BACCALAUREATE PROGRAM IN NURSING

STUDENT HANDBOOK

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All nursing programs are fully accredited by the Commission on Collegiate Nursing Education (CCNE)

Undergraduate Program approved by Illinois Department of Financial & Professional Regulation (IDFPR) to prepare for RN Licensure

Academic Year 2012-2013

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
SCHOOL OF NURSING

STATEMENT OF UNDERSTANDING
Academic Year 2012-2013

I have received a copy of the Student Handbook for the School of Nursing. I know that I am responsible for following all Student Policies included in this handbook. I have been informed that this form will become a part of my student file.

_____
PRINTED NAME

Student Level: Sophomore RN/BS Accelerated Baccalaureate
(please circle one)

_____
(Signature)

_____
(Date)

Return this signature sheet to the Office of the Assistant Dean.

INTRODUCTION

This handbook is an **important** document. Please read it carefully. It has been designed to provide supplemental information about policies and regulations in the School of Nursing to students enrolled in the program. Only information which is not available in other appropriate University bulletins is included here. Therefore, students should obtain the information in other University publications regarding policy and regulations, including the ***Student Academic Code*** (SIUE, 1998) online at http://www.siue.edu/policies/3c2.shtml, the ***Student Conduct Code***, (SIUE, 1998) online at http://www.siue.edu/policies/3c1.shtml, and the ***Student Grievance Code***, (SIUE, 1998), online at http://www.siue.edu/policies/3c3.shtml. These documents can also be obtained from the offices of the Vice Chancellor of Student Affairs, Provost and Vice Chancellor of Academic Affairs, the Graduate School, or Admissions and Records.

IMPORTANT

Policy changes regarding class-related information and other new information in the School of Nursing is available on the School of Nursing webpage or from your advisor. It is the responsibility of students to keep themselves informed by checking your email and handbook at least weekly.

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IT IS THE RESPONSIBILITY OF EACH STUDENT TO BECOME FAMILIAR WITH THE POLICIES OF THE SCHOOL OF NURSING AND TO COMPLY WITH THEM.

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This publication is not a contract or offer to contract. The Board of Trustees, Executive Officers, and their agents reserve the right to change information contained herein without notice.

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SECTION I

MISSION AND GOVERNANCE

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

MISSION

Southern Illinois University Edwardsville is a public comprehensive university dedicated to the communication, expansion, and integration of knowledge through excellent undergraduate education as its first priority and complementary excellent graduate and professional academic programs; through the scholarly, creative, and research activity of its faculty, staff, and students; and through public service and cultural and arts programming in its region.

VISION

Southern Illinois University Edwardsville, as a premier Metropolitan University, will be recognized nationally for the excellence of its programs and development of professional and community leaders.

VALUES

Recognizing public education as the cornerstone of a democracy, SIUE carries out its mission based on certain fundamental, shared values. We value:

- **Citizenship**
- Social, civic, and political responsibility, globally, nationally, locally, and within the University
- Active partnerships and a climate of collaboration and cooperation among faculty, staff, students, and the larger community
- Environmental stewardship
- **Excellence**
- High quality student learning
- Continuous improvement and innovation
- Outstanding scholarship and public service
- Standards consonant with the premier status to which we aspire
- **Integrity**
- Accountability to those we serve and from whom we receive support
- Honesty in our communications and in our actions
- **Openness**
- Inclusion of the rich diversity of humankind in all aspects of university life
- Respect for individual differences
- Intellectual freedom and diversity of thought
- Access for all who can benefit from our programs
- **Wisdom**
- Creation, preservation, and sharing of knowledge
- Application of knowledge in a manner that promotes the common good
- Life-long learning

ACHIEVING THE VISION: SIUE'S LONG-TERM GOALS

The primary focus of SIUE's long-term goals is student learning. Achieving the following goals will help students become lifelong learners and effective leaders in their professions and communities:

1. **Engaged Students and Capable Graduates** – Attract a diverse student body, including traditional, non-traditional, commuter, and residential scholars, and nurture, educate, and graduate students who achieve the objectives for baccalaureate, graduate, and professional degrees.

2. **Innovative High Quality Programs** – Develop, deliver, and continually improve high quality academic programs appropriate for a Metropolitan University.

3. **Committed Faculty and Staff** – Recruit and support a diverse faculty and staff known for providing the highest quality educational opportunity, scholarship, and service.

4. **Harmonious Campus Climate** – Foster a harmonious student-centered campus characterized by integrity, cooperation, open dialogue, an mutual respect among individuals with different backgrounds, cultures, and perspectives.

5. **Active Community Engagement** – Achieve an integral and indispensable relationship with Illinois and the St. Louis metropolitan area; work cooperatively within SIU to make the whole greater than the sum of its parts.

6. **Sound Physical and Financial Assets** – Develop, maintain, and protect the University's assets in a financially, aesthetically, and environmentally responsible manner.

7. **Excellent Reputation** – Participate and excel in actions that earn national recognition for quality.

SCHOOL OF NURSING

STATEMENT ON DIVERSITY

The School of Nursing (SON) defines diversity as the ability to accept, value, and celebrate similarities and differences among individuals in terms of race, ethnicity, national origin, religion, age, gender, sexual orientation, ability/disability, social and economic status or class, education, beliefs, and related attributes of all people.

The SON is committed to providing equal opportunity access to resources that promote success among all students, staff, and faculty.

The SON is committed to fostering diversity by:

- Actively seeking and admitting students from underrepresented, diverse populations within the region;

- Mentoring, retaining, and facilitating progression of students who are admitted to the SON;

- Preparing professional nurses who are competent in providing culturally specific care to diverse populations;
- Responding to the educational needs of a diverse student body;
- Recruiting, hiring, and retaining persons from underrepresented populations for positions as nursing faculty and staff in the SON;
- Creating an environment where all members of the SON interact in a positive manner. All SON policies, procedures, and programs will be compatible with and supportive of diversity;
- Encouraging the exploration and expression of beliefs, ideas, thoughts, and perspectives in a safe and supportive environment.

Approved by Faculty Council April 2008
Diversity_Statement_rev_apr08.doc
Diversity_Statement_rev_feb10.doc

MISSION

We inspire our students and faculty to embody the creativity to teach, the curiosity to learn, the courage to serve, and the compassion to care for others in this diverse and complex world, forever exemplifying nursing excellence in action!

Approved by Faculty 9/06 by electronic vote

GOALS

1. SIUE School of Nursing, as a premier School of Nursing**,** will be recognized nationally for excellence of its programs and development of professional nurses and community health care leaders. The SIUE School of Nursing recognizes the role of public education as the cornerstone of a democracy and carries out its mission based on university values of citizenship, excellence, integrity, openness and wisdom.

2. The SIUE School of Nursing will be a community of nursing scholars, practitioners, and life-long learners, recognized for their excellence and creativity in teaching, service, and practice**.**

3. The SIUE School of Nursing will have a climate that promotes diversity in a complex world.

4. The SIUE School of Nursing will establish a system of communication that effectively receives and disseminates information within the School of Nursing and to its constituents.

5. The SIUE School of Nursing will offer programs incorporating "the learning paradigm" into the curriculum that addresses the current and future context of

healthcare. Student curiosity is encouraged, compassion is fostered, and service is an expectation.

6. The SIUE School of Nursing, in order to better achieve its goals and mission, will encourage, promote, and report donations and financial support from diverse sources, through annual, major, planned, and capital giving.

Approved by Nursing Faculty 11/25/03
Modified by Dean's Advisory Committee 10/30/08
Approved by Nursing Faculty 2/22/09

PHILOSOPHY

Nursing education provides an essential service to the community and to the students whom we welcome. In concert with the mission and vision of SIUE and the mission and goals of the School of Nursing, we the faculty, believe that preparing professional nurses is a unique vocation blending scholarship, teaching, learning and service. **We share our professional educations, experiences, and achievements to help provide students with a comprehensive and nurturing foundation from which to build their own nursing practice.**

We acknowledge that SIUE School of Nursing graduates will help shape and lead the future of health care. Therefore, the faculty diligently endeavors to model behaviors that will inspire students to champion human advocacy, diversity, and health promotion. Students will learn to provide care with passion, courage, compassion, competence, confidence, leadership, tolerance, dedication to the profession, and service to the community.

We also believe that mentorship characterizes complimentary and learner-centered relationships, from which faculty and students grow. Therefore, we freely share our passion for life-long learning beginning at the baccalaureate level, into the master's level, and through doctoral education.

Approved by Faculty Council March 17, 2011

NURSING PARADIGM

A paradigm describes the focus for a body of knowledge. These four concepts comprise a framework for study in the discipline of nursing and reflect the philosophic beliefs of the faculty and the School of Nursing.

PERSON can refer to individuals, families, aggregates, or populations. The person is characterized by wholeness, purpose, promise, potential, and complexity. While people are unique, they share a common identity, connection, and interdependence with each other. People are autonomous beings, capable of choice, and are entitled to respect for their human dignity. (Consensus Statement on Emerging Nursing Knowledge)

ENVIRONMENT refers to physical, psychosocial, spiritual, economic, and cultural factors that contribute to health status (Kleffel, 1991). Persons are in constant interaction with the dynamic environment.

HEALTH is defined as physical, mental, spiritual and social well-being and not merely the absence of disease. Health is multidimensional, dynamic and is influenced by functional capacity, adaptation, behavior, and access to quality healthcare (adapted from the WHO, 1948 and US Department of Health and Human Services, 2000).

NURSING is the protection, promotion and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations (ANA, Social Policy Statement, 2003)

LEARNING

Learning is an active search for meaning by the learner, construction and reconstructing knowledge rather than passively receiving it, shaping as well as being shaped by experiences. Learning involves social interaction that promotes a process of becoming a member of a sustained community of practice.

Adapted from the Joint Task Force on Student Learning, 1998, quoted in Huba, M.E. and Freed, J.E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning.* Boston: Allyn & Bacon.

Approved by School of Nursing Faculty: May, 2004

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SECTION III

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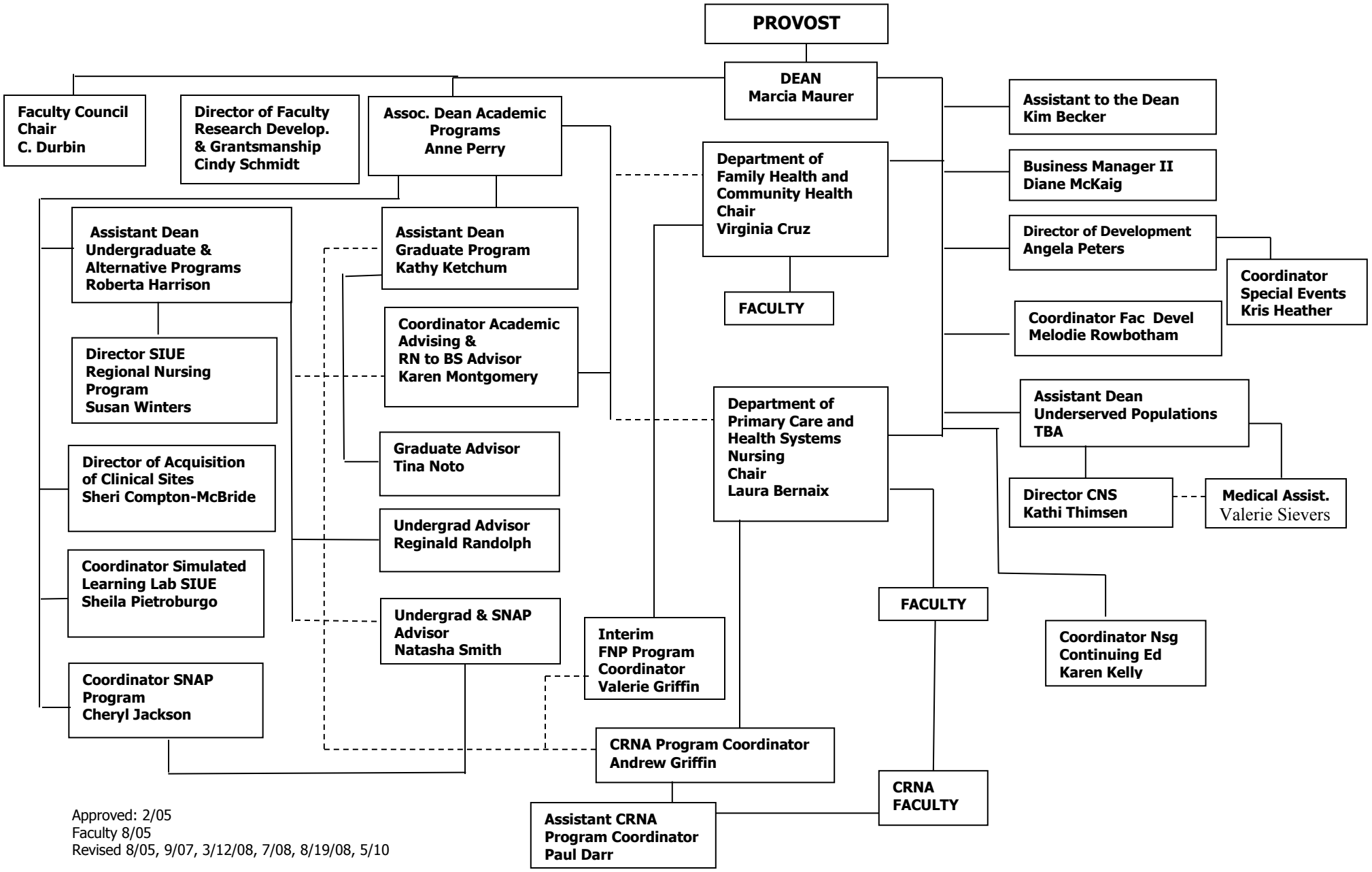

Approved: 2/05
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Revised 8/05, 9/07, 3/12/08, 7/08, 8/19/08, 5/10

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Telephone: Admissions: 618-650-2720
Transcript Requests: 618-650-2262
Records Information: 618-650-2288

Office of the Bursar
Southern Illinois University Edwardsville
Campus Box 1042, Rendleman Hall, Rm. 1101
Edwardsville, IL 62026-1066
Telephone: 618-650-3123

Student Financial Aid
Southern Illinois University Edwardsville
Campus Box 1060, Rendleman Hall, Rm. 2308
Edwardsville, IL 62026-1066
Telephone: 618-650-3880

Testing Services
Student Success Center, Room 1246
Box 1630
Edwardsville, IL 62026-1630
Telephone: 618-650-2826

SECTION IV

UNIVERSITY AND SCHOOL OF NURSING POLICIES RELATING TO THE UNDERGRADUATE NURSING PROGRAM

INTELLECTUAL PROPERTY INFORMATION PROCESS

Faculty are encouraged to check all student papers for plagiarism using the Turnitin intellectual property verification tool within the Blackboard course management system. This information must be clearly described in the syllabus if the faculty intends to use this tool for any paper submissions. Both students and faculty can check the plagiarism scores for submitted papers as long as the "student viewable" option is selected. Students found guilty of plagiarism will be handled according to SON Academic Integrity Policy.

Specific information for faculty about the Turnitin tool:

1. Any SIUE SON faculty can use the Turnitin in their course if they choose.
2. This program identifies statements/sections of student papers that are attributable to other sources; it does NOT check for grammar, spelling, or APA, etc.
3. The number of times a student may submit a draft can be decided as a school or by each individual faculty.
4. Each submission will generate a report showing the sections/sentences that are reportedly attributable to other sources.
5. Some statements or portions of a paper may be incorrectly flagged as being attributable to other sources, so faculty should review the report carefully.
6. A faculty may scrutinize any paper, regardless of the Turnitin report.
7. Students can submit their papers multiple times as a draft and get a report. When submitting the paper for the final time, DO NOT select the draft button and the paper will be submitted into the institutional database.
8. There are tutorials and references on the SIUE ITS webpage for both faculty and students at www.siue.edu/its/turnitin/index.shtml.

Approved Faculty Council, 4/ 28/10, Editorial Changes 5/9/2011

STUDENT CONDUCT

Students are expected to display conduct appropriate to their status as a nursing student. This includes conduct displayed on any property controlled or owned by the University as well as conduct while in the clinical practicum, on field trips or while doing independent experiences for clinical, including keeping all patient/client information confidential. It also includes conduct and behavior while attending any University-related events and meetings including those sponsored by University recognized student organizations, such as the Student Nurses Association (SNA). Refer to the ***Student Conduct Code*** (SIUE, 1998) (online at http://www.siue.edu/policies/3c1.shtml) for further discussion on acceptable conduct.

The immediate instructor, the Assistant Dean for Undergraduate Programs, the Associate Dean for Academic Programs, or the Dean may remove a student from any clinical setting immediately if the instructor, Assistant Dean for Undergraduate Programs, Associate Dean for Academic Programs, or Dean believes the action to be in the best interest of the student or that patient safety has been threatened or compromised. The instructor and the Assistant Dean for Undergraduate and Alternative Programs will

notify the student and the clinical setting in writing of such removal. The student is withdrawn from the course for that semester.

The student may appeal to the Undergraduate Student Affairs Committee for readmission to the course. The Committee will consider factors presented by the student, will consult with the involved faculty member and the Assistant Dean for Undergraduate and Alternative Programs in making a decision. The recommendation will be sent to the Associate Dean for Academic Programs and the Dean.

The School of Nursing requires a drug screening report and a criminal background check for each student. These items will be completed using a student funded background check service, Certified Background, which is affiliated with Castle Branch Inc. (CBI). The directions for ordering these items are part of the admission materials. This requirement must be completed by the established deadline date which is determined by the School of Nursing. Additional drug screening may be required by individual agencies. See Appendix G and H for the full policy statements.

STUDENTS' RIGHT OF ACCESS TO RECORDS

Family Educational Rights and Privacy Act (FERPA)

All student academic records which become a part of each student's Educational Records maintained by the School of Nursing are covered under the Family Educational Rights and Privacy Act (FERPA). An Education Record is defined by FERPA as "those records, files, documents, and other materials which…contain information directly related to a student; and…are maintained by an educational agency or institution or by a person acting for such agency or institution." Each student has the right to review any information contained in their Education Records. Students who wish to view their Education Records must formally request in writing to the Associate Dean for Academic Programs to do so. The School has 30 days in which to comply. Once the appropriate permission is granted, a student can review the Records in a secure setting predetermined by the School of Nursing. It should be noted that students have previously signed and/or seen all materials that are in their records.

The School of Nursing follows University policy regarding the Right to Privacy and Nondisclosure which can be found in the ***Policies & Procedures, online at http://www.siue.edu/policies/3q2.shtml as Release of Student Information and Access to Student Records.***

INFORMAL STUDENT GRIEVANCE PROCEDURE

The University Student Grievance Procedure provides a means for students to bring a grievance against faculty and staff for violations of their student rights as described in the *Student Grievance Code* (SIUE, 1998) http://www.siue.edu/policies/3c3.shtml. This procedure does not apply to student grievances against another student or pertaining to student employment.

The first step in the grievance procedure is for the students to make a good faith effort to resolve academic issues informally. This informal action takes place within the School of Nursing and must be completed prior to the student filing a formal allegation at the

University level. A formal grievance procedure, which takes place at the University level, may only be initiated after the informal procedure has been followed.

Informal Grievance Prodedure: All grievances must be filed in the School of Nursing within sixty (60) working days from the actual occurrence, or the discovery of the occurrence, which forms the basis of the grievance. The appropriate order for filing an informal grievance procedure is as follows:

1. Faculty member involved, if applicable. If resolution is achieved, no further action is required. If resolution is not achieved, the student should move to step 2.
2. Assistant Dean for Undergraduate and Alternative Programs. If resolution is achieved, no further action is required. If resolution is not achieved, move to step 3.
3. Associate Dean for Academic Programs. If resolution is achieved, no further action is required. If no resolution is achieved, move to step 4.
4. Dean of the School of Nursing. If resolution is achieved, no further action is required. If no resolution is achieved, the Dean will direct the student to the next appropriate step.

If the informal grievance procedure does not provide resolution to the students' rights issue against a faculty or staff member, then the student may file a formal grievance procedure as described in the *Student Grievance Code*.

STUDENT DISMISSAL APPEAL PROCESS

A student, following academic dismissal, may petition in writing to the Assistant Dean for Undergraduate and Alternative Programs of the School of Nursing to be considered for readmission to the School of Nursing. The Assistant Dean for Undergraduate and Alternative Programs will submit the petition for readmission to the Undergraduate Student Affairs Committee. In order to be considered for readmission, students must meet all admission grade point average requirements. Students petitioning for readmission who do not meet all general admission grade point average requirements will not be considered. The Committee shall recommend to the Assistant Dean for Undergraduate and Alternative Programs whether to readmit. The Assistant Dean for Undergraduate and Alternative Programs shall decide and notify the Associate Dean for Academic Programs, the Dean, and the student of the decision.

RETENTION AND PROGRESSION STANDARDS

1. Admission into the professional nursing program does not guarantee continuation. Evaluation of undergraduate students' performance is an ongoing and regularly scheduled process.

2. All students admitted to the undergraduate nursing program are required to maintain a cumulative GPA of 2.5 or above If a student's cumulative GPA falls below 2.5, they will be placed on probationary status. Students will not be allowed to continue in nursing courses until a recommendation has been made by the Undergraduate Student Affairs Committee. Students must receive a grade of C or higher for all pre-requisite and co-requisite courses for nursing. Co-requisite

courses include BIOL240b, PHIL106, FL106, or MATH106; STAT107; and PHIL320 or PHIL321. Failure to meet either of these standards will result in review by the Undergraduate Student Affairs Committee.

3. Students in the accelerated program are expected to receive a C grade or higher as final grade for their course work. If one grade lower than a C is received in a nursing course, the student is excluded from the accelerated program and is eligible to apply for the traditional program curriculum.

4. Students in the pre-licensure program or RN to BS program are expected to receive a grade of C or higher as a final grade for their course work. A student, who receives two final grades below C in any nursing course, including A & P II, will be dismissed from the School of Nursing. Students transferring A & P II or an approved equivalent transfer course must transfer a grade of C or above. A failure in an approved equivalent transfer course at another University/Community College is considered a failure in the SIUE School of Nursing.

5. Students who display conduct not congruent with that expected of professional persons will be notified by faculty of the unacceptable nature of the conduct. Should the conduct be repeated, there will be a report filed with the Undergraduate Student Affairs Committee. The Committee will make a recommendation to the Assistant Dean for Undergraduate and Alternative Programs, the Associate Dean for Academic Programs and to the Dean of the School. A report will be placed in the student's file.

6. Pre-licensure students must complete the requirements of the standardized testing program. These requirements are stated on pages 40 – 41.

7. Pre-licensure and RN/BS students with an INCOMPLETE (INC) in any required nursing course may not progress to a sequential semester's nursing courses unless the Incomplete has been replaced with a grade of "C" or better by the end of the first week of the sequential semester. The instructor may specify a different time period.

8. Students must agree to the competencies and performance standards set in the Minimum Technical Standards Policy for Admission and Matriculation.

9. Initiate a progression contract with entering RN/BS students outlining when required courses are scheduled and when they contract to attend. Students will receive explanation that if they step out of the contract, they will not have priority for the next time the course is offered.

Approved: Faculty Council, April, 2008

ACADEMIC IMPROVEMENT

Student progress in enrolled courses is closely monitored by faculty. If a student is experiencing academic jeopardy (i.e., overall grade less that 75% for the course), the faculty member meets with the student and initiates a School of Nursing academic improvement plan. An Academic Improvement Plan form is to be completed by the faculty and student. After the faculty and student discuss and determine a plan, the

student is to make an appointment with the Assistant Dean of Undergraduate and Alternative Programs to discuss the plan.

At midterm, the university requests the names of students who are experiencing academic difficulty. Faculty complete and submit a university academic improvement form. The Assistant Dean will then be notified and follow up with the students.

The overall goal of the SIUE School of Nursing Tutoring and Remediation Program is to give assistance to students to help them achieve academic success in the nursing program and on the State board Examination (NCLEX). Additional objectives are to:

1. Identify, recruit and retain qualified tutors.
2. successfully match qualified tutors with tutees
3. Individualize the learning process by supplementing classroom instruction
4. Establish an intervention plan for students needing remediation
5. Evaluate the progress of students in remediation

For information regarding the School of Nursing Tutoring and Remediation Program, contact Dr. Terry Wood:

Office: Alumni Hall 3335c
Phone: 618-650-5688
Email: tewood@siue.edu

TRANSFER POLICY

Students may be admitted to the School of Nursing by transfer from a National League for Nursing Accrediting Commission (NLNAC) and/or Commission on Collegiate Nursing Education (CCNE) accredited baccalaureate program. Course syllabi from the school of transfer will be reviewed for approval of credit and placement in the program by the Assistant Dean for Undergraduate Programs. Students are recommended to the Student Affairs Committee, where a final decision is made to accept the student transfer or not.

Students wishing to transfer into the nursing program must meet all prerequisite course and GPA requirements prior to being admitted. Up to 25% of transfer Nursing course credit for requirements of the undergraduate curriculum will be accepted – for the traditional student = 18; for the RN/BS student = 6; for the accelerated baccalaureate student = 17.

Approved: Faculty Council, April, 2008

LEAVE OF ABSENCE POLICY (LOA)

Nursing majors must maintain continuous enrollment according to progression plan in the School of Nursing. A student who interrupts registration (excluding Summer Session) without obtaining an official Leave of Absence from the Undergraduate Academic Advisor of the School of Nursing will be withdrawn from the nursing major.

If it should become necessary for a student to withdraw from the School of Nursing for other than academic reasons, the student may request a Leave of Absence from the School of Nursing. The request must be written and predate the student's official

withdrawal from the University. The request must include the reason for the request and the length of the leave being requested.

Each leave of absence will be decided on its own merits. The following will be considered in the decision-making process:

1. Reason for the request.

2. Potential for resolution of the problem within the time frame of the LOA.

3. Consequences of the LOA in terms of its impact on future course work.

Leave of Absence decisions will take one of the following forms:

1. An unconditional LOA, in which case the student would be automatically allowed to reenter the program at a specified time.

2. A conditional LOA, in which case the student would be allowed to reenter the program at the specified time and contingent upon compliance with any conditions outlined at the time the leave is granted.

All readmissions from an LOA will be dependent upon space available in the upcoming course sequence.

The amount of time granted for an LOA will be for one semester up to one year. Students requesting an LOA for one year must be aware of the possibility of repeating nursing courses to ensure competency with current expectations.

Students not on an official LOA who have withdrawn from the nursing major must apply for readmission through the standard process for admission to the major. That application will be reviewed in the same manner as all new applications.

UNDERGRADUATE READMISSION POLICIES

1. Consideration for readmission of a student to the undergraduate program in nursing is contingent upon (re)admission to the University.

2. Any consideration for readmission of students into the undergraduate program will include consideration of space availability.

3. Any student attempting readmission to the program must meet all current undergraduate program admission requirements including cumulative GPA (minimum of 2.5 on a 4.0 scale), and prerequisite course work GPA (minimum of 2.7).

4. Persons wishing to transfer from a baccalaureate nursing program to the School of Nursing will provide evidence of past experience in course work and clinical work to be evaluated for equivalency. The School of Nursing specifically reserves the right to reject any applicant.

ATTENDANCE

Attendance for class and clinical experience is an expected behavior for students enrolled in the School of Nursing. The School of Nursing adheres to the following University policy on attendance:

Upon registration, students accept the responsibility for attending classes for the entire class time and completing course work. It is the responsibility of students to ascertain the policy of instructors with regard to absence from class and to make arrangements satisfactory to instructors with regard to incomplete course work. Students are advised that it is particularly important to attend, beginning with the first class meeting, and to obtain information about the course. Failure of a student to attend the first session of a course could result in that student losing their place in class to another student (Class Attendance Policy (2012) online at http://www.siue.edu/policies/1i9.shtml).

Failure to adhere to attendance policies may jeopardize the student's ability to satisfactorily meet the course requirements. In addition, specific courses may have more stringent attendance policies. The Registrar, in consultation with the faculty of record, reserves the right to withdraw administratively any undergraduate student from a course because of excessive absences, provided that the number of absences causing this type of withdrawal from the course is stipulated in the course syllabus. The student will receive the grade WR (withdrawal by the Registrar) for the administrative withdrawal during weeks 3-10 (weeks 3-5 during Summer Term), and will receive the grade UW for administrative withdrawal after week 10 (after week 6 during Summer Term-a UW computes into the GPA as a failing grade). The student will have no entry on the transcript for administrative withdrawal prior to week 3. Students may appeal being withdrawn administratively from the course to the dean of the school or college in which the course is offered within seven (7) calendar days of notification being sent by the Registrar of their removal from the course. **These deadlines will vary for eight-week and special format courses. The student is referred to the University Registrar web site for further information.**

Faculty have the authority (see University Policy) to implement a more defined policy relative to attendance. Should a faculty group decide to implement a more defined policy, all sections of a specific nursing course in any academic year, including summer session, will follow the same policy, even if the faculty of record changes. Students enrolled in on-line courses are also expected to adhere to professional expectations and policies for attendance. Students are expected to participate in discussion, and complete reading and other assignments as specified in the syllabus and course schedule. Students who do not participate in discussions or submit assignments for the week may lose points and are counted as absent from class for the session.

Any activity that would cause a student to miss either class or clinical time in the School of Nursing will be scrutinized closely by the Assistant Dean for Undergraduate Programs and the faculty members involved. Any student involved in activities that would cause a student to miss either class or clinical time must meet the course objectives and meet the clinical course clock hour requirement of those affected courses. The following are provided as examples of activities that would cause a student to miss either class or clinical experience in the School of Nursing.

This list is not exhaustive and should not be considered to describe all applicable activities.

A. Mission trips for learning from service. In the activity known as learning from service, the student is expected to meet requirements for a total number of hours prior to graduation. When the student attempts to meet this requirement through a mission trip that also occurs while the student is enrolled in other courses, either clinical or didactic, the student is attempting to meet both course requirements simultaneously and duplicitously. A student may not receive credit for two courses at the exact same time. Service for learning commitments, including mission trips, should be completed during break weeks or when a student is not scheduled for course work.

B. School-supported activities: including but not limited to Student Senate, SNA activities, MNRS presentations, URCA presentations, Student Leadership activities. Students involved in the aforementioned activities must meet the course objectives and meet the clinical course clock hour requirement of the affected courses. Approval for participation in school-supported activities that will require absence from class or clinical experience must be obtained prior to the rotation in which the student will miss the class or clinical experience. The student must get approval from both the Assistant Dean for Undergraduate Programs and the faculty member of record as well as the clinical instructor for the affected course.

C. Athletics.

1. **Club sports. Students participating in club sports must meet the course objectives and clinical course clock hour requirements of the courses in which the student is enrolled. When participation in a club sport requires that the student miss class or clinical, the student must ask the coaching staff for the club sport to send written verification of the following to the faculty of record for the course as well as the clinical nursing instructor:**

    a. **Validation that the student is actually a participating member of the club sport.**
    b. **The schedule of the club sport meets that will necessitate the student's absence from the nursing course or nursing clinical experience.**
    c. **The expected amount of time that the student is projected to be absent from the nursing course or nursing clinical experience.**

2. **Intercollegiate sports. Students participating in intercollegiate sports must meet the course objectives and clinical course clock hour requirements of the courses in which the student is enrolled. When it is anticipated that participating in intercollegiate sports will necessitate that a student miss nursing course or nursing clinical experiences, the student**

shall meet with the Assistant Dean for Undergraduate Programs prior to the semester/year in which the anticipated absences will occur in order to design a program of study that will meet the student's needs to meet academic as well as athletic requirements of enrollment and mitigate conflicts in these programs.

Class Attendance for Tests

Students who are unable to attend on the date of the course when a course test or final exam is given must inform the instructor of this fact and provide an excuse acceptable to the instructor prior to the administration of the course test or final exam. It is up to the instructor's discretion whether permission will be granted for non-attendance on the date of the course test or final exam. If permission is not granted, the student will receive a grade of "0" on that test. All arrangements for course test or final exam make-ups are to be made between the student and the instructor prior to the administration of that course test or final exam.

Punctuality

To foster the development of the student nurse as a responsible professional practitioner, students are expected to attend all classes and clinical experience to be punctual, and to notify the faculty DIRECTLY, in advance of absences.

Tardiness of greater than or equal to ten (10) minutes from any clinical experience with or without prior notice to the faculty member will result in Academic Improvement Plan documentation and expected makeup experience. The first episode of tardiness will result in a verbal warning and documentation in the student's clinical evaluation tool; the second episode of tardiness will result in an Academic Improvement Plan initiation and documentation in the student's clinical evaluation tool; the third episode of tardiness will result in a dismissal from the clinical portion of the course, thus resulting in failure for the course.

Dismissal from Clinical Experience

Faculty may dismiss students from clinical experience for cause, including but not limited to patient safety or unsafe practice concerns, failure to adequately prepare for the clinical experience, inappropriate dress, failure to comply with the health clearance policies, and unprofessional behavior, **including but not limited to dress, speech, communication, attitude, demeanor or as defined by course faculty or agency personnel expectations.** Other examples of defined student conduct can be found in the SIUE Student Conduct Code. (Faculty should follow the recommended sanctions listed in that Code). When a student is dismissed from a clinical experience related to patient safety or unprofessional behavior, the missed clinical experience may not be made up.

Clinical Makeup

Absences from clinical experience must be made up. When faculty can clearly verify through documentation a nursing student's achievement of course clinical objectives, the faculty member may elect to use other methods for clinical makeup consistent across all

courses and with the approval of course faculty. In the absence of clear documentation of meeting the clinical course objectives, the student must make up clinical absences in the clinical setting.

When a student misses clinical experience and is unable to make up the clinical experience in the clinical setting by the conclusion of the course, the student will receive an "Incomplete" until such time as the student has met the clinical course objectives for that course.
When a student has been absent from 20% of the clinical experience for one course, the student fails that course. See pages 38-39 of the Undergraduate Student Handbook.

Approved by Faculty Council, 5/2/2011.

INTERNET COURSES

Sections of many courses are now being offered technology enhanced approaches. The student will be informed ahead of time if this is the method of delivering the course content. It is important that the student plans for computer and internet access appropriate to the course.

INDEPENDENT STUDY

An independent study is initiated by the student in consultation with a faculty member with expertise in the student's area of interest. The student and faculty member negotiate the number of credits, not to exceed 3 semester credits, and the content of the independent study. The student obtains a form for independent study from their respective academic advisor, completes the form, has it signed by the independent study faculty member, academic advisor, and the Assistant Dean for Undergraduate and Alternative Programs. The form must include the objectives for the independent study as well as the outcomes to achieve the objectives. The student may enroll in NUR 498 (for independent study) for no more than 3 hours credit. A copy of the independent study form is made for the student, a copy is kept with the Assistant Dean for Undergraduate and Alternative Programs, and a copy is kept in the student's file. The course appears on the academic transcript as an Independent Study.

STUDENT WORK POLICY

Student employment policies in the School of Nursing reflect those of the University. This policy is stated in the Policies Governing Student Work (SIUE, 1998) online at http://www.siue.edu/policies/4b3.shtml. In addition to the University policy, the School of Nursing makes the following recommendations pertaining to undergraduate students working part-time in health care institutions:

1. The identification badge and insignia identifying the employee as a student of the SIUE School of Nursing may not be worn.

2. Students should be aware of their responsibilities regarding liability and malpractice insurance in that health care facility. Students are covered by University insurance only while functioning within the scope of the nursing program and not during outside employment.

PATIENT CONFIDENTIALITY

While in clinical practicum, students are assigned a variety of clients. Clients have the right to every consideration of privacy. Discussion of cases should be conducted so as to protect the client's privacy. Students have access to the client records and must keep all information regarding the record or communications with or about the client confidential. Students should not use the client's name in any verbal or written discussion of the client outside of the clinical practicum or post conference setting. Students should use only the patient's initials when writing care plans or other similar papers. Home addresses and phone numbers should not be disclosed outside of the clinical agency.

Policy for the Use of Digital Media

The SIUE School of Nursing policy on digital media applies to all graduate and undergraduate students.

The SIUE School of Nursing retains all the rights of ownership to any and all digital media.

At no time shall video, pictures, and/or audio recordings include or use SIUE or School of Nursing logos or uniforms without the written consent of the Dean of the School of Nursing. At no time shall any video and/or audio recording with SIUE or School of Nursing logos and/or uniforms appear on any website, including but not limited to YouTube or Facebook, without the written consent of the Dean of the School of Nursing and the SIUE Marketing and Communications Department. At no time shall any video and/or audio recording of any client or client's family appear on any website, including but not limited to YouTube or Facebook.

All written consents must include the School of Nursing's rights of ownership of the recording, the explicit and intended use of the recording in the present or in the future, any editing that may occur to the recording in the present or in the future, and the disposal rights and retention rights of the recording.

Recording of a client is permitted only with all the following:

a. Written consent from the client or legal guardian.
b. Written consent from the client's physician, which shall also describe the client's capacity to consent to any video and/or audio recording.
c. Written consent from the facility where the video and/or audio recording occurs.
d. Written consent from the Dean of the School of Nursing.

Approved Faculty Council, 4/28/10

The Standards for Privacy of Individually Identifiable Health Information (the Privacy Rule) took effect on April 14, 2001. The Privacy Rule creates national standards to protect individuals' personal health information and gives patients increased access to their medical records. As required by the Health Insurance Portability and Accountability Act of 1996 (HIPAA), the Privacy Rule covers health plans, health care clearinghouses, and those health care providers who conduct certain financial and administrations electronically. Most covered entities must comply with the privacy Rule by April 14, 2003. www.hhs.gov/ocr/hippaa.

HEALTH MANDATES

Centers for Disease Control and Prevention (CDC) Guidelines for Health Care Workers

The SIUE School of Nursing immunization policy is based on changes in the CDC guidelines. Health care workers are cited as the most at-risk group for infectious diseases. For further information, consult the CDC web site (http://www.cdc.gov.) Effective July 21, 2000, all nursing students will be required to submit verifiable evidence of specific immunizations based on current CDC recommendations for immunizations strongly recommended for health care professionals. These requirements are listed in the section below.

Criminal Background Check, Drug Test, and Health Requirements

The School of Nursing has enlisted the help of an outside agency, CastleBranch, Inc. (CBI) to process our criminal background checks and drug tests and to keep track of our health-related requirements for all new students. All fees for these services are the responsibility of the student. Students will need to complete the "Background Check Package" with CBI no later than the due date specified in their admission packet. The package includes all of the following:

- Criminal Background Check
- Certified Drug Test
- Immunization Tracker which includes:
  - Physical exam
  - Medical History (for students attending at Carbondale)
  - Immunization History
  - TB Skin Test
  - Health Insurance Form and Card
  - CPR with AED
  - Unencumbered Illinois RN license (only for students in the RN to BS Program)

In Fall semesters, the Immunization Tracker will also include an annual flu vaccine.

Each new student receives a Student Instruction Card with their admission letter describing the CBI login process. After logging in, information will be provided on how to order the package. When ordering the package, SIUE email addresses must be used. The package code for the appropriate specialization is located on the bottom of the Student Instruction Card. Please be diligent about keeping track of usernames and passwords. If lost, students will be responsible for contacting CBI directly since the School of Nursing does not have access to this information. Usernames and passwords will be needed throughout the program to view background check information and for continued access to student accounts so that new required documents and updates can be added throughout the program.

Criminal Background Check

CBI will perform your criminal background check after the order is placed. Complete instructions as well as a "Demo" are available on the website.

Drug Test (LabCorp)

Within 24-48 hours after you place your order, the electronic chain of custody form (echain) will be placed directly into your CertifiedProfile account. This echain will explain where you need to go to complete your drug test.

Contact Information for Certified Background Check:

www.CertifiedProfile.com

Customer Service: (888) 666-7788
studentservices@certifiedprofile.com

Immunization Tracker (To-Do List)

All information on immunizations, physical exam, insurance, RN license (if required) and CPR certification will need to be uploaded, by their respective due dates, into the Student Immunization Tracker. At the end of the background check order process, students are prompted to upload the specific documents.

The Immunization Tracker includes:

- Physical exam (date of physical cannot be prior to September 1 of the previous year). A physical form is provided in the tracker.

- Medical History (for students attending at Carbondale). The form is available in the tracker.

- Immunization History
  - Rubeola (Measles or Red Measles): 2 vaccinations **OR** a titer showing immunity **OR** date of disease verified by a physician. A copy of the lab report for the titer is required.

  - Mumps: 1 vaccination **OR** a titer showing immunity **OR** date of disease verified by a physician. A copy of the lab report for the titer is required.

  - Rubella Antibody Titer (3-day German Measles): A copy of the lab report is required. If you received the first or second MMR within the last 3 months you are exempt from needing the titer, but you must provide proof of vaccination

  - Varicella Antibody (IgG) Titer: A copy of the lab report is required. If you received 2 varicella vaccinations within the last 3 months you are exempt from needing the titer, but you must provide proof of vaccination.

  - Hepatitis B Vaccination: 3 doses or an antibody titer showing immunity. If you have recently completed the HepB series you must have a titer drawn 1-2 months after the 3rd shot and the titer must show immunity. You must complete the first and second shots (spaced 1 month apart) prior to beginning your program. This allows temporary clearance. All 3 shots must be completed by the end of January in the spring semester of attendance. A copy of the lab report is required.

- Tetanus/Diphtheria/Pertussis (TDaP). Must be updated every 10 years.

- Tuberculin Skin Test (PPD/Mantoux). Please use the following guidelines in completing the TB test:

  A 2-step TB skin test should be used by students taking the test for the first time (2 separate tests spaced 2 days - 3 weeks apart). If you have received 2 separate tests within a 12 month time period, this can also be counted as a 2-step. *Annual updates are required.

  A Quantiferon (or TB T-Spot) blood test may be used in place of the 2-step skin test. A copy of the lab test results must be submitted to CBI. *Annual updates are required.

  If you are currently receiving annual TB testing, documentation of 2 consecutive years of negative TB skin testing (one year being current) is acceptable. *Annual updates are required.

  If you have a documented past positive TB skin test AND a documented negative chest x-ray, you will need to complete the Signs/Symptoms TB Assessment form annually (form available on the tracker).

  *For annual updates, a 1-step skin test or one of the above blood tests may be used.

  - Both a 1) Health Insurance Verification Form (available on the tracker) and a 2) Copy of insurance card must be submitted to CBI. A new Health Insurance Verification form and copy of insurance card are required every academic year. If coverage changes or expires during the current academic year, a new form and card must be submitted within 1 week of the change.

  - CPR and AED certification. A copy of the card is required. Certification must include adult, child and infant plus instruction on Automated External Defibrillation (AED) devices. This certification must be renewed every 1 or 2 years depending on the course taken. Recommended courses include the American Heart Association (AHA) "Basic Life Support (BLS) for Healthcare Providers Course (2-year certification) **OR** the American Red Cross "CPR/AED for Professional Rescuers and Health Care Providers" course (1-year certification). Other courses must include CPR for Adult, Child & Infant plus instruction on AED device. A letter from the provider is acceptable to show proof of requirement prior to the card being received.

  - Unencumbered Illinois RN license (only for students in the RN to BS Program). A copy of the actual license must be uploaded. Printouts from the IDFPR or DIFP website are not adequate.

In Fall semesters, an annual flu shot is required. It must not be dated prior to August 1 of the current year. The deadline is October 15.

CBI will email the student with any requirements which are expired or not sufficient. Weekly emails will be sent until all requirements are complete. Thirty (30) days prior to

the expiration of a requirement, weekly emails will begin to be sent until the requirement is completed.

Students are responsible for uploading and attaching each required document. **If you have any difficulty with your online order or with uploading any of your requirements, please contact CBI Student Support at 888-666-7788 or studentservices@certifiedprofile.com.**

University Health Service

In addition to the items that need to be uploaded to CBI, some of these same items are required by University Health Service in order for a student to be in good standing at SIUE. Students are required to submit their Immunization history for Rubeola, Rubella, and Mumps, as well as a Tetanus/Diptheria shot within the last 10 years. Please contact University Health Service at (618) 650-2842 with any questions or if you need additional information on these requirements.

Immunizations Not Covered Under CDC Guidelines

The School of Nursing policies regarding immunizations and communicable disease exposure, diagnosis and treatment are developed following the guidelines from the Center for Disease Control and Prevention (CDC). Additional guidelines will be added if requested by clinical agencies being used by the School of Nursing for student clinical experiences or other appropriate agencies (such as health departments, health services, State of Illinois).

Immunization Exemptions

It is the responsibility of the student who wishes to be exempt from immunizations to complete the "Religious Exemption Form" and/or the "Physician Statement for Medical Exemption." These forms are available on the CBI website (Immunization Tracker), the SIUE Health Services website or in the handbook appendices (see Appendices B and C). The exemption forms must be uploaded to CBI.

All students must meet all of the above mandates listed above by the date specified in the admission materials in order to attend the fall nursing courses. These requirements must be kept current through the entire program. This is a student responsibility. Failure to do so will result in an unexcused absence from the assigned course and/or clinical (See Absence Policy).

TEMPORARY DISABILITY/PREGNANCY POLICY

No limitations are placed by the School of Nursing in regard to student enrollment when temporarily disabled or pregnant. Students may voluntarily take an approved leave of absence from the program and will be reinstated to the same academic status held when the leave began. Standardized testing and progress will be determined on an individual basis with the Assistant Dean for Undergraduate Programs. Clinical assignments will

need to be individually planned. Please consult the Leave of Absence Policy for further instruction.
Those students choosing not to take a leave of absence must meet the criteria set forth in this policy. The very nature of nursing means students will be in contact with patients who are ill. The School is especially concerned about exposure to contagious diseases, exertion, the physical work of nursing and the potential for stress, trauma or injury.

Students who are temporarily disabled or pregnant must notify their instructors and the Assistant Dean for Undergraduate Programs.

The student should provide the course instructors with the following information, and a copy must also be received by the Office of the Associate Dean for Academic Programs:

Name, telephone number, and address of physician, nurse practitioner or certified nurse midwife caring for the student.

If applicable, expected date of delivery.

Emergency contact name and phone number of a responsible relative or friend.

A letter from the physician, nurse practitioner or certified nurse midwife that clearly states that the health status of the student will not be jeopardized by enrollment in classes or clinical rotation.

MALPRACTICE INSURANCE

Professional liability insurance is provided at no cost by the University for all baccalaureate nursing students while participating in clinical practice and under the general supervision of an SIUE employee to meet the requirements for the educational program in nursing.

This coverage is effective only for University-related functions within the scope of the nursing program. If a student performs outside nursing care or employment, she/he should consult her/his own employer for their requirements. Students who work for pay for any health agency may need to obtain malpractice insurance.

TRANSPORTATION

Most students at Southern Illinois University Edwardsville campus commute to class and clinical. Students are expected to provide their own transportation to and from the university and to and from the clinical facilities. That means all students must be able and licensed to drive or have appropriate transportation available to them. Use of a personal or family car is necessary, and the insurance on the car must be in accord with state laws. Also due to liability, a student is not allowed to transport any patient.

SOCIAL MEDIA POLICY

Interactive, electronic social media promotes dialogue among diverse groups of people using online technologies including (but not limited to) email, wikis, blogs, RSS feeds, podcasts, discussion forums, Facebook, My Space, Twitter, Wikipedia, Flickr, You Tube, and LinkedIn. To protect both students and faculty, the Southern Illinois University School of Nursing abides by the following standards of conduct. These standards apply to all academic uses of social media, as well as personal use where students or faculty are identified as being associated with SIUE and/or the School of Nursing. In addition, the standards apply to mobile devices (cell phones, PDAs, iPads, etc…) and computer use in clinical settings.

1) **Be respectful at all times.** Communications should not contain profanity, bullying, or denigrating comments about the university, the school of nursing, faculty, students, or agency staff. Respect for diversity, culture, and differing opinions/values is paramount.

2) **Follow HIPAA regulations.** Information about patients and families obtained while providing care must not be posted on social media sites. HIPAA guidelines related to protected health information obtained during practicum experiences must be followed at all times. See the School of Nursing Student Academic Code in the Student Handbook for repercussions to violations of these guidelines.

3) **Do not post pictures or videos from classrooms, Simulated Learning Center for Health Sciences, or practicum experiences on any media site.** Pictures and videos from class, clinical simulations, classmates/faculty, or affiliated institutions may not be taken without the written consent of the appropriate administrative personnel. SIUE School of Nursing logos and identification badges should not be recognizable without prior approval. Please see the Digital Media Policy in the Student Handbook which pertains to obtaining written consent.

4) **Do not disclose proprietary information or data obtained during practicum experiences.** Information or data obtained during practicum experiences may be proprietary and cannot be disclosed on social media sites.

5) **Do not use mobile devices and computers inappropriately in practicum settings.** Mobile devices in practicum settings are used for academic purposes only: searching for information on medications, diagnoses, treatments, and patient teaching materials, as well as for contacting faculty for assistance. Computer use in practicum experiences is limited to charting on patients and searching for information on medications, diagnoses, treatments, and patient teaching materials. Students are not allowed to check email, use social media sites, or access Blackboard for course associated paperwork on agency computers without prior approval.

6) **Be cognizant of how you present yourself using social media.** Many human resource departments and graduate schools check social media sites. Portray yourself positively to engender trust with potential employers and educators.

7) **Social media sites are not the venue for faculty evaluations.** Course and faculty evaluations are provided for each nursing course in the School of Nursing. Social media sites are not the appropriate location for discussing the quality of faculty or courses.

STUDENT UNIFORM POLICY

Purpose

The purpose of the SIUE student uniform is to clearly identify individuals as nursing students to the public for safety reasons and to enhance the representation of SIUE School of Nursing.

Uniforms

1. All students will wear a standard school uniform (red tunic/pants) ordered from the school vendor. No substitutions or additions are permitted. Should a student require warmth under the tunic, a standard white t-shirt is permitted.

2. Students must have uniforms available the second week of each semester they are enrolled in a clinical or lab course.

3. The long white lab coat or shorter jacket may be worn in place of a uniform in some situations, to be determined by the faculty of clinical courses.

4. During the psychiatric mental health clinical course, street clothes are acceptable. In some sites, lab coats are required. Students are expected to exercise proper judgment in choosing clothes that are professional and appropriate in the clinical environment.

5. During the public health clinical course, navy or black pants and a white collared shirt is the required uniform. In some sites, lab coats are permitted.

6. Only an individual when functioning in the student role will wear the School uniform, patch and name badge. A student may not wear the School uniform when functioning as an employee or volunteer outside of the student role.

7. Students must wear the official lab coat, name badge and professional attire when visiting a clinical setting to review patient assignments.

8. No casual attire (jeans, shorts, t-shirts, crop tops, sandals etc.) is permitted **IN ANY CLINICAL SETTING AT ANY TIME**.

Name Badge and Uniform Emblem

1. ID badges will be worn on the upper left portion of the uniform. Charges will be incurred for replacement of lost ID badges. Contact the Undergraduate Program Secretary to replace lost name badges.

2. An emblem bearing the seal of the SIUE School of Nursing will be sewn/heat pressed on the left upper sleeve of all uniform shirts and lab coats. (no pins/Velcro)

3. When a lab coat is worn, a name badge must be worn.

Shoes and Hose

1. When in uniform, students must wear clean, all white, leather shoes and white hose/socks.

2. When in street clothes as in above, appropriate casual shoes may be worn.

3. In all cases, the foot must be completely covered. (no clogs, sandals or open-toed shoes).

Hair and Nails

1. Hair must be worn above the collar or tied back securely with a small clip or band. Large hair bows or scarves are not permitted.

2. Facial hair should be trimmed and clean and may need to be covered in some settings.

3. Fingernails should be clean, trimmed. No false nails or extensions are permitted.
   Polish, if worn, must be clear or neutral and well maintained, if permitted by clinical agency.

4. Hair colors (other than brown, black, red and blonde) are not permitted.

Body Art/Jewelry

1. Tattoos must be covered by clothing or a neutral colored bandage.

2. Only small post earrings (one per ear) are permitted. Dangling or hoop earrings or bracelets are prohibited.

3. One wedding band without prongs or large stones may be worn, but may need to be removed to wash hands.

4. Jewelry must be removed from any other visibly pierced location, including the tongue.

5. Either a watch with a second hand or digital watch that tracks seconds is required.

6. Necklaces should not be worn.

Fragrances

Perfumes and aftershaves are prohibited because of the potential allergic reactions of patients.

Stethoscopes

Students are required to purchase a stethoscope that has both a bell and diaphragm capabilities as part of their uniform during their first term in the program.

Improper Uniform

Students not in proper uniform may be removed from the clinical setting. Faculty may allow them to return in proper uniform at their discretion. Absences due to improper uniform attire will be considered unexcused and may affect the student's course grade.

Uniform Return

The student will be required to return the patch and the student name tag to their Director upon involuntary separation from the School of Nursing.

Approved Student Affairs Committee, April 20, 2004
Approved Faculty, April 21, 2004

STUDENT PARTICIPATION ON SCHOOL OF NURSING COMMITTEES

Students participate on several committees or groups within the School of Nursing.

1. Undergraduate Curriculum Committee

    a. Brief Description -- The Committee assumes responsibility for attending to all matters having to do with the curriculum, including its planning, development, and implementation.

    b. Selection of Student Representatives – Four (4) undergraduate students (a pre-licensure student, an RN to BS student, an ABS student, and a representative from the Student Nurse Association) are selected on a volunteer basis (with final approval given by the committee chair) to serve with voice, but no vote, until graduation.

2. Undergraduate Student Affairs Committee

    a. Brief description -- The committee assumes responsibility for developing and implementing policies regarding student admission, retention, and progression.

    b. Selection of Student Representatives – Three (3) undergraduate students (a pre-licensure student, an RN to BS student, and an ABS student) are

selected on a volunteer basis (with final approval given by the committee chair) to serve with voice but no vote, until graduation. Students will not be present for discussion of individual students or personnel matters.

Approval by the School of Nursing Faculty May 3, 2001
Revised May 10, 2004 Approved by Faculty

GRADUATION INFORMATION

Graduation Requirements

Application for graduation must be submitted through the Office of Admissions and Records, Rendleman Hall, Room 1208, by the first day of the term in which the student plans to graduate.

To graduate, all nursing students must successfully complete all School of Nursing curriculum requirements, university graduation requirements, and the Senior Assignment. Graduation from the traditional baccalaureate nursing program requires a minimum of 125 credit hours. Graduation from the RN to BS program requires a minimum of 124 credit hours. Students transferring from an accredited two-year institution must earn at SIUE, or at any other accredited four-year institution, at least 60 of the semester hours required for the degree. All candidates for the degree must complete a minimum of 30 semester hours at SIUE. For students matriculating through the accelerated nursing option, 64-66 semester hours of nursing courses are required.

NCLEX Information

Information about applications for the NCLEX-RN Examination and instruction sheets will be distributed to the students in their final semester of study. The process will be discussed with students at that time. Instructions to complete the application will be distributed at that time.

An informational video explaining the NCLEX application process is available on the SON website.

If the student plans to take the NCLEX-RN Examination in another state, it is the responsibility of the student to contact that State Board of Nursing. Addresses are available online at http://www.ncsbn.org.

Nursing Pins

The SIUE School of Nursing pin may not be purchased until the student is ready to graduate. The undergraduate advisor will review the University's graduation eligibility list for the semester before pins may be ordered. Students place their order for a pin during their last semester of attendance. Information regarding pin orders will be distributed to the students by the undergraduate advisor. Students are not required to purchase a pin in order to participate in the School of Nursing Convocation ceremony. Purchase of a pin after graduation to replace a lost pin can be arranged by contacting the University Bookstore.

School of Nursing Convocation

Prior to the date of the SIUE Commencement, a School of Nursing Convocation is usually held as a celebration for students, families, and friends to mark the end of the nursing program. The SIUE nursing pin is formally pinned on the graduating student at this ceremony.

Commencement Ceremonies Policy

The University holds Commencement ceremonies at the end of each academic term. Only those persons who have completed **all** degree requirements will be permitted to participate in the School of Nursing Convocation and the Commencement ceremony following the term. The University policy is found online at http://www.siue.edu/policies/1f2.shtml.

LICENSE (for RN/BS students)

RN/BS students may take the initial two courses in the curriculum (NURS 323 & NURS 240) prior to obtaining a license. However, a copy of a current unencumbered Illinois professional registered nursing license is required for continuing in the program. It is the student's responsibility to submit a copy for the file to the RN to BS advisor at the Southern Illinois University Edwardsville School of Nursing.

SECTION V

CURRICULUM

CURRICULAR THEMES

Themes for the curriculum are derived by faculty from an assessment of University and School of Nursing statements of mission and goals. Once the themes are determined for a curriculum, they are used to systematically plan and develop course direction, content and outcome expectations.

ANALYTICAL REASONING

Outcome focused thinking that includes the ability to analyze information, make inferences, draw logical conclusions, and critically evaluate all aspects and consequences of an action.

COMMUNICATION

A complex, ongoing, interactive process that involves oral, written and nonverbal interactions.

ROLE

A set of social and personal characteristics that includes the nurse as a provider, manager, designer and coordinator of care, and a member of a profession.

HUMAN DIVERSITY

Differences in race, ethnicity, national origin, religion, age, gender, sexual orientation, ability/disability, social and economic status or class, education, beliefs, and related attributes of people (adapted from Andrews and Boyle, *Transcultural concepts in nursing care, 1999).*

ETHICS

The application of a value system in making decisions about the rightness and/or wrongness of an action or situation.

Integrated Concepts for Curriculum

Life span perspective of human development takes into account all phases of life, not just childhood or adulthood, and is embedded in social and cultural contexts. (Adapted from Berger, K. (2005). *The developing person through the life span*, 6th edition)

Citizenship refers to being a responsible member of local, nation and global community where in one participates, collaborates and contributes openly and freely toward improving the life conditions of the community.

Community is viewed as a group who share common interests, who interact with each other and who function collectively within a defined social structure to address common concerns (Clark, 2003).

Approved by School of Nursing faculty: May, 2004

BACCALAUREATE STUDENT OUTCOMES

Upon completion of the baccalaureate nursing program, the student:

1. Appraises all aspects of health care situations and consequences of chosen actions.

2. Chooses effective communication approaches using strategies and theories integral to the practice of nursing.

3. Designs effective responses to identified health care concerns.

4. Initiates investigation of professional issues.

5. Integrates knowledge of human diversity and the effects of health and social policies on populations.

6. Integrates personal and professional ethical code into professional practice.

7. Incorporates understanding of moral judgments into determining ethical issues.

Approved by School of Nursing faculty: August, 2004

The curricula for traditional baccalaureate students, RN to BS students and those pursuing the accelerated option are found on the SIUE School of Nursing website www.siue.edu/nursing. Students must meet all curriculum requirements to be eligible for graduation.

EVALUATION POLICY

Students are evaluated throughout the undergraduate nursing program.

Course Evaluation

Specific course evaluation criteria are listed in course syllabi. The School of Nursing uses the following grading scale in all courses:

A = 93 - 100%
B = 86 - 92%
C = 76 - 85%
D = 70 - 75%
F = below 70%

Only final course grades will be rounded to the next higher score when the decimal is .50 or higher. No other course grade will be rounded to the next higher grade.

SON requires a passing level of 76% from objective testing for courses prior to incorporating any grades from written material, presentations or participation for the following courses: N240, N241, N242, N243, N244, N245, N352, N353, N354, N355, N474, N475, N476, N482.

Approved by Nursing Faculty – April, 2010

STANDARDIZED EXAMINATION POLICY

Standardized examinations provide an external measure of students' knowledge and skills and serve as progression benchmarks in many professional education programs. The SIUE School of Nursing has adopted the Health Education Systems Incorporated (HESI) system of standardized examinations that are integral to the nursing curriculum for basic students.

Final grades for those courses which have a required standardized test will include 15% for the results of the standardized test.

A minimum score of 850 is to be achieved by the student on each of the six standardized tests used in the program. Scores below 850 will be the trigger score for initiating a remediation plan.

Approved by Nursing Faculty – April, 2010

Pre-Admission Assessment

The HESI A2 (Math, Reading Comprehension, Grammar, and Vocabulary) is taken prior to admission to the School of Nursing (See Admission Policy). This examination measures essential math skills and reading comprehension at the eighth and ninth grade level.

Comprehensive Exit Examination

The HESI E2 Exit Examination is taken at the completion of NURS 489 Senior Synthesis and measures comprehensive knowledge necessary for success on the national licensure exam. A passing score of 850 is expected. The score from this examination will be included in the final grade of NURS 489.

Progression Examinations

During student progression through the program, there are five required standardized examinations including Fundamentals, Pharmacology, Maternity Nursing, Pediatric Nursing, and Psychiatric-Mental Health Nursing. These examinations are included as one of the requirements in each of the following nursing courses: NURS 243 (Foundations of Professional Practice), NURS 354 (Care of Women and Childbearing Families), NURS 355 (Care of Children and Adolescents), NURS 474 (Care of Persons with Mental Health Needs), and NURS 476 (Pharmacology and Nutrition). Results from these examinations provide a benchmark based on national standards in specific content areas. A score of 70% is expected and represents minimum knowledge for each area. Scores from these examinations will be included as a minimum of 15% of course grades and may serve as the final examinations in these courses. There are no re-take options for these exams.

Taking the Examinations

All testing will be administered through the University's Instructional Services Testing office. Study guides may be purchased through www.hesitest.com. Fees for the progression and comprehensive examinations are included in the course fees. Fees for the pre-admission assessment (HESI A2) are the responsibility of the student. These fees are paid directly to the Testing Services when registering for the test.

Table 1

Schedule of required standardized examinations

Semester	Tests	Passing Score	Non Passing Score
Pre-Admission	HESI A2 – Math – 50 items Reading – 38 items Grammar – 50 items Vocabulary – 50 items	75% or above on math and reading requires no education action plan	Education action plan required if score<74% on math or reading comprehension
Sophomore level – Spring semester	Foundations 50 items	Minimum 15% of N243 course grade	No retake. Remediation if < 850
Junior level – either Fall or Spring	Maternity Nursing 50 items	Minimum 15% of N354 grade	No retake.
Junior level – either Fall or Spring	Pediatric Nursing 50 items	Minimum 15% of N355 grade	No retake.
Senior level – either Fall or Spring	Psychiatric/Mental Health Nursing 50 items	Minimum 15% of N474 grade	No retake.
Senior level – either Fall or Spring	Pharmacology 50 items	Minimum 15% of N476 grade	No retake.
Senior level – Spring semester	HESI E2 (Comprehensive Exit Exam) 150 items	HESI score of 850 or above. Minimum 15% of N489 grade.	No retake. Remediation if < 850

Faculty Council approval – April, 2010

Remediation Plan – See Appendix Q

GRADE REPORTS

Grade reports are placed online by the University at the end of each semester. Grades may not be obtained by telephone. Individual appointments may be made with faculty to review course grades. Students are encouraged to approach the faculty individually, not in groups. Grades will not be posted.

CREDIT AND CLOCK HOURS

One semester hour represents the work completed in a lecture course that students attend for 50 minutes each week for fifteen weeks. Clinical laboratory practicum requires that students have three contact hours in a clinical practicum to earn one hour of academic credit. Clinical contact hours may include time spent in clinical agencies, clinical conferences, self-directed activities, or individual and group projects. In the Simulated Learning Center, two clock hours constitute one hour of academic credit.

ASSIGNMENT TO CLINICAL EXPERIENCES

Agencies for clinical experiences are chosen by the School of Nursing faculty to meet curriculum objectives. Student assignments to clinical agencies are made by the Assistant Dean for Undergraduate and Alternative Programs. Students will not be assigned to a clinical practicum in a unit at which they are employed. Students may negotiate a change of clinical with another student, if mutually agreed upon and necessary, and if approved by the Assistant Dean of the Undergraduate Programs. Agencies in the St. Louis and Metro East area are primarily used for clinical experiences, though clinical experiences can take place throughout Southern Illinois.

DRUG DOSAGE CALCULATIONS

To be able to progress in a clinical course, and be able to administer medications in the course, a student is required to pass a drug dosage calculation test with a score of 90% or better before the end of the second week of the clinical course. Students in Sophomore year, Spring semester will take the math test during weeks 12-15. Students will be given three attempts to pass the test. Students who do not pass the drug dosage calculation exam will be given a grade of F for the course. This grade will be used to calculate their grade point average until they repeat and pass the course (including the drug dosage calculation test). The F will remain on the transcript; the repeated course will be listed as a "repeat" course; and the new course grade will replace the F in the calculation of the GPA. The F will count as one nursing course failure. Failing a clinical course will delay a student's progression in the program.

Approved by the School of Nursing Faculty May 3, 2001
Approved by the School of Nursing Faculty March 26, 2002
Approved by the School of Nursing Faculty February 6, 2006
Continued by the School of Nursing Faculty May, 2008

SECTION VI

GENERAL INFORMATION

EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

Southern Illinois University Edwardsville is committed to equal educational and employment opportunity and affirmative action. SIUE administers its programs, services, and employment opportunities without regard to race, ethnicity, color, sex, creed or religion, national origin, age, sexual orientation, disability, veterans' status, or other prohibited categories. The University abides by Affirmative Action principles. In addition, it is the policy of SIUE to make reasonable efforts to accommodate qualified individuals with special needs.

Inquiries regarding equal opportunity and affirmative action should be directed to the Human Relations Office. (The policy can be found online at http://www.siue.edu .)

STUDENT-ADVISOR CONFERENCES

Academic advisors are available by appointment for consultation regarding academic requirements, registration, senior graduation checks, etc. It is the student's responsibility to consult the SIUE Class Schedule and come prepared to the appointment. Students must obtain an alternate pin number from an advisor every semester in order to register for general education classes. The School of Nursing advisors register students for their nursing classes. Advisor walk-in times are also available for quick questions, obtaining pin numbers, or dropping off forms. These visits are for approximately 5 minutes. Walk-in times are posted on the website and on the main entrance door to the School of Nursing.

STUDENT-FACULTY CONFERENCES

Opportunity is provided for discussions between faculty and students outside of classroom time on matters of interest and concern to them. Appointments may be made during regular office hours. In addition, the Dean may schedule times for students to meet. The announcements for these meetings are posted on the bulletin boards in the School of Nursing and on the student list serves.

BULLETIN BOARDS AND EMAIL

Policies which affect all students are posted on bulletin boards near the School of Nursing office and sent via email. Please check the bulletin boards and your email at least weekly. It is the responsibility of students to stay informed about information posted on the bulletin boards and email as well as other relevant information.

COMPUTER TECHNOLOGY

Computer resources are available for student use in computer laboratories on campus. The Alumni Hall computer lab is located on the first floor, Rooms 1201-1205. There are also four computers in the Simulated Learning Center for Health Sciences nursing students may use. Students can use these computers during posted open lab times or by

obtaining permission from the faculty in the lab if one wants to work on the computers while a class is in session.

FINANCIAL ASSISTANCE

Students in need of financial assistance should seek advice from the Office of Student Financial Aid in Rendleman Hall, Room 2308 as soon as enrollment in the University is completed. This will allow time to process an application. The Office of Student Financial Aid has part-time student employment for qualified applicants. Sources for funds for financial assistance include local banks, church and fraternal organizations, the Armed Forces ROTC programs, and Illinois Guaranteed Loans. The student is urged to consult the Office of Student Financial Aid for full information (online at http://www.siue.edu). Some short-term emergency funds are available through the Kelly Jones Fund. It may take up to two weeks to process requests for emergency funds. Applications are available in the Dean's office.

Additional websites for general information for financial assistance:

Financial Aid Information for Prospective and Current Nursing Students,
http://www.aacn.nche.edu/

Information on student financial aid from the US Department of Education
http://www.ed.gov/

Johnson & Johnson maintains a searchable database of scholarship opportunities
http://www.discovernursing.com/scholarship-search

Scholarship Information for prospective students of Nurse Anesthesia Programs
http://www.aana.com

Scholarship Information
http://www.nursingsociety.org/career

Student Nurse Scholarships
http://www.aorn.org/foundation

GUESTS OR CHILDREN AS VISITORS TO THE SCHOOL OF NURSING

The School of Nursing is dedicated to the traditional academic pursuits of instruction in the classroom. A safe and supportive environment is fostered to enhance the students' pursuit of knowledge. A student wishing to bring a guest into the classroom must first seek the approval of the instructor in charge of the class. Children are not permitted in the classroom, lab, or clinical setting. The conduct of a guest shall not interfere with the educational process or learning environment. Guests are the responsibility of the student and will be removed at the discretion of the instructor should the guests' conduct interfere with the class. Minors are not to be left unattended in the School of Nursing, including the Student Lounge, the Simulated Learning Center, or hallways adjacent to classrooms.

COURSE FEES

Additional course fees and clinical program fees are assigned to designated nursing courses. These additional course fees range from about $20 to $242 and are subject to change at any time. Consult the University Catalog for more information for specific courses or www.siue.edu/nursing/prospectivestudents

DAMAGE TO EQUIPMENT

Students may be responsible for the cost of equipment that is broken, damaged, or lost due to any negligence on the part of the student while in clinical practice experiences or clinical laboratory practice.

STYLE MANUAL FOR NURSING PAPERS

The manual of style for all papers written for School of Nursing courses is the Publication Manual of the American Psychological Association, 6th edition, 2009, Washington, DC: American Psychological Association.

Note: Any written work submitted may be used by the School of Nursing for program evaluation purposes. If used, student names will be removed.

STUDENT ADDRESSES AND PHONE NUMBERS

Students are required to make their current addresses and phone numbers known to the office of the Assistant Dean for Undergraduate and Alternative Programs. The School of Nursing uses the SIUE student email address as the only official email address for electronic communication. E-mail list serves are maintained by the secretaries for all traditional students, RN-BS students, and accelerated students. Only approved SIUE staff and faculty have access to the list serve. If you wish not to receive messages via the list serve, please notify the Assistant Dean for Undergraduate Programs in writing. It is the responsibility of the student to report to the School of Nursing (the Receptionist in Room 2117), the SIUE Admissions Office, and the agency nursing office all address, phone number, and name changes. This is for use in case of emergencies and for communication purposes. If updated addresses, phone numbers, and names are not provided, students may not receive needed information and will bear full responsibility.

THE UNDERGRADUATE RESEARCH ACADEMY

All nursing students are encouraged to seek funding for their senior assignment projects through the Undergraduate Research and Creative Activities Program (URCA).

Students who have been accepted as a major in any of the disciplines at SIUE and who maintain a grade point average of 2.5 or better are eligible to compete for URCA Fellowships. Students must have junior or senior standing at the time they conduct their URCA work, must be at least two semesters from graduation, and may use the URA

project to fulfill the Senior Assignment graduation requirement. More information will be provided during the first week of classes this fall. Additional information can be found on the web site http://www.siue.edu/ .

LIBRARY FACILITIES

SIUE has excellent library facilities. Students are encouraged to become familiar with the nursing data bases including CINAHL and Medline. Both of these data bases can be accessed free of charge by logging into the Lovejoy Library (www.siue.edu/library).

Morris Library on the SIU Carbondale campus is available for SIU Edwardsville students who wish to use that library. They only need to show their SIUE I.D. card.

Community college libraries are able to obtain materials on interlibrary loan if given adequate notice.

The Southern Illinois University Edwardsville Library and Information Services on the Edwardsville Campus will issue a courtesy card for library privileges and computer access on campus upon presentation of tuition receipt for students off campus. Students on campus have full library privileges with a student I.D.

PARKING

A synopsis of General Motor Vehicle Regulations for the University campus can be found online at ***http://admin.siue.edu/parking or http://www.siue.edu/policies/6d1.shtml.***

SECTION VII

NURSING ORGANIZATIONS

STUDENT ORGANIZATIONS

Student Nurses' Association of Southern Illinois University Edwardsville

The Student Nurses' Association (SNA) is a pre-professional organization for the American Nurses' Association. Member students of SIUE participate in the 10th District Illinois Nurses' Association.

SNA Membership enables the student to belong to the state and national (NSNA) student nurse associations. Membership dues are $15.00 per year and are payable in October for the ensuing academic year. Membership in this association is open to those students who are considering nursing as their major area of concentration, or who have been accepted into the School of Nursing.

Sigma Theta Tau International, Epsilon Eta Chapter, Nursing Honor Society

The Epsilon Eta Chapter of Sigma Theta Tau, International was chartered in 1980 at SIUE. It is open to nursing students who meet established academic and professional criteria both at the graduate and undergraduate level and to community nursing leaders. The Society is concerned with the advancement of professional nursing through scholarship, research, and practices. Students are eligible for the society after completion of semester 6 for basic nursing students, completion of ½ of the curriculum for RN to BS students, and 18 hours of course work for masters degree students except nurse anesthesia students who need to complete 30 hours. Students will be invited to join Sigma Theta Tau International, when they become eligible.

Phi Kappa Phi

The University has a local chapter of Phi Kappa Phi. The primary objectives of the Honor Society of Phi Kappa Phi are to promote the pursuit of excellence in all fields of higher education and to recognize achievement by students, faculty, and others through election to membership, and through various awards for distinguished achievement. Each year undergraduate students who meet the academic criteria are invited to apply for membership. Awards are also made to students who successfully win paper competitions.

Student/Dean's Advisory Group

The Student Dean's Advisory (SDA) is a vehicle for student input into the operation and administration of the School of Nursing. The Committee is co-chaired by the Associate Dean and the Coordinator of Advising and meets monthly during the academic year. Membership includes the class officers from the traditional and accelerated baccalaureate options and student committee representatives of the Curriculum, Student Affairs, NPQIC and Emerging Technologies committees. SNA officers are also invited to attend the meetings. RN to BS option students do not have class officers, but do have one representative on SDA. This committee openly discusses academic issues and concerns. Prior to attending the SDA, committee members consult with their respective constituencies to identify any relevant issues.

NURSING CLASS REPRESENTATION FOR SIUE SCHOOL OF NURSING

Election of Class Representatives

- Three (3) student representatives for each entering class (Traditional and Accelerated Options) will be elected by their peers after volunteer candidates are identified. Elections are held approximately two (2) to three (3) weeks after the fall semester begins.

- Duties of each class representative are as follows:

    1. Serves as a liaison between the student cohort and the School of Nursing Administration.

    2. Serves as a resource contact for the class cohort and disseminates information to the cohort.

    3. Appoints committees as necessary for special events or projects.

    4. Attends Student Dean's Advisory Committee meetings on a monthly basis reporting issues or concerns from class members. Students should also come prepared to offer recommendations for improvements.

UNIVERSITY INVOLVEMENT

The Kimmel Leadership Center is the center of student involvement and campus life at SIUE. Students interested in getting involved can choose from more than 200 student organizations. Students also have the opportunity to serve on University-wide committees. Currently, there are over fifteen University-wide committees that have student representatives. A few examples are the General Education Committee, Curriculum Council, Graduate School Council, Textbook Service Advisory Committee, and the University Center Board. Through the Kimmel Leadership Center and Student Government, students can participate in a variety of student activities, leadership opportunities, and volunteer experiences that promote growth, leadership abilities, and prepare students for life-long learning. For additional information on these opportunities, go to www.siue.edu/kimmel or contact the Kimmel Leadership Center at 650-2686.

SECTION VIII

APPENDICES

Additional Policies & Procedures

APPENDIX A

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
SCHOOL OF NURSING

RELEASE FORM

I, _____, give the Southern Illinois University Edwardsville School of Nursing permission to obtain a copy of my physical and medical history forms for their records. I understand that all information will be held confidential.

_____ _____

(Signature of Student) (Date)

_____ _____

(Signature of Witness) (Date)

APPENDIX B

IMMUNIZATION EXEMPTION - RELIGIOUS

NAME_____

SID# _____ Date of Birth _____

I request exemption from the State of Illinois college immunization requirements on religious grounds. This exemption was approved by the State of Illinois in section 2603, paragraph (d) of P.A. 85-1315. This document fulfills the requirements of section 694.210, subchapter K of 77 IL Administrative Code Chapter I and is in accordance with the Illinois Department of Public Health.

The specific details of my objection to the immunization(s) are as follows (please provide specific and complete details):

_____

_____

_____

_____

_____

I accept full responsibility for my health, thus removing liability from Southern Illinois University Edwardsville in regard to the state mandated, compulsory immunizations.

Furthermore, I understand that in the event of an outbreak of measles, mumps, rubella, tetanus, or diphtheria, I will be required to leave the campus.

I am at least 18 years of age and enter this request for exemption and waiver as a free and voluntary act.

Signature _____ Date _____

APPENDIX C

Southern Illinois University Edwardsville
Health Service

Physician Statement for Medical Exemption

Date _____

Printed Name of Applicant _____ SID#_____

I, the undersigned do hereby request exemption from the immunization as recommended by my physician.

Signature of Applicant _____

The above named applicant has requested medical exemption from immunization. Since this is required by the State of Illinois, every student must be screened. Your assistance is required for medical exemption of the applicant.

1. Immunizations which require exemption (please check all that apply)
   - _____ tetanus/diphtheria/pertussis
   - _____ MMR
   - _____ PPD (Mantoux) skin test
   - _____ Flu

2. Medical reason for exemption _____
   _____
   _____

If pregnant, EDC _____ Does patient plan to breastfeed? _____

Signature of physician _____

Printed name of physician _____

Address _____

_____

Telephone _____

Health Service, Campus Box 1055, Rendleman Hall, Room 0214, Edwardsville, IL 62026
Phone 618-650-2842 Fax 618-650-5839

APPENDIX D

PERSONAL SAFETY DURING CLINICAL NURSING EXPERIENCES

Students are in a variety of community settings during their clinical experiences. Using common sense safety precautions to protect personal safety in everyday life is a concept that is lifelong. Safety during clinical experiences is really just an extension of these principles and practices.

The following are some safety reminders especially pertinent for students at agency or community settings:

- Make sure cars are in good repair (and full of gas) and not likely to break down.
- Always lock cars and do not leave things of value in locked cars where they can be seen.
- Double check to make sure keys don't get locked in cars.
- Have keys in hand when returning to cars to avoid delay.
- Look inside vehicles before entering.
- Avoid flashy jewelry and carrying money where it can be seen.
- Stand tall, walk confidently, and know destinations.
- Avoid shortcuts in unfamiliar areas.
- Try not to carry a purse, only I.D. (driver's license), necessary papers, and change which can be carried in pockets or waist packs.
- If making a purchase or buying lunch or gas, never flash money.
- In agency work, always let instructors know destinations and return times.
- In community observation experiences, let someone know destinations and approximate return times (this is a common sense safety practice).
- In case of an accident or if a victim of a crime, notify both the police and instructor or the School of Nursing.
- If someone wants the community health bag or anything else, GIVE IT TO THEM.
- Avoid corners and places where groups congregate and ignore catcalls.
- Do not linger in any neighborhood, do business and go.
- In making home visits, use judgment about approaching and entering a building; trust intuition.
- Be very cautious about dogs. If in doubt, go to a pay phone and call the client or agency which is planned to be visited.
- Always carry enough change to make a phone call and have the telephone number of instructor and/or agency.
- Avoid being alone in an unfamiliar place after dark.
- Do not stop the car to give a stranger a ride or lower the window to respond to someone who approaches the car.
- Keep the doors locked when driving.
- When stopping the car at a stop sign or light, stay one car-length behind the next car to be able to safely pull away if necessary.
- When approached by someone asking (begging) for money or asking for directions, state that there is no money and keep walking.

(Prepared by SIUE School of Nursing faculty, 1994)
Reviewed 7/97

APPENDIX E

STANDARD PRECAUTIONS FOR STUDENTS IN ALL CLINICAL AGENCIES

Under Standard Precautions, blood and certain body fluids of *all patients* are considered potentially infectious for human immunodeficiency virus (HIV), hepatitis B virus (HBV), and other blood borne pathogens. Standard precautions are intended to prevent parenteral, mucous membrane, and non-intact skin exposures of health care givers to blood borne pathogens. Contamination refers to "the presence or the reasonably anticipated presence of blood or other potentially infectious materials on an item or surface".

Standard precautions apply to blood and to other body fluids containing visible blood. Blood is the single most important source of HIV, HBV, and other blood borne pathogens in the occupational setting. Other potentially infectious materials include human body fluids such as cerebrospinal, pleural, pericardial, peritoneal, and amniotic fluids; saliva in dental procedures; unfixed tissues or organs; semen; vaginal secretions; breast milk HIV-containing cell or tissue cultures; and HIV or HBV containing culture medium or other solutions. Since the risk of transmission of HIV or HBV from some fluids or materials is low risk or nonexistent, they are not routinely included in the list unless they contain visible blood. These are: feces, nasal secretions, sputum, sweat, tears, urine, and vomitus. Good judgment should be used under all circumstances.

Protective barriers reduce the risk of exposure of the health care worker's skin or mucous membranes to potentially infective materials.

STUDENTS SHALL FOLLOW THESE GUIDELINES DEVELOPED AND RECOMMENDED BY THE CENTERS FOR DISEASE CONTROL AND PREVENTION (CDC)

A. Universal Precautions

1. Wear protective barriers to reduce the risk of exposure to potentially infective material, including blood, mucous membranes, non-intact skin; when performing vascular access procedures; and when handling or touching contaminated items or surfaces. Such equipment includes, but is not limited to: gloves, gowns, laboratory coats, face shields or masks, and eye protection. Personal protective equipment is considered appropriate only if it does not permit blood or other potentially infectious materials to pass through clothes, undergarments, skin, eyes, mouth, or other mucous membranes under normal conditions of use and for the duration of time which the protective equipment will be used.

2. Gloves should reduce the incidence of contamination of hands, but cannot prevent penetrating injuries due to needles or other sharp instruments. Masks and protective eyewear or face shields should reduce the incidence of contamination of mucous membranes of the mouth, nose, and eyes.

3. Replace disposable, single use gloves as soon as possible when contaminated, or if torn, punctured, or barrier function is compromised.

4. Wash hands when gloves are removed and as soon as possible after contact with blood or other potentially infectious materials.

5. Immediately wash hands and other skin surfaces that are contaminated with blood, body fluids containing visible blood, or other body fluids to which universal precautions apply.

6. Use full face shields or face masks with eye protection, goggles, or eye glasses with side shields when splashes of blood and other bodily fluids may occur and when contamination of the eyes, nose or mouth can be anticipated (e.g. during invasive and surgical procedures).

7. Minimize splashing, spraying, splattering, and generation of droplets when performing procedures.

8. Remove protective equipment before leaving the work area and after a garment becomes contaminated.

9. Place used protective equipment in appropriately designated areas or containers when being stored, washing, decontaminated, or discarded.

10. To prevent injury from needles, sharp instruments, broken glass or other items that could cause a cut or puncture wound:
    - Do not bend, recap, or remove contaminated needles.
    - Do not shear or break contaminated needles.
    - Discard contaminated needles and sharp instruments, in closable, puncture-resistant, leak proof, red or biohazard-labeled containers.
    - Do not remove a needle from a disposable syringe by hand.
    - Use forceps or a one handed technique to recap or remove contaminated needles.

11. Use RED or affix biohazard labels to, containers to store, transport, or ship blood or other potentially infectious materials, such as lab specimens.

12. Use puncture resistant, leak proof containers to collect, handle, process, store, transport, or ship blood specimens and potentially infectious materials. Use care not to contaminate the outside of the containers used for colleting specimens.

13. Do not eat, drink, smoke, apply cosmetics, or handle contact lenses in areas of potential exposure. (Note: Use of hand lotions is acceptable.)

14. Do not store food or drink in refrigerators or on shelves where blood or potentially infectious materials are present.

15. Handle contaminated laundry as little as possible and with a minimum of agitation. Use appropriate personal protective equipment when handling contaminated laundry. Place wet contaminated laundry in leak-proof, labeled or color-coded containers before transporting. Bag contaminated laundry at its location of use. Never sort or rinse contaminated laundry in areas of its use.

16. Blood spills should be cleaned using specific hospital disinfectants or decontaminants. Follow the policy of the institution where clinical practice is being done.

B. Management of Occupational Blood Exposure

1. Exposures to blood or body fluids that pose a risk for HIV or HBV infection or to other blood borne pathogens require immediate attention. Exposures include percutaneous injuries (needle stick or cut with a sharp object), contact of mucous membrane or nonintact skin (splash to eye, nasal mucosa, mouth, or chapped, abraded or affected skin), prolonged skin contact, or contact of the body fluid over an extensive area.

2. The area should be immediately and thoroughly washed, using soap and running water. Mucous membrane and eye exposures should be thoroughly rinsed with water. Students are responsible for ***immediately*** notifying the faculty member of the incident. The faculty member will then notify the appropriate agency authority and the School of Nursing.

3. Guidelines from the agency and the School of Nursing will be followed.

   A. The history of the client shall be reviewed for high-risk category.
   B. Client shall be notified and written consent shall be obtained. Written informed consent is not required of the source client in the State of Illinois as mandated in House Bill 4005. Written consent is required of the source client in the State of Missouri.
   C. The client shall be tested following written consent and treatment and follow-up initiated for exposures posing risk of infectious transmission. Follow-up testing and counseling should be provided.
   D. The student shall be serologically tested to establish a baseline. Testing shall include:
      - HIV
      - Antibody for Hepatitis A, Hepatitis B, and Hepatitis C
      - Hepatitis B surface antigen (HBsAg)
      - RPR
   E. An incident report shall be filed at the agency. A copy of the incident report will be filed with SIUE Health Services and Risk Management.
      - Health Services will be notified immediately or within 24 hours.
      - Risk Management shall be notified immediately or within 24 hours.

F. The student who had been exposed to HIV shall be retested according to the following schedule:
   - Six weeks
   - Three months
   - Six months

G. The student who had been exposed to HBV should be tested for anti-HBs 1-2 months after the last dose of the vaccine.

H. The student who had been exposed to HCV should have a baseline and follow-up testing for anti-HCV and alanine amino-transferase (ALT) 4-6 months after exposures.

4. The student shall be counseled regarding postexposure prophylaxis (PEP), including the potential benefits and risks. The decision to recommend HIV postexposure prophylaxis should take into account the nature of the exposure, and the amount of blood or body fluid involved. Other considerations include pregnancy in the HCW and exposure to virus known or suspected to be resistant to antiretorviral drugs. Timely evaluation and management of HIV exposure should be enforced. It is recommended that any exposure be evaluated as soon as possible, ideally within the first two hours following the incident. An exposure should be considered an urgent medical concern. If the serostatus of the source person is unknown, the use of PEP is determined on a case by case basis, after considering the type of exposure and the clinical and/or epidemiologic likelihood of HIV infection in the source.

5. Students are to report and seek medical evaluation if any of the following symptoms are experienced in the next 12 weeks:
   - Unexplained fatigue
   - Malaise
   - Appetite loss
   - Weight loss
   - Febrile illness
   - Unexplained infections
   - Chronic or recurrent diarrhea

6. The cost of the student's testing shall be the responsibility of the student.

7. If students refuse to submit to the above listed procedures, no adverse action can be taken on that ground alone since the procedures are designed for the benefit of the exposed student. Clinical agencies may have additional recommended precautions, and students should review and adhere to the policies and procedures at the clinical agency.

8. The student should refer to Updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HBV, HCV, and HIV and Recommendations for Postexposure Prophylaxis, MMWR (June 29, 2001), 50 (RR11), 1-42, 45-46 or online at http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5011a3.htm.

APPENDIX F

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
SCHOOL OF NURSING

STATEMENT FOR ACADEMIC INTEGRITY

Introduction

Southern Illinois University Edwardsville statement of values and implications of those values that support the School of Nursing statement on academic integrity are the following:

- Excellence
  - High-quality student learning
  - Continuous improvement and innovation
  - Outstanding scholarship and public service
- Integrity
  - Accountability to those we serve and from whom we receive support
  - Honesty in our communications and in our actions
- Wisdom
  - Creation, preservation, and sharing of knowledge
  - Application of knowledge in a manner that promotes the common good
  - Life-long learning

Source: *SIUE 2003-2005 Undergraduate Catalog, pg. 3*

The School of Nursing mission:

We inspire our students and faculty to embody the creativity to teach, the curiosity to learn, the courage to serve, and the compassion to care for others in this diverse and complex world, forever exemplifying nursing excellence in action!

Approved by Faculty 9/06 by electronic vote

Ethics is a value of the School of Nursing and is an organizing thread of the curricula. It is defined as:

> The application of a value system in making decisions about the rightness and/or wrongness of an action or situation.

Source: *SIUE School of Nursing Undergraduate Handbook – 2005*

Nurses are viewed as one of the most honest and ethical professions. Behavior of professional nurses is directed by a Code of Ethics. The statement most directly supportive of this policy on (of) academic integrity is:

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

Source: *Haynes, L., Goese, T. & Butcher, H. (2004). Nursing in contemporary society: Issues, trends, and transition to practice, pg. 563.*

The SIUE School of Nursing adheres to the University's Student Academic Code (http://www.siue.edu/policies/3c2.shtml). The University gives high priority to matters of academic ethics and abhors all types of cheating, including plagiarism.

The School believes that academic integrity and honesty are necessary as a solid foundation for intellectual development and believes that intellectual honesty is the foundation of all learning. To show intellectual honesty each student must produce work through one's own individual effort. Any work submitted as part of a requirement as designated by the course instructor must honestly and accurately indicate each individual student's academic efforts. This may include projects, papers, reports, presentations, examinations, clinical paper work, content in reflective journals, or contents of portfolios. Collaborative student efforts on projects should follow guidelines as designated in each course syllabi.

Acts of academic misconduct include acts of cheating, plagiarism, fabrication, facilitation of academic dishonesty, and willful failure or refusal to follow clinical practice standards. Definitions for those acts of misconduct follow:

1. Cheating: Using another source to demonstrate mastery of a subject. It includes dishonestly obtaining help or using materials not explicitly approved by the instructor. The use of notes, electronic devices or interacting with others is prohibited in certain academic exercises. Acquiring and sharing unauthorized exams prior to testing is considered cheating.

2. Plagiarism: Including, without limitation, the act of representing the work of another as one's own. Plagiarism may consist of copying, paraphrasing, or otherwise using the written, electronic, or oral work of another without proper acknowledgment or consent of the source or presenting oral, electronic, or written material prepared by another as one's own. Plagiarism also includes using information from electronic resources, including the Internet, without the use of proper citations.

3. Fabrication: Creating, inventing, falsifying or manufacturing scientific or educational data for as part of an academic requirement. Fabrication includes instances of representing manufactured data as the result of scientific or scholarly experiments or research, fabricating sources, or using citations in a misleading way. Altering or falsifying student records are one type of fabricated information.

4. Facilitation of academic dishonesty: Knowingly or negligently allowing work to be used by another or aiding others in academic dishonesty. It includes acts of soliciting, aiding, abetting, concealing, sabotaging another's work, or attempting to be dishonest. Dishonesty is facilitated when students do not participate in group

projects or allow one member to produce the work and represent it as the group's effort.

5. Failure or refusal to follow clinical practice standards**:** Acting in a manner that does not meet the practice standards in the treatment of patients or clients as determined by the School, the clinical setting, or through the direction of the clinical instructor/supervisor. This includes violations of HIPAA regulations of patient information and falsifying of clinical patient records.

Academic Dishonesty Offenses and Sanctions

Academic integrity is expected of all students at SIUE School of Nursing. Any violation of academic integrity is a serious offense and subject to sanctions. Violations at SIUE School of Nursing are classified into four levels based on the nature of the offense.

Examples follow below and are not all inclusive. Violations of the SIUE Student Academic Code/SIUE School of Nursing Statement for Academic Integrity may be recorded in the student file in the School of Nursing, reported to the School of Nursing Student Affairs Committee and for levels two – four violations will be reported to the University Office of Student Affairs, in compliance with University policy, where a disciplinary file on the student will be maintained.

Violations at levels one through three are primarily those encountered in the classroom, violations at level four are those encountered in both classroom and clinical settings.

<u>Level One Violations</u>
These types of violations may occur as a result of lack of knowledge or experience with the principles of academic integrity. Level one violations are infractions that involve a small percent of the course work, are not extensive and/or occur on a small assignment. The following are examples:

1. Working with another student on a laboratory, clinical or homework assignment when collaboration is prohibited.
2. Failure to footnote or proper citation – (reported at discretion of faculty)
3. Failure to report academic dishonesty of fellow students. (Protocol to be developed.)

Recommended sanctions for level one violations are listed below. One of these must be chosen and a report placed in the student file in the School of Nursing, at the discretion of the faculty member.

1. An assigned paper or research project on a relevant topic.
2. A paper on academic integrity or ethics.
3. A make-up assignment at a higher level than the original assignment.
4. No credit given for the original assignment with no make up allowed.

<u>Level Two Violations</u>
Level two violations are of a more serious nature as they affect more of the student's coursework. The following are examples.

1. Quoting directly or paraphrasing, to a moderate extent, without source acknowledgement.
2. Unauthorized multiple submissions.
3. Unauthorized collaboration on an on-line or take home exam.
4. Receiving assistance from sources with special expertise for an area that is a core element in the project without acknowledgement. (Examples include statistical, research, clinical practice area, and/or computer programming.)
5. Not contributing to a graded group project.

The recommended sanction for level two violations is a failing grade for the assignment. In the case of cheating on a take home or online final the penalty is failure in the course.

Level Three Violations

Level three violations are more serious in nature than level one and two violations. Examples include:

1. Copying another student's exam.
2. Plagiarizing major portions of a written assignment.
3. Allowing someone to copy during an exam.
4. Using books, notes, PDAs, calculators and other items prohibited by course faculty in an exam.
5. Altering exams for more points.
6. Acquiring and sharing of unauthorized exams prior to the exam.
7. Use of purchased papers or other materials.
8. Use of the work of others as your own.
9. Inventing sources and or data or altering materials for use in papers or projects.
10. Submitting false accusation of cheating by student.

The recommended sanction is a failing grade for the course and filing a report as required by University policy.

Level Four Violations

These are the most serious violations and have potential to cause harm and thus carry the heaviest penalties. Examples include:

1. Any violation that occurs after return from suspension for a previous violation.
2. Forging a grade, stealing an examination, buying an examination, falsifying a transcript.
3. Having a substitute take an exam or take an exam for someone else.
4. Fabrication of evidence, falsification of data.
5. For graduate students presenting another's ideas as one's own in a project or thesis, scholarly articles, presentations or other works.
6. Sabotaging another student's work through actions designed to prevent completion of an assignment.
7. Willful violation of the ethical code or nursing or a nursing specialty.
8. Violation of HIPPA regulations.
9. Falsifying clinical data and patient records.
10. Knowingly failing to report a change in patient condition, or an error to the faculty or nursing personnel.

The recommended sanction for a level four violation is a failing grade for the course. A report is made to the School of Nursing Student Affairs Committee. Further sanction will be in accord with University policy.

Students can institute a grievance as provided in the University's Academic Code.

Sanctions endorsed in this document are to be considered, additional sanctions are at the discretion of the faculty member and the School of Nursing.

Approved by Faculty – May, 2005

APPENDIX G

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
SCHOOL OF NURSING

MANDATORY DRUG SCREENING POLICY

I. Policy

The SIUE School of Nursing believes that its students must place patient safety as their top priority at all times. In order to provide safe care, students must be cognitively unimpaired. Moreover, some of the clinical sites used by the School of Nursing require drug screenings of students before they can enter the clinical site and perform the duties of a nursing student. Additionally, the Joint Commission on Accreditation of Healthcare Organizations recommends that students be subject to the same screenings as staff employed by the healthcare organization. To meet its ethical concerns regarding safe patient care as well as meeting clinical site and healthcare accreditation standards, the School of Nursing is imposing mandatory drug screening of its students. Effective for the Spring semester 2005, the School of Nursing will require all incoming graduate and undergraduate students to take a drug screen and be free of the drug substances listed in this policy before they can be fully admitted into the School of Nursing. The drug screening shall be minimally intrusive and use the most effective screening methods reasonably available.

II. Procedure for Implementation

1. All incoming School of Nursing students must order a drug screening test through CBI. The screen must be performed on all incoming students between the date of their admission letter and the first day of class. The School of Nursing may establish a deadline date for test results which is prior to the first day of class. However, for students admitted late or as warranted by other circumstances, the drug screen may be performed after this deadline. At present, the screen is required only for incoming students and is not mandatory for continuing students in good standing in the School of Nursing. If a particular clinical site requires additional or more recent drug screens, continuing students will be subject to additional screening. In addition, all students are subject to the SIUE Student Conduct Code, Student Alcoholic Beverages Policy and School of Nursing Substance Abuse policy which provides for drug and alcohol testing upon reasonable suspicion that the student is using or under the influence of drugs or alcohol.

2. Undergraduate and graduate nursing students, who leave the program for at least one year, must be drug screened in the same manner as newly admitted nursing students.

3. The drug screen must include the following drugs:
   - THC (delta-9-tetrahydrocannabinol, substance commonly found in marijuana)
   - Cocaine

- Opiates
- Amphetamine
- Barbiturates
- Benzodiazepines
- Methadone, Methaqualone
- Propoxyphene
- PCP (phencyclidine)

4. If the drug test is positive and a student has a legal prescription for any of the above listed drugs, the student will be asked to provide the prescription information to the Medical Review Officer in the form of an official letter from their physician.

5. A student's drug test report is securely posted on the CBI website and is available only to the student and the school requiring the test. Students can be confident that the results will never be viewed by unwarranted outside sources. The School of Nursing will not accept screening results delivered by the student or any other third party, other than CBI. If a student has completed a CBI drug test associated with another university, then the student can send the results to the School of Nursing for approval by the Associate Dean for Academic Programs.

6 Students are encouraged to have their drug test completed by the established deadline date to avoid any disruption of course enrollment. Drug screens that are not received in a timely manner by the School of Nursing may result in the student's removal from their nursing courses and/or clinical site. Any clinical days lost by the student will be made up by the student at the convenience of the clinical site and supervising faculty.

7. The students being tested are responsible for the cost of all drug screenings.

8. If a student refuses to submit to a drug screen, the student's enrollment in the School will be withdrawn. The Office of Student Affairs will be notified.

9. Various clinical sites may require additional drug screenings and if a student is placed with such a clinical site, the student may be required to undergo additional drug screenings and screenings for other substances after the initial drug screening. Generally, one initial drug screening will be sufficient for the clinical sites. In addition, various clinical sites may impose random drug screens upon students. However, the cost of such random drug screens shall be borne by the clinical site.

10. If the student's drug screen is negative, the student may commence all course and clinical assignments.

11. If the student's drug screen is positive, a CBI Medical Review Officer (MRO) will contact the student to verify if there is a prescription and notify the appropriate School of Nursing secretary by email that the results are being reviewed. If the student does not return the phone calls from the MRO within five

(5) business days of the first contact, the test will be released as a positive result with the note of NO CONTACT meaning that the student never responded. The student will then be contacted by the Associate Dean for Academic Programs as soon as possible and shall meet with the Associate Dean to discuss the positive drug screen. If the policy has been violated, all clinical course enrollments within the School of Nursing shall be cancelled and at the discretion of the Associate Dean all didactic course enrollments may also be cancelled. The Associate Dean may report any positive drug screen to the SIUE Office of Student Affairs and the Illinois and Missouri State Boards of Nursing for information and possible action.

12. After one academic year, the student with a prior positive drug screen may apply for re-admission into the School of Nursing upon completion of all the stipulations imposed by the Associate Dean including a chemical dependency evaluation and further treatment, if recommended by the assessment process and a negative drug screen. The application for re-admission will be considered by the appropriate committee within the School of Nursing who shall make a recommendation on the re-admission decision to the Associate Dean. The Associate Dean shall have the discretion to admit or reject the student based on the Associate Dean's judgment whether this student can successfully complete the School of Nursing program. If the student is not satisfied with the Associate Dean's decision, the student may file a grievance pursuant to the SIUE Student Grievance Code.

13. The School of Nursing or designee may retain documentation of the drug screen results and shall provide the copies of the screen to the student, upon request. However, the drug screen results shall not be retained by the School of Nursing as part of the student's permanent file.

Effective: January 1, 2005

Approval: Executive Committee 6/14/05
Marcia Maurer, Dean 6/16/05

APPENDIX H

POLICY FOR THE ILLICIT USE OF CONTROLLED SUBSTANCES, PRESCRIBED CONTROLLED SUBSTANCES, AND OVER-THE-COUNTER DRUGS

I POLICY

It is the policy of the School of Nursing and the Office of the Provost and Vice Chancellor for Academic Affairs that at all times during enrollment in clinical practicum courses students be both physically and mentally fit for the practice of nursing and free of the influence of drugs and/or alcohol. Any degree of impairment of a clinical practicum student due to controlled substances, whether illegal or prescribed, over-the-counter medications, or alcohol, compromises patient safety, violates professional ethical standards, and shall not be tolerated. All violations of this policy will be addressed in the School of Nursing, or, if appropriate, referred to the Office of the Vice Chancellor for Student Affairs for adjudication pursuant to the Student Conduct Code or other relevant procedures. Disciplinary sanctions, up to and including dismissal from the School of Nursing program and/or separation from Southern Illinois University Edwardsville, may be imposed upon any School of Nursing student found to be in violation of the law or policies relating to the unlawful possession, use, or distribution of drugs and/or alcohol, including impairment during a clinical practicum.

II DRUG SCREENING FOR CLINICAL PLACEMENT

Most clinical affiliates of the School of Nursing have policies that require clinical practicum students to submit to drug screening prior to or at any time during the clinical practicum. The screening may test for the presence of following substances and others:

Amphetamines
Barbiturates
Benzodiazepines
Cannabinoids
Cocaine
Ethanol
Methadone
Methaqualone
Opiates (including Fentanyl, Sufentanil, Hydrocodone and Oxycontin)
Phenyclidine
Propoxyphene

Costs for such screening are to be paid by the student or the clinical affiliate. The School of Nursing supports this requirement, where applicable, as a condition of the legal affiliation agreements executed between the School or its programs and the affiliate sites.

III USE OF PRESCRIBED AND/OR OVER-THE-COUNTER DRUGS

Any student enrolled in a clinical course and taking a prescribed or non-prescribed drug that falls within any of the drug classifications listed above must immediately notify, in writing, the Associate Dean for Academic Affairs regarding the medication taken and the expected duration

of therapy. Participation in the clinical course experience shall be dependent upon the decision of the Department of Nursing at the clinical site to which the student is assigned. Should the clinical site refuse to allow the student access to the clinical area, the School of Nursing will make a reasonable effort to relocate the student. Failure to comply with the notification requirement of this policy may result in dismissal from the program or other disciplinary action.

IV DRUG SCREENING FOR CAUSE

If reasonable suspicion exists during the period of enrollment in any clinical practicum course that a student is using or under the influence of drugs or alcohol use, abuse, or diversion, the student shall be subject to screening for drugs or alcohol. Reasonable suspicion, as determined by the School for Nursing or the clinical affiliate, shall be based on student behaviors, observed or reported, of objective, quantifiable symptoms, including but not limited to alcohol on breath, slurred speech, flushed face, dilated pupils, mood swings, motor incapacities, deterioration of academic or work performance, and/or absenteeism, that suggest impairment of a student's ability to meet standards of performance, competency, and safety in the clinical setting, office, or classroom due to the influence of a drug.

Procedure

This procedure is to be followed at the clinical site where a faculty member is present or where the student is under the direct or indirect supervision of a clinical representative. If a suspicious behavior, as defined above, is observed or reported, the following steps will be taken:

1. Remove the student from patient care.
2. Contact the Associate Dean for Academic Affairs in the School of Nursing. If unable to contact the Associate Dean directly, contact either the faculty member for the course, the Assistant Dean for the Undergraduate or Graduate Program as appropriate for the student, or the Department Chair.
3. Inform the student of the behavior or performance issue observed. This meeting with the student, to be conducted in a private and confidential setting, should be attended and observed by a second faculty member or clinical representative.
4. The student will be asked to disclose any alcohol or drugs (prescribed, illicit, or over-the-counter) which he/she may be taking.
5. Substance abuse screening, if necessary, will be done at the student's expense. The chain-of-custody screening process must be used.
6. If screening is available at the clinical facility, the faculty member/clinical representative will accompany the student to the appropriate location to conduct the drug screen or testing. If screening/testing is not available at the clinical facility, the faculty member/clinical representative will inform the student that he/she must be tested/screened with a urine test at an accredited health care agency, approved by the School of Nursing, within 5 hours of leaving the facility. A valid ID will be required at the testing site. The results of this testing must be provided to the School of Nursing Associate Dean's office as soon as the results are available.
7. If the student refuses testing or refuses to release the results to the School of Nursing, the result may be deemed a positive test and the student may be subject to immediate dismissal or other disciplinary action.

V DRUG SCREENING DOCUMENTATION PROCEDURE

When reasonable suspicion of drug is observed or reported, the faculty member or clinical representative will document, in writing, the behavior(s) or the performance issues/concerns observed. A detailed description of the observation should be provided, including dates, times

and names of all parties involved. This written documentation should be collected by the faculty member or faxed to the School of Nursing Associate Dean, with the original documentation then provided to the faculty member. All written documentation and drug testing results shall be treated confidentially and placed in the student's School of Nursing file and sent to the Office of the Provost and Vice Chancellor for Academic Affairs.

The Associate Dean for Academic Affairs in the School of Nursing will inform the student that he/she will be temporarily suspended from any clinical experience until the issues are resolved and approval is granted by the Associate Dean for Academic Affairs in the School of Nursing to resume clinical experiences. If the Drug Screen results are negative, and no further issues or questions remain to be addressed, the Associate Dean for Academic Affairs will approve an appropriate plan for the student to return to the clinical course. If the Drug Screen results are positive or if the student refuses to submit to the Drug Screen, the Associate Dean for Academic Affairs shall call for an official hearing in the School of Nursing.

VI SCHOOL OF NURSING HEARING PANEL

The Associate Dean for Academic Affairs in the School of Nursing shall appoint a hearing panel to be Chaired by the Assistant Dean consistent with the student's enrollment level (Undergraduate or Graduate Program). The voting members of the panel shall include four School of Nursing faculty members from the Professor and/or Associate Professor ranks, two faculty who regularly teach in clinical courses, and the Director of Recruitment, Admission, Progression and Retention in the School of Nursing. Members of the panel shall have access to all documentation relevant to the case.

A hearing shall be conducted within 15 days of receipt of a positive Drug Screen by the Associate Dean for Academic Affairs or of a refusal by a student to submit to a Drug Screen. The Hearing Panel will follow the School of Nursing Hearing Procedure, resulting in a written recommendation to the Associate Dean for Academic Affairs in the School of Nursing.

VII HEARING PANEL PROCEDURE

The Hearing shall be conducted in a manner to provide the student with all of the information contained in the charge(s) against him/her as well as the opportunity to address and provide evidence in response to the charge(s). The clinical course faculty member responsible for the student shall be present and will testify as well as other relevant individuals. The student may invite an Advocate to accompany him/her to the hearing. The student and Advocate may confer with each other, but only the student may speak directly to the Panel. After all parties acknowledge that they have been given ample opportunity to provide information to the Panel, the Panel will be allowed to ask all parties specific questions relative to the case under review. When the Panel members agree that they have no more questions, and the student, Advocate and other relevant parties agree that they have provided all of their desired evidence, they are dismissed from the room. The Panel may then deliberate in private and develop their recommendation(s).

Recommendation(s) will be sent to the Associate Dean for Academic Affairs in the School of Nursing by the Panel Chair no later than 7 days following the Hearing. Panel members having minority recommendations may forward them in writing to the Associate Dean for Academic Affairs in Nursing within the same timeframe.

VIII SANCTIONS AND/OR READMISSION

The Associate Dean for Academic Affairs in the School of Nursing shall inform the student and the Hearing Panel of the final decision. The student may be subject to disciplinary action which

may include suspension or dismissal from the School of Nursing and/or referral to the Office of the Provost and Vice Chancellor for Academic Affairs.

IX APPEAL OF THE DECISION

The student may appeal the final decision to the Dean of the School of Nursing. The appeal must be received, in writing, within 15 days of receipt of the final written decision from the Associate Dean for Academic Affairs. The Dean shall conduct a thorough administrative review of the facts of the appeal and issue a final decision on the appeal within 15 days. The decision of the Dean may be appealed to the Provost and Vice Chancellor for Academic Affairs

X RE-ADMISSION DRUG SCREENING

Applicants for re-admission to the School of Nursing programs following dismissal for violation of this policy must test negative in a secured re-admission drug screen test in order to qualify for admission to their program. Screening test results will be reviewed by the Associate Dean for Academic Affairs in the School of Nursing. At that point, the need for a formal Hearing in the School of Nursing, repeat testing, a decline in admission or re-admission, referral to the Provost and Vice Chancellor for Academic Affairs, or any other appropriate action will be determined.

Approved by faculty in SON: May 7, 2007

APPENDIX I

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
SCHOOL OF NURSING

BACKGROUND CHECKS OF STUDENTS

I. The SIUE School of Nursing ("School") includes as part of its curriculum student learning experiences at various clinical affiliates in Illinois and Missouri. The clinical affiliates require background checks of SIUE students before the students can enter the clinical site and perform the duties of a nursing student. Additionally, the Joint Commission on Accreditation of Healthcare Organizations recommends that students be subject to the same screenings as staff who provide care, treatment and services.

Therefore, as part of its enrollment process, the School is requiring background checks, including criminal background checks, for all of its students. All incoming graduate and undergraduate students must order a criminal background check from CBI. Only those students with a background check demonstrating backgrounds in compliance with this policy will be allowed to enroll into the School. The check shall be minimally intrusive, but may include checks for offenses or other matters, as required by the clinical sites, not specifically included in this policy.

II. Students should be aware that many health care employers require all job applicants to complete a background check before beginning their employment. Additionally, all students taking the National Council Licensure Examination ("NCLEX") must complete a background check and most states require background checks for licensure as a nurse.

III. The CBI background check will include the following checks:

1. Illinois Statewide Criminal Records;
2. Residency History – upon searching the Residency History, if any county appears outside of the state of Illinois, CBI will search that individual out of state county criminal records to make sure the full criminal record is searched nationwide;
3. Nationwide Sexual Offenders Registry; and
4. Unlimited County Criminal Records
5. Other lists maintained by federal or State governmental entities as required by the individual clinical affiliate.

IV. As part of the enrollment process into the School, the student must order a background check package from CBI. Students will be responsible for all costs relating to the background check.

V. Students must disclose each State in which they have resided for the last ten (10) years. If less than 28 years of age, the student need only disclose the States in which they have resided since they attained 18 years of age. Generally, the School will only consider criminal convictions which have occurred within the last ten

(10) years, but depending on the nature and number of the convictions and other factors, may consider and take action based on convictions more than ten (10) years old.

VI. Generally, two background checks will be sufficient for the student's tenure in the School: the first check must be completed upon conditional admission into the School before beginning any clinical experience; and the second check must be completed for all undergraduate students taking the NCLEX. However, if a clinical affiliate requires an updated check or an additional check not included in the original check, the students shall be subject to the additional check before entering the clinical affiliate.

VII. If a background check demonstrates a finding of a positive criminal disposition described in this policy, the Associate Dean for Academic Affairs shall notify the student and provide the student with a copy of the finding. Following notification, the Associate Dean shall meet and discuss the finding with the student. The student shall have the opportunity to present information to the Associate Dean relating to the finding. Within fifteen (15) days, the Associate Dean shall make a decision whether the finding precludes the student from admission into the School. In reaching this decision, the Associate Dean may consult with its clinical affiliates. If the student wishes to appeal the decision, the student may file a grievance pursuant to the Student Grievance Code.

VIII. Record Retention

The background check documentation provided to the School of Nursing by CBI is retained on the CBI server until the student graduates from the program. However, the documentation shall not be retained by the School of Nursing as part of the student's permanent file.

IX. Criminal Convictions which will Disqualify the Student

This list constitutes the criminal offenses in Missouri and Illinois for which may be disqualified from participation in clinical experiences or other direct patient care. There may be additional federal or state and criminal offenses which disqualify students not specifically included in this list.

Missouri State Criminal Offenses

Chapter 565

Offenses Against the Person

Sections:

565.020	First degree murder, penalty-person under sixteen years of age not to receive death penalty.
565.021	Second degree murder, penalty

565.023 Voluntary manslaughter penalty-under influence of sudden passion, defendant's burden to inject
565.024 Involuntary manslaughter, penalty
565.050 Assault first degree, penalty
565.060 Assault, second degree, penalty
565.065 Unlawful endangerment of another, penalty
565.070 Assault in the third degree
565.072 Domestic assault first degree, penalty
565.073 Domestic assault second degree, penalty
565.074 Domestic assault third degree, penalty
565.075 Assault while on school property, penalty
565.081 Assault of a law enforcement officer or emergency personnel in the first degree, definition, penalty
565.082 Assault of a law enforcement officer or emergency personnel in the second degree, definition, penalty
565.083 Assault of a law enforcement officer or emergency personnel in the third degree, definition, penalty
565.084 Tampering with a judicial officer, penalty
565.090 Harassment
565.092 Aggravated harassment of an employee, penalty
565.100 Lack of consent in kidnapping and crimes involving restraint
565.110 Kidnapping
565.120 Felonious restraint
565.130 False imprisonment
565.150 Interference with custody, penalty
565.153 Parental kidnapping, penalty
565.156 Child abduction, penalty
565.165 Assisting in child abduction or parental kidnapping, penalty
565.180 Elder abuse in the first degree, penalty
565.182 Elder abuse in the second degree, penalty
565.184 Elder abuse in the third degree, penalty
565.188 Report of elder abuse, penalty, false report, penalty, evidence of prior convictions
565.200 Skilled nursing facility residents, sexual contact or intercourse with, penalties-consent not a defense
565.225 Crime of stalking-definitions, penalties
565.252 Invasion of privacy, first degree, penalty
565.253 Crime of invasion of privacy, second degree, penalties
565.300 Infant's protection act, definitions, crime of infanticide, penalty, exception: application of law
565.350 Tampering with a prescription or a drug prescription order, crime

Chapter 566

Sexual Offenses

Sections:

566.030 Forcible rape and attempted forcible rape, penalties

566.032 Statutory rape, first degree, penalties
566.034 Statutory rape, second degree, penalty
566.040 Sexual assault penalties
566.060 Forcible sodomy, penalties
566.062 Statutory sodomy, first degree, penalties
566.064 Statutory sodomy, second degree, penalty
566.067 Child molestation first degree, penalties
566.068 Child molestation, second degree, penalties
566.070 Deviate sexual assault penalty
566.083 Sexual misconduct involving a child, penalty
566.090 Sexual misconduct first degree, penalties
566.093 Sexual misconduct, second degree, penalties
566.095 Sexual misconduct, third degree, penalty
566.100 Sexual abuse, penalties
566.111 Unlawful sex with an animal, penalties treatment
566.145 Sexual contact with an inmate, penalty, consent not a defense
566.151 Enticement of a child, penalties

Chapter 569

Robbery. Arson. Burglary and Related Offenses

Sections:

569.020 Robbery in the first degree
569.025 Pharmacy robbery in the first degree, definitions, penalty
569.030 Robbery in the second degree
569.035 Pharmacy robbery in the second degree, definitions, penalty
569.040 Arson in the first degree
569.050 Arson in the second degree
569.055 Knowingly burning or exploding
569.060 Reckless burning or exploding
569.065 Negligent burning or exploding
569.067 Fire, negligence in setting or allowing to escape on cropland grassland, marsh, prairie, woodland
569.070 Causing catastrophe
569.072 Water contamination, penalty
569.080 Tampering in the first degree
569.090 Tampering in the second degree
569.095 Tampering with computer data, penalties
569.097 Tampering with computer equipment, penalties
569.099 Tampering with computer users, penalties
569.100 Property damage in the first degree
569.120 Property damage in the second degree
569.140 Trespass in the first degree
569.150 Trespass in the second degree
569.155 Trespass of a school bus, penalty, schools to establish student behavior policy, when
569.160* Burglary in the first degree

569.170 Burglary in the second degree
569.180 Possession of burglar's tools

Chapter 198

Convalescent. Nursing and Boarding Homes

Sections:

198.070.3 Abuse or neglect of residents, reports, when, by whom, contents of report, failure to report. Penalty, investigation. referral of complaint removal of resident, confidentiality of report, immunity exception, prohibition against retaliation, penalty, employee list, self-reporting of incidents, investigations, when

Chapter 568

Offenses Against the Family

Sections:

568.020 Incest

Chapter 210

Child Protection and Reformation

Sections:

210.900 Definitions
210.903 Family care safety registry and access line established, contents
210.906 Registration form, contents, violation, penalty, fees, voluntary
210.909 Department duties, information included in registry, when registration, notification
210.912 Right to appeal, procedure
210.915 Departmental collaboration on registry information, rulemaking authority
210.918 Toll-free telephone service maintained for access to information
210.921 Release of registry information, when, limitations of disclosure, immunity from liability, when
210.922 Use of registry information by certain departments, when
210.924 Rulemaking authority
210.927 Annual report, when, contents
210.930 Report to general assembly, when, content
210.933 Registration qualifies as compliance with other background check requirements, elder-care workers, when
210.936 Registry information deemed public record

2. Illinois State Criminal Offenses

State of Illinois Criminal Code of 1961 (720 ILCS 5)

Sections:

8-1.1	Solicitation of Murder
8-1.2	Solicitation of Murder for Hire
9-1	First Degree Murder
9-1.2	Intentional Homicide of an Unborn Child
9-2	Second Degree Murder
9-2.1	Involuntary Manslaughter of an Unborn child
9-3	Involuntary Manslaughter and Reckless Homicide
9-3.1	Concealment of Homicidal Death
9-3.2	Involuntary Manslaughter and Reckless Homicide of an Unborn Child
9-3.3	Drug Induced Homicide
10-1	Kidnapping
10-2	Aggravated Kidnapping
10-3	Unlawful Restraint
10-3.1	Aggravated Unlawful Restraint
10-4	Forcible Detention
10-5	Child Abduction
10-7	Aiding and Abetting Child Abduction
11-6	Indecent Solicitation of a Child
11-9.1	Sexual Exploitation of a Child
11-19.2	Exploitation of a Child
11-20.1	Child Pornography
12-1	Assault
12-2	Aggravated Assault
12-3	Battery
12-3.1	Battery of an Unborn child
12-3.2	Domestic Battery
12-3.3	Aggravated Domestic Battery
12-4	Aggravated Battery
12-4.1	Heinous Battery
12-4.2	Aggravated Battery w/ Firearm
12-4.2-5	Aggravated Battery w/ Machine Gun or Silenced Weapon
12-4.3	Aggravated Battery of a Child
12-4.4	Aggravated Battery, unborn child
12-4.5	Tampering with Foods, Drugs or Cosmetics
12-4.6	Aggravated Battery of a Senior Citizen
12-4.7	Drug Induced Infliction of Great Bodily Harm
12-7.4	Aggravated Stalking
12-11	Home Invasion
12-13	Criminal Sexual Assault
12-14	Aggravated Criminal Sexual Assault
12-14.1	Predatory Criminal Sexual Assault of a Child
12-15	Criminal Sexual Abuse
12-16	Aggravated Criminal Sexual Abuse
12-19	Abuse and Criminal Neglect of Long-Term Care Facility Resident
12-21	Criminal Abuse or Neglect of an Elderly or Person w/ Disability

12-21.6	Endangering Life or Health of Child
12-32	Ritual Mutilation
12-33	Ritualized Abuse of Child
16-1	Theft
16-1.3	Financial Exploitation of an Elderly or Person w/ Disability
16-2	Theft of Lost or Mislaid Property
16A-3	Retail Theft
16G-15	Financial Identity Theft
16G-20	Aggravated Financial Identity Theft
17-3	Forgery
18-1	Robbery
18-2	Armed Robbery
18-3	Vehicular Hijacking
18-4	Aggravated Vehicular Hijacking
18-5	Aggravated Robbery
19-1	Burglary
19-3	Residential Burglary
19-4	Criminal Trespass to a Residence
20-1	Arson
20-1.1	Aggravated Arson
20-1.2	Residential Arson
24-1	Unlawful Use of Weapon
24-1.1	Unlawful Use or Possession of Weapon, Felon or Persons in Custody
24-1.2	Aggravated Discharge of Firearm
24-1.2-5	Aggravated Discharge of Machine Gun or Silenced Weapon
24-1.5	Reckless Discharge of Firearm
24-1.6	Aggravated Unlawful Use of a Weapon
24-3.2	Unlawful Discharge of Firearm Projectiles
24-3.3	Unlawful Sale or Delivery of Firearms on School Premises
33A-2	Armed Violence

Wrongs to Children Act (720 ILCS 150)

Section

5.1 Permitting Sexual Abuse of a Child

Criminal Jurisprudence Act (50 ILCS 735)
(Repealed)

Cannabis Control Act (720 ILCS 550)

Sections

5	Manufacture of Delivery of Cannabis
5.1	Cannabis Trafficking
5.2	Delivery of Cannabis on School Grounds
7	Persons Under 18 Years of Age, Delivery

9	Calculated Criminal Cannabis Conspiracy

Illinois Controlled Substances Act (720 ILCS 570)

Sections

401	Manufacture or Delivery Unauthorized by Act
402	Possession Unauthorized by Act
401.1	Controlled Substance Trafficking
404	Look-Alike Substances
405	Calculated Criminal Drug Conspiracy
405.1	Criminal Drug Conspiracy
407	Delivery of Controlled, Counterfeit or Look-Alike Substances
407.1	Persons 18 or older using, Engaging or Employing Persons Under 18 to Deliver Controlled, Counterfeit or Look-Alike Substances (unless the applicant or employee obtains a waiver pursuant to Section 40).

Illinois Credit Card and Debit Card Act (720 ILCS 250)

Sections

4	Receiving Card of Another
5	Receiving Lost or Mislaid Card
6	Sale or Purchase of Card without Issuer's Consent
8	Prohibited Uses
17.02	Fraudulent Use of Electronic Transmission

Nursing and Advanced Practice Nursing Act (225 ILCS 65)

Section

10-5 Prohibited Acts

Effective: January 1, 2005

Approval: Executive Committee 6/14/05
Marcia Maurer, Dean 6/16/05

APPENDIX J
SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
SCHOOL OF NURSING

Minimum Technical Standards Policy for Admission and Matriculation

The SIUE School of Nursing is mindful of the unique nature of the nursing curriculum in that students admitted to the SIUE School of Nursing must meet both academic and performance requirements. Applicants must possess the skills and abilities that will allow them to successfully complete the course of study and receive the full benefit of the education. Academic requirements are described in the Graduate and Undergraduate University Catalogs and the Student Handbooks. In addition to the academic requirements, nursing students must, with or without reasonable accommodation, satisfy performance standards. The student is required to perform and supervise nursing care to patients in a safe and timely manner, and this nursing care may include treatments that occur under emergency situations. Because the School of Nursing has the responsibility of ensuring patient safety, the student must be able to meet the designated technical standards.

Competencies and Performance Standards

Cognitive Capacity. The student must be able to measure, calculate, memorize, analyze, reason, integrate, and synthesize. The student must be able to comprehend three dimensional spatial relationships and read and understand graphs of various sizes and types. The student must have critical thinking ability sufficient to exercise sound judgment and problem solving in a timely manner.

Examples of necessary activities include but are not limited to the following:

- The ability to identify cause and effect relationships in clinical situations;
- The ability to predict outcomes and interpret situational contexts;
- The ability to use reasoning skills sufficient to perform deductive/inductive thinking for nursing decisions;
- The ability to set and reorganize priorities based on changes in a patient's condition.

Communication and Interpersonal Relationships. The student must be able to read, write, speak, understand, and use English in a facile and timely way that ensure appropriate care and patient safety. The student must demonstrate communication abilities sufficient for effective and sensitive interaction with individuals, families, other professionals, and groups from a variety of social, emotional, cultural, and intellectual backgrounds in both verbal and written English. The student must be able to convey or exchange information at a level allowing development of a health history, identify problems presented, explain treatment options and alternative solutions, answer questions and give directions during treatment and post-treatment. The student must demonstrate the ability to operate information technology systems. The student must be able to establish rapport with patients and colleagues. The student must be able to work cooperatively on interdisciplinary health teams. The student must be able to accept constructive feedback on their own performance.

Examples of necessary activities include but are not limited to the following:

- ❖ The ability to explain treatment procedures;
- ❖ The ability to initiate health teaching;
- ❖ The ability to document and interpret nursing actions, interventions, and patient responses;
- ❖ The ability to interview patients;
- ❖ The ability to take verbal directions;
- ❖ The ability to understand emergency verbal information and act promptly;
- ❖ The ability to communicate effectively with each member of the healthcare team;
- ❖ The ability to retrieve information from texts and lectures and to communicate concepts via written examinations;
- ❖ The ability to use patient documentation systems;
- ❖ The ability to communicate learned concepts when documenting patient care.

Motor Skills. The student must be able to demonstrate physical abilities, including gross and fine motor skills, sufficient to provide safe and effective nursing care. The student must be able to demonstrate sufficient mobility skills to be able to move from room to room, maneuvering in small places, and to access all clinical sites.

Examples of necessary activities include but are not limited to the following:

- ❖ The ability to demonstrate and independently use gross and fine motor skills sufficient to provide the full range of safe and effective nursing care activities, including transfer of a patient from a bed to a chair or from a stretcher to a bed in different positions and situations;
- ❖ The ability to perform basic life support including cardiopulmonary resuscitation;
- ❖ The ability to position patients;
- ❖ The ability to obtain and process specimens;
- ❖ The ability to move about in densely occupied locations, such as patient rooms, work spaces, and treatment areas;
- ❖ The ability to demonstrate and independently use fine motor skills sufficient to perform manual psychomotor skills such as inserting intravenous catheters, drawing up medications into a syringe, and administering parenteral medications;
- ❖ The ability to calibrate instruments, operate equipment, and prepare and administer medications.

Physical Endurance and Strength. The student must be able to demonstrate physical stamina sufficient to perform patient care activities for the entire length of the work-related educational experience. The student must be able to demonstrate the physical strength sufficient to perform the full range of required patient care activities.

Examples of necessary activities include but are not limited to the following:

- ❖ The ability to remain standing or walking for a prolonged period of time;
- ❖ The ability to remain alert for the entire length of a work-related educational experience;

- ❖ The ability to lift heavy weights in excess of 20 pounds;
- ❖ The ability to assist patients of varying weights to move.

Hearing. The student must be able to demonstrate the auditory ability sufficient for accurate observation, assessment, and therapeutic interactions and actions necessary in nursing care.

Examples of necessary activities include but are not limited to the following:

- ❖ The ability to have sufficient auditory ability for physical monitoring and assessment of patient healthcare needs;
- ❖ The ability to promptly detect and distinguish alarms, emergency signals, verbal directions, cries for assistance, and auscultatory sounds, and respond appropriately.

Vision. The student must be able to demonstrate visual ability that is sufficient for accurate observation, assessment, therapeutic interactions, and treatment necessary in nursing care. The student must be able to act on visual cues in a timely and safe manner.

Examples of necessary activities include but are not limited to the following:

- ❖ The ability to accurately read graphs, scales, computer screens, monitors, and use microscopes in a timely manner;
- ❖ The ability to observe patient responses;
- ❖ The ability to prepare and administer medications;
- ❖ The ability to recognize emergency signals.

Tactile. The student must demonstrate the tactile ability sufficient for physical assessment and monitoring of healthcare needs.

Examples of necessary activities include but are not limited to the following:

- ❖ The ability to perform palpation;
- ❖ The ability to assess heat and cold;
- ❖ The ability to perform physical examination;
- ❖ The ability to provide therapeutic interventions, such as the insertion of a catheter and the administration of medications.

Smell. The student must demonstrate the olfactory ability sufficient to detect significant environmental and patient odors.

Examples of necessary activities include but are not limited to the following:

- ❖ The ability to detect odors of wound infection, gastrointestinal bleeding, incontinence, emesis, fire, etc.

Emotional Stability. The student must demonstrate the emotional health sufficient to fully use his/her intellectual abilities, exercise good judgment, and promptly complete all responsibilities

attendant to the assessment, diagnosis, care, and evaluation of patients. The student must be able to demonstrate the development of mature, sensitive, and effective therapeutic relationships with patients. The student must be able to demonstrate the ability to assume responsibility and accountability for actions.

Examples of necessary activities include but are not limited to the following:

- The ability to demonstrate the capacity to develop mature, sensitive, and effective therapeutic relationships with patients;
- The ability to function effectively under stress;
- The ability to tolerate physically taxing workloads;
- The ability to function in the face of uncertainty inherent in the clinical problems of patients;
- The ability to accept criticism and respond by appropriate modification of behavior;
- The ability to demonstrate ethical behavior including adherence to the Professional Nursing and Student Honor Code.

Other Essential Behavioral Attributes. The student must demonstrate the ability to engage in activities consistent with safe nursing practice without demonstrating behaviors of addiction to, abuse of, or dependence on alcohol or other drugs that may impair judgment. The student must be able to demonstrate responsibility and accountability for actions as a student in the School of Nursing and as a developing professional nurse.

Policy and Procedure

All professional nursing students must be able to actively participate in clinical practice. Any disability that precludes full and active participation in providing complete nursing care to patients may result in failure in clinical courses. All incoming students are required to read and sign that they fully understand the Competencies and Performance Standards for the School of Nursing. Failure to meet these basic competencies will result in clinical failure.

It is the responsibility of the student to notify the Assistant Dean of Undergraduate Programs or the Assistant Dean of the Graduate Program in the School of Nursing of any existing disability, either physical or otherwise. Such disclosure is necessary before any accommodations may be made in the learning environment or in School of Nursing policies and procedures. Information about disabilities is handled in a confidential manner.

It is the policy of the School of Nursing to comply with federal and state guidelines regarding students with disabilities so they can meet these required performance standards. Whether or not a requested accommodation is reasonable will be determined on an individual basis. Students should submit any requests for accommodations in writing prior to admission, allowing sufficient time for action on these requests. If a student becomes disabled after admission, the student should submit the request as soon as possible after admission. Written documentation of the disability that a student discloses must be provided. Determining what is reasonable accommodation is an interactive process that the student should initiate with the School of Nursing. The School of Nursing will provide reasonable accommodations, but is not required to make modifications that would fundamentally alter the nature of the program or provide auxiliary aids that would present an undue burden to the School of Nursing or our cooperating agencies. Accommodations cannot violate patient confidentiality or safety standards.

ADDENDUM TO APPENDIX J

Notice Concerning The Americans With Disabilities Act (ADA) Amendments Act of 2008

On September 25, 2008, the President signed the Americans with Disabilities Act Amendments Act of 2008 ("ADA Amendments Act" or "Act"). The Act emphasizes that the definition of disability should be construed in favor of broad coverage of individuals to the maximum extent permitted by the terms of the ADA and generally shall not require extensive analysis.

The Act makes important changes to the definition of the term "disability" by rejecting the holdings in several Supreme Court decisions and portions of EEOC's ADA regulations. **The effect of these changes is to make it easier for an individual seeking protection under the ADA to establish that he or she has a disability within the meaning of the ADA.**

The Act retains the ADA's basic definition of "disability" as an impairment that substantially limits one or more major life activities, a record of such an impairment, or being regarded as having such an impairment. However, it changes the way that these statutory terms should be interpreted in several ways. Most significantly, the Act:

- Directs EEOC to revise that portion of its regulations defining the term "substantially limits";
- **Expands the definition of "major life activities"** by including two non-exhaustive lists:
    - The first list includes many activities that the EEOC has recognized (e.g., walking) as well as activities that EEOC has not specifically recognized (e.g., reading, bending, and communicating);
    - **The second list includes major bodily functions (e.g., "functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions");**
- States that mitigating measures other than "ordinary eyeglasses or contact lenses" shall not be considered in assessing whether an individual has a disability;
- **Clarifies that an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active;**
- Changes the definition of "regarded as" so that it no longer requires a showing that the employer perceived the individual to be substantially limited in a major life activity, and instead says that an applicant or employee is "regarded as" disabled if he or she is subject to an action prohibited by the ADA (e.g., failure to hire or termination) based on an impairment that is not transitory and minor;
- Provides that individuals covered only under the "regarded as" prong are not entitled to reasonable accommodation.

The ADA Amendments Act is effective as of January 1, 2009.
http://www.eeoc.gov/ada/amendments_notice.html

Certification: I certify that I have read the **Minimal Technical Standards Policy for Admission and Matriculation** of the School of Nursing and understand that as part of the School of Nursing curriculum I will be required to meet all of the above stated technical standards with or without reasonable accommodation.

Check one and sign.

_____I do not have any disability that requires accommodation.

_____I have a disability that will require accommodation (Please see the Assistant Dean of Undergraduate Programs or the Assistant Dean of the Graduate Program for further procedures).

Date:_____ Print Name:_____

Applicant's Signature:_____

Directions: Please sign and return this form immediately together with your application to the School of Nursing to:

Southern Illinois University Edwardsville
School of Nursing
Box 1066
Edwardsville, Illinois 62026

Attn: Academic Advising Center

APPENDIX K

CREDIT FOR PRIOR LEARNING

Purpose:

The purpose of this proposal is to establish a policy and process for responding to students' requests for credit for prior learning. There is need for a formal and consistent process for responding to these requests. To this point, there has been an ad hoc procedure of responding to students' requests. An umbrella policy establishing a process for responding to students' requests would cover the accelerated student who requests credit for similar and/or comparable courses in their initial baccalaureate curriculum; the traditional student who brings previous formal course work and work experience requests credit for what is viewed as similar content in required courses; and for the RN/BS applicants who have graduated from their basic associate degree program more than five years ago. (Applicants within the five year time frame are covered by the policies of the Illinois Articulation Initiative.)
Establishing an umbrella policy to award credit for prior learning fits with the mission statements of the School of Nursing.

- Curiosity to learn through engaging student in scholarship of inquiry and practice and dissemination thereof – applicants for waiver of course requirements through a credit for prior learning process would have to demonstrate how their request meets course and curriculum objectives.
- Life long learning through commitment to the advancement of the nursing profession – the school would acknowledge that students bring various experiences with them; providing an avenue to request credit for those experiences is one way to support this mission statement.

Acknowledging the learning background of adults is to acknowledge the transformative process of learning, especially for adult students. For adults, placing an emphasis on the learning that has occurred through their formal education and through their experience is the pedagogical definition of adult learning (Usher, 1997). While there is no definitive theory of adult learning, there are principles generally believed to facilitate adults in their pursuit of learning. Among these principles are those that view the adult as seeking learning experiences at particular transitions in their life; be they personal, work related and/or professional. Another of the accepted principles is that the teacher assumes more the role of mentor/ colleague and facilitator of learning rather than the commonly accepted pedagogical approach of working with children as the repository of knowledge. It is acknowledged by those working with adults that credibility of teaching is much better once the experience and knowledge base of the learner is appreciated. A final principle, particularly relevant to this proposal, is that adults come to the learning experience with clear goals of what they want to accomplish. They are more challenged when the experience can be problem based and seen to have some immediacy of application to the current situation (Usher, 1997; Brookfield, 1986).
Incorporating the school's choice of the learner centered paradigm as the preferred approach to teaching and learning is particularly salient to this proposal. Learning is a transformative experience. As such the student needs to take from the encounter, not only an understanding of the content, but also some understanding of how they know the

content. Assessment of an applicant's request for credit is a formative process. Through the experience of gathering and presenting information to justify the request for credit, the applicant is forced to assess that information in relation to course objectives. The outcome of the process is twofold, the applicant will have reviewed their understanding and knowledge relative to stated course objectives, she/he will have gained insight into areas of deficit (Weimer, 2002). The importance of the learning paradigm to student learning is neatly summarized by Tagg (2003):

Where the Instruction paradigm highlights formal processes, the Learning paradigm emphasizes results or outcomes. Where the Instruction paradigm creates atomistic structures, the learning paradigm creates holistic ones. Where the instruction paradigm attends to classes, the learning paradigm attends to students (p. 31).

The support given to consider credit for prior learning by the foregoing statements is clear. In order to implement a learner centered paradigm, it is essential that first consideration be given to the outcomes that are expected. Creating a process that puts the emphasis in that direction will implement the principles of a learner centered model (Huba and Freed, 2000).

Proposal:

1. The student requesting consideration of credit for prior learning submits a letter, to the Assistant Dean for Undergraduate and Alternative Programs, at least 1 month prior to the semester in which the course is required. The letter of application from the RN/BS applicant to whom this policy applies will serve the purpose of the letter of request.
2. The Assistant Dean for Undergraduate and Alternative Programs will review the letter and determine if supporting documents are needed. Verification of course credit if that is appropriate, will be part of the review process.
3. Once the supporting materials are received in the office of the Assistant Dean for Undergraduate and Alternative Programs, they, along with the original request for consideration, a table showing the appropriate level and course objectives for the course being requested, will be sent to a faculty member for review of the request.
4. RN/BS applicants receive a detailed set of instructions for filing documents and statements that indicate the present level of professional development.
5. Expectations of faculty reviewer:
    a. The faculty reviewer will evaluate the materials submitted and determine if the request for credit can be accommodated.
    b. The reviewer will write a report delineating his/her decision including supporting rationale for the Assistant Dean for Undergraduate and Alternative Programs.
    c. The decision for or against waiver will be filed in the student record; a letter notifying the student of the decision; and, the appropriate student advisor will be informed of the decision.

Process for the RN/BS applicant:

Currently RN/BS students who are more than five years beyond their associate degree preparation are required to take and pass three standardized examinations covering theoretical and clinical knowledge in three major areas of nursing practice. In a review of policies from ten schools of nursing in Illinois and the Midwest region, only one required standardized testing. SIUE, School of Nursing requests that standardized test requirements be dropped for the RN/BS students.

Proposal:

1. All RN/BS student will construct a professional portfolio in lieu of standardized testing.
2. RN students entering the School of Nursing will be required to begin the portfolio process. The guidelines in current use for portfolio development in the School of Nursing will be followed by the RN/BS students. Additionally, it will include at a minimum, a summary of previous education, any continuing education, any professional role responsibilities and any certifications (i.e., CPR, ACLS, etc).
3. Cite a critical incident that has set the person on a path toward the baccalaureate. Upon reflecting on the incident, the applicant will provide the context for the incident; how they were challenged to learn and change by the incident and finally what overall goals there are for changing professional status. Questions to facilitate reflection include:
    a. Did you have concerns/questions about the moral/ethical dimensions of the situation/incident?
    b. Was your knowledge base sufficient to understand the situation/incident?
    c. Was this situation/incident something that made you question your beliefs about yourself or your personal frame of reference?
    d. How has the situation/incident influenced your consideration of the artful implementation of the requirements of your present position?

The rationale for the portfolio approach to credentialing the level of professional knowledge and experience is to demonstrate (1) the student's commitment to professional development; (2) a process for gathering evidence of writing and composition skill and (3) to serve as an introduction to the expectations of baccalaureate level education in nursing. These materials are submitted to the advisor for the RN/BS program. Once the file is complete, it will be reviewed by the Assistant Dean for Undergraduate and Alternative programs. The student receives a report of the review and decision. The report is placed in the student's folder.

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Usher, R., Bryant, I. & Johnston, R. (1997). *Adult education and the postmodern challenge: Learning beyond the limits*. New York: Routledge

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APPENDIX L

SENIOR ASSIGNMENT

Sophomore Year

Fall semester
Begin portfolio in either 233/ 323
Contact with mentor 2-3 times/term
Role of mentor
- introductions
- provide help
- advice re service
- review portfolio/end of term

Student choose service activity

Spring semester
Three critical incidents
- describe
- reflection using Carper

*15 hrs service work
- ideally service work contributes to critical incidents

Portfolio work
- continue building
- suggestions for material
- review with mentor

Expectations for relationship
- feedback on portfolio
- facilitate development of a focus for interest and study
- help identify/ advise students re: academic difficulties
- meet 2-3 times during term

Junior Year

Fall and Spring semesters

Three critical incidents
- describe
- reflection using Carper

*15 hrs service work
- ideally service work contributes to critical incidents

Portfolio work
- continue building
- suggestions for material
- review with mentor

Expectations for relationship
- feedback on portfolio
- facilitate development of a focus for interest and study
- meet 2-3 times during term
- help identify/ advise students re: academic difficulties

Senior Year

Fall semester

Three critical incidents
- describe
- reflection using Carper

*15 hrs service work
- ideally service work contributes to critical incidents

Portfolio work
- continue building
- suggestions for material
- review with mentor

Expectations for relationship
- feedback on portfolio
- facilitate development of a focus for interest and study
- meet 2-3 times during term

N 479 – follow guidelines with student
- issue grade for finished product/ submit grade to Assistant Dean

One faculty member assigned to coordinate mentor responsibilities

Spring semester

Same expectations as for fall term
N 489 – follow guidelines with student
- issue grade for finished product
- monitor presentation
- submit grade

*The service commitment for RN/BS students is to be reduced from 15 hours per term of enrollment to (8 hours per term of enrollment) 4-8 hours; proportional to the number of credit hours taken per term of enrollment.

Approved: Faculty Council, April, 2008

SENIOR ASSIGNMENT BREAKDOWN

SRA Component	Student Activities/ Responsibilities	Faculty Activities/ Responsibilities
<u>Portfolio development</u> - "experimenting with participant learning portfolios…students demonstrate and document how far they've traveled in terms of their own histories as learners." Brookfield, pg.65 - Explanation of the "Participant Learning Portfolio" Brookfield, pp. 104 – 106 - "concept of having students create learning portfolios is a natural extension of the idea of reflective writing." Fink, pg. 118 - "central idea of learning portfolios is for students to reflect on a selected learning experience." Fink, pg. 118 - "Figure 4.3 The Educational Value of Learning Portfolios" Fink, pg. 119 - "other activities can be used to develop student self assessment skills…..oldest and most effective involves the construction of a portfolio or collection of work selected and organized by the student." Weimer, pg. 140 - "portfolios of student work are compatible with a learner-centered approach to teaching in which students use what they know to complete important tasks." Huba & Freed, pg. 234	Develop initial portfolio as part of requirement for NURS 233 – Professionalism in Nursing Begin to focus on how formal learning expectations along with service learning contribute to professional knowledge and development. Maintain electronic copy of portfolio – share with faculty as appropriate Follow expected guidelines for portfolio development as a minimum requirement Demonstrate reflection in portfolio development	Provide direction for students in developing portfolio – explain the use of portfolio, experiential learning, learner centered paradigm, Carper's model of nursing knowledge development Provide series of questions for students to use to help direct reflection on experiences Have students discuss the role of value and affective development as important components of professional development and how to demonstrate that through reflective writing in the portfolio. Faculty as mentors continue working with students on developing a deeper level of understanding through feedback about portfolio experiences.

SRA Component	Student Activities/ Responsibilities	Faculty Activities/ Responsibilities
<u>Mentoring</u> - "what makes the difference is their willingness to care—about what they teach and whom. They know they exist as teachers only because of their students; they know they are part of a transaction, a relationship." Daloz, pp. 18-19. - "Mentors, it seems, have something to do with growing up, with the development of identity." Daloz, p. 19. - "Mentorship is a form of socialization for professional roles. It entails a relationship in which the mentor works closely with the protégé for purposes of teaching, guiding, supporting, and developing that individual. It is a 'teaching strategy in which competencies of a scientific nature are promoted.'" Fuszard, p. 200. - "Roles are learned through the socialization process. Socialization may be viewed as 'an interactional and reciprocal process in which the socialize (protégé) and socializer (mentor) are mutually influenced'." Fuszard, p. 201. - Mentor is defined as "An experienced, competent practitioner in a clinical area who will work with (the student) on a one-to-one, day-to-day basis." Palmer, Burns & Bulman, p. 36 - "we develop through relationships and our sense of "self" is best understood as a composite of many selves, each constructed out of the intercourse with our evolving worlds." Mezirow & Associates, p. 115.	Make appointment to meet with assigned mentor early in career in the school – soon after assignment is made. Maintain contact with mentor through periodic discussions and reports either through formal or informal means. Submit portfolio to mentor for review and feedback in timely fashion and in accord with mentors assigned time. Realize the role that mentor plays in building relationships and in the socializing process of developing professional awareness.	Make contact with mentee following the assignment. Establish communication times and methods with mentee – as individuals and as part of a larger group. Read the portfolio – provide developmental/ formative guidance to the student. As students come to NURS 479 and 489, work with them to establish the final paper and presentation to meet University guidelines for the senior assignment. Provide copies of the final assignment to the school for archives.

SRA Component	Student Activities/ Responsibilities	Faculty Activities/ Responsibilities
Service commitment - "Faculty report that the learn and serve experiences they have developed for their students have been and continue to be tremendous opportunities for students to learn by using their knowledge in service-oriented contexts." Niagara University, pg. 87 - "identifies "four strands of pedagogical reform" that have transformative potential. They are 1) problem-based learning (PBL), 2) collaborative learning, 3) service learning, and 4) undergraduate research." Tagg, pg. 164 - "students are required to participate in service and reflect on that service"….."service learning has emerged over time as a central component of the portfolio process" Tagg, p. 171 - "service communities usually provide a low level of teaching direction, with students expected to assume mostly an active learner role." Tagg, p. 179. - "Service learning also places students in roles as participants in ongoing work, the meaning of which they must negotiate. When students write reflective journals or essays about their experience in the field – in internships, research, or service – they reify their formative meanings. And when they discuss those reflections, they participate in the ongoing negotiation of meaning." Tagg, p. 259.	Review service opportunities available to them in the University's or personal communities. Discuss interests and options with the mentor or other faculty member. Choose service commitment – type of commitment and degree of commitment Reflect on the learning that takes place in the service opportunity using the expected framework for portfolio development.	Become knowledgeable about the concept of service learning. Assist mentees in making choices about the service commitment and degree of commitment. Facilitate student discussion of service learning in the portfolio materials. Provide formative responses to student reflections within the framework for the portfolio.

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PORTFOLIO RUBRICS

General guidelines – each summary statement in the portfolio will meet the following set of guidelines – it is expected that within the narrative statement introducing the work of the semester – the writer will address how each of the different components of knowing was used – and will focus on the areas in which most development has occurred. The writer should make every effort to develop all areas of knowing, thus actively constructing their knowledge base; either through each semester, or within the span of an academic year and especially through the six semesters of work in the School of Nursing. Following the initial portfolio submission in NURS 233 or NURS 323, the student will work with the assigned mentor to develop and submit the portfolio each term.

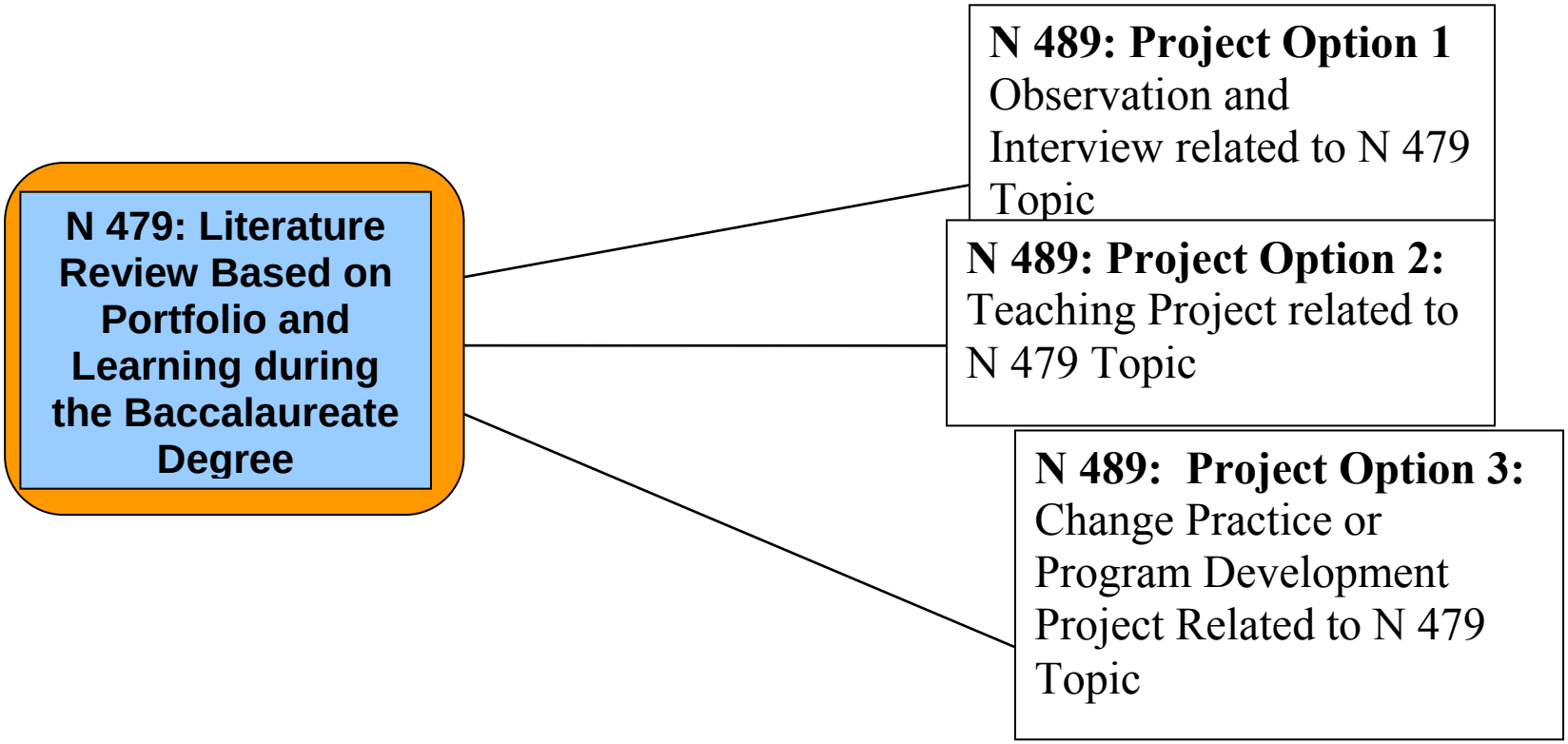
Patterns of Knowing / Level II Objectives	Empirics – based on the assumption that what is known is accessible through the physical senses, particularly seeing, touching, and hearing.	Ethics – focused on matters of obligation; what ought to be done..goes beyond knowledge of the norms or ethical codes of nursing.. involves moment-to-moment judgments about what ought to be done, what is good and right, and what is responsible.	Personal – concerns the inner experience of becoming a whole, aware, genuine self.. encompasses knowing one's self and the self of others.	Aesthetics – art of nursing.. deep appreciation of the meaning of a situation.. calls forth inner creative resources that transform experience into what is not yet real, bringing to reality something that would not otherwise be possible.
Demonstrates an understanding of reasoning, problem solving and evidence based processes. (analytical reasoning)	A level of work = proposes an action plan to deal with deficit areas in patterns of knowing. B level of work = identifies areas of weakness in patterns of knowing and begins developing an action plan to address areas of need. C level of work = can identify areas of weakness in patterns of knowing. D level of work = unable to identify areas of need in personal/ professional patterns of knowing.			
Distinguishes between effective and ineffective communication using theory base. (communication)	A level of work = reflections on critical incidents show integration of patterns of knowing. B level of work = reflects on critical incidents; lacks a coherent pattern of thought. C level of work = describes critical incidents with some attempt at reflection. D level of work = describes critical incidents.			
Develops clarity in understanding role and identity of nursing as a profession. (role)	A level of work = forms an initial statement (framework) showing integration of patterns of knowing with School of Nursing framework. B level of work = shows the School of Nursing framework in personal statement about nursing. C level of work = writes a personal statement of belief about nursing. D level of work = unable to state a personal framework for nursing.			
Subscribes to the values of the nursing profession. (role)				

Patterns of Knowing / Level II Objectives	Empirics – based on the assumption that what is known is accessible through the physical senses, particularly seeing, touching, and hearing.	Ethics – focused on matters of obligation; what ought to be done. . goes beyond knowledge of the norms or ethical codes of nursing.. involves moment-to-moment judgments about what ought to be done, what is good and right, and what is responsible.	Personal – concerns the inner experience of becoming a whole, aware, genuine self.. encompasses knowing one's self and the self of others.	Aesthetics – art of nursing.. deep appreciation of the meaning of a situation.. calls forth inner creative resources that transform experience into what is not yet real, bringing to reality something that would not otherwise be possible.
Identifies the impact of human diversity on health. (human diversity)	A level of work = reflections show the integration of questions of patterns of knowing with level objective and professional development. B level of work = reflections discuss the roles of diversity and professional development. C level of work = reflections show an understanding for the role of diversity in professional practice. D level of work = reflections fail to demonstrate an appreciation for elements of diversity in professional practice.			
Identifies own personal values. (ethics)	A level of work = report of critical incidents shows active development of a valuing frame of reference. Describes efforts to determine source of valuing dissonance. B level of work = recognizes dissonance in personal and professional values. C level of work = states personal valuing system. D level of work = unable to discern need for development in valuing structure.			

SENIOR ASSIGNMENT

- **CAPSTONE SUMMARY OF PROFESSIONAL DEVELOPMENT (20%)**
    - **This 3-5 page paper is a thoughtful reflection summarizing the development of the student "college student" to "graduate professional nurse". Review of portfolio entries and learning from service will assist in the student's review of their development. No APA citations required. The major areas of the paper reflect the major areas of learning in the professional nursing undergraduate curriculum.**
        - Clinical Reasoning and Priority Setting: The ability of the graduate nurse to analyze information, make inferences, draw logical conclusions, and critically evaluate all aspects and consequences of an action.
        - Communication: The ability of the graduate nurse to verbally and nonverbally interact in the complex world of the health care system. This includes written communication skills.
        - Role Development: Social and personal characteristics that describe the development of the graduate nurse in terms of nurse as a provider, manager, designer and coordinator of care, and a member of a profession.
        - Diversity: The ability and experiences of the graduate nurse that shows evidence of the ability to work with all people regardless of differences in race, ethnicity, national origin, religion, age, gender, sexual orientation, ability/disability, social and economic status or class, education, beliefs, and related attributes of people.
        - Ethics: The ability of the graduate nurse to apply a value system in making decisions about the rightness and/or wrongness of an action or situation.
    - HESI EXIT Exam: 20%

N 479 and N 489 Overview



N 489 Project Options:

1. **Observation and Interview Related to the Literature Review Topic** – This option involves planning and implementing a project that arises from the student's experience documented in their portfolio and is the focus of the literature review. Oral communication with and observation of key experts is needed. In unique situations where the student wishes to observe and interact with an RN or professional person working in a significant/unique position, such as a child abuse situation, hospice facility, a clinical observation of **no more** than eight hours may be allowed. The place of observation **must have a practice agreement (contract**) with the School of Nursing. (Mentors need to confirm this with the director of clinical placement or consult the list of clinical acquisition agreements.) The student must develop and present for approval a plan of observation based on their literature review that demonstrates the clinical observation is an essential component for their project. This would include goals for the observations, an interview guide to be used if interview is part of the experience. The faculty mentor reviews these plans with the student PRIOR to implementation of the project. The outcome includes a summary of the experience including, but not limited to, comparison of observation and interview with literature review findings.
   Use special topic of interest grading rubric.

2. **Teaching Module Related to the Literature Review Findings**– This project involves the development of a teaching module, implementation of the module with a group of individuals **outside of the school of nursing** and evaluation of its effectiveness. (Mentors need to consult with the coordinator of clinical acquisition or the list of clinical acquisition agreements to determine if a practice agreement is in place or needed at the location the student plans to conduct their teaching module.) The module should be inclusive of specific learner objectives, evidence-based content, innovative teaching strategies, appropriate teaching/learning principles, and evaluation protocol. The outcome will include a comprehensive teaching plan with accompanying audiovisual supplements. Informal evaluation of this module does not require IRB approval. IRB approval is needed if gathering any data, such as a pre and post-test knowledge.
   Use teaching project grading rubric.

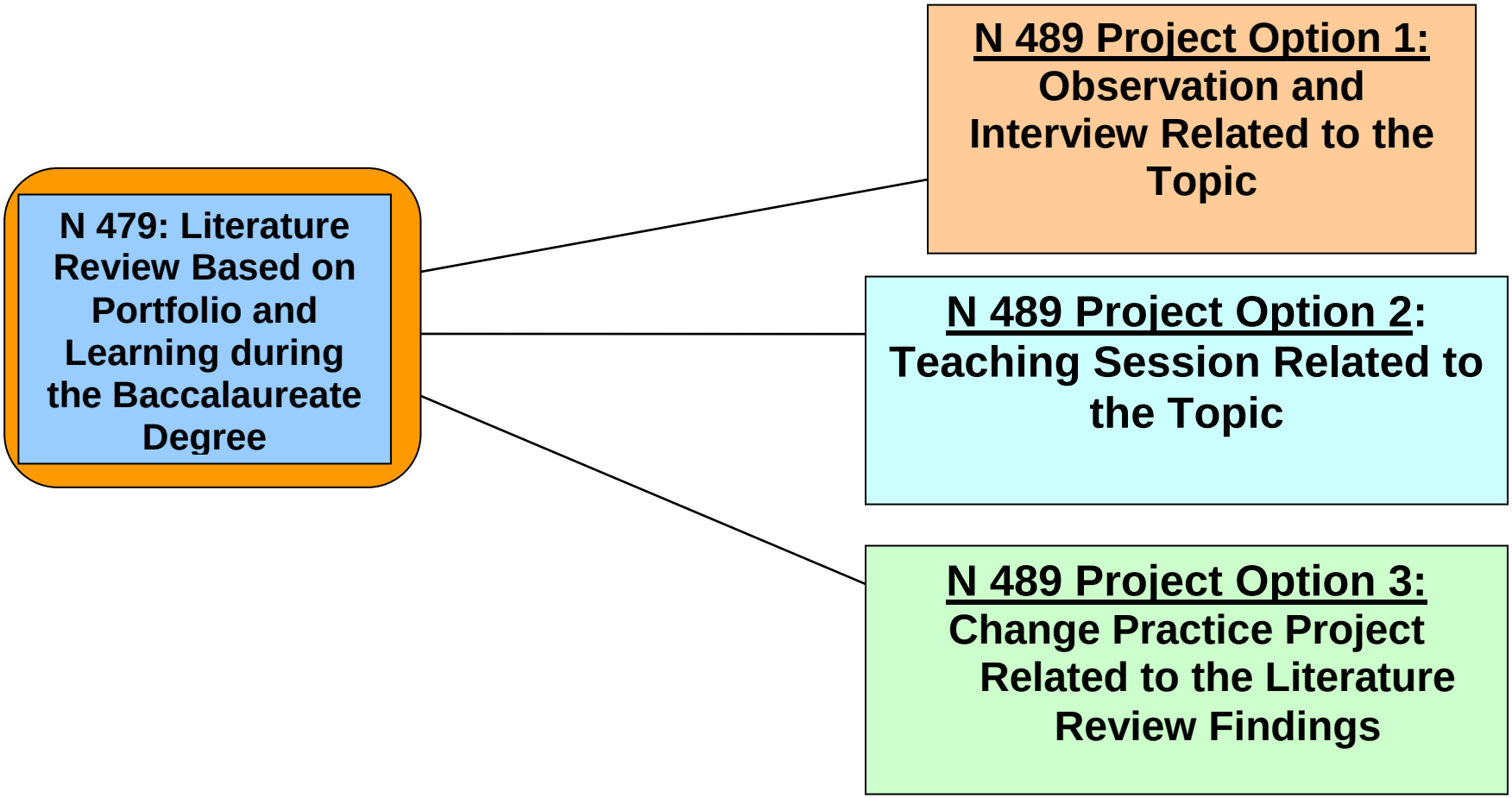
3. **Change Practice Project Related to the Literature Review Findings T**his option involves planning and implementing a project to alter or change practices or processes based on the information gathered in the literature review. This may include developing a new program or new approach to a clinical problem. It may include planning and implementing materials to be used in a particular clinical setting. The place of change in practice must have a practice agreement (contract) with the school of nursing. Mentors need to confirm this with the director of clinical acquisitions or by looking at the list of clinical contracts held by the school of nursing. The student must validate that the practice change is something needed or desired by the practice facility. The outcome is implementation and evaluation of the practice change. Informal evaluation does not require IRB approval. IRB approval is needed if gathering any evaluative data, such as a written survey.
   Use Special topic of interest grading rubric.

4. **Undergraduate Research Academy (URA) Fellow** - For this option, a student would have applied to the university's URA and received funding approval during their 5th or 6th semester. The student completes a research study under the direction and mentorship of a nursing faculty over 2-3 semesters. For this option, the student must fulfill the requirements of the Undergraduate Research Academy as well as the requirements for N479 & N489 relative to the senior assignment project. Presentation of these projects occurs at the University URA Fellow presentation days. These projects are not eligible for entry into the university Senior Showcase.

EXAMPLES of Literature Review through N 489 PROJECT OPTIONS

	Portfolio and Undergraduate Experience Driving Topic Interest	N 479 Literature Topic	N 489 Project Topic
Observation and Interview Related to the Literature Review Topic	1. In pediatrics, worked with a child diagnosed with autism who needed special intervention to control behavior	1. Therapies to control autistic behavior in children	1. Develop an interview guide and interview the director of an autistic school. Observe the children in the classroom. Compare what the literature says about interventions to those used in the school.
	2. Saw the work of a wound care specialist with an elder adult patient with hyperbaric oxygen therapy and wound vac.	2. Role and impact of wound and ostomy nurses on patient outcomes	2. Develop an interview guide to interview an experienced ostomy and wound nurse. Observe an inpatient and outpatient wound care nurse. Compare your interview findings and observations to the literature review information.
Teaching Module Related to the Literature Review Findings	1. Teen STI's still on the rise, Worked with this problem in OB, and Community course	1. STI's and teens, How to prevent and decrease rates through education	1. Develop an educational program to teach college freshman living in residential life how to prevent STI's. Informally evaluate the effectiveness of your plan and the outcome learning. Identify the strengths and limitations of the teaching program.
	2. During the young and middle adult clinical, went to the OR to observe a surgery. They were worried about keeping the patient warm enough, but the staff was hot.	2. The effects of hypothermia on patient outcomes	2. Create a poster to teach OR nurses the rationale for the prevention of hypothermia in intraoperative patients. Informally evaluate the content and poster information. Identify the strengths and limitations for the poster.
Change Practice Project Related to the Literature Review Findings	1. As a member of the Student Nurse Association you identified the potential need for peer tutoring	1. Benefits and disadvantages of peer tutoring	1. Develop and implement a peer tutoring program in the school of nursing. Informally evaluate the process and outcome of the program. Reflect on how to make this change sustainable.
	2. In Community Health and/or pediatrics witnessed excess head lice in a school aged children	2. Head lice prevention program for schools	2. Develop a head lice pamphlet to be distributed to families at open houses of schools. Informally evaluate the process and outcome of the program. Reflect on how to make this change sustainable.

Approved Faculty Council October 28, 2010


N 479: Literature Review Based on Portfolio and Learning during the Baccalaureate Degree
N 489 Project Option 1: Observation and Interview Related to the Topic
N 489 Project Option 2: Teaching Session Related to the Topic
N 489 Project Option 3: Change Practice Project Related to the Literature Review Findings

GUIDE TO SENIOR ASSIGNMENT FOR ACCELERATED STUDENTS

Senior Assignment for Accelerated Baccalaureate Students

The final product showing the senior assignment as a culminating demonstration of the baccalaureate experience will be a three to four page reflective essay. Students are expected to use one or more of the guiding elements in developing the summary statement. The essay will be submitted to the mentor and evaluated by that person using the rubric developed for this exercise.

GUIDING ELEMENTS OF SENIOR ASSIGNMENT

The intent is to provide a source of review for students to use in developing the final reflective essay.

University values: (with selected descriptors – see University Undergraduate Catalog)

- Citizenship – social, civic and political responsibility; active partnerships and a climate of collaboration; environmental stewardship
- Excellence – high-quality student learning; continuous improvement and innovation
- Integrity – accountability to those we serve and from whom we receive support
- Openness – respect for individual differences; intellectual freedom and diversity of thought
- Wisdom – creation, preservation and sharing of knowledge; life-long learning

School of Nursing Mission Statement

- Creativity to teach
- Curiosity to learn
- Courage to serve
- Compassion to care for others in this diverse and complex world

Undergraduate curriculum concepts: (from Undergraduate handbook)

- Critical Analysis – outcome focused thinking that includes the ability to analyze information, make inferences, draw logical conclusions, and critically evaluate all aspects and consequences of an action.
- Communication – a complex, ongoing, interactive process that involves oral, written and nonverbal interactions.
- Role Development – a set of social and personal characteristics that includes the nurse as a provider, manager, designer and coordinator of care, and a member of a profession.

- Diversity – differences in race, ethnicity, national origin, religion, age, gender, sexual orientation, ability/disability, social and economic status or class, education, beliefs, and related attributes of people.
- Ethics – the application of a value system in making decisions about the rightness and/or wrongness of an action or situation.

Carper's Patterns of Knowing (Chinn & Kramer, 2008)

- Empirical – "Empiric knowing is expressed in practice as scientific competence – competent action grounded in scientific knowledge, including theory." (pg. 9)
- Aesthetic – "Aesthetic knowing is what makes possible knowing what to do and how to be in the moment, instantly, without conscious deliberation." "the art of nursing" (pp. 7 & 8)
- Personal- "It is through knowing one's own self that one is able to know the other." (pg. 7)
- Ethical – the moral component of knowledge in nursing (pg. 6)

Chinn, P. & Kramer, M. (2008). Integrated theory and knowledge development in nursing. St. Louis: Elsevier.

APPENDIX M

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
SCHOOL OF NURSING
UNDERGRADUATE PROGRAM IN NURSING

RN/BS CURRICULUM PLAN

Student Name _____ ID _____

Program Starting Date _____ Contact _____

The RN to BS nursing courses are sequenced and scheduled for students to meet program outcomes. They are offered only at specified times throughout the year for a pre-determined number of students. Students are expected to follow their progression plan. Those who follow their progression plan are given priority for course enrollment. Prior to enrolling in the RN to BS program, students should carefully assess their ability to follow the plan. If students do not follow the progression plan and step out of the program or a course, they must notify the instructor of record and the RN to BS advisor. Once students step out of the progression plan, they will be allowed to re-enroll if and when classroom/clinical space is available. If curricular revisions occur while students have stepped out of their progression plan, they will be required to meet the revised program expectations.

Course #	Course Title	Credit	Transfer	Term offered	Term planned/ completed	Grade
240	Pathophysiology	4		Fall Summer		
323	Professionalism in Nursing	3	N/A	Fall		
335	Health Promotion & Assessment	3		Spring		
472	Nursing Research	3		Spring		
475	Care of Populations	5		Summer Fall		
479	Senior Assignment I	1		Fall		
480	Professional Nursing Leadership	4		Fall Spring		
489	Senior Assignment II	2		Fall Spring		

I have read and understand the implications of the contract. I agree to follow my progression plan. If I step-out of the program or course, I will be allowed to re-enroll if and when the course is offered and space is available. If I re-enroll under these circumstances, I agree to meet the requirements and expectations of the curriculum in place at the time of re-entry.

Student Signature _____
Advisor Signature _____
Date _____

APPENDIX N

CURRICULUM GUIDES

Accelerated Option

Year 1

Fall

235	Professionalism in Nursing	3
240	Pathophysiology	4
241	Pharmacology & Nutrition	4
242	Pharmacology & Nutrition Lab	1
243	Foundations of Professional Practice	3
244	Health and Physical Assessment	3
245	Foundations and Physical Assessment Lab	2
		20

Spring

352	Care of Young & Middle-Aged Adults	5
353	Care of Older Age Adults	5
474	Care of Persons with Mental Health Needs	5
		15

Summer

354	Care of Women & Childbearing Families	5
355	Care of Children & Adolescents	5
472	Nursing Research	1-3*
		11-13

* Number of hours to be determined by instructor

Year 2

Fall

475	Care of Populations	5
476	Care of Person with Complex Health Needs	5
479	Senior Assignment	1
481	Nursing Leadership & Management	3
482	Transition to Professional Practice Role	4
		18

Total Hours for ABS Progression **64-66**

Updated 8/11/11

Southern Illinois University Edwardsville
School of Nursing

Deadline to Apply is March 1 — Undergraduate Curriculum Guide

Option 1

(Take HESI A2 Test)#

Freshman Level – Fall **(Application Available 9/15)**

▶ ENG 101	English Composition I	3
▶ SPC 103	Interpersonal Communication	3
▶ CHEM 120n	Nurs Princ of Gen, Organic, & Biol Chemistry ⇨	4
▶ CHEM 124n	Lab	1
▶PSYC 111	Foundations of Psychology	3
BIOL 140	Human Biology	3
		17

Sophomore Level – Fall **(Enter Nursing Program)**

NURS 230	Terminology, Inquiry & Writing in Nursing	2
NURS 233	Professionalism in Nursing	3
NURS 234	Human Development-Life Span	3
BIO 240b	A&P II	4
STAT 107	Concepts of Statistics	3
PHIL 106	Critical Thinking (Logic)	3
or FL 106	Word Analysis	
or MATH 106	Deductive Reasoning & Problems Solving	18

Junior Level – Fall

NURS 352	Care of Young & Middle Age Adults	5
NURS 353	Care of Older Age Adults	5
Social Science Distribution Course	+	3
IS 3XX	Any Interdisciplinary Course (Jr. status) +	3
		16

Senior Level – Fall

NURS 472	Nursing Research	3
NURS 474	Care of Person w/ Mental Health Needs	5
NURS 475	Care of Populations	5
NURS 479	Senior Assignment	1
		14

(Take HESI A2 Test)#

Freshman Level – Spring **(Application Deadline 3/1)**

▶ ENG 102	English Composition II	3
▶ BIO 250	Bacteriology	3
▶ BIO 240a	A&P I	4
▶ Intro to Social Science▷		3
Intro Fine Arts & Humanities +		3
		16

Sophomore Level – Spring

NURS 240	Pathophysiology	4
NURS 241	Pharmacology/Nutrition	4
NURS 242	Pharmacology/Nutrition Lab	1
NURS 243	Foundations of Professional Practice	3
NURS 244	Health Assessment	3
NURS 245	Foundations & Physical Assessment Lab	2
		17

Junior Level – Spring

NURS 354	Care of Women & Childbearing Familes	5
NURS 355	Care of Children & Adolescents	5
PHIL 320 or 321	Ethics or Medical Ethics	3
		13

Senior Level – Spring

NURS 481	Nursing Leadership & Management	3
NURS 482	Transition to Professional Practice Role	4
NURS 476	Care of Person w/ Complex Health Needs	5
NURS 489	Senior Assignment	2
		14

▶Prerequisite courses must be completed by the end of the spring semester of the freshman year. Prerequisite GPA must meet or exceed 2.7 on 4.0 scale with a C or better in each course. Cumulative GPA (including all college courses) must meet or exceed 2.5 on a 4.0 scale

⇨ CHEM 120n Gen, Organic, & Biol. Chemistry requires 1 year of high school Chemistry AND an ACT Math composite score of 21.

▷ Intro to Social Science Requirement – choose from ANTH 111B, ECON 111, GEOG 111, HIS 111A or HIS 111B, POLS 111 or SOC 111.

+ Courses that meet the University's Intro Fine Arts & Humanities, Social Science Distribution, Interdisciplinary Studies (IS) and International (II or IC) requirements can be viewed at www.siue.edu/registrar/genedguides.shtml (required for graduation).

#HESI A2 test information is available at www.siue.edu/IS/TEST/Nursing. Deadline to take test is March 1.

Southern Illinois University Edwardsville
School of Nursing

Deadline to Apply is March 1 Undergraduate Curriculum Guide

Option 2

(Take HESI A2 Test)#

Freshman Level – Fall **(Application Available 9/15)**

▶ ENG 101	English Composition I	3
▶ SPC 103	Interpersonal Communication	3
▶ CHEM 120a	Gen., Organic, & Biol. Chemistry ⇨	3
▶ CHEM 124a	Lab	1
▶ PSYC 111	Foundations of Psychology	3
▶ BIOL 140	Human Biology	3
		16

Sophomore Level – Fall **(Enter Nursing Program)**

NURS 230	Terminology, Inquiry & Writing in Nursing	2
NURS 233	Professionalism in Nursing	3
NURS 234	Human Development-Life Span	3
BIO 240b	Anatomy and Physiology II	4
STAT 107	Concepts of Statistics	3
PHIL 106	Critical Thinking (Logic)	3
or FL 106	Word Analysis	
or MATH 106	Deductive Reasoning & Problem Solving	18

Junior Level – Fall

NURS 352	Care of Young & Middle Age Adults	5
NURS 353	Care of Older Age Adults	5
Social Science Distribution Course +		3
IS 3XX	Any Interdisciplinary Course (Jr. status) +	3
		16

Senior Level – Fall

NURS 472	Nursing Research	3
NURS 474	Care of Person w/ Mental Health Needs	5
NURS 475	Care of Populations	5
NURS 479	Senior Assignment	1
Intro Fine Arts & Humanities +		3
		17

(Take HESI A2 Test)#

Freshman Level – Spring **(Application Deadline 3/1)**

▶ ENG 102	English Composition II	3
▶ CHEM 120b	Gen., Organic, & Biol. Chemistry	3
▶ CHEM 124b	Lab	1
▶ Intro to Social Science▷		3
▶ BIOL 250	Bacteriology	3
▶ BIOL 240a	Anatomy and Physiology I	4
		17

Sophomore Level – Spring

NURS 240	Pathophysiology	4
NURS 241	Pharmacology/Nutrition	4
NURS 242	Pharmacology/Nutrition Lab	1
NURS 243	Foundations of Professional Practice	3
NURS 244	Health Assessment	3
NURS 245	Foundations & Physical Assessment Lab	2
		17

Junior Level – Spring

NURS 354	Care of Women & Childbearing Families	5
NURS 355	Care of Children & Adolescents	5
PHIL 320 or 321	Ethics or Medical Ethics	3
		13

Senior Level – Spring

NURS 481	Nursing Leadership & Management	3
NURS 482	Transition to Professional Practice Role	4
NURS 476	Care of Person w/ Complex Health Needs	5
NURS 489	Senior Assignment	2
		14

▶Prerequisite courses must be completed by the end of the spring semester of the freshman year. Prerequisite GPA must meet or exceed 2.7 on a 4.0 scale with a C or better in each course. Cumulative GPA (including all college courses) must meet or exceed 2.5 on a 4.0 scale.

▷ Intro to Social Science Requirement – choose from ANTH 111B, ECON 111, GEOG 111, HIS 111A or HIS 111B, POLS 111 or SOC 111.

+Courses that meet the University's Intro Fine Arts & Humanities, Social Science Distribution, Interdisciplinary Studies (IS) and International (II or IC) requirements can be viewed at www.siue.edu/registrar/genedguides.shtml (required for graduation).

#HESI A2 test information is available at www.siue.edu/IS/TEST/Nursing. Deadline to take test is March 1.

APPENDIX O

LEARNING FROM SERVICE

Learning from service is a method of learning that integrates meaningful community service activities, experiences and observations with thoughtful reflection. Benefits of learning from service activities include: enhanced interpersonal relationships between stakeholders, enhanced awareness of civic responsibilities, and an overall strengthening of communities.

Learning from service experience characteristics:

- They are positive, meaningful and real to the participants.
- They involve cooperative rather than competitive experiences.
- They promote skills associated with teamwork, community involvement and citizenship.
- They offer opportunities to engage in problem-solving behaviors that allows knowledge development through context and reflection of the experience.
- They are learning activities that challenge an individual's values, ideas, and belief systems.

Approved by Faculty Council, December, 2011

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
SCHOOL OF NURSING

Learning from Service

Student:

Date of service:
Total hours of service:
Location of service: _____

Objectives of service:

Summary of service (include brief description of service provided and how you have benefited from this service)

_____
_____
_____
_____
_____
_____

*** By signing this form, I verify that I have completed the service hours as stated ***

Student signature: _____ Date: _____

Verification of service (to be completed by supervising/ reporting person)
Name of supervisor:
_____

Contact information:
Phone: _____ Email: _____
(Please note that you may be contacted by an SIUE faculty member for verification of service)

Thank you for your work with this student. Your feedback regarding this student/ service is welcome. Please provide any comments below:

APPENDIX P

STUDENT RESOURCE for EVOLVE

1. EVOLVE is an on-line resource provided by the same company that administers HESI exams. The unique and specific resources in EVOLVE replaced a previously purchased NCLEX and/or HESI review book.

2. **ALL SIUE nursing students have this resource and are paying for it**, so it makes sense to USE it.

3. EVOLVE has practice tests in many specialty areas (**OB is an important one**), as well as specifically designed review content based on the individual student's graded HESI exams. This would be a GREAT resource for **OB test preparation AND as a review preparation for the OB HESI at the end of this course. There are multiple resources – case studies – tests …..that focus on certain OB topics. Newborn and high risk areas are expansive.**

4. EVOLVE also has comprehensive exams to prepare for NCLEX-RN.

5. Remediation resources are also provided. Example, if you did NOT do well in your pharm HESI, it creates a specific study session for you based on what you got wrong.

6. **Students were given a PACKET of information AND a unique and specific access code during their sophomore year Fundamentals' course to access the EVOLVE resources** they are paying for.

7. In order to access these resources, it is **CRITICAL that the students USE THIS SPECIFIC access code. Creating a new account does NOT work.**

8. Apparently, many students go to the web site or Google EVOLVE, registering for student access and maybe even using some textbook resources there. **THESE are NOT the same resources you are paying for, though you might find those helpful as well.**

9. If a student does NOT remember or can't find their access code, the **ONLY WAY they can obtain that is through contact with Nancy Newman nnewman@siue.edu**

10. Again – **clicking I forgot my password does NOT get you the content**.

11. Here is the SITE: https://evolve.elsevier.com/cs/Satellite/StudentHome?Audience=Student

12. **LAST AND VERY IMPORTANT STEP**: When you get there, you have to click on your GRADUATING class cohort to find the resources. It is located under My Content – Case Studies

APPENDIX Q

HESI REMEDIATION PLAN

The HESI exam is a requirement for every student enrolled in the following courses: Foundations of Professional Practice; Pharmacology/Nutrition; Care of Women and Childbearing Families; Care of Person w/Mental Health Needs; Care of Children and Adolescents; and the EXIT exam. All students will receive results for each HESI exam. In addition, all students will receive a tailored remediation plan via email from EVOLVE after the cohort completes the exam. All students are strongly encouraged to access and participate in their remediation plan.

.

Directions for accessing your remediation plan:

1. Access the EVOLVE home page at: https://evolve.elsevier.com/cs/Satellite/StudentHome
2. Sign in on the home page using your username and password
3. Click "GO" under the option: "Evolve Testing and Remediation First Time Taking a HESI EXAM
4. Choose the option "My Cart"
5. Click on Register
6. Complete the Registration Process
7. Return to the home page
8. Sign in using your username and password
9. Click on "Reach Testing and Remediation" under "My Content"
10. Click on title of exam
11. Click on View Results and Reports
12. Click on Access Remediation Materials. This will direct you to your remediation.

Seniors taking the EXIT HESI: Score 750-849

Students will be required to meet with the Remediation and Tutoring Specialist within 1 week of taking the EXIT exam to develop a individualize remediation plan including content and NCLEX review.

The remediation plan needs to be successfully completed with a minimum score of 85% in content areas designated by the Remediation and Tutoring Specialist in order for NCLEX paperwork to be processed by the School of Nursing.

Seniors taking the EXIT HESI: Score below 749

Students will be required to meet with the Remediation and Tutoring Specialist within 1 week of taking the EXIT exam to develop a individualize remediation plan including content and NCLEX review.

The remediation plan needs to be successfully completed with a minimum score of 85% in content areas designated by the Remediation and Tutoring Specialist in order for NCLEX paperwork to be processed by the School of Nursing.

In addition, students will be required to take a preparatory review course i.e. KAPLAN or other approved review course. Proof of completion is required for NCLEX paperwork to be processed by the School of Nursing.

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