

Illinois Wesleyan University

School of Nursing



Student Handbook

2022-2023

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Introduction

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

Mission, Goals, and Expected Outcomes

Mission

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

Goals

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

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

Expected Outcomes

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

Academic Information

Academic Advising

Assignment of Academic Advisors

Students in the School of Nursing are assigned academic advisors in the School of Nursing upon entering the University. First year students are expected to participate in monthly meetings called Freshman Forum to address any first year concerns and to be fully integrated into the School of Nursing.

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 problems whether they are academic, vocational or personal. This generally involves the following: a) pre-registration counseling of students prior to registration in the Fall and Spring semesters; b) considering a student's proposed schedule or changes to that schedule and supporting those that are in the student's best interest; c) advising students in relation to meeting requirements of the University

and the School of Nursing; d) assisting students to choose general education courses that maximize the value of the liberal arts experience.

Responsibilities of Students

Students are responsible for scheduling timely pre-registration conferences with their advisors. Advisors will inform students about the preferred method of scheduling registration appointments. This could be calling or e-mailing the faculty and arranging a conference appointment during office hours. An alternative method for both students and faculty advisors is to check the advisor's office or Moodle site for a posting of pre-registration conference times. Students will receive the schedule of classes from the Office of the Registrar. Pre-registration usually occurs in October and March.

Students are expected to come to the pre-registration conference with a proposed academic plan and a copy of the most current Degree Evaluation or Degree Audit. 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 problems with their advisors. Although advisors receive mid-semester reports on students whose work has not met the minimum standard, students are encouraged to discuss these situations with advisors before the mid-term. Advisors are 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 the student regarding his/her 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 have offices on the second floor of Stevenson Hall and 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 also meet with students by appointment at the student's or faculty member's request. Faculty may also be contacted by students through e-mail or by phone. Office hours may be held in person or remote.

Class Attendance

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

Clinical and Laboratory Attendance

Attendance is required for all clinical and laboratory experiences. Any student who will not be in the clinical or laboratory area due to illness must notify the instructor as soon as possible, but 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 appropriate clinical or laboratory unit and the Director of the School of Nursing.

Return to class or clinical following a severe illness or emergency treatment, surgery, or extended absence requires a release from the student's primary care provider (see also Release to Return to Clinical and Classroom After Absence, Illness, or Emergency Treatment). Arnold Health Services will clear students after COVID related isolation or quarantine. Any decision regarding make-up for missed clinical or laboratory experiences is made by clinical faculty, course coordinator, and when appropriate, the Director. A final decision regarding make-up of clinical/laboratory study is based on an evaluation of the student's ability to meet the course objectives. Absenteeism may result in the student's failure or withdrawal from a course.

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 until that level of accuracy is achieved or meeting course objectives.

Academic Standing, Grades and Standards for Degree Completion

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

Any exception to requirements governing progression in the nursing sequence must be granted by the Student Affairs Committee (SAC). A petition form requesting SAC to consider curricular exceptions may be obtained from the Administrative Specialist V in Room 224 of Stevenson Hall. Students may not progress in the nursing curriculum (a) with a grade in any nursing course lower than a C (note: not a C-) and/or (b) with a cumulative GPA lower than a 2.0. Students who receive a final grade lower than a "C" in any required nursing course must repeat the course and earn a final grade of "C" or better to progress in the nursing curriculum. In the entire nursing sequence a student shall only be allowed to repeat each nursing course one time to earn a C or better.

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

- a cumulative quiz/examination percentage of 70% 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 following revision to the grading scale used in the SoNHS for all nursing courses in the nursing major. (Note: 72.50% rounds up to 73%, 72.49% does not).

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

93 - 100	= A	4.0
90 - 92	= A-	3.7
87 - 89	= B+	3.3
83 - 86	= B	3.0
80 - 82	= B-	2.7
77 - 79	= C+	2.3
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 may be taken elsewhere. Nursing degree candidates must complete 16 course units in residence; at least 8 of the last 10 course units must be taken at IWU. See “Policy for Off-Campus Study of Nursing Courses.”

Consistent with University policy, acceptance of transfer credits will not be recommended to the Office of the Registrar until after satisfactory completion of four course units of study in residence. 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 Off-Campus Study of Nursing Courses

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

A student majoring in nursing may apply to take one semester of nursing and general education courses at another university with an accredited nursing

program. This experience requires the qualifications, process, and evaluation steps as outlined below:

Qualifications: The student must have:

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

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

1. One year advance planning is recommended.
2. The student must apply for a leave of absence from the university.
3. The student should arrange to meet with the Chair of SAC for input and guidance.
4. The student should obtain all needed information from the selected university, including:
 - a. course syllabi
 - b. course outline, content and schedule
 - c. required and recommended texts
 - d. clinical sites used
 - e. clinical laboratory information including modules
5. Other information to consider:
 - a. The design of the nursing program, (e.g., 2/2 or 2.5, 3 year nursing sequence)
 - b. Theoretical framework of the nursing program (e.g., Orem)
6. Petition SAC for exception to the usual nursing curricular sequence, and present a document to SAC including all of the above information and a cover letter explaining educational goals to be achieved by the requested experience.
7. A visit to the campus and interaction with the nursing faculty is recommended.
8. SAC will examine the received materials and determine if equivalency exists with the Illinois Wesleyan University nursing courses missed during the requested semester. SAC will ask faculty currently teaching those courses to review the received syllabi and content for equivalency.

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

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

Other University policies:

1. General education courses must be pre-approved before acceptance as a transfer course.
2. Refer to the *University Catalog* for additional information.

Policy for Return to the School of Nursing after Leave of Absence

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

Policy:

1. A student may seek a one-time return to the School of Nursing after program failure, withdrawal, or expired leave of absence.
2. The student must initiate the return process by submitting a written request to the Director of the School of Nursing within a three-month period after the date of failure, withdrawal, or expired leave of absence.
3. Students readmitted will be required to demonstrate retention of previously learned knowledge and skills, to ensure safety of patient and self. The Director of the School of Nursing will appoint faculty to make this determination. There may be additional fees associated with 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 may be required to take standardized exams that allow both students and nursing faculty to compare their achievement with that of other nursing students from throughout the nation. In some cases students bear the entire cost of these tests; in other cases the School shares the cost. These tests also assist students in preparing for the national licensure examination following graduation and help the faculty to make decisions regarding changes and improvements in the program. Aggregate results will be disseminated, 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. To assist students in using the APA format correctly, the faculty adopted a standard approach to APA requirements for each year of the nursing program. A table of the APA requirements for each year is posted on course Moodle pages. Students are expected to adhere to the APA requirements and to meet those requirements in all written work submitted in nursing courses.

Electives in Nursing

N390: Special Topics in Nursing

The School of Nursing periodically offers elective nursing courses during May Term that enable students to engage in specialized study. Nursing 390: Special Topics in Nursing, includes several sections. Under the 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 SON Director.

Other Electives

Students are encouraged to explore the listings in the *University Catalog* to examine additional electives in Nursing which include N397: Internship in Nursing, N499: Research and Studies, and course offerings under the Health

rubric. In addition, students are encouraged to consider the Study Options listed in the *University Catalog*. These include the Human Services Management Minor, Health Minor, Public Health minor, and Hispanic Studies 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 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 May term. Internships for academic credit are also offered in the summer.

Step 2: Receive Notification from the Director of the School of Nursing

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 Director.

Step 3: Meet with Faculty Supervisor for Internship

The student will meet with the assigned faculty supervisor, develop objectives, set timelines for meetings of student and faculty and/or on-site supervisor, and determine academic expectations and responsibilities. In addition to completion of designated hours at the internship site, students will also complete a paper or project and a self-reflective assignment such as a journal, with criteria for evaluation established in advance. After these decisions are made, the student will complete the "Internship Learning Contract." This form is available in the Hart

Career Center, at <https://www.iwu.edu/career-center/students/internship-learning-contract.pdf>It 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 following the experience.

Academic Dishonesty and Professionalism

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

Due to the unique nature of clinical experience in the nursing program and professional responsibility for the welfare of the patient, it is necessary for the School of Nursing to expand upon the University's definition of academic dishonesty. While the University relates violations of academic dishonesty to traditional forms such as plagiarism or cheating on exams, the School of Nursing considers *failure to report errors made in giving care to patients* as a form of academic dishonesty. Students must notify clinical faculty immediately concerning any error they believe they may have made in the clinical area so that attention may be given to the affected patient(s). A *dishonest act* may disqualify a student from continuing in the School of Nursing program.

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 School of

Nursing from misuse of social networking. Examples of social networking include but are not limited to the following:

- Facebook
- Twitter
- Blogs
- YouTube
- Vine
- LinkedIn
- Instagram
- Snapchat

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, or coworkers.

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:

“ANA’s Principals for Social Networking and the Nurse”

(<https://www.nursingworld.org>) (Originally Posted: Aug. 2011)

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient-nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.

5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

“ANA’s 6 Tips to Avoid Problems” (<https://www.nursingworld.org>)

(Originally Posted: Aug. 2011)

1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
4. Don't make disparaging remarks about patients, employers, or co-workers, even if they are not identified.
5. Do not take photos or videos of patients on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.

IWU SON also recommends review of the NCSBN white paper, “A Nurse’s Guide to the Use of Social Media” (https://www.ncsbn.org/Social_Media.pdf)

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 Director of the School of Nursing regarding removal from clinical study. The Director 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.

Academic Appeals/Exceptions

1. 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. School of Nursing appeals/exceptions:
- Students desiring an exception from a specific nursing degree requirement should confer with the Director of the School of Nursing who may refer the request to the Student Affairs Committee. Petitions may be obtained from the Administrative Specialist V in Stevenson 224.

Student Concern Procedure

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

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

Step 2: Within Department

Submit a student concern within the School of Nursing, using the *Student Concern Form* located in the back of the *Handbook*.

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

The Role of the Curriculum Committee (CC).

Should I bring this concern to Curriculum Committee?

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

- I have not discussed this concern with the course coordinator → NO

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

Examples Appropriate for CC

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

Examples Not Appropriate for CC

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

The Role of the Student Affairs Committee

Should I bring this concern to SAC?

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

Examples Appropriate for SAC

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

Examples Not Appropriate for SAC

- We think the curriculum framework needs to be revised.
-

- When do I wear my lab coat?
- I don't think my test was graded fairly.
- Can I go to the library for my NIL day?

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

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

Americans with Disabilities Act

Guidelines for Assessing Nursing Skills

The School of Nursing faculty have established guidelines for assessing skills required in the profession of nursing. A student should carefully review these guidelines and determine whether or not to request accommodation. The Student Affairs Committee of the School of Nursing will fully consider each request for accommodation on an individual basis and make recommendations to the Director of the School of Nursing. Students progressing through the School of Nursing who believe they need accommodations may also request reasonable accommodation* through Disability Services.

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

- a) Making existing facilities ... readily accessible to and usable by individuals with disabilities; and*
- b) job restructuring, part time or modified work schedules ... acquisition or modification of equipment or devices, appropriate adjustment or modifications of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities.*

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).

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 white uniform, worn with photo identification tag. The purchase of a white underscrub top will be offered as **OPTIONAL**, but is the only underscrub top that will be allowed. White socks or white or beige hosiery should be worn with white shoes for hospital experiences. Thin white anklets are appropriate when wearing slacks. The white uniform shoes worn for hospital experience may include plain leather, or sneaker-type shoes, but should be conservative (e.g., no prominent logos, colored trim). Shoes must have closed heels and toes, with a heel height of 1.5 inches or less. A designated lab coat with the IWU nursing logo and name tag may be worn over the student uniform. A lab coat *must* be worn over street clothes for pre- and post-clinical activities and for many experiences outside the hospital, such as those in clinics and medical offices. During the community health experience, students wear business-casual pants. The color is determined by specific clinical placement, but is usually khaki, navy blue, or black. During psychiatric nursing experiences, appropriate business

attire may be worn if this is the policy of the clinical agency. Faculty and students are expected to comply with dress standards of the School of Nursing, unless the School of Nursing policy conflicts with the clinical agencies' policy. In which case, students will adhere to the policy of the clinical agency. However, jeans are not appropriate for any setting. Business casual (e.g., khakis, corduroys, other casual slacks/pants) should be substituted for an agency's informal dress code. 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 safety. Piercings are limited to the ears with one simple small post-type piercing per ear. Necklaces, if worn, should not be visible. However, wedding ring sets or engagement rings are acceptable. Any other type of jewelry should be removed, including silicone bracelets. Hair should be clean and neatly groomed; this includes clean shaves and neatly trimmed mustaches and/or beards. If hair is long, it should be styled to avoid contact with the patient and equipment during care.

There is to be no unnatural looking hair color (e.g., blue, green, pink), or hair adornments (e.g., feathers, beads). 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. There will also be no visible tattoos allowed in the clinical setting. Use of perfume and scented lotions is not permitted. If worn, nail polish should be clear and 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.

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

The School of Nursing 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: Arleta deDianous, NIL Coordinator (office STV 008): 556-3948, adediano@iwu.edu; Stephanie Moore, Recruitment Coordinator and Professional Staff Laboratory Associate (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, iwulabbies@gmail.com.

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 556-3947. Hours are also posted on the NIL Moodle. 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 office hours Monday through Friday. 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). The Student Laboratory Assistants who are working can be identified by their white lab coats.

Staff and Faculty Roles: Personnel involved in the NIL include the NIL Coordinator, Professional Staff 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 NILC will also be available for drug calculation tutoring by individual appointment. Please e-mail the NILC to arrange tutoring.

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 to assist in the overall functioning of the NIL under the direction of the NIL Coordinator. Student Laboratory Assistants for 2022-2023 are Tori Burke, Mia Davis, Heather Dietrich, Jake Garcia, Sophia Godinez, Duke Harms, Julia Huebner, Aileen Magafas, Payton Martin, Keegan McGann, Rachel Moore, Elizabeth Mudiandambo, Taylor O'Day, Maddy Schmitt, Olivia Shell, Lilianna Summers, and Emily Vaughn.

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. Students should ask the Student Laboratory Assistant to retrieve materials (e.g., videos, books) for them. The lab staff should only be asked for help with a skill after all required module preparatory work has been completed.

Students are required to sign into the NIL using the QR code posted on the lab door. The link for this QR code can also be found at the top of the NIL Moodle. All scheduling of practices, mock competencies and competencies will be done on the NIL Moodle unless otherwise specified. You can only sign up for dates listed on your NIL Moodle. Appointments for competencies that need to be done

with clinical faculty, however, are arranged by the individual faculty, so the NIL Moodle 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 patient is voluntary. Invasive procedures are only performed on a manikin. Students know practice was sufficient if they can perform the skill without verbal or physical cues. Students are required to clean up after themselves after practicing or completing a competency.

No NIL supplies or equipment may be taken from the NIL unless the student has formally checked out the supplies. 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.

It is the policy of the School of Nursing that only student nurses are allowed in the NIL, unless special permission has been granted by School of Nursing faculty or professional staff. Food and drink, other than water, are not allowed in the NIL. Food and drink are allowed in the student lounge. Talking on cell phones is also prohibited in the NIL.

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 determines 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.

During this time of COVID precautions, in order to eliminate any possibility of wearing a contaminated IWU student uniform to the NIL, the dress code for mock competencies and competencies during the 2021-2022 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 labcoat) 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.
- 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.
- Mock competencies require the same preparation as competencies

- Individual supplies/supply totes are needed when performing skills in the lab.
- 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.
- NIL computers are to be used exclusively for academic purposes; unauthorized use (e.g., social media) will result in the loss of computer privileges.
- All students should know how to access the on-line drug calculation tutorial, Math Magic for Meds II.
- NIL 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 NILC.

Lab Expectations:

- Only students with appointments will be able to enter the lab, including practicing in the HAL.
- The lab doors will remain locked at all times.
- The lab assistant at the desk will be responsible for letting students into the lab as they arrive for their appointment. You need to be wearing a mask and use hand sanitizer, as you enter the lab. We are simulating current practice in healthcare.
- You will use Moodle to sign up for practices, mocks and competencies.
- Complete the module evaluation on a NIL computer or your laptop before leaving the lab. These are on the NIL Moodle.
- There are three signs on the floor around each bed in the NIL to guide physical distancing. There should never be more than three people at a bed.
- Dates have been assigned for practices, mocks and competencies for each module. Those dates are on the NIL Moodle.
- 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, and must order a stethoscope, penlight, and bandage scissors from MDF instruments. Costs range from \$50-\$100.

Additionally, equipment supply totes are purchased at an approximate cost of \$227.62 for sophomores each Fall. The tote is used for all three years of the nursing sequence. Students are responsible for assuring the contents of their personal supply totes are stored in a secure place.

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 gas & oil 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 Administrative Specialist V. Student drivers of the University owned or rental vehicles will comply with all University policies on student driving. This includes a driver’s test and may include other online testing. Students 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. Students are expected to wear seat belts and masks in 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 School of Nursing are required to provide a criminal background check.

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

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

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

The following policies will be 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) result of “no record” is provided to the Director of the School of Nursing.

b) a student with a record may need to undergo further testing. A student whose check results in a positive finding and who intends to remain in the nursing program will, as a condition of continuing in the nursing program, be required to undergo a second check using a fingerprinting process. [Please note that it can take up to three months to obtain the results of a check using the fingerprinting process. Until that check is provided a student may not participate at any clinical site. This delay in the background check process 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 on the possibilities of licensure if he/she continues in the nursing program.

3) The only approved vendor for SON background checks is Bushue Background Screening.

4) Students need to understand this is a mandate that must be followed. Therefore changes in faculty or clinical sites mid-year

may even require additional testing for selected students during the year (e.g., if the clinical site is changed, the School of Nursing must be compliant with the new site to ensure the educational program can be delivered).

5) 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 School of Nursing 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 School of Nursing clinical policies which prohibit illicit substances remain unchanged. To be clear, the use of cannabis is prohibited. Specifically, our practice partners maintain 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 Director of the School of Nursing, 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 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 Director of the School of Nursing at least, but no later than, the first day of Fall semester classes. The Director 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* and 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" is provided to the Director of the School of Nursing.
 - 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 School of Nursing and for the protection of patients and personnel with whom they are in contact. These include policies affecting students on entrance to the University and on initiation of clinical experiences for each academic year. The first section is COVID-19/pandemic specific.

Pandemic Considerations

Students are expected to adhere to the Titans Caring for Titans Pledge and act as an advocate for a safe learning environment for all students, faculty, and staff. 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 and encouraged for all classes, group events and activities.
- For individual meetings, masks may be requested and those requests should be honored.
- CDC guidelines for isolation/quarantine will be followed.
- Students will need to isolate or quarantine off-campus for 5-days if they are COVID-19 positive or not up-to-date on boosters and have been exposed to COVID-19.

Pandemic Accommodations for Attendance Due to Illness

I acknowledge the need to be flexible due to the circumstances presented by the COVID-19 pandemic, and will make reasonable accommodations for absences and for providing make-up work for students needing quarantine due to the pandemic. Attendance must be recorded by each student for every class session to support contact tracing. If you need to refrain from attending a scheduled class in-person due to pandemic-related 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 COVID-19, while awaiting test results

Recording of Classes/Privacy Statement:

Recording of in-person classes 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. Remove access and 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 50 for more detail. The School of Nursing selected a vendor, CastleBranch, 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. Students are responsible for the one-time payment of fees for the background check (\$54), drug screen and document manager (\$88), 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 previous positive reactors. (All results must be effective for the entire academic year). Students are required to have TB test or appropriate equivalent (chest x-ray and reactor sheet) annually.
- Rubella Titer: Laboratory evidence of immunity against rubella is required (antibody titer of 1:16 or equivalent, or greater).
- Varicella Titer: Laboratory evidence of immunity against varicella (chicken pox) is required.
- Hepatitis B: All students are required to have documentation of the final injection of the Hepatitis B immunization (HBV) or primary care provider statement of exemption. The three dose HBV immunization is available at cost through Arnold Health Service.
- 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.
- COVID vaccine
- 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 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 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 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 and Classroom 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 and Class 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 class or clinical. Arnold Health Services will clear students after COVID related isolation or quarantine. 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 class or clinical. Releases must include any restrictions or limitations on scholastic or clinical assignments. Failure to comply with this policy will result in the inability to return to the classroom or clinical setting.

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

Some clinical agencies allow students to provide care to COVID positive/ COVID suspected patients, while others do not. Before a student is knowingly assigned a COVID positive/COVID 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 in advance of fit testing. Any student who cares for COVID positive/COVID-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. Agency policy will determine if previous fit testing and re-use of respiratory protection is acceptable. Additional costs may be associated with fit testing and purchase of specialized respiratory protection. Any costs not covered by the clinical agency or by the University will be communicated to students in advance. Students will have no additional costs associated with PPE or fit testing in Spring 2022.

Known or suspected exposure to COVID-19 will be communicated according to clinical agency policy. Arnold Health Services will counsel the student on symptom monitoring and testing post exposure. In most situations, nursing students who are fully vaccinated and up-to-date with booster(s) are exempt from quarantine if they remain asymptomatic. Students who test positive post exposure will adhere to the University's isolation guidelines. See additional COVID protocols at <https://www.iwu.edu/updates/coronavirus/>.

Students can decline a clinical or internship assignment involving a COVID positive/COVID suspected patient if an alternative assignment that meets clinical objectives can be identified. Students can preference certain medical centers and specific clinical units to reduce or increase the opportunities of providing COVID care.

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

Prevention of Transmission in the Clinical Setting

The rapid increase of blood-borne diseases has caused an increased awareness and concern regarding infection control procedures. Prevention is the only method of controlling HIV and the best method of protection from all communicable diseases. Therefore, students will be educated in the appropriate preventive techniques recommended by the Centers for Disease Control and 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 work place supervisor and clinical instructor. The IWU instructor will notify the course coordinator and the Director of the School of Nursing.
 2. Exposure Policy and Procedure
 - a. Wash exposure site IMMEDIATELY with soap and water. If mucous membranes affected, rinse with copious amounts of water.
 - b. The student must report 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 monitored.
 3. Complete the required institutional documents according to guidelines:
 - a) IWU School of 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. International Students/High Risk Entering Students
 - i. All high risk new students will provide documentation of TB testing (PPD) prior entering IWU. Students with previous positive reactor should show evidence of baseline CXR.
- b. Nursing Students Entering Clinical
 - i. Prior to entering Clinical all Nursing Students will provide documentation of 2-step PPD testing.
 - ii. Those with previous positive reactor should show evidence of baseline CXR.
 - iii. All Nursing Students will be provided with yearly PPD testing per IWU Arnold Health Services.
- c. Exposure and Control
 - i. If TB exposure is suspected Arnold Health Services should be notified. If Nursing Student is exposed the Clinical Instructor and Clinical Site Supervisor must also be notified.
 - ii. All previously negative reactors should have baseline TB skin test done. Repeat testing 90 days after exposure.
 - iii. If employee/student begins showing signs of TB, Arnold Health Services should be notified immediately and isolation precautions initiated.
 - iv. All employees/students with confirmed TB will be referred to McLean County Health Department promptly.

Health Insurance

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

insurance coverage to Arnold Health Services prior to the beginning of each semester.

Liability Insurance

The University carries professional liability insurance. This policy insures student nurses against claims related to their practices as student nurses while engaged in 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, the *University Catalog* and the School of Nursing.

School of Nursing Awards and Honors

Academic Awards

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

- The Sara M. Stevenson Award: awarded to a freshman student
- The Frances D. Alikonis Award: awarded to a sophomore student
- The Finfgeld Family Scholarship: awarded to a sophomore or junior student
- The Deloris M. Helsley Ascher, R.N. '53 Nursing Scholarship: awarded to 2 sophomore or junior students
- The Patricia Giese Award: awarded to a junior student
- The Alumnae Association of the Brokaw Hospital School for Nurses Award: awarded to a junior student
- The Mary D. Shanks Endowment Scholarship: awarded to a junior student
- The Caroline F. Rupert Award: awarded to the outstanding graduating senior

Eligible students apply for these awards at the beginning of spring semester. In order to be eligible for an award a student must have a cumulative GPA of at least 3.25 and a nursing GPA of at least 3.0 for sophomores, juniors and seniors. Nursing GPA is based on grades of courses preceded with “N”. The cumulative GPA requirements for the Alumnae Association of Brokaw Hospital are slightly lower. Only those students who apply are considered for the awards. Announcements regarding application deadlines are made each year by nursing

faculty. Application forms are available in the School of Nursing office. Students applying for these awards are asked to submit a one page essay describing the following:

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

Completed applications are submitted to the Student Affairs Committee, who seeks feedback from to the School of Nursing faculty and professional staff.

A number of additional endowed nursing scholarships exist for students. These are awarded periodically based on varying criteria. Two such scholarships are:

- Donna L. Hartweg Student Nurse Leadership Award
- Susan M. Hermes-Calvert '86 Scholarship

The Director of the School of Nursing works closely with the Director of Financial Aid and the Advancement office to select qualified recipients.

Research Honors

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

Lydia Bertschi: nurse-driven screening for severe sepsis and septic shock, cervical cancer screening among Haitian women, and cardiovascular risk in Haiti

Brenda Drury: glucose management-neonates, hospital staff education-safe sleep practices birth to one year, mothers and newborns affected by opioids, evidence based practice

Monica Hall: type 2 diabetes, type 2 diabetes in African Americans, type 2 diabetes in underserved populations

Elaine Hardy: diversity, nursing education, community presence, health education, and social determinants of health

Amanda Hopkins: cultural competence, family-centered care of the child with chronic conditions, school health, nursing education, evidence-based practice, qualitative research and secondary analysis

Carolyn Jarvis: health assessment, cardiovascular risk factors associated with alcohol and drug abuse, pathophysiology, and cervical cancer incidence and treatment in Guatemala

Noël Kerr: nursing documentation, nursing informatics, decision-making, critical thinking, mentorship, skill acquisition, qualitative research and analysis, nursing history

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

Wendy Kookan: nurse-patient-family relationships, patient safety, breast cancer survivorship, nursing education, qualitative research

David Remmert:

Kelly Schuler:

Professional and Honorary Organizations

Sigma Theta Tau (Theta Pi Chapter)

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

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

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

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 the School of Nursing. Information from nursing majors regarding classes and clinical laboratory experiences is welcomed by nurse faculty and the Director at any time. In addition, students complete a course evaluation at the end of each course. According to University guidelines, these evaluations are taken to the Office of the Registrar by an assigned student and released to the course faculty after grades have been submitted. Students' evaluations are summarized and incorporated into the overall course evaluation prepared by faculty. Agency evaluations are reviewed by Curriculum Committee, and recommendations for change are considered by faculty. Student evaluations of individual faculty are summarized by the faculty and reviewed by the Director. This becomes part of the faculty evaluation process. First year students complete the California Critical Thinking Disposition Inventory (CCTDI). Senior students participate in a senior evaluation process, including completion of the CCTDI, an exit survey and exit interview with the Director (suspended in Spring 2020, 2020-2021 academic year, and Fall

2021 due to the pandemic). 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 consistently are taken to assure confidentiality. Student's signatures are 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:

- Conferences: Fall Conference deferred; Spring conference: \$30. A small transportation fee may be added.
- CPR certification/recertification course: \$50 every two years.
- Professional and Pre-Professional Organizations:
 - Membership in Sigma Theta Tau: \$104; pin optional (if eligible)
 - Membership in Student Nurses' Association: \$35 first year national, \$45 renewal national, \$10 local dues.
- Lost/Replaced ID: \$10
- Effective Fall 2021, equipment supply packs for all NIL modules is purchased by sophomores at a cost of \$227.62

Sophomore Year:

- Clinical Clearance (select requirements listed)
 - 11 panel drug screening: \$53
 - Compliance Tracker: \$30
 - Background check/fingerprinting: \$56
 - Lab tests to provide evidence of immunity to Hepatitis B, Measles and Varicella: cost varies
 - Repeat immunizations if needed: cost varies
- Dove Uniform: Lab jacket and patch, scrub top & pants \$150-\$200
- Clipboard (optional): \$5
- MDF Stethoscope, scissors and penlight: \$68 and above
<http://www.mdfinstruments.com/edu/ilwesleyan?coupon=ilwesleyan>
- ID: \$10
- Shoes: \$50-\$75
- Teaching project: \$15 -\$20

- Background check: \$56
- Transportation to and from in town clinical

Junior Year:

- Transportation to and from in town clinical
- Materials for research poster: \$15 to \$20
- Attire appropriate for professional activities
- Clinical facility access fee \$40

Senior Year:

- Senior Portraits
 - Sitting Fee: approximately \$30
 - Individual Photos: varies
- Senior Pin: \$40 to \$200
- Course based standardized testing fees: \$200
- NCLEX-RN review course: \$300
- NCLEX-RN Application and Licensure Fees: approximately \$300
- Fingerprinting: \$60
- Transportation to community clinicals/ internships: varies with clinical site
- Materials for Senior Projects: \$50
- Attire for Community clinicals: \$30 to \$50
- Clinical facility access fees
- Attire appropriate for professional activities
- University graduation expenses

Graduation Policies/Information

Senior Class Portraits

Senior nursing students are expected to sit for the nursing composite portrait. Arrangements for the photography sessions are made through the Senior Class Representative to Student Affairs Committee. There is usually a sitting fee of approximately \$30. Purchase of additional photographs is optional.

Senior Career Planning

Senior students are required throughout the year to participate in preparation for entering professional practice or for graduate school. A series of classes is offered by the Hart Career Center and the School of Nursing. Seniors are notified by mail prior to the beginning of the fall term by the Director of the School of Nursing to

ensure no conflicts in scheduling. Topics include resume writing (with critique), interviewing techniques, and transition from student to graduate. All senior students are required to attend these sessions and the annual Nursing Career Fair in November.

Senior Class Pinning Ceremony

Senior nursing students participate in a Pinning Ceremony prior to graduation. Students may order a gold Illinois Wesleyan University School of Nursing pin at a cost of \$30-\$200. Family and significant others may attend the ceremony by notifying the School of Nursing Administrative Specialist V in advance to assure adequate seating.

Preparation for NCLEX-RN

The NCLEX-RN preparation program is coordinated through School of Nursing faculty and professional staff to increase the probability of success on the NCLEX-RN exam. Senior students will purchase the HESI/Saunders online review to allow customization of his or her 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 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. The Director may delay signing the ED NUR for students who have not completed NCLEX-RN review.

Preparation for Graduate School

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

Student Employment

Students are free to seek any employment that does not conflict with their course schedule. Students who seek employment providing nursing care after the sophomore year may legally function only as nursing assistants. This generally

means that the care students perform is more limited than that performed under faculty supervision during clinical experiences.

Student Employment in Internships/ Externships

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

Behaviors Affecting Licensure

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

- Have you been convicted of any criminal offense in any state or in federal court (other than minor traffic violations)? If yes, attach a certified copy of the court records regarding your conviction, the nature of the offense and date of discharge, if applicable, as well as a statement from the probation or parole office.
- Have you had or do you now have any disease or condition that interferes with your ability to perform the essential functions of your profession, including any disease or condition generally regarded as chronic by the medical community, i.e., (1) mental or emotional disease or condition; (2) alcohol or other substance abuse; (3) physical disease or condition, that presently interferes with your ability to practice your profession? If yes, attach a detailed statement, including an explanation whether or not you are currently under treatment.
- Have you been denied a professional license or permit, or privilege of taking an examination, or had a professional license or permit disciplined in any way by any licensing authority in Illinois or elsewhere? If yes, attach a detailed explanation.
- Have you ever been discharged other than honorably from the armed service or from a city, county, state or federal position? If yes, attach a detailed explanation.

- Students should also be aware that the Illinois Department of Finance and Professional Regulation may refuse to issue a license to any applicant for a number of reasons. These may include, but are not limited to:
 - Conviction of any crime under the laws of any jurisdiction of the United States: (i) which is a felony; or (ii) which is a misdemeanor, an essential element of which is dishonesty, or (iii) of any crime which is directly related to the practice of the profession;
 - A pattern of practice or other behavior which demonstrates incapacity or in competency to practice under this Act;
 - Engaging in dishonorable, unethical or unprofessional conduct of a character likely to deceive, defraud or harm the public;
 - Unlawful sale or distribution of any drug, narcotic, or prescription device, or unlawful conversion of any drug, narcotic or prescription device;
 - Habitual or excessive use or addiction to alcohol, narcotics, stimulants, or any other chemical agent or drug which results in a nurse's inability to practice with reasonable judgment, skill or safety;
 - Being named as a perpetrator in an indicated report by the Department of Children and Family Services and under the Abused and Neglected Child Reporting Act, and upon proof by clear and convincing evidence that the licensee has caused a child to be an abused child or neglected child as defined in the Abused and Neglected Child Reporting Act;
 - Willful omission to file or record, or willfully impeding the filing or recording or inducing another person to omit to file or record medical reports as required by law or willfully failing to report an instance of suspected child abuse or neglect as required by the Abused and Neglected Child Reporting Act;
 - Gross negligence in the practice of nursing;
 - Attempting to subvert or cheat on a nurse licensing examination administered under this Act.

As of 2016, graduates are able to petition IDFPD about licensure despite non-sex offender forcible felonies. Further, students should be advised that the rules and regulations are subject to change. Check for current information on the State of Illinois website at <http://www.ilga.gov/commission/jcar/admincode/068/068013000A01000R.html>.

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

Appendices

Philosophy of the School of Nursing

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

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

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

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

the health care environment as they address major issues such as health disparities and social injustice.

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

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

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

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

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

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

Illinois Wesleyan University School of Nursing Curricular Framework



Accreditation

The baccalaureate degree program at Illinois Wesleyan University School of Nursing 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 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 Test	Primary Care Provider or Health Department
Hep B series (3 shots)	Primary Care Provider (one of the usual childhood immunizations)
Tdap	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	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 2023	American Red Cross (Health Care Provider) or American Heart Association (BLS) only

Illinois Wesleyan University School of Nursing

Student Concern Form

Class: _____ Date: _____

Comm. Representative (CC or SAC): _____

Summary of Concern (one sentence):

Number of individuals expressing similar view (approx): _____

Have you discussed this issue with the course coordinator?

N/A _____ why? _____

No _____ why? _____

Yes _____

If yes, what was the outcome? _____

Elaborate on concern: _____

Suggestion for resolution: _____

Signed _____ Date _____

Certificate of Receipt

I have received my copy of the 2022-2023 edition of the Illinois Wesleyan University School of 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 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 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 at this web address:
<https://forms.gle/Avtzh1sf7bStzvK7>

Release and Applicant Information Form

Illinois Wesleyan Campus Safety Department MVR Form

Contact Person: Eric Gordon
 Contact Phone: 309-556-3034
 Contact Fax: 309-556-3764

Name as it appears on your driver's license: _____
 Will you be driving the 15 passenger shuttle bus? Yes _____ No _____
 Phone Number: _____ Department you are driving for: _____
 Mobile Phone Number: _____ Email Address: _____
 Faculty/Staff _____ Student _____ If student enter graduation date: _____

Current Address: _____
 City: _____
 State: _____
 Zip: _____

Home Address: _____
(As it appears on Drivers License)
 City: _____
 State: _____
 Zip: _____

Sex: _____ Date of Birth: _____ / _____ / _____
 Drivers License Number: _____ State: _____

In connection with any application made by me, I understand that investigative background inquiries may be made on me concerning matters of motor vehicle information. I understand that you may be requesting information from various Federal, State, and other agencies which maintain records concerning past activities relating to my driving records.

I authorize, without reservation, any party or agency contacted to furnish the above mentioned information and release all parties involved from any liability and/or responsibility for doing so. I hereby consent to any potential employer obtaining such information from Sonic e-Learning Inc. and/or any of their agents. This authorization and consent shall be valid in an original, fax or copy form. I recognize that these inquiries may be made randomly in the future and no further authorization is required by me.

Applicant's Signature: _____
 Date: _____