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

Course Title: Holistic Nursing: Foundation for Clinical Leadership

Course Number: NURS4356

Semester: Spring 2018

Course Description: This three-credit course focuses on the knowledge, skills and abilities the baccalaureate-prepared nurse uses to provide clinical leadership in creating the conditions and relationships that facilitate healing. Emphasis will be placed on effective clinical management of patient populations, nursing service systems, quality and safety functions, policy implementation and practice advocacy.

Placement: Undergraduate

Prerequisite(s): All nursing prerequisites for the nursing major. NURS 4655 Transition to Holistic Nursing Practice to be taken concurrently.

Credit Hours: 3 credits (3 theory)

Course Schedule: Monday, 9am-12 noon in CSHP; scheduling exceptions are noted on the calendar

Course Withdrawal “W” Date: The last day to drop course with a “W” is Monday, April 2, 2018.

FACULTY INFORMATION

| Name: Claudine Dufrene PhD, RN-BC, GNP-BC, CNE |
| Course Coordinator |
| Office: CSHP 216 |
| E-mail: dufrenc@stthom.edu |
| Office Phone: 713-525-7280 |
| Office Hours: Mondays and Wednesdays 1:00pm – 3:00pm and by appointment |

BIOSKETCH – Dr. Dufrene has been an Assistant Professor at the University of St. Thomas (UST) School of Nursing since August 2013. She received an Associate of Science in Nursing from Nicholls State University in Thibodaux, Louisiana, a Bachelor’s of Science in Nursing and a Master’s of Science in Nursing from University of Phoenix in New Orleans, Louisiana, and a PhD in Nursing from Texas Woman’s University in
Houston, Texas. She is certified by the American Nurses Credentialing Center as a medical/surgical nurse and a gerontological nurse practitioner, as well as a certified nurse educator by the National League for Nursing. She has taught in baccalaureate nursing programs since 2000 at Louisiana State University Health Science Center in New Orleans, Louisiana and the University of Texas Medical Branch in Galveston, Texas before joining UST in 2013.

Prior to her entry into academia, Dr. Dufrene worked as a staff nurse, charge nurse, house supervisor, and nurse manager on med/surg and has experience working on physical rehabilitation units, skilled nursing, and telemetry.

Dr. Dufrene’s research interests are focused on nursing education, particularly on student outcomes. She has presented at regional, national, and international conferences on the use of simulation and standardized patients in nursing education and has published articles related to simulation in healthcare education. She serves as a manuscript reviewer for Geriatric Nursing and Nurse Education Today. Dr. Dufrene has served as chapter secretary for both Alpha Delta and Epsilon Nu chapters of Sigma Theta Tau International Honor Society (STTI) and is currently the President-Elect of Psi Iota chapter at UST.

**Name:** Claudine Dufrene PhD, RN-BC, GNP-BC, CNE

**Faculty Academic Coach (FAC)**

This faculty will help tutor students, in individual or group sessions, who need academic coaching related to the course content.

**Name** Lourie Moore MSN, RN, NEA-BC

**Team Faculty**

**E-mail:** Moorel1@stthom.edu

**BIOSKETCH:** Lourie Moore is an adjunct faculty member at the University of St. Thomas, School of Nursing since 2016. In addition, Ms. Moore holds a system-level leadership position as the Director of Nursing Knowledge Management for Harris Health System, Houston, TX. Ms. Moore earned her Master’s Degree in Nursing (Perinatal Clinical Nurse Specialist) from the University of Texas Health Science Center-Houston and is currently a doctoral student in the University of Alabama-Huntsville doctor of nursing practice leadership program.

Ms. Moore has extensive leadership experience gained while assuming
progressively more responsible positions as she advanced in rank while serving in the United State Air Force. Ms. Moore attained the rank of Lieutenant Colonel prior to retiring from the military in 2009. While her primary clinical background is obstetrics in both ambulatory and inpatient settings, she has held operational positions as assistant nurse manager, nurse manager, senior nurse executive, chief nurse executive, assistant department head, and deputy commander. Additional roles include director of education and training; clinical nurse specialist; deputy program director for case management, utilization management, and disease management (for the Department of Defense); nursing clinical educator; and program manager. She also served in a special duty assignment as the Chief Military Consultant for Obstetric Nursing to the Surgeon General. Her key interests are nursing leadership, professional practice model, shared governance, knowledge management, and perinatal nursing.

Personal Teaching Philosophy:

Learning is bi-directional and a lifelong process. One should continually strive to broaden and deepen his/her nursing knowledge base. While personal development is very important, all knowledge should be directed towards the goals of obtaining optimal patient outcomes, improving nursing practice, and achieving nursing excellence.

REQUIRED COURSE RESOURCES

Required Text:
ISBN 13:9780323 18577-6

Recommended texts:


Additional resources:
Board of Nursing Examiners website http://www.bne.state.tx.us

Electronic Resources:
Remote access: Link to UST nursing eCollection http://campusguides.stthom.edu/Nursing
Evolve HESI Case Studies
Blackboard

LEARNING OUTCOMES
Course Goals & Objectives

The purpose of this course is to provide students the opportunity to achieve the learning outcomes listed below. This course will interpret professional role responsibilities within the context of professional standards and ethics, the Texas Nurse Practice Act, Texas Board of Nursing rules and regulations and employer expectations.

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:

A. Recognize financial factors that influence nursing care delivery and patient service systems.
B. Apply selected quality improvement methodologies in resolving population-specific or care environment problems.
C. Demonstrate the ability to apply professional standards, regulatory requirements and organizational policies in making decisions related to patient care and nursing practice.
D. Discuss the process for determining ethical action in conflict situations in which the nurse serves as patient advocate.
E. Discuss the role of professional nursing organizations in setting nursing standards and supporting the social advocacy role of the individual nurse and the profession as a whole.
F. Demonstrate the ability to plan, organize, delegate, supervise and evaluate outcomes for a typical nursing assignment in a healthcare setting.
G. Demonstrate literacy in evidence-based practice and basic competency in using EBP methodologies in clinical problem-solving.
H. Articulate a personal philosophy of healing and nursing that reflects the personal and professional values fostered by the University of St Thomas School of Nursing.

PRINCIPAL UNITS OF THE COURSE (Topical Outline)

Module 1
Professional, Legal, Regulatory and Ethical Parameters for Nursing
Leadership and Management of Patient Care
Development of a Professional Resume
(Objectives: C, H)

Module 2
Leadership Core Concepts: Leading, Managing, and Following
(Objectives: D, E)

Module 3
Leadership Core Concepts: Organizational Context Part 1
  Decision Making and Problem Solving
  Legal and Ethical Issues
  Professional Accountability and Delegation
(Objectives: D, F)

Module 4
Leadership Core Concepts: Organizational Context Part 2
  Characteristics and Types of Healthcare Organizations
  Organizational Structures
  Influence of Professional, Regulatory, and Governmental Organizations
(Objectives: C, E)

Module 5
Communication, Collaboration, Conflict Resolution, and Stress Management
Promoting Healing Environments
(Objectives: B, C, D, F, H)

Module 6
Providing Quality Patient Care
  Quality and Risk Management
  Translating Research into Practice
Patient Centered Care
(Objectives: B, G)

Module 7
Preparing to Transition from Student to Professional Nursing Role
  Meeting requirements for Residency Placement
  Interviewing for first nursing position
(Objectives: F, H)

Module 8
Managing Resources Part 1
  Care Delivery Strategies and Healing Environments
  Staffing and Scheduling
  Managing Costs and Budgets
  Managing Technology
Promoting Healing Environments  
(Objectives: A, B, C, F, H)

Module 9  
Managing Resources Part 2  
Staff selection, development, and evaluation  
Workforce Engagement  
Building High Performance Teams  
Promoting Healing Environments  
(Objectives: A, C, F, H)

Module 10  
Advancing Excellence in Nursing Practice  
Leading Change  
Magnet Program  
Nursing Professional Practice Models  
Nurse Sensitive Evaluation Indicators  
(Objectives: A, C)

METHOD OF ASSESSMENT

Successful Completion of a Non-Clinical Nursing Course is defined as follows:

1. Weighted 75% test average or higher. Student must achieve a 75% weighted course average on tests for other evaluative components to be added for final course grade. Students who do not achieve 75% weighted average will be awarded his/her exam average grade as a course grade.
2. Completion of all course assignments and tests.
3. Achievement of a final course grade of C or higher (≥ 75).
4. Final course grades at 0.5 or higher will be rounded up.

Methods of Instruction

- Assigned readings from required textbook
- Online instruction and assessment activities via Blackboard
- Small group work
- Class discussion
- Evolve resources
Methods of Evaluation

All methods of evaluation for NURS 4356 are noted below and will include:

Jurisprudence Exam: The purpose of this exam is to ensure that nurses understand the laws that govern the practice in nursing in the state of Texas. **BON requirements: Students must pass the exam and present a certification of passing (50 questions on the exam). Students must correctly answer 75% (minimum of 38 questions answered correctly to pass the exam.).** Students must present a certificate of completion by the assignment due date to receive a pass/fail.

HESI Case Studies (Essay exams)

Each student will complete assigned case studies by the due dates in the course syllabus. These case studies are timed. Students will have one (1) hour to complete each case study. The average of the case studies will be recorded in the gradebook in Blackboard and is 10% of the overall course grade.

Midterm Exam: The midterm exam will consist of 80 multiple choice questions.

Final Exam (non-comprehensive): The final exam will consist of 100 multiple choice questions. The items on the final will consist of test items at the application level and above.

Nursing Grand Rounds

Students will be randomly assigned to groups for this activity and they do presentations on selected clients following the Nursing Grand Rounds criteria posted on Blackboard. The presentations are graded with a rubric found in Blackboard. All students in the group will receive a group grade, which is 10% of the overall course grade.

Sacred Vocation Seminar

Students will attend a 2-day seminar on Sacred Vocations coordinated through the Transitions course. Attendance and participation on both days are mandatory. Students will receive three (3) hours of didactic credit for NURS4356 Foundations of Clinical Leadership for one of the days attended.

Online Assessments: There will be two (2) online assignments posted on Blackboard in Learning Modules. These assignments are intended to facilitate student focus in learning course content while validating their ability to interpret and apply principles. Each module assignment is worth 5% of the course grade.
**Evaluation**

Jurisprudence Exam........................................................................................................ Pass/Fail
Sacred Vocation Seminar Attendance........................................................................... Complete/Incomplete
HESI Case Studies (Essay Exams).............................................................................. 20%
Midterm Exam .............................................................................................................. 25%
Final Exam ................................................................................................................... 25%
Blackboard Module Assignments .............................................................................. 10%
Grand Rounds ............................................................................................................. 20%

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<td>A  95 - 100</td>
<td>B- 81 - 83</td>
<td>D+ 69 - 71</td>
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<td>A- 90 - 94</td>
<td>C+ 78 - 80</td>
<td>D  65 - 68</td>
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<tr>
<td>B+ 87 - 89</td>
<td>C  75 - 77</td>
<td>F  &lt; 65</td>
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<tr>
<td>B  84-86</td>
<td>C-  72 - 74</td>
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Grand rounds assignment and module assignment grades will be entered into the gradebook in Blackboard (Bb) after all exam grades are entered.

**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:

- A  95 - 100
- B- 81 - 83
- D+ 69 - 71
- A- 90 - 94
- C+ 78 - 80
- D  65 - 68
- B+ 87 - 89
- C  75 - 77
- F  < 65
- B  84-86
- C-  72 - 74

**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). Students may review their course exams during a 2-week period following exams by scheduling an appointment with the Course Coordinator or Faculty Academic Coach (FAC).

**PEAVY SCHOOL OF NURSING (UST-PSON) COURSE POLICIES**

1. **Attendance/Tardiness/Participation**

   **(a) 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.
(b) **Absence and Tardiness 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 *UST-PSON Undergraduate Nursing Student Handbook.*

(c) **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.

(d) **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.

(e) **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.

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

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**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 CONCERnATE** 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.

2. Missed Assignments/Exams and Late Assignments
(a) 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.

(b) 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.

(c) 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.

3. Testing Policies

Exam Regulations
(a) UST-PSON 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.

(b) 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.
(c) 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).

4. Academic Integrity of Student Work

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 current UST-PSON Undergraduate Nursing Student Handbook is located in Bb under My Organizations, then SON Student Resources.

The UST-PSON Undergraduate Nursing Student Handbook contains detailed information on plagiarism and related policies. The UST-PSON Undergraduate Nursing Student Handbook is located in Bb under My Organizations, then SON Student Resources. Students are held accountable for knowing and adhering to these policies.

5. 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-PSON.

6. 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 UST-PSON Undergraduate Nursing 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.

7. 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.

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 [http://libguides.stthom.edu/Nursing](http://libguides.stthom.edu/Nursing)

- **Student computing services** – Call the UST Help Desk at 713-525-6900 or email [lthelp@stthom.edu](mailto:lthelp@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.

CLASS SCHEDULE

See schedule in Blackboard


Revised and Approved by SON Faculty – December 2014

Revised:  
- April 21, 2016 AC  
- June 20, 2017 AC/jsc  
- September 29, 2017 – AC/jsc
NURS4356 Holistic Nursing: Foundation for Clinical Leadership

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 UST-PS ON Undergraduate Nursing Student Handbook and UST Student Handbook.

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 NURS4356 Holistic Nursing: Foundation for Clinical Leadership 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.

Printed Name: _______________________________________

Student Signature ___________________________ Date: ________________

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

NURS4356 Holistic Nursing: Foundation for Clinical Leadership

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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<th>Initial</th>
<th>Policy</th>
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<td>1.</td>
<td>It is the policy of the PSON to keep PHI confidential and secure.</td>
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<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>
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<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>
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<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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<td>8.</td>
<td>Students and faculty agree to follow the agency’s privacy policies.</td>
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<tr>
<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.

____________________________  ______________________________  ______
Printed Name                  Signature                        Date