

IOWA WESLEYAN UNIVERSITY NURSING STUDENT HANDBOOK



Academic Year 2021-2022

Students are responsible for knowing and adhering to the policies and procedures in this Handbook. This is a handbook not a contractual agreement between the University and the nursing students. It will be reviewed on an as needed basis and the policies may change. All statements in this publication concerning regulations, fees, curricula, or other matters are subject to change without notice. They are not to be regarded as offers to contract.

Reviewed and revised: May 2021

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IOWA WESLEYAN NURSING STUDENT HANDBOOK
STATEMENT OF UNDERSTANDING

2021-2022



A statement of understanding provides documentation that the STUDENT has read, understood, and agreed to the Iowa Wesleyan's Division of Nursing policies as outlined in the Iowa Wesleyan Nursing Student Handbook.

I, _____, hereby acknowledge and declare that:
Print Name

- (i) I am aware that Iowa Wesleyan's Division of Nursing policies are available to me on the internet /in the Iowa Wesleyan Nursing Student handbook, upon request to the Division of Nursing responsible for operation of the policy, or upon request to the Division Chair. It is my responsibility to familiarize myself with these policies. The IW Student Nursing Handbook is located on the IW Website under nursing.
- (ii) In addition, I understand that the contents of the Iowa Wesleyan Nursing Student Handbook are subject to change. I acknowledge the Handbook will be revised in accordance with the rules or regulations of state, federal and accrediting entities, best practices or the discretion of the Division of Nursing Faculty. I recognize that any such revision will supersede, modify, or eliminate the current contents of the Iowa Wesleyan Nursing Student Handbook.
- (iii) I confirm that I have received, read and understand ALL policies within the IW Nursing Student Handbook, including but not limited to the following:
 - Academic Honesty
 - Attendance
 - Mandatory Requirements
 - Invasive Procedures Policy, Exposure to Bloodborne and Other Infectious Material
 - Progression through the Nursing Program
 - Assignments
 - Grading and Clinical Grading Policies
 - Test Administration Policy, ATI Testing, and Math Exams
- (iv) I agree to conduct my activities in accordance with Iowa Wesleyan's Division of Nursing policies and understand that breaching these standards may result in disciplinary action up to and including termination or other legal remedy available to the University and Division of Nursing .

Date: _____

Signed: _____

Print Name: _____

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Division of Nursing Mission Statement

The mission of the Division of Nursing is to provide an educational process that empowers students to examine, practice, challenge, experience and critically reason across the continuum of care.

Division of Nursing Vision

The vision of the Division of Nursing is to create a learning environment which provides opportunities to prepare students for a successful nursing career.

Division of Nursing Philosophy

The Division of Nursing (DoN) philosophy is based on respecting students as individuals while preparing them for the acquisition of knowledge, and world experiences. The nursing faculty believes in using an eclectic pedagogy to facilitate a dynamic teaching-learning process to prepare the student to examine, practice, challenge, experience and critically reason.

We, the DoN, believe:

- that learning is the continuous, active process of acquiring new knowledge, skills, and values that bring about actual or potential change in behaviors,
- the nursing program must integrate concepts from the arts, humanities, natural, social, and nursing science thereby fostering the desire to maximize their potential,
- learning is student-centered, socially interactive, and experiential,
- learning occurs within the individual, is progressively developed, and grows from prior educational, personal, and professional experience,
- in using the conceptual foundation of the adaptation model Roy and the human-to-human relationship model by Travelbee,
- students must be prepared to provide competent, safe, and professional nursing practice based on theory and research,
- students must be prepared to utilize clinical reasoning skills and nursing judgment in their holistic approach when caring for individuals, families, aggregates, and communities,
- students must welcome and value persons of diverse backgrounds and world views,
- students must be prepared to begin a lifelong career which demands continuous learning, adaptation, use of appropriate communication, and inter-professional collaboration.

Student Learning Outcomes (SLO)

At the completion of the Iowa Wesleyan University nursing program, the graduate will demonstrate professional competency by being able to:

1. Synthesize concepts from the liberal arts, natural and social sciences, and nursing to enhance professional nursing practice.
2. Clarify beliefs and values about the human-to-human relationship.
3. Utilize the nursing process in integrating critical thinking into nursing practice for individuals, families, aggregates, and communities.
4. Develop culturally competent human-to-human relationships.
5. Interpret the leadership role in nursing to promote quality health care through communication, collaboration, reasoning, and problem solving with other health care providers and communities.
6. Contribute to professional nursing practice based on increased understanding, appreciation, and utilization of nursing research.
7. Create social effectiveness in diverse situations as responsible members of society.
8. Support healthcare as an environment which assists individuals, families, aggregates, and communities in adapting to a state of wellness on the health-illness continuum.

As students advance through the nursing program, these student learning outcomes are accomplished in a progressive manner; from beginning, to developing, to proficient levels of achievement. Hence, there are three levels of student learning outcomes established within the nursing program. Sophomore nursing student learning outcomes are considered at the introductory, beginning level. The student learning outcomes are increasingly accentuated at the junior level, and nursing students are expected to accomplish a developing level of achievement. Senior nursing students are anticipated to perform at a more proficient level, and demonstrate mastery of the student learning outcomes by the time of graduation from the program. Similarly, nursing students will learn how to progress in their level of nursing care provided in healthcare situations, starting at a basic, then intermediate, and finally more advanced knowledge and skill level. As necessary, this progressive educational experience is adapted for students within the three different nursing program types offered at Iowa Wesleyan University; the Pre-licensure, LPN to BSN, and RN to BSN programs.

Level I: Sophomore Nursing Student Learning Outcomes (Beginning)

At the completion of the sophomore year of the nursing program, the student will be able to:

1. Discuss concepts from the liberal arts, natural and social sciences, and nursing.
2. Identify beliefs and values about the human-to-human relationship.
3. Describe the nursing process and critical thinking as it relates to nursing practice.
4. Explain culturally competent human-to-human relationships.
5. Define the leadership role in nursing to promote quality health care through communication, collaboration, reasoning, and problem-solving.
6. Relate nursing research to professional nursing practice.
7. Display social effectiveness in diverse situations as responsible members of society.
8. Recognize healthcare as an environment which assists individuals, families, aggregates, and communities in adapting to a state of wellness on the health-illness continuum.

Level II: Junior Nursing Student Learning Outcomes (Developing)

At the completion of the junior year of the nursing program, the student will be able to:

1. Differentiate the concepts from the liberal arts, natural and social sciences, and nursing to enhance professional nursing practice.
2. Analyze beliefs and values about the human-to-human relationship.
3. Apply the nursing process and critical thinking as it relates to nursing practice.
4. Demonstrate culturally competent human-to-human relationships.
5. Examine the leadership role in nursing to promote quality health care through communication, collaboration, reasoning, and problem-solving with other health care providers and communities.
6. Critique nursing research related to professional nursing practice.
7. Employ social effectiveness in diverse situations as responsible members of society.
8. Examine healthcare as an environment which assists individuals, families, aggregates, and communities in adapting to a state of wellness on the health-illness continuum.

Level III: Senior Nursing Student Learning Outcomes (Proficient)

Upon graduation from the nursing program, the student will be able to:

1. Synthesize concepts from the liberal arts, natural and social sciences, and nursing to enhance professional nursing practice.
2. Clarify beliefs and values about the human-to-human relationship.
3. Utilize the nursing process in integrating critical thinking into nursing practice for individuals, families, aggregates, and communities.
4. Develop culturally competent human-to-human relationships.
5. Interpret the leadership role in nursing to promote quality health care through communication, collaboration, reasoning, and problem solving with other health care providers and communities.
6. Contribute to professional nursing practice based on increased understanding, appreciation, and utilization of nursing research.
7. Create social effectiveness in diverse situations as responsible members of society.
8. Support healthcare as an environment which assists individuals, families, aggregates, and communities in adapting to a state of wellness on the health-illness continuum.

Program Approval and Accreditation

The baccalaureate nursing program is approved by the Iowa Board of Nursing (IBON) (400 SW 8th St., Suite B, Des Moines, IA 50309; 515.281.3255).

The baccalaureate nursing program at Iowa Wesleyan University located in Mount Pleasant, Iowa is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
 3390 Peachtree Road NE, Suite 1400
 Atlanta, GA 30326
 (404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the baccalaureate nursing program is continuing accreditation.

View the public information disclosed by the ACEN regarding this program at
<http://www.acenursing.us/accreditedprograms/programSearch.htm>

Quality & Safety Education for Nurses (QSEN)

The QSEN project is a multiphase project intended to prepare future nurses with the knowledge and skills to improve patient care and the health care environments in which they work. The project is headed by an expert panel of health care professional that have examined key content areas including:

- Patient Centered Care
- Teamwork & Collaboration
- Evidence Based Practice
- Quality Improvement
- Safety
- Informatics

A range of strategies for clinical, classroom, and simulation-based teaching learning have been developed including options for inter-professional student groups. There is a compendium of related resource materials and support on a website dedicated to the accomplishments of the goals of the project.

Reference: Quality and Safety for Nurses in Education, (2005) <http://qsen.org/>
<http://qsen.org/wp-content/uploads/2016/02/QSENArticle.pdf>

American Nurses Association Standards of Nursing Practice

The Standards of Professional Practice are authoritative statements of the duties that all registered nurses, regardless of role, population, or specialty are expected to perform competently.

STANDARDS OF PRACTICE

Standard 1. ASSESSMENT

The registered nurse collects pertinent data and information relative to the healthcare consumer's health or the situation.

Standard 2. DIAGNOSIS

The registered nurse analyzes the assessment data to determine actual or potential diagnoses, problems, and issues.

Standard 3. OUTCOMES IDENTIFICATION

The registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.

Standard 4. PLANNING

The registered nurse develops a plan that prescribes strategies to attain expected, measurable outcomes.

Standard 5. IMPLEMENTATION

The registered nurse implements the identified plan.

Standard 5A: Coordination of Care

Standard 5B: Health Teaching and Health Promotion

Standard 6. EVALUATION

The registered nurse evaluates progress towards attainment of goals and outcomes.

ANA STANDARDS OF PROFESSIONAL PERFORMANCE

Standard 7. ETHICS

The registered nurse practices ethically.

Standard 8. CULTURALLY CONGRUENT PRACTICE

The registered nurse practices in a manner that is congruent with cultural diversity and inclusion principles.

Standard 9. COMMUNICATION

The registered nurse communicates effectively in all areas of practice.

Standard 10. COLLABORATION

The registered nurse collaborates with healthcare consumer and other key stakeholders in the conduct of nursing practice.

Standard 11. LEADERSHIP

The registered nurse leads within the professional practice setting and the profession.

Standard 12. EDUCATION

The registered nurse seeks knowledge and competence that reflects current nursing practice and promotes futuristic thinking.

Standard 13. EVIDENCE-BASED PRACTICE AND RESEARCH

The registered nurse integrates evidence and research findings into practice.

Standard 14. QUALITY OF PRACTICE

The registered nurse contributes to quality nursing practice.

Standard 15. PROFESSIONAL PRACTICE EVALUATION

The registered nurse evaluates one's own practice and others' nursing practice.

Standard 16. RESOURCE UTILIZATION

The registered nurse uses appropriate resources to plan, provide, and sustain evidence-based nursing services that are safe, effective, and financially responsible.

Standard 17. ENVIRONMENTAL HEALTH

The registered nurse practices in an environmentally safe and healthy manner.

Reference: American Nurses Association (ANA). (2015). *Nursing: Scope and standards of practice* (3rd ed.). Silver Springs, MD: American Nurses Association. ISBN 9781558106192

The Essentials of Baccalaureate Education for Professional Nursing Practice (American Association of Colleges of Nursing (AACN), 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 and Systems Leadership for Quality Care and Patient Safety

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

Essential III: Scholarship for Evidence Based Practice

Professional nursing practice is grounded in the translation of current evidence into 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: Health Care Policy, Finance, and Regulatory Environments

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

Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes

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

Essential VII: Clinical Prevention and Population Health

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

Essential VIII: Professionalism and Professional Values

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

Essential IX: Baccalaureate Generalist Nursing Practice

The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.

The baccalaureate graduate understands and respects the variations of care, the increased complexity and the increased use of healthcare resources inherent in caring for patients.

Reference: American Association of Colleges of Nursing, (2008). The essential of a baccalaureate education for professional nursing practice. <http://www.aacnnursing.org/Education-Resources/AACN-Essentials>

Admission Overview

Admission to Iowa Wesleyan University does not guarantee entry into the nursing program.

Pre-licensure to BSN Program Option

The pre-licensure program is designed for the student who has an interest in a career in nursing. This program is designed to be completed in four years. The first year is foundational, building on the liberal arts and sciences, with the subsequent nursing courses in years two through four.

Nursing students must have earned a satisfactory grade in all support courses as outlined below. The overall GPA that **MUST** be obtained to enter and maintained to continue in the nursing program is 2.75.

Prerequisites for beginning nursing courses include: a 2.75 or higher GPA and satisfactory completion of all prerequisite courses including ENG 109, BIO 241, BIO 242, CHEM 175, NUR 200, and CNA certification.

Mandatory requirements must be met before beginning nursing courses.

Effective catalog year 2021-2022: Prerequisite courses must have been completed within the previous 5 years. A student may only repeat a single prerequisite course once; no more than two courses may be repeated to obtain the minimum grade required.

Complete each course on this list with a grade of C or Higher

ENG	109	College Composition
ENG	110	College Research
MATH	171	Elementary Statistics
PSYC	131	General Psychology
PSYC	251	Developmental Psychology
SOC	100	Introduction to Sociology

Complete each course on this list with a grade of B- or higher.

NUR	182	Foundations in Nursing Assisting (CNA certification is required; see IW catalog)
NUR	200	Introduction to Healthcare Terminology
BIO	241	Human Anatomy and Physiology I
BIO	242	Human Anatomy and Physiology II
BIO	350	Microbiology
CHEM	175	General Chemistry

Pursuant to Iowa Code 2.10(6): Nursing courses with a clinical or practicum component may not be taken by a person:

- a. Who has been denied licensure by the board.
- b. Whose license is currently suspended, surrendered or revoked in any United States jurisdiction.
- c. Whose license is currently suspended, surrendered or revoked in another country due to disciplinary action.

Iowa Wesleyan University
Division of Nursing Plan of Study: Pre-Licensure to BSN Program Option
2021-2022

PREREQ = Prerequisite Course Courses marked PREREQ must be taken BEFORE entering the Nursing Program
 (see IW catalog for full policy on prerequisite requirements)

Courses in **BOLD** must earn B- or higher Courses with ▲ must earn a C or higher ■ : See Catalog for grade requirements
 * NOT included in Clinical/ Lab Hours (M) Math (SL) Service Learning (WI) Writing Intensive

First Year	Fall Semester						Spring Semester						
				SH	T	C/L					SH	T	C/L
PREREQ	ENG	109	College Composition ▲	3	3	0	ENG	110	College Research ▲	3	3	0	
PREREQ	BIO	241	Anatomy & Physiology I +	4	3	1	PREREQ	BIO	242	Anatomy & Physiology II +	4	3	1
PREREQ	CHEM	175	General Chemistry I +	4	3	1	PREREQ	NUR	182	Foundations in Nursing Assisting ■	3	3	0
	COMM	147	Introduction to Public Speaking	3	3	0	PREREQ	NUR	200	Introduction to Health Care Terminology	3	3	0
	WS	147	Tiger Perspectives/Tiger Expeditions	2	2	0		PSYC	131	General Psychology ▲	3	3	0
		148											
Total Hours				16	14	2					16	15	1

Minimum 2.75 GPA required to ENTER the Nursing Program

All Mandatory DoN Requirements must be submitted prior to entering the Nursing Program

Must earn a B- (80%) or higher in ALL nursing courses to continue in the Nursing Program each term

Second Year	Fall Semester						Spring Semester						
				SH	T	C/L					SH	T	C/L
NUR	205	Fundamentals of Nursing I (M) (WI)		4	3	1	NUR	206	Fundamentals of Nursing II (M) (WI)		6	4	2
NUR	208	Physical Assessment (SL)		3	2	1	NUR	214	Basic Concepts of Pharmacology		3	3	0
NUR	213	Basic Concepts of Pathophysiology		4	4	0	BIO	350	Microbiology*		4	3	1
SOC	100	Introduction to Sociology ▲		3	3	0	PSYC	251	Developmental Psychology ▲		3	3	0
		Humanities Course		3	3	0							
Total Hours				17	15	2					16	13	3

ATI Standardized Testing: NUR 206

Minimum 2.75 GPA required to progress within the Nursing Program

Must earn a B- (80%) or higher in ALL nursing courses to continue in the Nursing Program each term

Third Year	Fall Semester						Spring Semester						
				SH	T	C/L					SH	T	C/L
NUR	305	Nursing Care Across the Lifespan I (M) (WI)		5	3	2	NUR	306	Nursing Care of Mental Health Clients (SL)		5	3	2
NUR	309	Nursing Care of Childbearing Families and Children		5	4	1	NUR	310	Nursing Care Across the Lifespan II (M)		5	3	2
		Humanities Course		3	3	0	MATH	171	Elementary Statistics ▲*		4	3	1
		Culture and Diversity Course		3	3	0			Global Awareness Course		3	3	0
Total Hours				16	13	3					17	12	5

ATI Standardized Testing: NUR 305, NUR 306, and NUR 309

Minimum 2.75 GPA required to progress within the Nursing Program

Must earn a B- (80%) or higher in ALL nursing courses to continue in the Nursing Program each term

Fourth Year	Fall Semester						Spring Semester						
				SH	T	C/L					SH	T	C/L
NUR	405	Nursing Care in the Community (SL)		4	3	1	NUR	408	Nursing Care Across the Lifespan IV (M)		5	5	0
NUR	407	Nursing Care Across the Lifespan III (M)		5	3	2	NUR	410	Nursing Leadership & Management		3	3	0
NUR	413	Nursing Research (WI)		3	3	0	NUR	411	Nursing Internship		2	0	2
							NUR	414	Preparation for Professional Practice		1	1	0
									Elective (as needed)		3	3	0
Total Hours				12	9	3					14	12	2

ATI Standardized Testing: NUR 405, NUR 408, NUR 410, and NUR 414

All DoN Programs Options Require a minimum of 120 semester hours to graduate. A full list of graduation requirements can be found in the IW Catalog.

Reviewed: 3/2017 Revised 5/2018, 5/2019, 5/2020, 5/2021

LPN to BSN Program Option

The LPN to BSN program is designed for the Licensed Practical Nurse (LPN) with a current LPN license. The student's transcripts will be evaluated and then placed in the BSN nursing program at the appropriate level. Typically, LPN's are admitted as junior nursing students. NUR 208 Physical Assessment, NUR 214 Basic Concepts of Pharmacology, and NUR 213 Basic Concepts of Pathophysiology must be taken at IW. After the completion of NUR 305, 13 hours of credit may be awarded for previous nursing courses at the LPN level (NUR 200, NUR 205, and NUR 206). The plan of study then follows the Prelicensure to BSN program option.

As a transfer student credits apply according to IW policy. Requirements for admission, progression, and graduation, outlined in the IW Catalog, apply to all students. The nursing program requires a minimum GPA of 2.75 for admission and progression. A B- (80%) or more is required in all the nursing courses. Nursing students must have earned a satisfactory grade in all support courses as outlined below.

Mandatory requirements (as described in the Nursing Student Handbook) must be met before courses begin

Required prerequisite courses must be completed prior to starting nursing courses.

Effective catalog year 2021-2022: Prerequisite courses must have been completed within the previous 5 years unless the student is working as an LPN. A student may only repeat a single prerequisite course once; no more than two courses may be repeated to obtain the minimum grade required.

Complete each course on this list with a grade of C or Higher

ENG	109	College Composition
ENG	110	College Research
MATH	171	Elementary Statistics
PSYC	131	General Psychology
PSYC	251	Developmental Psychology
SOC	100	Introduction to Sociology

Complete each course on this list with a grade of B- or higher.

BIO	241	Human Anatomy and Physiology I
BIO	242	Human Anatomy and Physiology II
BIO	350	Microbiology
CHEM	175	General Chemistry

Pursuant to Iowa Code 2.10(6): Nursing courses with a clinical or practicum component may not be taken by a person:

- Who has been denied licensure by the board.
- Whose license is currently suspended, surrendered or revoked in any United States jurisdiction.
- Whose license is currently suspended, surrendered or revoked in another country due to disciplinary action..

Iowa Wesleyan University
Division of Nursing Plan of Study
LPN to BSN
2021-2022

Courses in **BOLD** must earn B- or higher

Courses with ▲ must earn a C or higher

* Transfer Credits Possible; see catalog for details

(M) Math (SL) Service Learning (WI) Writing Intensive

REQUIRED PREREQUISITE COURSES MUST BE COMPLETED PRIOR TO STARTING NURSING COURSES

(see IW catalog for full policy on prerequisite requirements)

REQUIRED PREREQUISITE COURSES

			SH	T	C/L				SH	T	C/L
ENG	109	College Composition * ▲	3	3	0	ENG	110	College Research * ▲	3	3	0
BIO	350	Microbiology *	4	3	1	MATH	171	Elementary Statistics * ▲	4	3	1
BIO	241	Anatomy & Physiology I *	4	3	1	BIO	242	Anatomy & Physiology II *	4	3	1
CHEM	175	General Chemistry I*	4	3	1	PSYC	131	General Psychology * ▲	3	3	0
SOC	100	Introduction to Sociology * ▲	3	3	0	PSYC	251	Developmental Psychology * ▲	3	3	0

Minimum 2.75 GPA required to ENTER the Nursing Program

All Mandatory DoN Requirements must be submitted prior to entering the Nursing Program

Must earn a B- (80%) or higher in ALL nursing courses to continue in the Nursing Program each term

Escrow credit (13 ch) is awarded for NUR 200, 205 and 206 after completing NUR 305

First Year	Fall Semester			SH	T	C/L	Spring Semester			SH	T	C/L
NUR	208	Physical Assessment (SL)	3	2	1	NUR	214	Basic Concepts of Pharmacology	3	3	0	
NUR	213	Basic Concepts of Pathophysiology	4	4	0	NUR	306	Nursing Care of Mental Health Clients (SL)	5	3	2	
NUR	305	Nursing Care Across the Lifespan I (M) (WI)	5	3	2	NUR	310	Nursing Care Across the Lifespan II (M)	5	3	2	
NUR	309	Nursing Care of Childbearing Families and Children	5	4	1			Humanities Course*	3	3	0	
Total Hours			17	13	4				16	12	4	

ATI Standardized Testing: NUR 305, NUR 306, and NUR 309

Minimum 2.75 GPA required to progress within the Nursing Program

Must earn a B- (80%) or higher in ALL nursing course to continue in the Nursing Program each term

Summer		SH	T	C/L		SH	T	C/L		
	Elective(s) (as needed)*				COMM	147	Introduction to Public Speaking*	3	3	0
Total Hours			Varies			3			3	0

Minimum 2.75 GPA required to progress in the Nursing Program

Must earn a B- (80%) or higher in ALL nursing courses to continue in the Nursing Program each term

	Fall Semester			SH	T	C/L	Spring Semester			SH	T	C/L
NUR	405	Nursing Care in the Community (SL)	4	3	1	NUR	408	Nursing Care Across the Lifespan IV (M)	5	5	0	
NUR	407	Nursing Care Across the Lifespan III (M)	5	3	2	NUR	410	Nursing Leadership & Management	3	3	0	
NUR	413	Nursing Research (WI)	3	3	0	NUR	411	Nursing Internship	2	0	2	
		Culture and Diversity Course*	3	3	0	NUR	414	Preparation for Professional Practice	1	1	0	
		Humanities Course*	3	3	0			Global Awareness Course	3	3	0	
Total Hours			18	15	3				14	12	2	

ATI Standardized Testing: NUR 405, NUR 408, NUR 410, and NUR 414

All DoN Programs Options Require a minimum of 120 semester hours to graduate. A full list of graduation requirements can be found in the IW Catalog.

Reviewed: 3/2017, 5/2018 Revised 5/2019, 5/2020, 5/2021

RN to BSN Program Option

The BSN program for registered nurses at IW is designed for the practicing nurse. Course work can be completed on a part-time basis with all courses available online. As a transfer student, credits apply according to IW policy. Requirements for admission, progression, and graduation, outlined in the IW Catalog, apply to all students. The nursing program requires a minimum GPA of 2.75 for admission and progression. A B- (80%) or more is required in all IW nursing courses. Mandatory requirements must be met before courses begin.

Effective catalog year 2021-2022: Prerequisite courses must have been completed within the previous 5 years unless the student is working as an RN. A student may only repeat a single prerequisite course once; no more than two courses may be repeated to obtain the minimum grade required.

The registered nurse submits an application to Graduate and Professional Studies. Transcripts are evaluated individually and information is provided outlining the remaining coursework needed to earn the BSN.

Up to 60 semester hours of university credit will be accepted from community or junior colleges. Up to an additional 38 credit hours may be released to the students record for prior nursing education; a total of 90 hours may be accumulated from community or junior colleges and/or four-year colleges/universities.

Nursing Courses in the RN to BSN Completion Program:

NUR	301	Bridge to Professional Nursing	4 Hours
NUR	405*	Nursing Care in the Community	4 Hours
NUR	410	Nursing Leadership and Management	3 Hours
NUR	413	Nursing Research	3 Hours
NUR	423	Advanced Pathophysiology	4 Hours
NUR	424	Nursing Capstone	3 Hours

*NUR 405 contains a practical learning experience.

In addition, required nursing support courses must be completed prior to beginning the nursing plan of study.

These include:

ENG	109	College Composition	3 Hours
ENG	110	College Research	3 Hours
BIO	241	Human Anatomy and Physiology I	4 Hours
BIO	242	Human Anatomy and Physiology II	4 Hours
BIO	350	Microbiology	4 Hours
CHEM	175	General Chemistry	4 Hours
MATH	171	Elementary Statistics	4 Hours
PSYC	131	General Psychology	3 Hours
PSYC	251	Developmental Psychology	3 Hours
SOC	100	Introduction to Sociology	3 Hours

A grade of C or higher is required in nursing support courses. Transfer credit possible for all required nursing support courses.

There are additional courses required not included in this list; more information can be found in the IW Catalog.

The Bachelor of Science in Nursing requires a minimum of 120 total semester hours to graduate.

Pursuant to Iowa Code 2.10(6): Nursing courses with a clinical or practicum component may not be taken by a person:

- Who has been denied licensure by the board.
- Whose license is currently suspended, surrendered or revoked in any United States jurisdiction.
- Whose license is currently suspended, surrendered or revoked in another country due to disciplinary action.

Iowa Wesleyan University
Division of Nursing Plan of Study
RN to BSN
2021-2022

REQUIRED PREREQUISITE COURSES MUST BE COMPLETED PRIOR TO STARTING NURSING COURSES
 (see IW catalog for full policy on prerequisite requirements)

Required Prerequisite Courses

			SH	T	C/L				SH	T	C/L
ENG	109	College Composition*▲	3	3	0	ENG	110	College Research *▲	3	3	0
BIO	350	Microbiology *▲	4	3	1	MATH	171	Elementary Statistics *▲	4	3	1
BIO	241	Anatomy & Physiology I *▲	4	3	1	BIO	242	Anatomy & Physiology II *▲	4	3	1
CHEM	175	General Chemistry I*▲	4	3	1	PSYC	131	General Psychology *▲	3	3	0
SOC	100	Introduction to Sociology*▲	3	3	0	PSYC	251	Developmental Psychology *▲	3	3	0

Courses with a ▲ must earn a C or higher

Minimum 2.75 GPA Required to ENTER Nursing Program

All Mandatory DoN Requirements must be submitted prior to entering the Nursing Program

Required Nursing Courses

			SH	T	C/L
NUR	301	Bridge to Professional Nursing	4	4	0
NUR	405	Nursing Care in the Community	4	3	1
NUR	410	Nursing Leadership & Management	3	3	0
NUR	413	Nursing Research (WI)	3	3	0
NUR	423	Advanced Pathophysiology	4	4	0
NUR	424	Nursing Capstone (SL)	3	3	0
Total Hours			21	20	1

Must earn a B- (80%) or higher in ALL nursing courses to continue in the Nursing Program each term

Elective Nursing Courses

WS/ NUR	325	Global Health Care (SL)	3	3	0
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NUR 325 is a study abroad experience; clinical credit may be possible. Contact the DoN for more information.

IW Graduation Requirements and Required Support Courses

			SH	T	C/L				SH	T	C/L
Global Awareness Course			3	3	0	*Humanities 6 SH Required			6	6	0
Elective Course (as needed)			3	3	0	*Culture and Diversity			3	3	0
WS	101	Student Success	1	1	0	COMM	147	*Introduction to Public Speaking	3	3	0
Total Hours			7	7	0				12	12	0

All DoN program options require a minimum of 120 semester hours to graduate. A complete list of graduation requirements can be found within the IW Catalog.

*Transfer Credits Possible; a total of 90 hours may be accumulated from community or junior colleges and/or four-year colleges/universities. See the IW Catalog for more information.
 (SL) Service Learning (WI) Writing Intensive

Reviewed: 1/2019, Revised 5/2019, 5/2020, 5/2021

Nursing Elective Courses

The following courses are offered as electives within the Division of Nursing. Please see the IW Catalog for further details.

- NUR 175 Clinical Practicum in Nursing for International Students
- NUR 184 Integration: Human Diseases and Disorders
- NUR/WS 325: Global Health Care

NUR/WS 325 Global Health Care is a study abroad experience. Students are responsible for the costs of travel and arrangements. Credit earned for the course may be eligible for credit towards Wesleyan Studies requirements OR NUR 405 Nursing Care in the Community clinical hours. Please contact the Chair of Nursing for more information and eligibility.

Student Records

Nursing student educational/advisory records are located in the Nursing Administration office. Records are kept in a locked file cabinet, and the office is locked when the nursing Administrative Assistant is not in the office. Information regarding RN to BSN completion students is kept in the DoN Administrative Assistant's Office and/or the Office of Graduate and Professional Studies in a secured location.

Progression through Nursing Program

Requirements for admissions, progression, and graduation, outlined in the IW Catalog, apply to all students. Nursing students must earn a satisfactory grade in all support courses. The overall GPA that **MUST** be maintained to enter or continue in the nursing program is 2.75. A grade of 80% (B-) or greater is required in all courses in the nursing major.

Nursing students must earn a minimum grade of an 80% (B-) in all nursing courses. If a student fails to earn 80% or greater in a nursing course, the student will not be allowed to take the next semester's required nursing courses. The student may take courses outside of nursing needed for the major, selected remedial nursing courses, or elective courses.

All nursing courses are expected to be taken in an uninterrupted sequence until completed. If interruptions occur, the student must seek readmission to the nursing major. In order to be considered for readmission to the nursing major following any interruption of progression in the program, the student must have a minimum cumulative grade point average of 2.75 or above and submit in writing to the DoN the request to re-enter the nursing program. In the following semester, if accepted for readmission, the student will return to the nursing program and repeat only the nursing courses in which the student was unsuccessful.

If more than a calendar year has elapsed since last enrollment, the student must seek readmission and may be required to complete additional courses or repeat courses to ensure alignment with DoN curriculum at the time of readmission.

The student must earn 80% (B-) or greater in all courses repeated. A student may only repeat a course at the discretion of the nursing faculty based on the student's application for readmission to the major. The student who is academically and/or clinically unsuccessful in a nursing course may repeat the course once. A student may apply only once to the Division for readmission.

The faculty of the DoN reserves the right of retaining only those students who in the judgment of the faculty satisfy the requirements of scholarship and health and meet the standards expected of prospective members of the nursing profession. The student must remember that the decision of the faculty is final with regard to the reentry to the nursing program.

Students must be able to meet the Core Performance Standards with reasonable accommodations.

Revised 04/2018, 05/2021

Grading

Theory:

All theory components require a minimum grade of 80% (B-).

Clinical:

Clinical components are graded as satisfactory/unsatisfactory and may have three components: 1) clinical performance, 2) written assignments and 3) professional accountability.

Clinical Performance:

To earn a satisfactory grade for clinical performance, students must meet the satisfactory requirements outlined in the clinical grading criteria.

Clinical Written Assignments:

To earn a satisfactory grade for written clinical assignments, students must earn a minimum grade of 80%. Unsatisfactory clinical written work will result in an unsatisfactory clinical evaluation for that clinical week.

Professional Accountability:

See page 29

Students will be evaluated utilizing the weekly clinical evaluation. Two satisfactory with concerns will equal one unsatisfactory clinical evaluation. Two unsatisfactory evaluations result in the failure of clinical.

If a student earns a 79.9% or lower in theory OR earns an unsatisfactory in clinical, both components must be repeated. If a student earns a >80% in theory BUT earns an unsatisfactory in clinical, the student will be given a grade of "C" for the course and the student must follow the policy for re-admission to the program.

Division of Nursing Grading Scale:

A	93-100%
A-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99% (80% or greater is required in each nursing course to continue within the Division)
C+	77-79.99%
C	73-76.99%
C-	70-72.99%
D+	67-69.99%
D	63-66.99%
D-	60-62.99%
F	0-59.99%

Revised 8/2019

Clinical Evaluation

Students are evaluated in nursing courses by many means (clinical grading criteria, written examinations, papers, oral examinations, professional accountability, etc.). Clinical work is formally evaluated according to established criteria that characterize the objectives of the DoN. Students will have the opportunity to evaluate themselves according to the same criteria, but the instructors will determine the final grade.

Students taking clinical courses will be formally evaluated at the end of each clinical rotation. Informal conferences are held as often as needed. Each course has a set of behaviors that identify the clinical criteria by which the student will be evaluated. Students are given a copy of these behaviors at the beginning of the clinical course. Students may do a self-evaluation for each formal evaluation. The faculty's evaluation is filed in the student's folder.

Clinical Grading Criteria

Satisfactory:

- Nursing practice is safe and adequate.
- Demonstrates ability to improve quality of care with minimal amount of guidance.
- Demonstrates growth toward course and program objectives. Demonstrates achievement of parameters of nursing, as described on the clinical evaluation, in a consistent manner. The following attributes are present, in addition to demonstration of the clinical evaluation parameters.
- Relies minimally on use of supports, such as drug cards.
- Needs minimal assistance after demonstration.
- Uses a variety of resources (staff, records, etc.).
- Organizes own activities to meet client needs.
- Consistently accountable (e.g., attends clinical experiences as scheduled; maintains safety measures; maintains confidentiality; practices Universal Precautions; demonstrates compliance with the student dress code).
- Consistently participates in post clinical conference or other clinical related activities.
- Paper work submitted on time.
- Consistently demonstrates professional behavior.

Unsatisfactory:

- Nursing practice is either unsafe and/or unacceptable with deficient essential information and background knowledge.
- Delivers nursing care in a manner that compromises the client, self, or others.
- Is inconsistent, and continues to need direct guidance.
- Exhibits minimal or no growth toward course and program objectives.
- Relies heavily on use of supports, such as drug cards.
- Continues to need assistance after demonstration.
- Minimally uses resources (staff, records, etc.)
- Has difficulty organizing activities to meet client needs.
- Lacks accountability, requiring frequent reminding.
- Minimally participates in post-clinical conference or other clinical related activities.
- Is inconsistent in demonstrating professional accountability/behavior.

Theory and Clinical

Unprofessional behavior in academic settings may result in nursing academic probation or dismissal from the program.

Two satisfactory with concerns will equal one unsatisfactory clinical evaluation. Two unsatisfactory evaluations result in the failure of clinical.

Nursing Academic Probation

The cumulative grade point average that must be maintained to continue in the nursing program is 2.75. If a student falls below this requirement, the student may be placed on nursing academic probation and a plan of action for academic improvement will be implemented. The student will have **ONE** semester to improve his/her GPA to meet this requirement. If the GPA is not improved, the student will not be allowed to continue in the nursing program.

Unprofessional behavior in academic and/or clinical settings may result in nursing academic probation or dismissal from the program.

Academic Appeals

The DoN concurs with the policy on academic appeals outlined in the IW Catalog. Students who have concerns regarding an academic matter, such as procedures in a particular course or a grade received, should meet first with the instructor of the course involved. Failing to achieve satisfaction at this level, the student should then meet with the chair of the division in which the course is taught. Appeals beyond the divisional level should go to the Vice President for Academic Affairs. When appropriate, academic issues will be referred to the Committee on Academic Standards and Review for final decision.

Grade appeals must be initiated within five weeks of the time grades are posted. No such appeals will be considered after this time.

The Vice President for Academic Affairs is available to students to discuss academic problems and procedures. More information regarding the process for academic appeals or complaints and grievances can be found in the IW Catalog.

Non-Discrimination and Title IX

Iowa Wesleyan University and its faculty and staff are committed to ensuring a safe and productive educational environment for all students. Iowa Wesleyan does not discriminate on the basis of race, color, sex, genetics, religion, gender, gender identity, age, sexual orientation, national origin, disability, veteran status or creed in admission, employment, education programs or activities.

Iowa Wesleyan does not discriminate on the basis of sex within its programs and activities, including within admissions and employment. This is a requirement of Title IX law. In order to meet this commitment and to comply with Title IX laws and regulations as mandated by the U.S. Office of Civil Rights, the University is required to respond to all complaints of sexual misconduct. Additional information regarding the reporting of sexual discrimination/harassment, supporting resources that are available in such cases, and the school's grievance procedures and process can be found on the IW Website under Student Development.

Any person may report sex discrimination or harassment to the Title IX Coordinator in person, by mail, email, or any other method, at any time. The University's Title IX Coordinator, Rebecca Beckner may be reached at rebecca.beckner@iw.edu or 319-385-6311. The Deputy Title IX Coordinator, Kathy Moothart may be reached at kathy.moothar@iw.edu or 319-385-6209. Compliance inquiries or complaints should be directed to either person listed, or to the Equal Employment Opportunity Commission (1-800-669-4000), the Iowa Civil Rights Commission (1-800-457-4416) or the Department of Education Office of Civil Rights.

Diversity and Disability Statement

Iowa Wesleyan values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate

assessment or achievement, please notify me as soon as possible. Students with disabilities are eligible for accommodations to help remove learning barriers in the course. Students are encouraged to contact the disability services officer to determine which options are available to assist them. The disability service office is located in the Student Success Center/Office of Student Success and Inclusive Support (OASIS) on the 3rd floor of Chadwick Library, office 308. You may also call 319-385-6383 or email sheila.payne@iw.edu.

If a student has a verifiable disability and needs special accommodations of any nature, the instructor will work with the student to provide reasonable accommodations and ensure a fair opportunity to perform in the class. Please advise the instructor of such disability and the desired accommodations at some point before, during, or immediately after the first scheduled class period.

Resources

Questions regarding the IW student portal and/or IW email accounts may be directed to the Iowa Wesleyan Help Desk at 319.385.6251 or email itsfrontdesk@iw.edu. Hours are Monday – Friday 8 am to 5 pm CT.

Through IW's website, you can access many resources.

The library site (<https://www.iw.edu/library/>) contains access to reference material, search engines, writing guides (APA information) and much more.

The OASIS website (<https://www.iw.edu/oasis/>) can be used to locate resources related to disability services, tutoring services, or the writing center.

The Nursing Student Handbook is online under Mandatory Documents and Resources at <https://www.iw.edu/nursing-mandatory-information-resources/>.

If you need assistance with nursing skills, the nursing skills lab is available to you. Contact your instructor for information.

Other websites of interest: evolve.elsevier.com

www.atitest.com

Learning Lab - Google Classroom Code: gc55cm5

More information on resources may be available in your course syllabus.

Simulation Laboratory

The Simulation Laboratory will be open Monday through Friday from 8:00-3:00 by appointment. Contact your instructor if you desire extra assistance with or want to practice in the lab. The Simulation Laboratory is available for instructors for use as part of their clinical instruction. Special sessions may be scheduled during the year to enhance your learning experience.

Student Nursing Fees

\$42 per credit hour

The general nursing fee helps defray the costs of the program, which includes, but is not limited to, nursing student memberships, uniforms, simulation and lab supplies, specialized advising, pre-nurse licensure testing, and other equipment. Nursing fees are non-refundable. More information can be obtained from the business office.

Mandatory Requirements

Students are responsible for all costs associated with the Mandatory Requirements.

All mandatory documentation must be submitted as directed prior to the start of classes each year.

Students who fail to submit required documentation will not be allowed to attend any clinical or laboratory sessions, including clinical orientation, and will receive an "unsatisfactory" grade for each missed clinical or laboratory session. Two unsatisfactory grades will result in clinical and course failure.

Requirements include:

- Signed Nursing Student Handbook signature page; prior to program entry/start of nursing courses and annually.
- Signed Core Performance Standards document; prior to program entry/start of nursing courses and annually. See end of handbook for signature page.
- TB Testing: to be completed prior to program entry/start of nursing courses and annually; must comply with TB Testing Policy provided within the Nursing Student Handbook. A form is available for student use.
- Proof of Health Insurance: prior to program entry/start of nursing courses and annually; must be maintained while enrolled in nursing.
- Physical Examination: prior to program entry/start of nursing courses and annually.
- Immunizations*:
 - Hepatitis B (3) or titer showing immunity: prior to program entry/start of nursing courses.
 - MMR (Measles, Mumps, Rubella)(2) or titer showing immunity: prior to program entry/start of nursing courses.
 - Diphtheria, Tetanus, and Pertussis (DTaP) within the last 10 years: prior to program entry/start of nursing courses; must be kept current while enrolled in nursing.
 - Varicella (2) or titer showing immunity: prior to program entry/start of nursing courses.
 - Influenza vaccination: annually (fall)
- Cardiopulmonary Resuscitation (CPR) Certification: prior to program entry/start of nursing courses and annually; must be completed from the American Heart Association, Basic Life Support for Healthcare Providers; must be kept current while enrolled in nursing courses.
- Mandatory Reporter Training (Adult and Child): prior to program entry/start of nursing courses; must be kept current while enrolled in nursing courses.
- Universal Precautions and Infection Control Training: annually; must be completed using provided resources
- HIPAA Training: annually; must be completed using provided resources
- Criminal Background Check (including HHS Office of Inspector General Search and Excluded Parties List System): prior to program entry/start of nursing courses. Students should self disclose offenses, as applicable, prior to starting the nursing program and while enrolled in the program.
- Dependent Adult and Child Abuse Registry Check: prior to program entry/start of nursing courses;
- Drug Screen (Urine): prior to program entry/start of nursing courses; the full policy for drug testing can be found within the Nursing Student Handbook.
- CNA Certification: prior to program entry/start of nursing courses.
 - If entering the program as a Licensed Practical Nurses (LPN) or Registered Nurses (RN), proof of licensure must be submitted prior to admission; licensure must be maintained while enrolled in nursing courses.

*Mandatory requirements may vary by clinical site; additional items may be required.

The DoN faculty reserves the right to request that a student repeat any of the above mentioned mandatory requirements at any given time throughout the program.

Revised 5/2019

TB Screening

A baseline symptom screening AND two-step tuberculosis (TB) skin test required before completing NUR 182 Foundations of Nursing Assisting and/or prior to initial entry to the division of nursing.

Annual symptom screening and TB testing via skin testing is required while enrolled in the nursing program. If a student is more than 30 days overdue for annual TB testing, a two-step TB skin test is required. TB testing not submitted via the Iowa Wesleyan University form will be reviewed to determine acceptance by the DoN. Tests that do not follow instructions, including testing times, will not be accepted.

If a student has previously had or has a positive skin test, a chest radiograph report with Health Care Provider documentation will be required to indicate no active TB disease. Repeat radiographs are not necessary unless symptoms of TB develop or if recommended by a care provider. A symptom screen will be required annually. Students with a Latent TB infection must provide documentation of latency and treatment in accordance with CDC guidelines.

Revised 5/2019

Background Check, Dependent Adult and Child Abuse Registry Check

Healthcare agencies are charged with providing care and protecting the safety of vulnerable populations including children and the aged. Agencies utilized for clinical placement by all programs in the DoN require students to initiate and undergo a criminal background check, dependent adult/elder abuse and child abuse registry checks and may deny clinical access to those convicted of felonies and certain misdemeanors. Conviction of these offenses may result in a student's denial of admission to or dismissal from the DoN.

Applicants are required to submit to background checks as identified by the DoN as a part of the application process. Costs associated with the background check process may be borne by the student. The student is responsible for notifying the Division of any change in the status of this record. Faculty may request the student have additional evaluations as listed above at any time throughout the program. Note that successful completion of a background check does not ensure eligibility for certification, licensure or future employment.

Iowa Wesleyan Division of Nursing, in order to uphold the highest level of integrity in the profession, will review the history of all nursing students. Screening will be conducted for past incidents of arrests for criminal conduct and any history or evidence of child or dependent adult abuse and/or neglect. Criminal conduct includes any non-traffic offense or arrest (OWI is NOT a traffic offense for this purpose), and felony, or any misdemeanor (serious or aggravated) regardless whether the record has been expunged or the sentence deferred.

Screening will have two components: Self disclosure by the individual upon application to the University and/or program and a formal background check at the time of acceptance. The responses given on the application and the results of the formal criminal background check will be reviewed and action taken will be consistent with University's policies regarding admissions and promotion. **Students must self-disclose offenses while enrolled in the nursing program immediately.**

It is expected that the student will have no criminal record and no dependent adult/child abuse offenses. If the criminal background check finds that the student has a record of dependent adult and /or child abuse and/or a criminal record such as convictions/deferred judgements, (other than minor traffic violations) the Iowa Department of Human Services must evaluate the student's ability to complete the clinical education component of the Iowa Wesleyan nursing program. If the criminal background check finds that the student has/had a record, the student must complete the required evaluation form as directed by the Iowa Department of Health and Human Services. That form along with copies of the student's background check will be sent to the Iowa Department of Health and Human Services. DHS will review the information and determine if the student will be able to work in health care facilities.

A student who has interrupted progression through the nursing program for a period of 12 months or more from the last day enrolled at Iowa Wesleyan University will be required to have a second background check.

Initial Drug Testing

Students will be required to complete drug testing before beginning clinical experiences, and at the discretion of the DoN. The cost will be borne by the student. Failure to successfully complete this screening may mean the student will be unable to attend clinical and not able to continue in the nursing program. Information regarding drug testing while enrolled in the nursing program can be found on page _____.

Exposure To Bloodborne And Other Infectious Material

Nursing students, and practicing nurses, may be exposed to infectious/communicable diseases during clinical experiences. Nursing students may also be at risk for injury during these experiences.

All nursing students must complete mandatory training for infection control, universal precautions, and bloodborne pathogens. Additional education may be required by the DoN or a clinical site.

To keep the Iowa Wesleyan University (IW) nursing student safe and free from exposure of bloodborne and other infectious material, students and faculty are to follow the below policy and procedure in the event of an exposure.

Procedure:

1. In the event of a blood exposure or other potentially infectious materials in your eyes, nose, mouth, or on broken skin, immediately flood the exposed area with water and clean any wound with soap and water or a skin disinfectant if available.
2. Immediately report to the nursing faculty when available, the Office of Student Development or clinical agency/hospital of exposure. The student must comply with the agency/hospital policies and procedures. www.osha.gov/SLTC/etools/hospital/hazards/bbp/bbp.html

The student will be responsible for all costs of follow up care or treatment for injury or exposure. Students must maintain health insurance while enrolled in the nursing program.

Revised 08/2020

Insurance

The University purchases professional liability insurance for all students involved in clinical courses. A copy of the policy may be examined by contacting the Business Office.

Clinical facilities require students have adequate health insurance. The student must present a copy of the front and back of their health insurance card prior to the start of each fall semester and annually. Health insurance must be maintained while enrolled in the program.

Academic Honesty

The curriculum at IW is built upon the Life Skills - communication, critical reasoning and civic engagement. In conjunction with these integral Life Skills, the University has developed a strict policy to deal with those students who commit acts of academic dishonesty-plagiarism and/or cheating. Such acts will not be tolerated in any form by the faculty and staff, and will carry stiff penalties that may result in suspension. Acts of academic dishonesty are subject to the policy associated with the type of violation, and the accompanying penalties. The IW Catalog provides further details.

The following is a summary of the policy. **See the IW Catalog for the full policy and procedures,** information and details that includes the definition of academic dishonesty, the sequence of offenses and their accompanying penalties, the procedure followed by faculty members when an offense occurs, the explanation of the appeal process, and the description of record maintenance.

Definition of Academic Dishonesty

Plagiarism is the intellectual theft of another's ideas. It involves the failure to accurately cite the sources used in researching a paper or project, both in the body of the paper/project as well as on the Works Cited page.

Cheating constitutes all other forms of academic dishonesty. Offenses include, but are not limited to:

- fabrication of data/data manipulation
- use of crib sheets
- copying of information from another person's work
- unauthorized sharing of answers/information between students
- theft of papers/projects/exams
- unauthorized gaining of or giving access to exam questions
- tampering with an exam
- submission of a paper or project for more than one course without the permission of the faculty members for the courses in question
- buying of a paper/project/exam
- selling of a paper/project/exam

The selling of a paper/project/exam is considered a more serious violation of the policy on cheating because of the deliberate attempt to profit from another student's vulnerability, and will carry heavier penalties (see Sequence of Offenses/Penalties section in the Academic Catalog).

The response to these infractions will be determined by the degree of severity and consideration of the context of the infraction, as outlined in the Academic Catalog. Certain acts of academic dishonesty can trigger either a WARNING or a VIOLATION, however, *regardless of the type*, all acts will be reported through the form on the IW website. Some identified acts of academic dishonesty carry a minimum penalty for the first infraction based on the severity of the act. These minimum penalties range from resubmitting a paper to failing a course, and additional or more severe penalties can be handed down at the faculty member's discretion or as a result of multiple infractions or a pattern of academic dishonesty.

In instances when a student has been found guilty of an act of academic dishonesty, the student may not withdraw from the course in question. Suspensions for academic dishonesty will be noted on the student's transcript. Documentation regarding acts of academic dishonesty will be placed in the student's file in different offices based on the type of act and classification of the student.

Use of Turnitin

Turnitin is an educational tool for evaluating and improving your writing skills. It will find matching text and provide the percentage of similarity with other sources – websites, student papers, articles, journals, periodicals & books.

TurnItIn reports for student submissions will be reviewed by the professor. Submissions determined to demonstrate academic dishonesty will be reviewed in accordance with the Academic Honesty policy and may receive zero points.

Professional Accountability

As an Iowa Wesleyan University nursing student, and as a future member of the nursing profession, you are expected to demonstrate professional accountability. This policy is designed to develop and positively reinforce professional and accountable behavior. Professional accountability, in both classroom and clinical environments, is based on behavioral standards including, but not limited to:

- Adherence to the IW and DoN Policy and course/clinical guidelines (refer to Nursing Student Handbook, University catalog, course syllabus)
- Personal integrity and academic honesty (i.e. doing own work, truthfulness)
- Punctual and responsible attendance (i.e. appropriate use of break time)
- Attentive and active course participation (i.e. relevant contribution to class discussion, staying alert, socializing)
- Respectful and appropriate interactions with faculty, staff, peers (i.e. courteous communication, balanced teamwork, healthy relationships/boundaries)
- Completion of assignments/taking exams on time (refer to assignment and testing policy)
- Proper and timely communication regarding course issues/concerns (i.e. initiating conversations with instructor regarding student performance, alerting instructor about class/clinical concerns)
- Refrain from use of electronic/communication devices during class or clinical unless instructor approved (i.e. cell phone use, laptops)
- Promote an adult learning environment (i.e. refraining from bringing children to class, choosing behaviors that reflect maturity)
- Self-responsibility regarding course expectations (i.e. organized and prepared for class, self-directed with problem-solving, use of appropriate resources)
- Self-care which is demonstrated by health promotion and maintenance (i.e. adequate rest, proper hygiene, constructive coping)
- Professional appearance and manner

Attendance

DoN Attendance Policy

Attending class has been shown to increase learning and demonstrates professional accountability. Two (2) absences will be allowed per student per course with no percentage (%) reduction. Three (3) absences will result in a 3% deduction from the total grade, four (4) absences will result in a 6% deduction from the total grade, five (5) or greater absences will result in a 9% deduction from the total grade. Deductions will be made regardless of the cause of the absence. Roll is taken at the beginning of the class and if the student is not in his/her seat, the student will be counted absent. Leaving class early without prior permission will result in the student being counted absent for the class session.

In the event of an absence, the student is responsible for obtaining the information from that class. If a student is absent on a test day, the student must test on the first day back to class or earn a zero (0) on the test. Ten (10) % will be automatically deducted from the late test grade due to late testing. An alternate test may be administered. Testing at scheduled times is expected and can be adjusted only for clearly legitimate and

documented personal or family illness/emergency. Falsifying illness or emergencies is an example of academic dishonesty and will be handled as such. A student may only test late one time per semester, per course. Subsequent late testing will result in an additional 5% deduction from the total exam grade.

Student responsibilities:

- to attend all theory classes
- to attend all clinical times
- to make up any missed clinical days
- for obtaining the information from class when absent
- to make an appointment with the professor when four (4) absences occur
- to make an appointment at any time the students feels meeting with the professor would be beneficial
- for contacting the professors of the absence

Under certain circumstances the professor may grant exceptions to the attendance policy. If the student feels the student should be granted an exception to this policy the student should set up an appointment with the professor to discuss these special circumstances

DoN Hybrid Course Attendance Policy

This class may require alternate format seat time. This time may include, but is not limited to the following: online quizzes, discussion boards, viewing video clips, virtual or face to face small group work, video conferencing, and other means that the professor deems appropriate. In addition, the course may require online quizzes and turning in assignments throughout the week/weekend. The professor will instruct students of the requirements and assignments each week via a designated method. Students are responsible for obtaining this information.

Please note that attendance and active engagement in all class sessions, including alternate format seat time, is absolutely critical. The professor may require students to verify their attendance in online activities and may require video capabilities during virtual meetings.

If a student is not able to attend class, it is the students responsibility to notify the professor prior. Students may be allowed to attend class remotely if experiencing illness, however, this must be approved by the professor prior to class. The attendance policy will apply to all face-to-face and alternate seat time activities.

Access to high speed internet connection is required. A laptop, webcam and microphone will be required for all proctored exams.

8/2020

Clinical Attendance Policy

Students are expected to attend ALL scheduled clinical experiences, including observation experiences. Students must inform the instructor if they cannot attend a clinical week. The instructor is to be noticed at least four (4) hours in advance of the clinical start time. Unexcused clinical absence could result in a clinical failure. **If clinical time is missed, it must be made up.** If a student is sent home from clinical for any reason, the student may receive an unsatisfactory grade for the week and be required to make up the clinical time.

IW Attendance Policy

Please see the IW Catalog for the complete policy

In accordance with the IW Catalog and the IW Undergraduate Student Attendance Policy, students are expected to attend all in-person class meetings for which they are registered. This is regarded as a matter of individual student responsibility. As mandated by federal law, all faculty members are expected to keep accurate records

of class attendance. Attendance requirements may vary based on program and course and will be posted in this syllabus.

Regardless of the reason for absences, all absences from class will count toward the percentage of allowed absences. If a pattern of absences occurs, a warning will be issued to the student, Registrar, advisor, and each athletic coach for which the student must maintain academic eligibility. Further absences will result in the academic withdrawal of the student from the class with a grade of WF (Withdraw-Fail).

1. It is important that students attend class and take responsibility to monitor their own attendance. It will be the responsibility of the student to contact the course instructor, preferably before the absence, to provide the reason for the absence, and to make arrangements with the course instructor for missed work. Required assignments and quizzes may be made up at the discretion of the professor.
2. Student's should be proactive and provide evidence of a missed campus event, including field trips and athletic events, to the Registrar's Office. It is not the responsibility of the Registrar's Office to track campus activity absences for the student.
Evidence must be received by the registrar's office **within 48 hours** of the absence in order to be accepted. Screenshots of documents may be provided until a student returns to campus, when the evidence must be given to the registrar's office immediately. If original documentation is not received, the screenshot will not become permanent evidence.
3. In order to avoid receiving a grade of WF for attendance issues, at least 75% of the maximum absences for each course must be for verifiable reasons and documentation must be provided. The Attendance Committee will consider all other variables and any requests for waivers. The Committee is made up of three members: the University Provost, the Registrar/Assistant Dean and the Associate Vice President of Academic Affairs/Dean of Students.
4. If a student is absent from class due to an illness, a note from a medical doctor or the campus nurse is required, indicating the date and time of the appointment and the dates a student should miss class due to injury or contagion.
5. Doctor's appointments, physical therapy, and other types of appointments should not be scheduled during class time. In case of emergency appointments, it is the student's responsibility to communicate with the Registrar's Office and course instructor.
6. Absences for inclement weather will count toward the maximum, yet instructors will allow for work to be made up. If traveling, please attend to the weather and adjust plans accordingly so as to not miss class.
7. Arriving on campus after the start of the term or before the term ends will not count as excused absences. Class days immediately prior to and right after days that campus is closed for breaks will not count as excused absences. It is up to the instructor for each course if work may be made up for these absences.
8. If a student attends a funeral, a program from the funeral is the accepted documentation. One day prior to and one day following the funeral are allowed for travel if the funeral is further than 100 miles away and/or the student can show that the deceased is an immediate family member.
9. Students may have extenuating circumstances, such as need for surgery, which will cause them to be away from campus for a length of time during a term. These students are required to meet with the Director of Accessibility in the Student Success Center/OASIS to set up a temporary accommodations plan **BEFORE** leaving campus. This plan will outline the number of absences allowed. If the student is unable to meet the requirements of the plan, withdrawing from class may be recommended.
10. If a student receives medical or mental health accommodations, which include missing class, there must be a plan developed by the Director of Accessibility which outlines the maximum number of absences allowed. If the student is unable to meet the requirements of the plan, withdrawing from class may be recommended.

11. Students with financial aid/business holds at the beginning of the term should continue to attend class, yet see the financial aid/business offices immediately for resolution. All absences count toward the maximum.

Online Course Attendance

Please see the IW Catalog for the complete policy

Attendance in an online class is measured through participation in the learning management system (Canvas). Participation is defined as submitting a discussion post, exam, quiz, or written assignment within the online classroom. Simply logging into the online classroom does not count as attendance/participation.

The online week runs Monday through Sunday. Students are expected to attend/participate during each online week of the class. Instructor granted assignment extensions do not eliminate the attendance/participation requirement.

Academic Misconduct

Academic misconduct includes both attendance and classroom behavior. Students who engage in academic misconduct risk being administratively withdrawn from a course and will receive a WF.

Students who abuse the approved and excused absences of the attendance policy will be considered to have committed academic misconduct. Examples of abuse include but are not limited to: having an excessive amount of absences, falsifying an illness or family emergency, falsely claiming that attendance at the event is required, falsely claiming to have attended an event, or falsely claiming that an absence is University approved.

Classroom disturbances inhibit the creation of a positive and inclusive learning environment. Iowa Wesleyan administration has the authority to withdraw a student from a course based on the severity of the behavior. This will result in the student receiving a grade of WF. Examples of classroom behavior that disturb the learning environment may include disruption of and interference with instruction or exams, suspected substance use, belligerent or abusive language, racial slurs, fighting, or failure to comply with instructor directives.

Students are expected to follow attendance and participation parameters set by each instructor. Difficulties or conflicts with this expectation should be first addressed through the individual instructor. The Division Chair, as well as the student's advisor, may be included in the resolution.

Cases of severe academic misconduct involving the attendance policy and classroom disturbances will be addressed by the Office of Academic Affairs in cooperation with the Office of Student Development.

Please refer to the IW Student Handbook for more comprehensive information regarding student conduct policies.

Assignments:

1. Please see Course Syllabus Schedule for assignment due dates as these vary per course.
2. All work must be turned in on time unless arrangements have been made with the instructor 24 hours in advance via email. Email etiquette is to be used at all times. Any emails that do not come from the student's IW email account will not be read. Additionally, emails without proper etiquette (subject line, salutation, complete sentences, respectful wording, signature) will not be read by the instructor.
3. For 16-week courses, late work will result in a ten (10) % deduction. An additional ten (10%) will be deducted each week the work is late up to 2 weeks. After 2 weeks the late assignment will not be accepted and a zero grade will be entered into the grade book.

4. For online, 8-week courses, late work will result in a ten (10) % deduction. An additional five (5%) will be deducted each day the work is late up to 5 days. After 5 days the late assignment will not be accepted and a zero grade will be entered into the grade book.
5. Pre-class assignments must be submitted at the start of class as instructed. Late pre-class assignments will not be accepted for points.

Revised 8/2019

Test Administration Policy:

Examinations are utilized throughout the nursing curriculum to facilitate formative and summative evaluation of student learning and to foster preparedness for licensure examination following graduation.

The following guidelines reflect how examinations are administered, results are disclosed, and students review their accomplishments.

For proctored examinations, students must comply with all proctoring regulations provided by the proctoring service and/or the instructor at the time of testing. It is highly recommended that students review these guidelines prior to the date of testing.

All technology requirements, including a laptop/desktop computer, web browser, camera, and microphone capabilities, must be met by students in order to complete these proctored examinations. If a student has any questions regarding online exam proctoring, they must speak with their professor 24 hours prior to the exam.

Within the context of the classroom examination:

1. The faculty proctor can arrange seating for exams.
2. Students must bring all food and drink, books, purses, backpacks, etc. to the front of the room prior to the start of the exam.
3. Any items utilized during testing must be provided by the faculty member proctoring the exam (eg. calculators, scratch paper, tissues, etc.). If scratch paper is needed, it must be provided by the instructor. The student must sign their full name on it and turn it in with their test.
4. Students must bring all electronic devices, which need to be turned off (not on vibrate), to the front of the room. Students must remove all electronic devices, including smart watches, during testing.
5. Students are not allowed to leave the room during the exam.
6. Students may not ask questions of the proctor. No questions will be answered once the exam has started.
7. Students are responsible for checking their answer sheets for accuracy prior to submission. Test booklets can be written on but will not be utilized by faculty to verify responses. All exams must have the students name and ID number present as instructed.
8. Upon completion of the exam, the proctor will direct the students as to when they may leave the classroom. If students are instructed to exit the room, they should be respectful and remain quiet.
9. If a student arrives late to a test or quiz, the student must follow the classroom rules for arriving late or complete the test by the announced ending time.
10. If a student is absent for an unannounced quiz, the student will not be given the quiz and will receive a zero for that quiz.
11. If a student is absent on a test day, the student must make arrangements for testing on the first day back to class. The student must test on the first day back to class or earn a zero (0) on the test. Ten (10) % will be automatically deducted from the late test grade due to late testing. An alternate test may be administered. Testing at scheduled times is expected and can be adjusted only for clearly legitimate and documented personal or family illness/emergency. Falsifying illness or emergencies is an example of academic dishonesty and will be handled as such. A student may only test late one time per semester, per course. Subsequent late testing will result in an additional 5% deduction from that total exam grade.

Under certain circumstances the professor may grant exceptions for late testing. If the student feels the student should be granted an exception to this policy the student should set up an appointment with the professor to discuss these special circumstances. Exceptions must be approved by both the professor and the chair of the division.

12. All students are encouraged to review their unit examinations.
13. Any student that receives less than an 80% on an exam must review the exam with the professor. Faculty believe that reviewing examinations provides students with opportunities to reinforce learning, identify content areas in need of further study, seek clarification on items missed, and improve study and test taking skills.
14. Unit exams are available for review for one week after all students within the class have completed the exam. Exams will be sealed after one week and no review of the exam will be allowed after this point. Exam questions from online exams will not be shared directly with students for review; students must schedule a time to meet with the instructor to review items/concepts missed.
15. Students are responsible to schedule a time with the instructor to review each course exam.

Revised 8/2019, 8/2020

Math Exams

Students will have a math/dosage calculation test every semester that must be passed at 100%. To successfully pass a course, students must earn 100% on the required math test prior to midterm grades. Students will be given a maximum of three attempts to pass the math test with 100% accuracy. Students must show their work on these exams to obtain full credit. If a student is unsuccessful on the first attempt, it is the student's responsibility to seek assistance from the OASIS Learning Center. If a student passes a course but does not successfully pass the math exam, the student will be given a "C" for the course and must repeat the course. No points shall be given for math exams.

ATI Testing:

ATI testing will be utilized within this course and will be worth 10% of the overall course grade. If more than one ATI is utilized within a course, each ATI exam will be worth 5% of the total course grade.

Students must complete both Form A and Form B of the online practice assessments with a score of 90% or higher to be allowed into the proctored assessment. You must wait at least 24 hours between practice attempts. If one or both practice assessments is not completed with a 90% or higher prior to the date and time of the first attempt proctored exam, the student will forfeit his/her first attempt on the proctored exam and will receive zero (0) percent for the first attempt.

Students are also highly recommended and encouraged to utilize ATI resources to assist them to complete proctored ATI testing and the course successfully.

These resources include:

- Nurse logic including Clinical Judgement, Nursing Concepts, Priority Setting and Testing/Remediation Modules
- Learning Systems RN including exams for multiple content areas.
- Focused Review
- RN Review Modules and Media Index (including e-books and interactive phone app)
- Active Learning Templates

ATI Guidelines for Proctored Exams

Grading for the proctored assessments will be based on the following:

First Attempt				Second Attempt(see narrative below)			
Level	3	-	100 %	Level	3	-	89.9 %
Level	2	-	89.9 %	Level	2	-	80 %
Level	1	-	50 %	Level	1	-	50 %
Below Level	1	-	0%	Below Level	1	-	0 %

Students who achieve a level 2 or 3 on the first attempt may opt out of the second attempt proctored exam. Students who achieved a level 2 or 3 on the first attempt will not be penalized if a level 2 or 3 is not achieved on the second attempt.

If a student achieves a level 2 on the first attempt and a level 3 on the second attempt, 93.9% of the points will be awarded.

If a student achieves a level 2 on both the first and second attempt, 89.9% of the points will be awarded.

Prior to the second proctored attempt, students are required to submit formal remediation. For each topic to review that was missed on the first attempt (found on the downloadable student report), students must provide three key points that are directly related to that topic and/or the question that was missed as a rationale. Each rationale should be at least one full sentence and should be thorough and appropriate. Students must list the topic to review along with the three key points. This remediation must be completed in order to schedule or complete second attempt proctored exams. Detailed instructions can be located within the course syllabi.

No remediation from practice examinations will be required, however, it is **highly encouraged** that students utilize both the ATI book as well as the focused review and/or three critical points remediation. Other ATI modules are available and should be used as appropriate to adequately prepare for the proctored exams.

ATI Guidelines for Comprehensive Predictor

Grading for the proctored assessments in NUR 410 will be based on the following:

Predicted probability of passing the NCLEX- RN:

First Attempt			Second Attempt		
92 % or greater	=	100 %	92 % or greater	=	89.9 %
90 % to 91 %	=	89.9 %	90 % to 91 %	=	80 %
80% to 89 %	=	50 %	80% to 89%	=	50 %
79 % or below	=	0%	79% or below	=	0 %

Students who achieve a Predicted probability of passing the NCLEX-RN at 90% or > on the first attempt, may opt out of the second attempt proctored exam.

On a second attempt students who achieved a Predicted probability of passing the NCLEX-RN 90% or > on the first attempt will not be penalized if a Predicted probability of passing the NCLEX-RN 90% or > is not achieved.

If a student achieves a Predicted probability of passing the NCLEX-RN 90% or 91% on the first attempt and a Predicted probability of passing the NCLEX-RN 92% or on the second attempt, 93.9% of the points will be awarded.

If a student achieves a Predicted probability of passing the NCLEX-RN 90% or 91% on both the first and second attempt, 89.9% of the points will be awarded.

Prior to the second proctored attempt, students are required to submit remediation. For each topic to review that was missed on the first attempt (found on the downloadable student report), students must provide three key points that are directly related to that topic and/or the question that was missed as a rationale. Each rationale should be at least one full sentence and should be thorough and appropriate. Students must list the topic to review along with the three key points. This remediation must be completed in order to schedule or complete second attempt proctored exams. Detailed instructions can be located within the course syllabi.

No remediation from practice examinations will be required, however, it is **highly encouraged** that students utilize both the ATI book as well as the focused review and/or three critical points remediation. Other ATI modules are available and should be used as appropriate to adequately prepare for the proctored exams.

Revised 08/18

Electronic /Communication Policy

All communication devices, such as cell phones or tablets, are disruptive in a classroom environment. Please turn them off while you are in class. If you have a special need, such as an ill child, please contact your professor and/or the Nursing Administrative Assistant at 319-385-6345.

Students are not allowed to carry communication devices during clinical activities. Any electronic devices utilized must be directly related to clinical activities and approved in advance by the clinical instructor. No photos may be taken in the clinical environment. If photos are taken, the student will receive an unsatisfactory clinical evaluation which may result in clinical failure.

Laptops are permitted for classroom related activities only. Use of the Internet during class is prohibited, unless approved in advance by the instructor, and will result in a deduction from available points.

Email Policy:

Email will be used as a method of communication between students and faculty during this course. Please check your email regularly as you are responsible for the knowledge of all information in these emails.

Email etiquette is to be used at all times during the term. Any emails that do not come from the student's IW email account will not be read. Any emails without proper etiquette (subject line, salutation, complete sentences, respectful wording, and signature) will not be read by the instructor.

Hour Allocation

Nursing faculty use a variety of ways to assign required course hours. Hours are designated as contact, seminar, clinical, or lab hours.

Semester Format

Per Semester SH = Semester Hour

Theory

1 SH = 15 Contact Hours 2 SH = 30 Contact Hours 3 SH = 45 Contact Hours

Clinical

1 SH = 45 Contact Hours 2 SH = 90 Contact Hours 3 SH = 135 Contact Hours

Lab

1 SH = 30 Contact Hours 2 SH = 60 Contact Hours 3 SH = 90 Contact Hours

Nursing 411 Nursing Internship Hour Allocation

2 SH = 180 Contact Hours

Revised 8/2020

Parameters Governing Clinical Experiences

Iowa Wesleyan University enters into contractual relationships with the agencies where nursing students have clinical experiences. These agreements specify that IW students and faculty function within the parameters and policies for personnel of the agency, as well as conditions outlined in the contract. Each instructor or designee will provide an orientation to the specific clinical areas involved.

Pursuant to Iowa Code 655 IAC:

Pursuant to Iowa Code 2.10(6): Nursing courses with a clinical or practicum component may not be taken by a person:

- a. Who has been denied licensure by the board.
- b. Whose license is currently suspended, surrendered or revoked in any United States jurisdiction.
- c. Whose license is currently suspended, surrendered or revoked in another country due to disciplinary action.

Invasive Procedures Policy

Skills involving invasive procedures may be practiced only in the nursing lab (SCI 310) using simulation equipment and materials. Simulation is a safe and effective method for learning skills involving invasive procedures.

It is unethical to utilize equipment from the lab, hospital, or any other clinical agency for practice without appropriate authorization and supervision. Students must not practice invasive skills such as IV insertion, injections etc. on themselves, peers, instructors, preceptors or anyone else under any circumstance.

Performing invasive skills on a person who does not need the procedure for therapeutic purposes creates unnecessary risk of injury and blood/body fluid exposure. In addition, performing invasive procedures or skills on a person who does not need the procedure for therapeutic purposes creates unnecessary legal liability.

Violations of this policy will result in an unsatisfactory clinical grade and may lead to failure of the clinical course.

Created 08/2018

Professional Appearance for Clinical Experiences

The Nursing Program takes a conservative approach to personal appearance. It is our policy that personal appearance is to be conservative and commensurate with the high standards traditionally associated with the profession of nursing.

Uniforms: Students are supplied scrubs for clinical rotations. The DoN uniform is a purple scrub top with black pants. The left chest is embroidered with Iowa Wesleyan, Mt. Pleasant, Iowa. Shoes need to be supportive, cover the entire foot, and be made of a non-porous material, either black or white. Avoid canvas shoes.

Attire for other experiences, including laboratory sessions, should be the students DoN uniform or business casual dress. Examples of business casual include:

- Dress pants or khakis
- Dress shirt or modest blouse with sleeves, open-collar or polo shirt, optional tie or seasonal sport coat
- Dresses or skirts should be knee-length or below
- Shoes should have closed toes and backs and a low heel (1 inch or less)

No jeans, T-shirts, sweat pants/shirts, or sleeveless garments may be worn. Conservative attire is business casual in health care, as well as a conservative approach to make-up and jewelry.

Each community partner may ask that students cover body art, remove piercings, or ask that the student leave the site if not properly attired according to the standard of dress for that organization.

Chewing: The chewing of gum or any other indigestible substance in the clinical area is prohibited.

Smoking: Smoking (including e-cigarettes and smokeless tobacco) is not allowed during hours a student is working in clinical areas.

Telephone: Cellular telephones are not to be carried during clinical experiences. You may check them at authorized breaks. You must follow the cellular phone policy at the clinical agency.

Revised 8/2020

Travel to Clinical Areas

All nursing students are required to provide or arrange for their own transportation to and from clinical areas. Every effort will be made to aid the students in setting up car pools. In cases of inclement weather, the faculty will abide by the advice of the Iowa Highway Patrol/Department of Transportation regarding the feasibility and safety of travel on the roads.

Service Learning

Please see the IW web site www.IW.edu and University Catalog for details on Service Learning. Service Learning components are included in NUR 208 Physical Assessment and NUR 306 Nursing Care of Mental Health Clients.

Employment

Nursing students engaged in any employment are not allowed to wear the school uniform. Students cannot use IW-NS after their signature in employment situations. The DoN assumes no responsibility for activities of any student during their employment.

Field Trips

Field trips are sometimes required or recommended, and students generally carry the expense of such trips. University bus transportation may be used. Faculty are responsible for notifying other instructors when students will be absent for a scheduled field trip. It is the responsibility of the faculty member who is in charge of the field trip to send a list of all students participating and the dates and times involved to the Office of Student Development. This list should be submitted at least one week prior to the scheduled field trip.

Students not attending planned field trips should inform the instructor one week prior to the scheduled time and an alternate assignment may be arranged.

Nursing Student Senate

The Nursing Student Senate's (NSS) purpose is to foster communication between students and faculty. Members include the Nursing Division Chair and a student representative from each nursing class (sophomore, junior, senior, LPN to BSN and RN to BSN completion program). Student representatives are elected annually by their peers. The NSS shall convene once each semester, and/or whenever a member requests a meeting.

Student Nurses' Association

The Student Nurses Association (SNA) is an autonomous, self-supporting organization open to all nursing students. Locally, it provides access to university activities, service projects, educational opportunities, and scholarships. The state and national SNA organizations prepare the nursing student to participate in the

political process, develop valuable network contacts in the highly mobile profession of nursing, and provide insurance and scholarship opportunities.

Christian Student Fellowship

The purpose of the Christian Student Fellowship is to establish and advance students who follow Jesus as Savior and Lord: growing in love for God, God's Word, God's people of every ethnicity and culture, and God's purposes in the world. Christian Student Fellowship is a ministry for all students.

The Foundation for International Relief of Children (FIMRC)

A non-profit organization whose mission is to improve health care to communities in the developing world through the implementation of innovative and self-sustainable health improvement programs. The group focuses on health education programs to promote preventative health by engaging volunteers from all different backgrounds, ages, and races to help with fundraising and international volunteering. We hope to inspire the global community to help improve the health of those that we serve. This campus organization helps with the planning of and fundraising for study abroad courses.

Nurse Pinning Ceremony

The nursing pin is worn by nurses to identify the nursing school from which they graduated. They are traditionally presented to newly graduated nurses by the faculty at the pinning ceremony as a welcome to the profession. Members of the nursing student body may be asked to form a committee to assist with planning of the ceremony.

White Coat Ceremony

The White Coat Ceremony is designed as a rite of passage to emphasize the importance of compassionate patient care at the very start of training. In addition to reciting the oath, students come forward during the ceremony to be “cloaked” before family and friends in the iconic white coat that signifies their status as healthcare professionals. Sophomore nursing students are invited to partake in this event. Class representatives and a nursing faculty member, assigned by the Division Chair, will assist with program planning.

NCLEX- RN Testing Application Process

Students will receive information and paperwork required for application for testing prior to graduation. It is the student’s responsibility to read/abide by the instructions and complete the application. Students must submit a complete application to the Iowa Board of Nursing and Pearson VUE.

More information on the NCLEX-RN application process and the eligibility requirements for licensure can be found on the Iowa Board of Nursing website (<https://nursing.iowa.gov/>).

For information on licensure eligibility in other US states or territories please visit the Iowa Wesleyan University website or contact your state board of nursing.

Impaired Student Nurse Policy

The faculty recognizes that all persons of our society, including nursing students, are susceptible to illnesses that may impair their ability to function at an optimal level. When a student develops an illness that impairs the ability to learn and to provide safe nursing care it is of special concern. In the case of chemical dependence, disease development may be facilitated or accelerated by occupational risk factors such as easy drug access and pharmacological model of dealing with high stress, emotional distress and pain.

Given the occupational components of nursing that require safe, effective care, the following policy and procedure for identification, intervention and treatment in situations of actual or potential student impairment has been developed.

Impairment is defined as being under the influence of psychoactive substances and/or evidencing psychological or physical symptoms. This can be episodic or chronic and affects cognitive, interpersonal and psychomotor learning and performance.

Faculty beliefs that underlie this policy are:

That the use of psychoactive substances while performing or learning to perform nursing care is not acceptable.

- That when a student's performance is impaired, safe, effective care is at risk whether it occurs in the classroom, learning skills laboratory or in the clinical setting.
- That alcohol and drug abuse and addiction are primary illnesses as are psychiatric and physical illnesses and each can be successfully treated with rehabilitation and return to optimal function.
- That students who are willing to cooperate with a program of assistance to them and accept treatment, rehabilitations and monitoring should be allowed to continue their nursing education, provided they cooperate fully and comply with requirements for treatment and monitoring of their continued well-being. This applies for any illness causing impairment.
- That habitual impairment is cause for disciplinary procedure, as are those students identified as impaired or potentially impaired who are unwilling to be rehabilitated.
- Legal transgressions such as theft, falsification of records, diversion of drugs for sales or to supply another, or the substitution, alteration or denial of prescribed medications to patients involves the disciplinary process as well as the assistance process.

The purpose of this policy is to:

- Encourage students who self-identify themselves as having physical, cognitive or emotional conditions affecting their performance to seek and receive evaluation, treatment and/or professional licensure.
- Identify and assist students who have not yet recognized signs of potential impairment in themselves or identified themselves as having medical or emotional conditions leading to future impairment.

Procedure

Note: This policy was adapted, with permission, from Ottumwa Regional Health Center. 8/2017

Data indicating need for removal from class, lab and/or clinical, evaluation and documentation

Actual or potential impairment is identified through the recognition of signs of deteriorating performance. The following all indicate possible impairment and should be addressed if not related to a known cause and a pattern of these exist.

- Sleepiness, dozes off
- Shuns interaction, long lunches alone
- Avoids eye contact
- Errors in judgment in patient care
- Frequent disappearance from clinical site without explanation
- Tardiness, leaves early, short term absences
- Odor of mouthwash or breath mints
- Lapses in memory, incongruent responses, difficulty in recalling instructions.
- Improbable, elaborate excuses and apologies for behavior
- Prefers to work alone, seeks less supervision or avoids, with draws from other students
- Inconsistent performance, sudden changes in usual behavior
- Direct blame onto others
- Defensive and irritable
- Inconsistent stories and explanations
- Difficulty meeting deadlines and schedules
- Frequent reports of illness accidents or emergencies

- Unusual interest in giving medications or pain medications (i.e., deprives peers of opportunities)
 - Problems with lateness, missing clinical, class, laboratory time
 - Increasing numbers of incidents and errors with nursing care
 - Observed or reported incidence of interpersonal conflict
-
- Complaints of poor quality nursing care
 - Decreased productivity
 - Awkward, ineffective, inaccurate psychomotor skills
-
- Peers and others attempt to compensate for the imbalance of care and learning by overlooking impaired performance, lateness and absenteeism.
 - Odor of alcohol
 - Unsteady gait
 - Rapid or slurred speech
 - Bloodshot eyes
 - Fine motor tremors
 - Dilated or pinpoint pupils
 - Difficulty with calculations
 - Inability to follow directions
 - N/V or sweating without known cause

Self- identification and report

The student will be referred for professional evaluation and treatment if this is not in process.

A conference will be arranged with the Chair of the DoN (DON) and the student's advisor to decide the following (with input from counselor or therapist):

- Continued attendance in the DON and any restrictions
- Schedule of reports on progress and rehabilitation
- Plan for relapse prevention (student responsibility)

One time incident

- Faculty observe, assess and document performance and objective data.
- Student faculty conference at which time student is informed of the reasons she/he must leave (symptoms of illness, impairment and lack of required safe, professional behaviors).
- Arrange for someone to drive student home and to give student assignment for make-up work. Set appointment for next conference. Be sure student leaves.
- Inform Chair, Advisor and the Dean of Student Life. Also inform the Course Coordinator if the incident occurs at a clinical site. If incident occurs at clinical site, the clinical site's policy must be followed.
- At the scheduled student-faculty conference provide follow-up guidance: discuss behavior and/or signs of illness; establish expectations and limits for future behavior of student (designate time period); encourage student to give his/her perception of situation and plans to prevent further unprofessional behaviors; discuss random drug/alcohol testing.
- Record relevant information. Send copy to student, Dean of Students and inform the Chair.

Ongoing pattern

- Consult with Dean of Student Life.
 - Review all documentation of related incidents. (In custody of Chair). If pattern of observable, objectified quantified behaviors identified, arrange for conference with student. Prepare for intervention through collaboration with counseling service.
-
- At intervention conference, inform student of concern, observed pattern of impairment and need for professional evaluation as a condition of continued professional education. Refer for evaluation with pre-arranged appointment.

- If student refuses referral, disciplinary procedures may be indicated. May need involuntary withdrawal.
- After evaluation, Chair of the DoN will request conference with student and their advisor.
 - If illness is not identified, a contract will be established outlining unacceptable behavior and a time frame for improvement including clear consequences if change does not occur.
 - If student identified as chemically dependent or to have any other illness or condition that impairs judgment and/or performance, she/he will be asked to enter treatment and/or withdraw and enter treatment and rehabilitation (depends on the severity of the condition and prognosis). Documentation will be maintained in separate, confidential files in the Chair's office, and will include conditions for continuing in the program, copies of professional evaluation, diagnosis and treatment recommendation. The student will be informed of implications for licensure and given a referral list of NSBON Requirements for maintaining documentation and reports of treatment and rehabilitation will be including possibility of restricted clinical expectations.

Testing

Note: For purposes of this policy, the following will result in dismissal of the student.

- a. **Refusal to undergo or consent to a drug/alcohol test**
- b. **A student is unable to provide a urine specimen (“shy bladder”), absent a valid medical reason, within a 3 hour period**

1. **Initial Drug Test**

All prospective students will be required to undergo a drug test prior to admission the IW Nursing program. Students will not be admitted to the program prior to the test results being available and reviewed. This applies to all students who work in services when required by State Law. A refusal to undergo a test or a positive test result will result in denial of admission, clinical involvement or volunteer opportunity.

2. **Post-Accident Drug Test**

Students involved in clinical related “accident” will be required to undergo a drug test. The Division of Nursing Chair shall review the circumstances of all clinical related “accidents”. An “accident” is any event, incident, or judgment resulting in:

- a. Bodily injury (including a needle stick and a blood splash) to a student or patient that requires medical attention other than First Aid/one time treatment for minor scratches, cuts, burns, splinters, etc.
- b. Death to any person
- c. Damage to any property – amount reasonably expected to exceed \$1,000.00

At the discretion of the DoN, students who are required to undergo a post-accident drug test will be placed on academic leave pending the results of such test. If the results are positive, the student may be disciplined, up to and including dismissal from the Nursing program retroactive to the date of accident. A refusal to undergo the test will be grounds for dismissal. The test should be administered as soon as practical following the clinical related incident and before the student leaves the clinical location.

3. **Reasonable Suspicion of Drug and Alcohol Test**

If the DoN has reasonable suspicion to believe that a student or groups of students are violating this policy, the student(s) will be required to undergo a drug and alcohol test. Reasonable Suspicion Testing requires the approval of the DoN. If reasonable suspicion exists, the student will be placed on leave pending the results of the testing and the investigation. Reasonable suspicion may include, but is not limited to, the student’s behavior or conduct, physical manifestations, evidence that a student has caused or contributed to a clinical related accident and there are objective signs that the involved student may have used drugs or alcohol (i.e., slurred speech, staggering gait, odor of alcohol) reports of others, clinical related “accident”, speech, etc. IW DoN will document information supporting the Reasonable Suspicion testing. In the event of suspected diversions of medications, an internal

investigation should be conducted and appropriate licensing boards notified as required by law. If the reasonable suspicion drug/alcohol tests are positive, the student will be subject to disciplinary action, up to and including dismissal from the program. If the reasonable suspicion drug/alcohol tests are negative the student will be counseled as appropriate for the situation. In the event the reasonable suspicion drug/alcohol test is negative, upon return to clinical any performance or conduct issues that formed the basis of the reasonable suspicion drug/alcohol test will be addressed through the corrective action process.

4. Alcohol Testing

An alcohol concentration of .04 or higher, expressed in terms of grams of alcohol per two hundred ten liters of breath or its equivalent, is considered a positive alcohol test result and violates this policy. The sample used for alcohol testing will be breath. Confirmatory testing will be completed by performing a second breath test not less than 15 minutes or more than 20 minutes after the initial test. Alcohol testing will be performed by personnel qualified to conduct breath testing pursuant to the requirements of the Federal Omnibus Transportation Employee Testing Act of 1991, namely a breath alcohol technician. The technician will instruct the student regarding the alcohol testing process and operate the evidential breath-testing device.

5. Other Drug or Alcohol Testing

The DoN will require any student to undergo any drug or alcohol test required by law, and may require any student to undergo and drug or alcohol test not prohibited by law.

6. Tampering

Any student who dilutes, contaminates, tamper with, alters or interferes in any way with the collection specimen for testing purposes will be disciplined, up to and including dismissal from the program.

7. False Information

Any student who provides false information when completing paperwork required or responding to required questions for an alcohol or drug screen test will be disciplined up to and including dismissal from the program.

Core Performance Standards

All nursing students are expected to have the capability to complete the entire nursing curriculum. The nursing curriculum requires demonstrated proficiency in a variety of skills. All students should be able to perform each of the activities with or without reasonable accommodations.

ISSUE	STANDARD	EXAMPLES OF NECESSARY ACTIVITIES (not all inclusive)
Critical thinking	Critical thinking ability sufficient for clinical judgment	Identify cause-effect relationship in nursing clinical and classroom situations. Predict outcomes based on plans of care for clients across life span. Differentiate extraneous data from pertinent data. Synthesize theory and apply to client care situations. Analyze and synthesize information to support or defend a position. Calculate prescribed drugs. Make safe judgments.
Interpersonal abilities	Interpersonal abilities sufficient to interact with peers and faculty.	Function in groups. Establish rapport and therapeutic relationships with clients. Maintain professional boundaries.
Communication	Communication abilities sufficient for interaction with others in verbal and written form.	Express ideas/thoughts and receive those of others in classroom and clinical setting. Explain treatment procedures, initiate health teaching, document and interpret nursing actions and client response.
Mobility	Gross motor abilities to move from room to room, maneuver in small spaces.	Move around in client's room, work spaces, and treatment areas, perform cardiopulmonary procedures, assist in ambulation, lift and transfer clients (suggested minimum of 50 lbs.). Possess sufficient mobility and stamina to function in a clinical setting for a given period of time.
Fine motor skills	Manual dexterity sufficient to provide safe and effective care.	Complete examinations/evaluations by writing, typing, or demonstration. Calibrate and use equipment .
Hearing	Auditory ability sufficient to monitor and assess health needs.	Hear basic conversation, monitor alarms, emergency signals, auscultatory sounds, and cries for help.
Visual	Visual ability sufficient to monitor and assess health needs.	Read documents (charts, lab reports). Read calibrations of syringes, sphygmomanometer, thermometers, equipment output (waves, printouts, digital readings). Observe client behaviors (color changes, nonverbal communication).
Tactile	Tactile ability sufficient for physical assessment	Perform palpation, percussion, functions of physical examination and/or those related to therapeutic intervention, assess temperature changes.
Emotional stability	Emotional stability sufficient to assume responsibility/accountability for actions.	Respond appropriately to suggestions for improvement. Accept criticism.
Health	Characteristics that would not compromise health and safety of clients.	Minimize exposure to and seek appropriate treatment for communicable diseases.
Accountability & Responsibility	Demonstrate accountability and responsibility in all aspects of nursing practice	Able to distinguish right from wrong, legal from illegal and act accordingly Accept responsibility for own actions Able to comprehend ethical standards and agree to abide by them Consider the needs of patients in deference to one's own needs

Reviewed 06/2018

Adapted from: REB Council on Collegiate Education for Nursing. (March, 1993). The Americans with Disabilities Act: Implications for nursing education. [On-line]. Available:<https://www.google.com/url?q=https://www.sreb.org/publication/americans-disabilities-act>

The above statement of criteria is not intended as a complete listing of nursing practice behaviors, but is a sampling of the types of abilities needed by the nursing student to meet program objectives and requirements. The DoN or its affiliated agencies may identify additional critical behaviors or abilities needed by students to meet program or agency requirements. The DoN reserves the right to amend this listing based on the identification of additional standards or criteria for nursing students.

Students who are unable to meet core performance standards cannot meet objectives for clinical courses; therefore, cannot meet course requirements. Students must withdraw from the program and may apply for readmission at such time that the student is able to meet the core performance standards required for the practice of nursing. If you are unable to fully meet any criterion, you will need to make an appointment with the Chair of the DON.

I have read and I understand the above Core Performance Standards. To the best of my knowledge, I am able to meet all these criteria.

Signature _____

Date _____