its programs. Students should be aware of and take into consideration if their accommodations
conflict with the AACN (2001) *Nursing Essential Functions* as identified in the *SON Student Handbook*.

Students seeking academic accommodations must schedule an intake appointment in the Office of Counseling and Disability Services (CDS) on the 2nd floor of Crooker Center. This office is open Monday through Friday, 9 am – 5 pm. To receive accommodations, students must provide information that validates that a disability exists. This may include professional documentation that identifies the disability and indicates substantial limitations in daily activities as they relate to the academic environment. Each student’s situation is individually assessed and reviewed. Once approved, letters of accommodation (LOAs) are issued and the student should distribute them to their Course Coordinator and Academic Advisor. Academic accommodations are not applied retroactively; it is best to request new LOAs early each semester.

Students should contact the Course Coordinator immediately if new needs arise. Students can see the instructor before or after class or request another time to discuss such matters. Confidential information regarding accommodations is only shared with faculty, staff, or administration on a need-to-know basis with the student’s written permission. For more information about Disability Services, contact CDS at 713-525-6953 or 713-525-2169.

**Course and Instructor Evaluations:** There is an end of semester evaluation for this course and the Course Coordinator. This evaluation is confidential. Students are strongly encouraged to complete the evaluations because input is very valuable. Instructions on how to access evaluations will be provided two to three weeks before the end of each semester.

**CLINICAL EXPECTATIONS AND GUIDELINES**

Clinical objectives for this course are listed above in this syllabus under Clinical Course Goals & Objectives. The clinical component of this course is graded as Pass or Fail. This clinical experience meets the requirement for the Texas Board of Nurses. The student will demonstrate skills and knowledge learned in the classroom and simulation laboratory during supervised clinical experiences.

**Clinical Failing Behaviors:** Clinical failing behaviors are based on the Texas Board of Nursing Standards of Professional Practice §217.11 and Unprofessional Conduct rules §217.12 ([http://www.bon.state.tx.us/nursinglaw/pdfs/bon-rr-0910.pdf](http://www.bon.state.tx.us/nursinglaw/pdfs/bon-rr-0910.pdf)). A list of clinical failing behaviors is in the *SON Student Handbook*. Some examples include but are not limited to:

- Performance is unsafe.
- Questionable decisions are often made.
- Lacks insight into own behaviors and that of others.
- Significant difficulty in adapting to new ideas/functions.
• Continues to need additional guidance and direction beyond a reasonable period of time.
• Demonstrates professional misconduct.

Criteria for Clinical Grading: Criteria for each clinical competency on clinical evaluation forms is rated as meets, exceeds, or does not meet expectations. Critical items require a rating of at least “meets expectations” on the final evaluation.

Clinical Attendance: Students are expected to attend all of the clinical hours for this course in order to meet required learning outcomes. The Course Coordinator or clinical instructor will contact students in the event that clinical is cancelled due to inclement weather or emergency situations. Attempts will be made to schedule clinical make-up days. Failure to arrive at the clinical site during a scheduled assignment without at least two hours prior notification to the clinical instructor may result in failure of a clinical course, as determined by the faculty.

Students who are unable to complete required clinical hours due to excused clinical absences may receive an incomplete in the course. An incomplete may result in delayed progression in the academic program.

Clinical Preparedness: Students are expected to arrive at the clinical agency prepared to care for assigned client(s). Students who are not prepared to care for assigned clients may be sent home and will receive a written warning for that clinical day. Students may be required to submit an assignment (e.g., written paper, formal presentation) to the clinical faculty following established criteria in addition to completing all of the clinical hours for this course. This includes professional appearance and uniform requirements. Refer to the 2016 Student Handbook pages 46, 49, and 50.

Clinical Dress Policy: Uniforms and name badges are worn when on duty in the hospital and in the community during the clinical nursing experience. Attire must be neat and appropriate. Students not following the dress code may be sent home and will receive a written warning for that clinical day. Review the SON Student Handbook for detailed information regarding the dress policy.

Clinical Evaluations: The purpose of clinical evaluations is to provide feedback to the student and faculty. Students will be asked to complete clinical evaluation forms about self-evaluations, faculty evaluations, and clinical site evaluations. Formative feedback is provided during each clinical experience. Clinical warnings may be issued any time during the clinical rotation.

CLASS SCHEDULE
See schedule in Blackboard

Revised and Approved by SON Faculty – December 2014
Revised: April 21, 2016 AC
NURS 2542 Foundations of Holistic Nursing Practice

Acknowledgement of Receipt of Course Syllabus

Course faculty will review the syllabus on the first day of class. I understand that it is my responsibility to read the syllabus which is available on Blackboard. If I am unclear about any portion of the syllabus, I will ask for clarification from the Course Coordinator, as well as, refer to the SON and UST Student Handbooks.

This form must be signed on or before the 2nd week of class.

Initial the following statement and sign below. This form will be placed in your SON student file.

_____ I acknowledge that I have access to the online NURS XXXX _____________________ course syllabus.

_____ I acknowledge that I have read the syllabus and that I have been given an opportunity to ask questions about the details of the course.

_____ I acknowledge that I understand the methods of evaluation and course grading rules.

_____ I acknowledge that I have sufficient information to sign this form. I understand its contents.

Student Signature ___________________________ Date: ________________

Revised and Approved by SON Faculty – December 2014
HIPAA/CONFIDENTIALITY AGREEMENT

NURS2542 Foundations of Holistic Nursing Practice

Introduction

Protected Health Information (PHI) is individually-identifiable information that includes, but is not limited to, patient’s name, account number, birth date, admission and discharge dates, photographs, and health plan beneficiary numbers. PHI includes patient information based on examination, test results, diagnoses, response to treatments, observations, or conversations with patients. This information is protected and patients have a right to the confidentiality of their patient care information whether this information is in written, electronic, or verbal format.

Faculty and students enrolled in the Peavy School of Nursing (PSON) program have access to patient information. Students are exposed to PHI during their clinical rotations in healthcare facilities. Medical records, case histories, medical reports, images, raw test results, and medical dictations from healthcare facilities are used for student learning activities. Students and responsible faculty may also be issued computer passwords to access PHI. Therefore, all patient identification must be removed from all submitted assignments and all healthcare information must be protected and treated confidentially.

Directions: Initial each row to accept responsibility for upholding the PSON Policy on Confidentiality of Personal Health Information.

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<tr>
<th>Initial</th>
<th>Policy</th>
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<tbody>
<tr>
<td></td>
<td>1. It is the policy of the PSON to keep PHI confidential and secure.</td>
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<tr>
<td></td>
<td>2. Any or all PHI, regardless of medium (paper, verbal, electronic, image or any other), is not to be disclosed or removed from the clinical agency.</td>
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<td>3. Whether at the school or at a clinical site, students are not to discuss PHI, in general or in detail, in public areas under any circumstances, including hallways, cafeterias, elevators, or any other area where unauthorized people or those who do not have a need-to-know may overhear.</td>
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<td>4. Unauthorized removal of any part of original medical records is prohibited. Students and faculty may not release or display copies of PHI. Case presentation material will be used in accordance with healthcare facility policies.</td>
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<td>5. Students and faculty shall not access data on patients for whom they have no responsibilities or “need-to-know” the content of PHI concerning those patients.</td>
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<td>6. When computer IDs and passwords are assigned to individual students and faculty, students and faculty are responsible and accountable for all work done under the associated access.</td>
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<td>7. Computer ID or passwords may not be disclosed to anyone. Students and faculty are prohibited from attempting to learn or use another person’s computer ID or password.</td>
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<td></td>
<td>8. Students and faculty agree to follow the agency’s privacy policies.</td>
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<td>9. Breach of patient confidentiality, by disregarding PHI policies, may be grounds for dismissal from the agency and/or from the PSON nursing program.</td>
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- I agree to abide by the above policies and other policies at the clinical site. I further agree to keep PHI confidential.
- I understand that failure to comply with these policies will result in disciplinary actions.
- I understand that Federal and State laws govern the confidentiality and security of HIPAA/PHI information and that unauthorized disclosure of PHI is a violation of laws and may result in civil and criminal penalties.
• I understand that this signed form will be placed in my PSON student’s file.

________________________________________________
Print Name

____________________________________________  _______________________
Signature of Student     Date