

College of Health Sciences

Department of Nursing

UNDERGRADUATE NURSING STUDENT HANDBOOK FOR SUCCESS

2012 – 2013

Department of Nursing Office
Business & Health Sciences Building, Room 200A
Telephone: 773/995-3992; Fax: 773/821-2438
Email: bacnur@csu.edu

Table of Contents

Greetings from the Chairperson.....	4
Welcome and Student Contract	5
SECTION I.....	6
General Information.....	6
History of the Nursing Program	6
Professional Accreditation	6
University Accreditation	6
Mission, Vision, and Values of University	7
Mission, Vision, and Values of College of Health Sciences	8
Mission, Vision and Values of Department of Nursing.....	9
College of Health Sciences Organizational Chart	10
Department of Nursing Organizational Chart	11
Department of Nursing Philosophy	12
SECTION II	13
Policies and Procedures	13
Department Policies and Procedures	13
Clinical Rotation Policies and Procedures.....	16
Responsibilities of the Student as Learner in the Nursing Program.....	21

Admission Policy	24
SECTION III.....	26
Department of Nursing Curriculum Programs	26
The Caring Framework	26
Program Student Learning Outcomes	32
Curriculum Pattern for Basic/CNA-BSN Students	Appendix B
Curriculum for RN to BSN Students	Appendix C
SECTION IV	33
Progression, Retention and/or Dismissal, Graduation	33
The Gate System: Record of Student Progress in the Curriculum:	33
Academic Regulations and Requirements.....	35
Graduation Requirements.....	36
SECTION V	37
Student Development Activities	37
Nursing Advisors.....	37
Nursing Learning Resource Center (NLRC).....	37
Student Nursing Association.....	38
University Student Support Services	39
Financial Aid.....	39
Student Government Association.....	39
Career Development Center	40
Academic Computing Center.....	40
Academic Library	40

University Counseling Center	40
Wellness/Health Center	40
Office of Abilities.....	41
Campus Ministry	41
SECTION VI.....	42
Grievance Procedure	42
APPENDICES.....	45
Appendix A: Professional Behavior Checklist	45
Appendix B: Basic and CNA Curriculum Pattern	47
Appendix C: RN – BSN Curriculum Pattern	48
Appendix D: Ranking Criteria	49
Appendix E: Pregnancy Statement Form.....	50
Appendix F: Universal Precautions	51
Appendix G: Incident Report Form	53
Appendix H: Student Grievance Form	56
Appendix I: Grievance Procedure Sheet	57

GREETINGS FROM THE CHAIRPERSON

On behalf of the Department of Nursing faculty and staff we welcome our new and returning students. We are happy that you have selected Chicago State University (CSU) to pursue your nursing education. You are about to embark on a challenging, exciting, and rewarding career choice. Our faculty members are committed to helping you excel academically, and are eager to assist you in achieving your personal and professional goals while at CSU.

The Nursing Student Handbook for Success contains important information regarding policies and procedures that will guide you as you progress in the program. The Course Schedule and the University catalog will also assist you in progressing through the curriculum. Financial Aid guidelines are available on the CSU website.

I hope the time you spend with us fills you with a sense of discovery and accomplishment, as well as personal and professional growth.

Sincerely,

*Rosemary Ricks-Saulsby, PhD, RN
Chairperson*

WELCOME TO THE DEPARTMENT OF NURSING

The Student Handbook has been prepared especially for you by the faculty and staff members of the Department of Nursing. It contains important departmental policies and procedures, which are intended to facilitate your successful progression through the nursing program. Knowledge of these policies and procedures will serve you well and help you skillfully navigate the academic waters at CSU. Out of class opportunities in professionally related organizations are listed to assist you to flourish in the program.

In order to abide by the policies and procedures as outlined in this handbook, you must first be aware of them. We, therefore, strongly encourage you to read through the Handbook at your earliest convenience and refer to it as needed. Become familiar with its content. If you have questions about any of the contents, please refer to a nursing faculty, our program specialist, our academic advisors or the academic performance coordinator.

We appreciate the opportunity to work with you in meeting your goal of becoming a baccalaureate prepared, highly skilled and competent professional registered nurse. We are pleased to have you here and will attempt to make your stay with us a pleasant and meaningful one.

Welcome to the Department of Nursing!

Nursing Faculty and Staff.

EVIDENCE THAT I HAVE RECEIVED THE 2012-2013 HANDBOOK

I have received a copy of the Department of Nursing Student Handbook for Success 2012-2013. I understand that it is my responsibility to read, understand and abide by all the policies and procedures contained therein. The Nursing Office retains the original signed contract on file. Students are responsible for retaining their own copy of this contract.

Signature of Student: _____ Date _____

Print Name: _____

SECTION I

GENERAL INFORMATION

History of the Nursing Program

In response to recommendations made by the Illinois Implementation Commission on Nursing to increase the number of baccalaureate nurse graduates in Illinois, Chicago State University conducted a feasibility study that led to the initiation of the Division of Nursing at the University. In March of 1971, a director and assistant director were appointed to develop a baccalaureate nursing program. Approval of the program was obtained from the Illinois Department of Registration and Education and the Illinois Board of Governors in 1972. During the summer of 1973, the first dean was appointed and in 1974, the Division became a College.

The period between 1975 and 1980 were years of development and expansion. The program received re-accreditation in 1989, 1997 and 2005. In 1992, the College of Nursing and the College of Allied Health were merged into the College of Nursing and Allied Health Professions that later became the current College Health Sciences.

Professional Accreditation

The Department of Nursing is approved by the Illinois Department of Financial and Professional Regulations (IDFPR). It received full re-accreditation for eight years from the National League for Nursing Accrediting Commission, Inc. (NLNAC) in 2005. The NLNAC is located at 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326.

Program graduates of the Department of Nursing are able to sit for the National Licensure Examination for Registered Nurses (NCLEX-RN) examination administered by the National Council of State Boards of Nursing (NCSBN). Information about the NCLEX-RN examination may be obtained at: <https://www.ncsbn.org/nclex.htm>. After successful completion of this examination, the individual will be a registered nurse and will be fully qualified to practice professional nursing.

University Accreditation

Chicago State University is accredited by the Higher Learning Commission of North Central Association of Colleges and Universities. The Higher Learning Commission is located at 230 S. LaSalle St., Suite 7-500, Chicago, IL 60604. Phone: 312/263.0456.

CHICAGO STATE UNIVERSITY

MISSION, VISION AND VALUES

Mission

Chicago State University is a public, comprehensive university that provides access to higher education for students of diverse backgrounds and educational needs. The university fosters the intellectual development and success of its student population through a rigorous, positive, and transformative educational experience. Chicago State University is committed to teaching, research, service and community development including social justice, leadership and entrepreneurship.

Vision

Chicago State University will be recognized for innovations in teaching and research, and in promoting ethical leadership, entrepreneurship, and social and environmental justice. We will embrace, engage, educate, and empower our students and community to transform lives locally and globally.

Values

Chicago State University values:

- Intellectual development
- Creative and innovative thinking and learning
- Dignity and unique talents of all persons
- Responsible choices and actions
- Personal and academic excellence
- Personal, professional and academic integrity
- Diversity
- Leadership, service, philanthropy, social justice, and entrepreneurship
- Pride in self, community and the university
- Lifelong learning

CHICAGO STATE UNIVERSITY
COLLEGE OF HEALTH SCIENCES
MISSION, VISION AND VALUES

Mission

The College of Health Sciences at Chicago State University educates a caring and competent, non-traditional student body, many of whom are underrepresented in the healthcare professions. Through innovative teaching strategies and interdisciplinary educational experiences, we empower our graduates to be critical thinkers, life-long learners, advocates for reducing health disparities, and providers of quality health care services.

Vision

The College of Health Sciences strives to be recognized as a national leader in interdisciplinary healthcare education and excellence in teaching, research and service. We strive to inspire and prepare our students to seek and create innovative healthcare opportunities locally, nationally and globally.

Values

Chicago State University College of Health Sciences Faculty and Staff values:

- Student Learning and Development
- Life-long learning
- Diversity
- Accountability and Responsibility
- Community Service
- Critical Thinking
- Interdisciplinary Education
- Empowerment and Social Justice
- Transformative Leadership
- Professional Integrity

DEPARTMENT OF NURSING
MISSION, VISION AND VALUES

Mission

The Department of Nursing adheres to the mission of the University and the College of Health Sciences, which is to provide access to higher education for residents of diverse backgrounds and educational needs locally, nationally, and globally.

The mission of the Department of Nursing is to provide educational experiences that empower learners, promote competence in the area of professional nursing, strengthen the capacity for employment in a variety of clinical practice settings within the healthcare community, and develop a sense of civic responsibility.

Vision

The Department of Nursing seeks to educate nurses who will be able to demonstrate excellence through practice, scholarship, leadership and service, while caring for diverse populations.

Through high quality and creative instruction, the faculty strives to provide an environment that is conducive to learning, stimulates intellectual inquiry, and encourages personal and professional growth. The faculty creates an environment that fosters scholarship, and a desire for life-long learning.

The nursing faculty is sensitive to the unique characteristics of learners as these relate to issues of access, retention, and graduation. The faculty strives to prepare graduates who are able to function as compassionate, caring professionals. By providing a high quality program, the faculty endeavors to prepare nursing leaders to meet the changing and comprehensive health needs of the community. Both faculty and learners attempt to create and strengthen community linkages in order to develop collaborative research and service projects that will enhance the health status of underserved communities.

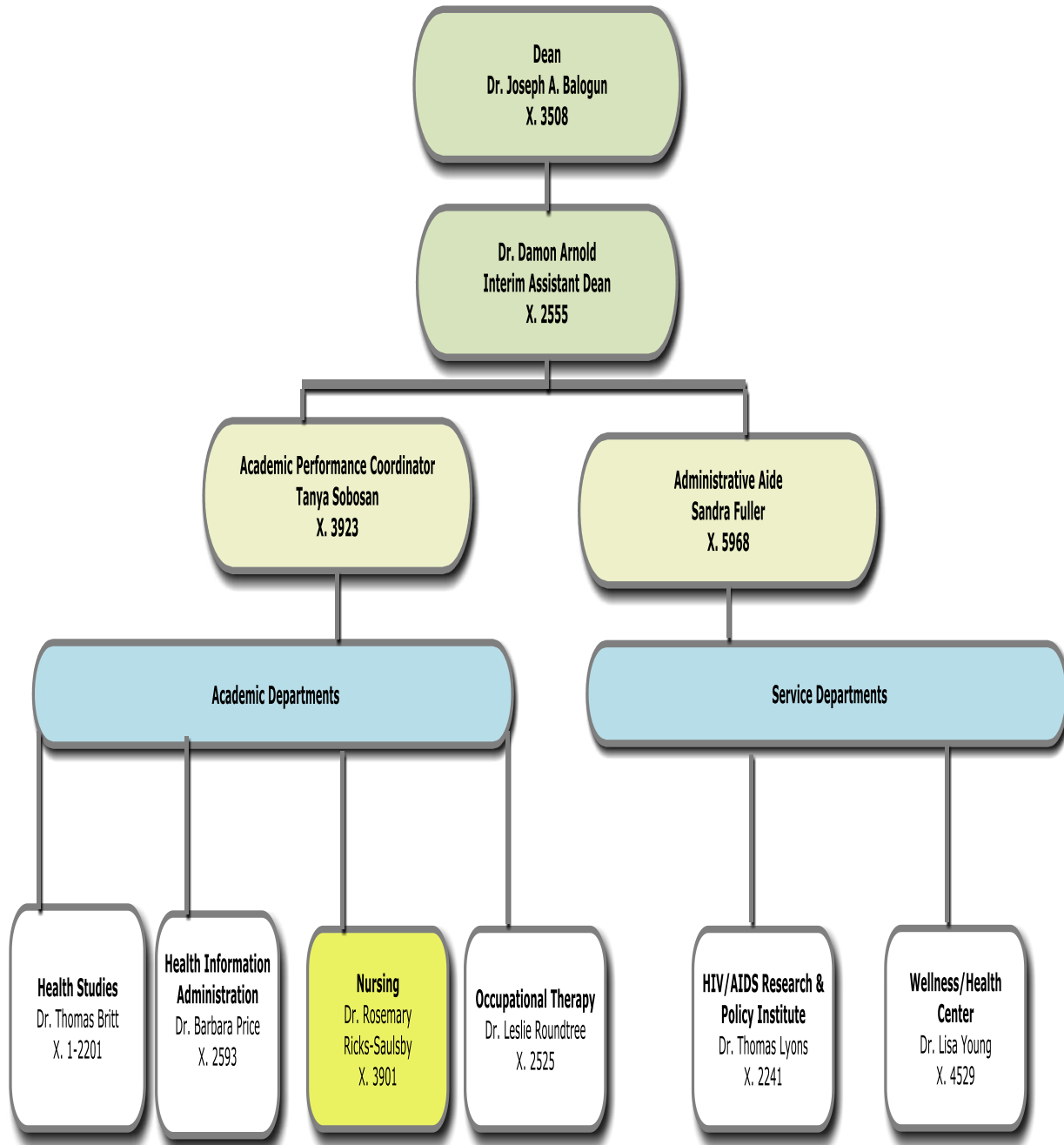
Core Values

Chicago State University, College of Health Sciences, Department of Nursing values:

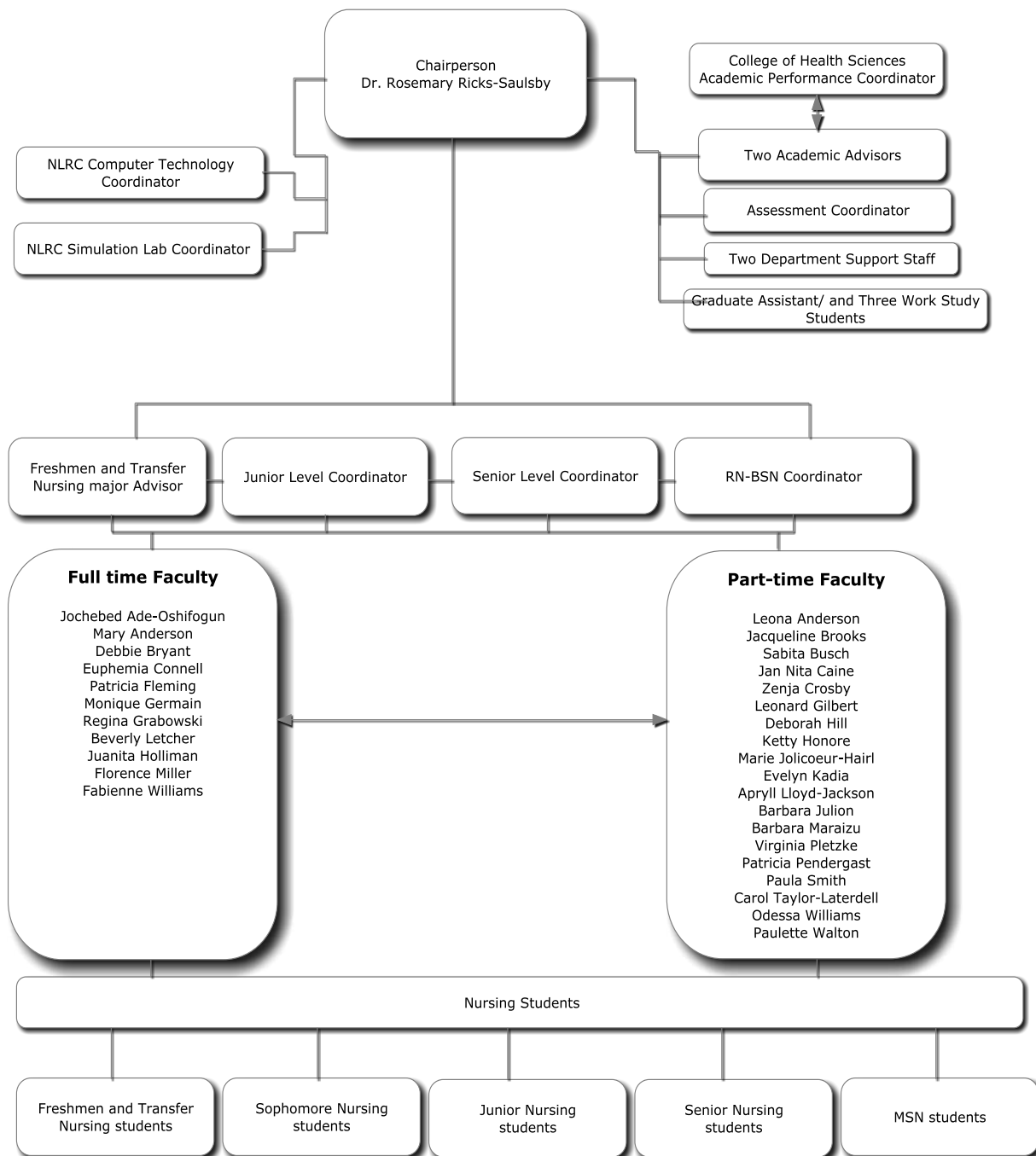
- Caring
- Compassion
- Stimulate intellectual inquiry
- Personal and professional growth

- Scholarship
- Life-long learning

ORGANIZATIONAL CHART FOR THE COLLEGE OF HEALTH SCIENCES



ORGANIZATIONAL CHART FOR THE DEPARTMENT OF NURSING



PHILOSOPHY OF THE DEPARTMENT OF NURSING

The faculty in the Department of Nursing believes that:

- Persons are self-determined, bio-psycho-social-spiritual-cultural beings who possess inherent worth and dignity, who are capable of growth, and worthy of respect.
- Persons have basic human needs, which are essential to survival.
- Families as diverse-dynamic-social systems are interrelated and interdependently linked with other systems.
- Nursing is a caring profession that provides services to society at any point along the wellness-illness continuum.
- The practice of professional nursing is an art and applied science.
- Preparation for the practice of professional nursing occurs in a baccalaureate program that integrates liberal arts and sciences, nursing theory and evidence-based practice.
- Health is dynamic state occurring along the continuum of high-level wellness to death and is a basic human right.
- Teaching-learning is a dynamic, collaborative, reciprocal, life-long process of growth arising from interaction between educator and learner.

Student Learning Outcomes

The graduates of the Bachelor of Science in Nursing (BSN) will be able to:

1. Utilize critical thinking skills when applying knowledge from the biophysical and behavioral sciences, humanities and nursing, to the care of individuals and aggregates.
2. Utilize evidence-based nursing interventions through the nursing process.
3. Demonstrate leadership skills in collaboration with consumers and others in a variety of settings to effect change that promotes delivery of quality health care in a diverse multicultural society.
4. Evaluate research findings in nursing and other fields for their applicability to the improvement of nursing practice.
5. Assume responsibility for professional practice that reflects the standards of professional and regulatory bodies.
6. Assume responsibility for personal and professional growth through life-long learning.
7. Utilize technology in managing information in meeting the healthcare needs of clients in a variety of healthcare settings.

SECTION II

POLICIES AND PROCEDURES

Professional Behavior

During each course, each student will be evaluated on classroom and clinical performance using the professional behavior checklist. Please see Appendix A, p. 45 for a copy of the professional behavior checklist. The behavior checklist is a tool used to assist each student in their development as a competent and caring professional. In order to progress through the program, it is necessary to demonstrate satisfactory and/or necessary emerging skills in professional behavior. An “unsatisfactory” rating in any item on the final rating of the checklist will result in the student being placed on probation. The faculty will complete an evaluation of the student’s professional behavior at midterm and the final week of the course. The academic performance coordinator will discuss strengths and concerns raised by the faculty with the student. Students may also use the checklist as a self- assessment tool.

All students are expected to maintain professional behavior and conduct at all times. Students found in violation of ethical practices and university policy on student conduct can be placed on probation. Repeated violations or misconduct that endangers or creates potential harm to others can be grounds for dismissal. The American Nurse Association (ANA) Code of Ethics is found on page 21, and each student is given a copy of the university policy of student conduct at the new student orientation.

Attendance

In addition to the University rules on attendance, students are required to attend each class for the total period. Attendance is taken in each class and at meetings. It is the responsibility of the student to directly communicate with the faculty and/or the clinical instructor regarding an unavoidable absence. Please check policy statement on absences and tardiness in each syllabus.

Communication Protocol

All students should follow the appropriate channels of communication to address concerns and issues while in the program. Concerns regarding a specific course should first be addressed to the course instructor(s). If concerns persist, they should be brought to the attention of the program director. If the student’s concerns continue, they should be brought to the attention of the course director. If the concerns are still not resolved to the student’s satisfaction, the student should see the chair and finally the dean of the college.

Email Accounts

Each student receives a CSU email account after being admitted to the university. Students are responsible for checking their email boxes on a regular basis. Students can access their CSU email account, together with their private email account, through preference commands. The email username and password are required to log into the University internet system. Assignments can be emailed only with permission of the instructor.

Mailboxes

All students and faculty have a mailbox. Student mailboxes are located on the second floor in the BHS building near the main office. Any documents left for faculty in the main office must be logged-in and receipt initialed by office personnel.

Dress code

Students are expected to be well groomed and neatly dressed at all times. The following information defines the dress code:

On Campus:

The classroom policy is as follows: [NOTE: The instructor makes the determination.]

1. Revealing clothing will not be allowed. This includes very low cut tops, tight provocative clothes, very short skirts or very short pants.
2. Revealing sleeveless shirts, blouses or dresses will not be allowed.
3. Shorts must be at least mid-thigh length when standing.
4. Sweat shirts, sweat pants, T-shirts and jeans are allowed when neat and clean without holes and/or tears.
5. Fingernails should be trimmed close to fingertips for lab activities.
6. Shirts or clothing with profanity or obscene statements are not allowed.

At Fieldwork:

The fieldwork policy includes all of the above, as well as the following: [NOTE: The fieldwork instructor makes the determination.]

1. The following are not allowed: sun dresses, sweat shirts, sweat pants, T-shirts, jeans, tank tops, revealing tops, dress shorts more than two inches above the knee. Students should dress in full uniform when going to the field. When picking up assignments in the clinical agencies, students should be appropriately dressed and wear a lab coat with a CSU patch on the sleeve.
2. The following are not allowed for safety reasons:
 - a. No large pieces of jewelry (i.e. bracelets, necklaces, earrings).
 - b. Fingernails should be trimmed close to fingertips.
 - c. Socks or hose must be worn at all times.

- d. No open-ended shoes, sandals or clogs except with permission of the clinical instructor.

Physical Facilities and Resources

The majority of classes and lab experiences will take place in BHS 100 and/or in Douglas Hall 120-A and 120-C. Lab equipment, supplies, and assessment tools are available for student use during normal business hours. It is expected as part of your professional development, that you take responsibility in caring for these resources, returning items to their proper place and in keeping the physical spaces in a clean and orderly manner. No student can take department materials off campus without permission of the program director or the lab manager.

Examinations

All examinations must be taken as initially scheduled. If a student misses an exam, the student must make up the exam the following day and/or at the discretion of the instructor. A make-up exam is not automatically a guaranteed option. There are no make-ups for quizzes.

Students are required to score at least 75% in all exams. However, it is strongly recommended to keep scores at 80% or higher. Students who score 80% or less in their exams are required to consult with the course instructor or the course director for guidance.

Grading Scale

The grading scale for the professional program is as follows:

A= 90-100% B= 83-89% C= 75-82% D= 74-66% F=65% or less

Students found to be involved in academic misconduct will receive an “F” grade.

Moodle Online

The Department of Nursing uses Moodle distance learning system to supplement classroom instruction. The Moodle system can be accessed through CSU online link with student’s CSU email account. A tutorial is available on Moodle and students are oriented to the system during new student orientation.

Health Policies

It is expected that all students abide by the health policy of the University and/or the fieldwork/clinical agencies. Please refer to the CSU Wellness/Health Center for details. In addition, health requirements are indicated in the syllabus of each clinical course as required by the clinical agencies.

All health records are kept in a locked file cabinet in the main office. Access to records is limited to the instructor(s) in charge of the course. Students must sign a release of information agreement.

CLINICAL ROTATION POLICIES AND PROCEDURES

Confidential Information

All information obtained pertaining to a client is of a confidential nature and must not be discussed outside of the clinical facility, nor in the presence of others who have no connection with the care of the client. (HIPAA)

Health Screening

Step I.

All students participating in clinical rotations must have a completed medical/dental record on file in his/her student folder documenting that they are medically approved to participate in this phase of their education. Included in this file must be documentation that they have had the following tests or immunizations completed:

Step II

1. A Tuberculosis Test (TB-Quantiferon), which is required **annually**. If positive, a chest x-ray is required. Should a student convert or test positive at a later date, the student will be referred to their medical care provider and the course coordinator for follow-up.
2. Tetanus immunization (every ten [10] years).
3. Proof of polio, mumps, and immunizations at least once during enrollment.
4. Blood titers to demonstrate immunity to rubeola, measles, rubella, mumps and varicella.
5. Dental examination on admission to the professional sequence.
6. Hepatitis B vaccinations (3 injections) or completion of declination statement. Blood titers for Hepatitis B antigen and antibodies.
7. Some agencies may require additional tests.

Pregnancy Policy

Students enrolled in the professional sequence of the nursing program who become pregnant, must notify the course instructor, their advisor and the chairperson of the Department of Nursing as soon as they become aware of the pregnancy. A meeting with the course instructor should be scheduled as soon as possible to discuss the student's progression in the course/program and to address any needs that should be addressed. They must also submit a completed Pregnancy Statement Form to the Course Instructor and Chairperson of the Department of Nursing (see Appendix E, p. 50 for a sample of the form). A statement from the student's physician indicating that the student is able to continue in the clinical experience to which she is assigned is required to continue in the clinical course. In addition, the student is required to adhere to the current

policies and guidelines of the clinical facility to which she is assigned. After delivery, a physician must sign a statement saying that the student may return to school.

Hepatitis B/HIV Statement

Nursing is a profession which has some inherent risks. Giving care to clients with potentially infectious diseases requires that the student be aware of how these diseases can be transmitted and the proper methods which must be adhered to for transmission prevention. All nursing personnel are professionally and ethically obligated to provide client care with compassion and respect for human dignity. No nursing personnel may ethically refuse to treat a client solely because the client is at risk of contracting or has an infectious disease such as **HIV/AIDS** or **HBV**. Students and faculty should understand and follow rules of confidentiality.

The proper method of preventing disease transmission is the use of universal precautions. The purpose of universal precautions is to place a barrier between the student/nurse and potentially infectious substances. Students will receive information and instructions on universal precautions for blood and body fluid infections in accordance with applicable Center for Disease Control and Prevention (**CDC**) guidelines prior to providing care to clients (see Appendix F, p. 51).

Hepatitis B is a dangerous disease, which is preventable by vaccine. Students in the nursing program are required to be vaccinated against this disease or sign a waiver indicating their refusal to be vaccinated. Procurement and expense of the vaccine is the responsibility of the student, and vaccinations must be completed prior to the first clinical course in the professional sequence. Three injections are necessary. Once a student receives the first injection, a second injection is required in 30 days. The third injection is given 180 days after the initial injection. Transfer students must initiate their inoculation schedule immediately upon matriculation in the nursing program. Students who know they are infected with HIV are urged to voluntarily inform the Wellness/Health Center nurse or a University Counseling Center counselor who will provide information and referral for health care and supportive counseling.

A student has an ethical duty to report to the faculty member in charge any accident that exposes her/him or a client to a risk of transmission of a blood-borne disease. Proper clinical setting guidelines for accidental exposure should be followed. If an accidental exposure occurs, students should follow the CDC guidelines for occupational exposure: if needle stick, test for HIV to establish seronegativity first, then retest at six weeks, three months, six months, and one year (see Appendix G, p. 53 for Incident Report Form). A significant occupational exposure is defined as:

- A needle stick or cut caused by a needle or sharp object that was actually or potentially contaminated with blood or body fluid;
- A mucous membrane (i.e., splash to the eye or mouth) exposure to blood or body fluid; and
- A cutaneous exposure involving large amounts of blood or prolonged contact with blood – especially when the exposed skin was chapped, abraded, or afflicted with dermatitis.

Note*All nursing students MUST have a completed medical/dental record on file in their Medical Records folders.**

Health Insurance

Health insurance is mandatory for all Department of Nursing students. Students who do not have health insurance must contact the Wellness/Health Center and make arrangements to purchase the insurance.

Cardio Pulmonary Resuscitation (CPR) Certification

All students are to be CPR certified from the American Heart Association with a “C” card prior to beginning the first clinical course. Students may not attend clinical experience until CPR certification is complete. Students must have a valid CPR card each year.

Criminal Background Check

All students enrolled in the professional sequence of the nursing program are required to have a criminal background check completed in order to participate in all clinical experiences. The College of Health Sciences has contracted the services of an outside agency, Intelius, Inc. to conduct criminal background checks, drug screens, and fingerprinting.

Based on the requirement of individual clinical sites, students may be required to complete drug screenings and/or fingerprinting. The cost of the criminal background check is \$75.00. There is an additional cost of \$28.00 if the clinical agency requires drug screening and another \$75.00 charge if fingerprinting is required.

Students will be able to go on-line and complete the necessary documents for the criminal background check and will need to sign a release form so the information is available to the department. For confidentiality, this information is maintained in an electronic file and access is limited to the chairperson. Each student must sign a release of information if a clinical site requests a paper copy of the background check. Students are required to download a copy of their background check 48-72 hours after payment.

Laboratory and Course Related Fees

1. All students must carry professional liability insurance through Chicago State University. Currently, each student is required to pay \$15.00 via money order prior to the first day of class of the fall semester of the junior and senior years to the designated secretary in BHS 200 A. No checks or cash accepted. Malpractice insurance must be paid before a student can go into any clinical area.
2. Incoming sophomore students will be notified by the APRG Committee and sophomore level coordinator of fees/supplies that must be paid/purchased prior to the first day of class of the fall semester of the junior year.

3. Nursing Uniforms range from \$55.00 - \$125.00. Students are required to purchase a full nursing uniform, white nursing shoes, a white laboratory coat, watch with sweeping second hand, a stethoscope, and bandage scissors.
4. Class Syllabus Fee varies with class.
5. Learning Tutorials/Exam fees as posted each year.
6. Senior Fees as posted each year.
7. Licensure exam fee as posted each year.

Clinical Transportation and Dress Code

Appropriate attire is required at all times in the clinical areas. Students are required to purchase a full nursing uniform, including shoes, a watch indicating seconds, a stethoscope, and bandage scissors. Students are required to be appropriately attired in all clinical settings. Hair should be kept clean and neatly groomed and pulled back from the face. Make-up, perfume, and other products with strong odors should be used in moderation. Fingernails should be kept short, clean, and in good repair. Body art/jewelry, other than small earrings, wedding rings, and a watch, are not permitted; this includes necklaces and chains. Rings should be worn with consideration given to possible injury to patients and the possibility of loss or damage to jewelry.

Full uniforms or street clothes, depending on agency policy, are required. Some agencies may require that a lab coat with the Department of Nursing insignia be worn over street clothes. Jeans and sweats are never to be worn for any reason while at the clinical facility.

Hospital

Students must be in the following uniform:

1. White pants and uniform top for all students.
2. White hose and shoes (shoes and laces must be clean).
3. The Department of Nursing insignia on a lab coat and student name pin must be worn at all times.

Community/Public Health

1. A navy blue dress or navy blue skirt/slacks with a blue/white blouse are appropriate for this experience.
2. A dark colored coat (navy preferably) for cold weather.
3. Neutral or dark hosiery and dark colored low heeled shoes are required.

Psychiatric Experience

Attire depends on clinical agency.

Clinical Facilities and Transportation

A variety of health care facilities are used to provide clinical experiences. Students must assume responsibility for transportation in connection with clinical experiences and field trips.

Clinical Skills Checklist

Checklists containing clinical skills pertinent to each clinical course are used for students' professional growth and faculty evaluation of clinical experience. Skills listed on the checklist must be completed in the Nursing Learning Resource Center – Skills Lab and/or the clinical area for each clinical course (see Skills Checklist in the syllabus for the respective course).

Attendance

- Students are required to attend all clinical experiences, and there will be no unexcused absences from these areas.
- The following situations, **with appropriate documentation**, are considered legitimate reasons for an excused absence: Participation in official university activities such as athletic competition, musical or theatrical performances; A medical emergency or illness; Observation of religious holidays in accordance with Illinois Public Act 84-212; Compliance with military duty call up in accordance with Illinois Public Act 094-0857; and Fulfillment of court appearance and legal obligations, including jury duty.
- Students' attendance in classroom/laboratory is compulsory. Please note that students may be dropped or withdrawn from class due to unexcused absences.
- Faculty may drop students from classes with a grade of "WA" when total absences are equal to or exceed the equivalent of two weeks of instruction. After the official drop date, the instructor may assign a nonattendance grade of WP (withdraw passing) or WF (withdraw failing).
- Failure on the part of students to officially withdraw from a class prior to the official drop date will result in a grade of "F".
- All students must be in class and laboratory at the appointed time. Frequent tardiness may constitute an unexcused absence.
- Participation in any organization, convention and/or other event or situation that would necessitate an absence must be discussed with the instructor and/or course director prior to the event.
- In the case of excused absences, students must assume responsibility for contacting the instructors regarding missed assignments, quizzes, examinations, and/or clinical experiences, etc.
- Students who are absent during the administration of a scheduled unit examination must follow this procedure:
 - Notify the secretary in the Department of Nursing (773/995-3992) and course Director prior to 9:00a.m. on the day of the examination.
 - Meet with the instructor prior to the next scheduled class to discuss the possibility of a make-up examination.

- **Failure to follow the procedure will result in a grade of “0”.**

RESPONSIBILITIES OF THE STUDENT AS A LEARNER IN THE NURSING PROFESSION

In order to achieve the objectives of the courses listed in the program, the student is expected to:

1. Acquaint self with core values of the College of Health Sciences and the University.
2. Complete all required readings.
3. Select and read supplementary resource materials as required for individual understanding and/or increased knowledge of particular content.
4. Review content from former courses when such content can increase understanding of specific concepts presented in this course.
5. Complete all course assignments on time.
6. Consult with faculty, as often as necessary, for explanation of course objectives and/or assistance with course content and related assignments.
7. Utilize resources, including faculty, as needed, to facilitate one’s own learning.
8. Exhibit personal conduct consistent with University, College of Health Sciences, and the Department of Nursing guidelines.

Codes of Conduct

The student as a learner is expected to adhere to Codes of Conduct according to:

- University Policy
- College of Health Sciences
- Department of Nursing

The student as a professional is expected to demonstrate professional conduct according to American Nurses Association (ANA) Code for Nurses (provisions adopted in 2001).

ANA Code of Ethics

Provision 1

The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

- 1.1 Respect for human dignity
- 1.2 Relationships to patients
- 1.3 The nature of health problems
- 1.4 The right to self-determination.
- 1.5 Relationships with colleagues and others.

Provision 2

The nurse's primary commitment is to the patient, whether an individual, family, group or community.

- 2.1 Primacy of the patient's interests
- 2.2 Conflict of interest for nurses
- 2.3 Collaboration
- 2.4 Professional boundaries.

Provision 3

The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

- 3.1 Privacy
- 3.2 Confidentiality
- 3.3 Protection of participants in research
- 3.4 Standards and review mechanisms
- 3.5 Acting on questionable practice
- 3.6 Addressing impaired practice.

Provision 4

The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.

- 4.1 Acceptance of accountability and responsibility
- 4.2 Accountability for nursing judgment and action
- 4.3 Responsibility for nursing judgment and action
- 4.4 Delegation of nursing activities.

Provision 5

The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

- 5.1 Moral self-respect
- 5.2 Professional growth and maintenance of competence
- 5.3 Wholeness of character
- 5.4 Preservation of integrity.

Provision 6

The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality care and consistent with values of the profession through individual and collective action.

- 6.1 Influence of the environment on moral virtues and values
- 6.2 Influence of the environment on ethical obligations
- 6.3 Responsibility for the health care environment.

Provision 7

The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

- 7.1 Advancing the profession through active involvement in nursing and in health care policy
- 7.2 Advancing the profession by developing, maintaining, and implementing professional standards in clinical, administrative, and educational practice
- 7.3 Advancing the profession through knowledge development, dissemination, and participation to practice.

Provision 8

The nurse collaborates with other health professionals and the public in promoting community, national and international efforts to meet health needs.

- 8.1 Health needs and concerns
- 8.2 Responsibilities to the public.

Provision 9

The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

- 9.1 Assertion of values
- 9.2 The profession carries out its collective responsibility through professional associations
- 9.3 Intraprofessional integrity
- 9.4 Social reform.

(Interpretations of the ANA Code of Ethics for Nurses can be read at <http://www.ana.org/codeofethics>, <http://nursingworld.org/codeofethic>)

Standards of Professional Conduct for Registered Professional Nurses

The Illinois Nurse Practice Act:

1. Practice in accordance the Nurse Practice Act.
2. Uphold federal and state regulations regarding controlled substances and alcohol.
3. Be accountable for own nursing actions and competencies.
4. Practice or offer to practice only within the scope permitted by law and within the licensee's educational preparation and competencies.
5. Seek instruction and supervision from qualified individuals when implementing new or unfamiliar nursing activities.

6. Delegate tasks only to individuals whom the licensee knows or has reason to know are qualified by education or experience to perform.
7. Delegate professional responsibilities only to individuals whom the licensee knows or has reason to know are licensed to perform.
8. Be accountable for the quality of nursing care delegated to others.
9. Report unsafe, unethical, or illegal health care or conditions to appropriate authorities.
10. Assume responsibility for continued professional and personal growth and education to reflect knowledge and understanding of current nursing care practices.

Refer to the Nurse Practice Act that can be found online at www.idfpr.gov/nursepracticeact

ADMISSION POLICY

Admission to the Department of Nursing

The aspiring student must first be admitted to the university in order to become a nursing major. Admission to the Department of Nursing has two phases:

- 1) Phase 1 is the admission to the pre-professional program. The aspiring student must first meet all university requirements, and,
- 2) Phase 2 is the admission to the professional program. The aspiring student must meet all admission requirements of the Department of Nursing.

PHASE 1

All freshmen and transfer students must take the university qualifying examinations in English, Reading and Math by the end of their first term of residence.

PHASE 2

Prospective basic nursing students must meet the following requirements:

1. Meet the general admission requirements of the university.
2. Successfully complete the university requirements or developmental courses in English, reading and mathematics if required.
3. Achieve a Nelson-Denny reading level of 13.0 the semester before applying to the program.
4. Successfully pass the Bridge course (NURS-0910) in the Fall semester in order to qualify to apply for admission in the nursing sequence.
5. Achieve a GPA of 2.75 or higher.
6. Submit a letter of intent, nursing data form and 3 letters of reference to the Department of Nursing.
7. Work closely with the nursing advisor in order to facilitate the process of admission.
8. Applications must be received no later than September 30th in order to be considered as an applicant for the Professional Nursing program.
9. Science courses will be accepted if completed within the past 5 years from the date of university admission.
10. LPN to BSN: This program was suspended effective for 2012 fall semester.

11. Certified Nursing Assistants (CNA): Consistent with the Illinois Articulation initiative, certified nursing assistants who have completed a nursing assistant course and have passed the Illinois Nursing Assistant Competency Evaluation may receive up to 3 credit hours from a nursing elective. The Department of Nursing will award these credits after admission to the professional sequence. Certified Nursing Assistants (CNA) will follow the same curriculum pattern as the basic students.
12. RN-BSN applicants must meet the following additional requirements:
Have graduated from an accredited diploma nursing program or from a state approved community college nursing program which offers an associate degree in nursing. They must also possess a current Illinois nursing license (see the RN-BSN curriculum pattern).

Application packets are available online in the NURS-0910 course each Fall for the first time applicants. Only applicants who have achieved a Nelson-Denny score of 13.0 are eligible to enroll in the Bridge NURS-0910 course. For those who have passed the standardized tests the previous year, submitted a completed application packet with 3 letters of recommendation, or were once admitted and are re-applying for admission, a letter of intent for re-application to the nursing program form may be submitted in lieu of a complete application packet.

All application packets must contain an updated Detail Degree Evaluation, which can be generated by students from the CSU-X-Press website. Students must bring or mail in the completed application packet to the Department of Nursing located in the Business and Health Sciences Building, Room 200A. No incomplete application will be reviewed. Applications must be received on or before September 30th of the semester prior to admission. Members of the Admission, Progression, Retention and Graduation (APRG) Committee will review admission packets according to stated criteria (see criteria for ranking in the admission process Appendix D, p. 49). A competitive ranking scale is utilized. Applicants are informed of the results of the application review process by the end of the Fall semester. The academic year starts in the spring semester.



SECTION III

DEPARTMENT OF NURSING CURRICULUM PROGRAMS

ORGANIZING FRAMEWORK OF THE NURSING PROGRAM AT CSU

Caring

The conceptual framework emanates from the philosophy and serves as the organizing structure for the curriculum. The central theme for this conceptual framework is the concept of caring. Caring is a universal phenomenon and is critical to growth, development, and a sense of wellness as described by nursing theorist Dr. Jean Watson. Caring is used to promote health and dignity across the life span. The expression, process, and patterns of caring may vary among cultures. However, it remains a driving force for self-actualization. Caring gives comprehensive meaning and order to persons' lives and helps to overcome separateness, achieve union, and transcends the routine. Caring implies viewing persons as unique, holistic, self-determining beings endowed with complementary stabilizing and actualizing tendencies. Stabilizing tendencies are responsible for maintaining the fluctuating internal and external environments within a range that is compatible with continuing existence. Stabilizing tendencies enable persons to strive for increasingly higher levels of well-being through the process of growth and development. Self-determination, expressed through individual choice, enables persons to maintain health and achieve increasingly higher levels of wellness. Human caring acknowledges the right to self-determination and choice inherent in the enduring values of human freedom and dignity that is both universal and individual. It is through their uniqueness that each individual, family, and

community responds to changes in the internal and external environments in an attempt to maintain health and achieve higher levels of wellness.

The major elements of caring are: knowing, patience, honesty, trust, humility, hope, and courage. Caring, as an interactional process, requires that all persons in the caring relationship must know their own powers and limitations, as well as know the powers and limitations of others involved in the relationship. With knowing, comes patience, the ability to demonstrate a nonjudgmental acceptance of the other person, and allowing others to grow at their own pace. Honesty among all persons in the caring relationship facilitates openness within the relationship and the ability to accept constructive criticism.

Trust, another crucial ingredient of caring, encompasses elements of knowing, patience, and honesty in that there must be the belief that all persons will grow in time, and that mistakes will be growth producing. Humility implies that caring is reciprocal and that both parties involved in the caring relationship will learn from each other. Through hope, both parties will support each other even through difficult times. Courage allows the caring parties to enter into the unknown of human behavior. Caring entails environmental, biological, psychological, social, spiritual, and cultural influences within which the nurse operates.

DEFINITIONS

Environmental – persons are confronted with complex environmental problems such as continued pollution of the environment with toxic substances and the depletion of the natural resources both of which will ultimately result in the extinction of environmental elements vital to health.

Biological – Throughout the life cycle, persons evolve through a pattern of designated stages of maturation, signaled by specific behavioral and changing stimuli. Individuals experience stressors in their internal and external environment. This interaction contributes to tension that can be interpreted as negative or positive. A stressor may be broadly classified within parameters corresponding with the dimensions of persons.

Psychological – Throughout the lifecycle, the person has the capacity for psychological growth and development. Thoughts and feelings are communicated through behavior and are influenced by the person's beliefs and values. Through socialization and identity formation, persons become unique and autonomous. The person's unique repertoire of behaviors assists in responding to the tension inherent in interacting with a dynamic environment. Tension may be related to socio-cultural-spiritual influences. Real or imagined threat to values, self-image, or self-concept increases anxiety and requires a behavioral response, or results in a behavioral change.

Social – Persons negotiate their social roles within societal structures. These roles are defined by societal norms and form the expressions of the caring relationship. Roles are actively individualized by each person within the more rigidly defined boundaries of the life cycle. The social role, therefore, provides each person with an ability to carry on interactions within more

complex human relationships and provides them the opportunity to change, grow, and participate in structuring their society.

Spiritual – The spiritual aspect of persons is the unifying force that pervades and integrates the biological, psychological, sociological, and cultural aspects and makes each person unique. Spirituality is concerned with bringing meaning and purpose to life. It is expressed in the desire for inner harmony and growth of the self through caring relationships with other persons and a transcendent God or higher power.

Cultural – Culture embraces all facets of living and beliefs that are held by a social group concerned about how life should be lived. It is within the cultural focus that persons develop patterns of learned behavior and values, which are shared among members of a designated group, and are transmitted to future members of that group over time. These shared values, customs and mores, are a predominant factor influencing the way in which persons negotiate with their environment. Culture maintains predominant position in influencing persons' perceptions and definitions of health.

CURRICULUM STRANDS

The rationale for content organization and sequencing is based on the convergence of the horizontal and vertical strands, which emanate from a caring framework. The horizontal strands are taught consistently through all courses and vary only according to factors in a given situation. The vertical strands flow through nursing courses and develop in complexity as the curriculum progresses from level to level.

Horizontal Strands

Caring – Caring and the boundaries for change in a caring environment serve as the major concept which undergirds the curriculum. As such, the faculty believes that caring and the boundaries for change serve as a major horizontal strand which is addressed in all nursing courses.

Nursing process – Nursing process is an interactive, deliberate, systematic, problem-solving process, which encompasses five steps. These steps include: assessment, analysis (nursing diagnosis), planning, intervention, and evaluation. The nursing process identifies the practice of nursing and provides a methodology for providing nursing services to clients in a caring environment.

Client – Client is defined as person or persons receiving nursing care. This includes individuals, families, groups, and/or communities. Students care for clients throughout the curriculum.

Culture – Professional nursing is practiced trans-culturally in response to health needs as defined within diverse cultural and ethnic groups. Recognizing each person within his/her cultural/ethnic settings as an individual who is unique represents a holistic nursing approach. Being sensitive, nonjudgmental, and caring to their values, beliefs, practices and lifestyles are care components which facilitate a person’s movement toward his/her identified state of health and wellness.

Legal/Ethical/Political dimension – The legal, ethical, and political dimensions of society contribute to the structure and function of the health care system. The legal dimension of professional nursing practice deals with the analysis of situations in relationship to their conformity with laws. The ethical dimension analyzes conformity with accepted professional standards of behavior. The political dimension of professional nursing practice deals with the analysis of situations in relation to their impact upon the nursing profession and determination of means in which nurses can impact political situations. Critical analysis of these issues provide the nurse with the information needed to serve as an advocate in the preservation of individual, family, group, and community integrity.

Vertical Strands

Vertical strands that have been identified by the faculty include: critical thinking, communication, therapeutic nursing intervention, health, and professionalism/professional roles.

Critical Thinking – is a process of reasoning which analyzes available knowledge for the purpose of making rational and valid judgments. It encompasses the characteristics of active inquiry, disciplined reflection, concept formation, creativity, and intuitive insight. It facilitates one’s self-sufficiency and autonomy. Critical thinking is an essential part of problem-solving and decision-making in the nursing process.

Communication – This includes all methods for transmitting and receiving messages. The keystone of the process of communication is perception – the individual’s or the group’s interpretation of received stimuli. The success or failure of communication determines the health of the client, the productivity of the client, and the ability of the client to survive. This is true whether the sender and receiver of messages is an individual or a group of individuals. The faculty believes clear and understandable written, verbal, and non-verbal communication is essential to the effective application of the nursing process. Therefore, communication is interwoven throughout the levels, increasing progressively in complexity and depth.

Evidence-based Nursing Interventions – are defined by the faculty as theory based interventions in providing care to clients. These interventions are directed toward the attainment of the highest possible state of wellness for all persons. Interventions may be health promotion/maintenance, restorative, or conservative in nature. Evidence-based nursing interventions may be performed dependently, independently, or inter-dependently in collaboration with the person and other members of the health care team.

Health Promotion/Maintenance – Nursing strategies are precautionary in nature and undertaken to maintain and/or improve levels of wellness. These actions may be performed at any point along the health-illness continuum. Nursing actions designed to implement the therapeutic regimen will restore the client’s condition of health and/or ability for constructive

activity. Restorative actions are usually directed to clients in impaired or depleted health states experiencing alterations in biological, psychological, social, cultural, and/or spiritual focal areas. Restorative actions are aimed toward assisting persons to their optimal level of functioning within the limits of an altered health state.

Health – We believe health to be a dynamic state occurring on a continuum from high level wellness to death. Situations of health and illness can occur at any point during the life cycle therefore, varying degrees of health are focused on at each level of the curriculum. The curriculum prepares students to first assess maximum health in individuals, families, groups, and communities. Moving from the simple to complex, students care for clients experiencing increasingly more complex illnesses.

Professionalism/Professional roles – The faculty believes that, to become a professional nurse, one must be socialized into the role. From the first course in the curriculum, students are introduced to nursing as a profession and the nurse as a professional. As they advance in clinical courses, becoming familiar with increasingly more complex material, the students grow into a deeper understanding of nursing as a profession and of the nurse as a professional. The professional nurse serves in many roles including those of client advocate, health educator, care provider, researcher and leader. Nurses demonstrate professionalism in implementing these roles. Values, accountability and responsibility are interwoven in all roles. These roles are:

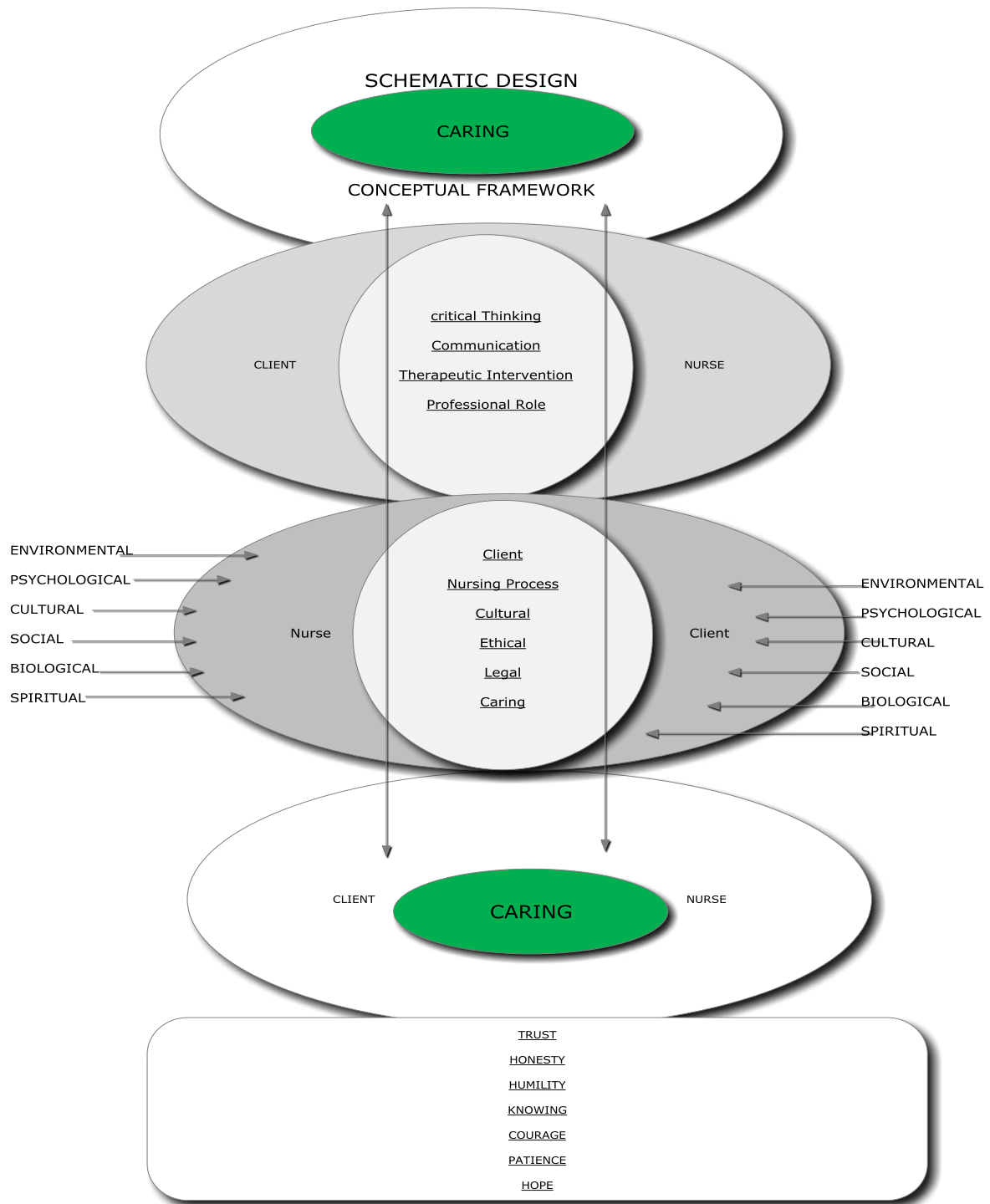
Client Advocate – As client advocate, the nurse becomes involved in social action and takes risks when necessary to alter health care and health care practices.

Health Educator –As a health educator, teaches persons, families, and communities disease prevention and promotion and maintenance of health, to facilitate growth toward maximum health potential, using principles of teaching-learning and communication.

Care Provider – As care provider, the nurse renders health promotion, maintenance, restorative, and conservative nursing interventions. These actions may be performed dependently, independently, or interdependently in collaboration with other members of the health team.

Researcher – The nurse utilizes research in identifying health related needs and problems. Through critical thinking, nurses evaluate research findings for their applicability to nursing practice and integrate these findings into the care they provide. Nurses, using the tools of research and the nursing process, assume active roles in effecting environmental changes, which influence human health and existence.

Leader – As leaders, nurses function as change agents, managers, decision-makers, collaborators, and coordinators. As advocates, nurses also enter into the macro level of society as active change agents and participate in defining and structuring social reality for the continual improvement of the quality of life. Nurses strive to create a caring environment conducive to effective interaction between individuals and groups. They are capable of working with and through others to assist persons in achieving wellness.



Student Learning Outcomes

The graduates of the Bachelor of Science Nursing (BSN) program will be able to:

1. Utilize critical thinking skills when applying knowledge from the biophysical and behavioral sciences, humanities and nursing, to the care of individuals and aggregates.
2. Utilize evidence-based nursing interventions through the nursing process.
3. Demonstrate leadership skills in collaboration with consumers and others in a variety of settings to effect change that promotes delivery of quality health care in a diverse multicultural society.
4. Evaluate research findings in nursing and other fields for their applicability to the improvement of nursing practice.
5. Assume responsibility for professional practice that reflects the standards of professional and regulatory bodies.
6. Assume responsibility for personal and professional growth through life-long learning.
7. Utilize technology in managing information in meeting the healthcare needs of clients in a variety of healthcare settings.

*****See Appendix B for Curriculum Pattern for Basic and CNA students.**

*****See Appendix C for Curriculum Pattern for RN to BSN Students.**

SECTION IV

PROGRESSION, RETENTION AND/OR DISMISSAL, GRADUATION

Progression Policy and Expected Level of Academic Achievements Gates Policy in the Nursing Program

One of the major innovative changes introduced into the Basic curriculum in 2002 was the integration of the “Gate System”. Students enrolled in the RN-BSN curriculum are exempt from the “Gate System”. Basic and CNA-BSN students enrolled in the nursing program are expected to meet the following levels of academic achievement in order to progress in the program. In the nursing program, “four gates” are introduced at critical junctures in the curriculum to ensure that the students know the course material related to the specific level before they are promoted to the next level of their professional education. The “Gates” are designed to effectively monitor the students’ academic performance, clinical competence, attitudes and behaviors required at different levels of the nursing program.

GATE 1	Students are in the pre-professional nursing program. Freshmen and transfer students must comply with the general admission requirements of the University, complete the pre-requisite courses and attain the expected level of academic achievement prior to admission to the professional sequence.
GATE 2	Students admitted to the professional sequence, who pass all nursing courses during the sophomore level will progress to the Junior Level.
	Students must earn a Passing grade (P) in Nursing 0920 (Bridge II).
	Students who fail the Nursing 0920 (Bridge II) course will be dismissed from the nursing program and will receive individualized career counseling from the academic performance coordinator.
	Students who fail a nursing course but pass NURS-0920 (Bridge II) will be allowed to repeat the nursing course one time only.
GATE 3	Students who pass all end-of-course (EOC) examinations at the Junior Level will progress to the Senior Level.
	Students with a “D” or “F” grade in a nursing course must take and successfully pass NURS-0930 (Bridge III) before being allowed to repeat the nursing course.
	An individualized plan of study (IPS) will be developed for identified students with specific academic problems.
	Students must receive a passing grade in NURS-0930 (Bridge III).
	Students who fail the NURS-0930 course (Bridge III) will be dismissed from the nursing program and will receive individualized career counseling from the academic performance coordinator.
	Students who fail a nursing course but pass NURS-0930 (Bridge III) will be allowed to repeat the nursing course once.
	Only students who pass the nursing course will be allowed to complete the end-of-course (EOC) examination.
	Students who fail an EOC examination may retake the examination only once. If students fail the EOC examination, they must take NURS-0930 (Bridge III).

	A student who fails NURS-0930 (Bridge III) will be dismissed from the nursing program and will receive individualized career counseling from the academic performance coordinator.
	Students who pass NURS-0930 (Bridge III), but fail EOC examination for the 3 rd time, will be dismissed from the nursing program and will receive career counseling from the academic performance coordinator.
GATE 4	Students who pass the nursing courses and EOC examinations at the Senior Level are eligible to take the Comprehensive Exit Examination currently administered by the Health Education Systems, Inc. (HESI).
	Students with a “D” or “F” grade in a nursing course must take and successfully pass NURS-0940 (Bridge IV) before being allowed to repeat the failed nursing course.
	An individualized plan of study (IPS) will be developed for students with specific academic problems.
	Students must receive a passing grade (P) in NURS-0940 (Bridge IV).
	Students not passing the NURS-0940 (Bridge IV) course will be dismissed from the nursing program and will receive individualized career counseling from the academic performance coordinator.
	Students who fail a nursing course but pass NURS- 0940 (Bridge IV) will be allowed to repeat the course <i>one</i> time only.
	Only students who pass the nursing course will be allowed to complete the EOC examination.
	Students who fail an EOC examination may retake the exam only once. If students fail the EOC examination, they must take the NURS-0940 (Bridge IV) course.
	Students who fail NURS-0940 (Bridge IV) course will be dismissed from the nursing program and will receive individualized counseling from the academic performance coordinator.
	Students who pass NURS-0940 (Bridge IV) but do not pass the EOC the 3 rd time, will be dismissed from the nursing program and will receive individualized career counseling from the academic performance coordinator.
	Only students who pass all EOC examinations will be allowed to take the Comprehensive Exit Examination (HESI).
	If the student fails the Comprehensive Exit Exam (HESI) on the second attempt, the student will again have to take remediation and another <i>Live Review Course</i> . The student must wait <i>two months</i> (8 weeks) before re-taking the Comprehensive Exit Examination (HESI) for the 3 rd time. If the student fails the Comprehensive Exit Examination (HESI) a 3 rd time, the student must take a designated course based on an individualized plan of study (IPS) in order to re-take the Comprehensive Exit Examination (HESI) for the 4 th and final time. If the student fails the Comprehensive Exit Examination (HESI) on the 4 th attempt, the student will be not permitted to graduate. The student will be dismissed from the nursing program and will receive individualized career counseling from the academic performance coordinator.
	In order to graduate, a student must pass the Comprehensive Exit Examination (HESI) with a minimum score of <i>900</i> points.
	A student who fails the Comprehensive Exit Examination (HESI) on the first attempt, must participate in an individualized plan of study (IPS) that is based on the

	content analysis of the performance on the Comprehensive Exit Examination (HESI) results. The student must enroll in and pass the NURS-0940 (Bridge IV) course before re-taking the Comprehensive Exit Examination (HESI) for the 2 nd time. The student must also take a <i>Live Review Course</i> (currently Kaplan).
	If the student fails the Comprehensive Exit Examination (HESI) for the 2 nd time, the student must wait <i>two</i> months (8 weeks) before re-taking the Comprehensive Exit Examination (HESI) for the 3 rd time. The student must also take a <i>Live Review Course</i> (chosen by student) prior to retaking the Comprehensive Exit Examination (HESI).
	If a student fails the Comprehensive Exit Examination (HESI) for the 3 rd time, the student must take a designated nursing course (NURS-0940/Bridge IV) before retaking the Comprehensive Exit Examination (HESI) for the 4 th and final time. The student who fails the examination on the 4 th attempt will be dismissed from the nursing program and will receive individualized career counseling from the academic performance coordinator.

NOTE: Failure in a required course a 2nd time will result in dismissal from the nursing program. Failure in a 2nd clinical nursing course or a 2nd nursing course will result in dismissal from the nursing program.

Academic Regulations and Requirements

Students admitted in the nursing program must successfully complete the following requirements:

1. Demonstrate evidence of personal and professional growth;
2. Achieve a satisfactory grade of C or better in each nursing course and co-requisite courses. These courses may be repeated one time only. If students do not pass, they must register and pass the bridge course corresponding to the course (Bride II, Bridge III, or Bridge IV);
3. Two nursing course failures constitute dismissal from the program;
4. Successfully pass all end-of-course (EOC) examinations for the designated nursing courses listed below at “Proficiency LEVEL II except NURS-3250 (Adult Nursing I). Currently, the examination administered is generated by ATI, Inc. ATI generates exams that are standardized, meaning they are administered nationwide and have been normed. The pass rate for NURS-3250 is fifty per cent (50%). Students who fail any EOC examination can retake the examination one more time. If the student fails the second attempt, the student must register for the corresponding Bridge course and pass the course. If the student does not pass on the third attempt, the student is dismissed from the program and receives individualized career counseling from the academic performance coordinator.

Listed below are the nursing courses that require an end-of-course examination:

Junior Level

Course Number	Course Title	Performance Level
NURS-3050	Fundamentals of Nursing	Level II
NURS-3250	Adult Health I (Medical-Surgical Nursing)	50%
NURS-3300	The Developing Family (Maternal –Child Health)	Level II

Senior Level

Course Number	Course Title	Performance Level
NURS-4000	Adult Health II (Medical-Surgical Nursing)	Level II
NURS-4050	Children and Adolescents	Level II
NURS-4100	Leadership	Level II
NURS-4200	Mental Health Nursing	Level II
NURS-4250	Community Health Nursing	Level II

All EOC examinations must be successfully passed in order to progress in the nursing program.

Graduation

A comprehensive exit exam (CEE) is required at the end of the program. This exam is administered during the last semester of the senior year. All requirements must be met in order to take the examination. Health Education Systems Inc. (HESI) administers the comprehensive exit examination. A minimum of 900 points is required on the HESI exam in order to graduate from the Bachelor of Science in Nursing program.

SECTION V

STUDENT DEVELOPMENT ACTIVITIES

Nursing Advisors:

Chicago State University has in place a multifaceted plan, the Curriculum Advising Planning Program (CAPP), which is used by advisors and students to evaluate course work towards degree completion. The Department of Nursing monitors students' progress ongoing through an academic warning system that stays in touch with the students and ensures their success.

1. There are two Department of Nursing advisors available from Monday to Friday to assist students and declared nursing majors. It is recommended that the student meet with a nursing advisor at least twice a semester to discuss progress.
2. Students who are at academic risk (or other issues) are directed to see the academic performance coordinator, who is also available from Monday to Friday. It is strongly recommended that you make an appointment, unless you have an issue that needs immediate attention. Ms. Tanya Sobosan is a licensed clinical social worker (LCSW) assigned to serve students. Phone: 773-995-3923. Email: tsobosan@csu.edu
3. A nursing faculty advisor, Ms. Monique Germain, is available to assist the nursing advisors and the academic performance coordinator concerning complex program progression issues.
4. The Department of Nursing encourages students to participate in the operation of the department through participation on the following standing departmental committees: Faculty Organization, Students' Affairs, Curriculum, Admission, Progression, Retention and Graduation (APRG) Committee.

Nursing Learning Resource Center (NLRC) - BHS-100

The NLRC provides additional learning resources to students. Commonly called "the nursing lab", it is designed to provide access to electronic equipment, as well as an environment in which to practice skills. The nursing lab comprises two rooms: 1) a computer room with over 56 desktop computers and six laptop computers with the latest software and other equipment to assist learning. In addition, the computer lab houses an array to audiovisuals either online or on DVD for students' practice. 2) the skills lab is the other unit available to students to practice simulation and other skills and to study. A small reading room is available for small group meetings.

Student Nursing Association

Students in the Department of Nursing have the privilege of joining any organization on the CSU campus. Presently, there are two professional organizations of special interest available only to nursing students: 1) Student Nursing Association of Chicago State University (SNACS) and the Chicago State University Nursing Honor Society.

The Student Nurses' Association of CSU, organized in October 1975, is the local unit of the National Student Nurses' Association, Inc. Membership is voluntary, but is open to all nursing students who are interested in the programs and purposes of the organization. The purposes of the organization are to:

1. Assume responsibility for contributing to nursing education in order to provide for the best comprehensive health care;
2. Provide a program representative of fundamental and current professional interests and concerns and;
3. Aid in the development of the whole person, and his/her responsibility for the health care of people in all walks of life.

The CSU's Nursing Honor Society was organized in 2001 and held its first induction ceremony on October 7, 2001 in BHS 102 from 2:00pm to 4:00pm, at which over 100 students, alumni, community leaders and faculty members were inducted into the society. A second induction ceremony was held in April 2006. The formation of CSU's Nursing Honor Society comprised the first step in forming a chapter of Sigma Theta Tau International Honor Society on campus.

The mission of the Sigma Theta Tau International Honor Society is to provide leadership and scholarship in practice, education, and research to enhance the health of all people. The organization supports the learning and professional development of its members who strive to improve nursing care worldwide. The vision of Sigma Theta Tau International Honor Society is to create a global community of nurses who lead nursing scholarship, knowledge and technology to improve the health status of people worldwide.

The purposes of the Honor Society 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.

Chi Eta Phi Sorority of Nursing is a professional nursing sorority that was founded on October 16, 1932 by twelve nurses at Freedman's Hospital in Washington, DC. At that time, nursing education was not a part of the collegiate experience and as such, nursing students could not become part of the social fraternal organizations. The twelve nursing founders formed their own sorority, entitled Chi Eta Phi Sorority. Membership is open to registered professional nurses

(male and female) and nursing students who are actively matriculating in a registered nursing educational institution. Chi Eta Phi is dedicated to the following principles:

1. Encouragement of the pursuit of continuing education;
2. Recruitment programs for health careers;
3. Stimulation of a close and friendly relationship among members; and
4. Development of working relationships with other professional groups and the identification of a core of nursing leaders who affect social changes at the national, regional and local levels

Chi Eta Phi Sorority has been an approved campus organization since the Spring of 2006.

University Student Support Services

Financial Aid

A variety of financial aid programs is available to students. To obtain a more comprehensive view of the financial aid programs, visit the website at www.csu.edu/financialaid. The office of Student Financial Aid is located in the Cook Administration building-Room 207. The phone number is 773-995-2304. You may reach the office at csu-finaid@csu.edu.

Student Government Association (SGA)

Located in SUB-268, the SGA exists primarily to address students' concerns and needs, and to provide services which enhance overall student life and development. The SGA is committed to the representation and advocacy of all students and serves as a liaison to the Administration and other programs of the University community. Students who have paid their fees are automatically members of the SGA and as such, are entitled to vote, chair, and serve on committees and take advantage of all SGA sponsored activities and services. Among the services and activities provided by the SGA office are: political campaign forums and panel discussions about social concerns and current events, a variety of social events such as dances, talent shows and other cultural and social programs. In addition, the SGA office assumes a major responsibility for the dissemination of announcements and information relevant to students' needs and interests. The most important feature of the SGA office is the opportunity it provides for students to be involved with self-governance and service to others. Involvement in the SGA office is not only fertile ground for gaining valuable training and experience, but it is also a vital means to contributing to the overall experience of university life.

Career Development Center

The Career Development Center assists students and alumni in investigating career and professional development opportunities. Workshops and individual consultations assist students in identifying career goals, scheduling on-campus interviews by recruiters from corporations, business and graduate and professional schools, as well as developing placement credentials. Services include, but are not limited to: resume writing and interviewing skills development, researching jobs and companies, professional image development, computerized career guidance systems, a career resource library and career awareness days.

Academic Computer Center

The Academic Computer Center is comprised of two open computer laboratories located in Douglas Hall, DH-122 and the Student Union Building, SUB-150. Both computer laboratories are open to all current CSU enrolled students, faculty and staff, as well as alumni, for research and instructional use. The computer laboratories are equipped with desktop computers running Windows computer software and MAC and other computer programs (i.e., SPSS, SAS). The campus is entirely wired to provide access to the internet.

Academic Library

The library has many outstanding features that will enable users to find and retrieve information and materials quickly and efficiently. The library now has an automated storage and retrieval system called ROVER (Retrieval Online Via Electronic Robot). Library members have placed about 80% of the library collections (including all of the bound periodicals, Black Studies publications, archive materials, microforms and most of the older books) into ROVER.

University Counseling Center

The University Counseling Center, located in the Student Union Building, provides psychological counseling and consultation to all members of the University community. The center offers support through a variety of services and special programs as students learn to accommodate to university life. Personal, educational, and stress management counseling services are available to help students effectively and meaningfully master life on and off campus. The center offers counseling and help in academic developmental tasks or skills and solving problems during crisis periods.

Individual and confidential therapy is available in the center for many personal needs that may be identified through a counselor's assessment of students' concerns. Student counseling needs assessment also may result from referral to the center's group workshop on study skills, interpersonal relationships, stress management, physical and sexual abuse, human sexuality issues, addictions, self-esteem development, depression management, test anxiety, and other issues and topics. Referrals for services outside the university are made when long term psychotherapy or alcohol and substance abuse treatment is indicated.

Nursing Learning Resource Center (NLRC)

Refer to posted lab hours and regulations for usage of the computer lab, the skills/simulation lab, as well as the reading room.

Wellness/Health Center

The CSU Wellness/Health Center is organizationally located within the College of Health Sciences but serves the needs of the University population. The Wellness/Health Center is a comprehensive health and educational resource for the campus community. Directed by a Family Nurse Practitioner, the Wellness/Health Center is the campus community link to personal health and wellness. Students may be seen by a primary care provider by appointment for a nominal fee with a valid CSU identification card.

All students must submit an official immunization record to the Wellness/Health Center as part of the registration process. Students will not be allowed to register if they do not submit their current immunization record. Students must also show proof of health insurance in order to attend the university. Information regarding the mandatory student health insurance is available through the insurance coordinator who is located in SUB-268. The contact number is 773-995-4533. The website information can be found at www.csu.edu/healthinsurance.

Physically challenged persons may receive assistance in securing parking decals by having the appropriate medical documents submitted and on file in the Wellness/Health Center.

Office of Abilities

The Abilities Office offers a variety of services to students with documented learning needs. Students are encouraged to visit the office in SUB-198 or call at 773-995-4401.

Campus Ministry

The campus ministry seeks to support, encourage and develop the faith and spiritual life of the University community, students, administrators and faculty. The campus ministry offers opportunities for worship, retreats, community services, peace and justice awareness activities. The campus ministry offers support to all faiths and denominations. Members of the university are encouraged to utilize the Parker Meditation Room in DH-304, which is designated for reflection, prayer, and worship.



SECTION VI

GRIEVANCE POLICY AND PROCEDURE

Complaints, grievances and appeals relating to admissions, academic status, financial assistance, faculty oral English proficiency, student conduct and other topics are described at appropriate places in the University Undergraduate Catalog 2011-2013. The CSU Undergraduate Catalog can be located online at www.csu.edu/coursecatalog/.

When a grade or evaluation dispute occurs, students are required to file their written petition or grievance within 60 days after the grade or evaluation has been rendered. Petitions or grievances initiated after the 60-day period will not be considered. Students should take the following steps when filing a petition or grievance:

ISSUE	PROCEDURE
Failing Grade for Nonattendance due to Illness	Students are required to submit medical evidence documenting their incapacity to complete the course during the period in question. Such petitions are forwarded to the Appeals Committee in the Registrar's Office for review. The decision of the Appeals Committee will be final.
Dispute of a Grade or an Evaluation	Students must first discuss with the instructor how the grade was determined. This conference should be held as soon as possible after the grade has been rendered. Many times questions about grades can best be resolved through communication with the instructor.
Issue still not resolved	If questions still remain following the conference with the instructor, the issue should be referred to the course director and the matter shall be discussed by the team instructing that course. At the request/discretion of the student or course director, the person against whom the complaint is made may or may not be present at the initial discussion. The course director representing the team will meet with the instructor and the student for the purpose of clarification as the matter warrants, and in an attempt to arrive at a solution. A written statement will be given to the student within one (1) calendar week regarding the decision. If no satisfaction is obtained, the student can submit a written complaint to the Department of Nursing Admission, Progression, Retention and Graduation (APRG) Committee.

**Channeling the Complaint/Grievance to
the Admission, Progression, Retention and Graduation (APRG) Committee**

Step 1	Within one (1) calendar week after the student has received written notice regarding the decision of the team, the student may present a written complaint to the APRG Committee.
Step 2	Upon receiving the complaint, the APRG Committee will request from the team teaching the course, a written account of the situation and the action taken.
Step 3	Within one (1) week, the APRG Committee will forward a written recommendation to the chairperson of the Department of Nursing. The chairperson will forward his/her decision to the student.

If no satisfactory decision is reached, the student may submit a written account of the situation to the chairperson of the Department of Nursing.

Channeling the complaint/grievance to the Department Chairperson

Step 1	Upon receiving the complaint, the Department of Nursing chairperson will request from the course director and the APRG Committee, a written account of the actions taken.
Step 2	The complaint will be discussed with the student or students and all other persons involved. If appropriate, all persons involved will meet to discuss the details of the complaint.
Step 3	If the Department chairperson is unable to arrive at a resolution that is satisfactory to both the student and the instructor, the issue may be referred to the appropriate academic dean.

Channeling the complaint/grievance to the Dean of the College of Health Sciences

The dean of the College of Health Sciences will appoint a grievance committee to hear the complaint and advise. The rights of the parties at a hearing (student or instructor) shall apply, including the right to notice of hearing and decision reached; the right to be present at the hearing and the right to present and inspect evidence. Specific procedures for the hearing of each case shall be determined by members of the committee. The primary role of the grievance committee is to ascertain whether the department followed their published policies and procedures. Following the hearing, the committee will present its advice to the dean and communicate its recommendations to the department chairperson, to the instructor, and to the student. The decision of the dean will be final.

COLLEGE LEVEL STUDENT GRIEVANCE PROCEDURES

The programs in the College of Health Sciences provide professional level students with a written copy of the student and instructor responsibilities, and procedures for enforcing them. Causes for grievances include the following:

1. Admission to professional course sequence
2. Admission to clinical experiences
3. Evaluation of student's performance in courses, clinical settings, or other program-related activities.

Student grievance procedures and guidelines and the "Petition for Hearing" form are available online and from the respective programs (See Appendix H, p. 56).

Steps Prior to Hearing

Step 1	To initiate a formal grievance, the student must file a completed Petition for Hearing form with the student's chairperson.
Step 2	Before a formal grievance can rise to the college level, it must have proceeded through the prior levels of deliberation indicated below: (Each department has detailed procedures for action at each level)
Step 2.a	Conference between instructor and student.
Step 2.b	Conference between program director/chairperson and student.
Step 2.c	Hearing before program level grievance committee.

Composition of College Level Grievance Committee

1. The dean of the College of Health Sciences or his/her representative from the College of Health Sciences.
2. One faculty member from the program involved.
3. One faculty member from the other academic departments in the College.
4. One College of Health Sciences student, not from the program.
5. One student from the program involved.

Resolution of the committee will be based on two-thirds (2/3) of the majority vote. The decision of the dean will be final.

See grievance forms in Appendices H and I, p. 56 and p. 57

APPENDICES

Appendix A

PROFESSIONAL BEHAVIOR CHECKLIST

Student _____ Class _____ Instructor _____			2 nd End
Professional Behavior Being Evaluated			
<i>Direction:</i> You will be evaluated on the following (16) professional behaviors using the scale listed below: <i>Rating Scale:</i> Skill/ability is satisfactory (3) = Demonstrates behavior consistently (100%) Skill/ability is emerging (2) = Demonstrates behavior 75 to 90% Skill/ability is unsatisfactory (1) = demonstrates behavior less than 75% of the time			
DRESS			
1. Complies with the dress code of the nursing program and/or clinical facility	3	2	1
2. Modifies appearance (including dress, grooming, accessories) as appropriate to the situation	3	2	1
RESPONSIBILITY			
3. Meets assignment: task and schedule deadlines	3	2	1
4. Is in attendance and is punctual	3	2	1
5. Contributes to classroom/clinic discussion and activities (both verbally and non - verbally)	3	2	1
6. Seeks clarification from the appropriate instructor/supervisor, of class/clinic assignments and obligations	3	2	1
7. Engages in self-directed learning	3	2	1
FEEDBACK			
8. Receives feedback from peers, instructors and supervisors in a professional manner	3	2	1
9. Alters behavior on the basis of feedback, (demonstrating the ability to separate personal bias and beliefs from the feedback)	3	2	1
10. Gives constructive feedback	3	2	1
COMMUNICATION			
11. Interacts, both verbally and nonverbally in a direct and respectful manner with a variety of individuals including peers, instructors/supervisors and patients	3	2	1
12. Uses reflective listening (paraphrase the statements of another and/or asks for clarification)	3	2	1
ETHICS			
13. Complies with the ANA code of ethics and the University and/or facility policies for student behavior	3	2	1
SELF ASSESSMENT			
14. Recognizes that self assessment is an ongoing process that leads to attitudinal changes that strengthen and enhance professional behavior	3	2	1

15. Engages in ongoing self assessment by identifying strengths and weaknesses	3 2 1	3 2 1
16. Compares self assessment with feedback from others, acknowledging similarities and discrepancies	3 2 1	3 2 1
COMMENTS:		

X _____
Signature

Date

Appendix B

**CHICAGO STATE UNIVERSITY
DEPARTMENT OF NURSING
Basic and CNA-BSN* Track
Pre-Professional Phase**

Fall Semester	Spring Semester	Summer Semester
ENG 1270 3 Math 1200 3 PSYC 1100 (General) 3 SOC 1250 3 BIOL 1080 (General) <u>3</u> Total 15	ENG 1280 3 CHEM 1050 5 BIOL 2020 (A/P I) 4 PSYC 2000 (Lifespan) <u>3</u> Total 15	HSC 2150 (Intro to Health Professions) 3 Fine Arts 3 Total <u>6</u>
Professional Phase	Professional Phase	Professional Phase
Fall Semester	Spring Semester	Summer Semester
BIOL 2059 (Micro) 3 BIOL 2021 (A/PII) 4 NURS 2190 (Intro to Nutrition) 3 Critical Thinking 3 NURS 0910 (Bridge I) <u>3</u> Total 16	NURS 2100 (Health Promotion) 3 NURS 2150 (Intro to Nursing) 3 NURS 2200 (Nursing Pathopsly) 4 Foreign Language <u>3</u> Total 13	NURS 2300 3 (Nursing Proc Adm. of Pharm.) Foreign Language <u>3</u> Total 6
Professional Phase	Professional Phase	Professional Phase
Fall Semester	Spring Semester	Summer Semester
NURS 3000 (Psychosoc Concepts) 2 NURS 3050 (Fundamentals)* 7 NURS 3150 (Health Assess.) 3 NURS 3329 (Biostatistics) OR <u>3</u> PSYC 4190 (Education Statistics) Total 15	NURS 3200 (Research Methods) 3 NURS 3250 (Adult Health Nurs.)* 6 NURS 3300 (Care: Developing Family)* <u>6</u> Total 15	Humanities 3 NURS 3321 (Service Learning) <u>3</u> Total 6
Professional Phase	Professional Phase	Professional Phase
Fall Semester	Spring Semester	Must pass Exit Examination in order to graduate. Total Credit Hours: 132
NURS 4000(Adult Health Nursing)* 6 NURS 4050 (Care: Chlrn/Adolsent)* 6 NURS 4100 (Leadership)* 2 NURS 4150 Nursing Elective <u>3</u> Total 17	NURS 4200 (Mental Health Nursing)* 6 NURS 4250 (Community/Public Health)* <u>6</u> NURS 4300 (Leadership/Mgmt: Clinical) <u>2</u> Total 14	

- * End of Course Examination
- Exit Examination= Comprehensive Examination
- NURS 0920 (Bridge II), 0930 (Bridge III), and 0940 (Bridge IV) are mandatory not- for- credit nursing courses for students who have not successfully passed a nursing course or who have not passed an End-of-Level course and/or End-of-Level examination.

Application Requirements: Students applying to the professional sequence component must complete or transfer in the pre-professional courses. Credentials will be reviewed by the Admission, Progression, Retention and Graduation (APRG) Committee for formal acceptance into the professional sequence. An onsite proctored essay is required for all applicants. Applications and supporting documents from regular and transfer students must be received by September 30th in order to be considered for Spring admission into the professional sequence of the program. Students are selected according to ranking criteria. NURS 0910 is not a transferable course. **ATI/TEAS** Standardized exam is **Required** for all nursing applicants.

***A fee is associated with this exam.

Revised Fall/2012

Appendix C RN-BSN Curriculum Pattern

Curriculum Pattern for the RN-BSN Track

The returning RN student also completes the same supportive courses in natural and social sciences. RN-BSN students may transfer thirty (30) hours of nursing credit through the Illinois Articulation Agreement. In the first year of the program, RN students take NURS 3400 – Transition to Professional Nursing. The RN students take several professional courses that are required for the Basic nursing students: NURS: 2200, 3150, 3200, 3450, 4100, and 4300. There are three courses designed specifically for RN-BSN students, which Basic and CNA-BSN students do not take. They include NURS 4500 – Clinical Nursing I; NURS 4600 – Clinical Nursing II; and NURS 4550 – RN Service Learning Development.

Pre-Professional Phase

Freshman Level

Fall Semester

English 1270	3
MATH 1200	3
Psychology 1100	3
Sociology 1250	3
<u>Biology 1080</u>	<u>3</u>
	15 hrs.

Spring Semester

English 1280	3
Chemistry1050	5
Biology 2020	4
<u>Psychology 2000</u>	<u>3</u>
	15 hrs.

Sophomore Level

Fall Semester

Biology 2059	3
Biology 2021	4
Foreign language	3
<u>NURS 2190</u>	<u>3</u>
	13 hrs.

Spring Semester

Philosophy 1020/1030	3
Foreign language	3
Psychology 4190	3
<u>Humanities</u>	<u>3</u>
	12 hrs.

Professional Phase

Junior Level

Fall Semester

Nursing 3400	3
Nursing 2200	4
<u>Nursing 3150</u>	<u>3</u>
	10 hrs.

Spring Semester

Nursing 3200	3
Nursing 4100	2
Nursing 3450	3
<u>Nursing 4300</u>	<u>2</u>
	10 hrs.

Senior Level

Fall Semester

Nursing 4500	5
<u>Nursing 4550</u>	<u>2</u>
	7 hrs.

Spring Semester

Nursing 4600	5
<u>Nursing Elective</u>	<u>3</u>
	8 hrs.

Total Credits Hours 90

Appendix D

RANKING CRITERIA FOR ADMISSION INTO THE NURSING PROGRAM

EFFECTIVE January 2012

It is based on point system derived from the criteria below:

1. Overall GPA
 - a. 3.5 – 4.0 = 4 points
 - b. 3.0 – 3.4 = 3 points
 - c. 2.75 – 2.9 = 1 point

2. Science GPA (either CSU or transfer)
 - a. 3.5 – 4.0 = 4 points
 - b. 3.0 – 3.4 = 3 points
 - c. 2.5 – 2.9 = 1 point

3. First Time Freshmen Student = 1 point

4. CSU Students (credits obtained from CSU)
 - a. 1-27 credits = 0.5 points
 - b. 28-41 credits = 1 point
 - c. 42-52 credits = 2 points

5. Baccalaureate degree – 2 points

6. ATI TEAS Overall score
 - a. 80 and above = 4 points
 - b. 70-79 = 3 points
 - c. 60-69 = 2 points
 - d. 50-59 = 1 point
 - e. Less than 50 = 0 point

7. Essay will be graded by experts. Points will be 0-3

The admission is based on the top ranked students and on the number of admission slots available each year. Each applicant is contesting against the applicant pool for the year.

Appendix E

Pregnancy Form

DATE: _____

STUDENT NAME: _____

ADDRESS: _____

TELEPHONE: _____

PHYSICIAN:

NAME: _____

ADDRESS: _____

TELEPHONE NUMBER: _____

FAX: _____

CURRENT STATUS: _____

I am aware of the potential exposure to diseases and the danger to pregnant students and their unborn fetus, which may occur during clinical experiences.

Date: _____ **Student Signature:** _____

Date: _____ *Faculty Signature:* _____

Date: _____ *Chairperson:* _____

Appendix F

UNIVERSAL PRECAUTIONS

Universal precautions are routine measures to be taken by students when providing all client care to prevent exposure to unknown infectious agents. Universal precautions are intended to prevent parenteral, mucous membrane, and non-intact skin exposures to human immunodeficiency virus (HIV) and other blood borne pathogens. Universal precautions apply to blood, body fluids with visible blood, semen, and vaginal secretions. In addition, precautions apply in handling tissues, cerebrospinal fluid, synovial fluid, pleural fluid, peritoneal fluid, pericardial fluid and body fluids visibly contaminated with blood, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids. It does not include feces, sweat, secretions, sputum, tears, urine, saliva and vomitus, unless blood is present. Infections need four simultaneous conditions to exist. If any one condition is removed, the danger from infection will be reduced or eliminated. The conditions that must exist simultaneously are:

1. Exposure to blood and/or potentially infectious material;
2. A sufficient virulence to be dangerous;
3. A portal to entry into a host; and
4. A susceptible resistance level of the host.

Universal precautions and engineering controls act to reduce or eliminate one or more of these conditions. Needles should not be bent or recapped. The intact needle should be disposed of in a puncture proof disposal container. Surfaces contaminated with blood or other infectious body fluids should be cleaned by removing the excess fluid/debris and then cleaning the surface with a 10% bleach solution made fresh daily or with another commercial disinfectant. Follow the clinical agency's protocol for handling soiled linen.

Handwashing

Hands should be washed with soap and water:

- a. before any patient contact;
- b. before gloving;
- c. after each patient contact; if handwashing facilities are not convenient, hands should be cleansed with an antiseptic hand cleaner;
- d. immediately after the removal of any personal protective equipment, e.g., gloves;
- e. after touching any potentially contaminated article;
- f. before leaving the clinical area; and
- g. before eating.

Personal Protective Equipment

Personal protective equipment includes those items which are worn or used by the student to protect themselves from infectious materials and includes gloves, bandages, gowns, masks, goggles, etc. Personal protective equipment or gear is to be removed

prior to leaving the work area and placed in the designated container. When performing CPR, a specially designed CPR mask should be used, i.e., one-way valve).

Gloves

Gloves should be worn:

- a. When it can be reasonably anticipated that hand contact with blood and potentially infectious body fluids, mucous membranes or non-intact skin (i.e., scratch, scrape, cut, sore, scab, rash, ulcer, blister, sunburn, chafe, chapped, irritated) will occur.
- b. when performing venipuncture/phlebotomy.
- c. when handling items or cleaning surfaces soiled with blood or body fluid.
- d. if the skin of the health care worker is cut, abraded or chapped.

Gloves should be changed after each patient contact; disposable gloves should not be washed or re-used. Any cuts should be bandaged before gloving. Gloves should be replaced as soon possible if they are contaminated, torn, punctured or fail to serve as a barrier.

Gowns, Masks or Goggles

Gowns, masks or goggles are to be worn when the potential for occupational exposure exists (i.e., splashes, spray, splatter, or droplets of blood or other potentially infectious material).

Appendix G

**CHICAGO STATE UNIVERSITY
College of Health Sciences
Department of Nursing**

INCIDENT REPORT

Any student sustaining an accidental exposure (puncture wound or mucous membrane) at the clinical site must adhere to the following guidelines.

1. Immediately notify your clinical instructor and apply antiseptic intervention. Follow the guidelines of your health care agency.
 - a. Complete their incident report.
 - b. Receive care in their employee service department or emergency room.
2. If the above is not possible, the student should follow OSHA guidelines and receive care within 24 hours.
3. Complete the CSU Department of Nursing Incident Report form shown below.
4. Follow CDC guidelines for significant occupational exposure and receive confidential testing and counseling.

Student records will be kept separate and are accessible only by written consent of the individual student. The student is responsible for the cost of testing and treatment incurred as a result of a cutaneous puncture. If a student refuses to complete testing and treatment for any reason, he/she must sign a waiver.

HIV positive students must follow the guidelines of CDC regarding client contact in the clinical area. All agency policies must be adhered to. The department will consult with the personal health care provider of the student. A written plan and policy will be developed on an individual basis.

Name:

Address:

Telephone:

Course/Section:

Sex: _____ Age: _____ Birth Date: _____

Date of Incident: _____

Location of Incident:

Type of Incident (Please describe completely):

Action Taken:

Follow-up Plan:

Others Involved:

Witnesses:

Student Signature: _____

Faculty Report:

Faculty Signature: _____

Required Signatures and Dates:

Staff: _____ Date: _____

All Parties Involved: _____ Date: _____

Chairperson: _____ Date: _____

Assistant Dean: _____ Date: _____

Dean: _____ Date: _____

Appendix H

CHICAGO STATE UNIVERSITY College of Health Sciences

Student Grievance Form

PETITION FOR HEARING

This form is to be completed by the student and returned to the instructor along with any supporting documentation.

Instructor: _____ Program: _____

Course No./Title: _____ Term/Year: _____

GRIEVANCE: State in specific terms your grievance(s). If you have more than one grievance, number and state each one as a separate item. Attach additional sheets, if necessary.

I hereby request that a formal grievance procedure be initiated.

Signature of Student

Date

Appendix I

GRIEVANCE PROCEDURE Routing Sheet

STEP 1. Conference between student and instructor

Date of Conference:

Signature of Student:

Signature of Instructor:

STEP 2. Hearing before program level grievance committee.

Date of Hearing:

Signature of Student:

Signature of Instructor:

STEP 3. Conference between student and program director/chair.

Date of Conference:

Signature of Student:

Signature of Program Director/Chair

STEP 4. Hearing before college level grievance committee.

Date of Hearing:

Signature of Student:

Signature of Instructor