



VERA Z. DWYER COLLEGE OF HEALTH SCIENCES

INDIANA UNIVERSITY SOUTH BEND

School of Nursing

Handbook

2019-2020

BSN PROGRAM

www.iusb.edu/nursing

Mission Statement

Indiana University South Bend School of Nursing prepares holistic, caring, ethical professional nurses who respect the uniqueness of each individual. Graduates of this program provide safe, competent nursing care to meet the healthcare needs of the individual, family, and community.

Our nursing graduates function in cohesive healthcare teams using critically evaluated evidence. The School of Nursing values compassion, moral integrity, respect, inclusivity, and service to others.

Reviewed and revised February 16, 2018

Goals

- Prepare nurses to competently and professionally deliver nursing care.
- Prepare graduates to provide safe, evidence-based, patient-centered care that reflects ethical clinical judgement and inter-professional collaboration.
- Cultivate an intellectual desire for study and life-long learning.
- Contribute to the profession of nursing by engaging in leadership, scholarship, and practice activities.

Developed March 9, 2018



Welcome from the Dean of Vera Z. Dwyer College of Health Sciences:

Let me be one of the first to officially welcome you to our college and to your journey in becoming a health professional.

The Vera Z. Dwyer has a long history and tradition in educating health professionals in the Michiana region. Our graduates serve not only our region, but the rest of the state of Indiana and beyond. The employers are complimentary about our graduates' work performance. Many employers report our graduates are what make them the employers they are. The alumni of Indiana University South Bend are committed to excellence. You have now become a part of this tradition. Congratulations! As a college, we look forward to facilitating your journey of learning, professional development and completion of the program for which you were admitted. You have embarked on a career that will provide you opportunities to grow not only as a student but as an individual and a competent and compassionate health professional.

Upon graduation and passing an examination, you will earn credentials as a health professional. We trust you will value those credentials and serve clients professionally and ethically.

The handbook is provided to you as a resource to answer questions you might have during the time in the program. In addition, there are other services and resources available to you on campus. We encourage you to take advantage of these.

Again, welcome!

Thomas F. Fisher, PhD, OT
Dean, Vera Z. Dwyer College of Health Sciences
Indiana University South Bend

Chapter I

Introduction to School of Nursing

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 studentcode.iu.edu

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.

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.

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.

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.

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.

Essential intellectual/conceptual skills to include: ability to measure, calculate, analyze, synthesize, and evaluate to engage competently in the safe practice of nursing.

Other essential behavioral attributes: ability to engage in activities consistent with safe nursing practice without demonstrated behaviors of addiction to, abuse of, dependence on alcohol or other drugs that may impair behavior or judgment. The student must demonstrate responsibility and accountability for actions as a student in the School of Nursing and as a developing professional nurse consistent with accepted standards of practice

Procedure

1. The essential abilities criteria are 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/MSN 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:

nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics-For-Nurses.html

Provisions of the Code of Ethics for Nurses

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| 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.

Student Nurse Resources

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 and are 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 uses Titan Atlas, the campus site for student organizations.

M.A.N.

M.A.N. is the Michiana Alliance of Men in Nursing, a chapter of the national organization American Assembly for Men in Nursing. It is a regional organization for men in nursing. The purpose of this organization is to provide the opportunity for nurses to meet, discuss, and positively 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 persons are Barb White (whitebj@iusb.edu) and Kristy Ludy (kludy@iu.edu).

FACULTY CLASS MENTORS

Each admitted BSN 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.

ACADEMIC ADVISING

Academic Advising and the Student Success Center 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, or academic and graduation process, the staff and advisors are available, able, and willing to assist students.

SIGMA THETA TAU INTERNATIONAL HONOR SOCIETY OF NURSING

The nursing program at IU 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: 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: Support the learning, knowledge, and professional development of nurses committed to make a difference in health worldwide.

Registered Nurses with a BSN may become members as nurse leaders. More information about Sigma Theta Tau can be found at nursingsociety.org and information on the Alpha Chapter at <https://alpha.nursingsociety.org/home>

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

For further information contact Kristy Ludy, Faculty Advisor, at kludy@iu.edu.

HEALTH AND WELLNESS CENTER

The IU South Bend Health and Wellness Center, located in Vera Z. Dwyer Hall (formerly Riverside Hall), 1960 Northside Boulevard, 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 email or the Bulletin Board for announcements of health and wellness activities offered by the center or check the website iusb.edu/~iusbwell.

BLUE: ONLINE STUDENT EVALUATION SYSTEM

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

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. Apply for nursing scholarships on One.IU, search for "IU Scholarships". This is a portal that will guide your application to all the appropriate scholarships for which you may apply.

SCHOOL OF NURSING COMMITTEES

ASSESSMENT COMMITTEE

The Assessment Committee in the School of Nursing is a standing committee of the Council of Nursing Faculty. This committee oversees the evaluation of the nursing program with a goal of improving the nursing program and student outcomes. The committee plans and executes measurements to determine program effectiveness and reports the results to the faculty, staff, and administration. One BSN student serves in an advisory capacity on the assessment committee.

SON CURRICULUM COMMITTEE

The SON curriculum committee evaluates and makes recommendations on curricular issues for the undergraduate curriculum. It also oversees the maintenance of the integrity of the undergraduate curriculum, assists in planning undergraduate curricular changes, monitors NCLEX issues in relation to the curriculum, and communicates all significant implementation and evaluation changes to appropriate campus faculty and administrators. One BSN student serves in an advisory capacity on the curriculum committee.

LIBRARY INFOMATICS AND TECNOLOGY COMMITTEE

The SON library and technology committee makes recommendations for equipment (software, hardware, books, etc.) purchases, collaborates with the library to maintain an up-to-date collection of nursing holdings, and designates one member to act as the library liaison to communicate campus library committee happenings to the faculty.

DWYER COLLEGE OF HEALTH SCIENCES (DCHS) COMMITTEES

ADMISSION, PROGRESSION, AND GRADUATION COMMITTEE (APG COMMITTEE)

The DCHS APG committee addresses matters related to admission, progression, and graduation as determined by the college programs. It makes recommendations for implementation and/or changes to the IU South Bend Dwyer College of Health Sciences policies and procedures regarding admission, progression, and graduation policies and procedures. At the beginning of each academic year, the committee will inform the DCHS faculty of any changes regarding the school's admission, progression, and graduation policies and procedures. Student admissions to all programs in the Dwyer College of Health Sciences will be recommended by this committee to Program Directors.

CURRICULUM COMMITTEE

The DCHS Curriculum Committee is responsible for maintaining the overall integrity of the DCHS's common curriculum and for providing review and approval of new and revised courses, support, and resources for course and program development as well as assistance in the development and oversight of DCHS curricular initiatives for the individual schools. One DCHS student serves in an advisory capacity on the curriculum committee.

STUDENT AFFAIRS

The Student Affairs committee coordinates activities and decision-making related to student services in the DCHS including student recognition ceremonies, scholarship and awards, maintenance of the DCHS student handbook, and consideration of any non-academic policies.

Chapter II

ABOUT the BSN PROGRAM

Undergraduate Nursing at Indiana University South Bend

The IU South Bend campus offers the Bachelor of Science in Nursing (BSN) and the 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 inter-professional 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.

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.

Quality and Safety Education for Nurses

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.

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.

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

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.

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

Chapter III

BSN POLICIES

Attendance and Professionalism

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 class material will be made available.
4. When offered, students are responsible for attending scheduled examination sessions for review of their examinations.

CLINICAL COURSE ATTENDANCE

Clinical hours are 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, simulation experiences, and pre and post conferences are included in these hours. Service activities and non-lecture course educational experiences may be included in these hours pending approval.

CLINICAL ETIQUETTE

- Faculty need to have current contact information for each student.
- 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 visitor 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 Committee of the DCHS 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 the intellectual property of the course instructor. Students are prohibited from posting and/or sharing handouts or test questions with other students. Sharing test questions with other students is considered cheating and will be dealt with according to IU 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 use beyond class note-taking.

LAB & SIMULATION RULES:

- Children are not allowed in the labs at any time.
- Clean up after your practice or lab time, and return 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 and require professional behavior.
- If you do not know how to use the equipment, please seek assistance.
- Simulations provide essential learning and evaluation. They are to be taken seriously, including any assigned preparation.
- Inappropriate use of the lab and equipment can result in disciplinary action.

SCHEDULES & NURSING CLINICAL COURSES (BSN)

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 37.5 hours a semester, a two-credit-hour clinical course meets for 75 hours a semester, and a three-credit-hour clinical course meets for 112.5 hours a semester.
- The dates and times of each clinical course differ and are posted on the syllabus.
- 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 in which you will go to the clinical site to collect data may vary with clinical sites and faculty expectations, but is usually after 3:00 p.m. the day before your clinical rotation.

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. We intend for students to be exposed to multiple clinical agencies despite the increased distance for driving.

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 sites and community activities 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 course 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 or preceptor, the student may be sent home and will have to make up clinical time at their own expense.

Attire must be clean, unstained, and ironed. The attire fabric should be of sufficient thickness, so undergarments do not show through. Good judgment should be exercised in selecting the appropriate size of the clothing so that it is not low cut at the neck or tight across the chest and hips.

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 IUSB bookstore. IU South Bend student identification will be required to purchase the scrubs.

General Guidelines

- 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.
- When needed, a black or white tee shirt may be worn under the scrub top for added warmth. No sweatshirts or fleece may be worn in the clinical setting.
- 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, turtlenecks) 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.

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 are sold from the IU South Bend bookstore with the approved embroidery. An 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, sweatshirts, sweatpants, yoga pants, and leggings 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.

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 or black stockings or socks must always be worn. "Croc" type footwear is permissible by most agencies as long as it has a heel strap and does not have holes, but we do not recommend them.

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 always expected that student nurses acting in a professional capacity dress and behave in a professional manner. The school of nursing student nametag is to be worn for these activities regardless of attire.

Picture ID

A valid IU South Bend picture ID or valid driver's license must always be carried with the student. Certain agencies may require displaying of your identification as part of your uniform. An IU South Bend School of Nursing name pin is always required to be worn and visible 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 nursing 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.

Appearance Other

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.

PERFORMANCE

CLINICAL MAKE-UP POLICY AND GUIDELINES

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 are 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 in the mouth (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, before the start of the clinical day, when assigned to a DEU or precepted clinical, the student must also notice the facility. 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/agency, as well as the preceptor if a precepted clinical or the clinical instructor (CI) if a DEU clinical. 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 problem assessment or 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 precepted clinicals 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 the instructor may not be accepted and will result in a problem assessment or learning contract. Consistently late papers may lead to failure of the course.
- Students who are dressed inappropriately will 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 may 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 to your clinical faculty member.

Summary of Critical Behaviors:

1. Breach of the following critical behaviors can lead to course failure and/or appropriate academic and disciplinary actions.
2. Breach of client confidentiality.
3. Untruthfulness or misrepresentation of facts.
4. Cheating, including copying other students work and plagiarism.
5. Lack of professional attire and demeanor at any time in the clinical area.
6. Lack of prompt notification of appropriate persons when errors occur in the clinical area.
7. Consistent tardiness without notification of appropriate faculty and the clinical area.
8. Repeated lack of knowledge or inability to transfer knowledge from pre-requisite courses to current clinical situations.
9. 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.

Skills Validation Policy (Adopted 5/8/95, revised 2/2004, 5/2011, March 2015)

Students who have interrupted their clinical studies for one semester or more 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.
- If 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 receive 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. The DCHS APG Committee will be notified.
- Should the student fail to achieve 90% on the second math exam attempt, the student will be reviewed by the DCHS APG Committee.
- The student shall be provided with access to lab resources in order to prepare for the exam.

Student Errors in Patient Care Experiences

Policy:

IU South Bend School of Nursing Faculty believe that all nursing care experiences further student learning. In keeping with this belief and the Just Culture [Outcome Ingenuity™] 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 BSN Program Director, in consultation with the faculty, will determine if referral to the APG Committee review 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>

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

Writing Rubric (Guidelines):

The following grading rubric is an example used for most writing assignments in order that students have clear expectations about the grading of written assignments.

Indiana University South Bend School of Nursing Writing Rubric

| Areas of Assessment | Earned Score | Criteria |
|------------------------|--------------|--|
| Organization (___ pts) | | 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 headings make it easy to access the desired information Timely completion of assignment |
| Rubric (___ pts) | | Hands in rubric with assignment |

MATHEMATICS COMPETENCY

Mathematical competency is required in the practice of nursing. In the first semester of the nursing program, students are given two opportunities to achieve a score of 90% or better to pass the required math validation. Those who are unsuccessful will 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. Students may be required to demonstrate progressive math competency as they progress through the curriculum.

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

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 rubric is an example of how group work and behavior will be evaluated.

Group Project Grading Rubric as a guide for Group Work

| Category | Beginning (1 pt) | Developing (2 pts) | Accomplished (3 pts) | 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 | 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. |

| | | | | |
|------------------------|--|--|---|---|
| of this group project | | | | |
| 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. |

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

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 pass a lecture course. Grades are not rounded in lecture courses and extra credit is not permitted.** For example, a grade of 74.9% does not round 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+ |
| 96-93A | 86-83B | 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 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

The SIS transcript shows semester and cumulative GPA. There is a GPA calculator: www.iusb.edu/registrar/gpacalculation.php and <http://registrar.indiana.edu/information/calculator.shtml>

GRADE GRIEVANCES

<https://students.iusb.edu/registrar/grades/grievances.html> Students have the right to dispute a grade they have received. Assistance may also be obtained from an Academic Advisor.

Academic Student Complaints. The SON follows the procedures as outlined by the IU South Bend Office of Student Conduct under “Complaints Against Members of the University Faculty and Administration.” Students are encouraged to discuss complaints about course matters directly with faculty members. Students should first talk to the faculty member of concern. If the issue cannot be resolved between the student and individual faculty member, students are invited to discuss it with the Program Director, Assistant Dean, and/or Dean. An academic student complaint is one that relates directly to an incident related to instruction or to academic advising that has not been resolved with the faculty, staff, or others involved. All complaints must be submitted via email or written letter to the Admission Progression

Graduation (APG) committee chairperson. A formal complaint is one that outlines perceived violations related to nursing, university, or Indiana State Board of Nursing policies and procedures. Any complaints received are considered by the Program Director, Assistant Dean, Dean, or university administration as necessary and appropriate action in regard to changing policy or revising curricular decisions are determined. Complaints of a serious nature or a formal complaint that is signed and submitted by a student or community constituent should be submitted to the Program Director, Assistant Dean, Dean, or upper university administration in writing as an email or letter. Student to student complaints are referred to the Office of Student Conduct (conduct@iusb.edu or 574-520-5524).

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 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

Make-up exams are possible, but they are the exception. 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 dates will be posted in the syllabus.
2. All students are required to take all examinations.
3. The proctor of the examinations will:
 - a. Ensure students have logged in properly and received passwords.
 - b. Give any instructions and corrections verbally prior to commencement of the exam.
 - c. Write corrections on the chalkboard.
 - d. Not answer any questions during exam time regarding exam questions nor define any terms.
4. The student(s) taking the examinations will:
 - a. Arrive at the designated room on time.
 - b. Be the only persons allowed in the classroom.
 - c. Leave all books, coats, purses, etc., securely in an area designated by proctor. This policy also applies to exam hand-back sessions. Note taking is not permitted during exam hand-back sessions.
 - d. Turn cell phones and smart watches off and place securely away from the testing area.
 - e. Remove hats, hoodies, and jackets with large pockets.
 - f. Only use freestanding pocket calculators or the calculator function in ExamSoft. Cell phones cannot be used as a calculator.
 - g. Refrain from suspicious behaviors such as talking, looking around the room, looking at another student, or glancing at other computer screens.
 - h. Place themselves in a position or space in the test room to avoid the appearance of cheating. Often seating assignments will be made for exams.

- i. Refrain from opening any computer program other than the one to take the exam; this includes e- mail, internet, and cell phones. ExamSoft/Examplify locks down other programs. Your exam will be removed, and you will receive a zero “0” if there is evidence of cheating.
 - j. Report any misconduct or annoying behavior to the proctor during the exam so appropriate action may be taken.
 - k. Make sure answers are uploaded in ExamSoft.
 - l. Refrain from discussing exam content with class members. Faculty may provide immediate exam review through ExamSoft; others will provide an opportunity to review exams when all students have taken the exam.
5. Those students coming late will:
- a. Wait until all initial directions are given and questions answered.
 - b. Be given no additional verbal directions.
 - c. Be given no extension beyond the time allotted for the exam.
6. 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.
7. **Cheating:**
- a. The IUSB Honor Code states: “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.”
 - b. 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.
 - c. Disclosure of exam material, including its nature or content, during or after the exam is prohibited and will be considered cheating.
 - d. Faculty have the right to determine if behavior appears to be cheating. The student Code of Conduct is followed for reporting and discipline.
 - e. ExamSoft tracks all activities while in the exam and can report early or unapproved access.
 - f. Exams are essential measures of competence and knowledge in order to provide safe patient care. Cheating is not only prohibited by the university but is considered unsafe behavior in preparation for professional practice.
8. Accommodations for testing are only provided with written documentation from the Office of Student Disabilities.
- a. Test anxiety should be addressed with assistance from the Student Counseling Center.
 - b. The only acceptable method to avoid distractions are earplugs.
9. Policy for make-up tests is as follows:
- a. 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.

- b. 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.
 - c. 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 workday 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]
 - d. If the IU South Bend Testing Center will be used for a make-up exam, please contact them for an appointment: 574-520-4164.
10. 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.
11. Reporting of Exam Results:
- a. 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 member and will be announced.
 - b. 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.
 - c. 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.
 - d. 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.
 - e. Final exams are not subject to exam review unless deemed appropriate by faculty.
12. Also see PLAGIARISM section under the DCHS policies.

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.

Prior to repeating a nursing course, the student is required to submit a **plan for success** to the APG Committee. 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.

When not enrolled in a clinical course for one semester, the student must enroll in and successfully complete NURS K-220 prior to progression to the clinical curriculum.

When returning after a pause in progression in the nursing program, a letter to the Program Director is required requesting permission to restart in the BSN program (space may not always be available). If the pause in progression was due to an academic failure, this request must be presented to the APG committee. Deadlines to request permission to progress are:

July 1st Fall Progression
October 1st Spring Progression

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.

IU South Bend 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 recommends that all graduating students take an NCLEX review course prior to taking their state board examination. Participation 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.

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. December and August graduates are invited and encouraged "to walk" at the May Commencement ceremony.

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 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:
 - a. Been arrested;
 - b. Entered into a diversion agreement;
 - c. Been convicted of;
 - d. Pled guilty to; or

- e. 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?

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. For December graduates, completed applications, along with photograph and fees, are due to the School of Nursing by November 1st. Late applications are placed in the “bottom of the State Board file” and will delay permission to test into late summer or fall.

FORMAL COMPLAINTS

Non-Academic Student Complaints

The SON follows the procedures as outlined by the IU South Bend Office of Student Conduct under “Complaints Against Members of the University Faculty and Administration.” Students are encouraged to discuss complaints about course matters directly with faculty members. Students should first talk to the faculty member of concern. If the issue cannot be resolved between the student and individual faculty member, students are invited to discuss it with the Program Director, Assistant Dean, and/or Dean. A non-academic student complaint is one that relates to non-instructional incidents or concerns, including the following: a difference or dispute between student and university personnel, a service issue regarding University policies, or unfair treatment. All complaints must be submitted via email or written letter to the Assistant Dean for Student Success. A formal complaint is one that outlines perceived violations related to nursing, university, or Indiana State Board of Nursing policies and procedures. Any complaints received are considered by the Program Director, Assistant Dean, Dean, or university administration as necessary and appropriate action about changing policy or revising curricular decisions are determined. Complaints of a serious nature or a formal complaint that is signed and submitted by a student or community constituent should be submitted to the Program Director, Assistant Dean, Dean, or upper university administration in writing as an email or letter. Student to student complaints are referred to the Office of Student Conduct (conduct@iusb.edu or 574-520-5524).

SON Faculty Formal Complaint

This is a proposed procedure on how to file formal faculty complaints in accordance with the IU South Bend Faculty Handbook Formal Complaint Policy (Article XI). According to the Handbook, this policy “provides procedures to review complaints against faculty members of substantial or chronic incompetence or misconduct, limited to violations of formal rules of the University, such as violations of the Code of Academic Ethics (IU Academic Handbook), or failure to meet generally understood and accepted standards of professional conduct (4/2002).” Faculty

members are encouraged to discuss concerns directly with the faculty member related to the concern. If the issue cannot be resolved between the faculty members, faculty are invited to discuss it with the Program Director. A formal complaint is defined as a complaint against faculty members of substantial or chronic incompetence or misconduct, limited to violations of formal rules of the University, such as violations of the Code of Academic Ethics (IU Academic Handbook), or failure to meet generally understood and accepted standards of professional conduct (4/2002). All complaints must be submitted via email or written letter to the next administrator in command (i.e. Program Director, Assistant Dean and/or Dean). A formal complaint is one that outlines perceived violations related to nursing, university, or Indiana State Board of Nursing policies and procedures. Any complaints received are seriously considered by the Program Director, Assistant Dean, Dean, or university administration as necessary and appropriate action regarding changing policy or revising curricular decisions are determined. Complaints of a serious nature or a formal complaint that is signed and submitted by a faculty or community constituent should be submitted to the Program Director, Assistant Dean, Dean, or upper university administration in writing as an email or letter.

Appendix A

Dwyer College of Health Sciences Policies

The following policies are located here:

<https://healthscience.iusb.edu/programs/policies-and-forms.html>

BIO-SAFETY POLICY FOR THE VERA Z. DWYER COLLEGE OF HEALTH SCIENCES

(January 16, 2002; Revised April 21, 2003, May 2010)

BLOODBORNE PATHOGENS: ANNUAL IN-SERVICE TRAINING AND EDUCATION REQUIREMENT FOR NURSING STUDENTS

CARDIOPULMONARY RESUSCITATION (CPR) REQUIREMENTS

**CLINICAL SITE HEALTH AND EDUCATION REQUIREMENT POLICY
CONFIDENTIALITY AND PATIENT CARE POLICY**

COMMUNICATION

CONFIDENTIALITY

CRIMINAL BACKGROUND CHECKS

FACEBOOK AND SOCIAL NETWORKING ETIQUETTE

HEALTH INSURANCE

IMMUNIZATION INFORMATION

IMMUNIZATIONS, TESTING, AND HEALTH RECORDS

IMPAIRED STUDENT POLICY

7.13 MALPRACTICE POLICY

(Indiana University South Bend carries limited malpractice insurance for all nursing students enrolled in the IUSB-CHS Programs.)

RELIGIOUS ACCOMMODATION

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 stopsexualviolence.iu.edu.

STUDENT DRUG SCREENING POLICY

USE OF TECHNOLOGY

VOLUNTEERING

WRITING EXPECTATIONS

Appendix B

Progression Policies

The following policies are located here:

<https://healthscience.iusb.edu/programs/policies-and-forms.html>

COLLEGE OF HEALTH SCIENCES ADMISSION, PROGRESSION & GRADUATION (APG) COMMITTEE

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

STUDENT PROGRESSION DOCUMENTATION POLICY

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

Name _____ Course _____ Student 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.

ATTENDANCE AND PROFESSIONAL BEHAVIOR

CRITICAL BEHAVIORS

DIMISSION

PLAGIARISM

REINSTATEMENT

WITHDRAWAL