



**VERA Z. DWYER COLLEGE
OF HEALTH SCIENCES**

INDIANA UNIVERSITY SOUTH BEND

**School of Nursing
BSN Student Policy Handbook**

2016 - 2017



www.iusb.edu/nursing

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If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Please contact Student Services, Northside Hall 456B , or by telephone at (574) 520-4571.

Chapter I

Introduction to School of Nursing

Mission Statement

The mission of the Indiana University South Bend School of Nursing is to prepare holistic, caring, ethical professional nurses who respect the uniqueness of each individual and who provide safe, competent healthcare to meet the needs of the individual, family, and community. These professional nurses function from a critically evaluated evidence-base as respected members of cohesive healthcare teams.

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

As a student you and your family need to be informed about this law. For more information about this law please go to: https://www.iusb.edu/registrar/ferpa_policy.php.

I. INTRODUCTION TO SCHOOL of NURSING

Undergraduate Nursing at Indiana University South Bend

The IU South Bend campus offers the Bachelor of Science in Nursing (BSN), second degree BSN for those holding a previous Bachelor's degree and BSN for Registered Nurses. The Bachelor of Science in Nursing degree program is accredited by the Indiana State Board of Nursing and by the Commission on Collegiate Nursing Education. The School of Nursing is an agency member of the American Association of Colleges of Nursing, the Commission on Collegiate Nursing Education and the Indiana Center for Nursing.

The BSN program strives to offer a creative curriculum for meeting the current and future health needs of society. The curriculum prepares a generalist in professional nursing and serves as a basis for graduate study. The purpose of the bachelor's program is to produce graduates who think critically, are culturally, ethically, and legally competent; are effective, politically aware, communicators and coordinators of community resources; and are competent providers of health care, professional role models, and responsible managers. The curriculum focuses on health and wellness as well as alterations in states of wellness and viewing persons as part of their environments.

Bachelor's Program Learning Outcomes

Upon successful completion of the program, a graduate of the IU South Bend School of Nursing will be:

1. A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making.
2. A culturally sensitive individual who provides holistic individual, family, community, and population-centered nursing care.
3. A knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.
4. An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.
5. An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing.

6. An effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes.
7. A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.
8. An accountable leader and manager who applies principles of systems and organizational processes and who balances resources to promote quality care and patient safety.
9. An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.

Specifically, the program outcomes have been broken down into leveled competencies that the student is expected to achieve at the end of each academic year:

Nursing Program Learning Outcomes and Competencies

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

BSN Essential 1: Liberal Education for Baccalaureate Generalist Nursing Practice

BSN Essential 3: Scholarship for Evidence-Based Practice

QSEN: Evidence-based Practice: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

Sophomore	Junior	Senior
The student will demonstrate intellectual engagement and use evidence as a basis for beginning clinical reasoning related to health care issues.	The student will develop critical thinking skills by engaging in learning opportunities and by integrating previous learning and life experience into current practice.	The student will synthesize information from a variety of sources to inform accurate and effective clinical reasoning and decision-making.
The student will understand the components of research and evidence based practice, demonstrate information literacy, and appreciate the application of best clinical evidence to enhance practice.	The student will utilize the results of research, systematic reviews, and evidence based guidelines in clinical reasoning and decision-making.	The student will analyze current professional strengths and weaknesses and develop a plan for future learning and development.
		The student will apply an established EBP process to a nursing sensitive question encountered in the practice setting.

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

QSEN: Patient-centered Care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

Sophomore	Junior	Senior
The student will respond sensitively to cultural differences in others, using a holistic nursing approach during interactions with individuals, families, and communities	The student will provide culturally sensitive, holistic nursing care to individuals, families and communities in a variety patient care settings across a spectrum of ages and life stages.	The student will provide culturally sensitive, holistic nursing care to vulnerable individuals, families, and communities in complex care settings.

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

BSN Essential 7: Clinical Prevention and Population Health

QSEN: Patient-centered Care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

Sophomore	Junior	Senior
The student will develop an understanding of the health care system and the resources available to assist individuals, families, and communities to meet evolving health care needs.	The student will assist with care coordination and incorporate an understanding of the health care system and available resources when providing care to the meet the evolving health care needs of individuals, families, communities and populations.	The student will effectively coordinate care by engaging with the health care team to identify and facilitate access to resources to meet the evolving health care needs of individuals, families, communities and populations.

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

BSN Essential 5: Healthcare Policy, Finance, and Regulatory Environments

Sophomore	Junior	Senior
The student will examine how professional nursing roles are influenced by healthcare policies, regulations, and finances.	The student will apply knowledge of health care policy, regulations, and finance in the patient care delivery environment.	The student will generate resolutions to challenges in the provision of health care that result from health care policy, regulations, and finance.

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

BSN Essential 8: Professionalism and Professional Values

Sophomore	Junior	Senior
The student will describe legal/ethical boundaries and professional characteristics of nursing.	The student will demonstrate accountable, professional, ethical and legal care of patients and families.	The student will internalize the values of the profession of nursing and advocate for ethical and legal practice.
The student will exhibit accountable and professional behavior while engaging in the learning community.		

6. An effective communicator who collaborates with inter professional team members,

patients, and their support systems for improved health outcomes.

BSN Essentials 6: Inter professional Communication and Collaboration for Improving Patient Health Outcomes

OSEN: Teamwork and collaboration: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

Sophomore	Junior	Senior
The student will communicate professionally with others using effective verbal, non-verbal, and written communication techniques, informed by a process of reflection and self-awareness.	The student will use effective communication techniques with individuals, families, communities, and health team members in order to achieve optimal health care outcomes.	The student will use effective communication skills to collaborate with inter professional health team members, individuals, families and communities, to achieve optimal health outcomes in challenging situations

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

BSN Essential 9: Baccalaureate Generalist Nursing Practice

OSEN: Safety: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

Evidence-based Practice: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

Patient-centered Care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.

Sophomore	Junior	Senior
The student will provide safe, effective, compassionate care and promote the health of individuals and families consistent with a beginning level of knowledge and skills	The student will provide safe, effective, compassionate care and promote the health of individuals and families consistent with an intermediate level of knowledge and skills	The student will provide safe, effective, compassionate care to promote the health of individuals, families, and communities with complex health care needs.

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

BSN Essentials 8: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

OSEN: Quality Improvement: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

Safety: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

Sophomore	Junior	Senior
The student will identify nursing’s role in leading/ managing organizational processes and resources to promote safe and effective patient care.	The student will provide safe and effective patient care based on organizational policies and procedures and finite resources.	The student will synthesize effective leadership and management principles to promote quality and safety in complex organizations.

9. An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.

BSN Essential 4: Information Management and Application of Patient Care Technology

QSEN: Informatics: Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

Sophomore	Junior	Senior
The student will demonstrate the ability to navigate the patient care record to retrieve and enter pertinent patient information.	The student will employ the electronic health record and other technologies to coordinate patient care.	The student will use information management to trend outcomes of patient care processes in selected patient care populations in order to improve quality of care.
The student will describe the basic principles and uses of quality improvement for advancing patient care outcomes.	The student will implement best practices in quality improvement across a variety of patient care settings.	The student will design, implement, and evaluate a quality improvement study that will benefit unit-based organizational processes.

American Association of Colleges of Nursing Essentials of Baccalaureate Education for Professional Nursing Practice © 2008

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

A solid base in liberal education provides the cornerstone for the practice and education of nurses.

Essential II: Basic Organizational Systems Leadership for Quality Care and Patient Safety

Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

Essential III: Scholarship for Evidence Based Practice

Professional nursing practice is grounded in the translation of current evidence into one's practice.

Essential IV: Information Management and Application of Patient Care Technology

Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

Essential V: Healthcare Policy, Finance, and Regulatory Environments

Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

Essential VI: Inter-professional Communication and Collaboration for Improving Patient Health Outcomes

Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

Essential VII: Clinical Prevention and Population Health

Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

Essential VIII: Professionalism and Professional Values

Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

Essential IV: Baccalaureate Generalist Nursing Practice

The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

Learning opportunities, including direct clinical experiences, must be sufficient in breadth and depth to ensure the baccalaureate graduate attains these practice-focused outcomes and integrates the delineated knowledge and skills into the graduate's professional nursing practice. Clinical learning is focused on developing and refining the knowledge and skills necessary to manage care as part of an inter-professional team. Simulation experiences augment clinical learning and are complementary to direct care opportunities essential to assuming the role of the professional nurse. A clinical immersion experience provides opportunities for building clinical reasoning, management, and evaluation skills.

Fully endorsed by the IU South Bend School of Nursing BSN program and faculty.

BSN Program Clinical Journey

SOPHOMORE YEAR

Students are admitted to the clinical program in the "fourth" semester. Clinical experiences first focus on health assessments with individuals in well settings. Clinical hours start with simulation and lab practice on campus. Short clinical experiences take place in long term care settings. Physical assessment skills are taught and practiced in the lab on mannequins. Limited patient care responsibility begins under supervision and students begin to administer oral and parenteral medications, insert catheters, etc., as well as adapt newly learned physical assessment skills and nursing history taking skills to patients who are not completely well. This year looks at the health of the well individual and communities, and has a strong emphasis on life span issues and in particular the geriatric client.

Outside activities in this semester may include health fairs (examples include assisting the flu shot programs at IU South Bend and other sites, and blood pressure and health risk screenings in the community).

JUNIOR YEAR

This year focuses on care of patients with alterations in health who are housed in acute care settings. The "fifth" semester introduces students to the general care of patients, addressing areas that are common to many patients. Students care for patients on post-surgical or acute medical care units. Students spend 1 or 2 days a week in this setting over 7-10 weeks. All students rotate to

surgery to observe the perioperative process. Students have a rotation to behavioral health or psychiatric settings during this semester. Typically this rotation is the second day of clinical or split over 5 to 7 weeks using two day rotations.

In the “sixth” semester, the student rotates through three areas; acute pediatrics, more advanced care of acutely ill adults on step-down or high complex care areas and obstetric related areas (mother-baby care and labor and delivery). These experiences are set up in 5 or 7 week rotations with two days a week of patient care in the hospital. The lecture content for these topics is concurrent throughout the semester.

Outside activities can be numerous as students are invited to attend professional organizations, and explore political issues relevant to nursing and healthcare. Every effort is made to have students attend an educational program in the community or region. Students have attended national conferences, research programs and local clinical programs. These opportunities involve nominal registration costs and travel costs. Students are encouraged to be involved in community health programs.

SENIOR YEAR

The “seventh” semester includes critical care and community health nursing clinical experiences. Critical care clinical experiences extend the basic adult care skills learned to date. Several areas, including the emergency department and rehabilitation units, are areas in which students spend one or more days. Community health experiences vary greatly with numerous sites from which to select. These include school health nursing, hospice, home health care, public health departments, occupational health areas and home health care. Students have assigned nurse preceptors who are experts in the field. Students travel quite a bit to their agencies and to fellow students’ agencies. Communities are assessed and health issues examined. Students have opportunities to impact the health of a community as well as the individual. These experiences can extend to a six county area.

The final or “eighth” semester is truly exciting as the student can request an area of interest and focus on it. The semester begins with leadership clinical experiences working with nurse managers and leaders, and on projects which assist nursing units to run or be evaluated (patient care, quality care). Students attend workshops and seminars to learn basic management and leadership skills. All classroom work is consolidated into the first ten weeks to allow the student to move into the capstone portion of the semester. Here a student is placed with a preceptor providing direct and complete patient care in his or her area of interest (or for those who are unsure, a compatible area). Students work various hours including weekends, evenings and nights. Faculty members assist students in meeting educational and experiential goals and are available to the student and preceptors. This is an exciting bridge to independent professional practice.

This semester can have many outside obligations as the student’s professional responsibilities grow. These are individualized to personal interest and the opportunities available. NCLEX preparation and review are important in this semester and students are assisted through the licensure, graduation/job selection process.

Attending professional organization meetings is an expectation of the professional student nurse.

SIMULATION

High fidelity (realistic) patient care simulations are offered throughout the program. These simulated patient experiences are treated like actual clinical ones; appropriate behavior and attire

are expected. IU South Bend School of Nursing is fortunate to have state of the art simulation models and labs. Students have an opportunity to solve real life problems in a safe environment where they can learn and experience common clinical situations which do not always arise during actual patient care. Experience as being a part of an interdisciplinary team is also explored. These experiences are very popular with the students, truly enhancing learning and problem solving, especially regarding how to deal with emergencies and complications.

Program Organizations and Committees Relevant To Student Success at IU South Bend School Of Nursing

STUDENT NURSES' ASSOCIATION

The Student Nurses' Association (SNA) is the only group dedicated to students enrolled in pre-nursing, traditional and RN to BSN nursing courses. The SNA is an excellent way for students who are in all phases of the nursing program to network with others. By attending meetings, students can learn about many topics of interest to students and Registered Nurses. By becoming professionally involved in the SNA, students have the opportunity to shape their future as nurses. SNA dues are very reasonable, a very good value. Contact the SNA for further information either through Student Services or through the club e-mail at iusbsna@yahoo.com. The SNA also maintains an Oncourse (and soon to be Canvas) Project Site.

PEER MENTORS

Peer mentors provide ongoing assistance and service to students in a variety of ways through orientation, registration process, freshmen contacts, U100 Threshold Seminars and through personal interaction. Peer mentors provide a personal resource for students when they have questions or problems that they prefer to discuss with another student. Peer mentors collaborate with fellow mentors, faculty, advisors, and staff within their respective schools and colleges to help incoming freshmen and continuing students learn about IU South Bend and about college life in general. They can also answer questions regarding major and clinical experiences.

The Dwyer College of Health Sciences typically has two peer mentors for the academic year. The peer mentor office is located in Northside Hall room 378.

M.A.N.

M.A.N. is the **Michiana Alliance of Men in Nursing of American Assembly for Men in Nursing**. It is a regional organization for men in nursing. The purpose of this organization is to provide a framework for nurses as a group to meet, to discuss, and influence factors which affect men as nurses. We encourage men of all ages to become nurses and join together with all nurses in strengthening and humanizing health care, support men who are nurses to grow professionally and demonstrate to each other and to society the increasing contributions made by men within the nursing profession, advocate for continued research, education and dissemination of information about men's health issues, men in nursing, and nursing knowledge at the local and national levels, and support members' full participation in the nursing profession and its organizations.

Membership in the Chapter is open to Registered Nurses, Licensed Practical/Vocational Nurses, nursing students in entry-level programs, and anyone the Board of the Chapter deems worthy of membership. Meetings are held monthly on days and times determined by the group in August each year. There are no membership dues. Faculty mentors/contact people are Jenny Loop-Miller (jloopmil@iusb.edu) and Barb White (whitebk@iusb.edu).

FACULTY CLASS MENTORS

Each admitted class cohort is assigned a faculty member to serve as a mentor and resource for students as they progress through the program. This faculty member is available to meet with students to discuss career goals, and to provide general support and encouragement. This individual is introduced at Clinical Orientation and maintains communication throughout the program.

SIGMA THETA TAU INTERNATIONAL HONOR SOCIETY OF NURSING

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

The vision of Sigma Theta Tau is:

To create a global community of nurses who lead in using scholarship, knowledge and technology to improve the health of the world's people.

The mission of Sigma Theta Tau is:

To support the learning, knowledge, and professional development of nurses committed to make a difference in health worldwide.

More information about Sigma Theta Tau can be found at www.nursingsociety.org and information on the Alpha Chapter at www.iupui.edu/~stta.

BSN students must meet specific grade point criteria to be eligible to apply for admission. If you meet the criteria in your senior year, (7th or 8th semester RN who has completed half of the nursing courses), you will be contacted by the faculty advisor Lori J. Pajakowski, lojcox@iusb.edu.

IU SOUTH BEND HEALTH AND WELLNESS CENTER

The IU South Bend Health and Wellness Center, located in the Student Activities Center (SAC), center level, offers free or reduced rate services to IU South Bend students, faculty and staff. Services for a nominal fee include physical exams, assessment of minor injuries and illness, routine health monitoring such as taking blood pressure, and answering health related questions. For a reasonable fee, lab services including Pap smears and cholesterol testing are offered. Hours vary by semester. Watch IU South Bend mass e-mail or the electronic Bulletin Board "Daily Titan" for announcements of health and wellness activities offered by the Center.

ADMISSION, PROGRESSION AND GRADUATION (APG) BOARD, IU SOUTH BEND NURSING FACULTY

Comprised of nursing faculty, the Admission, Progression, and Graduation (APG) Board addresses student concerns and issues related to admission, progression through, and graduation from the programs offered by the School of Nursing.

ASSESSMENT COMMITTEE OF THE IU SOUTH BEND NURSING FACULTY

The Assessment Committee in the School of Nursing is a standing committee of the South Bend Nursing Faculty Council. The members are comprised of three to four faculty members and a

student representative. The purpose of the committee is to oversee the evaluation of the nursing program with a goal of improving the nursing program and student outcomes. In order to carry out these purposes the committee plans, evaluates and revises assessment activities and reports the results to the faculty, administration and other interested parties (such as the Office of Information Technologies and the Library).

Several of the activities included in the evaluation plan rely on student input. Examples of such activities include:

- Clinical placement evaluations
- Mid-curriculum assessment and survey
- Exit survey and NCLEX-RN assessment activities
- Random collection of selected student work
- Faculty and course evaluation data

Each of the activities is aimed at looking at students as an aggregate and not as individuals. Students are not asked to identify themselves on any surveys. The data received from the NCLEX-RN activity are reported in the aggregate. It is essential that students take these assessment activities very seriously. Student input is invaluable in our efforts to improve our program.

Since the assessment plan does undergo revision, the plan may change. However, the purpose of the activities remains the same, as does the committee interest in a “big” picture and not the evaluation of an individual student or faculty. Students who have concerns about the assessment process may bring them to the attention of the chairperson of the committee.

STUDENT AFFAIRS COMMITTEE

The School of Nursing Student Affairs Committee is comprised of nursing faculty, School of Nursing Student Services personnel, and a nursing student representative. The committee is responsible for coordinating activities and decision making related to student services in the IU South Bend School of Nursing. These duties include pinning, scholarships and awards, maintenance of the BSN Student Policy Handbook, and consideration of non-academic policies.

EXPLORANCE: ONLINE STUDENT EVALUATION SYSTEM

Students are invited and encouraged to complete teacher and course evaluations for each course enrolled in. This information is confidentially compiled and reported. This feedback is used to improve course instruction. Your participation is highly valued.

STUDENT SERVICES, VERA Z.DWYER COLLEGE OF HEALTH SCIENCES

Student Services located on the fourth floor at Northside Hall is dedicated to assisting our growing body of pre- and admitted undergraduate nursing students, as well as all students within the Dwyer College of Health Sciences. The advisors and staff are knowledgeable and skilled in their abilities to counsel students throughout their journey at IU South Bend. Whether it is a question regarding the admission process, course planning, scholarship and financial assistance, or graduation process, the staff and advisors are available, able and willing to assist students.

SCHOOL OF NURSING SCHOLARSHIPS

The School of Nursing is fortunate to have received monies from several generous donors to fund scholarships for our students. On the IU South Bend campus, the William and Kathryn Shields Scholarships, the Raymond and Frances Grandorf Scholarships, the John O'Connor Scholarships, Vera Z. Dwyer Scholarship in Healthcare and the Dodd Scholarships are available annually to

reward students for their academic and clinical achievements, and to help meet their financial needs. Other scholarship monies are available from the Indianapolis campus of the Indiana University School of Nursing.

The office of Student Services maintains IU South Bend School of Nursing scholarship information on-line at www.iusb.edu/nursing. Students are strongly encouraged to check the website for scholarship opportunities. An IU South Bend School of Nursing Scholarship flyer is posted typically in early March. Student services also emails students with announcements of new scholarships throughout the year. All students requesting scholarship monies must: 1) complete an On-line Scholarship Application (OSA) form and 2) have a FAFSA on file in the Financial Aid office at IU South Bend. Deadlines for both the Online Scholarship application and FAFSA (priority date) are March 1. FAFSA can be submitted after the March 1 date but will not receive priority review.

Chapter II

School of Nursing Policies

II. SCHOOL OF NURSING POLICIES

INDIANA UNIVERSITY CODE OF STUDENT RIGHTS, RESPONSIBILITIES, AND CONDUCT

Each student is provided with a copy of the Indiana University Code of Student Rights, Responsibilities, and Conduct (formerly Indiana University Code of Ethics) upon admission or transfer to the School of Nursing as a pre-nursing or nursing student. This document, which applies to all Indiana University students, contains the following sections: I. Student Rights and Responsibilities, II. Student Complaint Procedures, III. Student Misconduct, IV. Student Disciplinary Procedures, V. General Provisions, VI. Adoption Provisions, and VII. Appendix. It is available online at www.iu.edu/~code/code

ESSENTIAL ABILITIES POLICY

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

1. Essential judgment skills to include: ability to identify, assess, and comprehend conditions surrounding patient situations for the purpose of problem-solving around patient conditions and coming to appropriate conclusions and/or course of actions.
2. Essential physical/neurological functions to include: ability to use the senses of seeing, hearing, touch, and smell to make correct judgments regarding patient conditions and meet physical expectations to perform required interventions for the purpose of demonstrating competence to safely engage in the practice of nursing. Behaviors that demonstrate essential neurological and physical functions include, but are not limited to observation, listening, understanding relationships, writing, and psychomotor abilities consistent with course and program expectations.
3. Essential communication skills to include: ability to communicate effectively with fellow students, faculty, patients, and all members of the healthcare team. Skills include verbal, written, and nonverbal abilities as well as information technology skills consistent with effective communication.
4. Essential emotional coping skills: ability to demonstrate the mental health necessary to safely engage in the practice of nursing as determined by professional standards of practice.
5. Essential intellectual/conceptual skills to include: ability to measure, calculate, analyze, synthesize, and evaluate to engage competently in the safe practice of nursing.
6. Other essential behavioral attributes: ability to engage in activities consistent with safe nursing practice without demonstrated behaviors of addiction to, abuse of, dependence on alcohol or other drugs that may impair behavior or judgment. The student must demonstrate responsibility and accountability for actions as a student in the School of

Nursing and as a developing professional nurse consistent with accepted standards of practice.

Procedure

1. The essential abilities criteria is published in the IU South Bend *Bulletin* and incorporated into informational packets given to those demonstrating an interest in nursing.
2. Applicants accepting admission in the BSN program will be required to sign a letter of agreement that specifies the essential abilities criteria. This agreement states they have read and understand that they will be expected to meet the essential abilities. Students questioning their ability to meet these essential abilities criteria will be encouraged to address their inquiries to Student Services.
3. Faculty has the responsibility to determine whether a student has demonstrated these essential abilities. Faculty has the right to request consultation from recognized experts as deemed appropriate.
4. Students failing to meet these essential abilities, as determined by faculty, at any point in their academic program may have their progress interrupted until they have demonstrated their ability to meet these essential abilities within negotiated time frames.
5. Students will be dismissed from their program of study if faculty determines that they are unable to meet these essential abilities even if reasonable accommodations are made.
6. Students failing to demonstrate these essential abilities criteria, as determined by the faculty, may appeal this adverse determination in accordance with Indiana University's appeal procedures.

AMERICAN NURSES' ASSOCIATION CODE OF ETHICS FOR NURSES

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

<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics-For-Nurses.html>

Provisions of the Code of Ethics for Nurses

- | | |
|-------------|---|
| Provision 1 | The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person. |
| Provision 2 | The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population. |
| Provision 3 | The nurse promotes, advocates for, and protects the rights, health, and safety of the patient. |

Provision 4	The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
Provision 5	The nurse owes same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, and maintain competence, and continue personal and professional growth.
Provision 6	The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
Provision 7	The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
Provision 8	The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
Provision 9	The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

The Indiana University South Bend School of Nursing strictly adheres to the American Nurses' Association's Code for Nurses. Each student is expected to consistently uphold these standards.

CONFIDENTIALITY AND PATIENT CARE

Each clinical agency has strict guidelines regarding patient information, including computer access, security and documentation, and patient confidentiality. These specific guidelines are available at each agency, and several will ask for students to sign a confidentiality statement of understanding. Violation of these guidelines can result in disciplinary action by the agency, the assignment of a failing grade for a nursing course, and/or dismissal from the nursing program. The following guidelines are adapted from Memorial Hospital of South Bend and in general reflect expectations of all students in all agencies.

1. Original patient records are not to be removed from their location.
2. Students granted record accesses are accountable for the protection of the record and its contents while in their possession.
3. Students accessing records from medical records shall follow the strict guidelines set forth by this department (including providing written requests for review, keeping the materials in the department and reviewing the records in the area specified for this purpose).
4. It is prohibited to share the medical record with family, friends, and staff not directly involved in the patient's care. When in doubt, excuse yourself and check.

5. Students are expected to keep the medical records accessible at all times for medical care purposes.
6. Photocopying, photographing or printing off any part of the medical record for a student's purpose is strictly prohibited. Students cannot photocopy parts of the record for their learning purposes. Data cannot be saved to portable devices and laptops cannot be brought to the clinical sites.
7. When referring to patients in written work for schoolwork purposes, only initials are to be used. When possible all identifying information should be kept to a minimum.
8. Census records used for report should be properly destroyed before the student leaves the unit.
9. HIPAA guidelines are to be followed at all times as outlined by each clinical agency and federal regulations.
10. Professional standards expect that student nurses withhold discussing any patient situations and confidences outside the professional setting. Situations may only be discussed in private, for the purpose of learning, as instructed by the clinical instructor.
When discussing patients in the clinical learning situation, anonymity is to be maintained. Information is not being shared in public settings including personal e-mails, for purposes other than learning, or with family and friends.

FACEBOOK AND SOCIAL NETWORKING ETIQUETTE

Often social networking sites are used to share personal thoughts, images, opinions, experiences and frustrations. The line between what is socially and professionally acceptable can be thin. It is considered unprofessional to share patient experiences with any specificity. Keep in mind what you might post about a patient, experience, agency, including the School of Nursing, and staff can be deemed inappropriate with unexpected consequences. Sometimes, even innocent remarks that label patients, groups or experiences can be considered derogatory and offensive. Nursing students have obligations to behave professionally at all times in the public's eye and social networking sites are public. Comments and images can be readily shared and the offense quickly spread. Please keep this in mind at all times.

Please refer to the National Council of State Boards of Nursing website <https://www.ncsbn.org/347.htm> for professional standards related to social media. Guidelines and an important video can be found here. This resource for professional responsibility is invaluable.

The IU South Bend Office of Communications web page has related guidelines which should be reviewed at: <https://www.iusb.edu/ocm/docs/OCM%20Social%20Media%20Policy.pdf>

The School of Nursing maintains a Facebook page—please search for and like “IUSB School of Nursing.” Events, news, issues and relevant links are shared here.

SCHEDULES & NURSING CLINICAL COURSES

Clinical nursing experiences are designed to provide students with the best possible learning experiences. In order to achieve this it is often necessary to make changes from the published schedule as the clinical rotation nears. Every effort by the School of Nursing is made to keep these changes to a minimum and to notify students as soon as the changes are known. In general, it is best to keep the following in mind:

- Clinical courses are arranged between the times of 6:00 a.m. and 11:00 p.m. on any day of the week. Students must be available for assignments between these hours.
- A one-credit-hour clinical course meets for three hours a week, a two-credit-hour clinical course meets for six hours a week, and a three-credit-hour clinical course meets for nine hours a week. These hours are often adjusted to accommodate the clinical agencies' hours and flow of care.
- Some clinical courses are scheduled based on the total number of hours required for the semester, and therefore schedules may reflect a more concentrated presentation of hours.
- The times are subject to change on a week-by-week basis, as dictated by the learning experience.
- Students should be aware that they may be required to collect patient care data at the hospital or agency prior to the assigned clinical day. The time of which you will go collect data may vary with clinical sites and faculty expectations but is usually after 3:00 p.m.

Clinical sites are located throughout the South Bend region and can typically include agencies in St. Joseph, Elkhart, Marshall, and La Porte counties in Indiana, and Berrien County in Michigan.

Each semester's clinical rotation schedules vary. Within a given semester different rotations may be offered but each schedule meets course clinical hour requirements.

Students should have reliable transportation, budget costs of travel and plan their time to accommodate expected travel times, including travel during inclement weather.

- Certain clinical courses require travel between agencies and homes of clients. Being familiar with a community is highly recommended.
- Travel liability to and from clinical, assignment and community activities sites are the sole responsibility of the student. IU South Bend does not provide travel liability insurance. Such travel has inherent risks and these risks are accepted by the student.
- Clinical group sizes need to be as uniform as possible to provide students with the best learning and supervision possible. It is possible that students will be switched between clinical sections after registration in order to achieve this equity.

APPEARANCE CODE

The Appearance Code provides IU South Bend SON students with information necessary to select on-duty attire and accessories which are compatible with professionalism, infection control, employee identification, neatness, and modesty. If attire is unacceptable to the clinical instructor, the student may be sent home and will have to makeup clinical time at their expense.

Nursing students are required to wear a regulation IU South Bend School of Nursing scrub student nursing uniform, inclusive of the embroidered IU South Bend Nursing logo. Uniforms must be purchased from the designated vendor. **IU South Bend student identification will be required to purchase the scrubs.**

Article I: General Guidelines

Attire must be well fitting, clean, unstained, and ironed. Good judgment should be exercised in selecting the appropriate size of the scrubs so that it is not low cut at the neck or tight across the chest and hips. Follow guidelines for laundering colorfast clothes. Students should launder the red scrub uniform prior to wearing it for the first time. The scrubs have been known to "bleed" and require colorfastness preparation to avoid an unprofessional appearance in the clinical setting. In general we recommend not washing the red scrubs with whites.

It is encouraged that students have two sets of scrubs that are washed after each wear. If arrangements can be made, scrubs should not be worn outside of the hospital setting to prevent nosocomial infections.

Uniform accommodations may be requested for religious needs or pregnancy. Contact the Director of Undergraduate Programs.

Article II: Name Pin

An IU South Bend School of Nursing name pin is required to be worn and visible at all times on clinical units. Name pins must be worn when participating in a professional setting; selecting patients at a hospital; volunteering for community health programs; and as designated by the faculty in certain clinical settings. Certain labs may also require you to wear your name pin.

Name pins are ordered directly from PAC in Mishawaka; order forms can be obtained from Student Services (we recommend the purchase of two).

Some agencies require additional badges issued by them to be worn. These typically must be turned in upon completion of the clinical and failure to do so will result in an incomplete in the course.

Some agencies require the display of a picture ID. Therefore students should have an IU South Bend ID card for this purpose.

Article III: Shoes

Shoes need to be purchased for the exclusive use of clinicals and are ideally only for clinicals. Shoes must be nearly completely white or black and made of leather or impermeable materials (small amount of trim is acceptable). Aerobic shoes are acceptable if they are made of leather. White canvas, cotton, or nylon shoes are unacceptable. White or black shoelaces are required. Shoes must be clean, quiet, safe and comfortable. No open-toe shoes or clogs may be worn. Appropriate white stockings or socks must be worn at all times. "Croc"-type footwear is permitted by most agencies as long as it has a heel strap and does not have holes but we do not recommend them.

Article IV: Lab Coats

White lab coats are required to be worn when the student is at the clinical site other than on scheduled clinical days, i.e. to select a patient and/or review patient information. Lab coats must be at least mid-thigh in length and have a collar. An IUSB School of Nursing Patch can be purchased from the bookstore and affixed to the left upper sleeve; another option is the approved embroidery as with the scrub tops. The official name tag must be worn on the lab coat.



Attire under lab coat needs to be professional, modest, and tasteful. Metal fabrics (sequins, beads...),

shorts, jeans, sweats are not acceptable. Slacks must be ankle length. Stockings or socks must be worn in patient care areas according to state regulations. No open-toe shoes may be worn. Denim fabric is not considered acceptable business attire.

Article V: Professional Wear for Volunteer Activities

When assisting with health programs and assignments outside traditional clinical settings (health fairs, flu shot/immunization programs, ceremonies, volunteer efforts connected to the school, etc.) please check with the instructor or coordinator of the program for appropriate attire. Unless otherwise directed, either the school uniform or the guidelines for professional wear described under “lab coats” are to be followed. Also, see “other” for additional appearance requirements, which are extended, to any setting where the student is representing the School of Nursing. It is expected that student nurses acting in a professional capacity dress and behave in a professional manner at all times. The school of nursing student nametag is to be worn for these activities regardless of attire.

Article VI: Picture ID

A valid IU South Bend picture ID or valid driver’s license must be carried with the student at all times. Certain agencies may require displaying of your identification as part of your uniform.

Article VII: Appearances Other

- Tight fitting attire is not appropriate. Discreet underwear which is not readily visible through clothing is to be worn. At no time should undergarments be visible.
- Fingernails must be neatly trimmed and clean. Nail polish, if worn, must be neutral or pastel in color and without chipping. **No artificial nails may be worn by those providing direct patient care.**
- Hair and beards must be clean and neatly groomed. If hair falls below shoulder length, it must be pulled back.
- **Tattoos** are to be covered with clothing (long sleeves, turtle necks) or make-up (ex. Neutrogena Tattoo make-up). Bandages draw more attention to an area and therefore are not acceptable means of coverage.
- Only two earrings per ear are permitted. Post earrings only, no dangling earrings for safety reasons. All other visible body piercings (face, mouth, tongue, ear gauges, etc.) must be removed. If the piercing cannot be removed due to medical reasons (rapid closure), then a flat/flesh colored stud may be applied.
- Good personal hygiene is expected.
- Smelling of tobacco smoke is prohibited; it is not acceptable to leave patient care areas to smoke. Area hospitals are smoke free environments and these policies are strictly enforced for nursing students.
- Light cologne, simple make-up, and a watch and/or ring may be worn. All jewelry should be simple, inconspicuous and kept to a minimum. One ring per hand is permissible.
- Patient gowns or isolation gowns are not acceptable as a cover-up for your uniform except when working in isolation or other restricted areas.
- Gum chewing is prohibited in direct patient/client care areas and roles

IMPARED STUDENT POLICY

IU South Bend School of Nursing policy regarding Impaired Students states:

1. The Statement of Adherence of Clinical Facility Policies and Procedures form will be signed by the student upon admission and will remain in effect while the student is matriculating in the School of Nursing. RN to BSN students will sign the form upon entry into clinical placements. A completed and signed form is required prior to any clinical placement.
2. The faculty or staff member who suspects impairment will request that the student immediately leave the clinical area while ensuring the student's safety.
3. The faculty member will determine the most appropriate testing location. The student is responsible for receiving immediate testing and bears the costs involved in the testing. If the testing location is not on site, the student will bear the cost of public transportation to the site.
4. The student will be suspended from all clinical activities until the investigation into the situation is complete.
5. The IU South Bend School of Nursing enforces a zero tolerance for alcohol and/or drug use.
6. Results must be submitted to the Director of Undergraduate Programs by the testing facility.

The Statement of Adherence to Clinical Facilities form is completed upon admission and annually. While the impaired practitioner is highlighted here, students are expected to conform to all agency policies and practices.

REGULATORY REQUIREMENTS

1. Clinical Site Health and Education Requirement (Policy)

Rationale for the Policy

OSHA regulations and clinical agencies affiliated with IU South Bend require that students engaged in clinical contact with clients must provide evidence of current professional-level CPR certification (Healthcare Provider CPR through the American Heart Association, or CPR/AED for the Professional Rescuer through the American Red Cross). The professional level includes: one- and two-man CPR; adult, child and infant CPR; adult, child and infant choking; and use of the AED (automatic external defibrillator). **Heart saver certification is inadequate.** Annual TB screening, up-to-date immunization status and a health evaluation (history and physical examination) are also required. This policy is necessary so that we are in compliance with hospital and community health agency policies.

The School of Nursing must provide the clinical agencies with proof that each student assigned to their agency for clinical experience has completed all immunizations, (including Hepatitis B series, Tdap booster, MMR, and Varicella), CPR certification, and annual TB screening. It is the student's responsibility to update their health records and have all documentation submitted to the School of Nursing, as outlined below. Documentation is due no later than December 1st prior to enrolling in clinical nursing courses for the spring semester, and no later than August 1st prior to enrolling in clinical nursing courses for the fall semester.

Failure to submit all required health documentation by the appropriate deadline will result in administrative withdrawal from all nursing courses and the student will be considered out-of-progression in the nursing degree program.

Newly Admitted to the Nursing Program

When a nursing student is first admitted to the clinical nursing courses, the student receives information regarding the need for proper immunization verification (including Hepatitis B series, Tdap booster, MMR, and Varicella), a health evaluation (history and physical examination) completed by a primary care provider, current professional-level CPR certification and TB (PPD or X-ray) screening. Every student must provide written verification of a history of chicken pox, or a Varicella Zoster Titer before entering clinicals. Newly admitted nursing students must provide written documentation of the above stated items in advance of beginning their clinicals. For students who are enrolled in clinical nursing courses in the fall semester, the above materials must be filed with the School of Nursing Student Services office by July 15. For students who will begin their clinical nursing courses in the spring semester, the above materials must be filed by October 15. Zachary checks are also performed on all new BSN students. ***Failure to submit all required health documentation by the appropriate deadline will result in administrative withdrawal from all nursing courses and the student will be considered out-of-progression in the nursing degree program.***

Students who are admitted late to the nursing program will be handled on a case-by-case basis. However, those applicants who are on a “waiting list” or “alternate list” are encouraged to begin gathering the necessary documentation so as to avoid delays. Even students who are admitted late must have all documentation on file with the School of Nursing prior to beginning the clinical nursing courses. Failure to do so will result in the student being automatically withdrawn from all clinical nursing courses for which they are registered.

Continuing Nursing Students

Nursing students are responsible for making sure they receive annual TB screening (PPD or X-ray) and current professional-level CPR re-certification. In addition, immunization status must be updated as necessary. It is the student’s responsibility to monitor the status of these and to submit proper documentation to the School of Nursing in a timely manner.

Documentation of annual TB screening and current professional-level CPR re-certification needs to be submitted to the School of Nursing, Student Services office no later than one week prior to the date they expire each year. ***Heart saver certification is inadequate.*** Students will be notified of upcoming expiration, but it is the student’s sole responsibility to provide documentation of updates prior to expiration. Clinical instructors will be notified, and students will be prohibited from attending clinicals if these vital documents are not submitted. These unexcused absences could lead to course failure in clinical courses.

Some community agencies require more recent verification of TB screening before they will allow our students to see clients. Therefore, students may be required to submit this documentation just prior to beginning a semester even if it is not yet expired. Students will be informed if this is required.

For students enrolled in clinical nursing courses during the summer sessions, TB screening, immunizations, and CPR certification must be valid through the final day of the summer session in which the student is enrolled.

For students who are finishing an “Incomplete” grade in a nursing course with a clinical component, the CPR re-certification, immunizations, and TB screening must be valid until the course requirements are completed.

2. Criminal Background Checks

Indiana University South Bend School of Nursing Criminal Background Checks Policy for Undergraduate Students

Objective

Criminal history background checks are required of all nursing students in compliance with state and federal (House Bill 1633) regulations for individuals in clinical settings and working with patients and individuals who are vulnerable or minors. Licensure is also contingent upon the absence of most felony and some misdemeanor charges (see graduation section on licensure).

Rationale

A past criminal history may become a significant barrier to clinical practicum rotation placements or have a negative impact on a nursing graduate's ability to obtain a license to practice nursing. In addition, current Indiana law states that individuals who have been convicted of certain crimes may not be employed by or operate a home health facility or work in the Indiana public school system. While a conviction of a crime does not automatically disqualify a student from participation in community-based clinical, a criminal history may be grounds for denying progression depending on the facts and circumstances surrounding each individual case. An updated check for an enrolled student might have a bearing on the clinical site in which the student will be placed.

Policy

1. Individuals must register and submit a criminal background history check with Backgroundchecks.com upon application to any BSN clinical program and again prior to progression into community-based clinical experiences (typically the 7th semester~\$20) on the South Bend campus. You must submit checks for any county you have lived in for the last 7 years and additional charges may apply for extra counties.
2. Students will be asked to complete a Statement of Adherence of Clinical Facility Policy and Procedures and Reporting of Illegal Activities form each year in the fall.
3. Any criminal arrest or situation (including OWI's) must be reported to the Director of the Undergraduate Programs or the Graduate Program Director before the next clinical day or within one week if occurs during breaks. This is in compliance with contracts held by the School of Nursing with the clinical agencies and consistent with state and federal regulations.
4. Individuals requesting transfer from any campus other than IUPUI, IUB, or IUPUC must submit a completed criminal history check prior to transfer.
5. The Office of Nursing Student Services on the South Bend campus is responsible for maintaining updated documentation of criminal background histories for IU South Bend students enrolled in the nursing undergraduate program on the South Bend campus. The student recorder will notify the undergraduate director when a criminal conviction is noted on a student's criminal background check.
6. Students may be asked to provide a more current check at any point in the program, based on a clinical agency's request or if they have been out of progression.
7. RN's entering the program or a clinical course must provide a current criminal background check. RN students may provide documentation from their employer's background check service if it is less than one year old and a criminal disclosure form is completed.

Criminal History Information Sheet (General Guidelines Used by the School of Nursing)

The following offenses will prohibit admittance & continuation in the nursing program:

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

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

- Misdemeanor involving cruelty if committed by an individual who is less than 16 years of age, including cruel treatment of animals.
- Misdemeanor involving home invasion that typically is described as “breaking and entering into another person’s home.
- Misdemeanor involving embezzlement which is a person who has taken money from another person who had entrusted the money with the wrongdoer, e.g. a store cashier.
- Misdemeanor involving negligent homicide which is committed when a person engages in careless or reckless driving that causes death.
- Misdemeanor involving larceny which is legally describes as the act of stealing but it does not include shoplifting. An example would be a theft from a building of an item that is not offered for sale.
- Misdemeanor or retail fraud in the second degree which involves shoplifting property from a

store that is offered for sale at a price of \$200 or more but less than \$1,000 or less than \$200 if the person has been previously convicted of any crime or theft.

- Any other misdemeanor involving assault, fraud, theft, or the possession or delivery of a controlled substance unless otherwise provided for under other subsections.
- Misdemeanor for assault which is defined as the individual attempting or threatening to hurt another.
- Misdemeanor of retail fraud in the third degree which involved shoplifting property from a store that is offered for sale at a price of less than \$200.
- Misdemeanor involving the creation, delivery or possession with intent to manufacture or deliver a controlled substance.

Indiana State Board of Nursing monitors nurses for DUI (driving while impaired)/OWI (operating while impaired) charges. Please refer to the following article regarding nurses and OWI's. Indiana State Board of Nursing FOCUS. January 2015, Vol 6 #23 "DUI's: A Common Mistake to Avoid" R. Riebsomer. Pp. 12-13.

<http://epubs.democratprinting.com/article/DUI%E2%80%99S%3A+A+Common+Mistake+to+Avoid/1901063/0/article.html>

The Criminal History Disclosure form is completed upon admission and annually. While the impaired practitioner is highlighted here, students are expected to conform to all agency policies and practices.

Procedure for Submitting the Criminal Background Check

Indiana University South Bend School of nursing requires that each student purchase a background check through *Backgroundchecks.com*.

Backgroundchecks.com is an external website offered in coordination with the university – to complete this process for oneself.

<http://www.backgroundchecks.com/Affiliates/indianauniversity.html>

1. You will first have to create your user account.
 - The company name, industry and promotional code fields should be kept as the default, prefilled information.
 - The phone and address field will be that of the volunteer/student.
 - Once you create an account successfully you should receive a “Welcome to backgroundchecks.com” notification
2. You will then be asked to acknowledge bgc.com and IU's terms and conditions.
3. The intended purpose can be filled in as "Employment-no resale"
4. You will be asked to acknowledge the Fair Credit Reporting Act information.
5. The next screen will ask for specific information such as name, social security number, and other personal attributes.
6. After filling out personal information, you will be asked to confirm your order and purchase.
 - The IU package should already be set, with a base rate of \$18.00*
 - The counties from which records will be pulled are also displayed.
 - Please note some counties charge additional fees to process a check. Any questions relating to the fees in which counties are charged or those charges should be directed to backgroundchecks.com. The contact information is located at the bottom of the registration page.

<http://www.backgroundchecks.com/Affiliates/indianauniversity.html>

7. By accepting the terms and conditions and selecting “purchase”, you will be asked for your credit card information to complete the check.
8. Background checks normally take a couple of days to process, but may take longer depending on how fast counties respond.

Note: You will NOT be notified when the check is complete, you will need to log back in and check the status of the check. Backgroundchecks.com may or may not send you any notifications or a notice of completion after your background check submission.

- You should monitor you check until the check is assigned a grade according to the categories below. In order to log back in to check on the status go to <http://www.backgroundchecks.com>
 - “Meets IU PIC policy criteria” - This grade indicates a volunteer/student has been approved to work with IU programs and activities that involve children.
 - “Does not meet IU PIC policy criteria” - This grade indicates a volunteer/student has not been approved to work with any IU programs and activities that involve children.
 - "In Process" or "Pending" indicates that the check is still being processed. Checks are not considered complete until they receive one of the two previously mentioned grades.
- Once a check is complete, you will be able to print a certificate from bgc.com indicating their grade. These certificates should be provided to the department/program in which you will plan to participate.

• If a department/unit will be using the background check for purposes other than programs involving children, a copy of the background check report may also be requested by that department/unit. Or if the requester is using the background check outside of the University, they can request a copy for themselves.

If a person intends to use the report for any other purpose, including nursing students and for student teaching, they will have access to the actual report in which they can share with third parties. The third party can review that information to ensure it meets their standards.

Positive reports will be reviewed by the program director and discussed with the student for implications for progression in the program and RN licensure as well as any impact on clinical placements. If acceptable for progression the student record is noted as 'passed.'

Certain agencies require the School of Nursing to report the findings of a positive criminal background check. The agency has the right to refuse the placement of a student at that agency and this may impair progression through the program. All communications from the School of Nursing to the agency are treated as confidential and any restrictions or changes in clinical placements will be directly communicated to the student by the program director.

3. Nursing Student Drug Screening Policy

Purpose

To provide a safe working environment, area hospitals and other institutions are requiring individuals who provide care to patients to undergo drug testing. For this reason, students in the School of Nursing will undergo similar testing to meet the criteria of clinical agencies. All students in the pre-licensure, RN-BSN and MSN programs will undergo drug testing as a condition of admission into the program. Those admitted prior to the May 1, 2013 policy implementation will be screened prior to the Fall 2013 semester in order to allow continued participation in the nursing program.

Policy

The IU South Bend School of Nursing enforces a zero tolerance for impairment due to alcohol and/or drug use while on campus or in clinical affiliation experiences. Infringement of this policy will cancel the offer of admission, and for those admitted to the nursing programs, be subject to disciplinary action up to and including academic dismissal.

1. Student admission to the nursing program is contingent upon a drug screening test result indicating no evidence of drug use. A drug screening result indicating dilution of the sample will require a repeat drug test.
2. The student is responsible for the cost of the drug screening which is part of the background check conducted for admission and the screening must be completed at least three weeks prior to starting the semester.
3. In the event of a drug screening result indicating use of an illegal drug or controlled substance without a legal prescription, student admission to the nursing program will be denied. Results will be submitted to the program director or designee. **Duty to Report:** if the student is a licensed/registered health professional, a report will be made to the Attorney General and Indiana Professional Licensing Agency (or in the state(s) in which the applicant holds a license).

4. Students may be permitted to take legally prescribed and/or over-the-counter medications consistent with appropriate medical treatment plans while on duty. However, when such prescribed or over-the-counter medications affect clinical judgment, the student's safety or the safety of others, the student will be removed from clinical. The program Director will be consulted to determine if the student is capable of continuing to participate in academic and clinical programs. The Admission, Progression, and Graduation (APG) Board/MSN Faculty Council may be consulted.
5. After admission to the nursing program, at any time faculty or an administrator suspect a student is impaired due to drug or alcohol use while in the clinical, classroom, or campus areas, the student will be removed from the area and required to undergo immediate testing for drug and alcohol use at the student's expense. Impaired students will not be permitted to drive and must bear the cost of transportation. The student will be suspended from all clinical activities until the investigation into the situation is complete.
6. In the event of medication administration/handling discrepancy (i.e., in the case of the improper documentation of narcotics) or in the event of a medical error, accident or injury, testing will be conducted according to the policy of the clinical agency.
7. Referrals for evaluation and counseling for drug and/or alcohol use will be a part of a plan for a student with a positive screening or incident related to drug or alcohol use.
8. In the event of a positive drug screening of a student currently enrolled the nursing program, the student will be suspended from the program pending review by the Admission, Progression, and Graduation (APG) Board/MSN Faculty Council. **Duty to Report:** if the student is a licensed/registered health professional, a report will be made to the Attorney General and Indiana Professional Licensing Agency (or in the state(s) in which the applicant holds a license).
9. More frequent drug testing (ex. annually) can be implemented at any time and without further notice.

Note: Students currently (as of Fall 2012) enrolled in an IU-South Bend pre-licensure BSN, RN-BSN, or Master program will submit results of drug/ screening completed at least three weeks prior to the fall 2013 semester. Students will be notified by mail about time and location of drug screening. Results will be submitted to the program director or designee.

4. Cardiopulmonary Resuscitation (CPR) Requirements

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

Courses fill up fast so find and register for a course early. If you have to cancel please notify them (they have a lot of problems with students who register by phone and do not show up—this is considered unprofessional behavior).

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

The IU South Bend School of Nursing faculty strongly encourages students to obtain their CPR certification or re-certification through the American Heart Association. It is possible for individuals

previously certified through the American Red Cross to be re-certified through the American Heart Association. The American Heart Association CPR certification is valid for a two-year period.

BLS Healthcare Provider Online Renewal Course

The online BLS Renewal Course provides a review for healthcare professionals who have prior CPR training. This program recognizes that healthcare professionals have knowledge and skills acquired from prior CPR training and years of patient care. ***Be careful, there are online programs which appear to be American Heart but are not—they do not require skills validation. Skills validation by an AHA instructor is required.***

Once you have completed the online portion of the course, you go to an authorized American Heart Association Training Center for the skills validation portion. After you have completed both sections of the course, you will be issued an American Heart Association BLS - Healthcare Provider card.

The cost is **\$22.00** for the online portion, plus the cost of the skills check (~\$40)—that varies by site. <http://www.onlineaha.org/> See page 64 for additional information.

It is your responsibility to locate local programs for CPR Courses/Skills Validation

5. RN Licensure (for BSN students who hold a license)

- A copy of a current RN license is to be on file to enroll in any nursing class
- All RN's must complete and have on file the RN Licensure Affidavit form
- An Indiana RN license is required for any clinical or practicum experience conducted in the State of Indiana.

RN's are held to all regulatory requirements outlined above.

6. Bio-safety Policy for the Vera Z. Dwyer College of Health Sciences (January 16, 2002; Revised April 21, 2003, May 2010)

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

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

SECTION I: Objectives for the Delivery of Care

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

1. All healthcare workers are ethically obligated to provide competent patient care with compassion and respect for human dignity.
2. No healthcare workers may ethically refuse to treat a patient whose condition is within their realm of competence solely because the patient is at risk of contracting, or has, an infectious disease, such as human immunodeficiency virus (HIV) infection, acquired immunodeficiency syndrome (AIDS), hepatitis B infection, or other similar diseases. These patients must not be subjected to discrimination.
3. All healthcare workers are ethically obligated to respect the rights of privacy and confidentiality of patients with infectious diseases.

Healthcare workers who pose a risk of transmitting an infectious agent should consult with appropriate healthcare professionals to determine whether continuing to provide professional services represents any material risk to the patient, and if so, should not engage in any professional activity that would create a risk of transmission of the disease to others.

SECTION II: Guidelines for the admission and progression of students who are HIV or HBV positive
Policy: Qualified individuals will not be denied admission into courses in the College of Health Sciences on the basis of HIV or HBV status.

Guidelines

1. Upon voluntary report of HIV or HBV infection by a student to any faculty member, administrator, or dean, efforts will be made to:
 - a. Maintain confidentiality of the infection information.
 - b. Advise the student to receive appropriate treatment and counseling from a qualified healthcare professional.
 - c. Reinforce the consistent use of Standard Precautions in clinical practice.
 - d. Assign responsibilities to the infected student that do not require the performance of exposure-prone invasive procedures (as outlined by the affiliated agency or office).
2. Any modifications in clinical activity will be determined by a Bloodborne Pathogen (BBP) Expert Review Panel who will take into account the nature of the clinical activity, the technical expertise of the infected student, the risks imposed by HIV or HBV carriage, functional disabilities, and the transmissibility of simultaneously carried infectious agents.
3. Refusal for admission to a clinical course will occur only after attempts to make reasonable accommodations result in undue hardship to the College of Health Sciences.

SECTION III: Guidelines for the Bloodborne Pathogen-Infected Healthcare Worker

Currently available data provide no basis for recommendations to restrict the practice of healthcare workers infected with HIV or HBV who perform invasive procedures not identified as exposure-prone, provided that Standard Precautions are adhered to in practice.

In order to reduce, to the greatest extent currently possible, the potential for transmission of bloodborne pathogens from the BBP-infected HCW to a patient, and to support the HCW's efforts to practice safely, the College of Health Sciences has adopted the following guidelines.

1. All activities related to patient care by students of Indiana University South Bend will be carried out in accordance with the College's **Bio-safety Policies**. The policies and procedures in this document are based upon Standard Precautions currently practiced by the faculty, staff and students in the Indiana University South Bend College of Health Sciences and are consistent with United States Public Health Service, Indiana State Department of Health and the Indiana Occupational Health and Safety regulations.
2. All HCW's who provide direct patient care (including faculty, staff and students) are encouraged to undergo voluntary HIV testing and to know their hepatitis B virus (HBV) immune status. HIV testing is not mandatory.
3. Any HCW involved in clinical practice that believes that he/she may be at risk of HIV or HBV infection should be voluntarily tested for confirmation.
4. Upon voluntary report of HIV or HBV infection by students, faculty or staff to their unit director or Dean of the College of Health Sciences, efforts will be made to:
 - a. Maintain infection information confidential.
 - b. Advise the student to receive appropriate treatment and counseling from a qualified healthcare professional.
 - c. Reinforce the consistent use of Standard Precautions in clinical practice.
 - d. Assign responsibilities to the infected student that do not require the performance of exposure-prone invasive procedures.
5. When a HCW who provides direct patient care is infected with a BBP and informs the administration, the Dean of the College of Health Sciences may refer the case to the BBP Expert Review Panel for review and recommendation.

The BBP Expert Panel has the responsibility to:

- Review each case of a BBP-infected HCW and determine if he/she may represent an increased risk for transmission of BBP infection to a patient.
- Make a recommendation to the Dean regarding the suitability of any BBP-infected HWC to continue to fulfill his/her clinical responsibilities or requirements in a complete modified fashion or to have his/her clinical privileges suspended.
- Develop guidelines for use in determining the needs for both temporary and permanent administrative acts including guidelines on patient notification.

The review panel should include experts who represent a balanced perspective. Such experts might include all of the following: a) the HCW's personal physician(s), b) an infectious disease specialist with expertise in the epidemiology of HIV and HBV transmission, c) a health professional with expertise in the procedures performed by the HCW, and d) state or local public health officials(s). If the HCW's practice is institutionally based, the expert review panel might also include a member of the infection-control committee, preferably a hospital epidemiologist.

6. The Dean of the College of Health Sciences will, within a reasonable period of time, consider the above-mentioned recommendation and take appropriate action. This may include continuation of clinical responsibilities at the current level, modification of those responsibilities or suspension of clinical privileges.
7. Prior to receiving the Panel's individual recommendations, the Dean may temporarily suspend or modify privileges based on guidelines developed by the Panel.
8. This protocol is subject to annual review and modification as new knowledge and recommendations from appropriate agencies become available.

SECTION IV: HBV Vaccination PolicyPolicy:

Prior to registration in any clinical course and at the student's expense, every full-time or part-time, graduate or undergraduate student of the College of Health Sciences must undergo HBV vaccination and vaccine response evaluation unless the student is shown to be immune, the vaccine is contraindicated for medical reasons, or a declination is signed.

Procedures:

Evidence of receipt of the HBV vaccination and vaccine response, immunity to HBV, or declination will be filed with the student's program director/dean prior to registration in a clinical course. When the vaccine is contraindicated for medical reasons, a declination form must be signed.

Evidence of the receipt of the HBV vaccination series including vaccine response should be in the form of a signed statement from the student's healthcare professional (HCP) and evidence of declination can be submitted on the College of Health Sciences form. Evidence of immunity to HBV, medical risk from the vaccine, or receipt of a booster(s) should be in the form of a signed statement from the healthcare provider.

Students who have completed the HBV series prior to entry into any clinical course are governed by the CDC guideline on vaccine response evaluation.

CDC Guidelines for Nonresponders

HCW should be tested for antibody to HBsAg (anti-HB's) 1 to 2 months after completion of the 3-dose vaccination series (CDC Immunization 1997).

Persons who do not respond to the primary vaccine series should complete a second 3-dose vaccine series or be evaluated to determine if they are HBsAg-positive. Revaccinated persons should be retested at the completion of the second vaccine series. People who prove to be HBsAg-positive should be counseled regarding how to prevent HBV transmission to others and regarding the need for medical evaluation. Nonresponders to vaccination who are HBsAg negative should be considered susceptible to HBV infection and should be counseled regarding precautions to prevent HBV infection and the need to obtain HBIG prophylaxis for any known or probably parenteral exposure to HBsAg positive blood.

Declination Form should be stated as follows (source: FR Doc. 91-28886, December 6, 1991):

I understand that, due to my occupational exposure to blood or other potentially infectious materials as a student in a healthcare program, I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with the hepatitis B vaccine at my own expense. However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccine I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have occupation exposures to blood or other potentially infectious materials and I want to be vaccinated with the hepatitis B vaccine, I can receive the vaccination series at my own expense.

SECTION V: Post-exposure Evaluation and Follow-upPolicy:

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

Procedures:

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

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

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

SECTION VI: Latex Allergies PolicyPolicy:

Students with latex allergies must have documentation from a primary care provider in order to be provided accommodations. Those who experience symptoms that may indicate a latex allergy should complete an accident/exposure report form of the affiliated agency/program.

Procedures:

- Students with latex sensitivity will have documentation of the sensitivity placed on file with the student's program director/dean prior to registration in a clinical course. Documentation of the sensitivity should be in the form of a signed statement from the student's healthcare professional (HCP).
- Students should notify each clinical faculty for accommodations. Students will be asked to follow the specific guidelines/procedures of the clinical agency where they are assigned.

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

- Contact dermatitis (skin reactions) including dry, crusting, thickening, or peeling skin, scabbing sores, swelling and raised areas of skin that may be pink or blanched (white).
- Non-localized reactions such as the development of hives over parts of the body that did not come into contact with the latex, tearing, itchy eyes, swelling of the eyelids, lips or face, runny nose, cough, or wheezing.
- Increased symptoms of a non-localized reaction may include nausea, abdominal cramps, difficulty breathing, rapid heart rate, sudden decrease in blood pressure, and shock.

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

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

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

7. Bloodborne Pathogens In-service: Annual In-service Training and Education on Bloodborne Pathogens: Requirement for Nursing Students

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

The use of standard precautions (which incorporates universal precautions), including appropriate hand washing and barrier precautions, will reduce contact with blood and body fluids. Currently the CDC (198) recommends that all healthcare personnel, including but not limited to physicians, nurses, technicians, therapists, pharmacists, nursing assistants, laboratory personnel, dental personnel, and students in all of these disciplines, complete an annual in-service training and education on infection control appropriate and specific for their work assignments, so that personnel can maintain accurate and up-to-date knowledge about the essential elements of infection control.

The following topics should be included:

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

To remain in compliance with the CDC recommendations, Indiana University School of Nursing, Indiana University South Bend, will conduct annual in-service training and education sessions for all students who enroll in courses requiring a clinical experience.

Centers for Disease Control and Prevention. (1998). Guideline for infection control in healthcare personnel, 1998. American Journal of Infection Control, 26, 289-354.

U.S. Department of Labor, Occupational Safety and Health Administration. (1991). Occupational exposure to bloodborne pathogens: final rule. Federal Register, 56, 64004-182.
http://www.cdc.gov/ncidod/dhqp/wrkrProtect_bp.html

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

8. Immunization Information

It is imperative that students have required immunizations prior to entering the clinical portion of the program because of direct patient contact during the clinical experiences. IU South Bend School of Nursing adheres to the CDC recommended adult immunizations for all healthcare workers. Due to epidemiological changes, requirements may change abruptly and those involved in clinical will need to meet the requirements. The student's primary care provider on the immunization record form must properly record the appropriate information. Students will not be allowed in the clinical areas unless all information is up-to-date and on file with the School of Nursing. **Due dates for all immunization and criminal check information are October 15, for students admitted to the Fall semester (will begin clinical in Spring); and July 15, for students admitted Spring semester (and will begin clinical in Fall).** Students are requested to make a copy of all submitted documentation for their personal files.

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

The following immunizations/tests are required for entrance into clinical sites:

Tetanus Diphtheria (Tetanus/Diphtheria/Acellular Pertussis Tdap)

All students must be immunized. Immunizations must be current within the past 10 years. If it is more than 10 years it is recommended that you receive Tdap for adults. In fall of 2005, FDA approved Tdap for adults due recent increases in pertussis outbreak among adults. The updated Tetanus/Pertussis policy states the following:

- The Advisory Committee on Immunization Practices (ACIP) has issued guidelines for tetanus toxoid, reduced diphtheria toxoid and acellular pertussis (Tdap) vaccine (Adacel) for adults. ACIP voted to recommend routine use of Tdap among adults aged 19-64 years.
- Healthcare personnel who have direct patient contact working in hospitals or ambulatory care settings should receive a single dose of Tdap as soon as possible if they have not previously received Tdap. The guidelines recommend an interval as short as 2 years from the last dose of Tdap, but shorter intervals may be used.

Nursing students shall receive this new booster vaccine prior to entering the 6th semester (or 8th semester students working with children, especially infants) if they have been immunized in the last two years. These students may receive this booster even if they had a tetanus booster less than two years ago. It is recommended that all nursing students have their tetanus updated with this booster as soon as possible. Students starting in the Fall 2007 shall have the Tdap vaccine as the required tetanus vaccine.

Measles Mumps Rubella

CDC for healthcare workers is 2 doses of MMR for all healthcare workers unless born prior to 1957 (June 1, 2006).

Rubella (3 days)

2 doses of MMR or 2 doses of ProQuad or Rubella titer of 1.10 is required.

Rubeloa (Measles 10 days)

2 doses of MMR after their first birthday or 2 doses of ProQuad or Rubeola titer of 1.11 is required.

Mumps

2 doses of MMR or 2 doses of ProQuad or Mumps titer of 1.10 is required.

Varicella (Chicken Pox)

Those who have had the disease may submit a written statement. If a student has not had the disease but requires vaccines will need 2 doses of varicella or 2 doses of ProQuad or Varicella titer of 1.10.

Tuberculosis

*All students must have a tuberculin skin test (TST) upon admission (a PPD tuberculin skin test; a Tine or Heaf test are not acceptable) to determine if they have been infected with *M. tuberculosis*.*

Testing will also be required upon exposure or travel to high risk areas. Some community health placements and area agencies may require more frequent PPD documentation – you will be notified if you are affected.

If you have a newly positive reaction to the skin test (called a conversion), a chest x-ray is required and results recorded on the immunization care. Your patient care provider should indicate what treatment, if any, has been prescribed for you as a result of a positive skin test or chest x-ray.

Students with a history of conversion or a positive skin test and a recent negative for TB chest x-ray should be evaluated and may be able to complete the TB Questionnaire instead of a PPD. Documentation of evaluation from the health care provider is required.

Any **international student or student** whose country of origin where TB is considered endemic must be tested at the IU South Bend Health and Wellness Center. Those testing positive will be required to have a blood test confirming their TB status.

Anyone testing positive for tuberculosis will require treatment.

IU South Bend School of Nursing generally follows ACHA guidelines:

ACHA is pleased to announce and release its most recent updated ACHA Guidelines, "Tuberculosis Screening and Targeted Testing of College and University Students." The Guidelines Statement can be found at <http://www.acha.org/topics/tb.cfm>

These updated Guidelines include TB Screening and Risk Assessment Appendices. Accordingly, those changes have been incorporated into another of our ACHA Guidelines, "Recommendations for Institutional Pre-matriculation Immunizations" (RIPI) under Part II. K, of the Sample Immunization Record. The updated RIPI can be found at the above link.

ACHA provides several other position statements and recommendations. All are available to download in pdf format at http://www.acha.org/Publications/Guidelines_WhitePapers.cfm

Hepatitis B Immunization

All healthcare providers with regular exposure to blood products are required by the Occupational Safety and Health Administration, Department of Labor to have the Hepatitis B vaccinations. Consistent with this requirement, the Hepatitis B vaccination is required for students in the Indiana University School of Nursing. The series must be initiated by the immunization deadline. Evidence of the first vaccination must be in your record in the School of Nursing by that time. The second vaccination is due 1-2 months after the first vaccination. The third vaccination is due 4-6 months after the first vaccination.

Students who currently work in a health care setting may want to contact their employer regarding arrangements to receive their vaccination. You may also contact the St. Joseph County Health Department for vaccination information. The IUSB Health & Wellness Center also offers the vaccines at a reasonable cost.

Flu Shots

The CDC has identified Healthcare Workers in the high risk category in prioritizing who should receive the vaccine; therefore the School of Nursing requires all students receive their annual immunization against the flu. Many clinical agencies require this of their employees to reduce the spread of this illness. If an unvaccinated student nurse is exposed to a patient with the flu, the student may be removed from clinicals and required to begin treatment against the flu. The absence must be made up according to the make-up policy. The student is responsible for the costs related to the treatment against the flu.

Additions

Due to frequent changes in the national standards and recommendations for adult immunizations, it may be necessary for the Vera Z. Dwyer College of Health Sciences to request additional documentation beyond what is listed here prior to clinical admission. Students will be notified if they are affected, and it is the responsibility of the student to provide this information prior to the deadline.

9. Health Insurance

Indiana University has initiated the following policy for students who are in health related clinical and internship assignments:

Undergraduate and graduate students are responsible for all financial costs of health/medical care related to or resulting from injury or accidents while engaged in course related experiences. These experiences may occur in the classroom, learning laboratory, or practice setting. Therefore, all undergraduate and graduate students are required to carry health insurance while they are enrolled in courses in your major or discipline or study track. Students will not be allowed to participate in major course experience without adequate documentation of current health insurance.

All clinical/internship students are therefore required to submit to the Dwyer College of Health Sciences Advising Office, (NS 416), a copy of your insurance card, detailing current coverage will be collected annually along with other required health documentation and upon admission to the programs.

If you do not currently have health insurance please go to <http://www.healthcare.gov> or go to Indiana's health insurance web site for a list of health care providers <https://www.healthinsurance.org/indiana/>
If you have any questions or concerns please contact me.

Chapter III

Progression Policies

III. PROGRESSION POLICIES

A. ATTENDANCE AND BEHAVIOR

COURSE ATTENDANCE

1. Students are expected to attend all lectures and are held responsible for content presented. In case of absence, it is the student's responsibility to obtain the information presented from another classmate.
2. Attendance is monitored at the discretion of the instructor and will be taken into consideration when final grades are calculated.
3. All classes canceled due to snow or other unforeseen events will be rescheduled, if possible, or material will be made available.
4. When offered, students are responsible for attending scheduled examination hand-back sessions for review of their examinations. If unable to attend, arrangements must be made with faculty before the hand-back session.

CLINICAL COURSE ATTENDANCE

Clinical hours are carefully calculated to meet Indiana State Board of Nursing and Accreditation requirements. Break and lunch times are included in the posted hours when appropriate (usually for a session lasting more than three hours). Published hours can and do vary according to the clinical experience or rotation. Patient demands may require that a student stay in the setting for additional time, which will not be compensated.

In general, per semester or course, a two credit hour clinical/lab course will have at least 75 hours of documented patient care or lab time and a three credit hour clinical course will require at least 112 hours and 30 minutes. A one credit hour clinical/lab course will require 37 hours and 30 minutes of direct patient or lab work. Orientation, pre and post conferences, service work and non-lecture course educational experiences can be included in these hours.

CLINICAL ETIQUETTE

- Faculty need to have current information on how to reach each student during or following each clinical day. Often documentation, medication administration or procedures assigned to the patient are (apparently) omitted, and the agency will attempt to contact the faculty or student for clarification. The faculty member needs to be able to contact the student.
- A clinical agency needs to have a current phone number on file for each student; the schools provide this and thus, please inform the School of Nursing of any changes in your contact information.
- Often the school or agency is contacted when the student has an emergency. The school has a close record of the student's whereabouts and will contact the faculty with the student in order to get them the message.
- It is unprofessional and unacceptable to use the clinical agency telephones or computers for personal calls/contacts. Using a unit/agency telephone should be reserved for emergencies only.
- Most clinical agencies prohibit the use of personal cell phones. Breaching these policies will be considered unprofessional and may jeopardize completion of your clinical.

- All clinical agencies have designated parking privileges for student nurses. **Parking policies are strictly enforced.** All agencies prohibit students from parking in the visitors parking areas. Failure to adhere to policy jeopardizes parking privileges for all students.

CLASSROOM ETIQUETTE

- In order to maintain a respectful environment, collegial behavior is required. Students who do not demonstrate professional, collegial behavior will be asked to leave the classroom and must meet with the instructor prior to the next class session. Any student who continues to demonstrate intimidating and/or disruptive behavior that interferes with a respectful environment conducive to learning may not be permitted to return to the classroom and will be referred to the Admission, Progression, and Graduation Board of the IU South Bend School of Nursing for action and or the Indiana University South Bend Office of Student Conduct.
- Following IU South Bend policy, children are not permitted in the classroom, lab or clinical setting at any time.
- Lecture content is presented beyond reading assignments and not all reading assignments are covered in the lecture—please plan accordingly when studying.
- As a courtesy, students are to request permission of the instructor conducting the class to tape/digitally record the class.
- All handouts and test questions are considered to be the intellectual property of the course instructor. Students are prohibited from posting and/or sharing handouts or test questions with other students. Sharing test questions with other students is considered as cheating and will be dealt with according to IU South Bend policy.
- Often PowerPoint handouts are provided for each lecture on Canvas. It is not mandatory for students to print out the handouts, which are provided as a courtesy to students. Students should be prepared to take detailed notes. These handouts are intended as a tool for students and should not be distributed for uses beyond the class note-taking

SEXUAL MISCONDUCT (TITLE IX)

What you should know about sexual misconduct: IU South Bend does not tolerate acts of sexual misconduct, including sexual violence. If you have experienced sexual violence, or know someone who has, the University can help. It is important to understand that federal regulations and University policy require faculty to immediately report complaints of sexual misconduct known to them to the IU South Bend Deputy Title IX Coordinator to ensure that appropriate measures are taken and resources are made available. IU South Bend will work with you to protect your privacy by sharing information with only those that have a legitimate administrative or legal reason to know. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with a Mental Health Counselor on campus through the Student Counseling Center. Find more information about sexual violence, including campus and community resources, at <http://stopsexualviolence.iu.edu/>.

VOLUNTEERING AS A REPRESENTATIVE OF IU SOUTH BEND SCHOOL OF NURSING

Volunteering for Health Fairs and Projects: Student nurses are often asked to help at health fairs and other health related activities. Students should not volunteer as an IU South Bend nursing student unless the activity is a part of work with the Student Nurses' Association (this requires membership), an approved experience of a course or an event endorsed by the School of Nursing. Please check with faculty if you are asked to participate before committing to help.

PLAGIARISM

Students shall complete the plagiarism tutorial during B232 Intro to the Discipline of Nursing or B331 Transition to Baccalaureate Practice. The certificate shall be filed in the student record. Refer to the IU Code of Student Rights, Responsibilities and Conduct Part 2: Student Responsibilities.

RELIGIOUS ACCOMMODATIONS

If any student will require academic accommodations for a religious observance, please provide the professor with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact the professor after class, during office hours, or by individual appointment with the professor to discuss the issue. If after discussion no consensus is reached, either party or both should seek the advice of the Dean, and again if no consensus is reached, then the advice of the Executive Vice Chancellor of Academic Affairs (EVCAA). Either the instructor or the student may appeal the EVCAA's decision to the Office of Affirmative Action within ten business days of the determination.

TECHNOLOGY**Computer Competency**

Computer competency is required in the study and practice of nursing. Students in the School of Nursing are required to demonstrate computer competence in the following areas:

- ▲ Word Processing: Students must be proficient in the use of a word processing program compatible with the IU South Bend computer system, such as Microsoft Word.
- ▲ Internet Resources: Students must be proficient in utilizing the Internet to locate nursing resources.
- ▲ Electronic Database Searching: Students must be proficient in utilizing library and other database web sites to search for scholarly resources.
- ▲ E-mail: Students must be proficient in sending and receiving e-mail messages.
- ▲ Power Point Presentations: Students must be proficient in the use of power point.
- ▲ Computer based testing is used in nursing.

The Office of Information Technologies at IU South Bend offers frequent classes/resources for students in all of the areas listed above. Students are strongly encouraged to utilize these resources.

Canvas (or Oncourse) and E-mail



****Canvas Resources can be accessed at: <https://iu.instructure.com/courses/1316186> or <http://guides.instructure.com/>**

It is the professional responsibility of the student to check email and Canvas on a regular (daily) basis. Canvas is used for course communication and content and should be checked often for

announcements and changes.

E-mail is considered official communication by the University. The student is responsible to monitoring and responding as appropriate.

Students are expected to have and maintain Canvas and general word processing and computer skills. Please seek training and assistance from Information Technology if you have problems with the program or its use. Insufficient skills in using Canvas or computers are not an excuse for getting assignments in. IU South Bend provides resources and training.

Smartphones and Tablets

Local agencies prohibit the use of Smartphones or laptops at their facility. These should not be brought to clinicals, including using cell phones with such technology on the clinical unit. Most agencies have resources you can access that meet their security requirements.

Also, flash drives, thumb drives and other portable data drives are prohibited on the clinical units. These are considered breaches of patient record security.

Nursing applications for smartphones can be an invaluable resource for students and nurses. Numerous options are available. Currently we do not endorse any specific product and encourage students to select a tool which they find to be most useful and cost effective. Applications software for smartphones are considered a RESOURCE and do not replace required textbooks or library resources recommended by faculty or coursework. Faculty has the right to limit reliance on these tools especially in testing situations.

In the past, we have attempted to provide students with useful internet sites and electronic purchase recommendations. The options are immense and we will no longer be able to supply such a list.

***Remember, anyone can develop a web site on the Internet. Always evaluate sites for their legitimacy before accepting what they say as fact. ***

Cell Phones and Text Messaging/Image Taking

Students may not use cell phones during class (or clinical). Cell phones must be turned to silent mode or off (in clinical). In the event of an emergency (i.e., sick child call, etc.) the instructor reserves the right to make exceptions. During exams, cell phones must be shut off and zipped inside the student's purse or book bag.

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

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

Communication Policy

If a clinical faculty member provides a cell phone number and permits students to call or text message, this communication should only pertain to clinical or course issues and be within the standard working day, Monday through Friday, 8am to 5pm. Course or clinical emergency calls or

text messages outside of these hours are permitted. Students should not contact faculty members via their cell phone number for any other reason. Exceptions to this policy may apply at the discretion of individual faculty members.

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

Furthermore, it was decided that faculty members may not engage in social media activities with current students. Therefore, if you are “unfriended” by a faculty member, please do not be offended. After you graduate, the social media friendship may resume.

Lap Tops

In accordance with IU South Bend policy, laptops are permitted in the classroom for appropriate use only. Students found to be using laptops inappropriately (internet surfing, checking e-mail etc.) will be asked to leave the class. Laptops are required – see computers, section 5.

B. PERFORMANCE

CLINICAL MAKE-UP POLICY AND GUIDELINES

Indiana University South Bend School of Nursing Policy: *All clinical time is mandatory. All clinical absences must be made up.*

Guidelines:

- The student must be making satisfactory progress towards all course competencies before make-up can be offered.
- Clinical time includes all required experiences, pre/post conferences and observations outlined by the faculty.
- Tardiness and early departures will be noted and counted towards missed time.
- Faculty and course coordinators have the right to determine the nature of the experience that will make up the time missed.
- Students should not work night shifts (10 or 11pm to 6 or 7am) before a clinical day- this is considered unsafe and not optimal for learning.

*No more than 20% of any clinical time can be missed; missing more than 20% will result in course failure (or withdrawal if extenuating circumstances can be documented).

*Missed time is cumulative and cannot be repeatedly made up (that is if a student makes up the 20% of missed time and then has to miss again, additional time for make-up will not be awarded.)

What to do if you have to be absent or tardy:

You should not come to clinical if symptomatic with a fever, cold or flu. Most agencies do not allow students or employees with an open cold sore (Herpes) in patient care areas. Patients are often immunocompromised and cannot afford this exposure.

If you should become ill and are unable to come to the facility, it is your responsibility to notify both the instructor **and the facility**, before the start of the clinical day, so that your patient can be reassigned to another person. Failure to do this will be viewed as unprofessional behavior.

Do not call the instructor after 10 p.m. or before 5 a.m. unless it is a dire emergency. All office phone messaging services are date and time stamped. **If you cannot call the faculty or the agency, call the School of Nursing at 574-520-4382 and leave a message including how the faculty member will be able to reach you.**

You are required to be on the hospital unit at the time assigned. If you are going to be late, it is essential that you notify both the instructor and the hospital unit. Failure to do this will be viewed as unprofessional behavior. Clinical faculty should know how to reach you and when to expect your arrival. Chronic tardiness will result in the issuance of a learning contract. Such a contract will be forwarded to all co-clinical course faculty and future clinical faculty.

A student must always notify the faculty member and/or the nurse in charge of a patient if the student leaves the unit or agency for any unscheduled reason.

Students in community-based agencies should page or call the faculty member's cell phone, as directed, if a change in schedule is experienced.

You are expected to turn in written clinical assignments when they are due. Papers submitted late without notification of instructor will not be accepted. Consistently late papers can lead to failure in the course.

Students who are dressed inappropriately can be sent home and the missed time will be made up.

Students impaired in any way (including signs of sleep deprivation from working nights) will be sent or escorted home. See Essential Abilities Statement. Alcohol and drug impairment can result in dismissal; faculty can request testing at the student's cost if the faculty or staff of the agency identify behaviors or signs consistent with impairment.)

Inclement Weather: make-up time for clinicals cancelled or delayed due to weather is determined and set by the individual faculty. All weather-related inquiries should be made directly with your clinical faculty member.

Summary of Critical Behaviors:

Breach of the following critical behaviors can lead to course failure and/or appropriate academic and disciplinary actions.

1. Breach of client confidentiality.
2. Untruthfulness or misrepresentation of facts.
3. Cheating, including plagiarism.
4. Lack of professional attire and demeanor at any time in the clinical area.
5. Lack of prompt notification of appropriate persons when errors occur in the clinical area.
6. Consistent tardiness without notification of appropriate faculty and the clinical area.
7. Repeated lack of knowledge or inability to transfer knowledge from pre-requisite courses to current clinical situations.
8. Consistent demonstration of lack of respect for human dignity and the uniqueness of the client unrestricted by consideration of social or economic status, personal attributes or the nature of the health problem.

Lab & Simulation Rules:

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

Skills Validation Policy

Adopted 5/8/95, revised 2/2004, 5/2011, March 2015

Students who have interrupted their studies for longer than one semester will be required to demonstrate validation of clinical skills to reenter the clinical courses by successfully enrolling in and completing the course NURS K-220 Clinical Skills Overview.

- Interruption of studies can be for any reason including failures, withdrawals, or personal leaves of absence. Interruption is defined as a semester where clinical courses are not taken.
- NURS K-220 will include at a minimum:
 - 1). Medication Math Exam--must be completed with 90% success
 - 2). Psychomotor Skill Exam--demonstration of skills
- Attend a mandatory review session. After completing the session the student is expected to practice at least 4 hours before testing will be scheduled.
- In the event that the student fails either exam, it may be repeated one time. This can be the same exam or one that is similar.
 - It is recommended that the student receives remedial assistance (tutoring) before retaking the exam(s)
- Should the student fail the psychomotor skill validation on the second attempt, repeat of the course covering that skill and related content will be required before being considered for progression. APG Board will be notified.
- Should the student fail to achieve 90% on the second math exam attempt, the student will be reviewed by the APG Board.
- The student shall be provided with access to lab resources in order to prepare for the exam.

Student Errors in Patient Care Experiences Policy and ProcedurePolicy:

IU South Bend School of Nursing Faculty believe all nursing care experiences further learning by students. In keeping with this belief and the *Just Culture [Outcome Engenuity™]* concept, IU South Bend School of Nursing faculty promote transparency in reporting errors* or near misses** made during patient care experiences. Students will report errors or near misses immediately to the supervising faculty and the primary nurse caring for the patient. Institutional policies for error reporting will be followed. The supervising faculty will notify the appropriate Program Director of any student error reports filed with the healthcare institution.

Procedure:

The appropriate Program Director, in consultation with the faculty, will determine if referral to APG Board review/MSN Council or Dean is needed. In order to assure that education is not an element in the error, the BSN Program Director may conduct a root cause analysis into the error or near miss separately from the healthcare institution. Should reckless behavior be determined to be a factor, School of Nursing disciplinary processes will be followed. (Accepted by SON Faculty Council September 6, 2013, Rev. October 4, 2013)

**“Error: An act of commission (doing something wrong) or omission (failing to do something right) that reaches the patient and leads to an undesirable outcome or significant potential for such an outcome”(Nursing2015, Just Culture Toolkit, Just Culture Definitions).*

***“Near miss: An act of commission (doing something wrong) or omission (failing to do something right) that DOES NOT reach the patient but has potential to cause harm” (Nursing2015, Just Culture Toolkit, Just Culture Definitions).*

Reference

Nursing2015 (September 7, 2013). Just Culture Definitions. Retrieved from <http://nursing2015.files.wordpress.com/2010/02/just-culture-definitions1.pdf>

WRITING EXPECTATIONS (INDIANA UNIVERSITY SCHOOL OF NURSING STANDARD)

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

- The writing has a focus.
- The writing is organized with an introduction, purpose, sense of audience, thesis and conclusion.
- The writing shows development, organization and detail; the writing reveals the student’s ability to develop ideas with balanced and specific arguments.
- The writing is clear.
- There is coherence within and between paragraphs.
- The writing reflects critical thinking and linking the specific to the general.
- The writing contains appropriate sentence structure, variety, punctuation and spelling; it is free from errors in grammar and punctuation.
- The writing follows APA style and format unless otherwise specified for a specific purpose.
- The writing demonstrates original work, and where ideas or materials of others are used, appropriate credit is given to original sources.

Writing Rubric (Guidelines):

The following grading rubric is used for most writing assignments. Faculty assigns points and may add expectations to this standard format.

The following grid (on page 41) explains areas of assessments and criteria:

Indiana University South Bend School of Nursing Writing Rubric

Areas of Assessment		Criteria
Organization (pts)	____()	An inviting introduction, conclusion leaves a sense of closure
	____()	Thoughtful transitions
	____()	Sequencing is logical & effective
	____()	Pacing is well controlled
	____()	The title is original
	____()	Flows smoothly
Voice (pts)	____()	The reader feels a strong interaction with the writer
	____()	The writer takes a risk
	____()	The tone & voice are appropriate for the purpose & audience
	____()	Strong commitment to this topic
Conventions (pts)	____()	Spelling is correct
	____()	Punctuation is accurate
	____()	Grammar and usage are correct
	____()	Appropriate use of technical terms
	____()	Paraphrasing tends to be sound
Presentation (pts)	____()	APA format is followed
	____()	Paraphrased & quoted information is referenced appropriately
	____()	The title makes it easy to access the desired information
	____()	Timely completion of assignment
Rubric (pts)	____()	Hands in rubric with assignment

The Indiana University *Code of Student Rights, Responsibilities and Conduct* outlines appropriate student academic conduct and proceedings.

MATHEMATICS COMPETENCY

Mathematical competency is required in the practice of nursing. In the Fourth Semester of the program, students are given two opportunities to pass the required math validation as a part of NURS B249, Science & Technology of Nursing Practicum. Students are given two opportunities to achieve a score of 90% or better and pass the math validation. Those who are unsuccessful fail the course. Each semester additional math skills are introduced. Demonstration of math competencies will be assessed each semester.

The School of Nursing faculty recommends self-study using the text, *The Nurse, The Math & The Meds* by Joyce M. Mulholland, to prepare for this math validation. This text is available in the IU South Bend Bookstore. We also have an online math tutorial at www.edgt.com. Register as a new student and use the following access key: S-MM-7304-7574.

Students should concentrate their study on the following areas:

- Basic mathematical computation
- Ratio and proportion or dimensional analysis
- Decimals and fractions
- Metric system
- Converting to another system (Apothecary to Metric)
- Interpreting story problems
- Students may be required to demonstrate progressive math competency as they progress through the curriculum. [See specific clinical semester course requirements.]

Sample Problems

1. The doctor has ordered 35 mg (milligrams) of a medication. The label on the medication reads 50 mg per 1 ml (milliliter). How much will you give?
2. 1 gm (gram) of a medication is ordered. The medication is supplied 15 gr (grains per tablet. How many tablets will you give?
3. Change 100 mg to grams.
4. The patient is discharged with instructions to take 10 ml of a medication. How many tsp. (teaspoons) are in 10 ml?
5. Tylenol gr x is ordered. The label reads 325 mg per tablet. How many tablets will you give?
6. 4 inches = ____ cm (centimeter)
7. 150 lbs (pounds) = ____ Kg (kilograms)
8. The physician orders gr 1/150 of a drug. The label reads 0.4 mg per ml. How much will you give?

Students are encouraged to develop a study plan to meet the math objectives. Students should try to use math skills while in the grocery store by calculating price per pound, ounce, serving, etc. While cooking, look at measuring cups or spoons for metric equivalents. With a ruler convert centimeters to inches.

GROUP WORK EXPECTATIONS

Throughout the program students are expected to work in groups. Nursing is a team based profession and learning to manage and work in groups is an essential skill. The following charts can assist you in practicing best group behavior:

Group Project Grading Rubric as a guide for Group Work

Category	Beginning 1	Developing 2	Accomplished 3	Exemplary 4
Group Cooperation	We did most of the work by ourselves, we talked a little among our group members	We worked together most of the time, sharing information regularly	We worked together so that everyone contributed to the final project	Everyone worked together using his or her abilities and knowledge to make the project come together
Distribution of Group Tasks	Some group members did not complete any of the work	Everyone had a job to do but some jobs were incomplete	We divided up and completed the work equally	Work was shared fairly according to the abilities and interests of the members
Group Leadership	We had no leader so we just did our own thing	No one person was a leader so we usually helped each other get the job done	One or more persons took a leadership role and gave good directions that kept us going	We had a leader who helped us organize and stay on task until the job was complete
Communication among group members	We only talked when we thought we needed to, but received little feedback	We talked about what we were doing	We usually asked each other for help and showed our work to each other	We talked all the time and shared our work for group feedback
Individual Participation	A few people tried very hard, but most didn't do much	Each person did some work and tried to do a fair share	We all seemed to find our place and do what was needed	Everyone did a great job, I would work with these people again
Listening to other points of view	We usually listened to what others were saying but some either did not share ideas or argued	We usually listened to each other and tried to use what they said in the project	We listened while others talked, we learned about different viewpoints, and used some of that information in the project	Everyone listened to each other a lot, and used what we heard to improve our work and the whole project
Showing respect	No one was courteous and opinions were not valued	Some were courteous and some opinions were valued	Most were courteous and most opinions were valued	All were courteous and valued each other's opinions
Rate your experience of this group project	I would rather work alone	I learned that group work can sometimes be helpful	I liked learning this way and would probably try it again	It was a valuable and realistic way to learn. My group was great.

Honest evaluation of individual members performance in a group (include yourself).

Category	Beginning 1	Developing 2	Accomplished 3	Exemplary 4
Source of Conflict	Participated in regular conflict that interfered with group progress. The conflict was discussed outside of the group.	Was the source of conflict within the group. The group sought assistance in resolution from the instructor.	Was minimally involved in either starting or solving conflicts.	Worked to minimize conflict and was effective at solving personal issues within the group.
Assistance	Contributions were insignificant or nonexistent	Contributed some toward the project	Contributed significantly but other members clearly contributed more	Completed an equal share of work and strived to maintain equity throughout the project
Effectiveness	Work performed was ineffective and mostly useless toward the final project	Work performed was incomplete and contributions were less than expected	Work performed was useful and contributed to the final project	Work performed was very useful and contributed significantly to the final project
Attitude	Rarely had a positive attitude toward the group and project	Usually had a positive attitude toward the group and project	Often had a positive attitude toward the group and the project	Always had a positive attitude toward the group and the project
Attendance & Readiness	Rarely attended group meetings, rarely brought needed materials, and was rarely ready to work	Sometimes attended group meetings, sometimes brought needed materials, and was sometimes ready to work	Almost always attended group meetings, almost always brought needed materials, and was almost always ready to work	Always attended group meetings, always brought needed materials, and was always ready to work
Focus on the task	Rarely focused on the task and what needed to be done. Let others do the work.	Focused on the task and what needed to be done some of the time. Other group members sometimes had to nag, prod, and remind to keep this member on task.	Focused on the task and what needed to be done most of the time. Other group members could count on this person most of the time.	Consistently stayed focused on the task and what needed to be done. Other group members could count on this person all of the time.

C. EVALUATION

GRADING SCALE

All lecture courses in the Indiana University School of Nursing in South Bend utilize the following grading scale in nursing courses. An **attainment of at least a C, or 75%, is required to successfully pass a lecture course**. Grades will not be rounded in lecture courses and extra credit is not allowed. For example, a grade of 74.9% is not rounded to 75% and results in a course failure. Likewise, a score of 89.9% is a B+ and not rounded to 90%. Failure to receive a final grade of “C” will require the student to retake the course.

100-97	A+	89-87	B+	79-77	C+	69-67	D+
96-93	A	86-83	B	76-75	C	66-63	D
92-90	A-	82-80	B-	74-70	C-	62-60	D-
						59 & below	F

The official grade code of Indiana University includes quality points for the purpose of determining the cumulative grade point average. Quality points are assigned as follows:

A+	4.0	B+	3.3	C+	2.3	D+	1.3
A	4.0	B	3.0	C	2.0	D	1.0
A-	3.7	B-	2.7	C-	1.7	D-	0.7
						F	0.0

If a student is unsuccessful in a course, refer to the IU South Bend Bulletin for progression guidelines. It is recommended that the student meet with the faculty member first. Advisors are available to assist students with the procedures. Before repeating a course, it is recommended that the student carefully examine and rectify study/class habits that may have led to difficulties in the course; this may include counseling for text anxiety and time management. Students will be asked to submit a plan for success before repeating a course.

CALCULATING GPA

Your SIS transcript shows your semester and cumulative GPA. You can also use the GPA calculator found at: www.iusb.edu/registrar/gpacalculation.php and <http://registrar.indiana.edu/information/calculator.shtml>

GRADE GRIEVANCES

If a student disputes their final course grade, the student must discuss the matter with the faculty member assigning the grade. Further information regarding grade grievances can be found in the current IU South Bend *Bulletin* and *Code of Student Rights, Responsibilities, and Conduct*. Assistance may also be obtained from a Student Services Advisor.

MID-TERM ADVISORY REPORTS

Mid-term advisory reports are issued to students who are having difficulty in a course. In a mid-term advisory report, the faculty member identifies problem areas that need to be addressed in order for the students to be successful in the course. Students who receive a mid-term advisory report are expected to make an appointment to meet with their professor to address the areas of concern and develop a plan for success. If a student has a grade less than C in a didactic course, a mid-term advisory report will be issued.

TEST TAKING AND MAKE-UP

The only acceptable excuses for missing an exam are serious illness or death of a close family member. The student must call or contact the faculty secretary at **(574) 520-4382** or contact the faculty member directly, no later than one hour before the exam is to be given. The student must leave their name and phone number. Failure to notify the secretary or faculty member will result in a "0" for that exam. Faculty will decide on the type of examination to be given to the student who is unable to take the original examination.

1. Examinations will be scheduled, and all students are required to take all examinations.
2. The proctor of the examinations will:
 - Ensure students have logged in properly and received passwords.
 - Give any instructions and corrections verbally prior to commencement of the exam.
 - Write corrections on the chalkboard.
 - Not answer any questions during exam time regarding exam questions nor define any terms.
3. The student(s) taking the examinations will:
 - Arrive at the designated room on time.
 - Be the only persons allowed in the classroom.
 - Leave all books, coats, purses, etc., securely under the desk or area designated by proctor. This policy also applies to exam hand-back sessions. Note taking is not permitted during exam hand-back sessions.
 - Turn cell phones off and place securely in backpack or purse.
 - Remove hats, hoodies, and jackets with large pockets.
 - If calculators are permitted, **only freestanding** pocket calculators are allowed. **Cell phones cannot be used as a calculator.** In computer based exams, calculator is embedded within the software.
 - Refrain from suspicious behaviors such as talking, looking around the room, looking at another student, or glancing at other computer screens.
 - Place yourself in a position or space in the test room to avoid the appearance of cheating. Often seating assignments will be made for exams.
 - Refrain from opening any computer program other than the one to take the exam; this includes e-mail, internet, cell phones. ExamSoft locks down other programs.
 - Your exam will be removed and you will receive a zero "0" if suspected of cheating.
 - Report any misconduct or annoying behavior to the proctor during the exam so appropriate action may be taken.
 - ExamSoft is able to track changes and all access to the exam. Make sure the upload function completed before closing laptop. If provided with a scantron type paper test, accept responsibility for transposing answers from test form to the computer answer sheet. Credit will not be given for any answer erroneously transposed.
 - Place your name and student identification number on the answer sheet and the test booklet when paper is used and return it to the proctor.
4. Make sure your answers are uploaded in ExamSoft.
5. The student will refrain from discussing exam content with class members. Most faculty will

provide an opportunity to review exams when all students have taken the exam.

6. Those students coming late will:

- Wait until all initial directions are given and questions answered.
- Be given no additional verbal directions.
- Be given no extension beyond the time allotted for the exam.

7. Questions about test content will not be answered during an exam. If you have some other difficulty, raise your hand and a proctor will come to your seat.

8. Cheating*****:

“Honor Code: In accordance with the Honor Code, I will not engage in dishonesty in my academic activities, and I will not tolerate such dishonesty by other students.”

- If you display any of the following behaviors: looking around the room, looking at another computer in a computer lab, looking at another student’s paper, not covering your answer sheet, raising your paper, you will be suspected of cheating, **YOUR PAPER OR COMPUTER WILL BE TAKEN FROM YOU (or your exam blocked on the computer) AND YOU WILL BE GIVEN A “0” FOR THE EXAM.** If you have any problems with the above stated behaviors, you need to move to the front of the room at the beginning of the test session.
- Disclosure of exam material including its nature or content during or after the exam is prohibited and will be considered cheating.
- Faculty has the right to determine if behavior appears to be cheating. The student Code of Conduct is followed for reporting and discipline.
- ExamSoft tracks all activities while in the exam and can report early or unapproved access.
- **Exams are essential measures of competence and knowledge in order to provide safe patient care and cheating is not only prohibited by the university but is considered unsafe behavior in preparation for professional practice.**

9. Accommodations for testing are only provided with written documentation from the Office of Student Disabilities.

- Test anxiety should be addressed with assistance from the Student Counseling Center.
- The only acceptable method to avoid distractions, are ear plugs.

10. Policy for make-up tests is as follows:

- Make-up exams are possible, but are the exception. They may be given for such circumstances as personal illness/injury, hospitalization of student’s own child, or death in the family.
- The prerequisite to this is that the student must call the instructor in advance of the test to explain the absence (illness, for example, unless the student is involved in a traffic accident on the way to the test). Documentation may be required.
- Make-up tests may be the same test or essentially the same test given to the entire class. It should be given on the next work day following the original test date unless extenuating circumstances (such as a continuing illness, death of an immediate family member or funeral out of town) prevent the student from taking the test within 24 hours or the next

day. Documentation may be required. [Immediate family members typically mean mother, father, wife, husband, sister, brother or children]

11. Final exams. The published exam schedule as provided by the Registrar's Office for the IU South Bend campus is followed and adhered to by the School of Nursing.

12. Reporting of Exam Results:

- Faculty requires a minimum of 24-hours to review exam results including item analysis. It is inappropriate and unprofessional to argue with faculty regarding exam questions. Course faculty are the experts on their course content and will provide guidelines for students who identify questions they believe need additional review. How faculty handle this is up to the individual faculty or course and will be announced.
- Examination scores will be posted to Canvas within a week of the exam. Please do not call or e-mail faculty or the secretary regarding exam grades. Results will not be called or e-mailed.
- Students will refrain from coming to faculty offices or congregating in hallways awaiting results following the exam. Faculty will release results of exam via Canvas grade book or in manner deemed appropriate by course faculty.
- Exam hand-back sessions are scheduled at the discretion of the faculty. Note-taking is not permitted during these review sessions unless directed by faculty.
- Final exams are not subject to exam review unless deemed appropriate by faculty.

****Also see PLAGIARISM section in earlier in this Section.

PROBLEM AREA ASSESSMENT FORM

Faculty members use the Problem Area Assessment Form to identify specific problems a student may be facing in their course(s).

IUSB School of Nursing—Problem Area Assessment Form

Student Name _____ Course _____ Sem./Yr.

Problem Areas		Comments
Behavior		
Accountability		
Late Assignments		
Tardiness		
Absenteeism		
Incomplete assignments		
Professional Behavior		
Attitude		
Language		
Lack of preparation		
Difficulty following appropriate chain of command		
Inappropriate dress		
Failure to follow uniform policy		
Difficulty functioning independently		
Difficulty controlling anxiety		
Difficulty accepting constructive criticism		
Communication		
Inappropriate interaction		
Lacks assertiveness		
Difficulty expressing self		
Inappropriate/incomplete documentation		
Difficulty with written work		
Difficulty following directions		
Critical Thinking		
Difficulty applying previously learned knowledge and skills		
Difficulty problem solving		
Difficulty assessing client needs		
Difficulty evaluating self realistically		
Difficulty demonstrating logical thought processes		
Difficulty evaluating consequences of own actions		

Faculty signature _____

Date _____

I have read and understand the identified problem areas. I also understand that this information will be placed in a confidential file for the purpose of tracking my progress throughout the remainder of the program.

Repeated receipt of this form by a student may lead to a learning contract or other consequences.

Student signature _____

Date _____

LEARNING CONTRACTS

Learning contracts are designed to help students succeed in a course when the student has been experiencing difficulties. It is not intended to be punitive but it is a serious effort to identify ways to avoid failure in a clinical. A learning contract will include competencies not being achieved, description of problem behaviors, goals to achieve in order to be successful in the course, and a mutually developed plan. This plan will include deadlines by which these goals must be achieved. The student is expected to fully participate in developing and implementing the plan for improvement, and to communicate the plan to all relevant faculty members as long as the contract is in effect. If a student is unable to meet the terms of their learning contract, it may become grounds for failure of the course or dismissal from the program.

RESUMING PROGRESSION AFTER STUDIES ARE INTERRUPTED

Please review the policies regarding academic standing of students enrolled in the nursing major, including progression, repeat of nursing courses, academic probation, and dismissal found in the current **IUSB Bulletin**. <http://bulletins.iu.edu/iusb/2014-2015/schools/health-sciences/nursing/nursing-bsn-info.shtml#policies>

Prior to repeating a nursing course, the student is required to submit a **plan for success** to the APG Board. This letter must contain a self-analysis describing what factors contributed to the deficiencies in this course and how the student intends to address the issues. The student should also include any plans for additional courses during the semester the course is being repeated.

Enroll in and successfully complete NURS K-220 prior to progression.

Upon successful completion of the repeated courses, a second letter to the APG Board is required requesting permission to progress in the BSN program (space may not always be available). This request must detail a plan for successful completion of the remainder of the BSN program. Deadlines to request permission to progress are:

July 1 st	Fall Progression
October 1 st	Spring Progression

Chapter IV

Graduation and NCLEX Policies

IV. Graduation and NCLEX Policies

NCLEX DIAGNOSTIC ASSESSMENT

All students in the IU South Bend School of Nursing are required to take one or more NCLEX Readiness Diagnostic Tests in their final semester before graduation. These tests help us to counsel students on necessary preparation to succeed in passing their state board exam. Students generally assume the cost for at least one of these tests (approximately \$50.00).

In preparation for the NCLEX Exam, we recommend that students practice a minimum of 5000 NCLEX style questions prior to exiting the program. Guidelines for these are provided throughout the program.

GRADUATION RELATED ACTIVITIES

Additional graduation activities include but are not limited to:

- ❑ Photographing. Photos are required for NCLEX examination. Cost begins at \$32.00 and includes the cost of the Class Composite Framed Photograph for the School of Nursing and a smaller unframed version for each graduate.
- ❑ IUSB School of Nursing Pin. Approximately \$30-\$100. Optional, but recommended as identification of your professional nursing degree program and status.
- ❑ Sigma Theta Tau Induction (7th or 8th semester). (Approximately \$120.)
- ❑ Rental of Caps and Gowns for Commencement. (Approximately \$35.00)
- ❑ Awarding of Indiana University Academic Distinction (based on IU undergraduate study).
- ❑ ATI Comprehensive Diagnostic Assessment (\$58)
- ❑ NCLEX Review Course. (Approximately \$400.)
- ❑ NCLEX EXAM (Approximately \$250.)

REVIEW COURSES

The School of Nursing highly recommends that all graduating students take an NCLEX review course prior to taking their state board examination. Participating in a structured review course prepares the student for not only the content of the exam, but for the unique computer format of the testing. These courses also address the common problem of test anxiety that many students experience before their state boards, and teach specific techniques, which significantly improve a student's probability of success. Review course participation is especially critical for students who are identified as high risk due to results of diagnostic testing, and/or consistent problems in course testing throughout the curriculum.

The School of Nursing will provide all graduating students with information on national state board review courses that become available in our area each semester, including any review course sponsored by the School of Nursing at IU South Bend. It is the responsibility of the individual student to register and pay for a review course of their choice.

APPLICATION FOR GRADUATION



VERA Z. DWYER COLLEGE
OF HEALTH SCIENCES

INDIANA UNIVERSITY SOUTH BEND

APPLICATION FOR A DEGREE

Application request for: _____
Month Year

Step 1: Print your legal name, (This name MUST match your identification for your license testing)

Student ID: _____

Name: _____
First Middle (or initial) Last

Address: _____
Street Apt.
_____ City State Zip

Preferred E-Mail: _____ Telephone: _____

For Nursing Students only Social Security Number*: _____

**All other majors do not need to include this. This form cannot be submitted electronically if SSN is included.*

Step 2: Select appropriate degree:



- Bachelor of Science in Nursing
- Master of Science in Nursing
- Bachelor of Science in Dental Hygiene
- Bachelor of Science in Health Sciences – Health Promotion
- Bachelor of Science in Health Sciences – Health Systems Leadership, Data
- Bachelor of Science in Health Sciences – Health Systems Leadership, Information
- Bachelor of Science in Health Sciences – Sport and Exercise Science
- Bachelor of Science in Medical Imaging Technology
- Associate of Science in Radiography

Are you declaring a minor? Yes* No

*If yes, please obtain and complete an Application for a Minor Degree Form.

Step 3: Sign and date this form:

Signature Today's date

Students must complete form and submit by September 15 for December graduation and by January 15 for May, June, or August graduation.

COMMENCEMENT

Commencement ceremonies occur only in May. Attendance is optional although highly encouraged and requested. The student must file an application with the School of Nursing recorder by September 1 for December graduation and by January 15 for May, June or August graduation.

QUESTIONS ASKED BY THE INDIANA STATE BOARD OF NURSING

The practice of nursing in the State of Indiana is regulated through the Indiana State Board of Nursing. At the completion of the BSN program, graduates of the School of Nursing may apply for licensure. When applying for licensure, these questions must be answered as a part of the application:

1. Has disciplinary action ever been taken regarding any health license, certificate, registration or permit you hold or have held in **any** state or country?
2. Have you ever been denied a license, certificate, registration or permit to practice as a nurse or **any** regulated health occupation in **any** state or country?
3. Have you ever:
 - 1) Been arrested;
 - 2) Entered into a diversion agreement;
 - 3) Been convicted of;
 - 4) Pled guilty to; or
 - 5) Pled nolo contendere to any offense, misdemeanor or felony in **any** state *(except minor traffic violations resulting in fines)?*
4. Have you ever been terminated, reprimanded, disciplined or demoted in the scope of your practice as a nurse or as another health care professional?
5. Have you ever had a malpractice judgment against you or settled any malpractice action?
6. Are you now being, or have you ever been treated for drug or alcohol abuse?

CRIMINAL BACKGROUND CHECK FOR LICENSURE

A new Indiana Bill will be in effect starting in 2011 which will require all applicants (and those renewing) for RN licensure to submit a national criminal history background check and the results are to be shared with the Indiana Professional Licensing Agency (IPLA). Based on findings the IPLA will be able to suspend, deny or revoke a license if the applicant or licensee has been convicted of certain offenses. This will add \$6 to the application fee to cover the cost for the Indiana State Police to conduct this review.

Students with potential concerns (any criminal offense with resulting charges, fines or convictions must be reported to the Board) should see Marta Makielski or Barb Keith for assistance with writing your explanation on your application for licensure.

INDIANA STATE BOARD OF NURSING

You can “like” the Indiana State Board of Nursing on Facebook and keep apprised of meetings and changes. The official website address is www.in.gov/pla/nursing.htm. For spring (May) graduates, completed applications along with photograph and fees are due to **the School of Nursing by March 10th or as posted**. Late applications are placed in the “bottom of the State Board file” and will delay permission to test into late summer or fall.

Chapter V

Student Resources

V. Student Resources

IU SOUTH BEND SCHOOL OF NURSING DIRECTORY

HOURS: Monday – Friday; 8 a.m. – 5 p.m. Closed 12-1 for lunch

Student Services Walk-ins: Wednesdays: 1:30 p.m. – 4 p.m.

DEAN: Karen Clark, Ed D, RN
Northside Hall Rm. 460
Phone: 574-520-4207
Email: krclark@indiana.edu

CHS Website: www.iusb.edu/health-sci
Nursing: www.iusb.edu/nursing

Full Time Faculty

Sue Anderson
Northside Hall, Rm. 466
Phone: 520-4369, sanderso@iusb.edu

Kate Cerbin
Northside Hall, Rm., 450
Phone: 520-5463, lkcerbin@iusb.edu

Glenda Davidson
Northside Hall, Rm. 428
Phone: 520-4151, gledavid@iusb.edu

Teresa Dobrzykowski
Director, Graduate Program
Northside Hall, Rm. 444
Phone: 520-4569, tdobrzyk@iusb.edu

Kristine Flora
Northside Hall, Rm. 452
Phone: 520-4235, kkflora@iusb.edu

Christine Hawkins
Northside Hall, Rm. 432
Phone: 520-4897, chawkins@iusb.edu

Susan Haithcox
Northside Hall, Rm. 468
Phone: 520-4695, suphaith@iusb.edu

Sharon Imes
Northside Hall, Rm. 442
Phone: 520-4225, simes@iusb.edu

Sharon Jones
Northside Hall, Rm. 434
Phone: 520-4424, jones240@iusb.edu

Barbara Keith
Northside Hall, Rm. 438
Phone: 520-4370, bkeith@iusb.edu

LeAnna LaLime
Northside Hall, Rm. 470
Phone: 520-4388, lmcleish@iusb.edu

Jennifer Loop-Miller
Northside Hall, Rm. 454
Phone: 520-4819, jloopmil@iusb.edu

Marta Makielski
Director, Undergraduate Program
Northside Hall, Rm. 456B
Phone: 520-4242, mmakiels@iusb.edu

Nicole Mentag
Northside Hall, Rm. 426
Phone: 520-5462, ngerbasi@iusb.edu

Lori Pajakowski
Northside Hall, Rm. 430
Phone: 520-4153, lojcox@iusb.edu

Joyce Palmateer
Northside Hall, Rm. 448
Phone: 520-4555, jmmcmaho@iusb.edu

Cynthia Sofhauser
Northside Hall, Rm. 446
Phone: 520-4336, csofhaus@iusb.edu

Caitlin Vlaeminck
Northside Hall, Rm. 436
Phone: 520-4167, cwendelb@iusb.edu

Barb White
Northside Hall, Rm. 440
Phone: 520-4475, whitebj@iusb.edu

Roxanne Wolfram
Northside Hall, Rm. 401
Phone: 520-4368, rwolfram@iusb.edu

Staff	
Christine Behrend-Nelson Academic Advisor Northside Hall, Rm. 420 Phone: 520-4831, cbehrend@iusb.edu	Laurie Richards Student Records Specialist Northside Hall, Rm. 416 Phone: 520-4571, lar2@iusb.edu
Tara Celmer Faculty Services Specialist Northside Hall, Rm. 476A Phone: 520-4382, tcelmer@iusb.edu	Maria Vilardo Academic Advisor Northside Hall, Rm. 422 Phone: 520-4306, mnvilard@iusb.edu
Janet Gilroy Director, Student Services Northside Hall, Rm. 415 Phone: 520-4238, jgilroy@iusb.edu	Lori White Academic Advisor Northside Hall, Rm. 454 Phone: 520-4373, lorwhite@indiana.edu
Shelly Pass Academic Operations Manager Northside Hall, Rm. 456A Phone: 520-4207, shelpass@iusb.edu	
HWC Staff	Student Nurses Association
Kari Frame Health & Wellness Center SAC 130 Phone: 520-5557, ksandert@iusb.edu	iusbsna@yahoo.com Desmond Atem, President datem@iusb.edu
Peer Mentors Katherine Arterbery karterbe@umail.iu.edu Desmond Atem datem@iusb.edu Gloria Hoffman gwoodcox@imail.iu.edu Cedes Wise cebwise@umail.iu.edu Northside Hall, Rm. 368 Phone: 520-4248 Angela Klein, Peer Mentor Coordinator angklein@iusb.edu	Sarah Geyer, Vice President/Event Coordinator stilman@iusb.edu Corey Geyer, Membership Coordinator clgeyer@iusb.edu Amanda Bogard, Treasurer abogard@indiana.edu Dani Fishburn, Secretary dalyfish@iusb.edu

CAMPUS RESOURCES

<p>STUDENT ACADEMIC SUPPORT CENTER</p>	<ul style="list-style-type: none"> ▪ Skills Tutorials, Software (Spell, speed read, vocabulary, typing, etc.) ▪ Tutoring ▪ Math Workshops ▪ English Conversation Groups ▪ Course Specific Software ▪ Foreign Languages ▪ Supplemental Instruction ▪ Major Advising Program for deciding a career path 	<p>Rick Dennie, Director Coordinator 574-520-4164 Administration Bldg., Rm. 104 Email: rdennie@iusb.edu</p>
<p>AFFIRMATIVE ACTION</p>	<ul style="list-style-type: none"> ▪ Responds and provides resolutions to those who are experiencing personal discomfort as a result of their race, sex, sexual orientation, age, religion, ethnicity, national origin, disability, or veteran’s status 	<p>Human Resources Office Administration Bldg. 574-520-4384</p>
<p>CAREER MANAGEMENT SERVICES</p>	<ul style="list-style-type: none"> ▪ Career Information Lab ▪ Assessment ▪ Individual Career Counseling ▪ Job Board ▪ Workshops ▪ Resume Referral Services ▪ Campus Interviews ▪ Job Fair 	<p>Meghan Thornburg, Director Administration Bldg., Rm. 116B 574-520-4436 www.iusb.edu/career-services</p>
<p>CHILDREN’S CENTER DAYCARE</p>	<ul style="list-style-type: none"> ▪ Childcare Services ▪ Pre-school program ▪ Kindergarten program ▪ Hours not limited to class time ▪ Offered to IU South Bend students, staff, faculty and alumni 	<p>Mary Wilham-Countway, Director Administration Bldg., Rm. U120 574-520-4893</p>
<p>DENTAL CLINIC</p>	<ul style="list-style-type: none"> ▪ Oral cancer screening, instructions in proper dental care, teeth cleaning, fluoride treatment, dental x-rays for adults and children. <i>Open weekdays – September through June. By appointment only. Nominal charges.</i> 	<p>Kim DeOrto Ed/Arts Bldg., Rm 1251 574-520-4155</p>
<p>DISABLED STUDENT SERVICES</p>	<ul style="list-style-type: none"> ▪ Provides taped texts for students with vision impairments or dyslexia, note takers for students with mobility impairment. Assistance in scheduling and registration, special parking permits, alternative testing and referral to and from Vocational Rehabilitation and other community agencies. 	<p>James Hasse, Director Administration Bldg., Rm. 113 574-520-4832</p>
<p>LIBRARY SERVICES</p>	<ul style="list-style-type: none"> ▪ Ask a librarian—answers relatively simple questions about research and sources ▪ Library Guide—provides help to access references by subjects ▪ Handout available online—provides information on databases, support services, 	<p>Library Information 574-520-4844 Reference Desk 574-520-4441</p>

	<p>policies and procedures of the library, and library loan system policies.</p> <ul style="list-style-type: none"> FAQ's – Inter-library loans <p>Nursing Librarian</p> <ul style="list-style-type: none"> Susan Thomas 	<p>suethoma@iusb.edu Phone: 520-5500</p>
LEARNING RESOURCE CENTER	<ul style="list-style-type: none"> Transparencies, posters, binding, lamination. A library that contains education-oriented materials ranging from pre-school to high school. Provides help to create visuals for instructional purposes. 	<p>Kim Parker EA 2010 574-520-5548</p>
OFFICE OF INFORMATION TECHNOLOGIES (OIT)	<ul style="list-style-type: none"> Computer labs are available for students to use. Free classes for students attending IU South Bend. Consultants are available to help students at computer labs. Help Desk, 574-520-5555, will help you with software problems if required by the course you are taking 	<p>Beverly Church Northside, Rm. 0070A 574-520-4471</p>
HEALTH AND WELLNESS CENTER	<ul style="list-style-type: none"> Provides preventive health care and generates health awareness Offers health maintenance checks, flu shots, skin, bone marrow, and cholesterol screenings Organizes discussions on health related issues, etc. 	<p>SAC., Rm. 130 574-520-5557</p>
WRITER'S ROOM	<ul style="list-style-type: none"> Free tutorial help with planning, writing, revising, and editing papers for any course. (Does not include proofreading or correcting papers for students.) Help with reading and understanding assignments and writing essay exams Help with writing research papers, review of grammar, mechanics and spelling Workshops and small group sessions on special composition problems Consultation on writing letters of application, resumes, and personal essays 	<p>Joshua Rubin Writing Center AI120E 574-520-4302</p>
ACADEMIC CENTER FOR EXCELLENCE	<ul style="list-style-type: none"> The Learning Center, which offers drop-in tutoring and exam reviews for many courses and departments including Chemistry, Biology, Physics, Business and Economics, Accounting, Foreign Languages, Philosophy, Psychology, Computer Science and Computing, Music and others. Hosts Supplemental Instruction for specific sections of selected courses and Study Smarter Coaching to enhance Study Skills. Learning Resources page you'll find numerous links for help with course content as well as student skills. 	<p>Virginia Heidemann Tutoring Services AI117C 574-520-4823</p>

EQUIPMENT & COST ESTIMATE TABLE

Equipment can be purchased at the IU South Bend bookstore or student preference. The IUSB Barnes & Noble bookstore stocks all equipment required.

Item	Description	Approx Cost*
REQUIRED:		
Top Hat Response System App.	Interactive app for phone or computer to use in classroom activities.	\$35.00 per year subscription
Stethoscope—Littman Classic II or Littman Cardiology III; or ADC Professional Stethoscope (603) or ADC Cardiology (601)	Professional quality with bell and diaphragm.	Cost starts around \$50.00 but students should not invest more than \$150.00 initially.
Sphygmomanometer (Blood pressure cuff)	Manual, normal adult size with portable case. Will be used often in sophomore and senior years in the community. Digital, self-inflating models are not acceptable.	Costs for quality cuff start around \$40.00
Bandage Scissors	Two pairs are recommended in case of loss.	Costs start at \$5.00
Clear metric ruler	Available in uniform shops or retail stores.	Cost starts at \$3.00
Watch with second hand	Digital watches are not permitted. Clear numbering and second marks should be clear to vision and watch band should be washable.	Personal Choice
Pen Light with pupil gauge		Costs start at \$3.50
Other recommended items:		
Digital Thermometer Reusable (with sheathes)	Reusable with disposable protective sheathes; available in most drug stores.	Costs start at \$8.00 – \$10.00
Reflex Hammer		Costs start at \$3.50.
Hemostat		Costs start at \$3.50.
Clipboard (nursing hint boards are available)		Cost \$20.00
Black ink pens and yellow highlighters		
Pocket calculators (No PDA's, cell phones etc.)		
Pocket organizer		
ID holder with key ring		
Comprehensive Medical Dictionary	Recommended: Taber's* or Mosby Phone apps may be available but cannot be used at major clinical sites.	
Medical Spell-check software		
ECG calipers in senior year		Costs start at \$5.00

*Updated June 2016. Please allow for a variation in costs.

COMPUTER PROGRAMS

All nursing students are required to have a laptop meeting these requirements.

Laptop Requirements for IU South Bend Campus

The following information is from UITS (core campuses) and is found at this url: <http://uits.iu.edu/page/antk#new>.

New Computer Hardware Minimum Recommendations

To use all the technology services available at IU, UITS suggests the following minimum hardware components for a new purchase. IU students, faculty, and staff can take advantage of special computer deals; see ComputerGuide: Deals by Vendor. Also, on this page, see the networking hardware section.

LAPTOP

	New Windows Laptop	New Mac Laptop
Processor:	2.2 GHz or higher	Any currently shipping Apple portable computer (MacBook, MacBook Pro, or MacBook Air)
Memory (RAM):	3 GB or more (we recommend 4 GB)	
Hard Drive:	250 GB or more	
Network Card:	Wireless 802.11 a/b/g/n (5GHz)	
Optical Drive:	DVD burner	
Operating System:	Windows 7 or 8	

Hardware discounts as well as software available to students can be found at www.iusb.edu/uits/software-hardware.

EXAMSOFT

IU South Bend School of Nursing uses computer based testing whenever possible. The program is called "SoftTest" and must be downloaded from the company's website. Students also receive emails with download instructions visit: www.examssoft.com/IUSBNursing for downloads and training information. **Students are referred to as exam takers.** Make sure your email accepts email from Examssoft and the Firefox web browser is the recommended internet browser.

Extensive instructions will be provided to students.

COMPUTER AIDED INSTRUCTION

The School of Nursing subscribes to or has licenses for many computer software programs to supplement classroom instruction. Since these come in a variety of formats they can be found in several ways; faculty will let you know when they assign programs how they can be accessed. Most programs are accessed on line. That is you can access them from any internet site if you have web-site, the log-in and password. Faculty will provide you with instructions on how to access these.

We encourage all students to complete the 'Professor Nightengale's Test Taking Strategies for Student Nurses' program. This program goes over how to take nursing, NCLEX style tests and also helps with test anxiety strategies. You can access this program by going to :

www.ProfessorNightengale.com

Click the Log-in button and enter: user name: sobend and password: 052510

ADDITIONAL PROGRAMS AND ACCESS

EDGT

<http://www.edgt.com> (You have to set up an account and access code to give to students – see Marti or your faculty member assigning the program for the access code.)

Programs:

- Be Drug Wise: Psychotherapeutic Meds
- Conflict Management
- Management Skills: Effective Delegation
- Math Magic for Meds II
- Medication Maestro: Safe Medication Administration
- Time Management

SCRUB OUTLET

4121 Grape Road
Mishawaka, IN
574-255-2100

CPR COURSES IN AREA

The following is a list of sites that offer American Heart Association **Healthcare Provider CPR**. Times and costs are variable. Call the facility for details.

Cardiopulmonary Resuscitation (CPR) Requirements

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

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

The IUSB School of nursing faculty strongly encourages students to obtain their CPR certification or re-certification through the American Heart Association. It is possible for individuals previously certified through the American Red Cross to be re-certified through the American Heart Association. The American Heart Association CPR certification is valid for a two-year period.

The following is a list of sites that offer American Heart Association **Healthcare Provider CPR**. Times and costs are variable. Call the facility for details.

BLS Healthcare Provider Online Renewal Course

The online BLS Renewal Course provides a review for healthcare professionals who have prior CPR training. This program recognizes that healthcare professionals have knowledge and skills acquired from prior CPR training and years of patient care.

Once you have completed the online portion of the course, you go to an authorized American Heart Association Training Center for the skills validation portion. After you have completed both sections of the course, you will be issued an American Heart Association BLS - Healthcare Provider card.

The cost is \$22.00 for the online portion, plus the cost of the skills check-that varies by site but is typically about \$40 and takes 2-3 hours.

<http://www.onlineaha.org/>

Community CPR Courses

ELKHART GENERAL HOSPITAL

(574) 647-7364 Ask for Deb Fay
Health and Education Center

GOSHEN GENERAL HOSPITAL

Community Wellness and Education
(574) 364-2621 Ask for Amber

MISHAWAKA FIRE DEPARTMENT

(574) 514-1479 or Email: billdempler@hotmail.com

CLAY FIRE DEPARTMENT

(574) 272-0955 Ask for Donna
www.clayfd.com

Jenny Loop-Miller

(574) 520-4819
Email: jloopmil@iusb.edu

Jason Quimby

(574) 514-8084



VERA Z. DWYER COLLEGE OF HEALTH SCIENCES

INDIANA UNIVERSITY SOUTH BEND

School of Nursing

DOCUMENTS CHECKLIST

With Initial Acceptance into the Program--use this sheet to keep track of what you need to submit or do:

Date

- _____ Healthy History and Physical
- _____ Urine Drug Screening
- _____ TB Screening (PPD skin test)
- _____ CPR—professional level
- _____ Criminal Background History (done upon application)
- _____ Name Tag order sent in (buy 2)
- _____ IUSB Picture ID
- _____ OSHA Education
- _____ Handbook read
- _____ Verification of Health Insurance

Immunizations

- _____ Flu Vaccine (Fall)
- _____ Hepatitis Series (3 vaccines) __1 __2 __3
- _____ MMR
- _____ Varicella (chicken pox) vaccine or statement of disease
- _____ Tdap (with pertussis)

Forms

- _____ Essential Abilities (done with application)
- _____ Clinical Adherence
- _____ Informed Consent
- _____ Authorization for Release of Documents



**VERA Z. DWYER COLLEGE
OF HEALTH SCIENCES**

INDIANA UNIVERSITY SOUTH BEND
School of Nursing

DOCUMENTS CHECKLIST TO BE SUBMITTED ANNUALLY FOR NURSING STUDENTS

Please make sure all of your health and regulatory information is kept up to date. You have to turn these items in. As a courtesy reminders are mailed. Thank you for your PROMPT attention.

(Delinquent submissions or expirations will result in removal from courses and loss of clinical placements)

Annual (we check these every fall and upon expiration):

- CPR current and not expired
- TB screening (complete TB questionnaire or submit results of skin test)
- Clinical Adherence Form
- Criminal History Disclosure Statement Form
- Flu Vaccine
- Verification of Health Insurance

Before Senior Year (7th semester)

- Repeat Criminal Background History—use code ND72R for a reduced rate
www.certifiedbackground.com
- Buy EKG Calipers
- Repeat urine drug screening as requested by the agency

2016-2017 SCHOOL YEAR CALENDAR

24	Classes Begin	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #f4a460; color: white;"> <th colspan="7">AUGUST '16</th> </tr> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td style="background-color: #f4a460;">22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	AUGUST '16							S	M	T	W	Th	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31											<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #f4a460; color: white;"> <th colspan="7">SEPTEMBER '16</th> </tr> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td style="background-color: #f4a460;">5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	SEPTEMBER '16							S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30									7	Labor Day- Campus Closed
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