

Illinois Wesleyan University

School of Nursing

STUDENT HANDBOOK

2010-2011

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Introduction

Students enrolled in the School of Nursing are students of the University whose major is nursing. All students must be familiar with the institutional regulations and policies affecting social and academic life on the campus that are described in the *Illinois Wesleyan University Student Handbook* and the *University Catalog*. The purpose of the *School of Nursing Student Handbook* is to provide all nursing majors with a reference on significant policies, procedures, and guidelines that relate specifically to this professional school. Each student has the responsibility to know and understand the contents of this *Handbook*. The print copy of the Handbook is updated annually; the on-line copy is updated as policy changes are made. Significant changes are disseminated to students.

Mission, Goals and Expected Outcomes

The mission, goals and expected outcomes that guide the baccalaureate program have been revised for the new curriculum. The mission, goals and expected outcomes for the Class of 2012 and beyond are revisions of those used for the Class of 2011. Both sets are presented below.

Class of 2011

Mission

Through the integration of professional and liberal arts education, the mission of the School of Nursing is consistent with that of the University. The School of Nursing offers a distinctive curriculum that is responsive to the changing complexity of health care in a global society. The School prepares quality generalists who practice nursing in concert with the standards and ethics of the profession and who have a strong foundation for graduate study. This preparation enables persons from diverse backgrounds to

- apply a strong theoretical background (including Orem's Self-Care Deficit Theory of Nursing) integrated with evidenced-based practice and research.
- maintain, restore, and promote the health and well-being of individuals, groups, and communities in a variety of settings.
- assume collaborative, leadership roles in the delivery of health care.
- use critical inquiry in achieving excellence in practice.
- develop a sense of commitment to lifelong learning, both formal and informal.

Additionally, the School of Nursing offers general health studies that prepare individuals to act knowledgeably as agents of self-care, to exercise decision-

making as consumers of health care, and to understand health issues affecting society.

Goals

As suggested by the mission, the goals of the nursing curriculum are to provide a quality based program of baccalaureate nursing education that embodies the liberal arts ideal; a) to stimulate excitement and enthusiasm for the acquisition of knowledge and the practice of professional nursing to diverse populations; b) to foster a commitment to continued professional development, including graduate study. Graduates develop skills necessary to assume leadership roles in the profession and society. Inherent is the development of a personal and professional value system.

Expected Outcomes

On completion of degree requirements, each graduate is expected to do the following:

- Practice effective relationship centered caring skills when interacting with others from diverse backgrounds.
- Use a repertoire of communication skills to promote the health and well-being of individuals, families, groups, and populations in all nursing situations and in a variety of health care settings.
- Perform professional-technological operations of the nursing process in designing nursing systems for individuals, families, groups, and populations in a variety of nursing situations.
- Integrate self-care deficit nursing theory and biopsychosocial theories to practice professional nursing in a variety of health care settings.
- Engage in professional leadership activities that affect health care and health care delivery systems.
- Collaborate with consumers, colleagues, and other professionals to support change and remove social, cultural, and economic barriers to health care.
- Evaluate current and future issues and trends in nursing and health care from an historical perspective.
- Apply a personal and professional value system when exercising ethical decision-making in the role of the professional nurse.
- Practice nursing in accordance with the legal rights and political responsibilities of a professional.
- Retrieve, interpret, and manage data to improve the delivery of nursing care and health care.

Class of 2012 and Beyond

Mission

The School of Nursing extends the University's liberal arts tradition to prepare exceptional thinkers, compassionate professionals, and leaders for nursing and global health care.

Goals

The goals of the School of Nursing are to provide a quality educational program for the preparation of a professional baccalaureate nurse who:

- embodies the liberal arts ideal of creativity, critical thinking, effective communication, strength of character, spirit of inquiry and a comprehensive world view in professional nursing practice.
- provides professional leadership in a global community to promote access to quality health care.
- engages in lifelong professional development, including graduate study to enhance the future of nursing and health care.

Expected Outcomes

- Synthesizes attitudes of professionalism and professional core values in the formation of a personal professional identity.
- Uses critical thinking and clinical reasoning in designing, coordinating, and managing patient-centered care for individuals, families, groups, and populations that focus on health promotion and preventing illness or illness escalation.
- Integrates nursing theory and biopsychosocial theories to practice professional nursing.
- Coordinates appropriate nursing interventions to achieve quality, safe care with sensitivity to culture, age, spirituality, health state.
- Uses a repertoire of professional communication and collaborative skills to promote positive outcomes.
- Demonstrates professional leadership skills in order to shape the quality of health care and health care delivery systems.
- Collaborates with patients, colleagues and other decision makers to advocate and influence health care practice to remove social, cultural, legal and economic barriers to equitable, affordable health care.
- Promotes the advancement of nursing by advocating for change in regulations governing the profession and health care delivery.

- Examines the effect of technology and patient care information systems on the practice setting.
- Engages in ethical reasoning and actions to promote advocacy, interprofessional collaboration, quality care and social justice.
- Interprets and synthesizes available evidence to improve patient outcomes and health care.

Academic Information

Academic Advising

Assignment of Academic Advisors

Students in the School of Nursing are assigned academic advisors by the Office of the Registrar as First Year Students and by the Director of the School of Nursing as they enter the nursing sequence that begins with sophomore nursing courses. First Year Students are assigned a School of Nursing faculty mentor who works closely with the first year advisors and students to ensure success during the freshman year. First Year Students are invited to participate in monthly meetings that include the Director, School of Nursing to address any first year concerns. These meetings are called Freshman Forums.

Responsibilities of School of Nursing Academic Advisors

The academic advisor is responsible for assisting students to plan their scholastic programs. Advisors aid students as they make responsible decisions regarding their academic progress and develop professional and educational goals. Faculty advisors are available to listen, advise and/or refer students with problems whether they are academic, vocational or personal. This generally involves the following: a) pre-registration counseling of students prior to registration in the Fall and Spring semesters; b) considering a student's proposed schedule or changes to that schedule and approving those that are satisfactory; c) advising students in relation to meeting requirements of the University and the School of Nursing; d) assisting students to choose general education courses that maximize the value of the liberal arts experience.

Responsibilities of Students

Students are responsible for scheduling timely pre-registration conferences with their advisors. This can be done by calling or e-mailing the faculty and arranging a conference appointment (see Faculty Office Hours). An alternative method for

both students and faculty advisors is to check the advisor's office for a posting of pre-registration conference times and sign up for a convenient time. Students are encouraged to schedule a conference time one or two weeks prior to receiving the schedule of classes from the Office of the Registrar. Pre-registration usually occurs in October and March.

Students are expected to come to the pre-registration conference with a proposed academic plan. For students in the nursing major this includes selection of specific courses to meet general education requirements, specific courses as electives, and decision-making about timing of required courses that may be taken at various intervals during the Freshman, Sophomore, Junior, and Senior years of study.

Students are also expected to take the initiative in discussing academic problems with their advisors. Although advisors receive mid-semester reports on students whose work has not met the minimum standard, students are encouraged to discuss these situations with advisors before the mid-term. Advisors are also student advocates as well as resource persons. Faculty will contact students who do not contact their advisors.

Requests for Letters of Recommendation

When requesting a letter of recommendation (e.g., employment, scholarships, internships), students are responsible for obtaining the "Request for Letter of Recommendation" form from the School of Nursing Office and completing it. This form must be filled out for all recommendations, including phone conversations related to recommendations about students. Faculty request a minimum of two weeks' time to complete a written recommendation. When students ask faculty to complete a recommendation, faculty may request a longer time to complete the recommendation and may request additional written information from the student regarding his/her experiences and/or interests.

Faculty Office Hours/ Faculty Office Locations

All nursing faculty have offices on the top floor of Stevenson Hall and keep scheduled office hours and by appointment office hours when students can meet with faculty without an appointment. These times are posted on each faculty office door as well as on the University and School of Nursing web sites. Faculty also meet with students by appointment at the student's or faculty member's request. Faculty may also be contacted by students through e-mail or

by phone. Students may see the Director by scheduling an appointment through the Operations Coordinator in Room 224 or by calling 556-3051.

Class Attendance

Regular class attendance is expected for all courses taught by the School of Nursing faculty and may be required at the discretion of the course instructor(s). Students are referred to the *University Student Handbook* for additional information regarding class attendance. Any student who is absent from classes because of death in the family or other unexpected occurrences should immediately report the situation to the office of the Dean of Students' office and, if possible, to the Director of the School of Nursing.

Clinical and Laboratory Attendance

Attendance is required for all clinical and laboratory experiences. Any student who will not be in the clinical or laboratory area due to illness must notify the instructor as soon as possible, but not later than 15 minutes prior to the beginning of the clinical or laboratory experience. If unable to reach the clinical faculty, the student must notify the appropriate clinical or laboratory unit and the Director of the School of Nursing. The student must also inform the Arnold Health Service of illness and seek treatment if necessary. Any decision regarding make-up for missed clinical or laboratory experiences is made by clinical faculty, course coordinator, and when appropriate, the Director. A final decision regarding make-up of clinical/laboratory study is based on an evaluation of the student's ability to meet the course objectives. Absenteeism may result in the student's failure or withdrawal from a course.

Academic Standing, Grades and Standards for Degree Completion

The School of Nursing's policies on academic standing (good standing, academic probation, and academic disqualification) are identical to those that govern all University students and are fully described in the *University Catalog*. Qualitative and quantitative standards for degree completion are also described in the *University Catalog*.

Any exception to requirements governing progression in the nursing sequence must be granted by the Student Affairs Committee. A petition form requesting the Committee to consider curricular exceptions may be obtained from the

Operations Coordinator in Room 224 of Stevenson Hall. Students may not progress in the nursing curriculum (a) with a grade in any nursing course lower than a C (note: not a C-) and/or (b) with a cumulative GPA lower than a 2.0. Students who receive a final grade lower than a “C” in any required nursing course must repeat the course and earn a final grade of “C” or better to progress in the nursing curriculum. In the entire nursing sequence a student shall only be allowed to repeat one nursing course one time to get a C or better.

The clinical and laboratory experience of nursing courses are graded satisfactory/unsatisfactory. Students must achieve a rating of "satisfactory" in the clinical and/or laboratory experience in order to pass the course. Evaluation of students' progress in meeting clinical study requirements is provided throughout the term by faculty verbally and when appropriate in writing. A final written evaluation is discussed with the student in conference at the end of each clinical rotation.

The University does not use a uniform range of percentage scores in determining letter grades. Therefore, the School of Nursing has established the following standard for numerical conversion to letter grades and quality points:

93 - 100 = A	4.0
90 - 92 = A-	3.7
87 - 89 = B+	3.3
83 - 86 = B	3.0
80 - 82 = B-	2.7
77 - 79 = C+	2.3
70 - 76 = C	2.0
67 - 69 = C-	1.7
60 - 66 = D	1.0
<or = 59 = F	0

Policies Regarding Transfer of Credit

Students are referred to the *University Catalog* for a full discussion of policies regarding transfer credit. Students should note that once enrolled at IWU, they are expected to complete the nursing major at this institution. Furthermore, no more than 50% of the major may be taken elsewhere. Nursing degree candidates must complete 16 course units in residence; at least 8 of the last 10 course units must be taken at IWU. See “Policy for Off-Campus Study of Nursing Courses.”

Consistent with University policy, acceptance of transfer credits will not be recommended to the Office of the Registrar until satisfactory completion of four course units of study in residence. Information regarding correspondence courses is available from the Director of the School of Nursing. Students may enroll in approved correspondence courses to meet supplemental course requirements and progress in the nursing sequence; however, credit will not be granted by Illinois Wesleyan University for courses taken by correspondence.

Policy for Off-Campus Study of Nursing Courses

Purpose: The purpose of this policy is to allow students to apply for nursing courses that provide experiences not available at Illinois Wesleyan University.

A student majoring in nursing may apply to take one semester of nursing and general education courses at another university with an accredited nursing program. This experience requires the qualifications, process, and evaluation steps as outlined below:

Qualifications: The student must have:

1. Cumulative GPA of 3.25 and Nursing GPA of 3.0.
2. Adequate clinical performance based upon previous clinical evaluation tools, if available.
3. Recommendations from at least two School of Nursing faculty.

Process: The following process/guidelines are to be followed to ensure all needed materials are submitted to the Student Affairs Committee (SAC).

1. One year advance planning is recommended.
2. The student must apply for a leave of absence from the university.
3. The student should arrange to meet with the Chair of SAC for input and guidance.
4. The student should obtain all needed information from the selected university, including:
 - a. course syllabi
 - b. course outline, content and schedule
 - c. required and recommended texts
 - d. clinical sites used
 - e. clinical laboratory information including modules
5. Other information to consider:
 - a. The design of the nursing program, (e.g., 2/2 or 2.5, 3 year nursing sequence)
 - b. Theoretical framework of the nursing program (e.g., Orem)

6. Petition SAC for exception to the usual nursing curricular sequence, and present a document to SAC including all of the above information and a cover letter explaining educational goals to be achieved by the requested experience.
7. A visit to the campus and interaction with the nursing faculty if recommended.
8. SAC will examine the received materials and determine if equivalency exists with the Illinois Wesleyan University nursing courses missed during the requested semester. SAC will ask faculty currently teaching those courses to review the received syllabi and content for equivalency.

Evaluation: The student must provide the following information to receive credit at Illinois Wesleyan University and to enroll in the next nursing course:

1. Successful completion of nursing courses with a grade of C or better
2. Completed clinical evaluation tool for all nursing courses
3. Proficiency of required modules from missed semester

Other University policies:

1. General education courses must be pre-approved by the Director of General Education before acceptance as transfer course.
2. Refer to the *University Catalog* and the *School of Nursing Handbook*.

Policy for Return to the School of Nursing after Absence

Purpose: The purpose of this policy is to assure that students returning to the School of Nursing after an absence do so in a timely manner to ensure retention of knowledge and skills. This policy builds upon and is an extension of the University policy.

Policy:

1. A student may seek a one-time return to the School of Nursing after program failure, withdrawal, or expired leave of absence.
2. The student must initiate the return process by submitting a written request to the Director of the School of Nursing within a three-month period after the date of failure, withdrawal, or expired leave of absence.
3. Students readmitted will be required to demonstrate retention of previously learned knowledge and skills, to ensure safety of patient and self. The Director of the School of Nursing will appoint faculty to make this determination. There may be additional fees associated with testing.
4. If the student is not able to demonstrate retention of knowledge and skills, the student may audit the courses previously completed only once. This is dependent upon availability within the selected course for that term.

Additional fees may be required. Audit is defined as full participation by the student in the class, and achievement consistent with a passing grade according to the same criteria as the other students in the class.

5. If the return does not occur within one year, the student will be required to repeat the entire nursing sequence.
6. A student may return to the nursing program only once and may repeat a nursing course only once.

Note: The Leave of Absence policy in the Illinois Wesleyan *University Catalog* requires that the student return within one semester or apply for an extension of the leave.

Standardized Test Administration

Throughout the program students may be required to take standardized exams that allow both students and nursing faculty to compare their achievement with that of other nursing students from throughout the nation. In some cases students bear the entire cost of these tests; in other cases the School shares the cost. These tests also assist students in preparing for the national licensure examination following graduation and help the faculty to make decisions regarding changes and improvements in the program.

Guidelines for Writing Papers

The faculty have selected the *Publication Manual of the American Psychological Association* as the appropriate guide for students to follow in writing papers. Students should consult the most recent edition of this reference when preparing papers.

Electives in Nursing

N390: Special Topics in Nursing

The School of Nursing periodically offers elective nursing courses during May Term that enable students to engage in specialized study. Nursing 390: Special Topics in Nursing, includes several sections. Under the preceptorship of a faculty member, students have the opportunity to explore areas of special interest through concentrated individualized study. A listing of current course offerings is regularly distributed prior to pre-registration. Students are permitted to repeat the same section of the Nursing 390 course only if learning objectives are significantly different for the second experience and approval is given by the Director.

Other Electives

Students are encouraged to explore the listings in the *University Catalog* to examine additional electives in Nursing which include N397: Internship in Nursing, N499: Research and Studies, and course offerings under the Health rubric. In addition, students are encouraged to consider the Study Options listed in the *University Catalog*. These include the Human Services Management Minor, Health Minor, and Hispanic Studies Minor/Option. Students wishing to pursue one of these minors should work closely with their academic mentors and advisors to ensure all requirements can be met.

Internships for Academic Credit

Two types of internships for credit are available through the School of Nursing in collaboration with the IWU Hart Career Center. These are N397: Internship in Nursing and H297/H397: Internship in Health. Students wishing to enroll in a clinically focused internship should register for N397. These clinical internships must be under the supervision of an IWU appointed on-site supervisor who meets preceptor-selection guidelines. These requirements include graduate preparation in nursing.

Students should follow these steps for internships:

Step 1: Meet with Academic Advisor

Prospective interns should consult with their academic advisors about internships as part of their overall plan of study. Advisors will clarify the internship process and discuss options for experiences. The Hart Career Center often has information on health-related internships. Internships may be in the Bloomington-Normal region as well as distant locations, including those near the students' homes for May term. No internships for academic credit are offered in the summer.

Step 2: Inform Director of the School of Nursing

When the student meets with the Director, she/he should know the type of internship and interest area. The Director will guide the student to an appropriate faculty supervisor, and if necessary to an internship setting. The student should explore in advance options for internships prior to the meeting. Following the meeting, the student must complete a form "Intent to Participate in an Academic Internship" and register for the appropriate internship. These forms are available from the School of Nursing Office or the Hart Career Center online at [www.iwu.edu/ccenter/students/pdf/Intent to Participate.pdf](http://www.iwu.edu/ccenter/students/pdf/Intent_to_Participate.pdf) and are filed in the Hart Career Center.

Step 3: Meet with Faculty Supervisor for Internship

The student will meet with the assigned faculty supervisor, develop objectives, set timelines for meetings of student and faculty and/or on-site supervisor, and determine academic expectations and responsibilities. In addition to completion of designated hours at the internship site, students will also complete a paper or project and a self-reflective assignment such as a journal, with criteria for evaluation established in advance. After these decisions are made, the student will complete the "Internship Learning Contract." This form is available in the School of Nursing office or the Hart Career Center, online at www.iwu.edu/ccenter/students/pdf/LearnContract.pdf. It must be filed with the Hart Career Center before the onset of the internship.

Step 4: Internship and Completion of Academic Requirements

The student will complete 120-140 hours on the internship assignment including on-site hours and some preparation time by the end of the semester. Projects and journals may be turned in at the end of the semester or on an ongoing basis depending on the contract between the faculty advisor and student.

Step 5: Post Internship Evaluation

Students are expected to complete all evaluation forms sent by the Hart Career Center and/or School of Nursing following the experience.

Academic Dishonesty and Professionalism

Honesty and integrity are vital to the purposes of the University and the nursing profession. The University policy regarding academic dishonesty is clearly stated in the *University Catalog* and the *University Student Handbook*. However, students should be aware that the sanctions for dishonesty in the nursing profession are far more stringent than those related to the academic community. These sanctions are imposed by the vital nature of health care as it affects the well-being of the patient.

Due to the unique nature of *clinical experience* in the nursing program and professional responsibility for the welfare of the patient, it is necessary for the School of Nursing to expand upon the University's definition of academic dishonesty. While the University relates violations of academic dishonesty to traditional forms such as plagiarism or cheating on exams, the School of Nursing considers *failure to report errors made in giving care to patients* as a form of academic dishonesty. Students must notify clinical faculty immediately

concerning any error they believe they may have made in the clinical area so that attention may be given to the affected patient(s). *A dishonest act* may disqualify a student from continuing in the School of Nursing program.

Unsafe Clinical Behavior

Students whose clinical behavior is judged as "unsafe" by a supervising faculty member may be removed from clinical study at any time during a term. When a faculty member makes this decision before the end of a term, that student should immediately meet with the supervising faculty member and the course coordinator, and if appropriate, the course teaching team. The student should also request a meeting with the Director of the School of Nursing regarding removal from clinical study. The Director will advise the student of additional review processes. Students have the right to request consideration of a decision by the Associate Provost. An informal review by the Associate Provost may be followed by a formal hearing if the student so desires. The student may request this additional review by making an appointment or submitting concerns in writing. Students are to refer to the course clinical evaluation tool for additional information regarding safety and expected clinical behaviors.

Academic Appeals/Exceptions

1. University appeals/exceptions:
 - Students wishing to **appeal** a faculty decision on final grades should refer to the *University Student Handbook* for a description of the procedure.
 - Students requesting an **exception** from University degree requirements should petition the Provost and Dean of the Faculty. Additional details of this procedure are described in the *University Student Handbook*.
2. School of Nursing appeals/exceptions:
 - Students desiring an exception from a specific nursing degree requirement should confer with the Director of the School of Nursing who may refer the request to the Student Affairs Committee. Petitions may be obtained from the Operations Coordinator in Stevenson 224.

Student Concern Procedure

Concern is defined as a point or matter of discussion, debate, or dispute for which the student seeks resolution within the nursing department. If students have difficulty determining the channel of communication, they may seek

guidance from the academic advisor or Director. A *complaint* is a concern that cannot be resolved within the department.

Step 1: If a student has a course-related concern, the student is to first address the faculty member of that course, and if not resolved, the student may then address the course coordinator. If no resolution can be found, move on to Step 2.

Step 2: Within Department

Submit a Student Concern within the department of nursing, using the *Student Concern Form* located in the back of the handbook.

A concern may be brought to the Director of the School of Nursing, and/or one of two SON committees: the Student Affairs Committee or the Curriculum Committee. These committees have established a protocol for sending concerns through the class representative or as an individual to the committee. Guidelines for submitting the concern to committee are as follows:

The Role of the Curriculum Committee (CC).

Should I bring this concern to Curriculum Committee?

- This concern pertains to the content of the course. → YES
- This concern pertains to the philosophy of the courses → YES
- This concern **cannot** be resolved by talking with the faculty → YES
- This concern pertains to the faculty's teaching style → NO
- This concern deals with individual student-faculty conflicts → NO
- I have not discussed this concern with the course coordinator → NO

Consideration! If ANY of the faculty taught the course, would the concern persist? If yes, then it is probably a curricular issue. If a different faculty taught the course, might the problem resolve? If yes, then this is probably a faculty issue (not Curriculum Committee).

Examples Appropriate for CC

- We do not study enough about diversity in the sophomore year.
- There is overlap in the content of Pediatrics and High Risk OB.
- We should include the restraint module in Med-Surg rather than Psych.
- There should be more clinical time allowed for community sites in Peoria.

Examples Not Appropriate for CC

- Our professor gave us a test that took 3 hours to complete.
- We think that care studies should be due two months after they are assigned rather than one week.
- We should have weekly quizzes rather than one big test.
- Students should be able to wear dark colored pants to clinical.

The Role of the Student Affairs Committee

Should I bring this concern to SAC?

- This concern pertains to safety of students→ YES
- This concern pertains to policies and procedures in the School of Nursing → YES
- This concern pertains to all students or a specific class in the School of Nursing→YES
- This concern has to do with overall student success and learning.→YES
- This concern pertains to course curriculum→NO (Submit to Curriculum Committee)
- This concern deals with individual student-faculty conflicts→NO
- This concern is clarified in the *School of Nursing Handbook*→NO

Examples Appropriate for SAC

- We want to change the Clinical Uniform.
- Can “unsafe clinical behavior” be further defined?
- I entered nursing late, can I take chemistry sophomore year?
- Can I take my Junior Spring semester in Chicago?

Examples Not Appropriate for SAC

- We think the curriculum framework needs to be revised.
- When do I wear my lab coat?
- I don’t think my test was graded fairly.
- Can I go to the library for my NIL day?

Step 3: Unresolved Concern/Submitting a Complaint Outside the Department
If the concern cannot be resolved within the department, the concern can be submitted as a complaint or suggestion to the Provost/Dean of the Faculty, Dean of Students, or others identified in the *University Student Handbook* under *Complaint Procedure*.

(<http://www.iwu.edu/judicial/handbook/StudentHandbookComplaintProcedures.shtml>)

Americans with Disabilities Act:

Guidelines for Assessing Nursing Skills

The School of Nursing faculty have established the following guidelines for assessing skills required in the profession of nursing. Each applicant should carefully review these guidelines and determine whether or not to request accommodation. The Student Affairs Committee of the School of Nursing will fully consider each request for accommodation on an individual basis and make

recommendations to the Director of the School of Nursing. Students progressing through the School of Nursing who believe they need accommodation may also request reasonable accommodation* through a similar procedure.

**Reasonable accommodation is defined by Public Law 101-336 (commonly known as the "Americans with Disabilities Act of 1990") to include:*

a) Making existing facilities ... readily accessible to and usable by individuals with disabilities; and

b) job restructuring, part time or modified work schedules ... acquisition or modification of equipment or devices, appropriate adjustment or modifications of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities.

Critical Thinking: Must possess critical thinking ability sufficient for clinical judgment to comprehend conditions surrounding patient situations for the purpose of developing and evaluating the nursing plan of care.

Interpersonal: Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds for the purpose of establishing rapport with patients/clients and colleagues.

Communication: Communication abilities sufficient to interact effectively with fellow students, faculty, patients/clients, and all members of the health care team. Abilities include verbal, written, and non-verbal skills necessary for effective communication.

Mobility: Physical abilities sufficient to move from room to room and to maneuver in small areas for the purpose of performing patient care in all areas.

Motor Skills: Gross and fine motor abilities sufficient to provide safe and effective nursing care while using equipment, positioning patients/clients, and administering treatments.

Hearing: Auditory ability sufficient to monitor and assess health needs including hearing alarms, emergency signals, and auscultatory sounds.

Visual: Visual ability for observation and assessment in nursing care. Abilities include observation of patient/client responses and monitoring of equipment.

Tactile: Tactile ability for physical assessment and care. Abilities include functions of palpation and manipulation of equipment (e.g., injections and catheter insertion).

Clinical Policies

Personal Attire and Appearance

The IWU nursing student uniform is a designated white uniform, worn with photo identification tag. White or beige hosiery should be worn with white shoes for hospital experiences. Thin white anklets are appropriate when wearing slacks. The white uniform shoes worn for hospital experience may include plain leather, or sneaker-type shoes, but should be conservative (e.g., no prominent logos, colored trim). A designated lab coat with the IWU nursing logo and name tag may be worn over the student uniform. A lab coat *must* be worn over street clothes for pre- and post-clinical activities and for many experiences outside the hospital, such as those in clinics and medical offices. Students are provided details about uniform purchase at the beginning of the sophomore year. During the community health experience, students wear navy blue slacks or skirt, a white blouse/shirt with IWU nursing logo, photo identification tag, and dark shoes. A navy sweater or vest is optional. A lab coat may be worn if the blouse/shirt does not have the IWU nursing logo. During psychiatric nursing experiences, appropriate street attire may be worn if this is the policy of the clinical agency. Faculty and students are expected to comply with dress standards of clinical agencies. However, jeans are not appropriate for any setting. Business casual (e.g., khakis, corduroys, other casual slacks/pants) should be substituted for an agency's informal dress code.

Make-up, jewelry, nails, and hair length must be appropriate for patient safety. Earrings should be simple, post-type, without hooks and dangles. There will be no multiple earrings allowed nor visible body piercing. Necklaces, if worn, should not be visible. However, wedding ring sets or engagement rings are acceptable. Any other type of jewelry should be removed, including silicone bracelets. Hair should be clean and neatly groomed; this includes clean shaves and neatly trimmed mustaches and/or beards. If hair is long, it should be styled to avoid contact with the client and equipment during care.

There is to be no unnatural looking hair color (e.g., blue, green, pink) whether it is professionally done or not. There will also be no visible tattoos allowed in the clinical setting. Use of perfume is not recommended. Nail polish should be clear, light or pastel and not chipped. Nail length should permit safe, comfortable accurate palpation during assessment. Those administering direct patient care cannot wear artificial fingernails. Artificial fingernails are defined

as substances or devices applied to natural nails to augment or enhance nails; and include, but are not limited to bonding, tips, wraps, tapes, inlays and nail-piercing jewelry. Gum chewing is not permitted in any clinical setting. Other standards may be made at the discretion of the clinical faculty.

IWU nursing students who transfer from another school of nursing may purchase the entire IWU uniform or wear any conservative white uniform. The IWU nursing logo and the photo identification tag should be attached to this uniform. If transfer students choose to wear a lab coat, it must be the approved IWU School of Nursing style. See the chair of the Student Affairs Committee for name and number of current uniform provider. See the School of Nursing Operations Coordinator regarding name tag/identification.

Nursing Interventions Laboratory (NIL) Guidelines

The School of Nursing maintains a Nursing Interventions Laboratory in Stevenson Hall. This facility contains equipment, supplies, and models to aid in developing nursing skills. Students may have regularly scheduled practice hours in this laboratory as part of a nursing course. Students are encouraged to use the facilities for individual practice.

Contact Information: Arleta deDianous, NIL Coordinator (office STV 106): 556-3948, adediano@iwu.edu; Kim Schultz, Professional Staff Assistant (office STV 222): 556-3529, kschultz@iwu.edu; Becky Altic, Professional Staff Assistant (office 202-3), baltic@iwu.edu; Student Lab Assistants: 556-3947, iwulabbies@gmail.com

Purpose: The purpose of the Nursing Interventions Laboratory is to provide a safe, structured learning environment that enables the student to practice and develop nursing skills, engage self in the learning process using a variety of resources, and incorporate critical-thinking and decision-making skills in planning and performing nursing interventions.

Design: Instructional design of the NIL is primarily *self-learning modules*. Self-learning modules are written and designed by course faculty. Modules are a required component of most clinical courses. In the module, reading assignments, study questions, videos and electronic resources guide the student through the theoretical basis for skill development. Modules also specify

practice and competency criteria. Students work to complete modules at their own pace within the specified time frame established by course faculty.

Lab Operations: The NIL has regular hours every week, including evenings and weekends. See the hours posted on the lab door or call the NIL at 556-3947. These hours are subject to change. The NIL will be closed for 1 hour at the same time every week for an NIL meeting. The NIL is also closed for each N260 Lab. The NIL hours may occasionally vary, but advance notice will be given, whenever possible. Students will be notified of any change in hours by a posting on the NIL door and also by email. The NIL Coordinator (NILC) holds office hours Monday through Friday. A schedule is available on the bulletin board outside of Stevenson 107. There will always be at least 2 student Laboratory Assistants scheduled together (one to oversee competencies/observed practices and the other to assist students as needed and complete other lab duties). The Student Laboratory Assistants who are working can be identified by their white lab coats.

Staff and Faculty Roles: Personnel involved in the NIL include the NIL Coordinator, Professional Staff Assistants, Student Laboratory Assistants, and faculty. The *NIL Coordinator*, Arleta deDianous, is a Pediatric Nurse Practitioner with a master's degree in nursing. The NIL Coordinator collaborates with course faculty regarding student performance and module development, implementation, and evaluation. The NILC will also be available for drug calculation tutoring by individual appointment. Please e-mail the NILC to arrange tutoring.

The Professional Staff Assistants, Kim Schultz and Becky Altic, support practice and competence under the direction of the NILC. *Student Laboratory Assistants* are upper division, undergraduate nursing majors employed by the School of Nursing to assist in the overall functioning of the NIL. Student Laboratory Assistants in 2010-2011 are Sarah Carlson, Stephanie Gorrell, Megan Hoffman, Kim Matteson, Maddy Schaefer, Carly Swanson, Stephanie Szotek, Katie Wolski, Eddie Boyer, Kelly Cantlin, Kate Demonbreun, Abby Hoekstra, and Holly Kelson. Student Laboratory Assistants function under the direction of the NIL Coordinator. Functions of Student Laboratory Assistants include: observing student performance of skills and providing feedback; setting up and taking down module supplies/equipment; assisting in the overall cleanliness and organization of the lab; and assisting the NILC with tracking and managing supplies and equipment. While Student Laboratory Assistants answer questions related to modules, they *do not teach content*. Whenever a student has

a question about a module, it is advised that the student direct the question to course faculty. *Course faculty* are responsible for the module development, stipulation of student requirements and deadlines, and final evaluation of module structure and effectiveness. Review of records and ensuring completion of modules by due dates is the responsibility of the faculty.

Student Role and Responsibilities: Students are required to complete the self-learning modules as a component of clinical courses. Students are expected to review requirements of all the modules early in the semester in order to plan effectively. Module assignments must be completed prior *to* practicing the skill. Students should always ask the NILC, Professional Staff Assistant or Student Lab Assistant to retrieve materials (e.g., videos, articles) for them. The NILC, Professional Staff Assistant, or Student Lab Assistant should only be asked for help with a skill after all required module preparatory work has been completed.

Students are required to sign in and sign out whenever using the NIL. All scheduling of competencies and observed practices and signing in and out of the lab will be done on the LABTRAC computer. Appointments for competencies that need to be done with faculty, however, are arranged by the individual faculty, so LABTRAC is not used. Scheduling a time for an observed practice or competency on the Professional Laboratory Assistant or NILC schedule (on the LABTRAC computer) requires advanced planning, as the LABTRAC computer will only allow students to schedule appointments no less than *1 week in advance* (an appointment for the next day cannot be made). Students should always allow *30 minutes for observed practices and competencies and always practice on their own at least twice* before having an observed practice with a Student Lab Assistant, Professional Staff Assistant, the NILC, or faculty. All readings and videos, if any, should be completed before attempting to practice. Multiple practice sessions for one module cannot occur on the same day. When students wish to perform skills on each other, participation by the student as patient is voluntary. Invasive procedures are only performed on the manikins. Students know practice was sufficient if they can perform the skill without verbal or physical cues. Students are required to clean up after themselves after practicing or completing a competency. No NIL supplies or equipment may be taken from the NIL unless the student has formally checked out the supplies with the NILC, Professional Staff Assistant, or a Student Laboratory Assistant. Under no circumstances will a student be allowed to take needles/syringes from the NIL. It is the policy of the School of Nursing that only student nurses are allowed in the NIL, unless special permission has been granted by someone employed by the School of Nursing. In addition, there is a food/drink policy

which prohibits students from bringing food and drink other than water into the NIL. Please finish your food and drink before entering the NIL. If you are found in the lab with food/drink, you will be asked to leave or dispose of the item.

Competencies: A competency is an exam. During a competency, skills are performed without prompts or corrections from the observer. All questions should be answered prior to the competency time. All module assignments (e.g., readings, videos, quizzes, practices) need to be completed prior to the competency. A competency cannot be completed on the same day as the practice for the same module. Students need to sign up for a competency at least *1 week before the due date*. Competencies cannot be scheduled for the due date, as the due date should be reserved for make-ups. Students who do not perform the skill correctly must sign up to do a make-up on the due date. Failure to pass the competency on the first try may result in a loss of points. Cancellation of a scheduled competency session (without valid excuse) less than 24 hours before that session may result in a grade penalty. Competency sessions with Student Laboratory Assistants mandate the same preparation and respect as competencies with the NILC, Professional Staff Assistant, or faculty.

Students are required to wear appropriate attire (e.g., no jeans, shorts, leggings, miniskirts or open-toed shoes) with their School of Nursing lab coat and name tag when they are in the NIL for a competency. If a student comes to the NIL for a competency dressed inappropriately, he/she will be asked to reschedule the competency for a later time.

NIL Days: Students may be scheduled periodically each semester to spend a clinical day in the NIL. An NIL Day is a **clinical day**. The dress code is the same as for competencies (professional attire with lab coat). If the student comes for an NIL Day dressed inappropriately, the student will be asked to return home to change. Students must spend 4 hours in the NIL working on modules and any other assignment, as assigned by faculty. An NIL Day is typically 8:00AM-12:00PM, except for Thursdays during the fall. During the fall semester, Thursday NIL Days will be 4:00pm – 8:00 pm. *Failure to show up for an NIL day is an unexcused clinical absence*. Once all modules for the course have been completed, the student does not have to be in the NIL for his/her NIL Day. It is the student's responsibility to notify the NILC, however, whenever the student will be absent from the NIL on the assigned NIL Day.

Equipment for Laboratory/Clinical Study

Students are required to purchase the following items the fall of the sophomore year: wristwatch showing second hand, stethoscope, and bandage scissors. Purchase of a penlight and protective eye goggles is encouraged. Students are advised of suppliers for the purchase of these items. Costs range from \$50-\$100.

Transportation to Clinical Facilities

Students assigned to required clinical experiences within the Bloomington-Normal area are expected to provide their own transportation. When assigned to required clinical experiences at facilities outside the Bloomington-Normal area, groups of students are provided with University transportation or a rental vehicle provided by the University. Details related to transportation are discussed by the faculty in courses using clinical sites outside Bloomington-Normal.

During the last semester of the senior year, students must plan for individual travel and will need an automobile for community/public health nursing. Each student is responsible for her/his own transportation while making client home visits and agency visits.

Some travel may be necessary to fulfill the objectives of some nursing courses, especially the elective nursing courses. Students must then assume the responsibility for arrangements and travel costs for individual experience for which University transportation is not available.

Clinical Drivers/Riders Policy

Clinical drivers will receive and abide by the policies listed in the “Notice to Clinical Drivers” distributed by the School of Nursing Operations Coordinator. Student drivers of the University owned or rental vehicles will comply with all University policies on student driving. This includes a driver’s test and may include other online testing. Students driving an assigned University Vehicle (either University owned or rented) are covered by the Illinois Wesleyan University liability insurance and through an Illinois Wesleyan University umbrella policy. Students who drive their own vehicles for course activities when other vehicles are not available will be reimbursed. This does not include the second semester senior year of community/public health nursing when students are expected to provide their own transportation. Students who drive their own cars should understand their own auto insurance is considered

“primary” and that the University’s liability insurance provides secondary coverage as long as they are participating in off campus activities that are approved and/or sanctioned by the School of Nursing.

Both clinical drivers and passengers will sign a consent form each year that acknowledges a commitment to safe travel. Students are expected to wear seat belts in all clinical travel including University vans. See form located in the back of the handbook. The University requires drivers to be 21 years of age, unless a waiver is requested.

Parking Costs at Clinical Facilities

Parking costs for University or rental vehicles at the clinical site are paid for by the School of Nursing. Fines incurred for parking in non-designated areas will not be reimbursed. Parking costs incurred when students use a private vehicle are not covered by the School of Nursing or the University.

Special Meal Plans for Clinical Days

Nursing students in the sophomore, junior and senior year of the program are generally off campus on Tuesdays and Thursdays for clinical experiences. Nursing majors who reside in University housing may therefore wish to consider this when selecting a meal plan option. There are plans that allow for a reduced number of meals eaten in the dining room each week with a food allowance which may be used in various university locations. Students may request sack lunches through the regular process, therefore deducting a meal from their ticket, or they may elect to use their food allowance for food upon return from clinical. Please refer to the Student Dining Services brochure for additional details.

Criminal Background Check

The School of Nursing provides students with diverse clinical experiences, including regional hospitals, large regional medical centers, residential units for the well elderly, community health and home health agencies, clinics, and early childhood centers. Clinical experiences make up a core part of the School of Nursing academic curriculum. Experiences in multiple sites are anticipated and enable students to compare various health-care delivery systems and to learn about care to diverse populations.

Agencies accepting students for clinical experiences now require students to complete a criminal background check prior to clinical placement. The requirement to undergo criminal background checks may also be affected by some accrediting organizations and state laws. Therefore, all students in the School of Nursing are required to provide a criminal background check.

Students are notified of this requirement by the Director, School of Nursing, who stipulates the methods and frequency for the required criminal background check. Students are responsible for payment of any fees and timely completion of the required background checks prior to participation in their initial clinical experience. Failure to complete the requirement will result in being dropped from the clinical course which in turn may have implications on a student's continued participation in the professional program and on a student's ability to obtain a degree from the nursing school. The current service provider for the School of Nursing is certifiedbackground.com.

Students must be aware that criminal background checks may be required more than once during the program of study. Students are responsible for expenses of testing, not only initial testing, but also confirmations of criminal status. When changes in requirements for criminal background checks are made that will affect access to patients, students are notified at the earliest convenience so that compliance with background check requirements is possible.

Please note that in all cases the results of any criminal background check must be available to the Director of the School of Nursing at least, but no later than, the first day of Fall semester classes.

The following policies will be followed:

1. A student whose check results in a status of "no" for "no record" will be placed in a clinical site.
2. A student whose check results in a status of "yes", indicating a criminal record, either misdemeanors or felonies, may not be placed in a clinical site until after one of the following occurs:
 - a) result of "no record" is provided to the Director of the School of Nursing.

b) a student with a record may need to undergo further testing. A student whose check results in a positive finding and who intends to remain in the nursing program will, as a condition of continuing in the nursing program, be required to undergo a second check using a fingerprinting process. [Please note that it can take up to three months to obtain the results of a check using the fingerprinting process. Until that check is provided a student may not participate at any clinical site. This delay in the background check process impact a student's ability to complete the nursing program within a four year period.]

c) a student whose name check or fingerprint check results in confirmation of having been convicted of committing or attempting to commit any one or more of a number of the following offenses will not be permitted in any clinical site. At the present, offenses include first degree murder; any Class X felony, juvenile pimping, soliciting a juvenile prostitute, exploitation of a child, obscenity, child pornography, harmful material, criminal sexual assault, aggravated criminal sexual assault, criminal sexual abuse, aggravated offenses set forth in the Cannabis Control Act, and crimes defined in the Illinois Substance Abuse Act. A student whose name check or fingerprint check results in lesser charges or those not listed above will have such record reviewed for clinical placement and may be counseled by the School of Nursing on the possibilities of licensure if he/she continues in the nursing program.

3) A student who has completed a criminal background check for a employer may need to submit to a second testing with an additional company if the type of the check is not the same as the School of Nursing requirement and that of its clinical agencies.

4) Students need to understand this is a mandate that must be followed. Therefore changes in faculty or clinical sites mid-year may even require additional testing for selected students during the year (e.g., if the clinical site is changed, the School of Nursing must be compliant with the new site to ensure the educational program can be delivered).

5) When clinical agencies request individual student records, each student will be requested to complete a FERPA release. No individual student information will be released without completion of this form. This form is available from the School of Nursing office.

All students should understand from the outset of their participation in the nursing program that a name check or fingerprint check that confirms a criminal history other than the history described above may also be prohibited from placement in a clinical setting. The nursing program assumes no obligation to identify alternative clinical settings for such students and may not be able to make a placement. In such cases, a student will not be able to complete the core requirements of the nursing program and will not be able to obtain a nursing degree.

Student Health Policies

The following policies have been established for the promotion, protection and maintenance of the health of students enrolled in the School of Nursing and for the protection of patients and personnel with whom they are in contact. These include policies affecting students on entrance to the University and on initiation of clinical experiences for each academic year.

Entering the University

Physical examinations, including results of current Tuberculin Test, are required of all students before entering the University. In addition, nursing students must provide documentation of immunization for diphtheria, tetanus, mumps, measles (rubeola) and rubella. Mumps immunization must have been received after 1979 or immunity from disease confirmed by a physician. There must also be documentation of polio and tetanus booster, if immunization was not within the last ten years. Menomune vaccination is recommended by Arnold Health Services.

Clinical Requirements

Clinical Clearance

All sophomore, junior, and senior students are required annually to complete a clinical clearance process prior to the beginning of fall courses. All students

will complete the clearance procedure through the Arnold Health Service Office in order to retain their current clinical registration. Students who do **not** complete appropriate clinical clearance procedures will be dropped by the Office of the Registrar from their current clinical practicum course (e.g., N260, N280, N320, N330, N360, N380, N410, N450, N460).

Documentation necessary for clinical clearance:

- TB Tests: Results of a two-step Mantoux (PPD) tuberculin skin test for previous negative reactors or a chest x-ray for previous positive reactors. (All results must be effective for the entire academic year). In cooperation with the Arnold Health Service, the School of Nursing provides required annual TB testing in April for freshman, sophomore and junior students. International students are required to have TB test or appropriate equivalent (chest x-ray and reactor sheet) annually.
- Rubella Titer: Laboratory evidence of immunity against rubella is required (antibody titer of 1:16 or equivalent, or greater).
- Varicella Titer: Laboratory evidence of immunity against varicella (chicken pox) is required.
- Hepatitis B: All students are required to have documentation of the final injection of the Hepatitis B immunization (HBV) or physician statement of exemption. Waivers are kept on file at the IWU Arnold Health Service. The three dose HBV immunization is available at cost through Arnold Health Service.
- OSHA Training on Blood and Airborne Pathogens: At the beginning of each academic year, all sophomore, junior, and senior nursing students are required to attend a presentation covering the OSHA guidelines regarding blood and airborne pathogens including information on tuberculosis. Students will receive documentation for attendance. If students receive OSHA training through another course, documentation must be provided to the School of Nursing Operations Coordinator.
- Health Insurance Portability and Accountability Act (HIPAA): At the beginning of each academic year, all sophomore, junior and senior nursing students are required to attend a presentation covering HIPAA guidelines and receive documentation of knowledge. According to this federal law, violations of HIPAA may result in fines – or more severe penalties – for the individual and/or institution. In recognition of the importance of HIPAA compliance, the School of Nursing identifies that violations by students may result in clinical failure.
- If students are unable to attend the OSHA and/or HIPAA presentations, the individual student is responsible for attending a class to meet the OSHA and

HIPAA requirements. Students must then be sure to submit verification to the School of Nursing Operations Coordinator or they will be unable to begin their clinical course work.

- CPR: Students are required to maintain appropriate certification in cardiopulmonary resuscitation (*CPR for Health Care Providers* from American Heart Association or *CPR for the Professional Rescuer* from the American Red Cross). Sophomore, junior and senior students must submit documented proof of CPR certification or re-certification to School of Nursing Operations Coordinator. The certification must be valid for the entire academic year.

As immunization requirements change frequently and are related to use of clinical facilities, all students entering a health care facility for clinical will be expected to meet those health requirements, as instructed by faculty. This may include each student providing additional immunization records to the clinical agency.

Release to Return to Clinical and Classroom After Absence

Students unable to attend class or clinical due to illness or injury must notify the Arnold Health Service. Students who are absent more than three days or who are hospitalized for any length of time must submit a letter of release from a primary care provider or specialist to the Arnold Health Service prior to returning to class or clinical. Any student evaluated or being treated by a psychiatrist or licensed mental health clinician must submit a letter of release from their provider to the Arnold Health Service prior to returning to class or clinical. Releases must include any restrictions or limitations on scholastic or clinical assignments. Failure to comply with this policy will result in the inability to return to the classroom or clinical setting.

Human Immunodeficiency Virus and Acquired Immunodeficiency Syndrome

At present there is no immunization against the Human Immunodeficiency Virus (HIV) which destroys the immune system and causes Acquired Immunodeficiency Syndrome (AIDS). However, the chance of transmission can be greatly reduced by education, careful practice, and utilizing universal precautions. In order to reduce the possibility of exposure to HIV of nursing

students, faculty, staff and clients, *Universal Precautions* will be used in the clinical settings. In addition the following policies have been adopted as recommended by the American Association of Colleges of Nursing and state and federal law.

Admission of HIV Positive Students

HIV testing will not be required of students prior to admission to the University nor will such testing be a consideration in the selection process.

HIV Positive Students

Students who are HIV positive or have AIDS are urged to voluntarily inform the IWU Arnold Health Service and the Director of the School of Nursing who will provide information and referral on health care and counseling, and begin a process to assess the need for necessary modifications/accommodations in clinical education or job functions. Such modifications will be designed on a case by case basis.

Prevention of Transmission in the Clinical Setting

The rapid increase of blood-borne diseases has caused an increased awareness and concern regarding infection control procedures. Prevention is the only method of controlling HIV and the best method of protection from all communicable diseases. Therefore, students will be educated in the appropriate preventive techniques recommended by the Centers for Disease Control and receive clinical supervision to ensure strict compliance.

HBV/HIV Post-Exposure Evaluation and Follow-up Exposure Incident

An exposure incident is defined as a specific eye, mouth, other mucous membrane, non-intact skin or parental contact with blood or other potentially infectious materials. In the clinical setting, if a student experiences an exposure incident, the student will:

1. Report exposure to the work place supervisor and clinical instructor. The IWU instructor will notify the Director of the School of Nursing.
2. Exposure Policy and Procedure
 - a. Wash exposure site IMMEDIATELY with soap and water. If mucous membranes affected rinse with copious amounts of water.

- b. The student must report BBP exposure to their Clinical site/instructor including when and where exposure occurred and where emergency first aid was administered. Risk assessment laboratory testing and treatment/medications for BBP will be available.
 - c. If the Clinical site is a non-medical facility or is a great distance away when the BBP was identified the student may seek treatment at the nearest Emergency Department for evaluation.
 - d. The Clinical site/Emergency Department will determine if there is a need for HIV post exposure prophylaxis (PEP), testing and need for Hepatitis B PEP.
 - e. If PEP is ordered and the student elects to take medication the student may contact Arnold Health Service where they can be monitored.
3. Complete the required institutional documents according to guidelines:
a) IWU incident report and b) Institutional reports, as required.

Airborne Pathogens: Tuberculosis Post Exposure Evaluation and Follow-Up Exposure Incident

1. Airborne pathogen exposure may occur if there is failure to adhere to appropriate isolation procedures while in presence of source individual or if source was undetected prior to exposure.

TB Screening Requirements

- a. International Students/High Risk Entering Students
 - i. All high risk new students will provide documentation of TB testing (PPD) prior entering IWU. Students with previous positive reactor should show evidence of baseline CXR.
- b. Nursing Students Entering Clinical
 - i. Prior to entering Clinical all Nursing Students will provide documentation of 2-step PPD testing.
 - ii. Those with previous positive reactor should show evidence of baseline CXR.
 - iii. All Nursing Students will be provided with yearly PPD testing per IWU Arnold Health Services
- c. Exposure and Control
 - i. If TB exposure is suspected Arnold Health Services should be notified. If Nursing Student is exposed the Clinical Instructor and Clinical Site Supervisor must also be notified.

- ii. All previously negative reactors should have baseline TB skin test done. Repeat testing 90 days after exposure.
- iii. If employee/student begins showing signs of TB, Arnold Health Services should be notified immediately and isolation precautions initiated.
- iv. All employees/students with confirmed TB will be referred to McLean County Health Department promptly.

Health Insurance

All Illinois Wesleyan University nursing majors, full and part-time, must carry health insurance either through individual policies or through the family policy. Full-time students should also carry the Supplemental Accident and Sickness Insurance. Information regarding the coverage is mailed to the student prior to the academic year. (See *University Student Handbook* for information on secondary accident and sickness insurance provided by the University). Part-time students are not eligible for secondary insurance. All students must provide evidence of health insurance coverage to the Director of Arnold Health Service prior to the beginning of each semester.

Liability Insurance

The University carries professional liability insurance. This policy insures student nurses against claims related to their practices as student nurses while engaged in activities of the nursing program.

Scholarships, Grants, and Financial Aid

Students may obtain information regarding financial aid, scholarships, and grants from the Financial Aid Office, the *University Catalog* and the *University Student Handbook*.

School of Nursing Awards and Honors

Academic Awards

Various benefactors have made financial contributions to Illinois Wesleyan University for the purpose of recognizing those nursing students who achieve a high level of excellence. The Awards voted on by faculty include:

- The Sara M. Stevenson Award: awarded to a freshman student
- The Frances D. Alikonis Award: awarded to a sophomore student
- The Patricia Giese Award: awarded to a junior student

- The Alumnae Association of the Brokaw Hospital School for Nurses Award: awarded to a junior student
- The Mary D. Shanks Endowment Scholarship: awarded to a junior student
- The Caroline F. Rupert Award: awarded to the outstanding graduating senior

Eligible students apply for these awards at the beginning of spring semester. In order to be eligible for an award a student must have a cumulative GPA of at least 3.25 and a nursing GPA of at least 3.00 for sophomores, juniors and seniors. Nursing GPA is based on grades of courses preceded with “N”. The cumulative GPA requirements for the Alumnae Association of Brokaw Hospital are slightly lower. Only those students who apply are considered for the awards. Announcements regarding application deadlines are made each year by nursing faculty. Application forms are available in the School of Nursing office. Students applying for these awards are asked to submit a one page essay describing the following:

1. Involvement in University functions and activities;
2. Activities that contribute to professional growth;
3. Nursing achievement (for sophomore, junior and senior awards);
4. Personal and academic qualifications (including financial need if applicable to the award).

Completed applications are submitted to the Student Affairs Committee, who then recommends candidates to the School of Nursing Faculty for approval.

A number of endowed nursing scholarships exist for students receiving Financial Aid from the University. These are awarded periodically based on varying criteria. Two such scholarships are:

- The Finfgeld Family Scholarship
- The Deloris Helsley-Ascher, R.N., School of Nursing Scholarship

The Director of the School of Nursing works closely with the Director of Financial Aid and the Student Affairs Committee of the School of Nursing to select qualified recipients.

Research Honors

Qualified students are encouraged to seek Research Honors in Nursing and pursue research projects under the guidance of a faculty member. Students must have a cumulative GPA of at least a 3.25, with a 3.5 in the nursing major. See above for definition. Additional information regarding Research Honors is

found in the *University Catalog*. Specific information regarding Research Honors may be obtained from the Associate Provost. Students are urged to begin discussion of research projects with faculty early in their academic careers. Examples of faculty interests include:

Connie Dennis: pediatrics, newborns, computers in nursing, self-care theory, dependent care

Vickie Folsø: eating disorders, family functioning, depression, suicide risk, critical incident stress, and instrument development.

Brenda Lessen: neonatal intensive care, feeding in neonates, neural networking, obstetrics, qualitative research

Sharie Metcalfe: self-care, self-care agency, COPD, nursing workforce

Lisa Searing: public health theory and practice, prevention, adolescent health, family functioning, measurement and instrument development

Susan Swanlund: physiology, pharmacology, gerontology; medication use in the elderly, qualitative methods and analysis

Professional and Honorary Organizations

Sigma Theta Tau (Theta Pi Chapter)

The Theta Pi Chapter of Sigma Theta Tau, International Honor Society of Nursing, was chartered at Illinois Wesleyan University in April of 1986. The purposes of the organization are to 1) recognize superior achievement, 2) recognize the development of leadership qualities, 3) foster high professional standards, 4) encourage creative work, and 5) strengthen commitment to the ideals and purposes of the profession. Members accept the purposes of the Society and are responsible for participating in the achievement of goals consistent with the professional and scholarly character of Sigma Theta Tau.

Students who have completed at least one-half of the required nursing component of the curriculum and have demonstrated outstanding ability in nursing are eligible for membership. During the spring semester, students are invited to join on the basis of academic achievement within the following parameters: 1) Juniors - a cumulative GPA following fall semester of 3.0; 2) Seniors - a cumulative GPA following fall semester of 3.0; 3) Rank not lower than the highest 35% of the class and, 4) No record of academic dishonesty.

Illinois Wesleyan University Student Nurses' Association

The mission of the National Student Nurses' Association (NSNA) is to 1) organize, represent, and mentor student nurses; 2) promote development of skills needed as responsible and accountable members of the nursing profession; and

3) advocate for high quality health care. All students registered in the nursing program at Illinois Wesleyan University are eligible for membership. Members are involved in activities that enhance their professional development and that of their classmates. Membership fees and expenses average \$45-\$55.

Student Participation in Governance

Students in the School of Nursing have an active role in two of the three standing committees of the School of Nursing. Those Committees are as follows: 1) *Curriculum Committee*, which reviews and considers all factors involving curriculum provisions and revisions; 2) *Student Affairs Committee*, which serves as a liaison between students and faculty for considering policies and activities related to student welfare.

Representatives for these committees are elected by nursing students in the fall of each year. Nursing majors are urged to seek election to the committees of their choice. Election practices of the University Student Senate serve as a procedural guide.

The faculty welcome suggestions by students on any policies and procedures they believe will help nursing majors. Students' recommendations for change(s) should be given to representatives or the committee chairperson. Students may also attend committee meetings and request to be placed on the agenda of appropriate committees.

Student Participation in Evaluation

Curriculum evaluation is an ongoing component of the program evaluation in the School of Nursing. Information from nursing majors regarding classes and clinical laboratory experiences is welcomed by nurse faculty and the Director at any time. In addition, students complete a course evaluation at the end of each course. According to University guidelines, these evaluations are taken to the Office of the Registrar by an assigned student and released to the course faculty after grades have been submitted. Students' evaluations are summarized and incorporated into the overall course evaluation prepared by faculty. Faculty course evaluations are reviewed by Curriculum Committee, and recommendations for change are considered by faculty. Student evaluations of individual faculty are summarized by the faculty. This becomes part of the faculty evaluation process. First year students complete the California Critical Thinking Disposition Inventory (CCTDI). Senior students participate in a senior evaluation process, including completion of the CCTDI, an exit survey and exit

interview with the Director. Student feedback is incorporated into the program evaluation and used to guide programmatic decisions.

Student Nursing Expenses

The following is a list of (approximate) additional expenses:

General Expenses:

- Conferences: Fall Conference: \$20; Spring conference: \$20-\$30. A small transportation fee may be added.
- CPR re-certification/recertification course: \$5-\$50 every two years.
- Pre-Professional Organizations:
 - Membership Sigma Theta Tau: \$85; pin and cords optional.
 - Membership Student Nurse Association: \$35 first year national, \$45 renewal national, \$10 local dues.
- Lost/Replaced ID: \$10

Sophomore Year:

- Uniform: \$150-\$200
 - Lab jacket: \$50
 - Scrub top: \$52
 - Polo: \$30
 - Pant: \$29
 - Patch: \$4
- Clipboard: \$20
- Stethoscope: \$70 and above
- Scissors: \$5
- Penlight: \$5
- ID: \$10
- Shoes: \$50-\$75
- Teaching project: \$15 -\$20

Junior Year:

- Transportation to and from clinical for prep
- Materials for research poster: \$15 to \$20
- Attire appropriate for professional activities

Senior Year:

- Senior Portraits
 - Sitting Fee: approximately \$40
 - Individual Photos: varies

- Senior Pin: \$35 to \$110
- HESI Testing: \$70
- NCLEX-RN review class: \$400 to \$500
- NCLEX-RN Application and Licensure Fees: approximately \$300
- Fingerprinting: \$60
- Transportation to community clinicals/ internships: varies with clinical site
- Materials for Senior Projects: \$50
- Pants for Community clinicals: \$30 to \$50
- Attire appropriate for professional activities
- University graduation expenses.

Graduation Policies/Information

Senior Class Portraits

Senior nursing students are expected to sit for the nursing composite portrait. Arrangements for the photography sessions are made through the Senior Class Representative to Student Affairs Committee. There is usually a sitting fee of approximately \$40. Purchase of additional photographs is optional.

Senior Career Planning

Senior students are required throughout the year to participate in preparation for entering professional practice or for graduate school. A series of classes is offered by the Hart Career Center and the School of Nursing. Seniors are notified by mail prior to the beginning of the fall term by the Director of the School of Nursing to ensure no conflicts in scheduling. Topics include resume writing (with critique), interviewing techniques, and transition from student to graduate. All senior students are required to attend these sessions and the annual Nursing Career Fair in November.

Preparation for NCLEX-RN

Seniors are encouraged to prepare for the NCLEX examination throughout the senior year. Faculty support a review process in the fall, culminating in pharmacology testing at the end of the fall term. All seniors also take the HESI E2 Assess Test at the beginning of their second semester. The results are reviewed with the student's academic advisor to guide further the NCLEX review process. Other exams may also be required. Computer review sessions are also held throughout the spring semester during class time for N450 and

N460. Additional computer assisted programs are available for use during the year in the Nursing Interventions Laboratory in Stevenson Hall.

Preparation for Graduate School

Information regarding graduate schools is available from the IWU Hart Career Center. Career Counselors work cooperatively with the School of Nursing to provide the latest information about graduate schools, including admission criteria and the application process.

Student Employment

Students are free to seek any employment that does not conflict with their course schedule. Students who seek employment providing nursing care after the sophomore year may legally function only as nursing assistants. This generally means that the care students perform is more limited than that performed under faculty supervision during clinical experiences. Many clinical agencies throughout Illinois and nearby states seek to employ nursing students during the summer. Information regarding employment opportunities are often posted in Stevenson Hall.

Student Employment in Internships/ Externships

Many clinical agencies throughout Illinois and nearby states offer employment in "internship" or "externship" programs to nursing majors during the summer. Information about these opportunities may be obtained from the Director of the School of Nursing or from notices posted on bulletin boards in Stevenson Hall. Students should note that internship and externship employment programs offered by clinical agencies are different from internships offered in cooperation with the University for course credit.

Behaviors Affecting Licensure

Representatives of the Illinois Department of Finance and Professional Regulation suggest that students in the nursing major be advised they will be required to respond to the following questions when applying for licensure in the State of Illinois:

- Have you been convicted of any criminal offense in any state or in federal court (other than minor traffic violations)? If yes, attach a certified copy of the court records regarding your conviction, the nature of the offense and date of discharge, if applicable, as well as a statement from the probation or parole office.

- Have you had or do you now have any disease or condition that interferes with your ability to perform the essential functions of your profession, including any disease or condition generally regarded as chronic by the medical community, i.e., (1) mental or emotional disease or condition; (2) alcohol or other substance abuse; (3) physical disease or condition, that presently interferes with your ability to practice your profession? If yes, attach a detailed statement, including an explanation whether or not you are currently under treatment.
- Have you been denied a professional license or permit, or privilege of taking an examination, or had a professional license or permit disciplined in any way by any licensing authority in Illinois or elsewhere? If yes, attach a detailed explanation.
- Have you ever been discharged other than honorably from the armed service or from a city, county, state or federal position? If yes, attach a detailed explanation.
- Students should also be aware that the Illinois Department of Finance and Professional Regulation may refuse to issue a license to any applicant for a number of reasons. These may include, but are not limited to:
 - Conviction of any crime under the laws of any jurisdiction of the United States: (i) which is a felony; or (ii) which is a misdemeanor, an essential element of which is dishonesty, or (iii) of any crime which is directly related to the practice of the profession;
 - A pattern of practice or other behavior which demonstrates incapacity or in competency to practice under this Act;
 - Engaging in dishonorable, unethical or unprofessional conduct of a character likely to deceive, defraud or harm the public;
 - Unlawful sale or distribution of any drug, narcotic, or prescription device, or unlawful conversion of any drug, narcotic or prescription device;
 - Habitual or excessive use or addiction to alcohol, narcotics, stimulants, or any other chemical agent or drug which results in a nurse's inability to practice with reasonable judgment, skill or safety;
 - Being named as a perpetrator in an indicated report by the Department of Children and Family Services and under the Abused and Neglected Child Reporting Act, and upon proof by clear and convincing evidence that the licensee has caused a child to be an abused child or neglected child as defined in the Abused and Neglected Child Reporting Act;
 - Willful omission to file or record, or willfully impeding the filing or recording or inducing another person to omit to file or record medical reports as required by law or willfully failing to report an instance of suspected child

abuse or neglect as required by the Abused and Neglected Child Reporting Act;

- Gross negligence in the practice of nursing;
- Attempting to subvert or cheat on a nurse licensing examination administered under this Act.

Further, students should be advised that the rules and regulations are subject to change. Check for current information on the State of Illinois website at <http://www.idfpr.com/dpr/WHO/nurs.asp>.

Students should immediately report any behavior affecting licensure to both the Dean of Students and to the Director of the School of Nursing. See University Student Handbook at iwu.edu/~stdntaff/handbook/.

Appendices

Philosophy of the School of Nursing (Class of 2011)

The faculty of the School of Nursing subscribe to the basic purposes and beliefs of Illinois Wesleyan University. Reflective of the University's emphasis on liberal and specialized learning, the School of Nursing provides the education necessary for the practice of professional nursing to advance the health of individuals and society as a whole. The faculty encourages the exploration and application of a value system that recognizes the intrinsic worth of human beings to the practice of professional nursing and to the provision of health care within the global society.

The faculty of the School of Nursing hold certain beliefs regarding human beings, the environment, health, nursing, professional nursing, nursing education, and learning. These beliefs give rise to the structure and form of the nursing curriculum.

The faculty regards persons as complex beings with basic common biological, psychosocial, and spiritual requirements. Persons have the right and the responsibility to meet these requirements through the deliberate actions of self-care. Each person is in a unique phase of development and in a constant process of maintaining and forming conditions conducive to the promotion of developmental processes. Persons differ from other beings through their capacity for self-awareness, critical thinking, creativity, free choice, and deliberate action to achieve their valued goals. They respond to life events with unique combinations of capabilities resulting from genetic endowment, environmental conditions, and learning from past experiences. Persons have worth and dignity, and seek meaning and purpose of existence.

Within human environments, individuals have organized themselves into societies. Societies are evolving systems that have structure, values, beliefs, and norms that are determined and communicated by their members. Societies, in turn, influence their members by guiding individual actions and interactions and by defining health and illness for their members on the basis of what behaviors are necessary to fulfill the roles and carry out the tasks of that society.

Health is a state of being in which individuals are able to combine their genetic, learned, and environmental capabilities to achieve maximum development with a sense of well-being. The meaning of health to individuals and groups is determined by societal norms and values and by options and barriers to health within society. The level of health to which individuals aspire varies and changes in different stages of physical, psychological, interpersonal, spiritual and social development. When health deviation occurs, additional requirements for self-care exist. In our society, health is a reflection of the responsibility exercised by individuals and society as a whole. Individuals act personally and/or collectively to improve their level of health through lifestyle change and public policy

legislation. Health care professionals are charged with the responsibility of knowing and carrying out activities that are appropriate and necessary to promote and restore health.

Nursing is a profession/occupation whose contributory role in society is to assist individuals, families, groups, and populations in specific nursing situations to meet health care needs. Nursing, as a form of health care, focuses on assisting individuals in the provision and maintenance of self-care only when their demand for self-care exceeds their capabilities. The art and science of nursing assists people to find and utilize their strengths and resources to achieve their optimal level of health. The practice of nursing is a caring, orderly, and rational process whereby the need for nursing is determined, a system for nursing assistance is designed, and the delivery of nursing assistance is planned, provided and evaluated.

Professional nursing practice encompasses the disciplines of nursing knowledge. The level, nature, and emphasis of each of these disciplines vary in individual situations and change as careers evolve. Professional nursing practice is based on nursing art and nursing science which are continually developed and refined through nursing research. Professional nursing practice utilizes knowledge from the humanities and sciences and reflects the influence of nursing history. Professional nurses practice within the legal boundaries of their profession, and design nursing systems that incorporate the impact of economic and cultural factors on nursing and clients of nursing. They practice according to a professional ethical standard, and participate in the political-social system. Management and leadership capabilities combined with critical-thinking skills are essential when collaborating with clients and other health professionals to support and bring about necessary change in health care situations. Professional nurses need expertise in techniques and technologies to fulfill their role of care planner and care manager including the ability to effectively delegate and supervise nursing care provided by others. Interaction skills are essential as nurses communicate, manage, and provide information to individual clients, families, and populations.

Education for professional nursing begins at the baccalaureate level. The purpose is to prepare a self-directed practitioner who continues to function as a generalist in a dynamic, varied healthcare environment. Baccalaureate nursing education integrates liberal arts and sciences with a specific focus on nursing as a practice discipline. It assists students to synthesize theories and concepts from the physical, social, and behavioral sciences and to apply them to nursing practice. Baccalaureate education encourages and promotes professional growth and life-long learning. Graduates of baccalaureate programs are prepared for graduate level or specialized education in any area of nursing.

The role of the nurse continues to evolve as societal needs and desires change. As the capabilities for obtaining information and managing that information continue to expand, professional nurses need to develop skills that facilitate utilization of that data. Persons who have prior nursing education from non-baccalaureate degree nursing programs have acquired portions of the knowledge base, skills, and values of professional nursing. A

baccalaureate nursing program complements non-baccalaureate nursing education and provides additional knowledge in liberal arts and nursing to prepare for nursing practice at the professional level.

Learning is a dynamic process occurring throughout the lifecycle whenever there is a change of behavior, insight, attitude, or a combination of these. Learning is the responsibility of the individual; the teacher's role is that of facilitator. The facilitator interacts with the student regarding his/her learning needs prior to the learning experience, concurrent to the learning activity, and following the learning episode. Multiple teaching strategies in a variety of clinical settings and through laboratory simulations provide opportunities for active participation in learning that enhance learning and critical thinking. The nurse educator assists students in goal formation, gives direction for goal attainment, provides optimal conditions to facilitate learning, and evaluates the accomplishment of goals.

Based on the above beliefs, the faculty have selected the constructs and concepts of Dorothea Orem's Self-care Deficit Theory of Nursing (Orem 1980, 1985, 1991, 1995, 2001) as a framework for the nursing curriculum.

Rev. 4/30/99

Philosophy of the School of Nursing (Class of 2012 and beyond)

The IWU School of Nursing philosophy presents faculty beliefs about the interrelationship of four concepts basic to nursing: individuals, environment, health, and nursing. Beliefs about core curricular concepts and pedagogy related to nursing education are expressed through descriptions of professional nursing practice and teaching/learning. The faculty believe that nursing theory, including Orem's Self-care Deficit Nursing Theory, guides the integration of these concepts in the curriculum.

Individual: As members of a global society, individuals are diverse, complex beings with inherent worth and human dignity who organize themselves into social groups. They have innate and learned capabilities based on genetics and modified by values, sociocultural-spiritual life experiences and environmental conditions including available resources. They use these abilities to take deliberate action that may affect their own health and the health of others. Further, individuals have responsibility to promote healthy environments to meet current societal needs and those of future populations. Individuals in groups and communities act collectively to influence health decisions affecting individuals and interactions with their environments.

Health: As a complex and dynamic process, health includes integration of genetic, learned and environmental conditions as people seek personal and socially and economically productive lives. Health, as culturally defined and perceived, includes personal responsibility for self-care and care of others, and social obligation to ensure

equity in access to quality healthcare for all populations. Individuals with health literacy act to improve health through lifestyle change and through promotion of health policy at the local, national or global level.

Environment: Environment consists of internal and external processes that impact people and the world around them. Environment has historical, political, economical, social and cultural dimensions that have both positive and negative effects on human health. Nursing has responsibility to integrate knowledge of these dimensions within the complexities of the health care environment as they address major issues such as health disparities and social injustice.

Nursing: Nursing is a practice discipline committed to providing healthcare to all people and societies with sensitivity to the values and culture of others. As a service to society the domain of nursing is health promotion, risk reduction, and illness management for individuals and diverse populations. Faculty believes that nursing's role is to build on capabilities of individuals and populations for shared decision-making to achieve desired health outcomes. Integral to this patient-centered care is embracing the standards, ethical principles and values of the profession.

Nurses have specialized capabilities developed through education and practice. Professional nursing requires the integration of theoretical knowledge, analytic skills, and ethical values to design and manage evidenced-based care. Critical thinking, clinical reasoning, and therapeutic communication are skills essential to every nursing situation. Nurses must manage information and patient technology to support decision-making that results in quality, safe care across all populations and settings.

As advocates, nurses empower individual, families and communities in a variety of health care settings. As leaders, nurses foster effective communication, engage in interprofessional collaboration to create and maintain an environment that promotes working relationships and improves health care outcomes. As citizens, nurses actively engage in the development of health care policy to promote environmental health, social justice, and improvement in the health care system. Lifelong learning and commitment to the acquisition and development of knowledge are expectations of those who nurse.

As a generalist, this nurse is best prepared at the baccalaureate level in a liberal arts environment.

Teaching/Learning: The School of Nursing faculty believe teaching/learning in a professional nursing program requires a clear understanding of graduate outcomes. Within a liberal arts environment, students learn to become exceptional thinkers and nursing /health care leaders in a global society. Faculty believe that integration of professional and liberal learning is enhanced by concurrent enrollment in professional and liberal arts study. The hallmark of this experience is continuing engagement among faculty and students that results in clinical reasoning and critical thinking and decision-

making, oral and written inter-professional communication, skills of global citizenship, and demonstration of ethical values. Learners develop increasing abilities to manage complexity and uncertainty of patient-centered care as faculty coach, role model and guide integration of knowledge from natural sciences, social sciences, the arts and humanities with theoretical, analytical, and practice skills of the nursing discipline. Through active engagement with patients, faculty, and peers in a variety of settings, students develop professional identity with commitment to integrity and lifelong learning. Faculty believe that multiple teaching strategies facilitate learning in students with varied learning styles.

Consistent with the College of Liberal Arts, School of Nursing faculty believe the required degree for the School of Nursing professoriate is the doctorate, with all faculty actively engaged in scholarly achievement. Providing service not only within the School of Nursing but in the broader university and professional communities enriches the program. Those responsible for clinical courses should have expertise in the area of clinical supervision. Adjunct clinical faculty have a graduate degree in nursing with significant expertise in the area of clinical supervision.

Accreditation

The Illinois Wesleyan University School of Nursing baccalaureate program is approved by the State of Illinois Department of Finance and Professional Regulation, 320 W. Washington, 3rd Floor, Springfield, IL 62786; phone 217-785-0458, fax 217-782-7645, as well as 100 W. Randolph, 9th Floor Chicago, IL 60601 phone 312-814-4500, fax 312-814-3145. The Illinois Wesleyan University baccalaureate program is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120; phone 202-887-6791, fax 202-785-8320.

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Illinois Wesleyan University School of Nursing Student Concern Form

Class: _____ Date: _____
Comm. Representative (CC or SAC): _____

Summary of Concern (one sentence):

Number of individuals expressing similar view (approx): _____

Have you discussed this issue with the course coordinator?

N/A _____ why? _____

No _____ why? _____

Yes _____

If yes, what was the outcome? _____

Elaborate on concern: _____

Suggestion for resolution: _____

Signed _____ Date _____

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Illinois Wesleyan University
School of Nursing
Clinical Consents

I, _____ (your name), consent to be driven to nursing clinicals by a fellow nursing student from Illinois Wesleyan University. I understand that the driver of the van has a valid driver's license and proof of insurance and has completed a driving test (if necessary). As a rider I acknowledge my responsibility to report any and all unlawful, uncomfortable, or unsafe driving by the driver to the clinical instructor and/or full-time course coordinator. I affirm I will wear a seat belt at all times.

Signed this _____ day of _____, 20__.

I, _____ (your name), should I drive the clinical van, consent to always drive lawfully and safely. By signing this consent, I agree to provide a copy of my driver's license and proof of insurance forwarded to the Physical Plant, where it will be available upon request.

Signed this _____ day of _____, 20__.

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Illinois Wesleyan University School of Nursing

Certificate of Receipt

I have received my copy of the 2010-2011 edition of the Illinois Wesleyan University School of Nursing *Student Handbook* and understand that I am responsible to know and understand its contents.

Student Name: _____

Student Signature: _____

Date: _____

