“WE ARE WHAT WE REPEATEDLY DO.
EXCELLENCE, THEN, IS NOT AN ACT, BUT A HABIT.”

~ Aristotle
Chapter I

Introduction to the School of Nursing I
Handbook Purpose
The purpose of this handbook is to assist nursing students in understanding more fully the policies, practices, and procedures of the IU East School of Nursing and Health Sciences.

This handbook and the materials in it are intended to be used throughout the entire nursing program. However, this handbook is not all inclusive and does not replace the Indiana University East Course Catalog or the Indiana University's Code of Student Rights, Responsibilities, and Conduct. In instances where there is a conflict between this handbook and any University or School of Nursing and Health Sciences document, (e.g. Code of Student Rights, Responsibilities, and Conduct), the University or School of Nursing and Health Sciences document shall take precedent.

*The material in this guide is subject to change. Updates will be posted in a timely manner. Students will notified of any updates.

IU East Mission and Vision
Indiana University East, a regional campus of Indiana University, offers residents of eastern Indiana, western Ohio and beyond a broad range of bachelor’s degrees and selected master’s degrees and certificates through its traditional main campus in Richmond, off-campus sites, and online program options.

Indiana University East challenges students to grow intellectually and personally in a supportive and scholarly environment where faculty teaching skills and participation in the creation and dissemination of new knowledge and artistic work enhance learning opportunities for all. Indiana University East values a diversity of backgrounds, experiences, and intellectual perspectives among its faculty, staff, and students and in its contributions to the cultural and economic development of the communities it serves.

Indiana University East Leads the Region as the premier four-year and master’s public institution in eastern Indiana and western Ohio. IU East is both a traditional campus that excels in innovative learning options and a virtual campus with select online degree completion programs. Our customized bachelor’s and master’s programs anticipate the growing needs of citizens in our region, state and nation. We welcome students, faculty, and staff from a wide diversity of backgrounds and cultures.

Our Faculty Leads the Community through their national and international accomplishments. Their teaching/learning innovations and their research, scholarship, and creative activities continue to enrich the citizens of the region, the state, and beyond. Whether teaching online or in the classroom, our faculty is dedicated to creating active learning environments and personalized instruction.

Our Employees Lead the Campus through their commitment to student success and their service to the higher educational needs of the region’s citizenry. Dedicated to a supportive educational environment for our students, all employees focus on ensuring that visitors and students experience a positive and productive atmosphere on campus. Our employees play a major role in sustaining the economic and cultural well-being of the communities they serve. Our collaborative relationships with Ivy Tech Community College, Purdue University College Technology, and Reid Hospital and Health Care Services enhance the quality of life for all citizens in the region.
Our Students Lead the Future through active engagement in pursuit of their educational goals within an inclusive learning community. Students utilize the expertise of faculty who are committed to student success and who challenge them to reach their full potential as productive citizens in a global society. In preparing for the opportunities of the modern world, our students engage in experiential and international programming, fine and performing arts opportunities, and intercollegiate athletics.

IU East exemplifies the Indiana University tradition of excellence that will propel students, faculty, and community into the challenging decades ahead.

IU East School of Nursing and Health Sciences Mission and Vision

The vision of the School of Nursing and Health Sciences is to promote the optimal levels of health, wellness, and quality of life for citizens and communities of east central Indiana and beyond. The mission of the school is to create a community of learning that addresses society’s need for knowledgeable, competent and caring nursing professionals, while nurturing students, faculty and staff.

Diversity Statement

Recognizing the rapidly increasing diversity of America and of higher education, and in support of the mission of Indiana University East School of Nursing and Health Sciences, faculty and staff are committed to promoting an educational environment that values, respects, and reflects a global view of diversity.

Diversity includes consideration of socioeconomic class, gender, age, religious belief, sexual orientation, and...disabilities, as well as race and ethnicity. Diversity recognizes that individuals learn from exposure to and interaction with others who have backgrounds and characteristics different from their own. Recognizing and valuing diversity...also means acknowledgement, appreciation, and support of different learning styles, ways of interaction, and stimulating forms of discourse derived from interaction and collaboration with persons from diverse backgrounds and experiences. (American Association of Colleges of Nursing’s Statement on Diversity and Equal Opportunity, 1997, p.1).

In order to fulfill this commitment, Indiana University East School of Nursing and Health Sciences:

- Promotes curriculum content that reflects diversity.
- Develops a comprehensive academic success model.
- Recruits, retains, and graduates students from diverse background in all programs with attention to transition across degrees. 
Principles and Practices of Professional Conduct

The Principles and Practices of Professional Conduct serve as a guide to faculty, students, and staff who learn and work at the IU East School of Nursing and Health Sciences. As members of the Indiana University School of Nursing and Health Sciences community we are primarily engaged in learning activities that develop both our personal and professional potentials within the context of an educational system and a professional calling that emphasizes respect, compassion, service, and integrity.

To foster professional conduct and a sense of community, we shape an environment that challenges its members to aspire. Within this environment, we embrace diversity and welcome the transformation and changes that arise from the diversity of experience each member brings to the learning community; the mutual engagement of community members; and the shared experience of learning and working in our community. The School of Nursing and Health Sciences provides the highest quality of Undergraduate and graduate teaching and learning experiences in educating nurses who epitomize the values of professional nursing. These values include but are not limited to respect for persons, commitment to peace and justice, engagement within society, concern for human, physical, and intellectual resources, rigorous intellectual integrity, and high standards of personal and professional conduct.

Respect
As a respectful community, we emphasize the inherent worth of all individuals and honor the unique contributions they make to our work and learning. We practice respect by creating a welcoming, inclusive environment that celebrates diversity, promotes trust, values the open civil exchange of ideas and opinions, and seeks the well-being and maximum accomplishment of each member.

Compassion
The principle of compassion incorporates caring, which is a central value in the profession of nursing, and includes the motivation to act in support or aid of others in our community and world. We practice compassion by listening intently to those around us, by caring for the world we inhabit, and by seeking to improve human society locally and at a distance.

Service
Service is imbedded in the development and implementation of invited community partnerships.
that model collaboration and interdisciplinary work. The goal of this engagement is to promote the health and safety of the community, local and global. We serve through sharing our knowledge and skills to promote individual and community well-being.

**Integrity**

Integrity is fundamental to the academic community and assumes that there is a general commitment to truth, honesty, civility, formally acknowledging the ideas and works of others, only taking credit for one’s ideas and work, and taking responsibility for one’s own behaviors. Integrity is practiced through all our dealings with others regardless of professional role or social status.

The fulfillment of these principles and practices would be seen in the following actions:

- Being fully aware of and actively engaged in all interactions
- Using intellectual capabilities to think through conflicts to arrive at a mutually agreeable solution
- Seeking ways to embrace the ideas, values, and beliefs of others into all interactions
- Being truthful and honest when representing your works or the works of others in verbal or written exchanges
- Using environmental resources responsibly and appropriately
- Managing personal time to maximize established outcomes and priorities
- Being mindful of other’s time by respecting deadlines and competing time priorities
- Respectfully treating others as you expect others to treat you
- Creating a learning environment free from distracting or disruptive human or technologically generated noises (e.g. cell phones, watch alarms)
- Encouraging the therapeutic use of respectful and appropriate humor to deal with stress, deadlines, and competing priorities
- Fulfilling individual responsibilities to the best of one’s abilities in accomplishing team or group endeavors
- Taking responsibility for one’s own behavior and outcomes related to this behavior
- Challenging comments and behaviors that threaten the climate of civility and mutual respect

**FERPA: Family Education Rights and Privacy Act – What are the basic rules?**

As a student you and your family need to be informed about this law. For more information about this law please go to the link below:

Introduction to the Bachelor of Science in Nursing (BSN)

The BSN Program at Indiana University East

The BSN program at Indiana University East provides a broad foundation in the sciences and liberal arts, which is necessary for preparing professional nurses who are capable of practicing in a competent and responsible fashion as informed citizens in a dynamic and diverse society. Baccalaureate graduates assist individuals, families, and communities in attaining mutually established health goals and in facilitating the highest level of functioning for individuals, families, and communities toward the maximization of their health potential. Baccalaureate education must prepare graduates to be knowledgeable workers and processors of information, and to navigate complex health care systems using available technologies as they design and develop, independently or in conjunction with others, more efficient and effective approaches to the delivery of health care services.

The baccalaureate program offers a creative curriculum for the education of professional nurses competent in meeting the current and future health needs of society. The curriculum prepares graduates to function as practitioners in acute and long-semester care, community settings, home care, and other nontraditional settings, and also provides a foundation for leadership positions and graduate study.

Indiana University East School of Nursing Program Outcomes (2013) and (Sophomore, Junior, and Senior program competencies)

**Outcome 1**
A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making.

a. Plans evidence-based interventions to promote health across the life span.
b. Formulates multiple approaches essential to current health care issues.
c. Evaluates interventions appropriate to diverse health care environments.

a. Examines evidence-based-interventions to promote health across the life span.
b. Applies multiple approaches essential to current health care issues.
c. Applies interventions appropriate to diverse health care environments.

a. Identifies evidence-based interventions to promote health across the life span.
b. Recognizes multiple approaches essential to current health care issues.
c. Identifies interventions appropriate to diverse health care environments.

**Outcome 2**
A culturally sensitive individual who provides holistic individual, family, community, and population-centered nursing care.

a.Synthesizes knowledge of social and cultural factors that affect nursing and health care across multiple contexts.
b. Evaluates evidenced-based resources and best practices when providing culturally competent care.
c. Supports social justice, including commitment to the improvement of health outcomes for vulnerable populations and the elimination of health disparities.

a. Analyzes social and cultural factors that affect nursing and health care across multiple contexts.
   b. Integrates cultural beliefs, values and practices when providing culturally competent care.
   c. Examines social justice to help improve health outcomes for vulnerable populations and the elimination of health disparities.

   a. Examines own cultural beliefs, values, and practices.
   b. Identifies social and cultural factors that affect nursing and health care.
   c. Discusses social justice issues as they relate to health outcomes.

Outcome 3
A knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.

a. Evaluates protective and predictive factors, including genetics, which influence health.
   b. Develops intervention strategies for health, healthcare, and emergency preparedness needs of a defined population.
   c. Collaborates inter-professionally to provide patient-centered care.

   a. Examines protective and predictive factors, including genetics, which influence health.
   b. Applies intervention strategies for health, healthcare, and emergency preparedness needs of a defined population.
   c. Demonstrates multidisciplinary interaction to provide patient-centered care.

   a. Identifies protective and predictive factors, including genetics, which influence health.
   b. Identifies appropriate resources for utilization in the health care environment.
   c. Recognizes multidisciplinary professional resources.

Outcome 4
An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.

a. Evaluates policy change that impacts health for individuals, families, communities and diverse populations.
   b. Supports professional nursing’s involvement and impact on local, state, national and international health care policies.
   c. Explains current professional and inter-professional organizations, political trends, and public opinions that shape health delivery systems.

   a. Examines policy change that impacts health for individuals, families, communities and diverse populations.
   b. Analyzes nursing’s impact on local, state, national and international health care policies.
c. Examines current professional and interprofessional organizations, political trends, and public opinions that shape health delivery systems.

a. Demonstrates awareness of policy change that impacts health for individuals, families, communities and diverse populations.
b. Recognizes professional nursing’s involvement and impact on local, state, national and international health care policies.
c. Discusses current professional and interprofessional organizations, political trends, and public opinions that shape health delivery systems.

Outcome 5
An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing.

a. Integrates professional standards of moral, ethical, and legal conduct into own practice.
b. Proposes interprofessional and intraprofessional resources to resolve ethical dilemmas.
c. Values the pursuit of professionalism and excellence in nursing practice.

a. Examines professional standards of moral, ethical, and legal conduct.
b. Examines health care situations that create an ethical or legal dilemma.
c. Demonstrates professionalism and excellence in nursing practice.

a. Recognizes professional standards of moral, ethical, and legal conduct.
b. Identifies health care situations that create an ethical or legal dilemma.
c. Describes personal accountability in regards to professionalism and excellence in nursing practice.

Outcome 6
An effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes.

a. Evaluates the use of appropriate interpersonal communication techniques in a variety of formats.
b. Evaluates skills in using patient care technologies, information systems, and communication devices that support safe nursing practice.

a. Demonstrates the use of appropriate interpersonal communication techniques in a variety of formats.
b. Applies skills in using patient care technologies, information systems, and communication devices that support safe nursing practice.

a. Shares information and ideas with peers, faculty, and health care team members.
b. Demonstrates skills in communication that support safe nursing practice.

Outcome 7
A competent care provider who is prepared to practice to the full capacity of the professional
nurse role in diverse health care environments.

a. Evaluates comprehensive assessment techniques, prioritization, interventions, and evaluation of care.
b. Creates patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to promote self-care of patient and/or populations.
c. Manages patient-family-community centered transition of care throughout wellness-illness continuum.

a. Applies comprehensive assessment techniques, prioritization, interventions, and evaluation of care.
b. Provides patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to promote self-care of patient and/or populations.
c. Applies patient-centered care throughout the wellness-illness continuum.

a. Identifies assessment techniques, prioritization, interventions, and evaluation of care.
b. Discusses the nurse’s role in patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to promote self-care of patient and/or populations.
c. Identifies the impact of transition of care throughout wellness-illness continuum.

**Outcome 8**

An accountable leader and manager who applies principles of systems and organizational processes and who balances resources to promote quality care and patient safety.

a. Applies leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings.
b. Promotes achievement of safety and quality outcomes of care for diverse populations through the use of quality improvement, data collection, and analysis.
c. Assesses the impact of financial resources that affect quality patient care.

a. Discusses leadership concepts, skills, and decision making to ensure safety and quality care.
b. Examines the impact of quality measures and performance improvement processes on patient safety and quality care.
c. Compares the impact of financial resources that affect quality patient care.

a. Identifies leadership and management attributes used to promote quality care and patient safety.
b. Recognizes quality and safety measures and the impact of risk factors on patient care.
c. Discusses the relationships among human, fiscal, and material resources and safe, quality healthcare.
Outcome 9
An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.

a. Incorporates information technology when managing quality patient care.
b. Evaluates strengths and weaknesses of information systems and communication technologies in providing quality patient care.
c. Analyses data to make decisions in providing quality patient care.
d. Evaluates the effective use of technology and standardized practices that support safety and quality.

a. Uses clinical information systems and electronic health records necessary for competency and information management.
b. Retrieves, organizes, and manages patient data from a variety of resources.
c. Demonstrates effective use of technology and standardized practices that support safety and quality.

a. Identifies clinical information systems and electronic health records necessary for competency and information management.
b. Recognizes the impact of effective use of technology to promote safety and quality in health care.

The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008)
The Essentials document serves to transform baccalaureate nursing education by providing the curricular elements and framework for building the baccalaureate nursing curriculum for the 21st century. These Essentials address the key stakeholders’ recommendations and landmark documents such as the IOM’s recommendations for the core knowledge required of all healthcare professionals. This document emphasizes such concepts as patient-centered care, interprofessional teams, evidence-based practice, quality improvement, patient safety, informatics, clinical reasoning/critical thinking, genetics and genomics, cultural sensitivity, professionalism, and practice across the lifespan in an ever-changing and complex healthcare environment.

Essentials I-IX delineate the outcomes expected of graduates of baccalaureate nursing programs. Achievement of these outcomes will enable graduates to practice within complex healthcare systems and assume the roles: provider of care; designer/manager/coordinator of care; and member of a profession. Essential IX describes generalist nursing practice at the completion of baccalaureate nursing education. This Essential includes practice-focused outcomes that integrate the knowledge, skills, and attitudes delineated in Essentials I – VIII. The time needed to accomplish each Essential will vary, and each Essential does not require a separate course for achievement of the outcomes.
The nine Essentials are:

**Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice**
A solid base in liberal education provides the cornerstone for the practice and education of nurses.

**Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety**
Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

**Essential III: Scholarship for Evidence Based Practice**
Professional nursing practice is grounded in the translation of current evidence into practice.

**Essential IV: Information Management and Application of Patient Care Technology**
Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

**Essential V: Healthcare Policy, Finance, and Regulatory Environments**
Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

**Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes**
Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

**Essential VII: Clinical Prevention and Population Health**
Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

**Essential VIII: Professionalism and Professional Values**
Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to nursing.

**Essential IX: Baccalaureate Generalist Nursing Practice**
The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients (AACN, 2008).
**Additional Information**

**Student Identification**

*University ID Number and Social Security Number*

To maintain the privacy of students’ Social Security numbers, the Student Information System (SIS) generates a unique ten-digit identifier for each student record called the University ID (UID). The UID serves as the key to the student record.

The Social Security number (SSN) can also serve as an important identifier for a student. As permitted by Indiana Code 4-1-10, the last four digits of the SSN may be used to uniquely identify admission applications, registrations, course enrollment documents, transcripts, certification requests, and permanent academic records. Access to the full nine-digit SSN is necessary to determine financial aid eligibility and the SSN is a required identifier for federal grants and loans, and other federal financial aid programs.

In accordance with the Privacy Act of 1974 and Indiana Code 4-1-8, applicants for admission and enrolled students are advised that the requested disclosure of the Social Security number is voluntary. The applicant or student has the right to refuse disclosure of this number or request its removal from records without penalty. Note, however, that refusal to disclose the Social Security number renders a student ineligible for participation in federal financial aid programs.

IF YOU DO NOT KNOW YOUR UNIVERSITY STUDENT ID NUMBER: Please contact the IU East’s Registrar’s office.

*Student Identification card (Wolf Card)*

The Student Id (Wolf Card) is necessity for many campus activities such as printing on a campus printer. It can be obtained through the Office of Campus Life in 107 Springwood Hall.

**Liability Insurance**

Indiana University provides liability insurance to each nursing student while in the clinical setting, provided the student is enrolled in clinical nursing course work. Students not enrolled in clinical courses are not covered by liability insurance. Students who are employed in a health care facility should check with their employer regarding liability insurance requirements. IU does not cover students beyond classroom and/or clinical course settings.

**Student Health Insurance**

Personal health insurance coverage is mandatory for all nursing students while enrolled in the nursing program. Students may be asked to demonstrate continued insurance coverage at any time during their enrollment.

**Student Assistance**

Faculty members maintain regular office hours and are available to students for individual assistance. The student must take responsibility in initiating the request
for assistance. It is suggested that scheduled appointments be made for student assistance. Students are encouraged to personally contact the course faculty.

As students begin the second semester of the nursing curriculum, they will see that the expectations of academic performance have increased since the first semester. The expectations of academic performance are increased each semester until the terminal objectives of the curriculum have been achieved. It will be necessary for the student to reach these terminal objectives in order to meet the requirements for graduation.

Technology Services and Requirements

A BSN student is required to purchase a notebook (laptop) computer as well as a Handheld Digital Device.

Indiana University East School of Nursing and Health Sciences has implemented a technology requirement for all admitted BSN nursing students, effective fall 2006. This requires nursing students to have a laptop and handheld digital device. The equipment will be integrated in classroom, clinical, and lab use. Specifics for the equipment are as follows

Options for Notebook Computers

When purchasing be sure to let your customer service representative know that you are an Indiana University student to receive any discounts. DO NOT purchase the MS Office package (Word, Excel, etc), IU East students can download it for free at http://iuware.indiana.edu/ or purchase a disk from the bookstore at a minimal cost.

The laptop you purchase should meet the following minimum requirements:

- 4GB RAM (minimum), 8GB is recommended
- Intel Corei3 CPU (minimum), i5 or greater is recommended
- Windows 7 Operating System (minimum), Windows 8 Operating System is recommended
- Highly recommend a 3 year warranty

Resources

- The following URL lists minimum specs for existing and newly purchased machines and has links to hardware sites that offer an IU discount. http://uits.iu.edu/page/antk
- The IU website - http://www.iue.edu/administration/it/
- Dell’s website - www.dell.com
- Any other vendor that deals with computer sales
* These costs change on a daily basis depending on where they are purchased.

Handheld Digital Device Information

Nursing Central is a required purchase for all BSN students which requires an annual renewal fee while in the nursing program. Nursing Central is compatible with Android and iOS devices. This includes Kindle Fire and the Nook. The device should have a minimum of 42 MB. The required Nursing Central Package includes:

- Taber’s Encyclopedia Medical Dictionary
- Davis Drug Guide
- Disease and Disorders: A Nursing’s Therapeutic Manual
- Davis's Comprehensive Handbook of Laboratory and Diagnostic Tests with Nursing Implications
- Nursing Central web component (Unbound MEDLINE): allows you to track leading journals in your field and search the medical literature from a PDA, wireless device or the Web. Unbound's Journal Browser delivers tables of contents and abstracts from the latest journal issue to your handheld on synchronization. To read full text online, simply tap "More online", sync, and link to the full text.

Optional Software includes The Handbook of Nursing Diagnosis for Mobile Devices

Indiana University East has discount links for Nursing Central. The top link is for Nursing Central only, and the second one is for Nursing Central supplemented with the Handbook of Nursing Diagnosis. There is also included a short video link demonstrating what Nursing Central can do.

This link will take you directly to Unbound Medicine/Nursing Central which will enable you to make your initial purchase or to renew using only one code iuedisc16

You are also able to purchase Unbound Medicine/Nursing Central by logging into https://www.unboundmedicine.com
Select Products, Nursing Central. Be sure to enter your discount code iuedisc16 when prompted to do so.

Unbound Medicine is offering a back to school special discount of 22% now until Sept 15, 2017. After Sept 15th the discount will decrease to 12%.

The iuedisc16 code will expire Jan 2018.

As the time for renewal approaches, students will receive emails asking them to RENEW NOW. They will select Renew. Upon selecting Nursing Central and/or other resources to purchase, they will then enter the renewal CODE iuedisc16 prior to selecting CHECK OUT.

Nursing Central with The Handbook of Nursing Diagnosis Discount Link

Online Demonstration:
http://www.youtube.com/user/unboundmedicine

Technology services and help desk information can be found at: http://www.iue.edu/it/
Chapter II

School of Nursing Policies
Indiana University Code of Student Rights, Responsibilities, and Conduct
Each student is provided with a copy of the Indiana University Code of Student Rights, Responsibilities, and Conduct (formerly Indiana University Code of Ethics) upon admission or transfer to the School of Nursing as a pre-nursing or nursing student. This document, which applies to all Indiana University students, contains the following sections:

- Student Rights and Responsibilities
- Student Complaint Procedures
- Student Misconduct
- Student Disciplinary Procedures
- General Provisions
- Adoption Provisions
- Appendix

Essential Abilities Policy
The School of Nursing and Health Sciences faculty have specified essential abilities (technical standards) critical to the success of students in any nursing program. Students must demonstrate these essential abilities to succeed in their program of study. Qualified applicants are expected to meet all admission criteria and matriculating students are expected to meet all progression criteria, as well as these essential abilities (technical standards) with or without reasonable accommodations.

Essential Skills Expected:
Judgement Skills
Ability to identify, assess, and comprehend conditions surrounding patient situations for the purpose of problem-solving around patient conditions and coming to appropriate conclusions and/or course of actions.

Physical/Neurological Functions Skills
Ability to use senses of seeing, hearing, touch, and smell to make correct judgments regarding patient conditions and meet physical expectations to perform required interventions for the purpose of demonstrating competence to safely engage in the practice of nursing. Behaviors that demonstrate essential neurological and physical functions include, but are not limited to observation, listening, understanding relationships, writing, and psychomotor abilities consistent with course and program expectations.

Communication Skills
Ability to communicate effectively with fellow students, faculty, patients, and all members of the healthcare team. Skills include verbal, written, and nonverbal abilities as well as information technology skills consistent with effective communication.

Emotional Coping Skills
Ability to demonstrate the mental health necessary to safely engage in the practice of nursing as determined by professional standards of practice.
INTELLECTUAL/CONCEPTUAL SKILLS
Ability to measure, calculate, analyze, synthesize, and evaluate to engage competently in the practice of nursing.
OTHER ESSENTIAL BEHAVIORAL ATTRIBUTES
Ability to engage in activities consistent with safe nursing practice without demonstrated behaviors of addiction to, abuse of, dependence on alcohol or other drugs that may impair behavior or judgment.
The student must demonstrate responsibility and accountability for actions as a student in the School of Nursing and as a developing professional nurse consistent with accepted standards of practice.

American Nurses’ Association Code of Ethics for Nurses
Students who are preparing to enter the profession of nursing are expected to follow the Code of Ethics for Nurses. Each person, upon entering the profession inherits a measure of responsibility and trust in the profession and the corresponding obligation to adhere to standards of ethical practice and conduct set by the profession. The code was adopted by the American Nurses’ Association in 1950 and revised in 1960, 1968, 1976, 1985, 2001, and 2015.

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

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

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

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

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.

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

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

The nurse collaborates with other health professionals and public promoting community, national, and international efforts to meet health needs.
The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

Indiana University East School of Nursing and Health Sciences, strictly adheres to the American Nurse’s Association’s Code of Nurses. Each student is expected to consistently uphold these standards.

Cheating/plagiarism
Cheating or plagiarism will not be tolerated and will result in severe penalties which may include course failure, dismissal from the program, and suspension from IU East. Refer to the IU Code of Student Rights, Responsibilities and Conduct, Part 2: Student Responsibilities.

Descriptors for cheating/plagiarism
Cheating: dishonest, corrupt, amoral, immoral, devious, deceitful, wrong, unethical, dishonorable

Plagiarism: copying, lifting, stealing, illegal use, breach of copyright, bootlegging

Travel – Nursing Clinical Courses
Travel liability to and from clinical assignment and community activities sites is the sole responsibility of the student. Indiana University East does not provide travel liability insurance. Such travel has inherent risks and these risks are accepted by the student.
Confidentiality and Patient Care Policy

Purpose:
To ensure each student judiciously protects information of a confidential nature and to ensure client confidentiality in all student situations.

Policy:
1. In accordance with the "ANA Code for Nurses," each student must judiciously protect information of a confidential nature. Information of a confidential nature is any information that identifies the client in any setting or site of clinical experience, which includes, but is not limited to:
   - family relationships
   - diagnosis and prognosis
   - treatment modalities
   - nursing plan of care
   - demographic information

2. A nurse holds this information in confidence using sound judgment and careful consideration of the consequences, both harmful and beneficial, before sharing it when deemed necessary. This information must only be shared with other health team members involved in the client's care. Any unauthorized disclosure of client information violates a client's right to privacy and will result in disciplinary action.

3. Each student will be required to sign the following agreement of confidentiality upon entry into nursing program. The original signed agreement will be uploaded to the student’s Castlebranch document site.
Confidentiality Policy Form

1. Each student will be required to sign the following agreement of confidentiality upon entry into the nursing program. The original signed agreement will be uploaded into the Castlebranch document manager.

2. In accordance with the “ANA Code for Nurses,” each student must judiciously protect information of a confidential nature. Information of a confidential nature is any information that identifies the client in any health care setting or site of clinical experience, which includes, but is not limited to:
   * family relationships
   * diagnosis and prognosis
   * treatment modalities
   * nursing plan of care
   * demographic information

3. A nurse holds this information in confidence using sound judgment and careful consideration of the consequences, both harmful and beneficial, before sharing it when deemed necessary. This information must only be shared with other health team members involved in the client's care. Any unauthorized disclosure of client information violates a client's right to privacy and will result in disciplinary action.

4. After reading the above policy, I understand the meaning of confidential information. I also understand that, as a student, I am responsible for maintaining confidentiality concerning all clients with who I come in contact.

   Student Signature ___________________________ Date ________________
Sex Offenders Policy

Purpose: To protect patients/clients from convicted sex offenders.

Policy: No student convicted of a sex offense against children or adults, as defined in the Indiana Code, shall be eligible for admission or transfer to any nursing program or allowed to progress in any currently enrolled program.

Procedure:
1. Each semester the IUPUI Registrar’s Office checks names of all Indiana University students on all campuses against the Indiana Sex Offenders Registry. If an Indiana University East student’s name appears on the Registry, the IU East Registrar is notified.

2. Each enrolled student in the School of Nursing also is required to have an annual Criminal Background Check, which includes a check for sex offenses.

3. Upon notification by the IU East Registrar’s Office, or through the National Background Check, of a student’s conviction for a sex offense, the Dean of the IU East School of Nursing may take appropriate action to deny the student admission to any nursing program at Indiana University East or dismiss the student from any currently enrolled nursing program at Indiana University East. Also, the Dean of Nursing may designate an individual or group of individuals within the School of Nursing to administer and coordinate this policy.

4. Documents such as application to the School of Nursing and any other documents deemed appropriate will include a statement giving notice to potential applicants, transfer students or enrolled students that criminal convictions may render the applicant ineligible for admission to or graduation from any Indiana University East School of Nursing program.

5. Students ineligible for admission, transfer, or continued enrollment under this policy shall be notified of ineligibility as well as the reasons for this action by either the Dean or designee.

6. Nothing in this policy will prevent the Indiana University East School of Nursing from taking other action in cases where applicants or students are involved in other conduct or criminal activities not covered by this policy, and such conduct is inconsistent with professional nursing conduct according to the ANA Standards of Practice and the Indiana State Board of Nursing.
Undergraduate Credit-Contact Hour Calculation Policy

Purpose: To provide consistent interpretation of clock hours per credit hours for Undergraduate nursing students.

Policy:
A clock hour per credit hour will be interpreted as 50 minutes for all Undergraduate student learning experiences. This interpretation is to be applied uniformly to both didactic and clinical/lab/experiential learning experiences.

Conferences/seminars or similar pedagogical approaches used in conjunction with didactic or clinical/lab/experientially oriented learning experiences must fit within the allotted clock time given that course.

All individualized experiences connected with a required course must fit within the allotted clock time given that course.

This clock time allotment does not include time for activities (ex: travel, meals, breaks, etc.) that are tangential to the learning experience.

Rationale:
There is a need to assure consistency in the interpretation of clock hours per credit hour for both graduate and Undergraduate students.

The 50 minute contact hour definition will be used to determine appropriate scheduling, for example:

1 credit hour graduate and Undergraduate didactic = 1 clock hour = 50 minutes per week, per semester.

1 credit hour Undergraduate clinical = 3 clock hours = 150 minutes of contact time (does not include breaks, lunch, etc.) per week, per semester.
Impaired Student Policy

IU East School of Nursing and Health Sciences Policy regarding impaired students states:

Indiana University East School of Nursing and Health Sciences recognizes its commitment to provide quality nursing education while acknowledging the importance of each student’s effective functioning as a competent health care team member. Substance abuse has been proven to be detrimental to an individual's health and may jeopardize safety in the workplace. With this in mind, the Clinical Substance Abuse Policy for Students was developed:

1) to insure the positive reputation of the University as worthy of the responsibilities entrusted to them in providing quality nursing education and client care;
2) to establish and maintain a productive, safe and healthy environment, and;
3) to provide assistance toward rehabilitation for any student who seeks help in overcoming a substance abuse problem.

DEFINITIONS

The term controlled substance is defined in Indiana law, and includes but is not limited to, substances such as marijuana, cocaine, narcotics, certain stimulants and depressants, and hallucinogens (I.C. 35- 48-1-9).

According to Indiana University Code of Student Ethics (1993) use or possession of alcoholic beverages, controlled substances, or drug paraphernalia on University property or in a course of a University activity is strictly prohibited. Being under the influence of one of these substances during clinical/practicum courses is also strictly prohibited.

Procedure

In order to provide a safe environment for patients, employees, students and visitors, Indiana University East prohibits the use of illegal drugs as well as the abuse of legal drugs, including alcohol and prescription or over-the-counter drugs. Regardless of the setting, students must report to all clinical experiences in a fit condition physically and mentally. When a faculty member has reason to believe that a student is under the influence of chemical intoxicants, is impaired and/or unable to perform duties, he/she will validate observations with another appropriate staff member or faculty member. Observations noted that indicate intoxication may include, but are not limited to:

- inappropriate physical appearance
- altered speech
- uneven gait
- uncommon changes in behavior
- lack of judgment
- decreased performance
- smell of alcoholic beverage on breath
- inappropriate actions
- chronic absenteeism or patterns of absence/tardiness
- accidents during clinical
- impaired memory or attention
Upon determining possible impairment the faculty member will:

1. Gather and document data on behaviors
2. If the student demonstrates impaired behaviors on any clinical/practicum setting the faculty will relieve the student of any patient care or contact. In consultation with the Dean, the student may be required to submit to drug testing.
3. Based on the faculty member’s assessment, the student may be requested to leave the clinical/practicum site. Arrangements for safe transportation will be made by the student and faculty member.
4. The student will meet with the Dean and the appropriate faculty to discuss the situation.
5. The student may be referred to a state approved treatment center for evaluation.
6. Based on the center’s evaluation:
   A. The center does not substantiate the problem and the student continues in the program.
   B. The center substantiates a problem, the student consents to treatment, and the student continues in the program based on the agreed upon plan.
   C. The center substantiates a problem but the student refuses treatment, the student is dismissed from the program.

Any costs incurred related to any incident will be the responsibility of the students. All incidents will remain confidential and will be confined to a "need to know" basis. Any diagnosed substance abuse problem must be reported to the state board of nursing in which licensure will be secured. If a student refuses to comply with this policy of Indiana University East the student may be administratively removed from the program.
Students with Learning Disabilities

Purpose:
To conform to external and internal policies and laws by providing reasonable accommodations for qualifying students with learning disabilities.

Policy:
1. In the IU East School of Nursing a learning disability is defined as a permanent disorder that affects the manner in which individuals with normal or above average intelligence take in, retain, and express information. Deficits commonly recognized occurring in adults with learning disabilities include: reading comprehension, spelling, written expression, math computation and problem solving. Less frequent, but no less troublesome, are problems in organizational skills, time management, and social skills. Many adults with learning disabilities may also have language-based and/or perceptual problems. Learning disabilities may cause the student to be inconsistent in academic pursuits because the learning disability may be more severe on some days or periods in the life span.

2. Qualified students who provide appropriate documentation may receive recommended and reasonable accommodations while upholding academic standards for all students. Reasonable accommodations are provided to assist the student in the learning process as long as those accommodations do not impose undue hardship or pose a threat to patient or others. However, the student must successfully meet the program learning outcomes and complete all course requirements.

3. Confidentiality for students with learning disabilities will be maintained.

4. In order to receive appropriate accommodations, a report identifying a diagnosis and recommendations for accommodations is needed from one of the following:
   a. Licensed physician
   b. School psychologist
   c. Private practice psychologist
   d. Vocational rehabilitation
   e. Other appropriate professional

5. If a student does not have appropriate documentation, then the student is responsible for obtaining such documentation. Suggested testing options include:
   a. Vocational rehabilitation
   b. Private practice psychologist
   c. Government programs such as Job Training & Partnership Act (J.T.P.A), displaced homemakers, etc.
   d. Student support services

6. If a student has a documented learning disability, the student may be eligible for the following accommodations which may include, but are not limited to:
   a. Extended time in tests
   b. Distraction free environment for testing
   c. Use of word processor/spell check
   d. Use of a calculator
   e. Use of a reader for testing situations
7. A student requesting or receiving accommodation(s) will contact student support services at the beginning of each semester.

8. Course faculty will follow student support services recommended accommodations.

9. Faculty will refer students to other campus resources as appropriate (tutoring, writing lab, etc.).
Social Media

Purpose:
To establish a policy regarding the use of online social networking relating to the IU East School of Nursing and its online users. To ensure preservation of the Indiana University East and the SON brand identity, integrity and overall reputation while minimizing residual risks from online communication and collaboration. It is also intended to protect student, faculty, and staff privacy while following clinical agency guidelines.

Policy:
1. This policy applies to IU East SON students for any written electronic communication published online regarding SON-related matters and information, public or private.

2. Confidentiality of students, faculty, staff, and clinical clients are to be maintained at all times. Client information or clinical situations should never be discussed on social networking sites.

3. The use of/posting of unauthorized (where permission has not been obtained from involved parties) pictures, logos, videos or IU East School of Nursing materials is strictly prohibited.

4. Students shall not use online social networking to harass, threaten, or discriminate against other students, faculty, staff or any member of the public. Text, photos, e-mails, or videos that are demeaning, belittling or insulting to faculty, staff, or students may not be used/posted.

5. Personal information about students, faculty, staff, and clinical sites will not be shared on networking sites without written permission from all involved parties.

6. Social networking, texting, e-mail, and other recreational computer use will not be done during class or clinical time.

7. Students who use online social networking and identify him/herself as associated with IU East School of Nursing must clearly and explicitly note any views or opinions made are explicitly his/her own and not that of IU East School of Nursing.

8. Faculty and staff have the right to search for and monitor any comments or discussions about IU East School of Nursing employees, students, clinical sites/patients or other matters directly related to IU East School of Nursing.

9. On campus computing resources and network capacity may not be used for illegal purposes. Examples of illegal purposes include:
   a. Intentional harassment of other users
   b. Intentional destruction of or damage to equipment, software, or data belonging to IU or other users
   c. Intentional disruption or unauthorized monitoring of electronic communications
   d. Unauthorized copying of copyrighted material.

10. Computing resources and network capacity should be used in accordance with the high ethical
standards of the University community as described in the “Code of Student Rights, Responsibilities, and Conduct” and the “Academic Handbook”. Examples of unethical and/or illegal use are outlined below:

a. Unauthorized use of computer accounts, access codes, and network identification numbers assigned to others.
b. Intentional use of computer telecommunication facilities in ways that unnecessarily impede the computing activities of others (randomly initiating interactive electronic communications or e-mail exchanges, overuse of interactive network utilities, and so forth).
c. Academic dishonesty (plagiarism, cheating).
d. Violation of software license agreements.
e. Violation of network usage policies and regulations.
f. Violation of another user’s privacy

11. Violation of this policy will result in disciplinary action, including program expulsion.

The ANA Principles for Social Networking are taken verbatim from American Nurses Association (2011, September). Principles for social networking and the nurse. Silver Spring, MD: Author. These principles read:

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient-nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm patient’s privacy, rights or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

6 Tips to Avoid Problems:

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

Regulatory Requirements: State/Federal Policies
Regulatory Requirements: State/Federal Policies
Clinical Site Health and Education Requirement Policy

Rationale

OSHA regulations and clinical agencies affiliated with IU East School of Nursing and Health Sciences require that students engaged in clinical contact with clients must provide evidence of current professional-level CPR certification (Healthcare Provider CPR through the American Heart Association, or CPR/AED for the Professional Rescuer through the American Red cross). The professional level includes: one and two man CPR; adult, child, and infant CPR; adult, child and infant choking; and use of the AED (automatic external defibrillator). **Heart saver certification is inadequate.**

Criminal Background Check(s)

**Purpose:**
A national criminal background checks is required of all individuals applying to the BSN program. Once admitted to the BSN program, students are responsible for providing an updated national criminal background check on an annual basis. Students may also be asked for an updated background check based on clinical agency request and/or change in their status. Criminal background checks must be done through Certified Background Checks. No other criminal background check will be accepted from any other source. Students are also responsible for notifying the Dean of Nursing at IU East School of Nursing within seven (7) days of any change in their status. Students are financially responsible for obtaining all national criminal background information.

**Rationale**
A past criminal history may impact admission to the nursing program or become a significant barrier to course practicum rotation placements. Considering the mobility of our student applicants and student population, a criminal background check from a national database search is required with an annual recheck necessitated by the need to be as current as possible especially in light of ongoing clinical experiences. In addition, current Indiana law states that individuals who have been convicted of certain crimes may not be employed by or operate a home health facility or work in the Indiana public school system. A criminal history may prevent the School of Nursing from placing students in practicums and thereby prevent the student from successfully completing the nursing program. While a conviction of a crime does not automatically disqualify an applicant for consideration of admission to the IU East School of Nursing or continuation in the program, a criminal history may be grounds for denying admission or program progression depending on the facts and circumstances surrounding each individual case. Moreover, failure to disclose a criminal history may constitute separate grounds for disciplinary action, up to and including denial of admission or dismissal from the BSN program.

**Policy**
1. Individuals must register and submit a criminal background check with www.certifiedprofile.com at their own expense upon application to the BSN program and again annually. You must submit checks for any county you lived in for the last 7 years and additional charges apply for extra counties.
2. Student background check information is located within the BSN information site.

3. Individuals requesting transfer from any campus of Indiana University must submit evidence of a current (less than one year) completed criminal history check prior to transfer.

4. It is a student’s responsibility to notify the Dean of Nursing regarding any change in status within in seven (7) working days. Failure of a student to notify the Dean of Nursing of a change in status may be grounds for denial of admission or termination from the BSN program.

5. Designated school of nursing personnel are responsible for maintaining updated documentation of criminal background histories for students enrolled in the BSN program. The Dean of Nursing will be notified when a criminal conviction is noted on a student’s criminal background check.

6. The Dean of Nursing will determine when the nature of a criminal history renders an individual ineligible for admission to the BSN program or affects his/her progression in the program.

CRIMINAL HISTORY INFORMATION (General Guidelines used by the School of Nursing)
The following offenses will prohibit admittance and continuation in the nursing program:

- Felony that involves the intent to cause death or serious impairment of a bodily function that result in death or serious impairment of the bodily function that involves the use of force or violence or that involves the threat or the use of force or violence. This includes:
  - Homicide
  - Assault and inflection of serious injury
  - Assault with intent to commit murder
  - Assault with intent to do great bodily harm less than murder
  - Assault with intent to maim
  - Attempt to murder
- Felony involving cruelty or torture.
- Felony of crime committed against “vulnerable adults” who because of age, developmental disability, mental illness or physical disability, require supervision or personal care or lack the personal and social skills required to live independently.
- Felony involving criminal sexual conduct.
- Felony involving abuse or neglect generally related to vulnerable adults or children which typically results in serious physical or mental harm to the vulnerable adult or child.
- Felony involving the use of a firearm or dangerous weapon.
- Felony involving the diversion or adulteration of a prescription drug or other medications.
- Misdemeanor involving use of a firearm or dangerous weapon with the intent to injure, the use of a firearm or dangerous weapon that results in a personal injury, or a misdemeanor involving the use of force or violence or the threat of the use of force or violence.
- Misdemeanor crime committed against “vulnerable adults”.
- Misdemeanor involving criminal sexual conduct which involve instances of sexual contact with another
person that does not involve sexual penetration and are typically known as “fourth degree criminal sexual conduct”.

- Misdemeanor involving cruelty or torture (usually first conviction regarding animals).
- Misdemeanor involving abuse or neglect in the third of fourth degree if the caregiver intentionally or recklessly causes “physical harm” to a vulnerable adult.
- Third driving under the influence (DUI) conviction.

In order to be granted clinical privileges at any facility, 5 years must have lapsed since the individual completed all the terms and conditions of sentencing, parole and probation for conviction of the following offenses:

- Misdemeanor involving cruelty if committed by an individual who is less than 16 years of age, including cruel treatment of animals.
- Misdemeanor involving home invasion that typically is described as “breaking and entering” into another person’s home.
- Misdemeanor involving embezzlement/stealing which is a person who has taken money from another person who had entrusted the money with the wrongdoer, e.g. a store cashier.
- Misdemeanor involving negligent homicide which is committed when a person engages in careless or reckless driving that causes death.
- Misdemeanor involving larceny which is legally described as the act of stealing but it does not include shoplifting. An example would be a theft from a building of an item that is not offered for sale.
- Misdemeanor or retail fraud in the second degree which involves shoplifting property from a store, that is offered for sale, at a price of $200 or more but less than $1,000 or less than $200 if the person has been previously convicted of any crime or theft.
- Any other misdemeanor involving assault, fraud, theft, or the possession or delivery of a controlled substance unless otherwise provided for under other subsections.
- Misdemeanor for assault which is defined as the individual attempting or threatening to hurt another.
- Misdemeanor of retail fraud in the third degree which involved shoplifting property from a store that is offered for sale at a price of less than $200.
- Misdemeanor involving the creation, delivery or possession with intent to manufacture or deliver a controlled substance.

Procedure for Submitting the Criminal Background Check

Indiana University East School of Nursing requires that each student purchase a background check through www.certifiedprofile.com.

Certifiedprofile.com is a background check service that allows students to purchase their own background check. The results of a background check are posted to the www.certifiedprofile.com website in a secure, tamper-proof environment, where the student can view the background check. To order your background check, please follow the instructions below:
1. Go to www.certifiedprofile.com and click on “register now”.
2. Complete form and in the promo code box, enter the code given to you.
3. Select a method of payment: Visa, MasterCard or money order.

Once your order is submitted and processed the school of nursing will be able to access your results.

If any additional residences are found within the previous 7 years, (from your residency history), additional county criminal searches will be performed for an additional cost per county. Positive reports will be reviewed by the program director and discussed with the student. If acceptable for progression the student record is noted as “completed”.
Nursing Student Drug Screening Policy

Purpose

- To provide a safe working environment, area hospitals and other institutions are requiring individuals who provide care to patients to undergo drug testing. For this reason, students in the School of Nursing will undergo similar testing to meet the criteria of clinical agencies. All students will undergo drug testing upon admission and as a condition of progression in the program.
- To establish guidelines for all nursing students to follow regarding mandatory urine drug testing. The drug testing policy provides an opportunity for early identification and intervention before the consequences of such abuse adversely impacts a student’s health, professional growth, and patient care. Early intervention also provides for successful treatment without the involvement of formal disciplinary action or other sanctioning.
- Requiring drug screenings ensures students meet the same standards as health care facility employees. This will also provide consistency for all Indiana University East nursing students. Health care facilities are obligated to document that any individual authorized to provide such care does not have a criminal history of mistreatment, neglect, violence, defrauding the public, or otherwise taking advantage of another person and has no record of illegal use of pharmaceuticals or use of any illegal substances.

Policy

The IU East School of Nursing enforces a zero tolerance for impairment due to alcohol and/or drug use while on campus or in clinical affiliation experiences. Infringement of this policy will cancel the offer of admission, and for those admitted to the nursing programs, be subject to disciplinary action up to and including academic dismissal. Mandatory urine drug testing is required for all nursing students upon application to the nursing program (Students admitted prior to Fall 2015 will be required to complete a one-time urine drug screening).

1. Students applying to the Indiana University East School of Nursing will be required to undergo a 10-metabolite urine drug screen.
2. The student is responsible for completing the online processes and other required paperwork, paying for the urine drug screening, working with the company providing the urine drug screening for any follow-up information or testing that may be required, and monitoring the results of the urine drug screening.
3. By participating in the required urine drug screening, students are giving the School of Nursing permission to release information as needed to the clinical affiliates. The School of Nursing will provide clinical sites an assurance that urine drug screenings will be completed for every student. The student, the School of Nursing, and clinical sites will have access to the secure web-based results.
4. Students will receive an instructional sheet detailing the drug testing requirement prior to actual testing, including the testing procedure as well as possible common interfering substances or OTC medications (e.g. poppy-seed bagels, pseudoephedrine).
5. Urine drug testing will be managed through Certified Background. The cost of the urine drug panel is at the student’s expense. Chain of Custody Urine Drug Screens will be performed under the auspices of Certified Background.
6. If positive for an illegal substance or for a substance that is not prescribed for the student by a health care provider, the student may not be admitted to the School of Nursing.
7. If positive for a controlled substance that has been prescribed, the Dean of the School of Nursing or her designee will determine the safety and appropriateness for practice in the clinical setting.
8. In addition, any student in any clinical setting may be asked to produce a urine specimen for an immediate drug screen if there is reason to believe the student may be under the influence of substances that may
impair clinical judgment. The cost of the drug screen will be at the nursing student’s expense. If positive, the student will be removed from clinical and will need to meet with the Dean of Nursing to determine continuance in the program or program dismissal.

9. Urine drug screening reports will be held in the student’s academic database. By participating in the required urine drug screening, students are giving the School of Nursing permission to release information as needed to the clinical affiliates.

**Bio-Safety Policies for the School of Nursing and Health Sciences**

Healthcare workers (HCW) have both a professional and legal obligation to render treatment utilizing the highest standards of infection control available. Strict adherence to the principles and practices of infection control will ensure the standard of care and practice expected by both practitioner and patient.

The Indiana University East School of Nursing Exposure/Infection Control policies and procedures are based on the concept of Standard precautions and are in compliance with the current recommendations of the United Public Health Service and Occupational Safety and Health Administration. Standard Precautions refers to an approach to infection control that assumes all human blood and other potentially infectious materials (OPIM’s) of all patients are potentially infectious with HIV, HBV, or other bloodborne pathogens. Standard Precautions are intended to prevent healthcare workers from parenteral, mucous membrane and on-intact skin exposure to bloodborne pathogens while carrying out the tasks associated with their occupation.

**SECTION I: OBJECTIVES FOR THE DELIVERY OF CARE**

Infectious diseases: The School of Nursing and Health Sciences (SONHS) has the obligation to maintain standards of healthcare and professionalism that are consistent with the public’s expectations of the health professions. The following principles should be reflected in the education, research, and patient care divisions for all healthcare workers, students, faculty and staff:

1. All healthcare workers are ethically obligated to provide competent patient care with compassion and respect for human dignity.
2. No healthcare workers may ethically refuse to treat a patient whose condition is within their realm of competence solely because the patient is at risk of contracting, or has, an infectious disease, such as human immunodeficiency virus (HIV) infection, acquired immunodeficiency syndrome (AIDS), hepatitis B infection, or other similar diseases. These patients must not be subjected to discrimination.
3. All healthcare workers are ethically obligated to respect the rights of privacy and confidentiality of patients with infectious diseases.
4. Healthcare workers who pose a risk of transmitting an infectious agent should consult with appropriate healthcare professionals to determine whether continuing to provide professional services represents any material risk to the patient, and if so, should not engage in any professional activity that would create a risk of transmission of the disease to others.
SECTION II: GUIDELINES FOR THE ADMISSION AND PROGRESSION OF STUDENTS WHO ARE HIV OR HBV POSITIVE

Purpose: To facilitate admission and progression of nursing students who are HIV or HBV positive

Policy: Qualified individuals will not be denied admission to nursing courses on the basis of HIV or HBV status.
Rationale: Currently available data provide no basis for recommendations to restrict the practice of healthcare workers infected with HIV or HBV who perform invasive procedures not identified as exposure prone (defined by each clinical agency), provided that universal precautions are adhered to in practice (Centers for Disease Control, 1991).

Procedures:

1. Any student involved in clinical practice who believes that he/she may be at risk of HIV or HBV infection should be voluntarily tested for confirmation.

2. Upon voluntary report of HIV or HBV infection by a student to the Dean of Nursing efforts will be made to ensure that:
   - All infection information is kept confidential.
   - The student is receiving appropriate treatment and counseling from a qualified healthcare professional.
   - The student uses universal precautions consistently in clinical practice.
   - Responsibilities of the infected student do not require the performance of exposure prone invasive procedures.

3. Any modifications in clinical activity must take into account the nature of the clinical activity, the technical expertise of the infected student, the risks imposed by HIV or HBV carriage, functional disabilities, and the transmissibility of simultaneously carried infectious agents.

4. Refusal for admission to a clinical course will occur only after attempts to make reasonable accommodations result in undue hardship to the School.

References:

Testing and Immunization Policy

Immunization Information

It is imperative that students have required immunizations prior to entering the clinical portion of the program because of direct patient contact during the clinical experiences. IU East School of Nursing and Health Sciences adheres to the CDC recommended adult immunizations for all healthcare workers. Due to epidemiological changes, requirements may change abruptly and those involved in clinical will need to meet the requirements. The student’s primary care provider on the Immunization Record Form must properly record the appropriate information. Students will not be allowed in the clinical areas unless all information is up-to-date and on file with the School of Nursing.

Students are to upload all documentation to the Castlebranch document manager by the required due dates. Students are requested to make a copy of all submitted documentation for their personal files.

THE SCHOOL OF NURSING AND HEALTH SCIENCES WILL NOT PROVIDE COPIES FOR PERSONAL OR EMPLOYER REQUESTS.

Policy

Students are to maintain a current immunization status.

1. Infectious disease status is considered confidential and will be released only on a need to know basis.

2. Definition of Currency:
   a. Tdap- Tetanus, diphtheria and pertussis immunization must be current. Adults must have one dose of Tdap after age 23, after this dose, then Tetanus (Td) must be within the past 10 years.
   
   b. Rubella with live virus vaccine on or after the first birthday.
   
   c. Rubeola must show evidence of receipt of two (2) doses of live measles vaccine after the first birthday, separated by at least one month.
   
   d. Receipt of immunization with live mumps vaccine, two (2) doses, on or after the first birthday.
   
   e. Immunization with two (2) doses of varicella virus vaccine or diagnosis of a history of varicella disease or herpes zoster by a health care provider.
f. Hepatitis B immunization three (3) doses, series completed.

g. TB test (PPD skin test or QuantiFERON gold) yearly or a chest x-ray with no evidence of TB. Chest x-rays need only be repeated after exposure or development of disease symptoms as indicated by an annual questionnaire (attached)

h. Annual influenza vaccination obtained during the time period of September 1st to November 1st.

i. Specific immunizations as required by contract with the affiliating clinical agency.

3. No letters from parents or handwritten notes will be accepted as part of documentation of currency. If medical proof of immunizations is not available, laboratory proof of titers will be required to determine immunity.

4. The student is responsible for notifying the School of Nursing and Health Sciences Academic Operations Manager of any changes in ability to complete vaccination requirements.

5. Deferral/exemption to influenza immunization may be granted for religious/spiritual reasons.

6. Students requesting deferral/exemption for influenza MUST submit a completed deferral form each year. The form must be submitted September 15 by 5:00 PM to the Academic Operations Manager. (attached)

7. Request for exemption based on religious/spiritual reasons will be reviewed by Student Affairs. The committee chair or designee will notify the student of the acceptance or denial of the exemption request. **Students should be aware not all clinical sites will accept nursing students without an influenza immunization**

Procedure
1. Each student will upload immunization requirements or titer results into the designated system (Castlebranch or Typhon for FNP) upon admission to the nursing program.

2. Each student will be responsible for updating immunizations and tests annually via designated system, by first day of every semester by program.
3. Documentation of updates is to be uploaded by the student into the designated system as required.

4. The Academic Operations Manager will monitor immunization status of students regularly. The Academic Operations Manager will notify students of incomplete immunization currency. Students who are not current with immunization status will not be allowed to participate in didactic/clinical/lab/sim activities until currency is established.

POST EXPOSURE EVALUATION AND FOLLOW-UP

Policy
Any student occupationally exposed to blood or other potentially infectious material while performing in the healthcare program, will be counseled by a Health Care Professional as soon as possible after exposure and provided preventive treatment and counseling, as appropriate, at the student’s expense.

Procedures
- Immediate Procedures
  - Cleanse the wound with soap and water, and apply protective covering
  - Flush mucous membranes with water
  - Report incident to supervisor
- When there is an occupational exposure to blood or other potentially infectious material while performing as a healthcare student, the student should be counseled and evaluated by a Healthcare Professional as soon as possible after exposure and no later than within the first 24 hours of exposure.

Healthcare Professional should be provided an incident report, past information on student’s hepatitis B vaccination and any past exposure incidents.

- The Healthcare Professional will determine whether treatment is indicated and develop plans for post-exposure follow-up, if indicated.
  - Evaluation and treatment information will be discussed by the Healthcare Professional with the exposed student.
  - A record of this evaluation and treatment information will be retained by the Healthcare Professional and is confidential unless written permission is granted by the exposed student for release of the information.
  - Expenses for post-exposure evaluation and follow-up for the exposed student will be the responsibility of the student.

Information: Latex allergies involve any physical reaction from the exposure to latex products (including rubber products). The symptoms may range from localized skin reactions to non-localized reactions. Symptoms may include any of the following:

- Contact dermatitis (skin reactions) including dry, crusting, thickening, or peeling skin, scabbing sores,
swelling and raised areas of skin that may be pink or blanched (white).

- Non-localized reactions such as the development of hives over parts of the body that did not come into contact with the latex, tearing itchy eyes, swelling of the eyelids, lips or face, runny nose, cough, or wheezing.
- Increased symptoms of a non-localized reaction may include nausea, abdominal cramps, difficulty breathing, rapid heart rate, sudden decrease in blood pressure, and shock.

Anyone has the potential to be latex sensitive. However, the following seem to have an increased risk of being latex sensitive:

- Anyone who is frequently exposed to latex products, such as healthcare workers or persons with a history of several surgical or urological procedures.
- Persons with chronic conditions requiring continuous or intermittent catheterization.
- Persons with Myelomeningoule or Meningocele.
- Persons with a history of allergies, asthma or allergies to avocados, bananas, chestnuts, kiwi, and other tropical fruits are at particularly high risk for a latex allergy.
- Persons with a history of reactions to latex products (balloons, condoms, gloves).
- Those who are female gender – 75% with allergy are female.

Many people believe that they are allergic to powder because they have experienced problems (coughing, wheezing, skin reactions) when they are around powdered latex gloves. It is actually the latex proteins carried by the powder through the air that cause reactions in most people. Once a person has developed a latex sensitivity of any form, it is impossible to predict if the allergy will continue to produce only localized symptoms or if a more serious reaction may occur at a later date.
Bloodborne Pathogens In-Service: Annual In-Service Training and Education on Bloodborne Pathogens: Requirement for Nursing Students

Because the IU East School of Nursing students might be exposed to blood or other potentially infectious material while enrolled in the School of Nursing, they will be trained in universal/standard precautions annually. This training must be in compliance with the OSHA Bloodborne Pathogen Standard 29 CFR 1910.1030 and the Centers for Disease Control and Prevention. Recommendations for Preventing Transmission of Human Immunodeficiency Virus and Hepatitis B Virus to Patients during Exposure-Prone Invasive Procedures.

Almost any transmittable infection may occur in the community at large or within healthcare organizations and can affect both healthcare personnel and patients. The Centers for Disease Control and Prevention (CDC) has periodically issued and updated recommendations for the prevention of transmission of bloodborne pathogens in healthcare settings which provide detailed information and guidance. In 1991, Occupational Safety and Health Administration published a bloodborne pathogen standard that was based on the concept of standard precautions to prevent occupation exposure to bloodborne pathogens (U.S. Department of Labor, 1991).

The use of standard precautions (which incorporates universal precautions), including appropriate hand washing and barrier precautions, will reduce contact with blood and body fluids. Currently the CDC (1998) recommends that all healthcare personnel, including but not limited to physicians, nurses technicians, therapists, pharmacists, nursing assistants, laboratory personnel, dental personnel, and students in all of these disciplines, complete an annual in-service training and education on infection control appropriate and specific for their work assignments, so that personnel can maintain accurate and up-to-date knowledge about the essential elements of infection control.

The following topics should be included:

1. Hand washing.
2. Modes of transmission of infection and importance of complying with standard and transmission-based precautions.
3. Importance of reporting certain illnesses or conditions (whether work-related or acquired outside the healthcare facility), such as generalized rash or skin lesions that are vesicular, pustular or weeping; jaundice; illnesses that do not resolve within a designated period (e.g. cough which persists for 2 weeks, gastrointestinal illness, or febrile illness with fever of 103 F lasting 2 days), and hospitalizations resulting from febrile or other contagious diseases.
4. Tuberculosis control.
5. Importance of complying with standard precautions and reporting exposure to blood and body fluids to prevent transmission of bloodborne pathogens.
6. Importance of cooperating with infection control personnel during outbreak investigations.
7. Importance of personnel screening and immunization programs.

To remain in compliance with the CDC recommendations, Indiana University East School of Nursing and Health Sciences requires annual in-service training for all students. Annual OSHA and Bloodborne Pathogen training can be obtained by accessing One.IU and selecting, *IUSM Student OSHA Training Module and the HIPAA Privacy and Security V.2 modules* from the catalog. A copy of the quiz for the OSHA training and a certificate for the HIPAA training should be uploaded to CertifiedProfile.com for remaining BSN students.

**Procedure:**

1. Sign in to One.IU
2. Search for e-Training
3. Choose catalog
4. Choose University wide
5. Choose (or search for) HIPAA Privacy and Security v.2, complete and upload your certificate to CertifiedProfile for remaining BSN students.
6. Choose (or search for) IUSM Student OSHA training module, complete module and quiz, upload results (transcript) to CertifiedProfile for remaining BSN students.

Additional annual in-service requirements may be added, for example, dealing with violence and life-span competencies.

**Cardiopulmonary Resuscitation (CPR) Requirements**

All students must have professional-level CPR certification (Healthcare Provider CPR through the American Heart Association) before they will be allowed to participate in clinical experiences. The professional level includes: one-and two-man CPR; adult, child and infant CPR; adult, child and infant choking; and use of the AED (automatic external defibrillator). *Heart saver certification is inadequate.*

Recertification is required prior to expiration. The American Heart Association certification is valid for a two-year period. However, failure to recertify prior to the expiration requires the student complete the entire certification course. A recertification course will only be accepted if completed prior to the expiration date.

CPR documentation must be uploaded to the Castlebranch document manager.
Chapter IV

Admission, Progression, and Graduation Policies
Admission, Progression, and Graduation Policies

Bachelor of Science in Nursing Admission Criteria

TRANSFER STUDENTS
The School of Nursing and Health Sciences discourages mid-year intercampus transfer requests. Intercampus transfer requests are evaluated individually on the basis of the student’s academic record, the availability of space in the required courses, and faculty and facility resources. Nursing students in good academic standing at another university who wish to transfer should contact the Director of Nursing Student Services and Advising. Courses completed at other universities must be evaluated by the IU East nursing faculty for transfer equivalency and for student placement. Students must submit copies of the syllabi for each course completed at another university. These syllabi must be evaluated in comparison to the IU East Undergraduate courses. This process can take time; therefore, students are encouraged to contact the IU East Director of Nursing Student Services and Advising at least three months prior to the semester they wish to begin at IU East. Evaluation will be completed by the Undergraduate Academic Affairs committee.

Curricular Sequencing
Any student wishing to take courses out of curricular sequence must have approval to do so. The student is to submit the request in writing to the Dean’s Office. All requests must be sent to the School of Nursing and Health Sciences via registered mail. The student will be notified of the decision in writing.

Interruption of Progress Toward the Degree
Any period of absence that prevents a student from meeting course objectives may result in withdrawal or an incomplete grade in the course at the discretion of the instructor. Sustained absence, as defined by nursing faculty, may result in course failure. Failure to register in each sequential semester, excluding summer sessions, also constitutes an interruption in the student's program. Students who have interrupted their program of study for any reason are required to submit a written request to re-enter the program to the Dean of Nursing and Health Sciences. All requests must be sent to the School of Nursing and Health Sciences via registered mail. All requests for re-entry will be evaluated on the basis of the availability of resources. Reentry of students who have interrupted their study for any reason is not guaranteed and may require a refresher course and/or documentation of current competencies.

Curriculum changes during the period of interrupted progress toward the degree may result in review and revision of degree requirements based on evaluation of individual situations. Students who re-enter must adhere to the current policies and curriculum of the School of Nursing in effect at the time of reentry. Students re-entering will be expected to apply all knowledge and skills from previous courses upon re-entry.

Course Withdrawals
Withdrawals are issued to students wishing to withdraw from any or all courses if the official withdrawal request is completed by the deadline dates printed in the current class schedule. A grade of W will appear on student transcripts when students complete the official withdrawal request by the published deadline. Once the deadline for course withdrawals has passed, the student will need the permission of the faculty member responsible for the course and Dean of Nursing to withdraw and a grade of either “F” or “W” will
be awarded as determined by the instructor. "W" is an option after the withdrawal deadline only if the student is passing. A grade of "FN" will be recorded on the official transcript if a student stops attending but does not officially withdraw from class. More than three academic withdrawals in a semester are considered lack of progress toward the degree. If a student withdraws from a didactic course that requires an automatic withdrawal from a concurrent clinical course (or vice versa), this withdrawal will also be considered as one withdrawal.

Program Withdrawals
Students planning to withdraw from the nursing program should meet with their academic advisor. Additionally, the following policies pertain to students:

- Withdrawal from a required general education course in the semester indicated in the curriculum design requires withdrawal from the related nursing courses;
- Withdrawal from a nursing course requires withdrawal from its co-requisite nursing course;
- Withdrawal from the nursing major courses constitutes withdrawal from the program;
- Failure to register in each sequential semester, excluding summer session, constitutes withdrawal from the nursing program;
- Students should understand that when approval to withdraw from a course is the option of the faculty, it will usually be granted (based on circumstances) only if the student has a didactic grade of at least C or a laboratory (clinical) grade of satisfactory (S) in nursing major courses based on the nursing faculty’s definition of "passing";
- A pattern of withdrawals may influence consideration of further reinstatement requests;
- Students who withdraw from the nursing major in the first semester must seek readmission to the program, subject to competitive review.

Repeat Nursing Courses
A student who receives a grade lower than C in a didactic nursing course(s) or lower than (S) in a clinical nursing course may be permitted to repeat that/those course(s). A student will receive no more than two opportunities to complete successfully a given nursing course. Failure to receive a minimum grade of C upon repeating a nursing course or failure to receive a grade of C/S in two nursing major theory or clinical nursing courses will result in dismissal.

Campus appeal process, including appeals to the Dean of Nursing and Health Sciences and Admission and Academic Affairs Committee (AAA), apply to grade and not to dismissal from or reinstatement into the program. Validation examinations may not be used as substitutes for repeating any nursing course. Students who need to repeat a nursing course must make a request to the Dean of Nursing and Health Sciences for placement in the repeated course. All requests for re-entry will be evaluated on the basis of the availability of resources. All requests must be sent to the School of Nursing and Health Sciences via registered mail. When a student receives permission to repeat a nursing course, the request is granted on a space available basis. All future enrollments in the nursing major will be based on space availability.

Curriculum changes during the period of interrupted progress toward the degree may result in review and revision of degree requirements based on evaluation of individual situations. Students who retake a course must adhere to the current policies and curriculum of the School of Nursing and Health Sciences in effect at the time of re-entry. Students re-entering will be expected to meet with the Associate Dean of Undergraduate Nursing Programs for the development of a re-entry success plan. Students re-entering are expected to apply all knowledge and skills from previous courses upon re-entry.
Academic Probation
A student will be placed on academic probation when any of the following conditions exist:

- The cumulative grade point average falls below 2.0.
- The semester grade point average is below 2.0.
- A grade below C has been earned in a required course.
- Failure to comply with School of Nursing policies

Academic probation will be removed after the semester during which the following conditions have been met:

- The cumulative grade point average is 2.0 or higher.
- The semester grade point average reaches 2.0 or higher.
- A minimum grade of C has been earned in all required courses taken.
- Remedial course work, if required, has been completed, and/or specified conditions have been met.
- Compliance with School of Nursing policies.

Dismissal
A student will be dismissed from the BSN program when there is a lack of progress toward the degree. Evidence of lack of progress consists of one or more of the following.

- Failure to attain a 2.0 grade point average in any two consecutive semesters;
- Failure to attain a cumulative grade point average of 2.0 in two semesters;
- Failure to attain a minimum grade of C (2.0) for a didactic course or grade of Satisfactory (S) for a clinical course upon repeating a nursing course (i.e., two failures in the same course);
- Failure to attain a minimum grade of C (2.0) for a didactic course or a grade of Satisfactory (S) for a clinical course in two nursing courses (i.e., failure in two separate courses)

Falsification of records or reports, plagiarism, or cheating on an examination, quiz, or any other assignment is cause for dismissal. (See Code of Ethics.)

The faculty reserves the right to dismiss any student whose personal integrity, health, or conduct demonstrates unfitness to continue preparation in the profession of nursing. Integrity and conduct will be judged according to the standards set by the 2015 revised Code for Nurses adopted by the American Nurses' Association. Dismissal is not subject to the campus appeal process.

Reinstatement
A student who has been dismissed from the School of Nursing for academic failure may request reinstatement by petitioning the School of Nursing's Academic Affairs Committee. Students who desire reinstatement in the program must submit a written request to the chairperson of the Academic Affairs Committee at least one semester prior to the requested date of reinstatement. All requests to the IU East Academic Affairs Committee must be sent to the School of Nursing via registered mail.

Reinstatement is not guaranteed. Reinstatement requests will be evaluated individually on the basis of faculty recommendations at the time of dismissal, academic standing, potential for progress toward the degree, availability of resources, and satisfactory completion of any conditions existing at the time of withdrawal or dismissal. Students who are reinstated must adhere to policies and curriculum in effect at the time of reinstatement.
Completion of Degree Requirements

All candidates for the Bachelor of Science in Nursing must fulfill the following requirements:

1. Credits earned in remedial learning skills do not apply to the degree. Credits from courses that have been repeated may be counted only one time to meet the credit hour requirement.
2. Achievement of a minimum cumulative grade point average of C (2.0);
3. Achievement of a minimum of C (2.0) in each required course or equivalent by the second completed attempt;
4. Removal of all incomplete, deferred grades, and special credit course grades in nursing courses by three weeks prior to the end of the student's last semester before graduation;
5. Completion of all course work within six years after the enrollment in nursing courses;
6. Completion of residency requirements.
7. Apply for the degree according to published deadlines.

Application for Graduation

All students must complete an Application for Degree in accordance with published deadlines. All removals of incomplete grades and deferred grades, changes of grades, independent study grades must be received no later than three weeks prior to the end of classes of your final semester. It takes time to process the application through the University system and to resolve any problems that may occur.

Members of the IU East community look forward to participating with students at the commencement ceremony. Commencement is usually held at the Tiernan Center. Date and time will be announced at the beginning of each school year.

Students who completed degree requirements in December or who expect to complete requirements in May, June or August are invited to participate in the ceremony. Information regarding commencement activities, purchasing caps and gowns, announcements and other memorabilia will be sent to the students early in the spring. The Registrar's Office must have received the Application for Diploma for the student's name to be included on the tentative list. Mailings will be sent to the permanent address that you listed on the degree application. If this is not the student's current address, the student is encouraged to make sure mail received at this address will be forwarded prior to graduation. Only students making application for their degree will receive commencement information.

Academic Distinction

To graduate with academic distinction, baccalaureate candidates must:

1. Rank within the highest 10% of the graduating class of their respective school,
2. Must have completed a minimum of 60 credit hours at Indiana University, and
3. Must meet the IU cumulative GPA criteria outlined below

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>GPA Range</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>3.70-3.799</td>
<td>Crimson</td>
</tr>
<tr>
<td>High Distinction</td>
<td>3.80-3.899</td>
<td>Cream</td>
</tr>
<tr>
<td>Highest Distinction</td>
<td>3.90-4.00</td>
<td>Crimson and Cream</td>
</tr>
</tbody>
</table>

Candidates who are awarded honors in general scholarship are distinguished by crimson and cream fourragères, which are looped cords worn from the left shoulder during the commencement exercise. Fourragères with crimson and cream cords indicate "highest distinction;" those with all cream cords...
may be licensed as a Registered Nurse. Applicants must submit written evidence, verified by oath, that they have not been convicted of any act that would constitute grounds for disciplinary sanction under the state board rules and regulations for any felony that has direct bearing on their ability to practice as a competent nurse. If a student answers “yes” to any of the following questions included in the Indiana State Board of Nursing application, they may or may not be licensed as a Registered Nurse. Other state applications have similar questions. Appropriate documentation regarding the positive response should accompany the application. Students should discuss concerns with the Dean and/or Associate Dean of Undergraduate Nursing Programs.

a. Has disciplinary action ever been taken regarding any health license, certificate,
registration or permit that you hold or have held in any state or country?

b. Have you ever been denied a license, certificate, registration or permit to practice as a nurse or any regulated health occupation in any state (including Indiana) or country?

c. Are there charges pending against you regarding a violation of any Federal, State or local law relating to the use, manufacturing distribution or dispensing of controlled substances, alcohol or other drugs?

d. Have you ever been convicted of, pled guilty or nolo contendre to:
   1. a violation of any Federal, State or local law relating to the use, manufacturing, distribution or dispensing of controlled substances, alcohol or other drugs?
   2. to any offense, misdemeanor, or felony in any state? (Except for minor violations of traffic laws resulting in fines)?

e. Have you ever been terminated, reprimanded, disciplined or demoted in the scope of your practice as a nurse or as another health care professional?

f. Have you ever had a malpractice judgment against you or settled any malpractice action?

g. Are you now being or have you ever been treated for drug or alcohol abuse?

The following academic policies can be located in the IU East Catalog at: http://www.iue.edu/catalog/documents/2015-16_catalog_REVISED_FINAL.pdf

INCOMPLETE
Undergraduate faculty follow the IU East Incomplete policy as listed in the IU East Final Grade policies. In order to receive an Incomplete, a substantial amount (at least 75%) of course work must be successfully completed by the end of the semester. Furthermore, an Incomplete “is awarded only under circumstances of hardship”. If a student receives an Incomplete, he/she is Out-of-Progression and must resume progression the following year. If a student receives an incomplete and wants to finish the course work during the next semester he/she must have approval by the appropriate faculty member, associate dean and/or dean. The student must finish all coursework prior to registering for classes the following semester unless other arrangements are made with the faculty and Dean / Undergraduate associate dean.

COURSE FAILURE AND PROGRAM PROGRESSION
Failure of either didactic, lab, or clinical coursework means that the students fails and must repeat the entire course. Courses in each semester serve as a pre-requisite for all subsequent coursework; therefore failed courses must be successfully completed before the student may enroll in subsequent courses and/or progress in the program.

GRADE APPEALS
The BSN program upholds the established IU Code of Student Rights, Responsibilities, and Conduct in regards to conduct and academic concerns. Furthermore, the BSN program recognizes the ANA Code of Ethics, the Indiana Nurse Practice Act, and the AACN BSN Essentials for Baccalaureate Education as professional standards to which students are expected to follow.

The campus grade appeal policy is available online at http://www.iue.edu/registrar/policies/grading_policy.php#gradeappeal
The School of Nursing and Health Sciences adheres to this policy as stated.
Attendance
The nursing profession is challenging and complex, as is the nursing curriculum. Class and clinical practicum attendance is critical to a student’s ability to be successful in their respective nursing program. The faculty expects students to attend class and to be prepared to participate as directed. Faculty members feel that education is the beginning of each student’s nursing career. Therefore, faculty expect to be notified of all absences (regardless of the reason), prior to the scheduled class time. This mirrors the professional requirement of notifying an employer of absences from work.

Classroom Etiquette
In order to maintain a respectful environment, collegial behavior is required. Students who do not demonstrate professional, collegial behavior will be asked to leave the classroom and must meet with the instructor prior to the next class session. Any student who continues to demonstrate intimidating and/or disruptive behavior that interferes with a respectful environment conducive to learning may not be permitted to return to the classroom and will be referred to the Dean/Associate Dean of Undergraduate Nursing programs for action.

Lecture content is presented beyond reading assignments and not all reading assignments are covered in the lecture – please plan accordingly when studying.

As a courtesy, students are to request permission of the instructor conducting the class to tape/digitally record the class.

All handouts and test questions are considered to be the intellectual property of the course instructor. Students are prohibited from posting and/or sharing handouts or test questions with other students. Sharing test questions with other students is considered cheating and will be dealt with according to IU East policy.

It is not mandatory for faculty to provide handouts prior to class. If individual faculty elects to provide handouts, students are not required to print them unless otherwise instructed. Students should be prepared to take detailed notes. Any handouts are intended as a tool for students and should not be distributed for uses beyond the class note-taking.

Writing Expectations
Writing competency is an expected outcome of the nursing program and university. In an effort to prepare students to meet this vital competency, faculty developed the following criteria to be used in assessing student writing:

1. The writing has a focus.
2. The writing should be organized with an introduction, purpose, sense of audience, thesis statement, and conclusion.
3. The writing shows development, organization, and detail; the writing reveals the student’s ability to develop ideas with balanced and specific arguments.
4. The writing is clear.
5. There is coherence within and between paragraphs.
6. The writing reflects critical thinking, linking the specific to the general.
7. The writing follows current edition APA requirements regarding sentence structure, punctuation, spelling, grammar and referencing unless otherwise specified by the
8. The writing demonstrates original work, and where ideas or materials of others are used, appropriate credit is given to original sources.
9. The writing demonstrates a reflection of Evidence Based Practice when appropriate.
10. The writing demonstrates the use of professional literature resources and WEB sites, as appropriate.

**Student Testing Policy**

In an attempt to consistent across courses, the faculty have approved the following testing policy:

1. Students in each didactic course will take a total of 4-6 tests (3-5 tests and 1 final) which will constitute 75% of the course grade. One or more of the tests will be the proctored ATI test if available.
2. Students will be given no more than 50 questions per faculty developed test.
3. Each course will have a cumulative final test of 75-100 questions.
4. Expected testing time for multiple choice questions should be one minute per test item for lower level questions [knowledge/comprehension] and 1.5 minutes per test item for higher level questions [application/analysis].
5. Test scores will be posted for students no later than the next class meeting.
6. Test scores may not be challenged after one week of receipt of scores.
7. Students are to be provided test information that indicates approximate number of questions per topic, type of questions (ie. multiple choice, essay), and total questions to be on the test 5 days prior to the test.
8. Faculty will instruct students to download scheduled tests 24 hours prior. If the test is administered on a Monday, the test will be available the Friday before.
9. Course instructors will email students through examsoft when test is ready with a download password.

**Administering Tests**

1. A student who is late for a test will be required to take the test in the remaining allowed testing timeframe.
2. Students must provide documentation from Student Support Services regarding special testing needs. Once accommodations are instituted, students need to follow through with these recommendations for the remainder of the semester.
3. All student possessions (backpacks, cell-phones, wearable technology, water bottles, hats, etc.) must be left at the front of the room. Only see-through water bottles are allowed in the testing area.
4. Faculty will provide access to an English dictionary for students to use during a test. The dictionary will be accessed in the presence of the teacher. If knowing medical terminology is part of the question, then the dictionary cannot be used for those words.
5. Students will be permitted to leave the classroom during testing at the discretion of the instructor.
6. There will be no discussion of test items between students and faculty on the day of the test with the exception of collaborative testing.
7. In the event of suspected cheating, after the test is completed the student will be advised that the incident will be referred for further investigation. Disciplinary action may be taken in accordance with the Academic Misconduct Policy found in the Indiana University East School of Nursing Student Handbook.
8. Students who know cheating has occurred should report cheating to faculty and/or the Associate
Dean of Undergraduate Programs.

9. Failure to download test from ExamSoft prior to the beginning of class, will result in a 10% reduction of grade.

10. It is expected all students will upload exams immediately after completion. Failure to upload test 6 hours after completion of test will result in a 10% reduction grade.

11. Exception to #9, #10 will be considered on an individual basis.

12. During an emergency, ie. fire drill, if students are taking an exam in ExamSoft they will power down their laptops. Once the emergency is resolved, students will be provided an ExamSoft Resume Code and resume testing.

Makeup Tests

1. For excused absences make up tests may be offered. Documentation of excused absences may be requested at the instructor’s discretion.

2. Unexcused absences: If a student does not have an excused absence, they may be permitted to take a makeup test at the discretion of the instructor.

3. It is the responsibility of the student to arrange with the faculty the make-up test. Students should anticipate taking a make-up test over the same material and of equal rigor. Make-up tests must be completed within one week of the original test date.

4. Student will be offered only 1 makeup test.

5. No numerical grade adjustment will be applied to the makeup test.

6. Students who have a pattern of requesting multiple makeup tests are required to meet with the Associate Dean of Undergraduate Programs to discuss the nature of their repeated requests.

Reviewing Tests with Students
Method of test review is at the faculty discretion. Students who have test scores less than a 79% should be encouraged to make in individual appointments with the faculty to discuss ways to improve for subsequent testing.

ATI Testing Policy:

Purpose:

To establish guidelines for faculty to follow when implementing ATI Proctored Testing and Remediation in a nursing course.

Procedure:

1. Faculty will include ATI Proctored Testing and Remediation Addendum as part of course syllabi when applicable.

2. Faculty will implement the procedure for the ATI Testing Policy per the Addendum.

3. ATI proctored exam(s) will count in the assignment portion of the course grade, with the exception of NURS S485. ** For the spring and summer of 2018, H353 and H351 courses will follow the former ATI policy.

4. Faculty will require students to complete ATI tutorials each semester in which proctored ATI exams are required. Students will upload the tutorial certificate in Canvas.

5. ATI proctored exam(s) must be taken during regularly scheduled classroom time and may not be used for or taken during regularly scheduled clinical time. Proctored ATI exams will not be given during the
week of finals, an exception to this is the comprehensive predictor exam.
6. An ATI Practice Comprehensive Practice Predictor and 2 Comprehensive Predictor exams will be
given the students’ senior year.
7. The two ATI Comprehensive Predictor exams will be given in NURS S485.
For the second Comprehensive Predictor exam:
• Students receiving greater than or equal to 90% predictability remediate on their own.
• Students receiving below 90% predictability will purchase and take the Virtual ATI at the student’s
  expense. Student’s taking the Virtual ATI must meet ATI requirements to be granted permission to take the
  NCLEX. Students’ permission to sit for NCLEX is also at the discretion of the Dean.

ATI Proctored Testing and Remediation Addendum

ATI TESTING:

What is ATI?
ATI stands for Assessment Technologies Institute, and ATI offers an Assessment-Driven Review (ADR)
program designed to increase student pass rates on the nursing licensing exam and lower program
attrition. IU East uses ATI as a comprehensive program from the sophomore year to graduation. Used as a
comprehensive program, ATI resources will help students prepare more efficiently, as well as increase
confidence and familiarity with content.

ATI Testing for Competence in Major Nursing Courses
Students in the traditional BSN program will be required to take ATI Content Mastery and specific
generated assessments throughout the curriculum. Students may also be assigned non-proctored
assessments and ATI learning activities at the discretion of the faculty. Proctored testing will take place on
campus as arranged by each course faculty. Proctored ATI exams must be taken during usually scheduled
classroom time and may not be used for or taken during regularly scheduled clinical time. Proctored ATI
exams will not be given during the week of finals.

What is a Proficiency Level? (ATI Proctored Exams)

*Exam Proficiency level / Percentage       ATI Course Point

Level 3  10 points
Level 2  9 points
Level 1  6 points
Below Level 1  2 points

The goal at IU East is for students to achieve a proficiency level of 2 or 3.
Due to the nature of nursing curriculum, not all course content matches Content Mastery Exams provided by ATI. In the event a course custom-built assessment is used, it too will be included as part of the assignment course grade. If more than one course specific assessment or ATI Content Mastery Exam is given in a specific course, the total of tests given will be equal to 10 points of the course grade.

Comprehensive Predictor Assessment (for NURS-S485 only)
Traditional BSN students will take the practice predictor and two Comprehensive Predictor exams his or her senior year. The ATI predictor is very important in preparing students to take the NCLEX Exam. The Comprehensive Predictor Assessment is a 180-item assessment designed to reflect the content areas of the current NCLEX® (RN licensing examination) blueprint. This tool provides information on the student’s probability of NCLEX® success, as well as detailed information about strengths and weaknesses.

The student’s score on the practice Predictor counts toward the assignment portion of the course grade in NURS-S470. Student will complete the first Comprehensive Predictor exam and remediate on their own. Students’ score on the second Comprehensive Predictor exam follow these guidelines:

The score and grade are calculated based on the student’s results as outlined below:

95 - 100% Predicted probability of passing NCLEX-RN = 100%

90% - 94% Predicted probability of passing NCLEX-RN = 90%

86-89% Predicted probability of passing NCLEX-RN =80%

Below 85% Predicted probability of passing NCLEX-RN =50%

Students’ receiving below a 90% predictability must purchase and successfully complete Virtual ATI. Virtual ATI can be started one month before the final semester is finished. Students must receive a green light from Virtual ATI to sit for the NCLEX and receive a grade for S485. If students do not receive permission to sit for the NCLEX exam while they are taking S485, the student must continue to remediate, work with Virtual ATI, and work with the Dean or designee until it is demonstrated that the student is prepared to take NCLEX-RN. At that time, the Certificate of Program Completion will be sent to the Indiana Professional Licensing Agency (IPLA) The student will receive an incomplete (I) in S485 until they achieve an 90% or better on the ATI Comprehensive Predictor or have completed the Virtual ATI successfully, and/or at the discretion of the School of Nursing and Health Sciences Dean.

Students will not be certified by the IU East School of Nursing to take NCLEX-RN until their probability of passing NCLEX-RN is 90%, they receive permission to sit for the NCLEX from ATI, or at the discretion of the Dean of the School of Nursing and Health Sciences.
Student Intervention Plan (didactic course)

Purpose:
To assist students in reaching their full potential and to help students obtain their career goal of becoming a Registered Nurse. The student intervention plan identifies students, as early as possible, who would benefit from additional assistance beyond the classroom teaching environment.

Policy:
1. The student is responsible for contacting the appropriate course faculty member for assessment and assistance within two (2) days of receiving a midterm grade of 79% or below in any course.
2. Intervention plans may be initiated at other times at the discretion of the faculty and at the request of the student.
3. The student will meet with the appropriate course faculty member and complete a Student Intervention Plan. Faculty will document a note in the electronic advising file.
4. Referrals will be made as needed.
5. If a student fails to make contact or follow up with an appointment this will be documented on the student contact form in the student’s electronic advising file.

Learning Contract (clinical course)

Purpose: To formally address unsatisfactory behaviors demonstrated by a student in the course and to establish interventions that must be met in order for the student to successfully pass the course.

1. Faculty may choose to complete a learning contract for students demonstrating unsatisfactory behavior related to course outcomes and competencies.
2. Faculty and the student will meet to discuss the unsatisfactory behaviors identified.
3. Faculty and the students will sign a learning contract indicating that they have read and understand the identified areas that need improvement.
4. Faculty will make a copy of the signed learning contract to give to the student. Faculty will keep a copy of the signed learning contract and will copy and paste the contract in the student's AdRx file.
5. Failure of the student to comply with the terms agreed upon in the learning contract in a clinical/lab course may result in a failure of the clinical/lab course.
Grading Scale

A common distribution of intervals will be used for grade assignment in all undergraduate BSN nursing courses (including the RN to BSN mobility option) in which percentage based evaluation is employed. The following percentage intervals are to be used relative to the University's grading system.

<table>
<thead>
<tr>
<th>University Grading System</th>
<th>Nursing Percentage Intervals</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
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<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
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</tbody>
</table>

2. The minimum course passing standard is a minimum of 79% equivalent to a grade of C.

3. There is no rounding of grades. (For example, a student who receives a 78.8 will receive a grade of C-, not a rounded grade of 79 C)

Policy related to the Submission of Late Work

To emphasize it is the student’s responsibility to keep track of the due dates for all course assignments. When a student fails to submit an assignment by the deadline, it is considered a late assignment. Late assignments are to be submitted, but are subject to penalty. ALL assignment deadlines are outlined in the didactic course SCHEDULE. The following policy applies in all nursing courses:

1. All postings/assignments must be submitted by the due date as stated in the course schedule, as communicated by the faculty, or between the faculty and student if a special circumstance arises during the semester.

2. Didactic courses: If a student submits a late assignment: 25% of the assignment’s total possible points are deducted from the assignment’s final score for each calendar day the assignment is late. For example, if the assignment is due by 11:59pm on the due date and it is post-marked 12:01AM the following day, the grade for that assignment will be reduced automatically by 25%. No assignment will be accepted any later than three calendar days past the due date. The student will receive zero points for the assignment three days after the due date. Special circumstances may be discussed with the faculty who will determine if the late penalty applies.
Communication and Use of Technology

Professional Communication and Harassment
Students are required to engage in professional, civil behavior and demonstrate professional communication skills in the classroom, clinical, and in any school-related situation. Program-related grievances or frustrations should be brought to the attention of the Associate Dean of Undergraduate Nursing Programs or the Dean. Discussions that portray the University and/or School of Nursing and Health Sciences in a poor light within the community or workplace, or are considered to be harassment of faculty, staff, or fellow students may result in disciplinary action including program dismissal. Harassment of faculty, staff, and fellow students is not tolerated. Please notify the Associate Dean of Undergraduate Nursing Programs or the Dean immediately if you believe you have experienced sexual, discriminatory, or personal harassment.

Canvas and Email
It is the professional responsibility of the student to check email and Canvas on a daily basis. Canvas is used for course communication and content and should be checked often for announcements and changes. Students are expected to use Canvas, have and maintain general word processing and computer skills. Insufficient skill in using Canvas or computers is not an acceptable excuse for submitting late assignments. IU East provides resources and training. Please seek training and assistance from the Office of Information Technology if you have problems with the program or its use.

Communication Policy
If a clinical faculty member provides a cell phone number and permits students to call or text message, this communication should only pertain to clinical or course issues and be within the standard working day, Monday through Friday, 8 a.m. to 5 p.m. (or as otherwise arranged by the course or clinical faculty member). Course or clinical emergency calls or text messages outside of these hours are permitted. Students should not contact faculty members via their cell phone number for any other reason. Exceptions to this policy may apply at the discretion of individual faculty members.

The IU East e-mail system is the official method of communicating electronically with faculty members. Faculty members make every effort to answer e-mails within 48 hours. E-mails that occur after 5 p.m. during the week or on the weekend may not be answered until the next standard working day, Monday through Friday, 8 a.m. to 5 p.m.

Smartphones
Smartphones can be an invaluable resource for students and nurses. Numerous options are available. Currently the School of Nursing and Health Sciences does not endorse any specific product and encourages students to select a tool which they find to be most useful and cost effective. Smartphones and medical software are considered a RESOURCE and do not replace required textbooks or library resources recommended by faculty or coursework. Faculty has the right to limit reliance on these tools especially in testing situations. Students may not use their phone during a clinical situation other than activities to support clinical decision making.
Cell Phones and Text Messaging/Image Taking
Students may not use cell phones during class or clinical unless they are accessing medically-based applications that supplement the provision of care. Cell phones must be turned to silent mode or off in the classroom and in clinical. In the event of an emergency (i.e. sick child call, etc.) the instructor reserves the right to make exceptions. Making phone calls or playing with non-medically-based applications may result in course failure.

At no time are students permitted to text message during lectures or clinical. Students found using cell phones inappropriately will be asked to leave the class and return during the next class period.

CONSENT FOR USE OF STUDENT WORK
Purpose:
To allow retention and use of the work of a student enrolled in a course sponsored by Indiana University East School of Nursing.

Policy:
1. Retention and use of a student’s work requires the student’s written consent. This consent may be obtained by using the School of Nursing form entitled “Student Consent for Retention and Use of Course-related Work”.

2. The permission form requires the signature of the student and faculty member. The original consent form is retained with the student’s work. Students need to be informed that consent is voluntary and their refusal will not affect their grade(s). Students will be given a copy of the student consent form.
**Student Consent for Retention and Use of a Course Related Work**

Retention and use of a student's work requires the student's written consent. This consent may be obtained by using the Indiana University East School of Nursing form entitled "Student Consent for Retention and Use of a Course Related Work".

The permission form requires the signature of the student and faculty member. The consent form is retained with the student's work. Students need to be informed that consent is voluntary and their refusal will not affect their grade(s).

**Form for Student Consent for Retention and Use of a Course Related Work**

Title of Work: ________________________________________________________________

Name of Student: ____________________________________________________________

Course Number/Title: _________________________________________________________

______ Paper    Audiovisual Product    Other_______ Specify _______________________

I give permission for Indiana University East School of Nursing and/or ____________ (Name of Faculty Member) to retain the above named work. I understand that this work will be used only for the following purposes:

1. Documentation of Student work for review by accrediting agencies;
2. Sharing with other faculty/students interested in the topic or course;
3. Other (Please identify): ___________________________________________

I understand that full credit will be given to me if the paper is read, quoted, or used in any way.

__________________________________________    _______________________
(Signature of Student)                        (Date)

__________________________________________    _______________________
(Signature of Faculty)                       (Date)

Copy 1: To be attached to the specific work
Copy 2: Student's copy
Photo, Video, and Audio Consent and Release Form

I ("Participant") authorize The Trustees of Indiana University ("IU"), acting through its agents, employees, or representatives, to take photographs, video recordings, and/or audio recordings of me, including my name, my image, my likeness, my performance, and/or my voice ("Recordings"). I also grant IU an unlimited right to reproduce, use, exhibit, display, perform, broadcast, create derivative works from, and distribute the Recordings in any manner or media now existing or hereafter developed, in perpetuity, throughout the world. I agree that the Recordings may be used by IU, including its assigns and transferees, for any purpose, including but not limited to, marketing, advertising, publicity, or other promotional purposes. I agree that IU will have final editorial authority over the use of the Recordings, and I waive any right to inspect or approve of any future use of the Recordings. I acknowledge that I am not expecting to receive compensation for participating in the Recordings or for any future use of the Recordings. I release and fully discharge IU, and its employees, agents, and representatives, from any claim, damages, or liability arising from or related to my participation in the Recordings or IU’s future use of the Recordings.

Indiana University East Center for Service-Learning 765.973.8411 iue.edu/servicelearning

Location of Recordings ____________________________________________________________
Date(s) of Recordings ____________________________________________________________ Date _____/_____/_____
Participant’s Signature __________________________________________________________ Date _____/_____/_____
Participant’s Printed Name ________________________________________________________
Address _________________________________________________________________________
City __________________________ State __________ Zip ______________
Phone __________________________ Email _____________________________

If Participant is under 18 years old, then his/her parent or guardian must sign below.
Parent/Guardian’s Signature ______________________________________________________
Parent/Guardian’s Printed Name __________________________________________________

I have read this entire Consent and Release Form, I fully understand it, and I agree to be bound by it. I represent and certify that my true age is at least 18 years old, or, if I am under 18 years old on this date, my parent or legal guardian has also signed below.
HEALTHY NEGOTIATIONS FOR CONFLICT RESOLUTION

Interpersonal conflict is an inevitable part of life. Disagreement and differences of opinion are a natural part of all human relationships (individual, groups, schools, AND PROFESSIONS). The ability to resolve interpersonal conflict is critical to student life and college careers. Interpersonal conflict that is not addressed in a timely and constructive manner may result in students experiencing "combat fatigue:" that is, the student may exert a lot of energy and over extend their time in gathering multiple resources for “battle”. Healthy and effective ways for a student to engage in assertive communication and fair negotiation (a win-win approach to conflict) include:

CALLING A MEETING.
Ask for a meeting where all persons involved may openly discuss the issue about which there is disagreement/concern. Remember to designate both a time and place.

STATE THE PROBLEM.
Explain with clarity your perceptions of the issue and dispassionately focus on the issue. Remember to:
• Use "I" statements: avoid accusations/blaming.
• Avoid being adversarial.
• Avoid being compliant and concessive.
• Avoid being highly emotional.

DEFINE THE SCOPE OF THE DISAGREEMENT.
Create an opportunity for all persons to determine the purpose of meeting. No one should be unprepared or caught "off-guard;" all persons should have vital information to solve effectively the issue.

DETERMINE
whether or not a mediator (third-party) should be present.

LISTEN ACTIVELY;
restate what you hear others say.

ROLE REVERSAL
or the ability to empathize is crucial to amicable outcomes.

BRAIN-STORM / IDENTIFY POSSIBLE SOLUTIONS.
• Collaborate with others in exploring solutions or actions.
• Use your creativity, wisdom, and problem-solving skills.
• Identify consequences. Discuss the ramifications of all solutions or actions.

SELECT A SOLUTION.
Try to compromise (win - win approach). Close the meeting with agreement on solutions or actions.

ESTABLISH A FOLLOW-UP
Meeting in which all persons may review the success or failure of agreement
Chapter V

Lab/Clinical Policies
Lab/Clinical Policies

Immunization, Drug Screen, CPR, and Criminal Background Histories
Clinical agencies require that a record of immunizations, drug screening, criminal background history check, and CPR completion is available to them. Therefore, all documentation must be submitted per policy on time. Students may not engage in any clinical experiences and will forfeit any clinical time earned until the record is turned in. Students ignoring repeated requests to turn in this information may be suspended from the course and/or program.

HIPAA Training
Students are required to complete IU’s HIPAA Privacy and Security training and provide a certificate of completion that will be uploaded to CertifiedProfile for remaining BSN students. See annual requirement policy in the BSN handbook.

HIPAA STATEMENT (APPLICABLE TO ALL IUSON CLINICAL COURSES)
Patient related information cannot be removed from the clinical unit. Charts may not be photocopied. Clinical information system printed items cannot be taken from the clinical facility. Any notes and or written assignments must not contain any of the following 18 Data Elements for HIPAA de-identification:

1. Names
2. Geographic subdivisions
3. All elements of dates
4. Telephone #
5. Fax #
6. Electronic mail addresses
7. Social security #
8. Medical record #
9. Health plan beneficiary #
10. Account #
11. Certificate/license #
12. Vehicle identifiers and serial #
13. Device identifiers & serial #
14. Web Universal Resource Locators (URLs)
15. Internet Protocol (IP) address #
16. Biometric identifiers, including finger and voice prints
17. Full face photographic images and comparable images
18. Any other unique identifying number, characteristic code

Attendance
Participation in all clinical experiences and skills lab is expected in order to achieve a grade of Satisfactory (S) and successfully pass these courses. Therefore, faculty expect to be notified of all absences (regardless of the reason), prior to the scheduled lab or clinical time. This mirrors the professional requirement of notifying an employer of absences from work.
A student who does not participate in either a clinical experience or a skills lab must follow these guidelines for make-up as established by the nursing faculty:

1. Notify assigned clinical facility or unit promptly of any anticipated missed experience prior to the
clinical experience or skills lab.
2. Notify the faculty promptly of any anticipated missed experience prior to the clinical experience or skills lab.
3. Obtain a Student Clinical/Lab Lateness/Missed Experience Form from the SON website. Complete the student section of this form and promptly return the form to the appropriate faculty. Make-up of a clinical experience or a skills lab cannot be scheduled until a Student Clinical/Lab Lateness/Missed Experience Form has been properly submitted to the faculty.

A missed experience during the semester may be made up one at a time and in a manner mutually arranged by the faculty and the student. Multiple episodes of missed experiences are more difficult to handle. In this case, the faculty will determine if it is feasible for the student to make up the experiences and in what manner this can be best accomplished. The faculty's decision will be determined by the following:
1. Availability of faculty;
2. Availability of clinical facility;
3. Other student's learning experiences;
4. Ability of student to meet semester course objectives;
5. Rationale underlying the student's lack of participation;
6. Semester schedule (whether the experience can be made up by the end of the semester).

**IF MAKE-UP IS NOT POSSIBLE, IT MAY BE NECESSARY FOR THE STUDENT TO REPEAT THE COURSE.**

**Tardiness**
Promptness to clinical experiences and to skills labs is expected in order to achieve a grade of Satisfactory (S) and successfully pass these courses. A student who is late to either a clinical experience or a learning lab must follow these guidelines as established by the nursing faculty:
1. Notify assigned clinical facility or unit promptly of any anticipated lateness prior to the clinical experience or skills lab.
2. Notify the faculty promptly of any anticipated lateness prior to the clinical experience or skills lab.
3. Obtain a Student Clinical/Lab Lateness/Missed Experience Form from the SON website. Complete the student section of this form and promptly return the form to the appropriate faculty. Make-up of a clinical experience or a skills lab cannot be scheduled until a Student Clinical/Lab Lateness/Missed Experience Form has been properly submitted to the faculty.

Faculty will consult with the student to determine causes for pattern of tardiness. Faculty will determine need for learning agreement, or additional clinical time etc.

**Labs and Simulation Rules**
High fidelity (realistic) patient care simulations may be offered throughout the program. These simulated patient experiences are treated like actual clinical ones; appropriate behavior and attire are expected. IU East School of Nursing is fortunate to have state of the art simulation models and labs. Students also may engage in an online simulated learning environment. Students have an opportunity to solve real life problems in a safe environment where they can learn and experience common clinical situations which do not always arise during actual patient care. These experiences are very popular with the students, truly enhancing learning and problem-solving, especially regarding how to deal with emergencies and complications.
Rules for lab and simulations are:

- All simulated experiences must be considered as live experiences. This means that professional communication and behavior are expected at all times.
- Children are not allowed in the classroom or labs at any time.
- Clean up after your practice or lab time, returning the lab to the state you found it in.
- Sign in for practice time.
- Expensive, high tech equipment is in the labs and should be cared for appropriately; assure that the doors are closed if you are the last one to leave.
- If you do not know how to use the equipment, please seek assistance.
- Simulations provide essential learning (or evaluation) and are to be taken seriously including any assigned preparation.
- Inappropriate use of the lab and equipment can result in disciplinary action.

Uniform and Dress Code Policy
PURPOSE: To promote professional appearance and the use of Standard Precautions.

BSN students must have uniforms at the beginning of the sophomore year. For lab/clinical experiences that require uniforms:

1. Students must wear a standard wine colored uniform from Cherokee. The uniforms are to be clean and pressed. The uniform top needs to be long enough to cover the top of the pants. The pants will be of length that will not touch the floor. Students who are pregnant may wear either a wine or white maternity top/dress. If students choose to wear scrub jackets, the name tag must be on the scrub jacket. Plain white t-shirt (short sleeved or long-sleeved) or turtlenecks may be worn under the uniform. The white shirts must be tucked in or not visible beneath the wine uniform top. The short sleeve white shirt must not be visible below the uniform sleeve. Students are required to wear appropriate undergarments.

2. Students must wear enclosed shoes that are white or black, clean and are in good repair. Socks must be same color as shoe color. Students wearing dresses or skirts must wear full length flesh-tone or white hosiery. No high top tennis shoes are allowed.

3. Students must have long hair pulled back off of the face and shoulders. Beards, sideburns, and mustaches must be neatly trimmed. Hair should be a natural color. Hair bands should be white, black, or wine in color. Students should keep jewelry to a minimum. No drop earrings, bracelets, necklaces, or multiple rings are to be worn. Only one pair of small stud earrings is allowed. If students have gauged earrings they are to be removed and either replaced with flesh-tone plugs or the earlobe should be covered with flesh-tone band-aids during clinical/lab times. No body piercing or tattoos are to be visible. Nails must be short and clean. No artificial nails are permitted. Only clear nail polish may be worn. Make-up should be kept to a minimum. Perfumes or scented lotions should not be worn into clinical settings. Gum is not permitted in clinical/lab settings.

4. Students must wear IU East name badges during clinical/lab times. The badge is to be worn on the left chest.

5. If there are any questions about attire, faculty should be consulted. Students who do not follow the above dress code will be asked to remedy the situation or will be removed from the clinical/lab site.
For lab/clinical experiences that do not require uniforms:
1. Students will wear IU East name badges during clinical/lab times

2. Students should dress in a professional manner at all times while on the clinical unit. Students must wear dress clothes or scrubs during clinical experiences. This includes dress pants, skirts, dresses for female students. This does not include jeans, halter tops, abbreviated clothing, open toes shoes, etc. If there are any questions about attire, faculty should be consulted.

3. Students should keep jewelry to a minimum. No drop earrings, bracelets, necklaces, or multiple rings are to be worn. Only one pair of small stud earrings is allowed. No body piercing or tattoos are to be visible. Nails must be short and clean. No artificial nails are permitted. Only clear nail polish may be worn. Make-up should be kept to a minimum. Perfumes or scented lotions should not be worn into clinical settings. Gum is not permitted in clinical/lab settings.

4. Students will be informed of any additional dress requirements for specialty areas.

Other required supplies for clinical/lab experiences as appropriate
1. Bandage scissors
2. Stethoscope
3. Penlight
4. Hemostat
5. Watch with a second hand or with a LED second readout
6. Black pen
7. Hand held device
8. ECG calipers
Chapter VI

Program Organizations, Committees, and Services
Program Organizations, Committees, and Services Relevant to Student Success at IU East School of Nursing

Undergraduate Student Affairs Committee
The purpose of the Undergraduate Nursing Student Affairs Committee shall be to review and recommend policies and practices related to rights and responsibilities of BSN students identified in the pre-nursing phase of course work and in the nursing major. The committee should assure implementation of IU East policies and the School of Nursing and Health Sciences appropriate to students. The specific functions of the committee include to:

- develop, review, and assure implementation of policies and practices related to students
- review and revise the Undergraduate student handbook in collaboration with the Associate Dean of Undergraduate Nursing programs
- collaborate with campus departments and other UNFC standing committees as needed.
- report informational items to UNFC related to Student Affairs; and
- oversee the recognition of student achievement. Collaborate with the administrative team and other councils/department for the special recognition events.

The committee meets monthly and encourages student participation.

Association of Nursing Students
The Association of Nursing students is the National Student Nurses Association affiliate at IU East. It is open to all pre-nursing and nursing students in all IU East BSN programs. Students meet monthly and focus on education and service initiatives related to the profession of nursing.

Sigma Theta Tau International Honor Society of Nursing
The nursing program at IU East proudly supports the Sigma Theta Tau international Honor Society of Nursing through participation in the Alpha Chapter. Sigma Theta Tau was founded in 1922 by six nursing students at what is now Indiana University in Indianapolis. In 1936, Sigma Theta Tau was the first organization in the U.S. to fund nursing research. All Indiana University campuses combine to be part of the Alpha chapter-at-large. The Alpha Chapter is the original chapter that was founded by the six nursing students, so it is especially noteworthy to be a member of this chapter. BSN students are invited for membership in the 7th and 8th semester of the BSN program.

Center for Health Promotion
IU East Center for Health Promotion, located in the Hayes Hall basement, offers free or reduced rate services to IU East students, faculty and staff. Services for a nominal fee include health screenings, CPR, and AED training, counseling services, food pantry and other student assistance.
School of Nursing Scholarships
To apply for scholarship monies available from Indiana University, School of Nursing, Indianapolis campus please go to the following website
Chapter VII

Program of Study and Course Descriptions
## II. Program of Study and Course Descriptions

### Traditional BSN Program of Study

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman</strong></td>
<td>BIOL L102 (4 cr.)  ENG W131 (3 cr.)  MATH N111 (3 cr.)  PSY P103 (3 cr.)  UCOL U100 (2 cr.)</td>
<td>ENG W231 (3 cr.)  PHIL P120/P140 (3 cr.)  MICR J200 (3 cr.)  MICR J201 (1 cr.)  SOC S100 (3 cr.)  Cultural Diversity course (3 cr.)</td>
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<td>ANAT P215 (5 cr.)  NURS B230 (4 cr.)  NURS B232 (3 cr.)  NURS B244 (2 cr.)  NURS B245 (2 cr.)</td>
<td>PHSL P215 (5 cr.)  NURS B233 (3 cr.)  NURS B248 (2 cr.)  NURS B249 (2 cr.)  SPCH S121 (3 cr.)</td>
<td>NURS H355 (3 cr.)</td>
</tr>
<tr>
<td><strong>Sophomore</strong></td>
<td>NURS H353 (3 cr.)  NURS H354 (2 cr.)  NURS H351 (3 cr.)*  NURS H352 (2 cr.)*  NURS H365 (3 cr)  Open Elective (1 cr.)</td>
<td>NURS H361 (3 cr.)  NURS H362 (2 cr.)  NURS H363 (4 cr.)  NURS H364 (2 cr.)  Social Competence Course (3 cr.)</td>
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<tr>
<td><strong>Junior</strong></td>
<td>NURS S470 (3 cr.)  NURS S471 (2 cr.)  NURS S472 (3 cr.)  NURS S473 (2 cr.)  Cultural Diversity Course (3 cr.)</td>
<td>NURS S481 (2 cr.)  NURS S482 (3 cr.)  NURS S483 (3 cr.)  NURS S484 (1 cr.)  NURS S485 (3 cr.)  Humanistic Appreciation Course (3 cr.)</td>
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*Courses may be switched between semesters in the junior year

### General Education Course Descriptions

**BIOL L102 Introductory Biology Lectures II (4 cr.)**  
Fundamental principles of biology for students considering a career in biological sciences. Principles of genetics, evolution, ecology, and diversity.

**MATH N111 Mathematics for Nursing (3 cr.)**  
With successful completion of this course, the student will have algebraic skills and tools that are used for problem-solving in the nursing profession and be prepared for NURS-H355 (Data Analysis) and the nursing math test. The college algebra topics will include, but not be limited to the following: Solving equations, functions, and inequalities; solving systems of linear
equations; graphing of equations and functions; interpreting graphs/tables/charts of equations and functions; solving direct/indirect variation and proportion equations; use of dimensional analysis; development of mathematical model from a word problem; application of these algebraic concepts and skills in nursing applications.

MICR J200 Microbiology & Immunology (3 cr.)
Consideration of pathogenic bacteria, viruses, fungi, and parasites in human disease; immunology and host-defense mechanisms.

MICR J201 Microbiology & Immunology Laboratory (1 cr.)

ANAT A 215 Basic Human Anatomy (5 cr.)
Structure of cells, tissues, organs, and systems and their relationship to function. Designed for pre-professional students in dental hygiene, radiography, and other allied health sciences.

PHSL P215 Basic Human Physiology (5 cr.)
Functional aspects of cells, tissues, organs, and systems in humans. Designed for pre-professional students in dental hygiene, radiography, and other allied health sciences.

ENG W131 Reading, Writing and Inquiry I (3 cr.)
W131 teaches skills of critical reading, thinking, and writing to help students meaningfully engage artifacts, events, and issues in our world. The course builds students' abilities to read written and cultural texts critically; to analyze those texts in ways that engage both students' own experiences and the perspectives of others; and to write about those texts for a range of audiences and purposes as a means of participating in broader conversations. Assignments emphasize the analysis and synthesis of sources in making and developing claims.

ENG W231 Professional Writing Skills (3 cr.)
Focuses on expository writing for the student whose career requires preparation of reports, proposals, and analytical papers. Emphasis on clear and direct objective writing and on investigation of an original topic written in report form, including a primary research project.

SPCH S121 Public Speaking (3 cr.)
Theory and practice of public speaking: training in thought processes necessary to organize speech content, analysis of components of effective delivery and language.

PSY P103 General Psychology (3 cr.)
Introduction to psychology: its methods, data, and theoretical interpretations in areas of learning, sensory psychology, psychophysiology, individual differences, personality, development, abnormal and social psychology.

Sociology S100 Introduction to Sociology (3 cr.)
Most sections cover these core items: the perspective of sociology, its method of inquire, concepts such as culture, socialization and interaction, “social structure”, groups, and selected sociological theories. Most select additional topics from these categories: Sources of Power
and Authority (Social Class, Gender, Age, Race and Ethnicity), Institutions (Family, Education, Religion, Work & Economy, and Political), and Social Change (including Mass Movements).

PHIL P120 Ethics (3 cr.)
An introductory course in ethics. Typically examines virtues, vices, and character’ theories of right and wrong; visions of the good life; and contemporary moral issues.

PHIL P140 Introduction to Ethics (3 cr.)
Philosophers’ answers to ethical problems (e.g., nature of good and evil, relation of duty to self interest, objectivity of moral judgments).

Humanistic Appreciation courses are courses in the fine arts, music, humanities, literature, religion or philosophy. Student choice

Cultural Diversity courses are courses in anthropology, culture, foreign language, gender studies, history, or diversity. Student choice

Social Competence courses are courses in sociology, psychology, economics, business, social work, drug or human services.

BSN Course Descriptions
NURS B230 Developmental Issues and Health (4 cr.)
This course deals with perspectives of growth and development across the lifespan, family theories and family adaptation to common health problems, promoting health throughout the lifespan and usual patterns of aging. Students will make assessments and observations of individuals and families in various stages of growth and development.

NURS-B 232 Intro to the Discipline of Nursing: Theory, Practice, Research (3 cr.)
This course focuses on core theoretical concepts of nursing practice: health, wellness, illness, wholism, caring, environment, self-care, uniqueness of persons, interpersonal relationships and decision-making. This course helps you understand nursing’s unique contributions to meeting societal needs through integrating theory, research, and practice.

NURS-B 233 Health & Wellness (3 cr.)
This course focuses on the use of concepts from nursing, nutrition, pharmacology, and biopsychosocial sciences to critically examine the determinants of health, wellness, and illness across the lifespan. Environmental, sociocultural, and economic factors that influence health care practices are emphasized. Theories of health, wellness, and illness are related to health-promotion, disease-prevention, and illness-prevention nursing interventions.

NURS B244 Comprehensive Health Assessment (2 cr.)
This course focuses on helping students acquire skills to conduct a comprehensive health assessment, including the physical, psychological, social, functional and environmental aspects of health. The process of data collection, interpretation, documentation and dissemination of assessment data will be addressed
NURS-B 245 Comprehensive Health Assessment: Practicum (2 cr.)
Students will have the opportunity to use interview, observation, percussion, palpation, inspection, and auscultation in assessing clients across the life span in simulated and actual environments.

NURS-B 248 Science & Technology of Nursing (2 cr.)
This course focuses on the fundamentals of nursing from a theoretical research base. It provides an opportunity for basic care nursing skills development. Students will be challenged to use critical thinking and problem-solving in developing the ability to apply an integrated nursing therapeutics approach for clients experiencing health alterations across the lifespan.

NURS-B 249 Science & Technology of Nursing: Practicum (2 cr.)
Students will have the opportunity to demonstrate fundamental nursing skills in the application of nursing care for clients across the lifespan.

NURS-H 351 Alterations in Neuro-Psychological Health (3 cr.)
This course focuses on individuals and small groups experiencing acute and chronic neuropsychological disorders. Content includes the effect of the brain-body disturbances on health functioning. Other content areas are growth and development, stress, mental status, nurse-client relationships, psychopharmacology, and nursing approaches for clients experiencing DSM-IV neuropsychological disorders.

NURS-H 352 Alterations in Neuro-Psychological Health: Practicum (2 cr.)
Students will provide nursing care to individuals and small groups who are experiencing acute and chronic neuropsychological disturbances related to psychiatric disorders. Student experiences will be with individuals and small groups in supervised settings, such as acute care, community-based, transitional, and/or the home. Offered fall and spring semesters.

NURS-H 353 Alterations in Health I (3 cr.)
This course focuses on the pathophysiology and holistic nursing care management of clients experiencing acute and chronic problems. Students will use critical thinking and problem-solving skills to plan interventions appropriate to health care needs.

NURS-H 354 Alternations in Health I: Practicum (2 cr.)
Students will apply the science and technology of nursing to perform all independent, dependent, and Interdependent care functions. Students will engage clients in a variety of settings to address alterations in health functioning, identify health care needs and determine the effectiveness of interventions given expected outcomes.

NURS-H 355 Data Analysis in Clinical Practice and Health Care Research (3 cr.)
This course introduces nursing and other health sciences students to the basic concepts and techniques of data analysis needed in professional health-care practice. Principles of
measurement, data summarization, and univariate and bivariate statistics are examined. Differences in types of qualitative data and methods by which these types of data can be interpreted are also explored. Emphasis is placed on the application of fundamental concepts to real-world situations in client care.

NURS-H 361 Alterations in Health II (3 cr.)
This course builds on Alterations in Health I and continues to focus on pathophysiology and holistic nursing care management of clients experiencing acute and chronic health problems, and their associated needs.

NURS-H 362 Alterations in Health II: The Practicum (2 cr.)
Students will continue to apply the science and technology of nursing to perform all independent, dependent, and interdependent care functions. Students will engage clients in a variety of settings to address alterations in health functioning.

NURS-H 363 The Developing Family & Child (4 cr.)
This course focuses on the needs of individuals and their families who are facing the phenomena of growth and development during the childbearing and child-rearing phases of family development. Factors dealing with preserving, promoting, and restoring healthy status of family members will be emphasized.

NURS-H 364 The Developing Family & Child: The Practicum (2 cr.)
Students will have the opportunity to work with childbearing and child-rearing families, including those experiencing alterations in health.

NURS-H 365 Nursing Research (3 cr.)
This course focuses on development of students' skills in using the research process to define clinical research problems and to determine the usefulness of research in clinical decisions related to practice. The critique of nursing and nursing-related research studies will be emphasized in identifying applicability to nursing practice.

NURS-S 470 Restorative Health Related to Multi-System Failures (3 cr.)
This course focuses on the pathophysiology and nursing care management of clients experiencing multi-system alterations in health status. Correlations among complex system alterations and nursing interventions to maximize health potential are emphasized. Offered fall semesters.

NURS-S 471 Restorative Health Related to Multi-System Failures: The Practicum (2 cr.)
Students will apply the nursing process to the care of clients experiencing acute multi-system alterations in health.

NURS-S 472 A Multi-System Approach to the Health of the Community (3 cr.)
This course focuses on the complexity and diversity of groups or aggregates within communities and their corresponding health care needs. Through a community assessment of health trends, demographics, epidemiological data, and social/political-economic issues in local and global communities, students will be able to determine effective interventions for community-centered care.
NURS-S 481 Nursing Management (2 cr.)
This course focuses on the development management skills assumed by professional nurses, including delegation of responsibilities, networking, facilitation of groups, conflict resolution, leadership, case management, and collaboration. Concepts addressed include organizational structure, change, managing quality and performance, workplace diversity, budgeting and resource allocation, and delivery systems.

NURS-S 482 Nursing Management: The Practicum (3 cr.)
Students will have the opportunity to apply professional management skills in a variety of nursing leadership roles.

NURS-S 483 Clinical Nursing Practice Capstone (3cr.)
Students will have the opportunity to demonstrate competencies consistent with program outcomes and to refine your nursing care practice skills. Students will collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner.

NURS-S 484 Evidence Based Practice (1 cr.)
This course focuses on students’ abilities to refine their critical/analytical skills in evaluating clinical research for applicability to nursing practice. Students will examine the role of evaluation, action research, and research findings in assuring quality of nursing care and in solving relevant problems arising from clinical practices.

NURS-S 485 Professional Growth and Empowerment (3 cr.)
This course focuses on issues related to professional practice, career planning, personal goal setting, and empowerment of self and others. Students will discuss factors related to job performance, performance expectations and evaluation, reality orientation, and commitment to life-long learning.

NURS-Z 480 BSN Portfolio Review for Course Substitution (0-6 cr.)
The portfolio review process is available to all Undergraduate students who believe that they can meet the learning objectives/competencies required of a specific nursing course within their program of study. The portfolio is a mechanism used to validate the acquisition of knowledge and skills congruent with course expectations and students learning outcomes. The portfolio provides objective evidence that students have acquired the content and skills through prior learning and/or practice experiences.

NURS-Z 490 Clinical Experience in Nursing (1-6 cr.)
Planned and supervised clinical experiences in the area of the student’s major interest.

NURS-Z 492 Individual Study in Nursing (1-6 cr.)
Opportunity for the nurse to pursue independent study of topics in nursing under the guidance of a selected faculty member.

Electives
NURS-A 111 Nursing and Medical Terminology (1 cr.)
This course is designed to enable the student to increase understanding of medical and nursing terminology through the analysis of Greek and Latin prefixes, suffixes, word roots, and combining terms.

NURS-B 403 Gerontological Nursing (3 cr.)
This course promotes a holistic approach to persons in the later years of life. Death and dying, legal and ethical issues, family care giving, and future challenges will be discussed in the context of best practices as outlined by the John A Hartford Foundation: Institute for Geriatric Nursing.

NURS-K 301 The Art and Science of Complementary Health (3 cr.)
This course will serve as an introduction to a variety of complementary therapies, including healing touch, guided imagery, hypnosis, acupuncture, aromatherapy, reflexology, and massage. The class will critically examine each therapy through assigned readings, literature reviews, presentations, guest lecturers, and optional experiential activities.

NURS-K 305 New Innovations in Health and Health Care (3 cr.)
This course explores emergent trends in health and health care, including technological advances in health care, developing approaches to care based on new knowledge and/or research findings, and trends in health care delivery in a themed, survey or independent study format.

NURS-K 352 Women’s Health (3 cr.)
The purpose of this online women's health course is to provide a comprehensive and holistic update on the health care related issues surrounding women across the lifespan. The course content includes health promotion and preventive screening recommendations, diagnostic tests, and therapeutic treatment plans. Alternative health care options will be presented with a focus on empowering women to trust their bodies, make informed health care choices, and form partnerships with health care providers.

NURS-K 499 Genetics and Genomics (3 cr.)
This course introduces a basic knowledge of genetics in health care, including genetic variation and inheritance; ethical. Legal, and social issues in genetic health care; genetic therapeutics; nursing roles; genetic basis of selected alterations to health across the life span; and cultural considerations in genetic health care are all considered.

NURS-P 216 Pharmacology (3 cr.)
This course focuses on basic principles of pharmacology. It includes the pharmacologic properties of major drug classes and individual drugs, with an emphasis on the clinical application of drug therapy through the nursing process.
## Concept Based BSN Program of Study

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall Semester Courses</th>
<th>Cr.</th>
<th>Spring Semester Courses</th>
<th>Cr.</th>
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<tbody>
<tr>
<td><strong>Pre-Nursing</strong>&lt;br&gt;(courses are interchangeable between semesters)</td>
<td>BIOL- L102: Introduction to Biological Sciences (4 cr.)&lt;br&gt;ENG-W131: English Composition (3 cr.)&lt;br&gt;SOC- S100: Introductory Sociology (3 cr.)&lt;br&gt;SPCH- S121: Public Speaking (3 cr.)&lt;br&gt;* UCOL U101/HON101 (2cr.) for all students who do not transfer 12 cr. or more; will count here if required.</td>
<td>Total of 13-15 Credit hours</td>
<td>Micro-J200: Microbiology/lab (4 cr.)&lt;br&gt;PSY- P103: Introductory Psychology (3 cr.)&lt;br&gt;Second Composition Course (3 cr.)&lt;br&gt;MATH- N111: Mathematics for Nursing (3 cr.)</td>
<td>Total of 13-16 Credit Hours</td>
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<tr>
<td><strong>Nursing Curriculum</strong>&lt;br&gt;<em>Semester 3 &amp; 4</em></td>
<td><strong>Semester 3</strong>&lt;br&gt;ANAT- A215: Human Anatomy (5 cr.)&lt;br&gt;NURS- B234: Promoting Healthy Populations (3 cr.)&lt;br&gt;NURS- B232: Health Populations</td>
<td>Total of 17 credit hours</td>
<td><strong>Semester 4</strong>&lt;br_PHSL- P215: Human Physiology (5 cr.)&lt;br&gt;NURS- B260: Nursing Fundamentals with practicum (5 cr.)&lt;br&gt;NURS- B261: Pathophysiology and Pharmacology</td>
<td>Total of 17 credit hours</td>
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<tr>
<td>Practicum (2 cr.)</td>
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<td>for Nursing Practice (4 cr.)</td>
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<tr>
<td>NURS-B244/B245: Comprehensive Health Assessment with lab practicum (4 cr.)</td>
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<td>NURS-L230: Health Care Delivery Systems (3 cr.)</td>
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<td>NURS-B253: Professionalism in Collaborative Practice (IPE) (3 cr.)</td>
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<tr>
<th><strong>Nursing Curriculum</strong></th>
<th><strong>Semester 5</strong></th>
<th><strong>Total of 13 - 16 credit hours</strong></th>
<th><strong>Semester 6</strong></th>
<th><strong>Total of 13 credit hours</strong></th>
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<tbody>
<tr>
<td>NURS-H355: Data Analysis for Practice and Research (3 cr.)</td>
<td></td>
<td></td>
<td>NURS-B334: Transitional Care of Families and Populations with practicum (5 cr.)</td>
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<td>NURS-H356: Biophysical Processes with practicum (5 cr.)</td>
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<td>NURS-H371: Adaptive Processes with practicum (5 cr.)</td>
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<td>NURS-H360: Interactive Processes with practicum (5 cr.)</td>
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<td>NURS-R375: Nursing Research and Evidence Based Practice (3 cr.)</td>
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<tr>
<td>Elective (3 cr.)</td>
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### Nursing Curriculum
#### Semester 7 & 8

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester 7</th>
<th>Total of 13 – 16 credit hours</th>
<th>Semester 8</th>
<th>Total 12 credits hours</th>
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<tbody>
<tr>
<td>NURS-L430</td>
<td>Leadership in Healthcare Delivery and Policy with practicum (5 cr.)</td>
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<td>NURS-B444</td>
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<tr>
<td>NURS-S474</td>
<td>Applied Healthcare Ethics (3 cr.)</td>
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<td>NURS-B453</td>
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<tr>
<td>NURS-H476</td>
<td>Complex Processes with practicum (5 cr.)</td>
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<td>NURS-S483</td>
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<tr>
<td>Elective</td>
<td>(3 cr.)</td>
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<td>NURS-S488</td>
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**Total of 13 – 16 credit hours**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester 8</th>
<th>Total 12 credits hours</th>
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<tbody>
<tr>
<td>NURS-B444</td>
<td>Managing Health and Illness Across Care Environments with Practicum (4 cr.)</td>
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<td>NURS-B453</td>
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<tr>
<td>NURS-B453</td>
<td>Inter-Professional Practice with practicum (1 cr. lecture and 2 cr. practicum)</td>
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<td>NURS-S483</td>
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<tr>
<td>NURS-S483</td>
<td>Clinical Nursing Practice Capstone (3 cr.)</td>
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<td>NURS-S488</td>
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<tr>
<td>NURS-S488</td>
<td>Nursing Synthesis (2cr.)</td>
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**Total 12 credits hours**

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### Concept Based Course Descriptions:

**NURS B234 Promoting Healthy Populations (3 cr.)** C: B235. This course focuses on preventative health care and health promotion in individuals, families, and communities, considering the influence of culture and lifespan development. Using biophysical, environmental, sociocultural and economic determinants of health, students focus on improving health outcomes with individuals, families, and communities.

**NURS B235 Promoting Healthy Populations Practicum (2 cr. Clinical)** C: B234 Students assess individuals, families, and communities, providing needed education, preventative services, and support. Students provide individual and population based care in community based settings, giving consideration to the perspective of those being served.

**NURS B244 Comprehensive Health Assessment (3 cr.)** P/C: Anatomy, Physiology, or Microbiology; C: B245. (Traditional, Accelerated) This course focuses on helping students acquire skills to conduct a comprehensive health assessment, including the physical, psychological, social, functional, and environmental aspects of health. The process of data collection, interpretation, documentation, and dissemination of assessment data will be addressed. NURS B234/B235 Promoting Healthy Populations with Practicum
NURS B 245 Comprehensive Health Assessment: Practicum (2 cr.) P/C: Anatomy, Physiology, or Microbiology; C: B245. Students will have the opportunity to use techniques of interview, observation, percussion, palpation, inspection, and auscultation in assessing clients across the life span in simulated and actual environments.

NURS B253 Professionalism in Collaborative Practice (3 cr.) C: Placement in Nursing Program; other 3rd semester nursing courses. Students practice communication skills for working with health team members and clients, including self-awareness, interpersonal communication, team skills, and technological communication. Students are introduced to the scope and standards of nursing practice, roles of health team members, and components of professional practice. Students are introduced to leadership and ethical standards.

NURS B260 Fundamentals of Nursing Practice (3 cr. Didactic, 2 cr. clinical/lab). P: 3rd semester nursing courses; Anatomy, Physiology. C: NURS B261. This course focuses on the fundamentals of nursing from a theoretical, evidence base. Students will gain a knowledge base for, and have an opportunity to apply, fundamental nursing concepts, skills and the nursing process. The evidence based knowledge gained forms a basis for clinical reasoning and decision making as students develop their nursing skills.

NURS L230 Health Care Delivery Systems: P: Placement in Nursing Program; C: other 3rd semester nursing courses. Students examine health care delivery systems, leadership, health policy, regulation and economics. Students explore quality practices of health care organizations. Students analyze the impact of informatics on health care and nursing including the electronic health record, information technology in healthcare, and information literacy.

NURS B261: Pathophysiology and Pharmacology for Nursing Practice C: NURS B260, other 4th semester courses. This course provides a foundation in the pathophysiology of key disease processes and pharmacological therapies. Principles of pathophysiology and pharmacology are presented in an integrated manner to provide a basis for study of selected medications that are used to treat or manage diseases with an application to nursing practice.

NURS H356 Clinical Nursing Care 1: Biophysical Processes (5 credits: 3 cr. Didactic, 2 cr. clinical). P: Fourth semester nursing courses; This course focuses on providing nursing care for individuals and families with acute and chronic biophysical illnesses across the lifespan. Particular attention is focused on developing clinical reasoning and competent nursing practice at a beginning level.

NURS H355 Data Analysis for Practice and Research (3 cr. Didactic): This course introduces nursing and other health science students to the basic concepts and techniques of data analysis needed in professional health care practice. Principles of measurement, data summarization, and univariate and bivariate statistics are examined. Differences in types of qualitative data and methods by which these types of data can be interpreted are also explored. Emphasis is placed on the application of fundamental concepts to real world situations in client care.
NURS R375 Nursing Research and Evidence-Based Practice (3 cr. Didactic). This course focuses on nursing research and evidence-based practice. Students develop skills in retrieving and appraising literature relevant to clinical problems, understanding the research process, and critiquing evidence from research publications and other sources to inform evidence-based nursing practice.

NURS B334 Transitional Care of Families and Populations (3 cr. Didactic, 2 cr. clinical). P: Fourth Semester nursing courses. Using the childbearing family as an extensive exemplar, this course focuses on family and community health: community assessment, epidemiology, and intervention with individuals, families, communities and populations. Students address prenatal care, normal and high risk pregnancy and childbirth, newborn care, genetic counseling, care coordination, complementary care, and environmental health.

NURS H360: Clinical Nursing Care 2: Interactive Processes (5 credits: 3 cr. Didactic, 2 cr. Clinical) P: 5th semester required nursing courses. This course focuses on nursing care management of individuals and families experiencing acute and chronic health problems related to interaction with the environment and others: sensory, motor, cognitive, affective, and interpersonal processes. Using a holistic approach this course addresses health problems occurring across the lifespan.

NURS H371 Clinical Nursing Care 3: Adaptive Processes (5 credits: 3 cr. Didactic, 2 cr. Clinical). This course builds on Biophysical Processes. The primary focus is on the nursing care management of individuals and families experiencing acute and chronic health problems using an adaptive and holistic approach. Particular attention is focused on developing clinical reasoning and competent nursing practice at an intermediate level.

NURS S474: Applied Healthcare Ethics (3 cr.) P: All sixth-semester nursing courses. (Traditional, Accelerated) This course is designed to introduce the student to major ethical theory, principles, and models for the recognition, analysis, and resolution of ethical dilemmas in health-care practice.

NURS H 476 Clinical Nursing Care 4: Complex Processes (5 credits: 3 cr. Didactic, 2 cr. Clinical) P: 6th semester classes C: 7th semester classes. The primary focus is on the nursing care management of individuals and families experiencing complex and significant illnesses across the lifespan. Particular attention is focused on developing clinical reasoning and competent nursing practice at an advanced level.

NURS L430 Leadership in Healthcare Delivery and Policy: (5 credits: 3 cr. Didactic, 2 cr. Clinical) P: 6th semester classes; C: 7th semester classes. This course focuses on development of effective leadership skills relevant in health care systems. Students examine health policy, information management, and processes that result in exceptional organizational outcomes. Students use healthcare data and research evidence in quality improvement and change initiatives.

NURS S483 Clinical Nursing Practice Capstone (3 cr.) P: 7th semester courses; C: 8th semester courses. Students will have the opportunity to demonstrate competencies consistent with program outcomes and to refine their
nursing care practice skills. Students will collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner.

**NURS S488 Nursing Synthesis (2 cr.)** Students integrate knowledge and skills acquired throughout the program: critical thinking, information technology, cultural competence, care coordination, leadership, collaboration, and communication skills. Students demonstrate competence in evidence-based practice and quality and safety initiatives, as achieved in a complex and changing health care environment. Students begin the transition to professional practice.

**NURS B453 Inter professional Practice (3 cr.: 1 credit seminar and 2 credit clinical)** P: 6th semester classes. *(Clarification note: the placement of this course varies between 7th and 8th semester by program)* Students engage with inter professional colleagues in seminar, simulation, and practice settings, focusing on effective nursing practice and inter professional communication skills including self-awareness, interpersonal communication, conflict resolution, team skills, and technological communication. Students hone leadership, professionalism, and ethical competencies in preparation for practice.

**NURS B444 Managing Health and Illness across Care Environments (4 credits: 2 cr. Didactic, 2 cr. Clinical)** P: B334 *(clarification note: there may be times when this is offered in the summer for some students, as for international programs, and so the prerequisite listing is more lenient.)* Students study a focused clinical area of concern for nursing, exploring the ways in which culture, health disparity, transitions between care environments, and health policy impact care for an aggregate, population, or specialty. Immersed in a care environment, students gain relevant clinical knowledge as well as an understanding of the aggregate health concerns.