

**BACCALAUREATE PROGRAM
IN NURSING**

STUDENT HANDBOOK

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

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

Academic Year 2015-2016

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
SCHOOL OF NURSING

STATEMENT OF UNDERSTANDING
Academic Year 2015-2016

I have received a link on the SIUE SON website to the Student Handbook for the School of Nursing. I know that I am responsible for accessing the link and reviewing and following all Student Policies included in this handbook. I have been informed that this form will become a part of my student file.

PRINTED NAME

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

(Signature)

(Date)

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

INTRODUCTION

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

IMPORTANT

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

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

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

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SECTION I

MISSION AND GOVERNANCE

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

MISSION

Southern Illinois University Edwardsville is a student-centered educational community dedicated to the communicating, expanding, and integrating knowledge. In a spirit of collaboration enriched by diverse ideas, our comprehensive and unique array of undergraduate and graduate programs develops professionals, scholars and leaders who shape a changing world.

VISION

Southern Illinois University Edwardsville will achieve greater national and global recognition and academic prominence through innovative and interdisciplinary programs that empower individuals to achieve their full potential.

VALUES

Citizenship

- Social, civic, and political responsibility - globally, nationally, locally, and within the University
- Active partnerships and a climate of collaboration and cooperation among students, faculty, staff, alumni and the larger community
- Sustainable practices in environmental, financial and social endeavors

Excellence

- High-quality learning within and beyond the classroom
- Continuous improvement and innovation
- Outstanding scholarship and public service

Inclusion

- A welcoming and supportive environment
- Openness to the rich diversity of humankind in all aspects of university life
- Respect for individuals, differences, and cultures
- Intellectual freedom and diversity of thought

Integrity

- Accountability to those we serve and from whom we receive support
- Honesty in our communications and in our actions

Wisdom

- Creation, preservation, and sharing of knowledge
- Application of knowledge in a manner that promotes the common good
- Life-long learning

ACHIEVING THE VISION: SIUE'S LONG-TERM GOALS

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

1. **Prepared and Committed Students** – Recruit and engage a diverse student body ready to accept the rigorous challenges of higher education, to persist in academic study, and to become lifelong learners.
2. **Innovative High Quality Programs** – Develop and enhance curricular and co-curricular programs to fully support learning and degree completion.
3. **Dedicated Faculty and Staff** – Recruit, support, and retain a highly committed and diverse faculty and staff who continually strive for excellence by promoting student learning, producing significant scholarship, and serving multiple constituencies.
4. **Supportive Campus Community** – Foster an inclusive university community characterized by integrity, civility, shared governance and openness to and respect for different backgrounds, cultures, and perspectives.
5. **Outreach and Partnerships** – Develop and strengthen collaborative relationships to effect positive changes in the university, region, nation and world.
6. **Physical and Financial Sustainability** – Develop, maintain, and protect the University's assets by practicing and promoting economic, environmental, and social sustainability campus-wide.

SCHOOL OF NURSING

STATEMENT ON DIVERSITY

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

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

The SON is committed to fostering diversity by:

- Actively seeking and admitting students from underrepresented, diverse populations within the region;
- Mentoring, retaining, and facilitating progression of students who are admitted to the SON;
- Preparing professional nurses who are competent in providing culturally specific care to diverse populations;
- Responding to the educational needs of a diverse student body;

- Recruiting, hiring, and retaining persons from underrepresented populations for positions as nursing faculty and staff in the SON;
- Creating an environment where all members of the SON interact in a positive manner. All SON policies, procedures, and programs will be compatible with and supportive of diversity;
- Encouraging the exploration and expression of beliefs, ideas, thoughts, and perspectives in a safe and supportive environment.

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

MISSION

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

Approved by Faculty 9/06 by electronic vote

GOALS

1. SIUE School of Nursing, as a premier School of Nursing, will be recognized nationally for excellence of its programs and development of professional nurses and community health care leaders. The SIUE School of Nursing recognizes the role of public education as the cornerstone of a democracy and carries out its mission based on university values of citizenship, excellence, integrity, openness and wisdom.
2. The SIUE School of Nursing will be a community of nursing scholars, practitioners, and life-long learners, recognized for their excellence and creativity in teaching, service, and practice.
3. The SIUE School of Nursing will have a climate that promotes diversity in a complex world.
4. The SIUE School of Nursing will establish a system of communication that effectively receives and disseminates information within the School of Nursing and to its constituents.
5. The SIUE School of Nursing will offer programs incorporating “the learning paradigm” into the curriculum that addresses the current and future context of healthcare. Student curiosity is encouraged, compassion is fostered, and service is an expectation.

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

Approved by Nursing Faculty 11/25/03

Modified by Dean's Advisory Committee 10/30/08

Approved by Nursing Faculty 2/22/09

PHILOSOPHY

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

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

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

Approved by Faculty Council March 17, 2011

NURSING PARADIGM

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

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

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

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

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

LEARNING

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

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

Approved by School of Nursing Faculty: May, 2004

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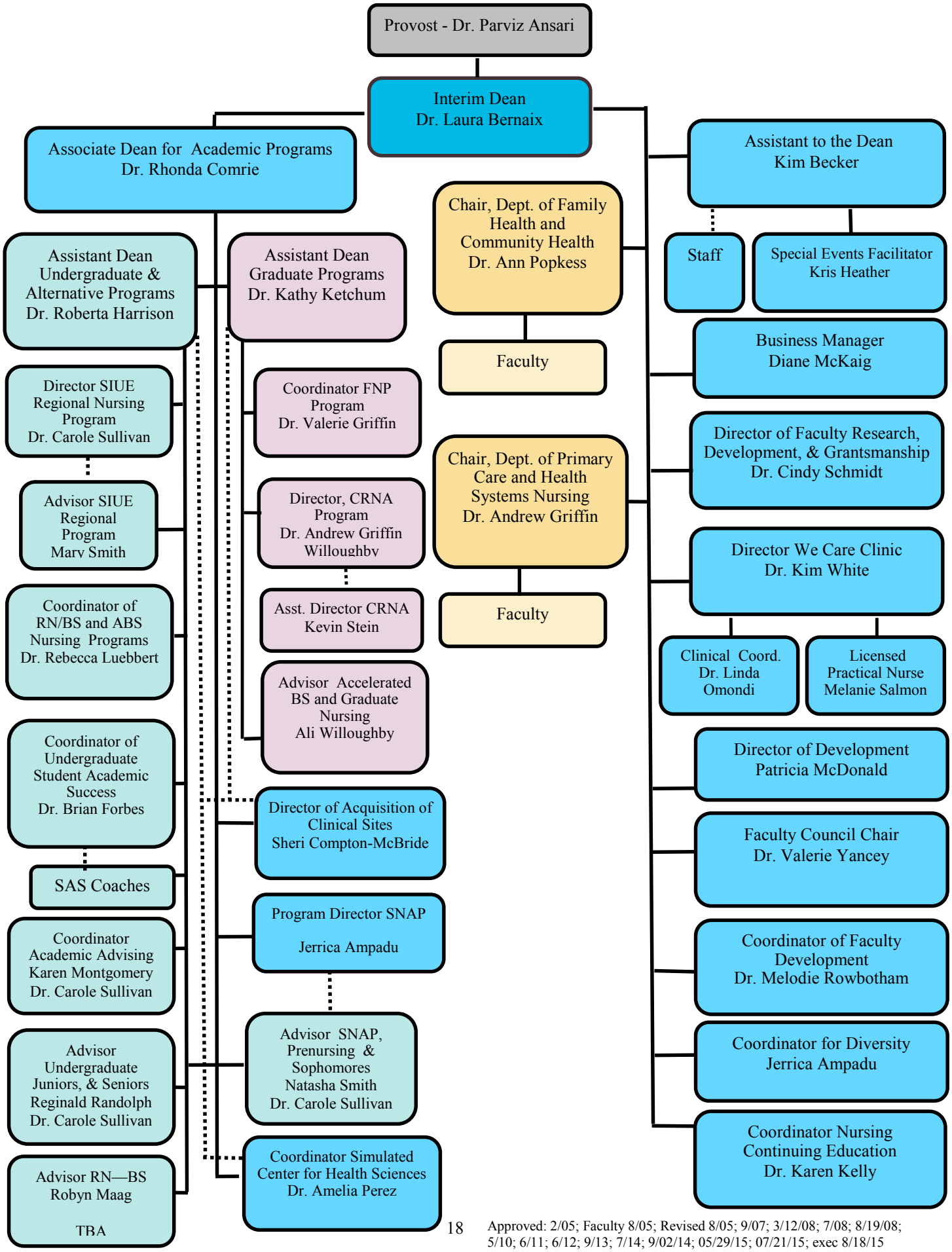
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SECTION IV

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

INTELLECTUAL PROPERTY INFORMATION PROCESS

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

Specific information for faculty about the Turnitin tool:

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

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

PROFESSIONAL BEHAVIOR GUIDELINES

The nursing profession expects its members to be responsible, accountable, self-directed, and professional in behavior. As such, students are held accountable to the Student Conduct Code (<http://www.siu.edu/policies/3c1.shtml>). Student Academic Code (<https://www.siu.edu/policies/3c2.shtml>) and the Class Attendance Policy (<http://www.siu.edu/policies/1i9.shtml>) as set forth by the University. In addition, students are expected to abide by the School of Nursing’s Statement of Academic Integrity, Student Conduct Policy, Attendance Policy as described in the Undergraduate Student Handbook.

The following guidelines provide clarification regarding the appropriate professional behavior expected of all nursing students, in both the classroom and clinical settings, and are to be used as a supplement to the above listed policies.

Professional Behaviors:

Safety

Maintaining patient safety is an essential foundation of clinical nursing practice. A significant failure to maintain safety (i.e., life-threatening or likely to cause permanent

disability) may result in immediate failure of clinical, and thus, failure of the course. A demonstrated pattern of failures in safety, although not immediately life-threatening, may also result in failure of clinical, and thus, failure of the course.

Personal Behaviors

- Accept responsibility for own behavior, practice, and scholarship.
- Adequately prepare, attend, and participate in all classroom and clinical practicum sessions.
- Arrive and depart from class and the clinical setting promptly.
- Exhibit professional appearance and behavior, as identified in the Undergraduate Student Handbook.
- Maintain privacy and confidentiality.
- Advocate for patients.
- Demonstrate ethical behavior.
- Seek and utilize guidance from the faculty, preceptor, and/or staff in an appropriate manner.
- Accurately represent self as a student to others including, but not limited to, colleagues, faculty members, representatives of the University and their affiliates, partner institutions, community partners, patients, nurses, and other members of the health care team.
- Evaluate personal competence. All nursing students shall seek consultation and supervision whenever they are uncertain or unprepared to handle a specific patient situation. Failure to obtain instruction or supervision when implementing nursing procedures or practices for which one lacks the educational preparation, ability, knowledge, or experience is unethical and in opposition to nurse practice acts.
- Display professional demeanor. Nursing students should portray a professional and responsible demeanor at all times; they should maintain honesty and respect, and should be sensitive and nonjudgmental toward individuals. Students should display respect for individual differences.
- Avoid use of inappropriate language, gestures or remarks.
- Avoid use of intimidation, coercion or deception in working with patients, families, preceptors, staff, other students and faculty and staff.
- Demonstrate teamwork and helping behavior for colleagues that exemplifies an assertive, rather than aggressive, approach.
- Maintain professional boundaries with patients.
- Promote personal growth by self-assessment, self-disclosure, and utilization of feedback

Consequences of Unprofessional Behavior:

When problem behaviors are identified, the involved faculty member or preceptor will:

1. Counsel the student on the unacceptable behavior indicating the type of behavioral change that is expected; and
2. Document behavior using the “Academic Integrity Initial Reporting Form” including the expected response and timeframe for remediation, and
3. Refer student for required appointment with the Assistant Dean for Undergraduate Programs, Assistant Dean for Graduate Programs, faculty member, Director, Assistant Director, or Coordinator of specific program.
4. Submit the “Academic Integrity Initial Reporting Form” to the appropriate Student Affairs Committee Chair for further evaluation and recommendation.

5. Refer matter to the Office of the Dean of Students, if appropriate.

The immediate instructor, the Assistant Dean for Undergraduate Programs, the Associate Dean for Academic Programs, or the Dean may remove a student from any clinical or classroom setting immediately if the instructor, Assistant Dean for Undergraduate Programs, Associate Dean for Academic Programs, or Dean believes the action to be in the best interest of the student(s) or that patient or student safety has been threatened or compromised. The instructor and the Assistant Dean for Undergraduate and Alternative Programs will notify the student and the clinical setting (if appropriate) in writing of such removal. The student is withdrawn from the course for that semester. The student may appeal to the Undergraduate Student Affairs Committee for readmission to the course. The Committee will consider factors presented by the student, will consult with the involved faculty member and the Assistant Dean for Undergraduate and Alternative Programs in making a decision. The recommendation will be sent to the Associate Dean for Academic Programs and the Dean.

Examples of behaviors which may result in removal are:

- Failure to come to clinical adequately prepared related to knowledge of treatment, medications, or plan of care
- Tardiness or unexcused absence
- Unprofessional communication behaviors (examples may include: personal texting, use of social media during clinical, use of profane, argumentative, or sarcastic speech with patients, preceptors, staff, or faculty; persistent complaining or interruptions in meetings)
- Failure to treat others with respect, honesty and dignity(inappropriate reaction to critique/feedback from others)
- Unprofessional dress and appearance
- Failure to demonstrate civility in the clinical area (controlling behaviors, blaming others, challenging or resisting authority, displays of aggression, statements of revenge)
- Arrival at clinical setting under the influence of alcohol or other substance that can impair judgment; arrival at site smelling of alcohol
- HIPAA violation or any breach in patient confidentiality
- Misuse or unauthorized use of computer resources or information (misrepresentation of self as Registered Nurse)
- Purposefully destroying property at the clinical site
- Stealing supplies or drugs
- Failure to comply with course or clinical site policies and protocols

A student may be asked to leave class for any of these behaviors:

- Persistent tardiness
- Disruptive behaviors listed above
- Disrespectful behavior
- Inattentiveness to classroom work

Faculty Reviewed, 5/12/14

STUDENTS' RIGHT OF ACCESS TO RECORDS

Family Educational Rights and Privacy Act (FERPA)

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

The School of Nursing follows University policy regarding the Right to Privacy and Nondisclosure which can be found in the *Policies & Procedures, online at <http://www.siu.edu/policies/3g2.shtml> as Release of Student Information and Access to Student Records.*

SIUE STUDENT RIGHTS AND RESPONSIBILITIES

SCHOOL OF NURSING

INTERNAL STUDENT GRIEVANCE PROCEDURE

The School of Nursing follows the SIUE Student Grievance Code which provides a process for students to bring a grievance against School of Nursing faculty and staff for violations of their student rights as described in the *Student Grievance Code* (SIUE, 1998) <http://www.siu.edu/policies/3c3.shtml>. This procedure does not apply to student grievances against another student, nor does it pertain to student employment.

There are two stages of this process: informal and formal. The informal resolution steps must be implemented first, prior to filing a formal allegation pursuant to the policy (See University Policy 3C3, Section G).

All student grievances must be initiated in the School of Nursing within sixty (60) working days from the actual occurrence, or the discovery of the occurrence, which forms the basis of the grievance.

Informal Grievance Resolution Steps:

1. Student meets with the faculty or staff member involved, as applicable. If the student feels an acceptable resolution is achieved, no further action is required. If an acceptable resolution is not achieved, the student should move to step 2.
2. Student meets with the Assistant Dean of the Program in the School of Nursing. If the student feels an acceptable resolution is achieved, no further action is required. If no resolution is achieved, the student may now move to the filing of a formal grievance.

Formal Grievance Resolution Steps (Pursuant to University Policy 3C3):

1. If the student remains unsatisfied with the resolution, the student may file a Formal Grievance as described in the SIUE Student Grievance Code, submitting the **Form for Filing a Grievance against a Faculty or Staff Member (as well as any additional supporting documentation and the steps taken to attempt informal resolution)** to the office of the Associate Dean for Academic Programs in the School of Nursing.
2. The Associate Dean notifies the pertinent Student Affairs Committee (Undergraduate or Graduate) of the need to compose a five member Initial Hearing Panel. When possible, all members will be from that Student Affairs Committee (SAC). When circumstances do not allow for five members from that program's SAC to be present, then the Hearing Panel must include three elected members of the student's program SAC and up to two elected members from the other program's committee.
3. The Hearing Panel convenes under the procedures in University Policy 3C3. The panel will notify the Grievant of receipt of the grievance; will forward to the Respondent the grievance statement and supporting materials; and will ensure that the Grievant receives a copy of the Respondent's statement within the policy stipulated timeline. (Policy 3C3, Section H). The Hearing Panel shall meet within 20 working days from receipt of the grievance form and shall notify the Grievant and the Respondent of the meeting.
4. The Grievant must appear before the Hearing Panel to present the grievance and answer questions directed to him/her by the committee members. The Respondent must also be present to hear the grievance and respond to questions directed to him/her by the committee members.
5. Any Student Affairs Committee member named in the grievance shall not participate on the Hearing Panel.
6. At the conclusion of the hearing, the Hearing Panel will consider the facts and render a decision about whether or not the Respondent committed the actions set forth in the grievance. Within 5 working days after the conclusion of the administrative hearing, the student Grievant will receive a written decision from the Hearing Panel which provides findings of fact and rationale for the Panel's decision.

Appeals

If a student grievant chooses to appeal the decision of the Hearing Panel, then the Grievant will follow procedures for University Student Grievance Code – 3C3, Section J. The first Administrative Review is with the SON Associate Dean for Academic Programs.

Appeals are limited to one or more of the following purposes:

1. To determine whether the original hearing was conducted in conformity with prescribed procedures herein.
2. To determine whether the resolution was appropriate for the violations.

3. To consider new evidence or facts sufficient to alter a decision that were not brought out in the original hearing because such evidence or facts were not known or available through reasonable inquiry at the time of the hearing.

Any further appeals follow to the next highest administrator according to the Student Grievance Code Policy 3C3.

Approved by Faculty Council, 12/17/2012; 5/11/15; 8/18/15

STUDENT DISMISSAL APPEAL PROCESS

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

RETENTION AND PROGRESSION STANDARDS

1. Admission into the professional nursing program does not guarantee continuation. Evaluation of undergraduate students' performance is an ongoing and regularly scheduled process.
2. All students admitted to the undergraduate nursing program are required to maintain a cumulative GPA of 2.5 or above. If a student's cumulative GPA falls below 2.5, they will be placed on probationary status. Students will not be allowed to continue in nursing courses until a recommendation has been made by the Undergraduate Student Affairs Committee. Students must receive a grade of C or higher for all pre-requisite and co-requisite courses for nursing. Co-requisite courses include BIOL240b, RA101 or PHIL106, FL106, or MATH106; STAT107; and PHIL320 or PHIL321. Failure to meet either of these standards will result in review by the Undergraduate Student Affairs Committee and/or repeating the course.
3. Students in the accelerated program are expected to receive a C grade or higher as final grade for their course work. If one grade lower than a C is received in a nursing course, the student is excluded from the accelerated program and is eligible to apply for the traditional program curriculum.
4. Students in the pre-licensure program or RN to BS program are expected to receive a grade of C or higher as a final grade for their course work. A nursing student, who receives two final grades below C in any nursing course, including A & P II, will be dismissed from the School of Nursing. Students transferring A & P II or an approved equivalent transfer course must transfer a grade of C or above. A failure in an approved equivalent transfer course at another

University/Community College is considered a failure in the SIUE School of Nursing.

5. Students who display conduct not expected of a professional student will be subject to consequences. See the policy on “Professional Behavior Guidelines” on p. 26 in this handbook.
6. Pre-licensure students must complete the requirements of the standardized testing program. These requirements are stated on pages 55 - 57.
7. Pre-licensure and RN/BS students with an INCOMPLETE (INC) in any required nursing course may not progress to a sequential semester’s nursing courses unless the Incomplete has been replaced with a grade of “C” or better by the end of the first week of the sequential semester. The instructor may specify a different time period.
8. Students must agree to the competencies and performance standards set in the Minimum Technical Standards Policy for Admission and Matriculation (Appendix J).

Approved: Faculty Council, April, 2008

ACADEMIC IMPROVEMENT

Student progress in enrolled courses is closely monitored by faculty. If a student is experiencing academic jeopardy (i.e., overall grade less than 76% for the course), the faculty member meets with the student and initiates a School of Nursing academic improvement plan. An Academic Improvement Plan form is to be completed by the faculty and student. After the faculty and student discuss and determine a plan, if indicated, the student is to make an appointment with the Assistant Dean of Undergraduate and Alternative Programs to discuss the plan.

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

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

For information regarding the School of Nursing Student Success Program, contact Dr. Brian Forbes:

Office: Alumni Hall 2338
Phone: 618-650-3905
Email: brforbe@siue.edu

Approved: Faculty Council, May, 2015

TRANSFER POLICY

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

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

Approved: Faculty Council, April, 2008

LEAVE OF ABSENCE POLICY (LOA)

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

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

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

1. Reason for the request.
2. Potential for resolution of the problem within the time frame of the LOA.
3. Consequences of the LOA in terms of its impact on future course work.

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

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

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

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

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

UNDERGRADUATE READMISSION POLICY

1. Consideration for readmission of a student to the undergraduate program in nursing is contingent upon (re)admission to the University.
2. Students who leave the School of Nursing for 1 calendar year or more need to apply to the school for readmission.
3. Any consideration for readmission of students into the undergraduate program will include consideration of space availability.
4. Any student attempting readmission to the program must meet all current undergraduate program admission requirements including cumulative GPA (minimum of 2.5 on a 4.0 scale), and prerequisite course work GPA (minimum of 2.7).
5. For readmission, a student will contact the Assistant Dean of Undergraduate and Alternative Programs in writing. The letter submitted by the student requesting readmission needs to include the following:
 - a) A description of the circumstances surrounding dismissal or withdrawal from school.
 - b) A description of activities during the interval of leaving school and reapplying that justifies readmission into the program.
 - c) The student's strategic plan to promote success upon readmission.
6. Once readmission conditions are established, the student must sign a contract agreeing to abide to these conditions before moving forward with readmission.

Approved by Undergraduate Student Affairs Committee 3/26/2013

Approved by Faculty Council 4/17/2013

ATTENDANCE

Attendance for class and clinical experience is an expected behavior for students enrolled in the School of Nursing. The School of Nursing adheres to the following University policy on attendance. Upon registration, students accept the responsibility for attending classes for the entire class time and completing course work. It is the responsibility of students to ascertain the policy of instructors with regard to absence from class and to make arrangements satisfactory to instructors with regard to incomplete course work. Students are advised that it is particularly important to attend, beginning with the first class meeting, and to obtain information about the course. Failure of a student to attend the first session of a course could result in that student

losing their place in class to another student (Class Attendance Policy (2012) online at <http://www.siue.edu/policies/li9.shtml>).

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

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

Any activity that would cause a student to miss either class or clinical time in the School of Nursing will be scrutinized closely by the Assistant Dean for Undergraduate Programs and the faculty members involved. Any student involved in activities that would cause a student to miss either class or clinical time must meet the course objectives and meet the clinical course clock hour requirement of those affected courses. The following are provided as examples of activities that would cause a student to miss either class or clinical experience in the School of Nursing. This list is not exhaustive and should not be considered to describe all applicable activities.

- A. Mission trips for learning from service. A student may not receive credit for two activities at the exact same time (such as credit for two different courses and/or credit for a course and service commitment at the same time). Service for learning commitments, including mission trips, should be completed during break weeks or when a student is not scheduled for course work.
- B. School-supported activities: including but not limited to Student Senate, Student Nurse Association activities, Midwest Nursing Research Society (MNRS) presentations, Undergraduate Research and Creative Activities (URCA) presentations, Student Leadership activities. Students involved in the aforementioned activities must meet the course objectives and meet the clinical course clock hour requirement of the affected courses. Approval for participation

in school-supported activities that will require absence from class or clinical experience must be obtained prior to the rotation in which the student will miss the class or clinical experience. The student must get approval from both the Assistant Dean for Undergraduate Programs and the clinical instructor for the affected course.

C. Athletics.

1. Club sports. Students participating in club sports must meet the course objectives and clinical course clock hour requirements of the courses in which the student is enrolled. When participation in a club sport requires that the student miss class or clinical, the student must ask the coaching staff for the club sport to send written verification of the following to the faculty of record for the course as well as the clinical nursing instructor:
 - a. Validation that the student is actually a participating member of the club sport.
 - b. The schedule of the club sport meets that will necessitate the student's absence from the nursing course or nursing clinical experience.
 - c. The expected amount of time that the student is projected to be absent from the nursing course or nursing clinical experience.
2. Intercollegiate sports. Students participating in intercollegiate sports must meet the course objectives and clinical course clock hour requirements of the courses in which the student is enrolled. When it is anticipated that participating in intercollegiate sports will necessitate that a student miss nursing course or nursing clinical experiences, the student shall meet with the Assistant Dean for Undergraduate Programs prior to the semester/year in which the anticipated absences will occur in order to design a program of study that will meet the student's needs to meet academic as well as athletic requirements of enrollment and mitigate conflicts in these programs.

Class Attendance for Tests

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

Punctuality

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

Consistent tardiness of any time beyond the start time of any clinical experience with or without prior notice to the faculty member will result in Academic Improvement Plan documentation and expected makeup experience. The first episode of tardiness will result in a verbal warning and documentation in the student's clinical evaluation tool; the second episode of tardiness will result in an Academic Improvement Plan initiation and documentation in the student's clinical evaluation tool; the third episode of tardiness may result in a dismissal from the clinical portion of the course, thus resulting in failure for the course.

Dismissal from Clinical Experience

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

Clinical Makeup

Absences from clinical experience must be made up. When faculty can clearly verify through documentation a nursing student's achievement of course clinical objectives, the faculty member may elect to use other methods for clinical makeup consistent across all sections and with the approval of course faculty and the Assistant Dean of Undergraduate and Alternative Programs. The student must make up clinical absences in the clinical setting when the faculty has clear documentation that the student has not yet satisfactorily achieved all clinical course objectives.

When a student misses clinical experience and is unable to make up the clinical experience in the clinical setting by the conclusion of the course, the student will receive an "Incomplete" until the student has completed the missed clinical experience(s) and it has been determined by the instructor if the clinical objectives for the course have been achieved. If the student is in junior level clinical courses, the student cannot progress to senior level courses until all junior level clinical courses have been successfully completed. If the student is in senior level clinical courses, the student will not be able to graduate until all senior level clinical courses have been successfully completed. For ABS students, if the student receives an "Incomplete" during a Spring or Summer semester clinical course, the student will not be able to move to the following Fall semester courses.

Approved by Undergraduate Student Affairs Committee 4/8/2013
Approved by Faculty Council, 5/8/2013. Effective date 8/19/2013.

INTERNET COURSES

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

INDEPENDENT STUDY

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

STUDENT WORK POLICY

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

1. The identification badge and insignia identifying the employee as a student of the SIUE School of Nursing may not be worn.
2. Students should be aware of their responsibilities regarding liability and malpractice insurance in that health care facility. Students are covered by University insurance only while functioning within the scope of the nursing program and not during outside employment.

PATIENT CONFIDENTIALITY

While in clinical practicum, students are assigned a variety of clients. Clients have the right to every consideration of privacy. Discussion of cases should be conducted so as to protect the client's privacy. Students may only access their assigned client's medical information. All information regarding the records or communications with or about the client is confidential. Students should not use the client's name in any verbal or written discussion of the client outside of the clinical practicum or post conference setting. Home addresses and phone numbers should not be disclosed outside of the clinical agency. Students need to be aware of and follow individual institutional policies and procedures regarding patient confidentiality.

Policy for the Use of Digital Media

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

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

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

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

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

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

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

Approved by Undergraduate Student Affairs Committee 3/18/2013

Approved by Faculty Council 4/17/2013

HEALTH MANDATES

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

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

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

Criminal Background Check, Drug Test, and Health Requirements

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

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

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

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

continued access to student accounts so that new required documents and updates can be added throughout the program.

Criminal Background Check

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

Drug Test (LabCorp)

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

Contact Information for Certified Background Check:

www.CertifiedProfile.com

Customer Service: (888) 914-7279
cpservicedesk@certifiedprofile.com

Immunization Tracker (To-Do List)

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

The Immunization Tracker includes:

Physical Examination

- Submit a physical exam with notation regarding no physical limitations signed by a physician or NP. Date of physical cannot be prior to September 1 of the previous year.

Medical History

- (For students attending at Carbondale). The form is available in the tracker.

Rubeola, Mumps and Rubella (MMR) -

There must be documentation of ONE of the following in the form of an official signed and dated report:

- 2 vaccinations – must be at least 28 days apart (submit proof of vaccination)
- Must be after 12 months of age

OR

- **POSITIVE** antibody titer (COPY OF serologic evidence on official hospital/lab letterhead or report required). DO NOT Submit **Negative** or **Equivocal** Titers.

Varicella Antibody (IgG) Titer (Chicken Pox)

There must be documentation of ONE of the following in the form of an official signed and dated report:

- 2 vaccinations at least 28 days apart (submit proof of vaccination)
- Must be after 12 months of age

OR

- POSITIVE antibody titer (COPY OF serologic evidence on official hospital/lab letterhead or report required). DO NOT Submit Negative or Equivocal Titers.

Hepatitis B

There must be documentation of ONE of the following in the form of an official signed and dated report:

- 3 vaccination (submit proof of vaccination)*

OR

- Positive antibody titer (COPY of serologic evidence on official hospital/lab letterhead or report required) **Titer is done 4-6 weeks after last immunization for Hepatitis B only**

*You must complete the first vaccine prior to beginning the program. This allows temporary clearance.

Tetanus/Diphtheria/Pertussis (Tdap)

- Submit documentation of a Tdap within the past 10 years.*

*Must be kept current.

TB Skin Test (PPD/Mantoux)*

There must be documentation of ONE of the following in the form of an official signed and dated report:

- 2-step test (2 separate tests spaced 2 days - 3 weeks apart) if student has never had a TB test

OR

- 2 consecutive years of negative annual skin tests (one being current)

OR

- Negative blood test (QuantiFERON- TB Gold or T-SPOT) Copy of lab report required.

*Annual updates are required. For annual updates, a 1-step skin test or one of the above blood tests may be used. If you have a documented past positive TB skin test AND a documented negative chest x-ray, you will need to complete the Signs/Symptoms TB Assessment form annually (form available on the tracker).

CPR and AED Certification

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

Health Insurance

- Proof of medical insurance

Influenza Vaccine –

- Vaccine required after August 1 and before October 15 annually)

Accelerated RN to BS program (non-corporate) students:

After admission into the program, students will be required to purchase a vendor package which will include the following:

- Federal Criminal Background Check
- Drug Screen
- Copy of Unencumbered RN license
- Immunization waiver form

CBI will email the student with any requirements which are expired or not sufficient. Students are responsible for uploading and attaching each required document. **If you have any difficulty with your online order or with uploading any of your requirements, please contact CBI Student Support at 888-914-7279 or cpservicedesk@certifiedprofile.com.**

University Health Service

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

Immunizations Not Covered Under CDC Guidelines

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

Immunization Exemptions

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

All students must meet all of the above mandates listed above by the date specified in the admission materials in order to attend the fall nursing courses. These requirements must be kept current through the entire program. This is a student

responsibility. Failure to do so will result in an unexcused absence from the assigned course and/or clinical (See Absence Policy).

TEMPORARY DISABILITY/PREGNANCY POLICY

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

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

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

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

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

If applicable, expected date of delivery.

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

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

MALPRACTICE INSURANCE

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

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

TRANSPORTATION

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

TECHNOLOGY AND INTERNET STANDARDS OF CONDUCT

I. Purpose

Interactive, electronic social media promotes dialogue among diverse groups of people using online technologies. To protect students, faculty, and staff, Southern Illinois University School of Nursing abides by the following standards of conduct. These standards apply to all academic uses to include but not limited to classroom, clinical, and simulation laboratory of technology and internet use as well as personal use where students and or faculty are identified as being associated with SIUE and/or the School of Nursing. Students are to embrace ethics and professionalism at all times in and out of the classroom and clinical agency environment.

II. Examples of Technology use include (but not limited to):

- a. Wireless and/or Smart Phones (cellular phones)
- b. Mobile devices
- c. Laptop/notebook/personal computer
- d. Learning Management Systems (LMS) such as Blackboard

III. Examples of internet use include (but not limited to):

- a. Email
- b. Social networking (e.g.: Facebook, Twitter, Instagram, LinkedIN)
- c. Blogging
- d. Microblogging
- e. Podcasting
- f. Social news sharing
- g. Video hosting
- h. Wikis
- i. Wikipedia
- j. Flickr
- k. YouTube
- l. News groups

IV. Guidelines for use of technology and internet in the classroom, lab, and clinical setting:

- a. **Professional conduct:** Communications should not contain profanity, bullying, incivility, harassment, obscenities, sexually explicit, or malicious comments about the University, the School of Nursing, faculty, students, clinical agency or agency staff. Respect for diversity, culture, and differing opinions/values is paramount.
- b. **Follow HIPAA regulations:** Students have an ethical and legal obligation to maintain patient privacy and confidentiality at all times. Information about patients and families must not be posted on social media sites or Learning Management Systems (LMS). HIPAA guidelines related to protected health information obtained during practicum experiences must be followed at all times. (See the School of Nursing Statement for Academic Integrity Policy in the Student Handbook for violations and sanctions related to these guidelines.)
- c. **Do not take and/or post pictures or videos from classrooms, the Simulated Learning Center for Health Sciences, or clinical practicum experiences on any media site:** Pictures and videos from class, clinical simulations, classmates/faculty, or affiliated institutions may not be taken without the written consent of the appropriate administrative personnel. SIUE School of Nursing logos and identification badges should not be recognizable without prior approval.
- d. **Do not disclose proprietary information or data obtained during practicum experiences.** Information, data, or images obtained during practicum experiences may be proprietary and cannot be disclosed on social media or LMS sites. Proprietary information or data includes, but is not limited to patient related information, name of the facility, and/or any other clinical practicum related information. Posting is a violation of patient rights, patient confidentiality and HIPAA. Students cannot post content or otherwise speak on behalf of Southern Illinois University Edwardsville School of Nursing, or Student Nurse Associations unless written permission is granted from the University.
- e. **Mobile devices in practicum settings are used for academic purposes only:** searching for information on medications, diagnoses, treatments, and patient teaching materials, as well as for contacting faculty for assistance.
- f. **Students are not allowed to use agency computers for personal use** such as to check email, use social media sites, or access Blackboard for course materials without prior approval.
- g. **Computer use in practicum experiences in agencies is limited to** charting on patients and searching for information on medications, diagnoses, treatments, and patient teaching materials.
- h. **Personal computer devices cannot be used to record any patient, agency, and/or staff information.**

- i. **Be cognizant of how you present yourself using social media. Portray yourself in a positive professional manner with each post made. Patients, classmates, instructors, and employers may view online activity.** Many human resource departments and graduate schools check social media sites and individual online postings could be a reflection of personal/professional integrity.
- j. **Social media sites are not the venue for faculty evaluations.** Student nurses should not make disparaging remarks about Southern Illinois University Edwardsville School of Nursing, including students, faculty members, and staff on any media or social media. **Remember you are legally responsible for any public statements containing any slanderous or threatening comments.**
- k. **Responsibility to report:** Students have the responsibility to promptly report any identified breach of privacy, confidentiality, and/or improper use of technology and/or social media.
- l. **Current undergraduate nursing students are not permitted to befriend faculty and/or staff on personal social media networks.**

V. Disciplinary procedures and sanctions for inappropriate use of technology and internet in the classroom, clinical, and simulation laboratory:

The SIUE School of Nursing adheres to the University's Student Academic Code-3c2 (<http://www.siu.edu/policies/3c2.shtml>), Student conduct code-3c1 (www.siu.edu/policies/3c1.shtml), and the School of Nursing Statement for Academic Integrity located in the School of Nursing Student Handbook.

References

- American Nurses Association. (2011, September). 6 tips for nurses using social media. Retrieved from <http://www.nursingworld.org/FunctionalMenuCategories/AboutANA/Social-Media/Social-Networking-Principles-Toolkit/6-Tips-for-Nurses-Using-Social-Media-Poster.pdf>
- American Nurses Association. (2011, September). Principles for social networking and the nurse. Retrieved from <http://www.nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/NursingStandards/ANAPrinciples.aspx>
- National Council of State Boards of Nursing. (2011, August). White paper: A nurse's guide to the use of social media. Retrieved from https://www.ncsbn.org/Social_Media.pdf
- National Student Nurses Association. (n.d.). Recommendations for: Social media usage and maintaining privacy, confidentiality and professionalism. Retrieved from http://www.nsna.org/Portals/0/Skins/NSNA/pdf/NSNA_Social_Media_Recommendations.pdf

Approved by Undergraduate Student Affairs Committee 3/18/2013
 Approved by Faculty Council 5/8/2013

STUDENT UNIFORM POLICY

Traditional and ABS Programs

Purpose

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

Uniforms

1. All students will wear a school uniform ordered from the school vendor. No substitutions or additions are permitted. Uniforms must fit well enough to keep undergarments and skin covered when bending down to assist patients. Should a student require warmth under the tunic, a solid white short-sleeve or long-sleeve standard t-shirt or turtleneck may be worn if in accordance with hospital policy.
2. If required, students must have uniforms available to wear each semester they are enrolled in a clinical or lab course.
3. The long white lab coat or shorter jacket may be worn in place of a uniform in some situations, to be determined by the faculty of clinical courses.
4. During the Care of Populations (N475) clinical course, a white polo shirt and black, navy blue, or khaki slacks is the required uniform. In some sites, lab coats are permitted. Clinical shoes for the public health clinical are the same as indicated in the shoes section of this uniform policy.
5. Only an individual when functioning in the student role will wear the School uniform, patch and name badge. A student may not wear the School uniform when functioning as an employee or volunteer outside of the student role.
6. Students must wear the official lab coat, name badge and professional attire when visiting a clinical setting to review patient assignments.
7. No casual attire (jeans, sweat pants, leggings, shorts, t-shirts, crop tops, sandals etc.) is permitted **IN ANY CLINICAL SETTING AT ANY TIME**.
8. Consideration will be given for religious preferences.

Name Badge and Uniform Emblem

1. ID badges will be worn on the upper left portion of the uniform. Charges will be incurred for replacement of lost ID badges. Contact the Undergraduate Program Secretary to replace lost name badges.
2. An emblem bearing the seal of the SIUE School of Nursing will be sewn/heat pressed on the left upper sleeve of all uniform shirts and lab coats. (no pins/Velcro)
3. When a lab coat is worn, a name badge must be worn.

Shoes and Hose

1. When in uniform, students must wear clean, primarily white, leather shoes, and white hose/socks.
2. When in street clothes as in above, appropriate casual shoes may be worn.
3. In all cases, the foot must be completely covered. (no clogs, sandals or open-toed shoes).

Hair and Nails

1. Hair must be worn above the collar or tied back securely with a small clip or band. Large hair bows or scarves are not permitted.
2. Facial hair should be trimmed and clean and may need to be covered in some settings.
3. Fingernails should be clean, trimmed. No artificial or gel nails, acrylic wraps or nail art is permitted. Polish, if worn, must be clear or neutral and well maintained, if permitted by clinical agency.
4. Only natural hair colors are permitted, i.e., gray, brown, black, red and blonde.

Body Art/Jewelry

1. Tattoos must be covered by clothing or a neutral colored bandage.
2. Only small post earrings (one per ear) are permitted. Dangling or hoop earrings or bracelets are prohibited.
3. One wedding band without prongs or large stones may be worn, but may need to be removed to wash hands.
4. Jewelry must be removed from any other visibly pierced location, including the tongue.
5. Either a watch with a second hand or digital watch that tracks seconds is required.
6. Bracelets and necklaces should not be worn, unless it is a medical alert item.

Fragrances

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

Stethoscopes and Equipment

Students are required to purchase a stethoscope that has both a bell and diaphragm capabilities. Additionally, students are required to purchase bandage scissors.

This equipment must be purchased during their first term in the program in addition to the uniform.

Improper Uniform

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

Uniform Return

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

Approved Student Affairs Committee 3/18/2013

Approved Faculty Council 4/17/2013

STUDENT PARTICIPATION ON SCHOOL OF NURSING COMMITTEES

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

1. Undergraduate Curriculum Committee
 - a. Brief Description -- The Committee assumes responsibility for attending to all matters having to do with the curriculum, including its planning, development, and implementation.
 - b. Selection of Student Representatives – Three (3) undergraduate students (a pre-licensure student, an accelerated RN to BS student, and an ABS student) are selected on a volunteer basis (with final approval given by the committee chair) to serve with voice, but no vote, until graduation.
2. Undergraduate Student Affairs Committee
 - a. Brief description -- The committee assumes responsibility for developing and implementing policies regarding student admission, retention, and progression.
 - b. Selection of Student Representatives – Three (3) undergraduate students (a pre-licensure student, an Accelerated RN to BS student, and an ABS student) are selected on a volunteer basis (with final approval given by the committee chair) to serve with voice but no vote, until graduation. Students will not be present for discussion of individual students or personnel matters.
3. Diversity Committee

- a. Brief description- The Diversity Committee shall facilitate the implementation of recommendations, strategies and initiatives identified in the SON Diversity Plan.
- b. Selection of student representatives -Two positions on the Diversity Committee will be filled by student volunteers, a graduate student and an undergraduate student. The students will serve with voice, but no vote.

Approval by the School of Nursing Faculty May 3, 2001
Revised May 10, 2004 Approved by Faculty
Revised May 2014 Approved by Faculty

GRADUATION INFORMATION

Graduation Requirements

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

To graduate, all nursing students must successfully complete all School of Nursing curriculum requirements, university graduation requirements, and the Senior Assignment. Graduation from the traditional baccalaureate nursing program requires a minimum of 120 credit hours. Graduation from the Accelerated RN to BS program requires a minimum of 120 credit hours. Students transferring from an accredited two-year institution must earn at SIUE, or at any other accredited four-year institution, at least 60 of the semester hours required for the degree. All candidates for the degree must complete a minimum of 30 semester hours at SIUE. For students matriculating through the accelerated nursing option, 63-65 semester hours of nursing courses are required.

NCLEX Information

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

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

Nursing Pins

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

Purchase of a pin after graduation to replace a lost pin can be arranged by contacting the Josten's representative.

School of Nursing Convocation

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

Commencement Ceremonies Policy

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

LICENSE (for RN/BS students)

RN/BS students may take the initial two courses in the curriculum (NURS 240R & NURS 335R) prior to obtaining a license. However, a copy of a current unencumbered professional registered nursing license is required for continuing in the program. It is the student's responsibility to submit a copy for the file to the RN to BS advisor at the Southern Illinois University Edwardsville School of Nursing.

SECTION V
CURRICULUM

CURRICULAR THEMES

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

ANALYTICAL REASONING

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

COMMUNICATION

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

ROLE

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

HUMAN DIVERSITY

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

ETHICS

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

Integrated Concepts for Curriculum

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

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

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

Approved by School of Nursing faculty: May, 2004

BACCALAUREATE STUDENT OUTCOMES

Upon completion of the baccalaureate nursing program, the student:

1. Appraises all aspects of health care situations and consequences of chosen actions.
2. Chooses effective communication approaches using strategies and theories integral to the practice of nursing.
3. Designs effective responses to identified health care concerns.
4. Initiates investigation of professional issues.
5. Integrates knowledge of human diversity and the effects of health and social policies on populations.
6. Integrates personal and professional ethical code into professional practice.
7. Incorporates understanding of moral judgments into determining ethical issues.

Approved by School of Nursing faculty: August, 2004

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

EVALUATION POLICY

Students are evaluated throughout the undergraduate nursing program.

Course Evaluation

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

- A = 93 - 100%
- B = 85 - 92%
- C = 76 - 84%
- D = 68 - 75%
- F = below 68%

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

In order to receive a passing grade in N 240, N 246, N 341a, N 341b, N308/342, N 308/343, N 354, N 355, N 474, N 308/475, N 476, N 482, the student must achieve an average of 76% based **SOLELY** on the course exams and the HESI exam if required for the course (HESI exam in the following courses: N 246, 308/343, 354, 355, 474, 476) prior to calculating in any other graded assignments. If the calculated course exams and HESI exam (if applicable) are less than 76%, the student will receive the calculated exam grade without adding any other graded assignments.

Example 1: grade for course exams is 74%, student receives a D for the course. Any other assignments for the course are not calculated into the final grade.

Example 2: grade for course is 76%. All other course assignments are calculated into grade for final course grade.

Approved by Undergraduate Student Affairs Committee 4/29/2013

Approved by Faculty Council 5/8/2013. Effective for undergraduate students 8/19/2013.

STANDARDIZED EXAMINATION POLICY

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

Pre-Admission Assessment

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

Progression Examinations

During student progression through the program, there are six required standardized examinations. These examinations are included as one of the requirements in each of the following nursing courses: NURS 246 (Foundation and Assessment in Nursing Practice), NURS 308/343 Adult Health II), NURS 354 (Care of Women and Childbearing Families), NURS 355 (Care of Children and Adolescents), NURS 474 (Care of Persons with Mental Health Needs), and NURS 476 (Care of Persons with Complex Health Needs). Results from these examinations provide a benchmark based on national standards in specific content areas. Scores from these examinations will be included as 15% of the final course grade and will serve as the final examination in these courses. There are no re-take options for these exams. A minimum score of 850 is to be achieved by the student on each of the progression standardized exams used in the program. Students who score below 850 will be required to complete a remediation plan as designated by the course faculty. If the student is not able to complete the remediation prior to the end of the semester, the student will receive a grade of "Incomplete" until the remediation is completed. An Incomplete Form will be completed, which is signed by the student, faculty member, and Assistant Dean for Undergraduate and Alternative Programs. The "Incomplete" grade will stand until remediation is completed. Course progression will be affected in the following way:

- a. Incomplete in N246: May not progress to junior level courses until remediation is completed and grade is posted for course.
- b. Incomplete in N308/343, N354, and N355: May not progress to senior level courses until remediation is completed and grade is posted for course.
- c. N474 and/or N476: Remediation must be completed in order for the student to get approval and signature by the School of Nursing on the NCLEX-RN examination application.

Comprehensive Exit Examination

The HESI E2 Exit Examination is taken at the completion of NURS 489 Senior Assignment II for traditional students and measures comprehensive knowledge necessary for success on the national licensure exam. The score from this examination will be included as 20% of the course grade for NURS 489. For ABS students, 2 exit exams will be included as 30% of the course grade for N479. A minimum score of 900 for both traditional and ABS students should be achieved by the student on the comprehensive exit examination. Students who score below 900 will be required to complete a remediation plan as designated by the tutoring and remediation specialist or designee. The remediation plan must be completed by the student in order for the student to get approval and signature by the School of Nursing on the NCLEX-RN examination application. Traditional and ABS students scoring above 900 on the Exit HESI will complete EAQ custom quizzes and HESI online success strategies.

Taking the Examinations

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

GRADE REPORTS

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

CREDIT AND CLOCK HOURS

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

ASSIGNMENT TO CLINICAL EXPERIENCES

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

DRUG DOSAGE CALCULATIONS

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

Approved by the School of Nursing Faculty May 3, 2001

Approved by the School of Nursing Faculty March 26, 2002

Approved by the School of Nursing Faculty February 6, 2006

Continued by the School of Nursing Faculty May, 2008

SECTION VI

GENERAL INFORMATION

EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

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

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

STUDENT-ADVISOR CONFERENCES

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

STUDENT-FACULTY CONFERENCES

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

BULLETIN BOARDS AND BLACKBOARD SITE

Policies which affect all students are posted on bulletin boards near the SIUE School of Nursing office and on the Undergraduate Student Blackboard site. Please check the bulletin boards and Blackboard at least weekly. It is the responsibility of students to stay informed about information posted on the bulletin boards and Blackboard as well as other relevant information.

COMPUTER TECHNOLOGY

Computer resources are available for student use in computer laboratories on campus. The Alumni Hall computer lab is located on the first floor, Rooms 1201-1205. There are also four computers in the Simulated Learning Center for Health Sciences nursing

students may use. Students can use these computers during posted open lab times or by obtaining permission from the faculty in the lab if one wants to work on the computers while a class is in session.

REQUIREMENTS FOR RN-BS ONLINE PROGRAM: HARDWARE, SOFTWARE, AND INTERNET CONNECTIVITY

Information Technology Services (ITS) is the department on campus that manages e-ID creation and maintenance, and can help with troubleshooting Blackboard issues. If you have any technical problems with services offered by ITS, please contact them at 618-650-5500 or via email at ftc_help@siue.edu. Additional ITS information is available at <http://www.siue.edu/its/>: click on the “Students” navigational link on the left. Please note that ITS does *not* provide support for online textbook publisher content.

If you have any concerns regarding these requirements for the RN-BS program, please contact:

Dr. Roberta Harrison, Asst. Dean of Undergraduate Programs, at roberha@siue.edu; 618-650-3993

HARDWARE REQUIREMENTS

- ✓ Computer with sound card (desktop or laptop)
 - Recommend a fast processor, at least 2 gigabytes (GB) of random access memory (RAM), and over 40 GB free disk space
- ✓ Webcam
- ✓ Video recording device capable of recording a 20-30 minute presentation
- ✓ Printer
- ✓ Scanner
- ✓ Headset (microphone and headphone)
- ✓ CD/DVD ROM may be useful, however more software/applications are now available as direct downloads
- ✓ USB flash drive may be helpful for back-ups
 - Note that all students have access to a virtual hard drive via Blackboard (Bb), located under the “My Content” tab of Bb. See the Blackboard [Content Collection](#) “Help” for more information.

SOFTWARE REQUIREMENTS

- ✓ Current, [Blackboard certified or compatible web browser](#).
- ✓ Microsoft Office (Word, Excel, PowerPoint). The Office suite is available free of charge to current SIUE students. Visit the [Office 365](#) page for information and instructions.
- ✓ Antiviral software if using personal computer (e.g. Microsoft Security Essentials, AVG Anti-Virus, Norton AntiVirus, McAfee Antivirus).

- ✓ Free browser plug-ins including, Java, QuickTime, RealPlayer, and Adobe Acrobat Reader. See the web site http://www.siu.edu/its/software/common_plugins.shtml for links to download the most common plug-ins.

INTERNET CONNECTIVITY

Internet access through an internet service provider (ISP) with 56 kbps speed or higher. While your connection to the internet may be hardwired, wireless, or satellite, *please note that wireless connectivity is **not** recommended during exams, submission of assignments or other critical course activities as designated by course faculty*

BLACKBOARD

- ✓ Please note that there are scheduled maintenance times for Blackboard. It is essential that you be aware of those times and make sure that you have submitted any work in progress (e.g. tests, assignments, posts to journal, wikis or discussion boards) prior to the systems being shut down for maintenance. **Any work in progress will be lost when the servers go down for maintenance.** Visit the [Blackboard Maintenance Times](#) web site for specifics times.

FINANCIAL ASSISTANCE

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

Additional websites for general information for financial assistance:

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

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

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

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

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

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

GUESTS OR CHILDREN AS VISITORS TO THE SCHOOL OF NURSING

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

COURSE FEES

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

DAMAGE TO EQUIPMENT

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

STYLE MANUAL FOR NURSING PAPERS

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

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

STUDENT ADDRESSES AND PHONE NUMBERS

Students are required to make their current addresses and phone numbers known to the office of the Assistant Dean for Undergraduate and Alternative Programs. The School of Nursing uses the SIUE student email address as the only official email address for electronic communication. E-mail list serves are maintained by the secretaries for all traditional students, RN-BS students, and accelerated students. Only approved SIUE staff and faculty have access to the list serve. If you wish not to receive messages via the list serve, please notify the Assistant Dean for Undergraduate Programs in writing. It is

the responsibility of the student to report to the School of Nursing (the Receptionist in Room 2117), the SIUE Admissions Office, and the agency nursing office all address, phone number, and name changes. This is for use in case of emergencies and for communication purposes. If updated addresses, phone numbers, and names are not provided, students may not receive needed information and will bear full responsibility.

THE UNDERGRADUATE RESEARCH ACADEMY

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

Students who have been accepted as a major in any of the disciplines at SIUE and who maintain a grade point average of 2.5 or better are eligible to compete for URCA Fellowships. Students must have junior or senior standing at the time they conduct their URCA work, must be at least two semesters from graduation, and may use the URA project to fulfill the Senior Assignment graduation requirement. More information will be provided during the first week of classes in the fall. Additional information can be found on the web site <http://www.siue.edu/>.

LIBRARY FACILITIES

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

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

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

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

PARKING

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

SECTION VII

NURSING ORGANIZATIONS

STUDENT ORGANIZATIONS

Student Nurses' Association of Southern Illinois University Edwardsville

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

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

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

The Epsilon Eta Chapter of Sigma Theta Tau, International was chartered in 1980 at SIUE. It is open to nursing students who meet established academic and professional criteria both at the graduate and undergraduate level and to community nursing leaders. The Society is concerned with the advancement of professional nursing through scholarship, research, and practice. Students are eligible for invitation after completion of ½ of the nursing curriculum in their respective program, while maintaining a minimum GPA of 3.0 and ranked in the upper 35% of their class. Students will be invited to join Sigma Theta Tau International following June 1st of the semester they become eligible.

Phi Kappa Phi

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

Student/Dean's Advisory Group

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

NURSING CLASS REPRESENTATION FOR SIUE SCHOOL OF NURSING

Election of Class Representatives

- Three (3) student representatives for each entering class (Traditional and Accelerated Options) will be elected by their peers after volunteer candidates are identified. Elections are held approximately two (2) to three (3) weeks after the fall semester begins.
- Duties of each class representative are as follows:
 1. Serves as a liaison between the student cohort and the School of Nursing Administration.
 2. Serves as a resource contact for the class cohort and disseminates information to the cohort.
 3. Appoints committees as necessary for special events or projects.
 4. Attends Student Dean's Advisory Committee meetings reporting issues or concerns from class members. Students should also come prepared to offer recommendations for improvements.

UNIVERSITY INVOLVEMENT

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

SECTION VIII

APPENDICES

Additional Policies & Procedures

APPENDIX A

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
SCHOOL OF NURSING

RELEASE FORM

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

(Signature of Student)

(Date)

(Signature of Witness)

(Date)

APPENDIX B

**RELIGIOUS EXEMPTION REQUEST FORM
HEALTH SERVICE
SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
STUDENT SUCCESS CENTER, ROOM 0222
CAMPUS BOX 1055
EDWARDSVILLE, IL 62026-1055
PHONE: (618) 650-2842; FAX: (618) 650-5839**

NAME: _____

ADDRESS: _____

STUDENT ID#: _____

Southern Illinois University Edwardsville requires that any individual who requests exemption from the immunization laws of the State of Illinois based on religious reasons provide the following documentation:

Completion of this request form AND a statement indicating the specific religious belief that conflicts with the immunization.

NOTE: General philosophical or moral objection to immunization shall not be deemed adequate for an exemption under any circumstances.

COMMUNICABLE DISEASE OUTBREAK CONTROL

An effective means of controlling outbreaks of vaccine-preventable disease on university campuses is to exclude all students from the outbreak area who cannot present valid evidence of immunity. Students can be readmitted immediately after vaccination. Students who have been exempted from vaccination because of valid medical, religious, or other reason should be excluded until the outbreak is over. In the case of measles, exclusion would apply until at least 21 days after the last confirmed case of measles in the outbreak area.

Statement of Exclusion:

I, _____, have been informed I am considered to be susceptible to measles, mumps, rubella, diphtheria, and pertussis according to the above information. My signature above indicates I have read and understand the above information on Communicable Disease Outbreak Control.

DATE: _____

SIGNATURE: _____

WITNESS: _____

APPENDIX C

Southern Illinois University Edwardsville
Health Service
Physician Statement for Medical Exemption

Date _____

Printed Name of Applicant _____ ID# _____

I, the undersigned do hereby request exemption from immunization as recommended by my physician. I understand that in the event of an outbreak of measles, mumps, rubella, tetanus, or diphtheria, I will be required to leave the campus.

Signature of Applicant _____

The above named applicant has requested medical exemption from immunization. Immunizations are required by the State of Illinois. Every student attending a public school must comply. However a medical exemption is acceptable under the following conditions. **The law states that the student must present a written signed, and dated statement from a physician stating the specific vaccine(s) contraindicated and the duration of and the specific medical condition that contraindicates the vaccine(s).** Your assistance is required for medical exemption of the applicant.

- 1. Immunizations which require exemption _____ tetanus/diphtheria
 (please check only those that apply) _____ MMR
 _____ PPD (Mantoux) skin test
 _____ Hepatitis B

2. Specific medical reason for exemption

3. Duration of exemption _____
(3 months allowable for attempting pregnancy or breastfeeding infant)

If pregnant, EDC _____

Signature of physician _____

Printed name of physician _____

Address _____

Telephone _____

APPENDIX D

PERSONAL SAFETY DURING CLINICAL NURSING EXPERIENCES

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

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

- Make sure cars are in good repair (and full of gas) and not likely to break down.
- Always lock cars and do not leave things of value in locked cars where they can be seen.
- Double check to make sure keys don't get locked in cars.
- Have keys in hand when returning to cars to avoid delay.
- Look inside vehicles before entering.
- Avoid flashy jewelry and carrying money where it can be seen.
- Stand tall, walk confidently, and know destinations.
- Try to walk with someone when outside the facility.
- Avoid shortcuts in unfamiliar areas.
- Try not to carry a purse, only I.D. (driver's license), necessary papers, and change which can be carried in pockets or waist packs.
- If making a purchase or buying lunch or gas, never flash money.
- In agency work, always let instructors know destinations and return times.
- In community observation experiences, let someone know destinations and approximate return times (this is a common sense safety practice).
- In case of an accident or if a victim of a crime, notify the police by dialing 911. Also, notify the instructor or the School of Nursing.
- If someone wants the community health bag or any of your belongings, GIVE IT TO THEM.
- Avoid corners and places where groups congregate and ignore catcalls.
- Do not linger in any neighborhood.
- In making home visits, use judgment about approaching and entering a building; trust intuition.
- Be very cautious about dogs. If in doubt, call the client or agency which is planned to be visited.
- Carry your mobile phone, but keep it silenced. Have the telephone number of instructor and/or agency.
- Avoid being alone in an unfamiliar place after dark.
- Do not stop the car to give a stranger a ride or lower the window to respond to someone who approaches the car.
- Keep the doors locked when driving.
- When stopping the car at a stop sign or light, stay one car-length behind the next car to be able to safely pull away if necessary.
- When approached by someone asking (begging) for money or asking for directions, state that there is no money and keep walking.

Approved by Student Affairs Committee 3/18/2013

Approved by Faculty Council 4/17/2013

APPENDIX E

STANDARD PRECAUTIONS FOR STUDENTS IN ALL CLINICAL AGENCIES

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

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

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

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

A. Universal Precautions

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

3. Replace disposable, single use gloves as soon as possible when contaminated, or if torn, punctured, or barrier function is compromised.
4. Wash hands when gloves are removed and as soon as possible after contact with blood or other potentially infectious materials.
5. Immediately wash hands and other skin surfaces that are contaminated with blood, body fluids containing visible blood, or other body fluids to which universal precautions apply.
6. Use full face shields or face masks with eye protection, goggles, or eye glasses with side shields when splashes of blood and other bodily fluids may occur and when contamination of the eyes, nose or mouth can be anticipated (e.g. during invasive and surgical procedures).
7. Minimize splashing, spraying, splattering, and generation of droplets when performing procedures.
8. Remove protective equipment before leaving the work area and after a garment becomes contaminated.
9. Place used protective equipment in appropriately designated areas or containers when being stored, washing, decontaminated, or discarded.
10. To prevent injury from needles, sharp instruments, broken glass or other items that could cause a cut or puncture wound:
 - Do not bend, recap, or remove contaminated needles.
 - Do not shear or break contaminated needles.
 - Discard contaminated needles and sharp instruments, in closable, puncture-resistant, leak proof, red or biohazard-labeled containers.
 - Do not remove a needle from a disposable syringe by hand.
 - Use forceps or a one handed technique to recap or remove contaminated needles.
11. Use RED or affix biohazard labels to, containers to store, transport, or ship blood or other potentially infectious materials, such as lab specimens.
12. Use puncture resistant, leak proof containers to collect, handle, process, store, transport, or ship blood specimens and potentially infectious materials. Use care not to contaminate the outside of the containers used for collecting specimens.
13. Do not eat, drink, smoke, apply cosmetics, or handle contact lenses in areas of potential exposure. (Note: Use of hand lotions is acceptable.)
14. Do not store food or drink in refrigerators or on shelves where blood or potentially infectious materials are present.

15. Handle contaminated laundry as little as possible and with a minimum of agitation. Use appropriate personal protective equipment when handling contaminated laundry. Place wet contaminated laundry in leak-proof, labeled or color-coded containers before transporting. Bag contaminated laundry at its location of use. Never sort or rinse contaminated laundry in areas of its use.
16. Blood spills should be cleaned using specific hospital disinfectants or decontaminants. Follow the policy of the institution where clinical practice is being done.

B. Management of Occupational Blood Exposure

1. Exposures to blood or body fluids that pose a risk for HIV or HBV infection or to other blood borne pathogens require immediate attention. Exposures include percutaneous injuries (needle stick or cut with a sharp object), contact of mucous membrane or nonintact skin (splash to eye, nasal mucosa, mouth, or chapped, abraded or affected skin), prolonged skin contact, or contact of the body fluid over an extensive area.
2. The area should be immediately and thoroughly washed, using soap and running water. Mucous membrane and eye exposures should be thoroughly rinsed with water. Students are responsible for *immediately* notifying the faculty member of the incident. The faculty member will then notify the appropriate agency authority and the School of Nursing.
3. Guidelines from the agency and the School of Nursing will be followed.
 - A. The history of the client shall be reviewed for high-risk category.
 - B. Client shall be notified and written consent shall be obtained. Written informed consent is not required of the source client in the State of Illinois as mandated in House Bill 4005. Written consent is required of the source client in the State of Missouri.
 - C. The client shall be tested following written consent and treatment and follow-up initiated for exposures posing risk of infectious transmission. Follow-up testing and counseling should be provided.
 - D. The student shall be serologically tested to establish a baseline. Testing shall include:
 - HIV
 - Antibody for Hepatitis A, Hepatitis B, and Hepatitis C
 - Hepatitis B surface antigen (HBsAg)
 - RPR
 - E. An incident report shall be filed at the agency. A copy of the incident report will be filed with SIUE Health Services and Risk Management.
 - Health Services will be notified immediately or within 24 hours.
 - Risk Management shall be notified immediately or within 24 hours.

- F. The student who had been exposed to HIV shall be retested according to the following schedule:
- Six weeks
 - Three months
 - Six months
- G. The student who had been exposed to HBV should be tested for anti-HBs 1-2 months after the last dose of the vaccine.
- H. The student who had been exposed to HCV should have a baseline and follow-up testing for anti-HCV and alanine amino-transferase (ALT) 4-6 months after exposures.
4. The student shall be counseled regarding postexposure prophylaxis (PEP), including the potential benefits and risks. The decision to recommend HIV postexposure prophylaxis should take into account the nature of the exposure, and the amount of blood or body fluid involved. Other considerations include pregnancy in the HCW and exposure to virus known or suspected to be resistant to antiretroviral drugs. Timely evaluation and management of HIV exposure should be enforced. It is recommended that any exposure be evaluated as soon as possible, ideally within the first two hours following the incident. An exposure should be considered an urgent medical concern. If the serostatus of the source person is unknown, the use of PEP is determined on a case by case basis, after considering the type of exposure and the clinical and/or epidemiologic likelihood of HIV infection in the source.
5. Students are to report and seek medical evaluation if any of the following symptoms are experienced in the next 12 weeks:
- Unexplained fatigue
 - Malaise
 - Appetite loss
 - Weight loss
 - Febrile illness
 - Unexplained infections
 - Chronic or recurrent diarrhea
6. The cost of the student's testing shall be the responsibility of the student.
7. If students refuse to submit to the above listed procedures, no adverse action can be taken on that ground alone since the procedures are designed for the benefit of the exposed student. Clinical agencies may have additional recommended precautions, and students should review and adhere to the policies and procedures at the clinical agency.
8. The student should refer to Updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HBV, HCV, and HIV and Recommendations for Postexposure Prophylaxis, MMWR (June 29, 2001), 50 (RR11), 1-42, 45-46 or online at <http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5011a3.htm>.

APPENDIX F

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE SCHOOL OF NURSING

STATEMENT FOR ACADEMIC INTEGRITY

Students are expected to abide by all policies in the Student Handbook and the Students' Code of Conduct. This includes professional attire, classroom, clinical and laboratory civility, and class attendance policies as described in the Student Handbook and course syllabi. This policy applies to graduate and undergraduate nursing students.

Introduction

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

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

Source: *SIUE Undergraduate Catalog, SIUE Graduate Catalog*

The School of Nursing mission:

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

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

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

Source: *SIUE School of Nursing Undergraduate And Graduate Handbooks*

Nurses are viewed as one of the most honest and ethical professions. Behavior of professional nurses is directed by a Code of Ethics. In 2001, the American Nurses Association (ANA) published the Code of Ethics with Interpretive Statements.

Source: Fowler, M. (2010). *The ANA Code of Ethics: Interpretation and Application*. Silver Spring, MD: ANA

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

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

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

1. **Cheating:** Using another source to demonstrate mastery of a subject. It includes dishonestly obtaining help or using materials not explicitly approved by the instructor. The use of notes, electronic devices or interacting with others is prohibited in certain academic exercises. Acquiring and sharing unauthorized exams prior to testing is considered cheating. In the clinical setting, cheating includes but is not limited to copying another student's care plan, using former students' care plans as your own, using another student's, former students', or clinicians' clinical documentation notes, failing to indicate collaboration with another student to produce work, using any written work other than your own for clinical assignment completion.
2. **Plagiarism:** Including, without limitation, the act of representing the work of another as one's own. Plagiarism may consist of copying, paraphrasing, or otherwise using the written, electronic, or oral work of another without proper acknowledgment or consent of the source or presenting oral, electronic, or written material prepared by another as one's own. Plagiarism also includes using information from electronic resources, including the Internet, without the use of proper citations. Plagiarism includes class and clinical work.
3. **Fabrication:** Creating, inventing, falsifying or manufacturing scientific or educational data as part of an academic requirement. Fabrication includes instances of representing manufactured data as the result of scientific or scholarly experiments or research, fabricating sources, or using citations in a misleading way. Altering or falsifying student records are one type of fabricated information.
4. **Facilitation of academic dishonesty:** Knowingly or negligently allowing work to be used by another or aiding others in academic dishonesty. It includes acts of soliciting, aiding, abetting, concealing, sabotaging another's work, or attempting

to be dishonest. Dishonesty is facilitated when students do not participate in group projects or allow one member to produce the work and represent it as the group's effort. Academic dishonesty also includes postings on social media related to class or clinical experiences.

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

Academic Integrity Reporting, Investigating, and Decision Process for the Graduate and Undergraduate Programs

A. Reporting Process

1. A faculty member initiates the Academic Integrity Reporting process when:
 - A faculty member suspects an academic integrity violation.
 - A faculty member receives an allegation of an academic integrity violation from a student or students regarding another student.
2. A violation can be from a classroom, clinical or laboratory class.
3. The reporting faculty member completes the "Academic Integrity Initial Reporting Form", found at the end of this policy, and sends it to the appropriate Student Affairs Committee Chair, Graduate or Undergraduate.
4. The appropriate Student Affairs Committee Chair and the reporting faculty member will determine the level of the violation.
5. The reporting faculty member notifies the student of the allegation of an academic integrity violation within two days of the allegation.

B. Level One Offense

1. A first time level 1 violation may be investigated by the reporting faculty member with approval of the appropriate Assistant Dean of the program, Graduate or Undergraduate.
2. The reporting faculty member, using the "Academic Integrity Initial Reporting Form" found at the end of this policy), with any necessary documents attached, is sent to the appropriate Student Affairs Committee Chair, and appropriate Assistant Dean.
3. A Level 1 violation may be sent to the Honor Board at the request of the reporting faculty or the appropriate Assistant Dean.
4. If the reporting faculty member is approved to conduct the investigation he or she should collect the evidence and meet with the student and any others involved.
5. The reporting faculty member, using the "Academic Integrity Final Reporting Form" found at the end of this policy, with any necessary documents attached, is sent to the appropriate Student Affairs Committee Chair, and appropriate Assistant Dean.

6. The appropriate Assistant Dean approves the report and any recommendation and sanctions or makes revisions and returns the “Academic Integrity Final Reporting Form” to the reporting faculty.
7. The reporting faculty member notifies the student and schedules a conference date to meet with the student to discuss the report and complete the “Academic Integrity Final Reporting Form”. The reporting faculty may request the appropriate Student Affairs Committee Chair and or appropriate Assistant Dean to attend the conference with the student.
8. If the appropriate Assistant Dean and/or the appropriate Student Affairs Committee Chair are not available, the covering administrators will be consulted to oversee the investigation and review the report and recommendations and make any revisions and attend the student conference.
9. The reporting faculty meets with the student for notification and both complete the “Academic Integrity Final Reporting Form.”
10. If the student will not meet with the reporting faculty who initiated the allegation after the letter of notification is sent, then the “Academic Integrity Final Reporting Form” is completed to reflect this.
11. Copies of the notification letter and any student written response to the notification letter are given to the appropriate Student Affairs Committee Chair, the Honor Board Chair and the appropriate Assistant Dean and placed in the student’s file
12. Copies of the “Academic Integrity Final Reporting Form”, with any attached documents, are given to the student, the appropriate Student Affairs Committee Chair, the Honor Board Chair and placed in the student’s file.

C. Level 2 Through 4 Violation

1. Level 2 through 4 violations are referred to the Honor Board. A repeat Level One violation is referred to the Honor Board.
2. The reporting faculty must submit the “Academic Integrity Initial Reporting Form” to the Chair of the appropriate Student Affairs Committee who convenes the Honor Board. The appropriate Assistant Dean should also be notified of the violation.
3. The reporting faculty member informs the student of the allegation and the referral to the Honor Board within two days of the allegation.
4. The Honor Board membership consists of three members from the Graduate and Undergraduate Student Affairs Committees.
5. Ideally, Honor Board members should have minimal contact with the student, so some or all of the three members can be selected from either one or both Student Affairs Committees.
6. The appropriate Student Affairs Committee Chair will select 3 new members each time the Honor Board is convened and appoint a chair.
7. The Honor Board collects evidence and then meets with the student and the reporting faculty member and any other witnesses.
8. The Honor Board completes the investigation, and submits the “Academic Integrity Final Reporting Form” and any attached documents to the appropriate Assistant Dean who notifies the Honor Board of agreement with the report or other recommendations.

9. The reporting faculty member receives the final Honor Board report with the “Academic Integrity Final Reporting Form”
10. The reporting faculty member notifies the student and schedules a conference date to meet with the student to discuss the report and complete the “Academic Integrity Final Reporting Form”. The reporting faculty may request the appropriate Student Affairs Committee Chair and or appropriate Assistant Dean to attend the conference with the student.
11. If the appropriate Assistant Dean and/or the Student Affairs Chair of the student’s program are not available, the covering administrators will be consulted to oversee the investigation and review the report and recommendations and make any revisions.
12. If the student will not meet with the reporting faculty after the letter of notification is sent then the “Academic Integrity Final Reporting Form” is completed to reflect this.
13. Copies of the notification letter and any student written response to the notification letter are placed in the student file, and given to the appropriate Student Affairs Committee Chair, Honor Board Chair and appropriate Assistant Dean.
14. Copies of the “Academic Integrity Final Reporting Form”, with any attached documents, are given to the student, the appropriate Student Affairs Chair, Honor Board Chair and placed in the student’s file.

Academic Integrity Offenses and Sanctions

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

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

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

Level One Violations

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

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

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

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

Level Two Violations

Level two violations are of a more serious nature as these affect more of the student's coursework. The student is more than likely aware that their action violated Academic Integrity. The following are examples.

1. Quoting directly or paraphrasing, to a moderate extent, without source acknowledgement.
2. Unauthorized multiple submissions. An example would be using the same paper or care plan for several courses without authorization from all faculty in these courses.
3. Receiving assistance from sources with special expertise for an area that is a core element in the project without acknowledgement. (Examples include statistical, research, clinical practice area, and/or computer programming.)
4. Not contributing to a graded group project.
5. Group members failing to report a group member or members who are not contributing to the project.
6. Failure to prepare for clinical practice.
7. Performing tasks in the clinical area for which student is not prepared.

The recommended sanction for level two violations is a failing grade for the assignment.

Level Three Violations

Level three violations are more serious in nature than level one and two violations: dishonesty, including cheating on a significant portion of course work, major paper, or examinations either in class or the online environment. Usually, but not always, premeditated.

Examples include:

1. Unauthorized collaboration on an in-class, on line, or take home exam
2. Plagiarizing major portions of a written assignment
3. Allowing someone to copy during an exam
4. Using books, notes, mobile devices, computers, calculators and other items prohibited by course faculty in an exam
5. Altering exams for more points
6. Acquiring and sharing of unauthorized exams prior to the exam
7. Use of the work of others as your own
8. Inventing sources and/or data or altering materials for use in papers or projects
9. Submitting false accusation of cheating by student

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

Level Four Violations

These are the most serious violations and have potential to cause harm and thus carry the heaviest penalties. Usually are premeditated. Repeat violations at a lower level become a level four violation.

Examples include:

1. Any violation that occurs after return from suspension for a previous violation
2. Forging a grade, stealing an examination, buying an examination, falsifying a transcript
3. Having a substitute take an exam or taking an exam for someone else
4. Fabricating clinical data in medical records and or assignments
5. Reporting fabricated data or information to staff or instructor in clinical area or knowingly failing to report an error to the faculty or nursing personnel
6. Fabrication of evidence, falsification of data
7. Presenting another's ideas as one's own in a project, presentation, or other works
8. Sabotaging another student's work through actions designed to prevent completion of an assignment
9. Willful violation of the ethical code or nursing or a nursing specialty
10. Posting information related to a course (live or online), clinical experience, and/or clinical agency on social media websites
11. Violation of HIPPA regulations
12. Falsifying clinical data and patient records
13. Knowingly failing to report a change in patient condition, or an error to the faculty or nursing personnel
14. Use of purchased papers or other materials
15. Forgery of grades or transcripts
16. Fabrication of completion of a clinical experience

The recommended sanction for a level four violation is a failing grade for the course and/or may include dismissal from the nursing program. A report is made to the School of Nursing Student Affairs Committee. Further sanction will be in accord with University policy.

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

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

Approved by Faculty – May, 2005

Revisions Approved by Undergraduate Student Affairs Committee – March 2013

Approved by Graduate Student Affairs Committee – February 2013

Approved by Faculty – May 8, 2013

Academic Integrity Initial Reporting Form

This form must be completed and returned to the Chair of the appropriate Undergraduate or Graduate Student Affairs Committee within 2 days of the time that the faculty identifies the alleged violation of academic integrity or is advised of its occurrence.

Student Name:

Student ID:

Semester:

Reporting Faculty:

Reporting Faculty Email:

Reporting Faculty Office Phone:

Student Email:

Student Phone:

Course Name:

Course Number:

Incident Date:

Description of alleged violation:

Alleged Violation Level: Level 1___ Level 2___ Level 3___ Level 4___ (Per SIUE SON Statement of Academic Integrity)

Indicate how you would like this violation handled.

___ I wish to investigate and make a decision about this allegation. (For Level 1 violation only) *Send this form to the appropriate Assistant Dean who will confirm that it is appropriate for the faculty member to handle the matter. If the student has previously been found responsible for a violation of academic integrity or is on disciplinary probation it is automatically referred for Honor Board Review.*

___ I wish to refer the allegation to the appropriate Student Affairs Committees Honor Board for investigation and judgment.

Reporting Faculty's signature:

Date:

Copies to:

Student, Student File, Appropriate Student Affairs Chair, Reporting Faculty, Appropriate Assistant Dean

Academic Integrity Final Reporting Form

A decision made concerning responsibility and recommended sanctions must be within 3-5 days of the student's initial notification of the allegation.

Student Name:

Student ID:

Semester:

Reporting Faculty Name:

Reporting Faculty Email:

Reporting Faculty Office Phone:

Student Email:

Student Phone:

Course Name:

Course Number:

Incident Date:

Description of Alleged Violation:

Investigation and Decision

The alleged violation was investigated and a decision was made by:

Instructor:

Honor Board members:

Finding: Responsible Not responsible

Recommended Sanctions:

Rationale for Decision and Sanctions (*Attach Original Documentation*)

Additional Notes and Comments:

Assistant Dean for Undergraduate or Graduate Programs

I agree with the findings and sanctions

I do not agree with the findings and sanctions. Recommendations:

Assistant Dean for Graduate or Undergraduate Programs Signature and Date:

Copies to:

Student, Student file, Reporting Faculty, Honor Board Chair, Appropriate Student Affairs Committee Chair, Appropriate Assistant Dean

Student Response to Finding of Responsibility and Proposed Sanctions

Student accepts responsibility for the violation

Student did not accept responsibility for the violation or did not accept the proposed sanction.

(Please attach e-mail or written documentation of student response to form)

Final Disposition *(to be completed by the instructor who initiates the case)*

Check the appropriate box below, sign the form, and send copies to the Student, Student Affairs Chair, Assistant Dean, and Student File.

I have informed the student of my finding that he or she is not responsible for the alleged violation. *(Attach a copy of the letter of notification.)*

I have informed the student of my finding that he or she is responsible for the alleged violation. The student has also been notified of the process to appeal the decision. *(Attach a copy of the letter of notification.)*

I have met with the student to discuss the finding.

Student refused to meet to discuss findings.

Reporting Faculty Signature

Date

Copies to:

Student, Student file, Reporting Faculty, Honor Board Members (if applicable), Appropriate Student Affairs Chair, Appropriate Assistant Dean

APPENDIX G

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE SCHOOL OF NURSING

MANDATORY DRUG SCREENING POLICY

I. Policy

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

II. Procedure for Implementation

1. All incoming School of Nursing students must order a drug screening test through CBI. The screen must be performed on all incoming students between the date of their admission letter and the first day of class. The School of Nursing may establish a deadline date for test results which is prior to the first day of class. However, for students admitted late or as warranted by other circumstances, the drug screen may be performed after this deadline. At present, the screen is required only for incoming students and is not mandatory for continuing students in good standing in the School of Nursing. If a particular clinical site requires additional or more recent drug screens, continuing students will be subject to additional screening. In addition, all students are subject to the SIUE Student Conduct Code, Student Alcoholic Beverages Policy and School of Nursing Substance Abuse policy which provides for drug and alcohol testing upon reasonable suspicion that the student is using or under the influence of drugs or alcohol.
2. Undergraduate and graduate nursing students, who leave the program for at least one year, must be drug screened in the same manner as newly admitted nursing students.
3. The drug screen must include the following drugs:
 - THC (delta-9-tetrahydrocannabinol, substance commonly found in marijuana)
 - Cocaine

- Opiates
 - Amphetamine
 - Barbiturates
 - Benzodiazepines
 - Methadone, Methaqualone
 - Propoxyphene
 - PCP (phencyclidine)
4. If the drug test is positive and a student has a legal prescription for any of the above listed drugs, the student will be asked to provide the prescription information to the Medical Review Officer in the form of an official letter from their physician.
 5. A student's drug test report is securely posted on the CBI website and is available only to the student and the school requiring the test. Students can be confident that the results will never be viewed by unwarranted outside sources. The School of Nursing will not accept screening results delivered by the student or any other third party, other than CBI. If a student has completed a CBI drug test associated with another university, then the student can send the results to the School of Nursing for approval by the Associate Dean for Academic Programs.
 6. Students are encouraged to have their drug test completed by the established deadline date to avoid any disruption of course enrollment. Drug screens that are not received in a timely manner by the School of Nursing may result in the student's removal from their nursing courses and/or clinical site. Any clinical days lost by the student will be made up by the student at the convenience of the clinical site and supervising faculty.
 7. The students being tested are responsible for the cost of all drug screenings.
 8. If a student refuses to submit to a drug screen, the student's enrollment in the School will be withdrawn. The Office of Student Affairs will be notified.
 9. Various clinical sites may require additional drug screenings and if a student is placed with such a clinical site, the student may be required to undergo additional drug screenings and screenings for other substances after the initial drug screening. Generally, one initial drug screening will be sufficient for the clinical sites. In addition, various clinical sites may impose random drug screens upon students. However, the cost of such random drug screens shall be borne by the clinical site.
 10. If the student's drug screen is negative, the student may commence all course and clinical assignments.
 11. If the student's drug screen is positive, a CBI Medical Review Officer (MRO) will contact the student to verify if there is a prescription and notify the appropriate School of Nursing secretary by email that the results are being reviewed. If the student does not return the phone calls from the MRO within five

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

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

Effective: January 1, 2005

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

APPENDIX H

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

I POLICY

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

II DRUG SCREENING FOR CLINICAL PLACEMENT

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

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

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

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

Any student enrolled in a clinical course and taking a prescribed or non-prescribed drug that falls within any of the drug classifications listed above must immediately notify, in writing, the Associate Dean for Academic Affairs regarding the medication taken and the expected duration of therapy. Participation in the clinical course experience shall be dependent upon the decision of the Department of Nursing at the clinical site to which the student is assigned. Should the clinical site refuse to allow the student access to the clinical area, the School of Nursing will make a reasonable effort to relocate the student. Failure to comply with the notification requirement of this policy may result in dismissal from the program or other disciplinary action.

IV DRUG SCREENING FOR CAUSE

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

Procedure

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

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

- School of Nursing, within 5 hours of leaving the facility. A valid ID will be required at the testing site. The results of this testing must be provided to the School of Nursing Associate Dean's office as soon as the results are available.
7. If the student refuses testing or refuses to release the results to the School of Nursing, the result may be deemed a positive test and the student may be subject to immediate dismissal or other disciplinary action.

V DRUG SCREENING DOCUMENTATION PROCEDURE

When reasonable suspicion of drug is observed or reported, the faculty member or clinical representative will document, in writing, the behavior(s) or the performance issues/concerns observed. A detailed description of the observation should be provided, including dates, times and names of all parties involved. This written documentation should be collected by the faculty member or faxed to the School of Nursing Associate Dean, with the original documentation then provided to the faculty member. All written documentation and drug testing results shall be treated confidentially and placed in the student's School of Nursing file and sent to the Office of the Provost and Vice Chancellor for Academic Affairs.

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

VI SCHOOL OF NURSING HEARING PANEL

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

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

VII HEARING PANEL PROCEDURE

The Hearing shall be conducted in a manner to provide the student with all of the information contained in the charge(s) against him/her as well as the opportunity to

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

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

VIII SANCTIONS AND/OR READMISSION

The Associate Dean for Academic Affairs in the School of Nursing shall inform the student and the Hearing Panel of the final decision. The student may be subject to disciplinary action which may include suspension or dismissal from the School of Nursing and/or referral to the Office of the Provost and Vice Chancellor for Academic Affairs.

IX APPEAL OF THE DECISION

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

X RE-ADMISSION DRUG SCREENING

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

Approved by faculty in SON: May 7, 2007

APPENDIX I

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE SCHOOL OF NURSING

BACKGROUND CHECKS OF STUDENTS

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

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

- II. Students should be aware that many health care employers require all job applicants to complete a background check before beginning their employment. Additionally, all students taking the National Council Licensure Examination (“NCLEX”) must complete a background check and most states require background checks for licensure as a nurse.
- III. The CBI background check will include the following checks:
1. Illinois Statewide Criminal Records;
 2. Residency History – upon searching the Residency History, if any county appears outside of the state of Illinois, CBI will search that individual out of state county criminal records to make sure the full criminal record is searched nationwide;
 3. Nationwide Sexual Offenders Registry; and
 4. Unlimited County Criminal Records
 5. Other lists maintained by federal or State governmental entities as required by the individual clinical affiliate.
- IV. As part of the enrollment process into the School, the student must order a background check package from CBI. Students will be responsible for all costs relating to the background check.
- V. Students must disclose each State in which they have resided for the last ten (10) years. If less than 28 years of age, the student need only disclose the States in which they have resided since they attained 18 years of age. Generally, the School will only consider criminal convictions which have occurred within the last ten

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

- VI. Generally, two background checks will be sufficient for the student's tenure in the School: the first check must be completed upon conditional admission into the School before beginning any clinical experience; and the second check must be completed for all undergraduate students taking the NCLEX. However, if a clinical affiliate requires an updated check or an additional check not included in the original check, the students shall be subject to the additional check before entering the clinical affiliate.
- VII. If a background check demonstrates a finding of a positive criminal disposition described in this policy, the Associate Dean for Academic Affairs shall notify the student and provide the student with a copy of the finding. Following notification, the Associate Dean shall meet and discuss the finding with the student. The student shall have the opportunity to present information to the Associate Dean relating to the finding. Within fifteen (15) days, the Associate Dean shall make a decision whether the finding precludes the student from admission into the School. In reaching this decision, the Associate Dean may consult with its clinical affiliates. If the student wishes to appeal the decision, the student may file a grievance pursuant to the Student Grievance Code.

VIII. Record Retention

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

IX. Criminal Convictions which will Disqualify the Student

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

Missouri State Criminal Offenses

Chapter 565

Offenses Against the Person

Sections:

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

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

Chapter 566

Sexual Offenses

Sections:

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

Chapter 569

Robbery. Arson. Burglary and Related Offenses

Sections:

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

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

Chapter 198

Convalescent. Nursing and Boarding Homes

Sections:

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

Chapter 568

Offenses Against the Family

Sections:

- 568.020 Incest

Chapter 210

Child Protection and Reformation

Sections:

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

- 2. Illinois State Criminal Offenses

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

Sections:

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

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

Wrongs to Children Act (720 ILCS 150)

Section

5.1 Permitting Sexual Abuse of a Child

Criminal Jurisprudence Act (50 ILCS 735) (Repealed)

Cannabis Control Act (720 ILCS 550)

Sections

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

9 Calculated Criminal Cannabis Conspiracy

Illinois Controlled Substances Act (720 ILCS 570)

Sections

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

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

Sections

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

Nursing and Advanced Practice Nursing Act (225 ILCS 65)

Section

10-5 Prohibited Acts

Effective: January 1, 2005

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

APPENDIX J

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE SCHOOL OF NURSING

Minimum Technical Standards Policy for Admission and Matriculation

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

Competencies and Performance Standards

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

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

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

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

cooperatively on interdisciplinary health teams. The student must be able to accept constructive feedback on their own performance.

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

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

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

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

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

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

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

- ❖ The ability to remain standing or walking for a prolonged period of time;
- ❖ The ability to remain alert for the entire length of a work-related educational experience;
- ❖ The ability to lift heavy weights in excess of 20 pounds;
- ❖ The ability to assist patients of varying weights to move.

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

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

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

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

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

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

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

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

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

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

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

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

Emotional Stability. The student must demonstrate the emotional health sufficient to fully use his/her intellectual abilities, exercise good judgment, and promptly complete all responsibilities attendant to the assessment, diagnosis, care, and evaluation of patients. The student must be able to demonstrate the development of mature, sensitive, and effective therapeutic relationships with patients. The student must be able to demonstrate the ability to assume responsibility and accountability for actions.

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

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

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

Policy and Procedure

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

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

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

ADDENDUM TO APPENDIX J

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

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

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

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

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

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

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

Check one and sign.

_____ I do not have any disability that requires accommodation.

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

Date: _____ Print Name: _____

Applicant's Signature: _____

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

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

Attn: Academic Advising Center

APPENDIX K

CREDIT FOR PRIOR LEARNING

Purpose:

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

Establishing an umbrella policy to award credit for prior learning fits with the mission statements of the School of Nursing.

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

Acknowledging the learning background of adults is to acknowledge the transformative process of learning, especially for adult students. For adults, placing an emphasis on the learning that has occurred through their formal education and through their experience is the pedagogical definition of adult learning (Usher, 1997). While there is no definitive theory of adult learning, there are principles generally believed to facilitate adults in their pursuit of learning. Among these principles are those that view the adult as seeking learning experiences at particular transitions in their life; be they personal, work related and/or professional. Another of the accepted principles is that the teacher assumes more the role of mentor/ colleague and facilitator of learning rather than the commonly accepted pedagogical approach of working with children as the repository of knowledge. It is acknowledged by those working with adults that credibility of teaching is much better once the experience and knowledge base of the learner is appreciated. A final principle, particularly relevant to this proposal, is that adults come to the learning experience with clear goals of what they want to accomplish. They are more challenged when the experience can be problem based and seen to have some immediacy of application to the current situation (Usher, 1997; Brookfield, 1986).

Incorporating the school's choice of the learner centered paradigm as the preferred approach to teaching and learning is particularly salient to this proposal. Learning is a transformative experience. As such the student needs to take from the encounter, not

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

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

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

Proposal:

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

PORTFOLIO REQUIREMENT

RN to BS Students

Applicants who have completed RN preparation course work are eligible for upper division proficiency credits. Students beginning the RN to BS program **AFTER** five years of graduating from an ADN or diploma program must complete the following steps for the portfolio requirement prior to receiving proficiency credits for prior knowledge:

1. Submit a resume detailing your nursing practice history. This should include nursing positions held since graduation from the nursing program, summarizing overall duties for each position, plus any nursing related certifications.
2. Submit evidence (photocopies, printout from hospital, etc.) of a minimum of twenty continuing education units within the past two year period.
3. Submit a one to two page paper citing an incident that has set you on the path toward a baccalaureate degree. Upon reflecting on this incident, please provide the context for the incident; how you were challenged to learn and change by the incident; and what overall goals you have for changing your professional status.

Questions you might consider in your reflection include:

- Was your knowledge base sufficient to understand the situation/incident?
- How were you feeling, and what made you feel that way?
- What influenced the way you were feeling, thinking, or responding?
- How might you respond more effectively given this situation again?
- What insights have you gained?

Pending approval of your portfolio, the proficiency credits will be posted to your transcript after you have completed N240R and N335R with a grade of “C” or better. You will receive either 38 or 41 hours of proficiency credits.

Please submit this documentation directly to Becky Luebbert, PhD, RN by the due date established by the program coordinator. You may submit via email (rluebbe@siue.edu) or mail a hard copy:

Becky Luebbert, PhD, RN
Accelerated BS Programs Coordinator
SIUE School of Nursing
Alumni Hall, Box 1066
Edwardsville, IL 62062

BIBLIOGRAPHY

- Brookfield, S. D. (1986). *Understanding and facilitating adult learning*. San Francisco: Jossey-Bass Inc.
- Daloz, L. A. (1986). *Effective teaching and mentoring: Realizing the transformational power of adult learning experiences*. San Francisco: Jossey-Bass, Inc.
- Huba, M. E. & Freed, J. E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning*. Needham Heights, MA: Allyn & Bacon.
- Tagg, J. (2003). *The learning paradigm college*. Bolton, MA: Anker Publishing Co.
- Usher, R., Bryant, I. & Johnston, R. (1997). *Adult education and the postmodern challenge: Learning beyond the limits*. New York: Routledge
- Weimer, M. (2002). *Learner-centered teaching: Five key changes to practice*. San Francisco: Jossey-Bass

APPENDIX L

SENIOR ASSIGNMENT

Mentoring/SRA Guidelines

Guideline
<p>Mentoring. Faculty mentors are assigned to traditional senior students who enroll in N 479/N489 for the purpose of mentoring the student through the senior assignment. Mentor assignments will be made recognizing the physical location of the student (Edwardsville, and Carbondale).</p> <p>ABS students will be mentored through the senior assignment process by the Assistant Deans and Department Chairs</p> <p>RN-BS students enrolled in the accelerated RN/BS program will not be assigned a mentor for senior assignment because it is embedded in three courses (Capstone I, II, and III) with course faculty.</p> <p>All SNAP, Honors, and Meridian students will continue to have assigned mentors throughout their undergraduate experience.</p>
<p>Informal student portfolio. Content related to establishing portfolios as a concept will be introduced to the students but it will not become the holding document for their reflections, works, service learning hour verifications, or goals.</p> <p>Students may house reflections, works, service learning, or other items that will help guide the development of their senior assignment project in the “My Content” portion of their Blackboard site.</p>
<p>Goals. Each clinical course may require each student to write three professional goals for that course to be included in the clinical evaluation tool using the following domains: Psychomotor, Cognitive, and Affective.</p>
<p>Reflections. Students in the undergraduate program will develop reflective writing skills in clinical courses. Content regarding reflective writing will be introduced in the sophomore year. In the junior level courses (N 342, 343, 354, 355), students will be expected to develop a reflection related to service learning hours that will be performed associated with the clinical portions of these courses. The service learning hours and reflection will be noted on the student’s clinical evaluation tool. (See attached example of clinical evaluation tool). Each clinical course will continue to use reflections within the clinical component of the courses as currently established.</p>
<p>Service learning. Traditional nursing students will complete a total of 20 service learning hours in the junior level courses, N 342, 343, 354, and 355. The service learning will not have to relate to the individual course in which the student is enrolled. However, the student will be responsible for completing five service learning hours in each of the junior level courses and writing a reflection related to the service learning. Verification of the service learning hours completed will be attached to the clinical evaluation tool. ABS students will complete five service learning hours in the N343 and N 355 courses with the same requirements for completion and reflective writing. RN-BS students will complete two service learning hours within each of the Capstone I, II, and III courses with the same requirements for reflective writing.</p>
<p>Capstone. ABS and Traditional students will write a Capstone Reflection based on their assessment of achieving the program objectives, mission, and values. The Capstone Reflection will be completed in N 479 for ABS students and N 489 for traditional students.</p>
<p>Senior Assignment. N 479/N 489 - students should develop their senior assignment based on their clinical experiences and their service learning experiences.</p>

Approved by faculty, August, 2013

Southern Illinois University Edwardsville
School of Nursing
Level III Clinical Evaluation Tool
NURS: XXX Course Name
Date, Year

Student _____ Faculty _____ Clinical Grade _____

The student must earn a ***Satisfactory*** in each of the six major clinical objectives, indicated in bold face and consistent with the student's progression in the curriculum, in order to pass the course. Both the theory (regardless of grade) and clinical portion of the course will need to be repeated if the student fails to earn the required satisfactory clinical performance rating.

S = Satisfactory: meets objectives

NI = Needs Improvement (only for midterm evaluation)(commentary is required to support NI designation)

U = Unsatisfactory: does not meet objectives. Any unsatisfactory at final evaluation is course failure.

NE= Not Evaluated: no opportunity to evaluate (only for faculty determination at midterm).

**** = Critical Indicators, which must be met in order to satisfactorily complete the clinical objective.**

NI or U at midterm: student will be expected to develop a plan to improve in these areas.

Dosage Calculation Test: Date _____ P/F; Date _____ P/F; Date _____ P/F

Service learning hours (5 hours) completed (date) : _____ . (Attach document to evaluation)

Service Learning Reflection completed (date) : _____ .(Attach document to evaluation)

Attendance:

Tardy (dates) _____ .

Absent (dates) _____ .

Disciplinary Actions:

Verbal Warning: (date) _____ .

Academic Improvement Documentation: (date) _____ .

Further Action (dismissal date): _____ .

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

	Midterm				Final		
	S	NI	U	Student Comments	S	U	Student Comments
A. Demonstrates knowledge of basic science and the nursing process.							
B. Differentiates clinical opinion from research and evidence summaries.							
C. Incorporates best current evidence with assessed patient-family needs and values to formulate an individualized and specific plan of care, either verbally or in written format. **							
D. Demonstrates the ability to apply appropriate Gordon Functional Health Patterns to patient assessment data.							
E. Writes nursing diagnoses appropriate for the specific patient.							
F. Able to consistently prioritize nursing care plan interventions. **							
G. Able to competently organize and perform assigned nursing skills. **							
H. Demonstrates use of nursing strategies, technology and standardized practices that support patient and nurse safety. **							
I. Administers medications knowledgeably and safely. **							
J. Assesses levels of patient’s physical and emotional comfort and makes recommendations for improvement.							
K. Questions inconsistencies between planned interventions and patient care outcomes when evaluating outcomes of care.							
L. Revises nursing interventions and goals of patient care based on evaluated outcomes of care.							

Instructor Comments:

Student Comments:

2. Implements appropriate communication strategies.

	Midterm			Student Comments	Final		Student Comments
	S	NI	U		S	U	
A. Independently produces clear, accurate, relevant written work using information from a wide variety of reliable resources.							
B. Engages in self-reflection, indentifying own strengths, weaknesses, and gaps in knowledge as well as plans for improvement.							
C. Asks for help when appropriate to the situation.							
D. Communicates observations and concerns regarding the patient’s needs values, and preferences to other health care team members in an appropriate timeframe. **							
E. Uses the SBAR format to communicate with the health care team. **							
F. Uses appropriate therapeutic communication techniques while communicating with patients, families, staff, and colleagues. **							
G. Works with other members of the health care team in a collaborative manner.							
H. Participates in pre- and post-conferences.							
I. Identifies educational needs of patient and family.							
J. Plans and implements patient/family specific educational interventions and assesses outcomes of the education provided.							
K. Able to navigate and interpret the health care record.							
L. Accurately documents care provided in the health care record using correct terminology in an appropriate timeframe. **							

Instructor Comments:

Student Comments:

3. Distinguishes among role responsibilities in health care practice.

	Midterm				Final		
	S	NI	U	Student Comments	S	U	Student Comments
A. Advocates for patients and families' health.							
B. Collaborates with patients, families, and the health care team to identify risk reduction activities and appropriate education strategies focusing on managing illness as well as restoring and promoting health. **							
C. Functions competently within own scope of practice as a member of the health care team.							
D. Differentiates the roles of various health care providers who collaborates with the professional nurse.							
E. Assumes responsibility and accountability for implementing patient-centered care. **							
F. Engages in self-directed learning. **							
G. Consistently demonstrates preparation for clinical experience as described by clinical instructor. **							

Instructor Comments:

Student Comments:

4. Displays the values of the professional nursing role.

	Midterm				Final		
	S	NI	U	Student Comments	S	U	Student Comments
A. Consistently demonstrates appropriate student behaviors as identified by the SIUE Expectations of Students, the Student Conduct Code, the School of Nursing Handbook, and the agency. **							
B. Follows the School of Nursing Uniform Policy.							
C. Demonstrates accountability for own actions by being prompt, submitting assignments on time, and developing plans for self-improvement regarding learning needs. **							
D. Demonstrates altruistic behaviors through concern for the welfare of others, providing a voice for the vulnerable, and respecting the beliefs/perspectives of others.							
E. Displays an understanding of patient autonomy by respecting patients' rights, planning care in collaboration with patients and families, and by providing information to assist them to make informed choices.							
F. Demonstrates understanding of human dignity by providing for privacy and culturally sensitive care based on individual patient and family preferences and needs. **							
G. Displays honesty and integrity in accurately documenting care and remedying errors through accurate reporting and follow-up. **							
H. Demonstrates understanding of social justice by articulating examples of actual or hypothetical discrimination in the care of patients and families.							

Instructor Comments:

Student Comments:

5. Develops sensitivity to health care needs of vulnerable people.

	Midterm				Final		
	S	NI	U	Student Comments	S	U	Student Comments
A. Explains how diverse human characteristics of patients and health care providers may influence patient care (ethnicity, gender, age, religion, education, literacy, and socioeconomic status).							
B. Demonstrates a caring and compassionate attitude when attempting to meet individual needs of diverse patients and families with dignity and respect. **							
C. Acknowledges, and when appropriate, attempts to resolve inadequacies in care provided to culturally diverse patients and families.							
D. Demonstrates respect for the cultural concerns of the patient and family that are different from the student's own culture. **							
E. Evaluates the nursing care provided with specific attention to cultural sensitivity and makes recommendations for changes in that plan of care.							

Instructor Comments:

Student Comments:

6. Applies knowledge of ethical decision making to specific patients.

	Midterm			Student Comments	Final		Student Comments
	S	NI	U		S	U	
A. Follows appropriate clinical agencies' guidelines as well as SIUE SON Policies, SIUE SON Statement for Academic Integrity, and the ANA Code of Ethics relevant to ethical behavior and compliance with requirements. **							
B. Follows the agency, state, and federal rules related to confidentiality and protection of private patient information. **							
C. Provides information, as appropriate, to enable patients and families to make informed decisions regarding quality-of-life and end-of-life care.							
D. Consistently reports appropriate and sufficient information to assigned nurse and nursing faculty that safely transfers accountability and responsibility for that patient's care before leaving the clinical area.							

Instructor Comments:

Student Comments:

Midterm Faculty Comments

Student strengths:

Recommendations for improvement:

Midterm Student Comments

Student Signature: _____ Date: _____ Faculty Signature: _____ Date: _____

Final Evaluation Faculty Comments

Student Strengths:

Recommendations for improvement:

Final Evaluation Student Comments

Student Signature: _____ Date: _____ Faculty Signature: _____ Date: _____

SIUE School of Nursing Service Learning

SIUE and the School of nursing has as part of its mission and beliefs that citizenship and service to others and community is a necessary and expected contribution as part of the professional development of its students.

Definition- Service learning experiences have core characteristics (Felten & Clayton 2011):

- Advance learning goals (academic and civic) and community purposes
- Involve reciprocal collaboration among students, faculty/staff, community members, community organizations and education institutions to fulfill shared objectives and build capacity among all partners
- Include **reflection** and assessment processes that are intentionally designed to facilitate and document meaningful learning and service outcomes

By offering their knowledge, skills and time students serve a community through service actions and learn new context-relevant knowledge (Sinclair & Zinger, 2008).

Purpose

Students are expected to engage in service learning activities that provide opportunities to improve attitudes toward self, school and learning; increase civic engagement and enhance social skills and academic performance. Students are also expected to critically reflect upon the service learning experience in a formal, written exercise (Celio, Durlak & Dymnicki, 2011; McKinnon & Gerard, 2011).

Requirements

Traditional nursing students will complete **a total of 20** service learning hours in the junior level courses, N 342, 343, 354, and 355. The service learning will not have to relate to the individual course in which the student is enrolled. However, the student will be responsible for completing five service learning hours in each of the junior level courses and writing a reflection related to the service learning (See Learning from Service Verification and Reflection Form). Verification of the service learning hours completed will be attached to the clinical evaluation tool. Students in the accelerated nursing program (ABS) will complete five service learning hours in the N343 and N 355 courses with the same requirements for completion and reflective writing. RN-BS students will complete two service learning hours within each of the Capstone I, II, and III courses with the same requirements for reflective writing.

Examples- All service learning should be discussed with and approved by your instructor prior to the experience. Experiences that may meet the intended definition and outcomes described in the above paragraphs would include active participation in:

- Service activities sponsored through SIUE Kimmel Leadership Center
- Health fairs/screenings provided to the community
- Service to vulnerable populations: Crisis Nursery, Homeless shelter, Senior Centers
- Providing tutoring/mentoring to peers or other students (K-12)
- Educational activities to support health and wellness or enhanced wellbeing of individuals or groups
- Mission or other coordinated service learning experiences* (See the SON policy on credit for service learning or mission trips)
- Participation on professional committee related to nursing.

Examples of activities not considered service learning (instead, these are more “volunteering”)

- Activities whose sole purpose is to raise money for organizations (walking/running/dancing etc.....)
- Activities for organizations for which the student is paid or compensated in some manner
- Clinical practicum hours or experiences. (The pre-licensure student is never to engage in unsupervised patient care as service learning)

References:

- Celio, C.I., Durlak, J., Dymnicki, A., (2011). A Meta-analysis of the impact of service learning on students. *Journal of Experiential Education*, 34(2), 164-181.
- Felten, P.& Clayton, P.H., (2011). *Service-Learning. New Directions for Teaching and Learning*. 2011(128), 75-84. DOI: 10.1002/tl.470
- McKinnon, T.H. & Fealy, G.(2011). Core principles for developing global service-learning programs in nursing. *Nursing Education Perspectives*, 32(2), 95-100.
- Sinclair, A.& Zinger, L. (2008). Service –learning in nutrition education. *Academic Exchange Quarterly*, 12(3), 117-141. DOI: 10.1016./j.jada2008.6.170

Rev. 5/14

Learning from Service Reflection and Verification Form:

Submit to faculty by end of course

Student: _____ Date of service: _____ Total hours of service:

Name and Location of Service: _____

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

Student signature: _____ Date: _____

Verification of service (to be completed by supervising/ reporting person)

Name of supervisor: _____

Contact information:

Phone: _____ Email: _____

(Please note that you may be contacted by an SIUE faculty member for verification of service)

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

Reflection Summary of Service (Provide sufficient detail to clearly explain what you did)

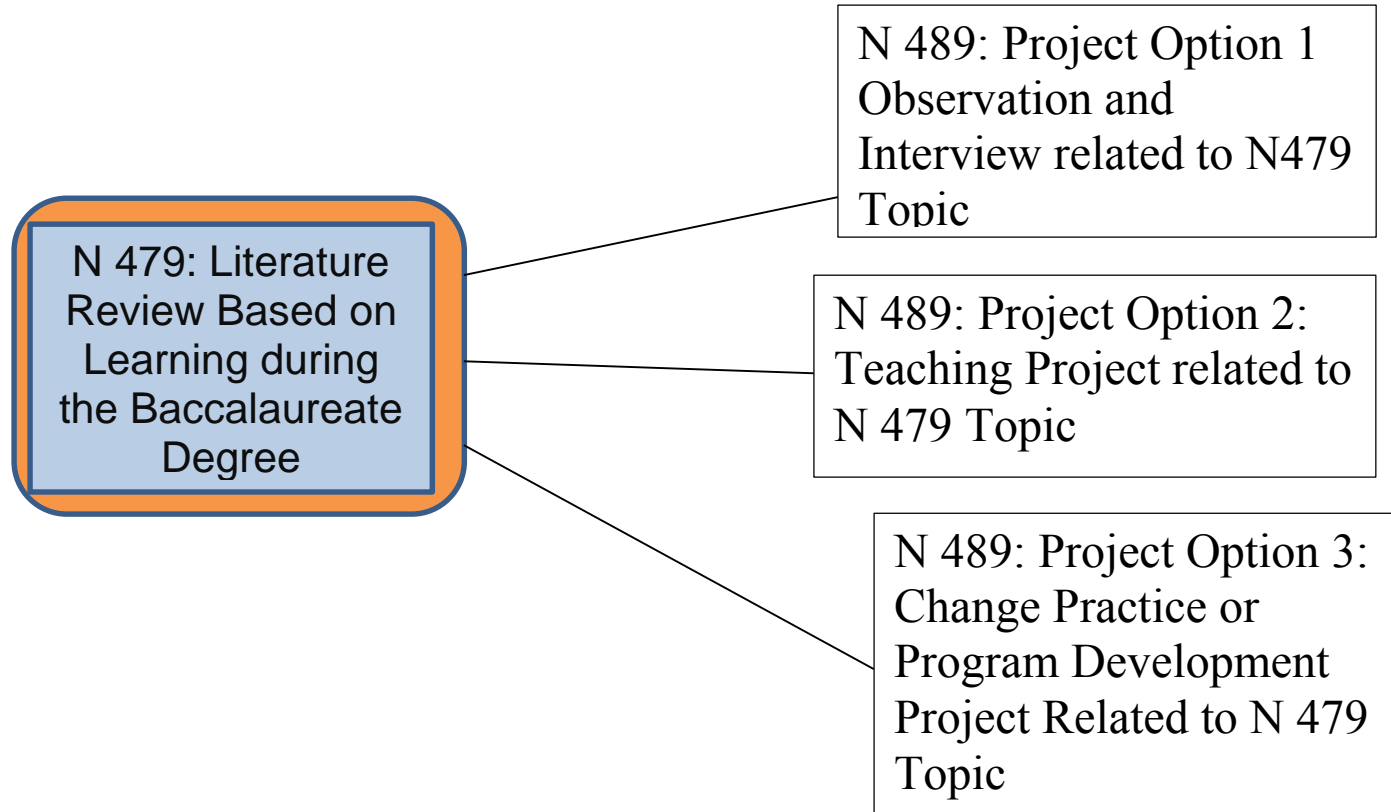
Describe the event in an objective, clear way.	
What went well?	
What about the event made you feel worthwhile?	
How did others in the situation respond?	
What did I learn from this event to change my usual behavior or attitudes?	
How is this different from how I have acted in previous events?	
What can I apply that I learned from this service in the future?	

Sherwood, G. D. & Horton-Deutsch, S. (Eds), (2012). *Reflective practice: Transforming education and improving outcomes* (pp. 103-131). Indianapolis IN: Sigma Theta Tau International.

Rev. 5/14

APPENDIX L

N 479 and N 489 Overview



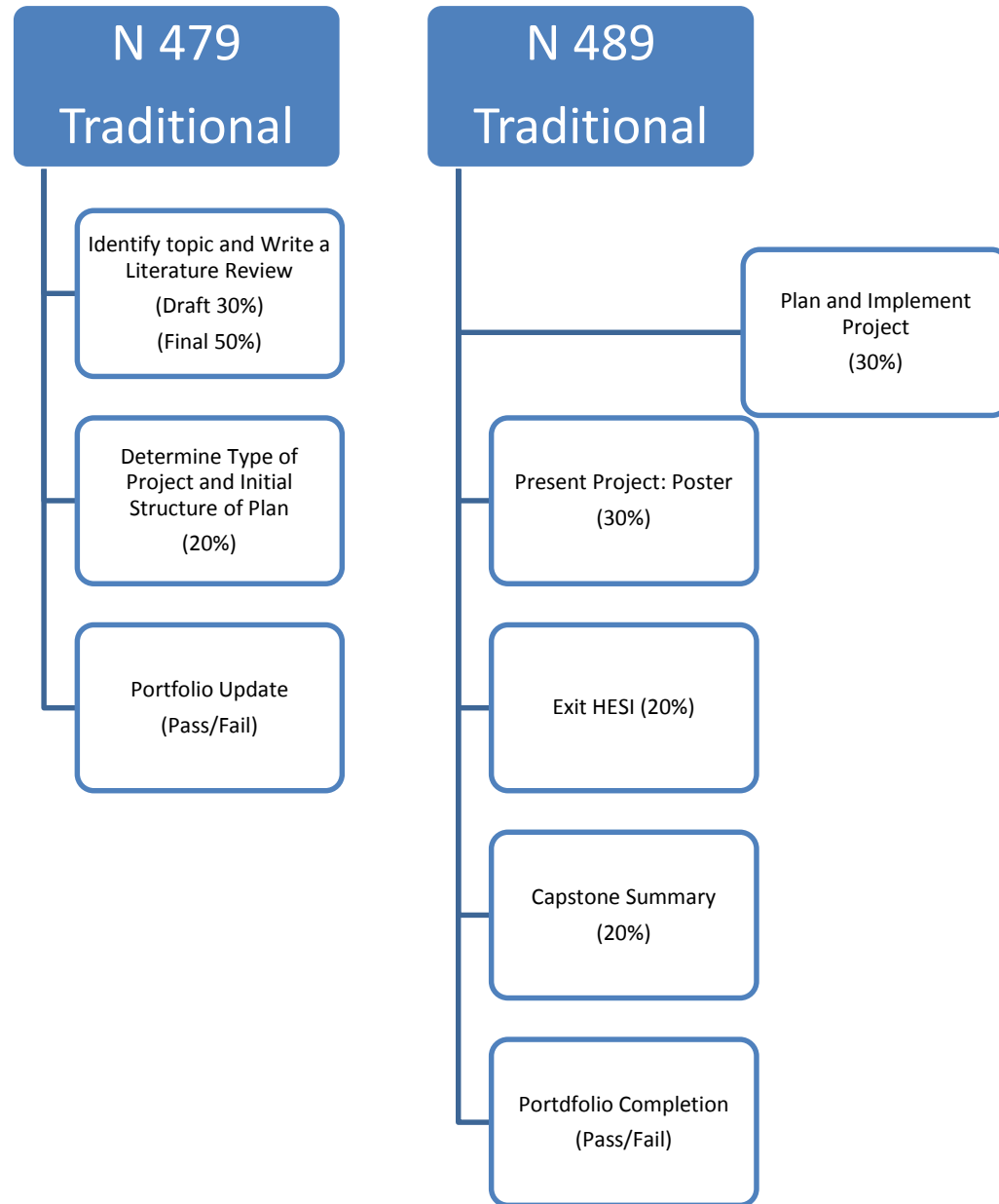
N 489 Project Options: Use Project (Planning and Implementation) Grading Rubric for Options 1,2,3.

1. **Observation and Interview Related to the Literature Review Topic** – A minimum of 2 observations and 2 interviews are needed for this option in order to identify rational connections, similarities and differences, between the 2 agencies. This option involves planning and implementing a project that arises from the student’s experience documented in their portfolio and is the focus of the literature review. Oral communication with and observation of key experts is needed. In unique situations where the student wishes to observe and interact with an RN or professional person working in a significant/unique position, such as a child abuse situation, hospice facility, a clinical observation of **no more** than eight hours may be allowed. The place of observation **must have a practice agreement (contract)** with the School of Nursing. (Mentors need to confirm this with the director of clinical placement or consult the list of clinical acquisition agreements.) The student must develop and present for approval a plan of observation based on their literature review that demonstrates the clinical observation is an essential component for their project. This would include goals for the observations, an interview guide to be used if interview is part of the experience. The faculty mentor reviews these plans with the student **PRIOR** to implementation of the project. The outcome includes a summary of the experience including, but not limited to, comparison of observation and interview with literature review findings.
2. **Teaching Module Related to the Literature Review Findings**– This project involves the development of a teaching module, implementation of the module with a group of individuals **outside of the school of nursing** and evaluation of its effectiveness. (Mentors need to consult with the coordinator of clinical acquisition or the list of clinical acquisition agreements to determine if a practice agreement is in place or needed at the location the student plans to conduct their teaching module.) The module should be inclusive of specific learner objectives, evidence-based content, innovative teaching strategies, appropriate teaching/learning principles, and evaluation protocol. The outcome will include a comprehensive teaching plan with accompanying audiovisual supplements. Informal evaluation of the student’s teaching skills does not require IRB approval (Verbally ask the audience for feedback, NO written pre-test or post-test or written evaluation of ANY kind. IRB approval is needed if gathering any data, such as a pre and post-test knowledge.
3. **Change Practice Project Related to the Literature Review Findings** - This option involves planning and implementing a project to alter or change practices or processes based on a QSEN competency and information gathered in the literature review. This may include developing a new program or new approach to a clinical problem. It may include planning and implementing materials to be used in a particular clinical setting. The place of change in practice must have a practice agreement (contract) with the school of nursing. Mentors need to confirm this with the director of clinical acquisitions or by looking at the list of clinical contracts held by the school of nursing. The student must validate that the practice change is something needed or desired by the practice facility. The outcome is implementation and evaluation of the practice change. Informal evaluation does not require IRB approval. IRB approval is needed if gathering any evaluative data, such as a written survey.
4. **Undergraduate Research Academy (URA) Fellow** - For this option, a student would have applied to the university’s URA and received funding approval during their 5th or 6th semester. The student completes a research study under the direction and mentorship of a nursing faculty over 2-3 semesters. For this option, the student must fulfill the requirements of the Undergraduate Research Academy as well as the

requirements for N479 & N489 relative to the senior assignment project. Presentation of these projects occurs at the University URA Fellow presentation days. These projects are not eligible for entry into the university Senior Showcase.

EXAMPLES of Literature Review through N 489 PROJECT OPTIONS

	Portfolio and Undergraduate Experience Driving Topic Interest	N 479 Literature Topic	N 489 Project Topic
<u>Observation and Interview Related to the Literature Review Topic</u>	1. In pediatrics, worked with a child diagnosed with autism who needed special intervention to control behavior	1. Therapies to control autistic behavior in children	1. Develop an interview guide and interview the director of an autistic school. Observe the children in the classroom. Compare what the literature says about interventions to those used in the school.
	2. Saw the work of a wound care specialist with an elder adult patient with hyperbaric oxygen therapy and wound vac.	2. Role and impact of wound and ostomy nurses on patient outcomes	2. Develop an interview guide to interview an experienced ostomy and wound nurse. Observe an inpatient and outpatient wound care nurse. Compare your interview findings and observations to the literature review information.
<u>Teaching Module Related to the Literature Review Findings</u>	1. Teen STI's still on the rise, Worked with this problem in OB, and Community course	1. STI's and teens, How to prevent and decrease rates through education	1. Develop an educational program to teach college freshman living in residential life how to prevent STI's. Informally evaluate the effectiveness of your plan and the outcome learning. Identify the strengths and limitations of the teaching program.
	2. During the young and middle adult clinical, went to the OR to observe a surgery. They were worried about keeping the patient warm enough, but the staff was hot.	2. The effects of hypothermia on patient outcomes	2. Create a poster to teach OR nurses the rationale for the prevention of hypothermia in intraoperative patients. Informally evaluate the content and poster information. Identify the strengths and limitations for the poster.
<u>Change Practice Project Related to the Literature Review Findings</u>	1. A student on a clinical unit observes key information omitted in the hand-off process. QSEN competency identified – Teamwork and collaboration.	1. Benefits and disadvantages of a protocol for patient hand-off.	1. Develop and implement a template for patient hand-off (shift to shift, procedure, unit transfer, etc.) . Informally evaluate the process and outcome of the program. Reflect on how to make this change sustainable.
	A student in clinical recognizes unsafe practice such as lack of consistent use of isolation protocol or non-adherence to the protocol in the hospital setting. QSEN competency identified – EBP, Safety.	Differentiate opinion from research and EBP for isolation practices.	Evaluate an utilization of an agency protocol (Informally evaluate the process and outcome of the protocol or action taken and re-educate the staff on the protocol. . Reflect on how to make this change sustainable.



Capstone Paper for Accelerated and Traditional Baccalaureate Students

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

GUIDING ELEMENTS OF SENIOR ASSIGNMENT

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

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

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

School of Nursing Mission Statement

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

Undergraduate curriculum concepts: (from Undergraduate handbook)

- Critical Analysis – outcome focused thinking that includes the ability to analyze information, make inferences, draw logical conclusions, and critically evaluate all aspects and consequences of an action.
- Communication – a complex, ongoing, interactive process that involves oral, written and nonverbal interactions.
- Role Development – a set of social and personal characteristics that includes the nurse as a provider, manager, designer and coordinator of care, and a member of a profession.
- Diversity – differences in race, ethnicity, national origin, religion, age, gender, sexual orientation, ability/disability, social and economic status or class, education, beliefs, and related attributes of people.
- Ethics – the application of a value system in making decisions about the rightness and/or wrongness of an action or situation.

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

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

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

APPENDIX M

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE SCHOOL OF NURSING UNDERGRADUATE PROGRAM IN NURSING ACCELERATED RN/BS CURRICULUM PLAN

Student Name _____ ID _____

Program Starting Date _____ Contact _____

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

Course #	Course Title	Credit	Transfer	Term offered	Term planned/ completed	Grade
240R	Pathophysiology	4		Fall Spring Summer		
335R	Health Assessment Strategies to Promote Wellness	3		Fall Spring Summer		
472R	Scholarly Inquiry: Connecting Research to Practice	3		Spring Fall Summer		
475R	Care of Populations	4		Spring Fall Summer		
484R	Quality, Safety and the Professional Nurse	4		Fall Spring Summer		
480R	Nursing Leadership in Healthcare Systems	4		Fall Summer Spring		

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

Student Signature _____

Advisor Signature _____

Date _____

APPENDIX N
CURRICULUM GUIDES

Accelerated Option

Year 1

Fall

231	Introduction to Nursing	4
240	Pathophysiology	4
246	Foundations and Health Assessment in Nursing Practice	<u>6</u>
		14

Spring

341a	Pharmacology A	2
342	Adult Health I	5
343	Adult Health II	5
474	Care of Persons with Mental Health Needs	<u>5</u>
		17

Summer

341b	Pharmacology B	2
354	Care of Women & Childbearing Families	5
355	Care of Children & Adolescents	5
472	Nursing Research	<u>1 or 3*</u>
		13-15

* Number of hours to be determined by instructor

Year 2

Fall

475	Care of Populations	4
476	Care of Person with Complex Health Needs	5
479	Senior Assignment	1
481	Nursing Leadership & Management	3
482	Transition to Professional Practice Role	<u>4</u>
		17

Total Hours for ABS Progression 61 or 63

Updated 8/5/15

Southern Illinois University Edwardsville
BACHELOR OF SCIENCE IN NURSING
Lincoln Program Fall 2015

This curriculum applies to new Freshmen and Transfer Students beginning at SIUE Fall 2015 or later.

This guide provides only a suggested course of study and should be used in consultation with an advisor and the SIUE Undergraduate Catalog, available online at www.siu.edu/registrar.

Fall Semester	Spring Semester
<p>Year 1</p> <p>→BIOL 140 Human Biology (BLS)* 3</p> <p>→CHEM 120a Gen, Org, & Biol Chem I (BPS)* 3</p> <p>→CHEM 124a Gen, Org, & Biol Chem I Lab (EL)* 1</p> <p>→ENG 101 English Composition I*¹ 3</p> <p>→PSYC 111 Found of Psychology (BSS)* 3</p> <p>→ACS 101 Public Speaking or ACS 103 3</p> <p>Interpersonal Communications*¹ <u>16</u></p> <p style="text-align: center;">Take HESI A2 Test² Application available 9/15</p>	<p>Year 1</p> <p>→BIOL 240a Human Anatomy & Phys I (BLS, EL)*³ 4</p> <p>→BIOL 250 Bacteriology (LS)* 4</p> <p>→ENG 102 English Composition II*¹ 3</p> <p>→CHEM 120b Gen, Org, & Biol Chem II (BPS) * 3</p> <p style="text-align: center;">* 1</p> <p>→ CHEM 124b Gen, Org, & Biol Chem II Lab (EL) * <u>15</u></p> <p style="text-align: center;">**DO NOT REPLACE A PREREQUISITE COURSE (noted with an arrow) WITH A GENERAL EDUCATION COURSE</p> <p style="text-align: center;">Take HESI A2 Test² Application deadline 3/1</p>
<p>Year 2</p> <p>ENTER NURSING PROGRAM</p> <p>NURS 231 Examination of Role of Professional Nurse * 4</p> <p>NURS 234 Develop across the Lifespan* 3</p> <p>BIOL 240b Human Anatomy & Physiology II (BLS)*³ 4</p> <p>RA 101 Reasoning & Argumentation (Logic)*¹ 3</p> <p>QR 101 Quantitative Reasoning¹ <u>17</u></p>	<p>Year 2</p> <p>NURS 240 Pathophysiology (LS)* 4</p> <p>NURS 246 Foundation & Assmnt in Nsg Practice* 6</p> <p>STAT 107 Concepts of Statistics (BICS)* 3</p> <p>Fine & Performing Arts-Breadth (BFPA)⁴ 3</p> <p style="text-align: right;"><u>16</u></p>
<p>Year 3</p> <p>NURS 342 Adult Health 1* 5</p> <p>NURS 343 Adult Health 2* 5</p> <p>NURS 341a Pharmacology for Nurses-Adult Medicine* 2</p> <p>Interdisciplinary Studies (IS)⁴ <u>3</u></p> <p style="text-align: right;"><u>15</u></p>	<p>Year 3</p> <p>NURS 354 Care of Women & Childbearing Families* 5</p> <p>NURS 355 Care of Children & Adolescents* 5</p> <p>NURS 341b Pharmacology for Nsg-Specialty Courses* 2</p> <p>PHIL 320 Ethics* <u>3</u></p> <p style="text-align: center;">or PHIL 321 Ethics in the Medical Comm* (BHUM) <u>15</u></p>
<p>Year 4</p> <p>NURS 472 Nursing Research* 3</p> <p>NURS 474 Care of Persons with Mental Health Needs* 5</p> <p>NURS 475 Care of Populations* (EUSC) 4</p> <p>NURS 479 Senior Assignment* <u>1</u></p> <p style="text-align: right;"><u>13</u></p> <p>Global Cultures Experience (EGC) must be met before graduation</p>	<p>Year 4</p> <p>NURS 476 Care of Person with Complex Health Needs* 5</p> <p>NURS 481 Nursing Leadership & Management* 3</p> <p>NURS 482 Transition to Professional Practice Role* 4</p> <p>NURS 489 Senior Assignment* <u>2</u></p> <p style="text-align: right;"><u>14</u></p>

→ The following prerequisite courses must be completed by the end of the fall semester (preceding the spring admission evaluation): ENG 101, ACS 101 or 103, CHEM 120a/124a, PSYC 111 (or another prerequisite), and BIOL 140 (or a higher BIOL prerequisite [240a or 250]). The remaining prerequisite courses must be completed by the end of the spring semester (preceding the fall admission term): ENG 102, CHEM 120b/124b, BIOL 250, and BIOL 240a. BIOL 140 is SIUE's prerequisite course for BIOL 240a and BIOL 250 which are taken in the spring semester. If you attended another college and have completed equivalent courses for BIOL 240a and BIOL 250, then you can use one of these courses (in lieu of BIOL 140) for the fall Biology prerequisite requirement. All science courses must be completed within seven years of admission to the program. **Prerequisite courses taken during the summer semester (preceding the fall admission term) will not be considered part of the application for admission.** A failed prerequisite course (D, F, or WF grade) may not be repeated more than once to receive a passing grade of C or higher. Applicants will be prioritized on a point value system which reflects completion of the required admission prerequisite courses listed above and any repeats of the required science prerequisite courses. Repeating two separate science prerequisite courses to receive a passing grade (C or higher) will result in a lower admission point value which could affect the applicant's admission status. Prerequisite GPA, including the prerequisite courses taken at SIUE or transfer, must meet or exceed 2.7 on a 4.0 scale with a grade of C or higher in each course. A cumulative GPA from all college level course work must meet or exceed 2.5 on a 4.0 scale. Meeting the stated GPAs does not guarantee admission to the School of Nursing. Please see the School of Nursing, Alumni Hall 2117, for additional application and retention information.

* These courses require a grade of C or better.

- 1 ENG 101 and ACS 101 (or ACS 103) must be completed during the first 30 hours at SIUE. ENG 102 and RA 101 must be completed during the first 45 hours at SIUE. QR 101 must be completed in the first 60 hours at SIUE.
- 2 HESI A2 test information is available at <http://www.siu.edu/lss/test/nursing.shtml>. The exam covers math, reading comprehension, grammar, and vocabulary. A reading or math score below 75 percent will require an education action plan that is developed in the School of Nursing before admission. Deadline to take test is March 1. All fees for the test are non-refundable. If you need to reschedule your test session, you will have to pay the fees again. Specific test dates are typically offered November – February of the freshman year.
- 3 It is recommended that both parts of Anatomy and Physiology be completed at the same institution.
- 4 It is recommended that students choose a course to meet this general education requirement and Global Cultures (EGC) if the EGC has not been met with a previous course. If a general education course that also meets the EGC is not selected, then a course from the list of EGC courses in the current SIUE Undergraduate Catalog or CougarNet must also be taken or an approved project or activity must be completed to meet this requirement.

General Education Notes:

- Students must complete one New Freshmen Seminar (NFS) course during their first 30 hours at SIUE, preferably in the 1st semester. Specific sections (i.e. FR1, FR2) of these courses are potential options. Please see an academic advisor for clarification.
- Students will complete the Health Experience (EH) and the U.S. Cultures experience (EUSC) as part of the nursing major requirements.

Declaring into Pre-Nursing Status: To declare in Pre-Nursing, it is necessary to:

1. Have completed all Academic Development courses required by the University;
2. Have completed any required courses to address high school deficiencies; and
3. Be in good standing.

For further information, contact the School of Nursing Advisement Office, AH 2117, 650-3956.

7/28/15

APPENDIX O

STUDENT RESOURCE for EVOLVE, PREP U, and ELSEVIER ADAPTIVE QUIZZING (students entering Fall 2014)

1. EVOLVE is an on-line resource provided by the same company that administer HESI exams. Prep U and Elsevier Adaptive Quizzing are an online resources that contain 10,000 NCLEX style questions. Evolve will be used throughout the program in your foundations course and all clinical courses. Prep U (current juniors, seniors, and & ABS students) or Elsevier Adaptive Quizzing (incoming sophomores and ABS students Fall 14) will be used for HESI remediation in N246, N343, N354, N355, N474, N476 and for the final exit HESI. In addition to remediation, students can access Prep U or Elsevier Adaptive Quizzing at any time to practice NCLEX style questions. Practicing is highly recommended and should start as early as after students complete foundations.
2. **ALL SIUE nursing students have these resources and are paying for it**, so it makes sense to USE them. Prep U was available for traditional students in April of the sophomore year, 2014. Access to Prep U is 30 months which will cover the end of the sophomore year 2014 through three months post graduation (if student continues without any breaks (other than summers)). In the event a student takes a leave of absence or must repeat course work (adding an additional semester) another Prep U or Elsevier Adaptive Quizzing package will need to be purchased by the student to cover the extended period. ABS students will receive the 36 month Elsevier Adaptive Quizzing package at the beginning of their program. Incoming sophomores (fall 14) will receive the 36 month Elsevier Adaptive Quizzing package in the Spring semester of their sophomore year.
3. Faculty within clinical courses and in foundations will use the resources within EVOLVE. There are multiple case studies and practice tests that will assist students in preparing for course specific HESI exams and the Exit HESI.
4. Prep U and Elsevier Adaptive Quizzing also contain course specific questions and are set up using adaptive testing which helps the student transition from easier to more difficult NCLEX style questions (similar to how NCLEX works).
5. Remediation resources are provided with Prep U or Elsevier Adaptive Quizzing. Remediation for HESI scores below 850 or 900 (Exit HESI) is assigned by the Tutoring & Remediation Coordinator from these two resources.

6. Students are given a PACKET of information AND a unique and specific access code during their sophomore year Fundamentals course to access the EVOLVE resources they are paying for. At the end of the foundations course students are given an access code sheet to present at the MUC bookstore to purchase the access code booklet for Prep U or beginning Fall 2014, incoming students will receive a code for Elsevier Adaptive Quizzing.
7. In order to access these resources, it is **CRITICAL that the students USE THESE SPECIFIC access codes. Creating a new account does NOT work.**
8. Apparently, many students go to the web site or Google EVOLVE, registering for student access and maybe even using some textbook resources there. **THESE are NOT the same resources you are paying for, though you might find those helpful as well.**
9. Again – **clicking I forgot my password does NOT get you the content.**
10. Here is the SITE for Evolve & Elsevier Adaptive Quizzing:
<https://evolve.elsevier.com/cs/Satellite/StudentHome?Audience=Student> Here is the site for Prep U: <https://thepoint.lww.com/student> and enter your access code to open your new account.
11. **LAST AND VERY IMPORTANT STEP:** When you get to the evolve site, you have to click on your GRADUATING class cohort to find the resources. It is located under My Content – Case Studies. To access Adaptive Quizzing, click on the box marked Adaptive Solutions, once you reach the evolve site. If you are using Prep U, when you get to the Point site for Prep U, click on new user.

APPENDIX P

HESI REMEDIATION PLAN

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

Directions for accessing your remediation plan:

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

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

Undergraduate Nursing Courses with HESI Remediation Requirements

Course specialty HESI: 246, 343, 354, 355, 474, 476	Remediation Hours	Adaptive quizzing	Evolve online case studies	Success team	Grade	Progression
HESI Score 850 or above	4 hours	Achieve score of 85% in each content area	Must achieve an 85% on all assigned case studies	Meet with success coordinator to develop success plan	Incomplete until success plan is completed	Does not progress to next level (junior/senior) till success plan is completed
HESI Score below 850	6 hours	Achieve score of 85% in each content area	Must achieve an 85% on all assigned case studies	Meet with success coordinator to develop success plan	Incomplete until success plan is completed	Does not progress to next level (junior/senior) till success plan is completed
Exit HESI Traditional students	Independent study time	Adaptive quizzes	Exit HESI online remediation	Success team	Grade	Finish line exams
HESI score 900 or above	4 hours independent study	Completion of instructor assigned EAQ custom quizzes based on HESI score report	Complete Exit HESI online success strategies provided by Evolve of lower scoring content areas	Meet with success team within one week		
HESI score below 900	6 hours independent study	Completion of adaptive quizzing as assigned by Academic Success Team based on HESI score	Complete online remediation	Meet with success team within one week	Incomplete is assigned for N479/489 until the Success Strategy assignments are successfully completed	Complete finish line exams in NCLEX review course for Medical/surgical, Pediatrics, Delegation and Prioritization Must complete Mental Health and Maternity is scored less than 850 in these areas of HESI
Exit HESI A ABS students	Independent study time	Adaptive quizzes	Exit HESI online remediation	Success team	Grade	Finish line exams
HESI score 900 or above	4 hours independent study	Completion of instructor assigned EAQ custom quizzes based on HESI score report	Complete Exit HESI online success strategies provided by Evolve of lower scoring content areas	Meet with success team within one week		

Exit HESI A ABS students	Independent study time	Adaptive quizzes	Exit HESI online remediation	Success team	Grade	Finish line exams
HESI score below 900	6 hours of independent study	Completion of adaptive quizzing as assigned by Academic Success Team based on HESI score	Complete online remediation	Meet with success team within one week		
Exit HESI B ABS students	Independent study time	Adaptive quizzes	Exit HESI online remediation	Success team	Grade	Finish line exams
HESI score 900 or above	4 hours independent study	Completion of instructor assigned EAQ custom quizzes based on HESI score report	Complete Exit HESI online success strategies provided by Evolve of lower scoring content areas	Meet with success team within one week		
HESI score below 900	6 hours of independent study	Complete Success Strategy assignments assigned by Academic Success Team if needed	Complete online remediation		Incomplete is assigned for N479/489 until the Success Strategy assignments are successfully completed	Complete finish line exams in NCLEX review course for Medical/surgical, Pediatrics, Delegation and Prioritization Must complete Mental Health and Maternity is scored less than 850 in these areas of HESI B

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