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

Syllabus Template for Clinical Courses

COURSE INFORMATION

Course Title: Holistic Nursing: Caring for the Community
Course Number: NURS 3354
Fall 2016

Course Description:
This three-credit course introduces students to the community as the focus for nursing care and is grounded in the university philosophy that nursing is a healing ministry. The focal point is on core community health nursing knowledge and holistic clinical application with population aggregates. Emphasis will be placed on application of the holistic nursing process to assessment of the health needs of the culturally diverse communities and interventions designed to promote healing of communities, particularly for vulnerable populations.

Placement: Undergraduate

Prerequisite(s):
- NURS 2542: Foundations of Holistic Nursing Practice
- NURS 2342: Holistic Health Assessment

Credit Hours: 3 credits (2 theory/ 1 clinical)

Course Schedule: Mondays – Class 9am – 11am in SONCC; Clinical 12pm – 5pm

Course Withdrawal “W” Date: The last day to drop course with a “W” is Friday, November 4, 2016.

FACULTY INFORMATION

<table>
<thead>
<tr>
<th>Course Coordinator: Claudine Dufrene, PhD, RN-BC, GNP-BC, CNE</th>
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<tbody>
<tr>
<td>Office: SON 1208 Colquitt</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>
</tr>
<tr>
<td>Office: Room 204</td>
</tr>
<tr>
<td>Cell: 409-996-9171</td>
</tr>
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**Office Hours:** By appointment

**Biosketch:** 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.

**Faculty Academic Coach (FAC):** Dr. Dufrene is the FAC for the course and will help tutor students, in individual or group sessions, who need academic coaching related to the course content.

<table>
<thead>
<tr>
<th>Instructor: Christen Sadler, MSN, CNM, LCCE</th>
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<tbody>
<tr>
<td>Office: SON 1208 Colquitt Room 204</td>
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<tr>
<td>E-mail: <a href="mailto:sadlercd@stthom.edu">sadlercd@stthom.edu</a></td>
</tr>
<tr>
<td>Cell: 337-256-6004</td>
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<tr>
<td>Alternate Phone: 832-535-3135</td>
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<tr>
<td>Office Hours: By appointment</td>
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<thead>
<tr>
<th>Instructor (Clinical only): Vicki Williams, MSN, RN, FNP-BC</th>
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<tr>
<td>Cell: 713-824-0192</td>
</tr>
<tr>
<td>Email: <a href="mailto:williavj@stthom.edu">williavj@stthom.edu</a></td>
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<tr>
<th>Instructor (Clinical only): Charlet Jose, MSN, RN, OCN</th>
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<tr>
<td>Cell: 832-361-9796</td>
</tr>
<tr>
<td>Email: <a href="mailto:josec@stthom.edu">josec@stthom.edu</a></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Instructor (Clinical only): Kelle Phan, RN, MSN, NNP-BC</th>
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</thead>
<tbody>
<tr>
<td>Cell: 832-916-8143</td>
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<tr>
<td>Email: <a href="mailto:hphan@stthom.edu">hphan@stthom.edu</a></td>
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**REQUIRED COURSE RESOURCES**


**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. Use public health core competencies with populations to facilitate health promotion and disease prevention.
2. Integrate knowledge from nursing/public health science, theories, and research into nursing practice to promote the health, healing, and empowerment of the community.
3. Collaborate with community partners to assess community health and to advocate for needed change.
4. Use evidence based principles/research as the foundation for holistic clinical practice.
5. Analyze various factors (i.e., philosophical, historical, economic, ethical/legal, environmental, cultural, spiritual, political, and global) affecting the community health nursing role.
6. Analyze principles from Catholic social teaching on pursuit of the common good and well-being of communities as they apply to the health of communities, particularly for the poor and vulnerable.
7. Implement a culturally sensitive, prevention program for a community aggregate that is based upon their identified need.
8. Evaluate access, effectiveness, and quality of population-based and personal health services.
9. Demonstrate a commitment to the nursing profession through:
   a. adherence to professional standards.
   b. responsibility for life-long learning.
   c. apply principle based ethics and social justice concepts in clinical practice decisions.
   d. leadership and advocacy for the rights of clients.
10. Demonstrate effective oral, written, and technology-based communication strategies to facilitate information collection and dissemination and collaborative professional relationships.

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 accomplish this by:

1. Participate as a member of a team to assess, plan, implement, and evaluate an identified teaching/learning need of assigned community group.
2. Establish a collaborative partnership with members and leaders of assigned community group to identify learning needs.
3. Present an interactive educational program.

PRINCIPAL UNITS OF THE COURSE (Topical Outline)

1. Community Assessment and Evaluation
2. Case Management
3. Disaster Management
4. Surveillance and Outbreak Investigation
5. Program Management
6. Managing Quality and Safety
ETHICS IN COMMUNITY HEALTH NURSING PRACTICE
CULTURAL INFLUENCES IN NURSING IN COMMUNITY HEALTH
ENVIRONMENTAL HEALTH
GOVERNMENT, THE LAW, AND POLICY ACTIVISM
ECONOMIC INFLUENCES
NURSING PRACTICE AT THE LOCAL, STATE, AND NATIONAL LEVELS IN PUBLIC HEALTH
EPIDEMIOLOGICAL APPLICATIONS
EVIDENCE-BASED PRACTICE
USING HEALTH EDUCATION AND GROUPS IN THE COMMUNITY
THE NURSE IN HOME HEALTH AND HOSPICE
THE NURSE IN THE SCHOOLS
POVERTY, HOMELESSNESS, MENTAL ILLNESS, AND TEEN PREGNANCY
ALCOHOL, TOBACCO, AND OTHER DRUG PROBLEMS IN THE COMMUNITY
INFECTIONOUS DISEASE PREVENTION AND CONTROL
HIV INFECTION, HEPATITIS, TUBERCULOSIS, AND SEXUALLY TRANSMITTED DISEASES
VULNERABILITY AND VULNERABLE POPULATIONS
RURAL HEALTH AND MIGRANT HEALTH
VIOLENCE AND HUMAN ABUSE

METHOD OF ASSESSMENT

Successful completion of a Nursing Clinical Course

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 (sample)

- Assigned readings from required textbook
- Online instruction and activities via Blackboard (modules, discussion board)
- Group work
- Class discussion
- HESI case studies
- Clinical activities
Evaluation

Clinical evaluation .............................................. P/F
(Review evaluation tools)
HESI case studies ................................................... 5%
Exam 1 ............................................................... 25%
Exam 2 ............................................................... 25%
Clinical Project ................................................... 15%
Class/Blackboard participation ........................... 5%
HESI exam (#1 or #2) ...........................................

TOTAL 100%

HESI Specialty Exams
A HESI Specialty exam will be administered twice in this course. HESI Specialty Exam #1 will be administered on 11/28/16. 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 12/12/16. 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.

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>
</tr>
<tr>
<td>A-</td>
<td>90 - 94</td>
</tr>
<tr>
<td>B</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B+</td>
<td>84 - 86</td>
</tr>
<tr>
<td>C</td>
<td>75 - 77</td>
</tr>
<tr>
<td>C+</td>
<td>78 - 80</td>
</tr>
<tr>
<td>D</td>
<td>65 - 68</td>
</tr>
<tr>
<td>D+</td>
<td>69 - 71</td>
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<tr>
<td>F</td>
<td>&lt; 65</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: Home [http://libguides.stthom.edu/Nursing](http://libguides.stthom.edu/Nursing)

- **Student computing services** – **Call the UST Help Desk at 713-525-6900** 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.texas.gov). 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 separate course schedule for specific class information.

Revised and Approved by SON Faculty – December 2014

Revised: AC/jsc – June 27, 2016; Approved by SON Faculty – June 28, 2016
NURS 3354 Holistic Nursing: Caring for the Community

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 3354 Holistic Nursing: Caring for the Community 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.

Print Name _______________________________________________________________

Student Signature _____________________________________ Date: ________________

Revised and Approved by SON Faculty – December 2014
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.

<table>
<thead>
<tr>
<th>Initial</th>
<th>Policy</th>
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<tbody>
<tr>
<td>1.</td>
<td>It is the policy of the PSON to keep PHI confidential and secure.</td>
</tr>
<tr>
<td>2.</td>
<td>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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<tr>
<td>3.</td>
<td>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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<tr>
<td>4.</td>
<td>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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<tr>
<td>5.</td>
<td>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>
</tr>
<tr>
<td>6.</td>
<td>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>
</tr>
<tr>
<td>7.</td>
<td>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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<tr>
<td>8.</td>
<td>Students and faculty agree to follow the agency’s privacy policies.</td>
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<td>9.</td>
<td>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 file.

________________________________________________
Print Name

____________________________________________  ___________________________
Signature of Student     Date