

Illinois Wesleyan University

Nursing



Student Handbook

2025-2026

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Introduction

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

Mission, Goals, and Expected Outcomes

Mission

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

Goals

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

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

Expected Outcomes

On completion of the degree requirements, a graduate is a professional baccalaureate nurse who:

- synthesizes attitudes of professionalism and professional core values in the formation of a personal professional identity.
- uses critical thinking and clinical reasoning in designing, coordinating, and managing patient-centered care for individuals, families, groups, and populations that focus on health promotion and preventing illness or illness escalation.
- integrates nursing theory and biopsychosocial theories to practice professional nursing.
- coordinates appropriate nursing interventions to achieve quality, safe care with sensitivity to culture, age, spirituality, health state.

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- uses a repertoire of professional communication and collaborative skills to promote positive outcomes.
 - demonstrates professional leadership skills in order to shape the quality of health care and health care delivery systems.
 - collaborates with patients, colleagues and other decision makers to advocate and influence health care practice to remove social, cultural, legal and economic barriers to equitable, affordable health care.
 - promotes the advancement of nursing by advocating for change in regulations governing the profession and health care delivery.
 - examines the effect of technology and patient care information systems on the practice setting.
 - engages in ethical reasoning and actions to promote advocacy, interprofessional collaboration, quality care, and social justice.
 - interprets and synthesizes available evidence to improve patient outcomes and health care.

Academic Information

Academic Advising

Assignment of Academic Advisors

Nursing majors are assigned academic advisors in the School of Nursing and Health Sciences upon entering the University. First year students are expected to participate in monthly meetings called First Year Forum to address any first-year concerns and to engage with Nursing faculty and staff.

Responsibilities of Academic Advisors

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

Responsibilities of Students

Students are responsible for scheduling timely pre-registration advising meetings with their advisors. Advisors will communicate the preferred method of

scheduling registration appointments. Students will receive notice from the Office of the Registrar when the course schedule is released. Pre- registration usually occurs in October and March.

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

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

Requests for Letters of Recommendation

When requesting a letter of recommendation (e.g., employment, scholarships, internships), faculty request a minimum of two weeks to complete it. Faculty may request more time to complete the recommendation and may request additional written information from students regarding their experiences and/or interests such as a resume, cover letter, personal statement, and/or list of extracurricular involvement. Letters of recommendation typically address a student's GPA, classroom and clinical performance, extracurricular involvement, and leadership experience. Students who request letters of recommendation consent to the recommender accessing these data.

Faculty Office Locations/ Faculty Office Hours

All nursing faculty and staff have offices in Stevenson Hall. Faculty keep scheduled office hours and by appointment office hours. These times are posted on each faculty office door as well as on the University website. Faculty or staff also meet with students by appointment at the student's or faculty or staff member's request. Faculty or staff may be contacted by students through e-mail or as designated by the faculty or staff. Office hours may be held in person or remote.

Class Attendance

Regular class attendance is expected for all courses taught by Nursing faculty

and may be required at the discretion of the course instructor(s). Students are referred to the *University Catalog* for additional information regarding class attendance. Any student who is absent from classes because of unexpected, serious occurrences should immediately report the situation to the Dean of the School of Nursing and Health Sciences, who will direct the students, if necessary, to further actions. The student must also communicate with all of their course instructors as soon as possible.

Clinical and Laboratory Attendance

Attendance is required for all clinical and laboratory experiences. Any student who will not be in the clinical or laboratory area due to illness or other concerns must notify the instructor as soon as possible, but no later than 15 minutes prior to the beginning of the clinical or laboratory experience. If unable to reach the clinical faculty, the student must notify the Course Coordinator, and if they are not available, then, the Dean of the School of Nursing. Make-up experiences may be required to successfully complete the coursework.

Return to clinical following a severe illness or emergency treatment, surgery, or extended absence requires a release from the student's provider outlining return to clinical with/without limitations specifically listed, if needed (see also Release to Return to Clinical After Absence, Illness, or Emergency Treatment). Any decision regarding make-up for missed clinical or laboratory experiences is made by clinical faculty, course coordinator, and when appropriate, the Dean of Nursing and Health Sciences. A final decision regarding make-up of clinical/laboratory study is based on an evaluation of the student's ability to meet the course objectives. Absenteeism may result in the student's failure or withdrawal from a course.

Math/Medication Administration Competency

Students will receive a medication calculation quiz, that must be passed with 100% correct, in at least one nursing course every semester beginning in the sophomore year. Failure to pass the medication quiz with 100% accuracy could prohibit a student from passing medications and is at the discretion of the course coordinator.

Academic Standing, Grades and Standards for Degree Completion

Nursing's policies on academic standing (good standing, academic probation, and academic disqualification) are identical to those that govern all University

students and are fully described in the *University Catalog*. Qualitative and quantitative standards for degree completion are also described in the *University Catalog*.

Exceptions to requirements governing progression in the nursing sequence will be reviewed by the School of Nursing and Health Sciences Dean. Students may not progress in the nursing curriculum (a) with a grade in any nursing course lower than a C (note: not a C-) and/or (b) with a cumulative GPA lower than a 2.0. Students who receive a final grade lower than a “C” in any required nursing course must repeat the course or its approved equivalent and earn a final grade of “C” or better to progress in the nursing curriculum. In the entire nursing sequence, a student shall only be allowed to repeat each nursing course one time to earn a C or better.

- A cumulative quiz/examination percentage of 70% or higher is required to receive a passing grade in all nursing courses in the nursing major.
- A percentage of 69.50% must be obtained for the percentage to be rounded up to 70% (69.49% does not round up to 70%).
- Students who do not achieve a cumulative average score on quizzes/examinations of 70% can earn a course grade of no higher than a C-.

Final course grades (inclusive of all points offered) will be based on the grading scale (See Grade Scales) used for all nursing courses in the nursing major. (Note: 72.50% rounds up to 73%, 72.49% does not).

Academic Appeals/Exceptions

University appeals/exceptions:

- Students wishing to **appeal** a faculty decision on final grades should refer to the *University Catalog* for a description of the procedure.
 - Students requesting an **exception** from University degree requirements should petition the Provost and Dean of the Faculty. Additional details of this procedure are described in the *University Catalog*.
2. Nursing appeals/exceptions:
- Students desiring an exception from a specific nursing degree requirement should confer with their academic advisor and the Dean of the School of Nursing and Health Sciences who may refer the request to the Student Affairs Committee.

Clinical and Laboratory

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

Unsafe Clinical Behavior

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

Grade Scales

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

93 - 100	= A	4.0
90 - 92	= A-	3.7
87 - 89	= B+	3.3
83 - 86	= B	3.0
80 - 82	= B-	2.7
77 - 79	= C+	2.3
73 - 76	= C	2.0
70 - 72	= C-	1.7
60 - 69	= D	1.0
<60	= F	0

Policies Regarding Transfer of Credit

Students are referred to the *University Catalog* for a full discussion of policies regarding transfer credit. Students should note that once enrolled at IWU, they are expected to complete the nursing major at this institution. Furthermore, no

more than 50% of the major courses may be taken elsewhere. Nursing degree candidates must complete 16 course units in residence; at least 8 of the last 10 course units must be taken at IWU. See “Policy for Off-Campus Study of Nursing Courses.”

Once enrolled at IWU, pre-approval of transfer courses is needed. The Request for Transfer Credit form can be obtained through the Office of the Registrar.

Policy for Return to the Nursing Major after Leave of Absence

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

Policy:

1. A student may seek a one-time return to the School of Nursing and Health Sciences as a Nursing major after program failure, withdrawal, or expired leave of absence.
2. The student must initiate the return process by submitting a written request to the Dean of the School of Nursing and Health Sciences within a three-month period after the date of failure, withdrawal, or expired leave of absence.
3. Students readmitted will be required to demonstrate retention of previously learned knowledge and skills, to ensure safety of patient and self. The Dean of the School of Nursing and Health Sciences will appoint faculty to make this determination. There may be additional fees associated with assuring competency.
4. If the student is not able to demonstrate retention of knowledge and skills, the student may audit the courses previously completed only once. This is dependent upon availability within the selected course for that term. Additional fees may be required. Audit is defined as full participation by the student in the class, and achievement consistent with a passing grade according to the same criteria as the other students in the class.
5. If the return does not occur within one year, the student will be required to repeat the entire nursing sequence.
6. A student may return to the nursing program only once and may repeat each nursing course only once.

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

Standardized Test Administration

Throughout the program, students are required to take standardized exams that allow both students and nursing faculty to compare their achievement with that of other nursing students nationally. In some cases, students bear the entire cost of these tests; in other cases, the School shares the cost. These tests also assist students in preparing for the national licensure examination (NCLEX) following graduation and help the faculty to make decisions regarding changes and improvements in the program. Aggregate results will be disseminated to the school faculty and staff, and used for ongoing program improvement.

Guidelines for Writing Papers

The faculty have selected the *Publication Manual of the American Psychological Association* as the appropriate guide for students to follow in writing papers. The *Publication Manual of the American Psychological Association* (APA), 7th Edition, is a required text for all nursing courses. Students are expected to adhere to the APA requirements and to meet those requirements in all written work submitted in nursing courses. See Academic Integrity section for use of AI.

Electives in Nursing

N390: Special Topics in Nursing

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

Other Electives

Students are encouraged to explore the listings in the *University Catalog* to examine additional electives in Nursing which include N397: Internship in Nursing, N499: Research and Studies, and course offerings in Health Sciences. In addition, students are encouraged to consider the Study Options listed in the *University Catalog*. These include the Human Services Management Minor, Health Minor, Public Health minor, and Hispanic Studies for the Medical and Health Professions Minor. Students wishing to pursue a minor should work closely with their academic advisors to ensure all requirements can be met.

Internships for Academic Credit

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

Students should follow these steps for internships:

Step 1: Meet with Academic Advisor

Prospective interns should consult with their academic advisors about interest in internships as part of their overall plan of study. Advisors will clarify the internship process and discuss options for experiences. The Hart Career Center often has information on health-related internships. Internships may be in the region as well as distant locations, including those near the students' homes for Summer term.

Step 2: Receive Notification from the Dean of the School of Nursing and Health Sciences

A list of interested students will be circulated to faculty to determine the number of internships that can be offered during a given semester. If an appropriate faculty supervisor and on-site supervisor are available, the student will be notified by the Dean.

Step 3: Meet with Faculty Supervisor for Internship

The student will meet with the assigned faculty supervisor, develop objectives, set timelines for meetings of student and faculty and/or on-site supervisor, and determine academic expectations and responsibilities. In addition to completion of designated hours at the internship site, students will also complete a paper or project and a self-reflective assignment such as a journal, with criteria for evaluation established in advance. After these decisions are made, the student will complete the "[Internship Learning Contract](#)." The form must be filed with the Hart Career Center before the onset of the internship. The student will be registered for an internship through the Office of the Registrar after the required paperwork is submitted to the Hart Career Center.

Step 4: Internship and Completion of Academic Requirements

The student will complete 160 hours on the internship assignment including on-site hours to earn 1 cu. A student can complete 120 hours for .75 cu. Projects and journals may be turned in at the end of the internship or on an ongoing basis

depending on the contract between the faculty supervisor and student.

Step 5: Post Internship Evaluation

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

Academic Integrity and Professionalism

Honesty and integrity are vital to the purposes of the University and the nursing profession. The University policy regarding academic dishonesty is clearly stated in the *University Catalog*. However, students should be aware that the sanctions for dishonesty in the nursing profession are far more stringent than those related to the academic community. The well-being of patients supersedes University policies.

Nursing students are an important part of the healthcare team and, prior to licensure, will provide patient care in a variety of clinical settings. This means that nursing students have a professional and ethical responsibility for client welfare. Therefore, academic dishonesty in the nursing program includes unethical actions that fail to provide for patients' welfare, in addition to cheating or plagiarism in coursework.

While the University relates violations of academic integrity to traditional forms such as plagiarism or cheating on exams, the Nursing program considers many types of failures in care to be a form of academic dishonesty. For example, *failure to report errors made in giving care to patients or documenting inaccurately* are considered serious examples of dishonesty. Students must notify their assigned clinical faculty immediately concerning any error they believe they may have made in the clinical area so that attention may be given to the affected patient(s). A *dishonest act* may disqualify a student from continuing as a Nursing major.

Artificial intelligence (AI) has long been used in healthcare, but as it develops, responsible use of AI must be considered. AI has many limitations and does not teach students to “critically think” and/or understand all the nuances of human care that nurses must be attuned to to facilitate good patient outcomes. The use of AI in coursework is determined by the faculty of record for each course per the course syllabus. In some courses, judicious use of AI may be allowed. However, in other courses, because of the learning objectives, AI may not be allowed in any form. Using any kind of AI, without citing it as a reference, is a form of plagiarism and subject to the penalties as outlined in the University handbook.

Guidelines for Use of Social Media

Students are personally responsible for the content they publish on social media platforms. The goal of these guidelines is to protect students (as representatives of Illinois Wesleyan University), patients/families/agencies, and the Nursing majors in the School of Nursing and Health Sciences from misuse of social networking. Examples of social networking include but are not limited to the following:

- Facebook
- X
- Tik Tok
- Blogs
- YouTube
- LinkedIn
- Instagram
- Snapchat
- Messaging apps

No inappropriate content should be posted on any social media platform. Inappropriate content includes, but is not limited to: patient information, stories or pictures related to patients, families, or peers as cared for in the clinical setting. No information should be shared related to health care agencies, employees, peers, students, faculty, classes, and/or managers from clinical or classroom experiences. Absolutely NO pictures should be taken, saved, forwarded, or posted of any patients or family members (with or without apparent identification) even if permission is given. Students must adhere to all clinical agency and university policies regarding confidentiality, as well as use of social media. A person can be fined for a HIPAA violation, and/or sued independently for breach of confidentiality or for damaging the reputation of patients, family members, peers, faculty, healthcare organizations, or coworkers. A reminder, social media posts cannot be removed or erased once posted. If in doubt, do not post.

The American Nurses Association (ANA) and National Council of State Boards of Nursing (NCSBN) have united to provide guidelines on social media and networking for nurses:

American Nurses Association “[Social Media Principals](#) For Nursing Professionals”

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1. **Be aware of your audience.** Make sure that the content of your posts is appropriate for the people who will be seeing it and may share it with others.
 2. **Maintain your professionalism.** Avoid posting anything that could be considered unprofessional or inappropriate, such as photos or videos of patients.
 3. **Know your social media policy.** Familiarize yourself with your employer's social media policy and adhere to it across all the social media platforms that you choose to use.
 4. **Secure your social media profiles.** Review and set-up the respective privacy settings for the social media platforms that you choose to use.
 5. **Share credible information only.** The dissemination of credible and reliable information protects the health and well-being of the public.
 6. **Engage with respectful content.** Do not share content that is harmful, disparaging, racist, homophobic, or derogatory.

Recommended Resources:

“ANA’s [Social Media Do’s and Don’ts for Nurses](#)”

NCSBN’s “[A Nurse’s Guide to the Use of Social Media](#)”

Student Concern Procedure

Concern is defined as a point or matter of discussion, debate, or dispute for which the student seeks resolution within the nursing department. If students have difficulty determining the channel of communication, they may seek guidance from the academic advisor or Dean. A *complaint* is a concern that cannot be resolved within the department.

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

Step 2: Within Nursing, a concern may be brought to the Dean of the School of Nursing and Health Sciences, and/or one of two Nursing committees: the Student Affairs Committee or the Curriculum Committee. These committees have established a protocol for sending concerns through the class representative or as an individual to the committee. Guidelines for submitting the concern to committee are as follows:

The Role of the Curriculum Committee (CC).

Should I bring this concern to the Curriculum Committee?

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

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

Examples Appropriate for CC

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

Examples Not Appropriate for CC

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

The Role of the Student Affairs Committee

Should I bring this concern to SAC?

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

Examples Appropriate for SAC

- We want to change the clinical uniform.
- Can “unsafe clinical behavior” be further defined?
- I entered nursing late, can I take chemistry sophomore year?

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- Can I take my Junior Spring semester in Chicago?

Examples Not Appropriate for SAC

- We think the curriculum framework needs to be revised.
- When do I wear my lab coat?
- I don't think my test was graded fairly.

Step 3: Unresolved Concern/Submitting a Complaint Outside the Department

If the concern cannot be resolved within the department, the concern can be submitted as a complaint or grievance to the Provost/Dean of the Faculty, Dean of Students, or others identified in the [University Catalog](#) under *Complaint Procedure*.

Accessibility

IWU's nursing program wishes to insure that access to its facilities, programs and services is available to all students, including students with disabilities (as defined by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008) and all students can study and practice nursing with or without reasonable accommodations. IWU nursing program provides reasonable accommodations to all students on a nondiscriminatory basis consistent with legal requirements as outlined in the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008. A reasonable accommodation is a modification or adjustment to an instructional activity, equipment, facility, program or service that enables a qualified student with a disability to have an equal opportunity to fulfill the requirements necessary for graduation from the nursing program. To be eligible for accommodations, a student must have a documented disability of (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such impairment; or, (c) be regarded as having such a condition. The Nursing faculty have established guidelines for assessing skills required in the profession of nursing which are listed below.

The following skills are required:

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

Interpersonal: Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual

backgrounds for the purpose of establishing rapport with patients/clients and colleagues.

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

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

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

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

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

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

Students requesting accommodation for either the academic or clinical sections of their course work should contact the Office of Student Accessibility Services regarding their disability. Students are responsible for identifying themselves to Student Accessibility Services, for providing relevant documentation, and for requesting accommodations each semester. Additionally, students are strongly encouraged to contact the office as soon as they are admitted to the University.

Clinical Policies

Personal Attire and Appearance

Students are provided details about uniform purchase at the beginning of the sophomore year. The IWU nursing student uniform is a designated freshly laundered, wrinkle-free green uniform, worn with a photo identification tag. The purchase of a white underscrub top will be offered as OPTIONAL. A designated lab coat with the IWU nursing logo and name tag may be worn over the student uniform. A lab coat *may* be worn over street clothes for pre- and post-clinical activities and for many experiences outside the hospital, such as those in clinics and medical offices. During some clinicals, students may wear business-casual attire in accordance with agency policy. The color is determined by specific clinical placement, but is usually khaki, navy blue, or black.

Socks must be worn with shoes. The shoes worn for hospital experience may include plain, fluid resistant shoes. Shoes must have closed heels and toes, with a heel height of 1.5 inches or less.

Faculty and students are expected to comply with dress standards of the Nursing handbook, unless the Nursing policy conflicts with the clinical agencies' policy. In which case, students will adhere to the policy of the clinical agency. Business casual (e.g., khakis, corduroys, other casual pants) should be substituted for an agency's informal dress code. Students must wear either a shirt or a lab coat with the IWU nursing logo. The logo must be visible at all times. IWU photo identification tags are also required.

Make-up, jewelry, nails, and hair length must be appropriate for patient or student safety. Piercings are allowed with simple small post-type studs. Necklaces, if worn, should not be visible. A single ring or set may be worn on one finger, considering safety and infection risks with large stones. Any other type of rings or bracelets should be removed.

Hair should be clean and neatly groomed; facial hair may need to be modified to ensure proper fit of personal protection with equipment such as N95s or PAPRs. If hair is long, it should be styled to avoid contact with the patient and equipment during care. To ensure protection against discrimination based on race-based hairstyles, discrimination based on hair texture and protective styles (such as braids, locs, twists, knots, and headwraps) is prohibited. These policies should not supersede health and safety standards that are required for operational purposes. Hair accessories must be minimal and neutral in color. Hats, caps, and/or other head coverings are not permitted unless for medical, spiritual, religious, or cultural reasons.

Tattoos are permitted as long as they are not offensive, and are non-discriminatory. Inappropriate tattoos include those that are related to gang images, those that are racially inappropriate, violent, sexually suggestive, or extremist. Clinical agencies may have additional policies regarding tattoos.

Use of perfume and scented lotions is not permitted.

If worn, nail polish should be clear or neutral and subdued shades, not chipped. Nails should be filed and trimmed at a length of no more than 1/4th inch or not visible from the palm side of the hand. Those administering direct patient care cannot wear artificial fingernails. Artificial fingernails are defined as substances or devices applied to natural nails to augment or enhance nails; and include, but are not limited to bonding, tips, wraps, tapes, inlays, and nail-piercing jewelry. Gum chewing is not permitted in any clinical setting. ****Additional standards may be made at the discretion of the clinical faculty or the clinical agency.**

Nursing Interventions Laboratory (NIL)/Health Assessment Laboratory (HAL)/Simulation Center Guidelines

The School of Nursing and Health Sciences maintains a Nursing Interventions Laboratory, Health Assessment Laboratory, and Simulation Center in the garden level of Stevenson Hall. The following policy for the NIL applies to all the laboratories. The term NIL will be used throughout to represent all laboratories, including the Health Assessment Laboratory and Simulation Center. These facilities contain equipment, supplies, and models to aid in developing nursing skills. Students may have regularly scheduled practice hours in these laboratories as part of a nursing course. Students are encouraged to use the facilities for individual practice.

Contact Information: Stephanie Moore, Recruitment Coordinator and Nursing Interventions Laboratory Coordinator (office STV 011): 556-3529, smoore@iwu.edu; Amanda Kemp, Simulation Coordinator and Professional Staff Laboratory Associate (office STV 009): 556-3425, akemp@iwu.edu; Student Laboratory Assistants: 556-3947, labbies@iwu.edu.

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

Design: The instructional design of the NIL includes *self-learning modules, practicing skills, testing competency, and simulation experiences*. Self-learning modules are written and designed by course faculty. Modules are a required component of most clinical courses. Modules help the student learn through use of reading assignments, study questions, videos and electronic resources. Modules also specify practice and competency criteria. Students work to complete modules at their own pace within the specified time frame established by course faculty.

Lab Operations: The NIL has regular hours every week, including evenings and weekends. See the hours posted on the lab door or call the NIL at (309) 556-3947. Hours are also posted on the NIL Canvas. The NIL will be closed for 1 hour at the same time every week for an NIL meeting. The NIL hours may occasionally vary, but advance notice will be given, by a posting on the NIL door and also by email. The NIL Coordinator (NILC) holds scheduled office hours. Typically, there will be at least two Student Laboratory Assistants scheduled together (one to oversee practices/mock competencies and the other to

assist students as needed and complete other lab duties).

Staff and Faculty Roles: Personnel involved in the NIL include the NIL Coordinator, Professional Staff Laboratory Associates, Student Laboratory Assistants, and faculty. The NILC collaborates with course faculty regarding student performance and evaluation of competencies, as well as module development, implementation, and evaluation.

The Professional Staff Laboratory Associates support practice and conduct competencies. *Student Laboratory Assistants* are upper division, undergraduate nursing majors employed by the School of Nursing and Health Sciences to assist in the overall functioning of the NIL under the direction of the NIL Coordinator.

Functions of Student Laboratory Assistants include: observing student performance of skills and providing feedback; setting up and taking down module/simulation supplies/equipment; assisting in the overall cleanliness and organization of the lab; and assisting the NILC with tracking and managing supplies and equipment. While Student Laboratory Assistants answer questions related to modules, they *do not teach or evaluate content*. Whenever a student has a question about a module, it is advised that the student direct the question to course faculty. *Course faculty* are responsible for the module development, stipulation of student requirements and deadlines, and final evaluation of module structure and effectiveness. Review of records and ensuring completion of modules by due dates is the responsibility of the faculty.

Student Role and Responsibilities: Students are required to complete the self-learning modules as a component of clinical courses. Students are expected to review requirements of all the modules early in the semester in order to plan effectively. Module assignments must be completed prior to practicing the skill. The lab staff should only be asked for help with a skill after all required module preparatory work has been completed.

All scheduling of practices, mock competencies and competencies will be done on the NIL Canvas unless otherwise specified. You can only sign up for dates listed on the NIL Canvas site. Appointments for competencies that need to be completed with clinical faculty, however, are arranged by the individual faculty, so the NIL Canvas is not used. Scheduling a time for a mock competency or competency requires advanced planning. You will need to schedule your appointment at least 1 week in advance. Students should always allow *30 minutes for mock competencies and competencies and always practice on their own at least twice* before having a mock competency. All readings and videos, if any, should be completed before attempting to practice. Multiple practice

sessions for one module should not occur on the same day. When students wish to perform skills on each other, participation by the student as a patient is voluntary. Invasive procedures are only performed on a manikin. Students know practice is sufficient if they can perform the skill without verbal or physical cues. Students are required to clean up after themselves after practicing or completing a competency.

No NIL supplies or equipment may be taken from the NIL unless the student has formally checked out the supplies. Under no circumstances will a student be allowed to take IV catheters/needles/syringes from the NIL or any Clinical Agency.

A student may ONLY attempt invasive procedures on a live person when said person is an assigned patient in an approved clinical setting, and the student is under supervision of assigned personnel.

Competencies: A competency is an exam. During a competency, skills are performed without prompts or corrections from the observer. All questions should be answered prior to the competency time. Module assignments (e.g., readings, videos, quizzes, practices) need to be completed prior to the competency. A competency cannot be completed on the same day as the practice for the same module. Students need to sign up for a competency at least *1 week before the due date*. Competencies cannot be scheduled on their due date, as the due date should be reserved for make-ups. Students must arrive on time for scheduled appointments and come prepared with necessary tote bag supplies. If lab staff determine a student has not adequately prepared and thus is *not safe to practice at clinical*, that student will be asked to reschedule at a later date. If a competency is not completed until after the due date it may result in a loss of course points and/or *an unexcused clinical absence*. Cancellation of a scheduled competency session (without valid excuse) less than 24 hours before that session may also result in a grade penalty. Mock competency sessions with Student Laboratory Assistants mandate the same preparation and respect as competencies with the NILC, Professional Staff Laboratory Associate, or faculty. A mock competency is an observed practice.

The dress code for mock competencies and competencies during the academic year will allow students to wear one of the following options: 1) clean IWU uniform, 2) other scrubs (any color), or 3) business casual. Do NOT wear your IWU uniform (or lab coat) to the lab after wearing it to clinical if it has not yet been laundered.

Summary of Key Nursing Intervention Laboratory

Expectations/Rules:

- Students need to arrive on time for mock competencies and competencies.
- Students must adhere to dress code for mock competencies/competencies.
- Food and drink (except water) are not allowed in lab spaces unless approved by the lab staff
- Talking on cell phones is prohibited.
- Students must swipe their IWU ID to access Stevenson after hours.
- Non-nursing students are not allowed in the NIL, unless authorized by faculty or professional staff.
- Student Lab Assistants are there to assist with modules, not to teach or evaluate content.
- Students may sign up for mock competencies and competencies 1 week to 1 month before the due date.
- Invasive procedures are to be performed on lab manikins/models and never on a person. Consequences will result for any procedures done on other persons, outside of clinical settings with supervision.
- Mock competencies require the same preparation as competencies
- The lab should be returned to its previous state (e.g., clean up supplies, throw away garbage, lower the bed) after practicing.
- Modules must be completed before the due date. See each course syllabi for policies regarding incomplete or late modules.
- NIL computers are to be used exclusively for academic purposes; unauthorized use (e.g., social media) will result in the loss of computer privileges.
- NIL-owned textbooks may only be used in the lab.
- The NIL printer may be used for module assignments only.
- Rescheduling is done only with permission of professional lab staff and/or course faculty.
- Lab hours will vary depending on student schedules for practice, mocks, and/or comps. If no students are scheduled the lab may be closed. An email will be sent for the lab assistants to give notice of closing.

Lab Expectations:

- Students must sign up for a practice slot with the lab assistants every time they wish to utilize the lab, including practice in the HAL. Students may also stop at the last minute as situations arise in the availability to check

with lab staff to see if there are open spots in the NIL to practice. The lab doors will remain locked when the lab is closed.

- You *must* physically check-in with a lab assistant whenever you enter the lab. You need to use hand sanitizer, as you enter the lab. We are simulating current practice in healthcare.
- You will use Canvas to sign up for practices, mocks and competencies.
- Complete the module evaluation on a NIL computer or your laptop before leaving the lab. The scannable QR codes will be located on the bulletin board by the exit door. Dates have been assigned for practices, mocks and competencies for each module. Those dates are on the NIL Canvas.
- The main lab door (by the desk) will only be used for entering, and the other door (across from office 008) will be the exit.
- Students should use hand sanitizer again as they are exiting.
- There will be a 5-minute break in between mocks for cleaning.
- Good communication is important. If you're having a problem, tell us. If you can't find us, or we're not here, email us, call us, slide a note under our door, just make sure you tell us.

Equipment for Laboratory/Clinical Study

Students are required to purchase the following items the fall of the sophomore year: wristwatch showing second hand, stethoscope, bandage scissors, and penlight. A student may purchase any wristwatch, stethoscope, penlight, and bandage scissors. The cost starts at \$80.

Lab supply bundles will be purchased by students each year in the program. These supplies are required for the student to complete their modules for each year. The supplies are shipped directly to the lab, and stored in the lab to be used by students for their modules.

Approximate cost for each year and ordering deadlines:

- Sophomore: Approximately \$50 (orders due prior to Thanksgiving break)
- Junior/Senior Bundle: Approximately \$200 (Orders due by August 1st prior to the start of the Junior year)

Transportation to Clinical Facilities

Students assigned to required clinical experiences within the Bloomington-Normal area are expected to provide their own transportation. When assigned to required clinical experiences at facilities outside the Bloomington-Normal area,

groups of students are provided with University transportation or a rental vehicle provided by the University. In the event clinical transportation needs exceed University vehicle availability, student volunteers will be approached about using their personal vehicles. The students will be reimbursed at the IRS mileage rate. Details related to transportation are discussed by the faculty in courses using clinical sites outside Bloomington-Normal.

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

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

Clinical Drivers/Riders Policy

Clinical drivers will receive and abide by the policies listed in the “Notice to Clinical Drivers” distributed by the School of Nursing and Health Sciences Administrative Specialist V. Student drivers of University owned or rental vehicles will comply with all University policies on student driving. This includes a driver’s test and may include other online testing. Students must complete a Motor Vehicle Record (MVR) verification form before driving a University vehicle or allowing other students to ride in a personal vehicle for University-related functions. Students driving an assigned University Vehicle (either University owned or rented) are covered by the Illinois Wesleyan University liability insurance and through an Illinois Wesleyan University umbrella policy. Students who drive their own

vehicles for course activities when other vehicles are not available will be reimbursed. This does not include the second semester senior year of community/public health nursing when students are expected to provide their own transportation. Students who drive their own cars should understand their own auto insurance is considered “primary” and that the University’s liability insurance provides secondary coverage as long as they are participating in off campus activities that are approved and/or sanctioned by the School of Nursing.

Both clinical drivers and passengers will sign a consent form each year that acknowledges a commitment to safe travel. All students are expected to wear seat belts on all clinical travel including University vans. See form located in the back of the *Handbook*. The University requires drivers to be 20 years of age.

Parking Costs at Clinical Facilities

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

Special Meal Plans for Clinical Days

Nursing students in the sophomore, junior and senior year of the program are generally off campus on Tuesdays and Thursdays for clinical experiences. Nursing majors who reside in University housing may therefore wish to consider this when selecting a meal plan option. There are plans that allow for a reduced number of meals eaten in the dining room each week with a food allowance which may be used in various university locations. Students are encouraged to explore alternative arrangements (e.g., boxed lunch) through Sodexo or with House Directors of sororities/fraternities. Please refer to the University Student Dining Services policies for additional details.

Criminal Background Check

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

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

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

the School of Nursing and Health Sciences is Bushue Background Screening.

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

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

The following policies will be upheld:

1. A student whose check results in a status of “no” for “no record” will be placed in a clinical site.
2. A student whose check results in a status of “yes” indicating a criminal record, either misdemeanors or felonies, may not be placed in a clinical site until after one of the following occurs:
 - a. The result of “no record” is provided to the Dean of the School of Nursing and Health Sciences.
 - b. A student with a record may need to undergo further testing. A student whose check results in a positive finding and who intends to remain in the nursing program will, as a condition of continuing in the nursing program, be required to undergo a second check using a fingerprinting process. [Please note that it can take up to three months to obtain the results of a check using the fingerprinting process. Until that check is provided a student may not participate at any clinical site. This delay in the background check process may impact a student’s ability to complete the nursing program within a four-year period.]
 - c. a student whose name check or fingerprint check results in confirmation of having been convicted of committing or attempting to commit any one or more of a number of select offenses will not be permitted in any clinical site. A student whose name check or fingerprint check results in lesser charges or those not listed above will have such record reviewed for clinical placement and may be counseled by the School of Nursing and Health

Sciences Dean on the possibilities of licensure if they continue in the nursing program.

3. The only approved vendor for SON background checks is Bushue Background Screening.
 - a. Students need to understand this is a mandate that must be followed. Therefore, changes in faculty or clinical sites mid-year may even require additional testing for selected students during the year (e.g., if the clinical site is changed, the program must be compliant with the new site to ensure the educational program can be delivered).
 - b. As a condition to accept students for clinical placement, a clinical agency may request the results of a student's criminal background check and/or proof of adherence to all clinical clearance requirements.

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

Drug Screen

Agencies accepting students for clinical experiences require students to complete a drug screen prior to clinical placement. Requirements for drug screening may also be affected by some accrediting organizations and state laws. Therefore, all students in the Nursing major are required to provide results of an 11-panel drug screen. **Please know that although Illinois has legalized recreational marijuana, the federal government mandate and our Nursing program clinical policies which prohibit illicit substances remain unchanged.** To be clear, the use of cannabis is prohibited. Specifically, our practice partners maintain that no student can present to clinical impaired, and a student who is suspected of impairment may be tested and removed from the clinical setting.

Students are notified of this requirement by the Dean of the School of Nursing and Health Sciences, who stipulates the methods and frequency for the required drug screen. Students are responsible for payment of any fees and timely completion of the required drug screens prior to participation in their clinical

experience. Failure to complete the requirement will result in being dropped from the clinical course which in turn may have implications on a student's continued participation in the professional program and on a student's ability to obtain a degree in nursing. The current service provider for the School of Nursing and Health Sciences is Castlebranch.

Students must be aware that drug screens may be required more than once during the program of study. Students are responsible for expenses of testing. When changes in requirements for drug screens are made that will affect access to patients, students are notified at the earliest convenience so that compliance with drug screen requirements is possible.

Please note that in all cases the results of drug screens must be available to the Dean of the School of Nursing and Health Sciences at least, but no later than, the first day of Fall semester classes. The Dean may, in consultation with University and clinical agency representatives, exclude a student from participating at any clinical site. This may impact a student's ability to complete the nursing program within a four-year period. See the *University Catalog* section on Behaviors Affecting Licensure in this *Handbook* for additional information.

The following policies will be enforced:

1. A student whose drug screen results in a status of "passed review" indicating no substances were detected will be placed in a clinical site.
2. A student whose drug screen results indicates the presence of an illicit substance, or the presence of a licit substance for which an active prescription for the user does not exist or that potentially interferes with a student's ability to provide safe patient care, may not be placed in a clinical site until after one or more of the following occurs:
 - a. results of "passed review" are provided to the Dean of the School of Nursing and Health Sciences.
 - b. results of a medical review demonstrate that the presence of prescribed substances will not jeopardize patient safety.
 - c. The clinical agency accepts student placement.

A student with a positive drug screen may need to undergo further testing. A student, whose drug screen results in a positive finding and who intends to remain in the nursing program may, as a condition of continuing in the nursing program, be required to undergo additional evaluation and will repeat a drug

screen at least annually.

Student Health Policies

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

In accordance with that Honor Code, students are expected to consistently monitor their health and refrain from attending class if they have any symptoms of illness (General illness, or symptoms specifically associated with COVID-19 such as fever of 100.4 F or higher, cough, difficulty breathing, muscle aches, abdominal discomfort, or new loss of taste or smell). If you arrive to class with respiratory symptoms (sneezing, coughing), faculty may ask you to leave.

- Masks are optional but encouraged for anyone not feeling well.
- For individual meetings, masks may be requested and those requests should be honored.
- CDC guidelines for isolation/quarantine will be followed.

Accommodations for Attendance Due to Illness

Faculty acknowledge the need to be flexible due to the circumstances presented by unexpected illness, and will make reasonable accommodations for absences and for providing make-up work for students needing to isolate due to illness. If you need to refrain from attending a scheduled class in-person due to illness or medically required quarantine or isolation, please notify the faculty as soon as possible.

Examples of situations for which you need to notify faculty of the need to be absent:

- Active respiratory illness (COVID-19 or other)
- Recent recovery from a respiratory illness, but consistent cough remains
- Recent exposure to someone known or suspected of having a contagious infection

Recording of Classes/Privacy Statement:

Recording of in-person classes by the professor at Illinois Wesleyan University may occur for the benefit of students who cannot attend. These recordings will be made available only to students enrolled in the class to assist those who cannot attend the live session or to serve as a resource for those who would like

to review content that was presented. Recordings are not guaranteed.

Entrance to the University

All incoming students are required by law to provide a copy of their immunization history. Nursing majors must provide documentation of immunization for diphtheria, mumps, measles (rubeola), and rubella. Mumps immunization must have been received after 1979 or immunity from disease confirmed by a primary care provider. There must be documentation of polio and tetanus (Tdap) boosters, if the immunization was not within the last ten years.

Clinical Requirements

Clinical Clearance

Agencies accepting students for clinical experiences necessitate students to complete clinical clearance requirements including various immunizations, titers, certifications, a criminal background check and a health care provider drug screening prior to clinical placement. Please refer to the chart on page 45 for more detail. The vendor, CastleBranch is used to assist with tracking clinical clearance requirements. Once a student has created a profile and placed an order, the electronic tracking system will guide completion of all requirements. Each profile includes unlimited availability, and will serve as an organizer beyond graduation from IWU. Approximate costs which students are responsible for are included here. The fees for the background check (\$36), drug screen and document manager (\$106), as well as timely completion of these requirements.

Each student will upload evidence of all immunizations, titers, TB tests, CPR for Healthcare Providers certification and the most recent physical exam to their CastleBranch profile. IWU medical records may contain much of the required documentation, including the most recent TB test. Additionally, all onboarding, including Learning Management System (LMS) modules (e.g., EPIC, agency policies) must be completed by the deadline communicated by the Administrative Specialist V. False attestation of completion will be considered Academic Dishonesty. Failure to complete all required onboarding by the deadline may result in unexcused clinical absence(s) for the individual student and inability of all students to provide care in the facility.

Documentation necessary for clinical clearance:

TB Tests: Results of a two-step Mantoux (PPD) tuberculin skin test for previous negative reactors or a chest x-ray for first time positive reactors. (All results must be effective for the entire academic year). Students are

required to have a TB test or appropriate equivalent annually.

- Rubella Titer: Laboratory evidence of immunity against rubella is required (antibody titer of 1:16 or equivalent, or greater).
- Varicella Titer: Laboratory evidence of immunity against varicella (chicken pox) is required.
- Hepatitis B: All students are required to have documentation of the final injection of the Hepatitis B immunization (HBV) or primary care provider statement of exemption.
- Hepatitis B Titer: Laboratory evidence of immunity against Hepatitis B is required; the Hepatitis B Surface Antibody Titer is recommended.
- Tdap
- Seasonal influenza vaccine to be obtained when available in the fall.
- Optional but suggested COVID-19 vaccine and necessary boosters
- Physical Exam: Most recent physical exam must be on file.
- ISHIHARA
- Latex Screening: Questionnaire completed with follow-up if indicated.
- OSHA Training on Blood and Airborne Pathogens: At the beginning of each academic year, all sophomore, junior, and senior nursing students are required to complete training covering the OSHA guidelines regarding blood and airborne pathogens including information on tuberculosis. Students will receive documentation for attendance. If students receive OSHA training through another course, documentation must be provided to the School of Nursing and Health Sciences Administrative Specialist V.
- Health Insurance Portability and Accountability Act (HIPAA): At the beginning of each academic year, all sophomore, junior and senior nursing students are required to complete a presentation covering HIPAA guidelines and receive documentation of knowledge. According to this federal law, violations of HIPAA may result in fines – or more severe penalties – for the individual and/or institution. In recognition of the importance of HIPAA compliance, the School of Nursing and Health Sciences identifies that violations by students may result in clinical failure.
- If students are unable to attend the OSHA and/or HIPAA presentations, the

individual student is responsible for attending a class to meet the OSHA and HIPAA requirements. Students must then be sure to submit verification to the School of Nursing and Health Sciences Administrative Specialist V or they will be unable to begin their clinical course work.

- CPR: Students are required to maintain appropriate certification in cardiopulmonary resuscitation (*Basic Life Support (BLS)* from American Heart Association or *CPR for the Professional Rescuer* from the American Red Cross). Sophomore, junior and senior students must submit documented proof of CPR certification or re-certification to their CastleBranch profile.

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

Release to Return to Clinical After Absence, Illness or Emergency Treatment

Students unable to attend class or clinical due to illness, injury, or emergency treatment must notify the appropriate faculty member (*see Clinical Attendance policy, p. 4*). Students who are absent more than three days, who are hospitalized for any length of time, or who receive emergency treatment must submit a letter of release from a health care provider or specialist prior to returning to clinical. Any student evaluated or being treated by a psychiatrist or licensed mental health clinician for imminent danger to self or others must submit a letter of release from their provider prior to returning to clinical. Releases must include any restrictions or limitations on scholastic or clinical assignments. For student privacy, the release should be shared with the accessibility office and not with the faculty or school. Failure to comply with this policy will result in the inability to return to the classroom or clinical setting.

Potential Risk of Disease Exposure during Direct Patient Care Experiences in Clinicals and Internships

Although risk of exposure cannot be eliminated as a nursing major providing direct patient care, strict adherence to policies can mitigate risk. Students are expected to adhere to both clinical agency and University policies to reduce risk of disease exposure during direct care experiences. Adherence to *Universal*

Precautions including access to adequate Personal Protective Equipment (PPE) will be monitored by the University and/or the clinical agency to mitigate risk of exposure to communicable diseases including contact, droplet, airborne, and bloodborne infections.

COVID-19 and Influenza

Before a student is knowingly assigned a COVID or influenza positive/suspected patient, an assessment of student willingness and student medical risk will be completed by the clinical instructor. The assessment will include a clinical agencies' required risk assessment (e.g., Respirator Medical Evaluation Form) to determine student medical risks associated with fit testing and use of specific PPE (e.g., N95; PAPR). Students whose risk assessment identifies potential respiratory risk must be evaluated by a primary care provider. Any student who cares for COVID or Influenza positive/suspected and airborne isolation precaution patients must adhere to all clinical agency policies including proper use of approved respiratory protection (e.g., N95; PAPR) and eye protection (e.g., goggles; face shield) as determined by the clinical agency.

Approved respiratory protection (e.g., N95s; PAPRs) and eye protection (e.g., goggles; face shield) will vary from institution to institution and from unit to unit. PPE policies at ambulatory agencies and acute care agencies may differ.

Known or suspected exposure to contagious infections will be communicated according to clinical agency policy. Arnold Health Services will counsel the student on symptom monitoring and testing post exposure. Students who test positive post exposure will adhere to the University's isolation guidelines.

Students can decline a clinical or internship assignment involving a COVID or Influenza positive/ suspected patient if an alternative assignment that meets clinical objectives can be identified.

Human Immunodeficiency Virus and Acquired Immunodeficiency Syndrome

At present there is no immunization against the Human Immunodeficiency Virus (HIV) which destroys the immune system and causes Acquired Immunodeficiency Syndrome (AIDS). However, the chance of transmission can be greatly reduced by education, careful practice, and utilizing universal precautions. In order to reduce the possibility of exposure to HIV of nursing students, faculty, staff and clients, *Universal Precautions* will be used in the clinical settings.

Admission of HIV Positive Students

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

HIV Positive Students

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

Prevention of Transmission in the Clinical Setting

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

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

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

1. Report exposure to the workplace supervisor and clinical instructor. The IWU instructor will notify the course coordinator and the Dean of the School of Nursing and Health Sciences.
2. Exposure Policy and Procedure
 - a. Wash exposure site IMMEDIATELY with soap and water. If mucous membranes are affected, rinse with copious amounts of water.
 - b. The student must report Bloodborne Pathogen (BBP) exposure to their Clinical site/instructor including when and where exposure occurred and where emergency first aid was administered. Risk assessment laboratory testing and treatment/medications for BBP will be available.
 - c. If the Clinical site is a non-medical facility or is a great distance

away when the BBP was identified, the student may seek treatment at the nearest Emergency Department.

- d. The Clinical site/Emergency Department will determine if there is a need for HIV post exposure prophylaxis (PEP), testing and need for Hepatitis B PEP.
- e. If PEP is ordered and the student elects to take medication the student may contact Arnold Health Services where they can be considered for monitoring.
3. Complete the required institutional documents according to guidelines:
4. IWU Nursing incident report and b) Institutional reports, as required.

Tuberculosis Post Exposure Evaluation and Follow-Up Exposure Incident

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

TB Screening Requirements

- a. Nursing Students Entering Clinical
 - i. Prior to entering Clinical all Nursing Students will provide documentation of 2-step PPD or QuantiFERON Gold testing.
 - ii. Those with previous positive reactor should show evidence of baseline CXR.
- b. Exposure and Control
 - i. If TB exposure is suspected Arnold Health Services should be notified. If a Nursing Student is exposed, the Clinical Instructor and Clinical Site Supervisor must also be notified.
 - ii. All previously negative reactors should have baseline TB skin test done. Repeat testing 90 days after exposure.
 - iii. If an employee/student begins showing signs of TB, Arnold Health Services should be notified immediately and isolation precautions initiated.
 - iv. All employees/students with confirmed TB will be referred to McLean County Health Department promptly.

Health Insurance

All Illinois Wesleyan University nursing majors, full and part-time, must carry health insurance either through individual policies or through the family policy. Full-time students can also carry the Supplemental Accident and Sickness Insurance. (See *University Catalog* for information on secondary accident and sickness insurance provided by the University).

Liability Insurance

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

Scholarships, Grants, and Financial Aid

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

Nursing Awards and Honors

Academic Awards

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

- Donna L. Hartweg Nursing Student Leadership Award (awarded each Fall)
- The Caroline F. Rupert Award: awarded to the outstanding graduating senior (awarded at graduation)

Eligible students apply for these awards. In order to be eligible for an award a student must have a cumulative GPA of at least 3.25 and a nursing GPA of at least 3.0 seniors. Nursing GPA is based on grades of courses preceded with “N”. Only those students who apply are considered for the awards.

Announcements regarding application deadlines are made each year by the Dean of Nursing and Health Sciences. Application forms are available from the School of Nursing and Health Sciences Administrative Specialist V. Students applying for these awards are asked to submit a one-page essay describing the following:

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

Completed applications are submitted to the School of Nursing and Health Sciences Dean, who seeks feedback from the Nursing faculty and professional staff.

A number of additional endowed nursing scholarships exist for students. The Dean of the School of Nursing and Health Sciences works closely with the Dean of Financial Aid and the Advancement office to select qualified recipients.

The following scholarships will be awarded to fund financial aid packages for nursing students:

- Alice J. Gruber '62 Nursing Endowed Scholarship
- The Deloris M. Helsley-Ascher, R.N. '53 Nursing Scholarship: awarded to 2 sophomore or junior students
- The Frances D. Alikonis Award: awarded to a sophomore student
- Mary D. Shanks Endowed Scholarship
- Richard K. and Phyllis Finfgeld Endowed Scholarship
- Sara M. Stevenson Nursing Scholarship
- The Alumnae Association of the Brokaw Hospital School for Nurses Award: awarded to a junior student
- Patricia Giese Memorial Scholarship
- Dr. Joanne Miller '73 Annual Nursing Scholarship for Gerontology
- Catherine C. Tate Endowed Scholarship
- Cathy Luginbill R.N. '73 Endowed Nursing Scholarship
- Cathy Watts Memorial Annual Scholarship
- Charles Dubois '68 and Keith Brown Dubois '70 Endowed Nursing Scholarship
- Dr. Georgia Griffith Whitley '65 and Robert Whitley, Jr. '66 Endowed Scholarship
- Dr. Kon Swee '69 and Susan Culver '70 Chen Endowed Scholarship
- Eddy Reed Dotson Memorial Endowed Scholarship
- Glenn Holmes and Janice Netzel Holmes '56 Endowed Scholarship
- Jessie D. and Carl E. Behr '47 Nursing Scholarship
- Jules and Juliana Blank '78 Family Nursing Endowed Scholarship
- Karen S. Zander '70 Memorial Annual Scholarship
- Merten-Collins Endowed Scholarship
- Susan M. Hermes-Calvert '86 Endowed Scholarship

Research Honors

Qualified students are encouraged to seek Research Honors in Nursing and pursue research projects under the guidance of a faculty member. Students must have a cumulative GPA of at least a 3.25, with a 3.5 in the nursing major. Additional information regarding Research Honors is found in the *University Catalog*. Specific information regarding Research Honors may be obtained from the Associate Provost. Students are urged to begin discussion of research projects with faculty early in their academic careers.

Professional and Honorary Organizations

Sigma \ (Theta Pi Chapter)

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

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

Illinois Wesleyan University Student Nurses' Association

The mission of the Student Nurses' Association (SNA) is to 1) organize, represent, and mentor student nurses; 2) promote development of skills needed as responsible and accountable members of the nursing profession; and 3) advocate for high quality health care. All students registered in the nursing program at Illinois Wesleyan University are eligible for membership. Members are involved in activities that enhance their professional development and that of their classmates.

Student Participation in Governance

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

Representatives for these committees are elected by nursing students in the fall of each year. Nursing majors are urged to seek election to the committees of

their choice.

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

Student Participation in Evaluation/Assessment

Curriculum evaluation is an ongoing component of the program evaluation in Nursing. Information from nursing majors regarding classes and clinical laboratory experiences is welcomed by nurse faculty and the Dean at any time. In addition, students complete a course evaluation at the end of each course. According to University guidelines, these evaluations are submitted online and are anonymous. The evaluations are released to the course faculty after grades have been submitted. Students' evaluations are summarized and incorporated into the overall course evaluation prepared by faculty. Agency evaluations are reviewed by the Curriculum Committee, and recommendations for change are considered by faculty. Student evaluations of individual faculty are summarized by the faculty and reviewed by the Dean. Student evaluations may also be included in the faculty evaluation process. Senior students participate in a senior evaluation process, including an exit survey and exit interview with the Dean. Student feedback is incorporated into the program evaluation and used to guide programmatic decisions.

Data are routinely used for program improvement and to demonstrate accreditation standards have been met. With few exceptions, data are de-identified and are presented as aggregate data. Exemplars of individual work may be retained to direct program improvement and/or to evaluate assessment standards. Measures are consistently taken to assure confidentiality. Student acknowledgement is obtained for the *Handbook* to confirm understanding of how assessment data are used and consent to full participation in assessment efforts.

Student Nursing Expenses

The following is a list of (approximate) additional expenses

General Expenses:

- CPR certification/recertification course: \$50 every two years.
- Professional and Pre-Professional Organizations:

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- o Membership in Sigma Theta Tau: \$104; pin optional (if eligible)
 - Lost/Replaced ID: \$10
 - Equipment supplies NIL modules is purchased by according to Equipment for Laboratory/Clinical Study above

Sophomore Year:

- Clinical Clearance (select requirements listed)
 - o 11 panel drug screening and Compliance Tracker: \$106
 - o Background check: \$36
 - o Lab tests to provide evidence of immunity to Hepatitis B, Measles and Varicella: cost varies
 - o Repeat immunizations if needed: cost varies
- Uniform: Lab jacket and patch, scrub top & pants \$100
- Clipboard (optional): \$5
- Stethoscope, scissors and penlight: cost varies
- ID: \$10
- Shoes: \$50-\$75
- Teaching project: \$15 -\$20
- Transportation to and from in town clinical
- Course based standardized testing fees \$280

Junior Year:

- Transportation to and from in town clinical
- Materials for research poster: \$15 to \$20
- Attire appropriate for professional activities
- Course based standardized testing fees \$390

Senior Year:

- Senior Portraits
 - Sitting Fee: approximately \$35
 - Individual Photos: varies
- Senior Pin: \$40 to \$200
- Course based standardized testing fees: \$390
- NCLEX-RN review course: \$400
- NCLEX-RN Application and Licensure Fees: approximately \$300
- Fingerprinting for licensure application: \$60
- Transportation to community clinicals/ internships: varies with clinical site
- Materials for Senior Projects: \$50
- Attire appropriate for professional activities
- University graduation expenses

Graduation Policies/Information

Senior Class Portraits

Senior nursing students are expected to sit for the nursing composite portrait. Arrangements for the photography sessions are made through the Senior Class Representative to Student Affairs Committee. Purchase of additional photographs is optional.

Senior Career Planning

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

Senior Class Pinning Ceremony

Senior nursing students participate in a Pinning Ceremony prior to graduation. Family and significant others may attend the ceremony which takes place the morning of graduation at 10am. Details are provided by the School of Nursing and Health Sciences Administrative Specialist V in the Spring semester.

Preparation for NCLEX-RN

The NCLEX-RN preparation program is coordinated through the Nursing faculty and professional staff to increase the probability of success on the NCLEX-RN exam. Senior students will purchase the HESI online review to allow customization of their NCLEX prep in both Fall and Spring terms. Two diagnostic tests by HESI are given to assess readiness: The Pharmacology exam is administered on or around the Tuesday preceding Thanksgiving Break or the beginning of Spring semester and the Comprehensive E2 is scheduled upon return to campus from Winter Break. As soon as the results from these national tests are received, senior students will meet with academic advisors to review results and develop a plan to maximize success. The spring term includes structured computer practice on NCLEX style exams. More information about the program is provided in N400 in the Fall and N450 in the Spring.

Preparation for Graduate School

Information regarding graduate schools is available from the IWU Hart Career

Center. Career counselors work cooperatively with the Nursing faculty and staff to provide the latest information about graduate schools, including admission criteria and the application process.

Student Employment

Students are free to seek any employment that does not conflict with their course schedule. Students who seek employment providing nursing care after the sophomore year may legally function only as nursing assistants. This generally means that the care students perform is more limited than that performed under faculty supervision during clinical experiences.

Student Employment in Internships/ Externships

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

Behaviors Affecting Licensure

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

- Are you currently charged with or have you been convicted of a criminal act that requires registration under the Sex Offender Registration Act?
- Are you currently charged with or have you been convicted of a criminal battery against any patient in the course of patient care or treatment, including any offense based on sexual conduct or sexual penetration?
Are you required, as part of a criminal sentence, to register under the Sex Offender Registration Act? Are you currently charged with or have you been convicted of a forcible felony?

Students should also be aware that the Illinois Department of Finance and Professional Regulation may refuse to issue a license to any applicant for a number of reasons. Students should review the rules and regulations as they are subject to change. Check for current information on the [State of Illinois website](#). These may include, but are not limited to:

- An offense requiring registration under the Sex Offender Registration Act
- An offense where the sentence imposed requires registration under the Sex Offender Registration Act

-
- Involuntary sexual servitude of a minor
 - Criminal battery against any patient in the course of patient care or treatment

A forcible felony, depending on the date of your conviction and the date of your release from confinement. Please refer to questions 6, 7, and 8 below for more information. Graduates are able to petition IDFPR about licensure despite non-sex offender forcible felonies.

Students should immediately report any behavior affecting licensure to both the Dean of Students and to the Dean of the School of Nursing and Health Sciences. See [University Student Handbook](#)

Appendices

Philosophy of Illinois Wesleyan University Nursing

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

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

Health: As a complex and dynamic process, health includes integration of genetic, learned and environmental conditions as people seek personal and socially and economically productive lives. Health, as culturally defined and perceived, includes personal responsibility for self-care and care of others, and social obligation to ensure equity in access to quality healthcare for all populations. Individuals with health literacy act to improve health through lifestyle change and through promotion of health policy at the local, national or global level.

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

Nursing: Nursing is a practice discipline committed to providing healthcare to all people and societies with sensitivity to the values and culture of others. As a service to society the domain of nursing is health promotion, risk reduction, and

illness management for individuals and diverse populations. Faculty believe that nursing's role is to build on capabilities of individuals and populations for shared decision-making to achieve desired health outcomes. Integral to this patient-centered care is embracing the standards, ethical principles and values of the profession.

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

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

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

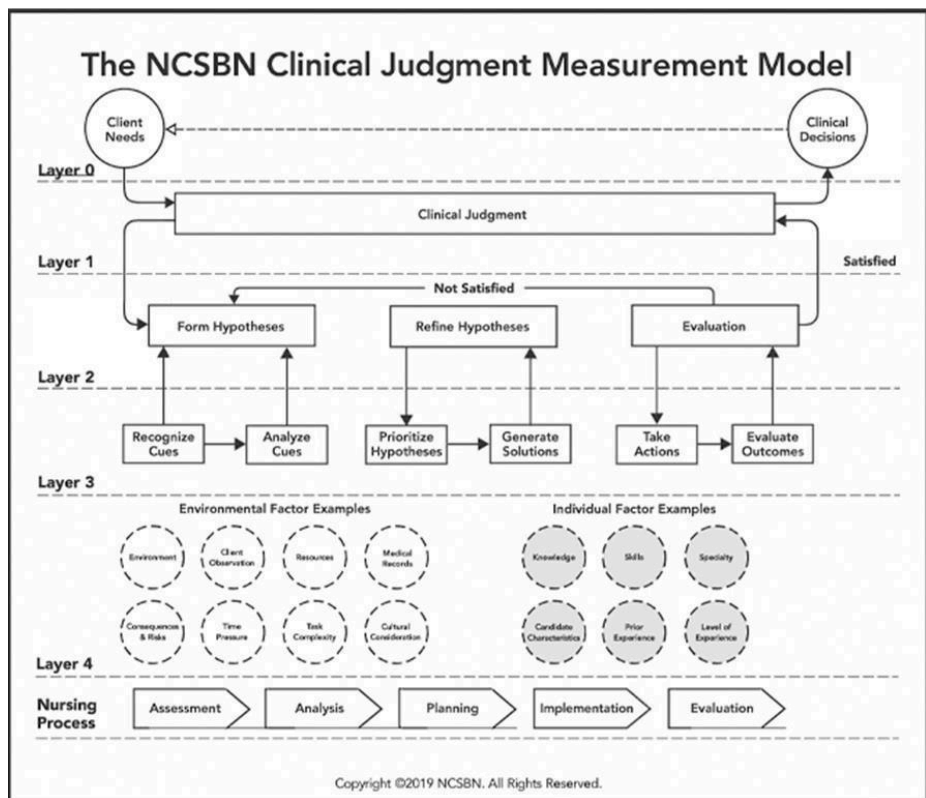
Teaching/Learning: The Nursing faculty believe teaching/learning in a professional nursing program requires a clear understanding of graduate outcomes. Within a liberal arts environment, students learn to become exceptional thinkers and nursing /health care leaders in a global society. Faculty believe that integration of professional and liberal learning is enhanced by concurrent enrollment in professional and liberal arts study. The hallmark of this experience is continuing engagement among faculty and students that results in clinical reasoning and critical thinking and decision-making, oral and written inter-professional communication, skills of global citizenship, and demonstration of ethical values. Learners develop increasing abilities to manage complexity and uncertainty of patient-centered care as faculty coach, role model and guide integration of knowledge from natural sciences, social sciences, the arts and humanities with theoretical, analytical, and practice skills of the nursing discipline. Through active engagement with patients, faculty, and peers in a variety of settings,

students develop professional identity with commitment to integrity and lifelong learning. Faculty believe that multiple teaching strategies facilitate learning in students with varied learning styles.

Consistent with the College of Liberal Arts, Nursing faculty believe the required degree for the School of Nursing professoriate is the doctorate, with all tenured and tenured track faculty actively engaged in scholarly achievement. All faculty provide service within Nursing and tenured and tenure track faculty providing service to Nursing and the University. Service in the broader university and professional communities enriches the nursing program. Those responsible for clinical courses should have expertise in the area of clinical supervision. Adjunct clinical faculty have a graduate degree in nursing with significant expertise in the area of clinical supervision.

Illinois Wesleyan University Nursing Curricular Framework

The nursing curriculum uses the Nursing process, and the National Council of State Boards of Nursing (NCSBN) Clinical Judgement Measurement Model across all nursing courses. The major focus of the curriculum is on the steps of the nursing process using recognizing cues, analyzing cues, prioritizing a hypothesis, generating solutions, taking actions, and evaluating outcomes to develop clinical judgment.



Accreditation

The baccalaureate degree program at Illinois Wesleyan University School of Nursing and Health Sciences is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001; phone 202-887-6791. The Illinois Wesleyan University School of Nursing and Health Sciences baccalaureate program is approved by the State of Illinois Department of Finance and Professional Regulation, 320 W. Washington, 3rd Floor, Springfield, IL 62786; phone 217-785-0458, fax 217-782-7645, as well as 100 W. Randolph, 9th Floor, Chicago, IL 60601 phone 312-814-4500, fax 312-814-3145.

Documentation Necessary for Clinical Clearance

Requirement	Method of Compliance
Student Immunization Tracker	Castlebranch is our vendor https://portal.castlebranch.com/LL39*
Health Care Provider's Drug Screening (11 panel)	<u>Do not schedule through your primary care provider</u> Instead use Castlebranch
2 Step TB Skin Test, QuantiFERON-TB Gold Plus (QFT-Plus) or T-SPOT.TB	Primary Care Provider or Health Department
Hep B series (3 shots)	Primary Care Provider (one of the usual childhood immunizations)
Tdap after the age of 18	Primary Care Provider or retail outlet
Seasonal Flu vaccine	When new formulation is available in the Fall it can be obtained at select clinical agencies, Primary Care Provider, or retail outlet.
COVID vaccine and Booster (Optional but recommended)	CDC vaccine card or Primary Care Provider
Rubella titre	Primary Care Provider or Health Department
Varicella titre	Primary Care Provider or Health Department
Hepatitis B titre	Primary Care Provider or Health Department
Ishihara (colorblindness screening)	Complete online module, print results and upload*
Latex allergy screening	Complete questionnaire and upload*
Physical	Submit your most recent physical exam signed by your primary care provider
Background Check	Background check vendor will be on campus in September
OSHA and HIPAA training	Online training modules, attestation of completion, and post-test
CPR certification through April 2026	American Red Cross (Health Care Provider) or American Heart Association (BLS) only

Certificate of Receipt

I have read the 2025-2026 Illinois Wesleyan University Nursing *Student Handbook* and understand that I am responsible to know, understand, and adhere to its contents.

Authorization for Release of Information For CCNE and University Assessment

I give permission for the School of Nursing and Health Sciences to use my academic work as evidence of program effectiveness for accreditation by the Commission on Collegiate Nursing Education (CCNE) and for University assessment initiatives. I also understand my name will be removed from the academic work prior to its use and will be destroyed after the CCNE visit or assessment review (see the *Handbook* for more information).

Clinical Consents

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

Should I drive the clinical van or university vehicle, I consent to always drive lawfully and safely. By signing this consent, I agree to complete the motor vehicle report (MVR) form, online training modules, and familiarization drive which will be used by Campus Safety to screen all drivers.

Signature of Receipt, Authorization of Release of Information, Clinical Consents, and Carle Confidentiality Statements must be signed electronically.