

	Mission Statement	2
I.	Introduction to School of Nursing	3
	Code of Student Rights, Responsibilities, and Conduct	4
	Essential Abilities Policy	4
	American Nurses' Association Code of Ethics for Nurse	6
	Student Nursing Resources	7
	Student Nurses Association	7
	M.A.N.	7
	Academic Advising	7
	Sigma Theta Tau International Honor Society of Nursing	7
	BLUE: Online student evaluation system	8
	School of Nursing Scholarships	8
	School of Nursing Committees	8
	Assessment Committee	8
	APG Committee	8
	SON Curriculum Committee	8
	Library Informatics & Technology Committee	9
	DCHS Committees	9
	Curriculum Committee	9
	Student Affairs	9
II.	About the BSN Program	10
	Undergraduate Nursing at Indiana University South Bend	11
	Bachelor's Program Learning Outcomes	11
	AACN Essentials of Baccalaureate Education for Professional Nursing Practice	12
	Quality and Safety Education for Nurses	13
III.	BSN Program Policies	14
	Attendance & Professionalism	15
	Course Attendance	15
	Clinical Course Attendance	15
	Clinical Etiquette	15
	Classroom Etiquette	15
	Lab & Simulation Rules	16
	Schedules & Nursing Clinical Courses	16
	Appearance Code	17
	General Guidelines	18
	Lab Coats	18
	Shoes	19
	Professional Wear for Volunteer Activities	19
	Picture ID	19
	Performance	19
	Clinical Make-Up Policy & Guidelines	19
	Inclement Weather	21
	Summary of Critical Behaviors	21
	Skills Validation Policy	21
	Student Errors in Patient Care Experiences	22
	Writing Rubric (Guidelines)	23
	Mathematics Competency	23
	Group Work Expectations	24
	Evaluation	26
	Grading Scale	26
	Calculating GPA	26
	Grade Grievances	26
	Formal Complaints	26
	Mid-Term Advisory Reports	28
	Learning Contracts	28
	Problem Area Assessment Form	29
	Test Taking & Make-Up	30

Resuming Progression.....	32
Graduation Related Activities	33
Commencement	33
Questions Asked by the IN State Board of Nursing.....	33
IN State Board of Nursing	33
Appendix: Dwyer College of Health Sciences Policies	35



VERA Z. DWYER COLLEGE OF HEALTH SCIENCES

INDIANA UNIVERSITY SOUTH BEND

School of Nursing

Handbook

2023-2024

BSN PROGRAM

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

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:

<https://www.nursingworld.org/coe-view-only>

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.

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 can 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. The faculty mentor/contact person is Kristy Ludy (kludy@iu.edu).

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 and the Indiana University Alpha Chapter can be found at nursingsociety.org.

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.

IU 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 Scholarships 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. 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.

ADMISSION, PROGRESSION, AND GRADUATION COMMITTEE (APG COMMITTEE)

The SON APG committee addresses matters related to admission, progression, and graduation as determined by the SON. It makes recommendations for implementation and/or changes to the IU South Bend SON policies and procedures regarding admission, progression, and graduation. At the beginning of each academic year, the committee informs the SON faculty of any changes regarding the school's admission, progression, and graduation policies and procedures. Student admissions to the BSN program will be recommended by this committee to the BSN Program Director.

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

CURRICULUM COMMITTEE

The DCHS Curriculum Committee is responsible for maintaining the overall integrity of the DCHS's common curriculum and for providing review 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 promotes diversity, equity, and inclusion across the care continuum.
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 (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.

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 PROGRAM 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

- 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.
- If offered, you are expected to 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. 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 11:30 p.m. on any day of the week. Students must be available for assignments between these hours.
- To reiterate, 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 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, clinical preceptor, or the clinical agency, the student may be sent home and will have to make up clinical time. Additionally, a *Problem Area Assessment Form* will be completed.

Attire must be well fitting, 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/or 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 IU South Bend bookstore. IU South Bend student identification will be required to purchase the scrubs.

Students are encouraged to 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 BSN Program Director.

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. An IU full-zip fleece is permitted if IU colors (red, white, or black).
- Hats, caps, and other forms of headwear are not permitted unless required in a clinical area, i.e., operating room or worn for religious purposes.
- Fingernails must be neatly trimmed (approximately ¼ inch long) 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 collar length, it must be pulled back. Beards longer than two inches below the jaw line may need to be covered.
- Tattoos may be visible (except when in a St. Joseph Health system facility) if they are not excessive and do not convey violence, discrimination, profanity, or sexually explicit content. Otherwise, they must be covered with clothing, a bandage, or make-up. School of Nursing faculty reserve the right to judge the appearance of visible tattoos.
- Only two earrings per ear are permitted. Post earrings only, no dangling earrings for safety reasons. All other visible body piercing jewelry (face, mouth, tongue, ear gauges, etc.) must be removed. If the jewelry cannot be removed due to medical reasons (rapid closure), then a flat/flesh colored stud or gauge may be worn.
- A watch and/or ring may be worn. All jewelry should be simple, inconspicuous, and kept to a minimum.
- Good personal hygiene is expected. Fragrance should not be worn in patient care areas.
- 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.
- 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 should be purchased for the exclusive use of clinicals and are ideally only for clinicals, if possible. Shoes must be clean, quiet, safe, non-skid, and comfortable. No open-toe shoes or clogs may be worn. Appropriate white or black stockings or socks must always be worn.

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. It is always expected that nursing students act and dress in a professional manner. The school of nursing student nametag is to be worn for these activities regardless of attire. Please refer to policy *AS-20-A Volunteering as a Representative of IU South Bend Vera Z. Dwyer College of Health Sciences*. Policy link provided in Appendix B.

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 the manufacturer. The ordering form is available in CastleBranch, an online document repository. 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.

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 are not to work night shifts (10 or 11pm to 6 or 7am) before a clinical day; this is considered unsafe and not optimal for learning.

Student Clinical Absence Policy

All missed clinical time (clinical hours) must be made-up. No more than 20% of the hours for any clinical rotation can be made-up. Missing more than 20% may result in course failure or withdrawal if extenuating circumstances can be documented.

Missed clinical time is cumulative and cannot be repeatedly made up. If a student makes up the 20% of missed hours and then misses clinical again, additional make-up time will not be awarded. Direct patient care is typically required.

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:

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 copying other students work and 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.

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 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 SON APG Committee or Assistant Dean of Nursing is needed. 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 <https://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.

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 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.
Source of Conflict	Participated in regular	Was the source of conflict within the group? The	Was minimally involved in either	Worked to minimize conflict and was

	conflict that interfered with group progress. The conflict was discussed outside of the group.	group sought assistance in resolution from the instructor.	starting or solving conflicts.	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

Students must achieve a course grade of 75% or higher to pass a nursing course. The course work in each semester serves as a pre-requisite for subsequent courses; therefore, the student must pass each course in each semester before progressing in the program. **Please note that rounding is not permitted per IU School of Nursing policy. Therefore, 74.9% is not a passing grade. In courses with a clinical component, you must pass the clinical component of the course with a “satisfactory” to pass the course.** For example, if you receive a B in the didactic portion, but an unsatisfactory in the clinical portion, you will receive a C- for the class, a course failure per IU South Bend SON policy. Alternately, if you receive a satisfactory grade in clinical but do not achieve at least a 75% in the didactic portion, you will fail the course.

The following grading scale is used by the School of Nursing:

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

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 test 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. A GPA calculator can be found at this site: <https://studentcentral.indiana.edu/grades/calculate-gpa.html>

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.

FORMAL COMPLAINTS

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.

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 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 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 574-520-5536).

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 574-520-5536).

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.

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.

LEARNING CONTRACT

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 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. Refer to the *Student Progression Policy* in Appendix A for details regarding the use of the problem area assessment form and learning contract.

PROBLEM AREA ASSESSMENT FORM

This form is used to document behavior not in compliance with SON expectations for student conduct.

IU South Bend 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 _____

TEST TAKING AND MAKE-UP

Make-up exams are possible, but they are the exception. The student must call 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 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 whiteboard.
 - 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/talking to 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 email, internet, and cell phones. ExamSoft/Examplify locks down other programs.
 - 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. **Academic Dishonesty:**
 - a. The ***IU South Bend SON 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 computer screen/paper, talking to another student, not covering your answer sheet or protecting your computer screen, 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 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. The IU South Bend Testing and Proctoring Center should be used for a make-up exam, please contact them for an appointment: tpciusb@iusb.edu or 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 require 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 exams via the Canvas grade book or in a manner deemed appropriate by course faculty.
 - d. Post exam review sessions are scheduled with the faculty member, typically during office hours. 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.

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 IU South Bend 2023-2024 Bulletin: <https://bulletins.iu.edu/iusb/2023-2024/>

Prior to repeating a nursing course, the student is required to submit a **plan for success** to the School of Nursing 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 in the clinical curriculum.

When returning after a pause in progression in the nursing program, a letter to the BSN 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:

May 1st Fall Progression

October 1st Spring Progression

GRADUATION RELATED ACTIVITIES

Additional graduation activities include but are not limited to:

- IU South Bend School of Nursing Pin. Approximately \$39-\$89. Optional, but recommended as identification of your professional nursing degree program and status.
- Sigma Theta Tau Induction (7th or 8th semester; approximately \$125.)
- Rental of Caps and Gowns for Commencement (approximately \$100.00)
- Awarding of Indiana University Academic Distinction (based on IU undergraduate study)
- NCLEX EXAM (approximately \$200)

COMMENCEMENT. Commencement ceremonies occur only in May. Attendance is optional although highly encouraged and requested. The student must complete an application <https://healthscience.iusb.edu/resources1/graduationn-certification.html> May, June, and August degree candidates must apply for graduation by October 1, while December degree candidates must apply for graduation by March 1. December and August graduates are invited and encouraged "to walk" during 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. The official website address for the *Indiana State Board of Nursing* is <https://www.in.gov/pla/professions/nursing-home/nursing-board/> You can also like/follow the *National Council of State Boards of Nursing* on Facebook, Twitter, respectively. For spring (May) graduates, completed applications are typically due to the School of Nursing by March 10th. For December graduates, completed applications are typically 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.

Appendix A

IU South Bend School of Nursing Admission, Progression, Graduation (APG) Policies

BSN Admissions Policy and Procedure
 Course Repeat Policy
 Reinstatement Policy
 General Appeals Policy and Procedure
 Student Progression Policy
 Chair Roles and Responsibilities

BSN Admissions Policy and Procedure

Effective Date:

Date of Last Review/Update: May 14, 2021

Responsible College Administrator/Committee:

BSN Program Director; School of Nursing APG Chair / School of Nursing APG Committee

Scope:

This policy is for the IU South Bend School of Nursing

Policy Statement:

The purpose of this policy is to outline the procedure the APG committee follows for student admission into the BSN program.

Procedure:

1. APG committee reviews the student application data brought forth by the Assistant Dean of Student Success and Operations:
 - a. Application GPA (2.7) (the weighted GPA of all program prerequisite courses): Exact GPA on a 4.0 scale is awarded for a total of 30%.
 - b. Science GPA (2.7) (the weighted GPA of the program prerequisite science courses): Exact GPA on a 4.0 scale is awarded for a total of 25%.
 - c. Essay (the average of reviewers' scores): Up to 4 points are awarded for a total of 15%.
 - d. Campus Enrollment (the weight assigned to the type of institution where the program prerequisite courses were taken): Up to 4 points are awarded for a total of 15%
 - 4: All program prerequisite courses taken at IUSB
 - 3: Any transfer credits from another IU system institution
 - 2: Any transfer credits from another bachelor degree granting institution
 - 1: Any transfer credits from a 2 year institution with which IU has a formal agreement (i.e. Ivy Tech)
 - 0: Any transfer credits from a 2 year institution with which IU DOES NOT have an agreement
 - e. Course Repeat (the weight assigned to the number of program prerequisite courses that were repeated): Up to 4 points are awarded for a total of 15%.
 - 4: No repeats of any program prerequisite courses
 - 3: Repeat of 1 non-science course
 - 2: Repeat of 1 science course
 - 1: Repeat of 1 science course and 1 non-science course OR repeat of 2 non-science courses
 - 0: Repeat of 2 science courses OR 3 non-science courses OR 1 science and 2 non science course
 - f. APPLICATION REVIEW: Applicants who meet all the GPA requirements and have completed all program prerequisite courses by the application deadline will be considered first.

g. Applicants must complete all program prerequisite course requirements by the program start date.

2. This is a blinded process with student names removed from the data spreadsheet.

3. The APG committee will vote on the selections and then share their decision with the BSN program director.

4. The APG committee will also select up to three qualified alternates to be considered for admission in the case that an admitted candidate does not accept their admission, or if a student who received conditional admission does not qualify for admission after final grade submission. If an alternate is awarded admission, the BSN program director will contact the alternate.

Course Repeat Policy

Effective Date:

Date of Last Review/Update: March 4, 2022

Responsible College Administrator/Committee:

BSN Program Director; School of Nursing APG Chair / School of Nursing APG Committee

Scope:

This policy is for the IU South Bend School of Nursing

Policy Statement:

The purpose of this policy is to outline the course repeat process for students in the pre-nursing track at IUSB.

Procedure:

The IU South Bend-SON policy requires students to achieve a grade of C (2.0) in each required course. Students who earn a grade of less than C in a required course must earn a grade of C by the second completed attempt. Students who earn a grade of less than C in a required course are strongly urged to successfully complete the course in the next semester of enrollment, provided the course is offered.

Both pre-IU South Bend SON and current IU South Bend SON students who do not successfully complete all required general-education courses with a minimum grade of C by the second completed attempt are ineligible for admission to the IU South Bend SON BSN program of or are dismissed from the IU South Bend SON BSN program of study.

Students may repeat only three courses, or a maximum of 11 credit hours, of the required general-education courses to achieve a C or higher in each course (two science or three general-education electives). The IUSB-SON follows the IU South Bend grade replacement policy.

The student has the right to appeal to the SON APG committee for extenuating circumstances. See *SON General Appeals Policy and Procedure* for more information.

Reinstatement after BSN Program Dismissal, School of Nursing

Effective Date:

Date of Last Review/Update: May 14, 2021

Responsible College Administrator/Committee:

BSN Program Director; School of Nursing APG Chair / School of Nursing APG Committee

Scope:

This policy is for the IU South Bend School of Nursing, BSN program

Policy Statement:

The purpose of this policy is to identify the process for students seeking reinstatement to the IUSB Vera Z. Dwyer School of Nursing (SON), BSN program.

Policy/ Process:

BSN students who have been dismissed and want to be considered for reinstatement must submit a written request for reinstatement to the BSN APG Committee. The written request must be submitted by May 1 for fall semester reinstatement and October 1 for spring semester reinstatement. This request will require a list of the specific courses in which the student wishes to enroll and, as appropriate, an explanation of any extenuating circumstances that may have hindered academic performance, with a plan for success specifically addressing areas of deficiency.

Students desiring to apply for reinstatement are strongly encouraged to meet with the office of Student Success to develop their written request proposal. Students submit their completed reinstatement proposals to the office of Student Success for processing for BSN APG Committee review. The APG Chair will confer with the BSN Program Director and Assistant Dean of Student Success and operations to gather all information and documents that are deemed appropriate for review.

Reinstatement requests will be evaluated by the BSN APG Committee on the basis of academic standing, potential for progress toward the degree, availability of resources, and satisfactory completion of any conditions and/or faculty recommendations existing at the time of dismissal. Reinstatement is not automatic and is limited to one review. Reinstatement to resume progression is also dependent on space availability.

The wait period for students to apply for reinstatement is 1 academic year. Appeals for reinstatement within 1 academic year will be considered only in exceptional circumstances.

Students who are reinstated must adhere to the policies in effect at the time of reinstatement.

An IU South Bend- SON BSN student can apply for reinstatement once. A reinstated student may be permanently dismissed from the IU South Bend BSN Program upon failure of one additional program course and/or failing to adhere to the current policies, including but not limited to: breach of the American Nurses' Association (ANA) Code of Ethics, breach of the

Critical Behaviors or the Essential Abilities policies; or the Indiana University Code of Student Rights, Responsibilities, and Conduct.

Committee recommendation will be reported to the BSN Program Director.

General Appeals Policy and Procedure

Effective Date:

Date of Last Review/Update: May 21, 2021

Responsible College Administrator/Committee:

BSN Program Director; School of Nursing APG Chair / School of Nursing APG Committee

Scope:

This policy is for the IU South Bend School of Nursing

Policy Statement:

The purpose of this policy is to outline the procedure for any appeal that is not related to reinstatement to the BSN Program or a grade grievance.

Procedure:

***NOTE:**

- All appeals regarding reinstatements- see Reinstatement to the Vera Z. Dwyer College of Health Sciences Majors AS-22-C (<https://healthscience.iusb.edu/policies/policies-and-forms.html>)
- All appeals regarding final course grades- see IU South Bend Course Grade Grievance Policy. (<https://students.iusb.edu/registrar/policies/index.html>)

Students who wish to request an appeal for any other reason, should be directed to the APG chair.

The APG chair will provide the student with instructions to submit information related to the appeal.

The APG Chair will confer with the BSN Program Director and Assistant Dean of Student Success and Operations to gather all information and documents that are deemed appropriate for review.

If the appeal involves a specific course or instructor, the APG chair may ask that faculty member to also write a formal letter outlining the decision being appealed.

The APG committee will review the student appeal at the next scheduled meeting. If the APG chair deems the appeal to be an urgent matter, the chair may call an emergency meeting for review.

The voting members of the APG committee will decide on the appeal. If one of the members is directly involved in the appeal (i.e., course/clinical faculty of course issue being appealed), the committee member will recuse themselves and an alternate member will participate in the review, discussion, and vote. Once the decision has been made, the APG chair will communicate said decision via email. The BSN program director will be notified of the decision.

If a student wishes to appeal the decision, the student must do so in writing to the Assistant Dean of Nursing within 5 business days of receiving notification of the decision from the APG chair.

Student Progression Policy

Effective Date:

Date of Last Review/Update: May 17, 2021

Responsible College Administrator/Committee:

BSN Program Director; School of Nursing APG Chair / School of Nursing APG Committee

Scope:

This policy is for the IU South Bend School of Nursing

Policy Statement:

The purpose of this policy is to identify the strategies and tools used by the IUSB School of Nursing (IU South Bend-SON) to help students succeed.

Problem Area Assessment Form:

The decision to initiate a Problem Area Assessment Form (PAAF) is a faculty decision, based on the individual student situation. The BSN program director is available for consultation as needed. Situations where a problem area assessment form is to be used is when students aren't meeting course outcomes, professional conduct issues, academic or student misconduct.

Faculty members use the PAAF to identify specific problem(s) a student may be facing in their course. The faculty member initiating the form will discuss the issue with the student and together, mutually form/discuss a plan for success.

Once the PAAF is reviewed and signed by the student, it will be given to the BSN Program Director who will electronically scan a copy to the secure APG Canvas site and give the original to the Office Manager/College Recorder who will place the original in the student's file. The BSN Program Director will provide email notification to the Chair of the School of Nursing (SON) APG.

If the student has a second PAAF on a similar issue regardless of what semester this occurred in, a learning contract should be instituted. If a student has two PAAFs for any issue, then a learning contract will be developed.

Learning Contract for Student Success:

The learning contract is not intended to be punitive; it is a serious effort to identify ways to assist a student to be successful in the program. A learning contract will include the following:

1. A description of the problem, program outcomes, course learning outcomes, and/or essential abilities not being achieved;
2. Goals the student must achieve to be successful; and
3. A mutually developed plan between the student and the faculty member to meet those goals. The plan will include deadlines by which these goals must be achieved.

Faculty will initiate a learning contract in consultation with the BSN Program Director to help a student succeed in their degree progression when the student is experiencing difficulties. If a student is unable to fulfill the terms of their learning contract, they may not be able to progress in the program.

The Learning Contract will be given to the BSN Program Director who will electronically scan a copy to the secured Canvas APG site and give the original to the Office Manager/College Recorder who will place the original in the student's file. The BSN Program Director will provide notification to the Chair of the APG Committee and the Assistant Dean of Student Success. At the end of the course, the BSN Program Director will send the Course Learning Contract Progress Form to the faculty member for completion. If the issue has not been fully resolved, the Learning Contract will continue at the discretion of the BSN Program Director, in consultation with the SON APG Committee. The learning contract may be revised at this time. The BSN Program Director will share the Learning Contract with subsequent faculty members on a need-to-know basis to promote student success throughout the program.

SON APG Committee Learning Contract for Student Success:

The BSN Program Director and the SON APG Committee reserve the right to initiate an APG-driven Learning Contract at any time. However, it is usually initiated in the case of more than one previous Problem Area Assessment Forms and/or Learning Contracts. The APG Contract follows a similar procedure as outlined above, facilitated by the SON APG Chair of the APG Committee and/or APG Committee members. If a student is unable to meet the terms of their APG Learning Contract, it may become grounds for dismissal from the program.

APG Chair Roles and Responsibilities Regarding Student Progression

Effective Date:

Date of Last Review/Update: August 9, 2021

Responsible College Administrator/Committee:

BSN Program Director; School of Nursing APG Chair / School of Nursing APG Committee

Scope:

This procedure is for the IU South Bend School of Nursing

Procedure Statement:

The purpose of this procedure is to identify the roles and responsibilities of the BSN APG Chair.

Roles and responsibilities:

1. All files submitted to the APG chair (including but not limited to Problem Area Assessment Forms, Learning Contracts, Appeal Letters Forms, and reinstatement letters) will be uploaded to the secured shared file of the APG committee.
2. The APG chair will work with the BSN Program Director and the Assistant Dean of Student Success to gather all necessary documentation required for review by the APG Committee.
3. Once a month, the APG chair and the Program Director will review submitted documentation.
4. The APG chair will communicate with the respective students in a timely manner, as outlined by the APG policies and procedures.

Appendix B

Dwyer College of Health Sciences Policies

The following Dwyer College of Health Sciences policies are located here:

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

Biosafety/Bloodborne Pathogen Policy	AS-24-4
Cardiopulmonary Resuscitation (CPR) Policy	AS-16-B
Clinical Malpractice Insurance-Undergraduate	AS-14-A
Confidentiality Policy	AS-13-C
Course Multiple Use Policy	AC-01-A
Criminal Background Check Policy	AS-07-C
Critical Behaviors Policy	AS-25-A
Impaired Student Policy	AS-21-B
Licensed Students Policy	AS-18-B
Medical Documentation Policy	AS-08-B
Reinstatement to the Vera Z. Dwyer CHS Majors	AS-22-C
Student Appeals	AS-05-C
Student Clinical Site Compliance	AS-03-C
Student Faculty Communication Policy	AS-12-B
Student Health Insurance Policy	AS-17-B
Volunteering as a Representative of IU South	AS-20-A
Bend Vera Z. Dwyer College of Health Sciences	
Writing Expectations Policy	AS-15-A