



**ILLINOIS
COLLEGE**

NURSING

**ILLINOIS COLLEGE
DEPARTMENT OF
NURSING**

**STUDENT
HANDBOOK 2024-2025**

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As students of Illinois College, nursing majors are expected to read and adhere to the student rights and responsibilities as identified in *The Blue Book: A Student's Guide to Illinois College* and the Illinois College Catalog as well as this BSN Handbook. The BSN Handbook covers policies specific to the nursing major. Questions related to this information may be addressed to members of the nursing faculty or to the Director of Nursing. Programs, policies, and procedures outlined in this handbook are subject to change with notice.

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ILLINOIS COLLEGE NURSING CURRICULUM

(Presented and Approved: August, 2024)

Mission Statement

The mission of the Nursing Program is to create a community of inquiry committed to the highest standards of scholarship and integrity in nursing education and practice. The nursing program prepares culturally sensitive caring professional leaders able to role model service to others, address the evolving healthcare needs of all persons, and advance the profession of nursing.

Vision

To build an international reputation for inspiring achievement and empowering its graduates to make a difference in nursing and the world's health.

Program Outcomes/Student Learning Outcomes (SLO)

Upon completion of this degree program, students will be able to:

1. Role model professional standards of moral, ethical, and legal conduct, demonstrating professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with diverse patients, and families as well as among caregivers.
2. Incorporate knowledge from the arts, humanities and sciences into professional nursing practice as a provider of direct and indirect patient centered care.
3. Participate in the political process, and advocate for diverse patients, families, groups, and communities, as well for the profession of nursing.
4. Use quality and patient safety initiatives along with other members of the healthcare team to improve patient-centered care while recognizing these are complex system issues involving diverse individuals, families, groups, communities, and populations.
5. Integrate reliable evidence, from multiple ways of knowing, to inform nursing practice and clinical reasoning, and participate in documenting and interpreting evidence for improving diverse patient outcomes in collaboration with other healthcare team members.
6. Evaluate the credibility of sources of information, including, but not limited to databases, textbooks, and Internet resources to inform patient-centered care.
7. Apply safeguards and decision-making support tools embedded in patient care technologies and information systems to support a safe practice environment for both patients and healthcare workers.
8. Incorporate effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships, and promote a collaborative work environment.

Major Curricular Concepts

1. **Professionalism:** To develop the appropriate nursing attitudes, students are introduced to nursing's standards, ethics, values, and legal expectations in their introductory nursing course. They continue to develop their professional attitudes and behaviors as they progress through the program. Professionalism is demonstrated by assuming responsibility for one's own actions; demonstrating a caring attitude; reflecting on one's own performance, values, and behaviors; and acting as stewards of the profession. Students must act within the expectations of the *American Nurses Association Code of Ethics* and the *Illinois Nurse Practice Act*.
2. **Clinical Reasoning:** Clinical reasoning and judgment are central to nursing practice and underlie all aspects of care. Clinical reasoning involves the use of critical thinking skills in clinical practice. Students are introduced to clinical reasoning and critical thinking in their introductory general education and nursing courses. As they

progress through the program, they apply these skills in the clinical setting. By the end of the senior level, clinical reasoning should be consistently used when making clinical judgements. Clinical reasoning includes:

- Intellectual curiosity and awareness of patient situations.
- Recognition of connections between pieces of information.
- Recognition of the individual needs of the patient and family.
- Systematic analysis and use of data to improve quality.
- Creativity in making and evaluating clinical judgments.
- Insight into assumptions.
- The ability to establish priorities.
- The flexibility to adapt to change.
- The ability to apply nursing principles and standards.
- Skill in identifying alternatives.
- Reflection on one's own reasoning processes.
- Integration of best current evidence, clinical expertise, and patient/family preferences and values for delivery of optimal care.

Clinical judgments are the outcomes of clinical reasoning, resulting in sound decisions about patient care.

3. **Communication:** Communication involves the process of sending, receiving, translating, and responding to stimuli using a variety of modes and strategies. Graduates must be able to communicate effectively with diverse groups of individuals, families, and groups. Specifically, a patient-focused, caring nurse-patient relationship is essential in a complex health care system. To fully implement this nurse-patient relationship, the nurse must be able to communicate effectively with colleagues and other members of the health care team. Students are introduced to the importance of effective interpersonal communication early in their educational careers and progressively learn the complexities involved in communicating with others as they proceed through the nursing program. Three aspects of communication are emphasized:

a) Interpersonal Communication

- Effective verbal and nonverbal communication techniques.
- Clear articulation of thoughts.
- Empathy
- Reflection on effects of one's own communication on others.
- Appropriate interaction with persons from diverse backgrounds.
- Use of ethical and legal judgment in communicating with others.

b) Nurse-Patient Relationship

- Ability to elicit the patient's story.
- Appropriate use of various communication modes and strategies.
- Use of therapeutic communication techniques.
- Patient-centered communication.
- Ability to adapt communication to patient's needs.

c) Interprofessional Communication

- Use of communication theory in working with other health care providers.
- Shared decision making to achieve quality patient care.
- Accurate and timely reporting of patient information.
- Open team and group communication skills that foster mutual respect.
- Ability to establish interdisciplinary connections.
- Collaboration, delegation, and supervision of others while assuming responsibility. •

Ability to access various forms of information, resources, and data.

- Ability to use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

4. **The Nursing Process:** The nursing process is a clinical decision-making process that includes Assessment, Diagnosis, Planning, Implementation, and Evaluation (ADPIE). Nurses use the nursing process and their clinical reasoning skills to systematically and holistically assess their clients, identify, or diagnose client needs, plan and organize care, safely implement plans, and evaluate outcomes. Students are introduced to the nursing process when they enter the program and progressively build on this initial knowledge as they learn to apply the nursing process with individuals, families, and communities from diverse backgrounds. Emphasis is placed on safety and quality when using the nursing process in practice.

5. **Leadership and Management:** Leadership and management go hand-in-hand although they are not the same concept. Leadership involves the ability to inspire and motivate others while management involves the ability to plan, organize, and coordinate. An initial step in the development of management and leadership skills involves learning to be a team member whether in the classroom or clinical setting. Early in the nursing program, students are introduced to the role(s) of team members and providers of care in the clinical setting. As students move through the program, they develop competencies needed to collaborate with the interdisciplinary team and coordinate the care of patients. As seniors, students develop the ability to manage care for groups of clients in a rapidly changing, complex health system. Throughout the program, students learn the importance of working with the client, the family, and other health care providers to provide patients with the highest quality care.

6. **Health Care Policy:** Baccalaureate-prepared nurses must have an understanding of the larger health care system in order to advocate for safe, quality care for their patients and promote the standards of the

profession. Students are introduced to their legal scope of practice and the health care system early in the program. Social justice in advocating for vulnerable populations is essential to nursing practice so students learn how regulatory and financial policies affect institutional policies and thus, the ability of their patients to access affordable, high-quality care. At the senior level, students engage in the legislative process in order to advocate for patients, families, communities, and the profession.

7. **Informatics and Information Technology:** Today's nurse must be able to effectively and efficiently utilize technology to communicate, manage knowledge, mitigate error, and assist in decision-making. In addition, knowledge of patient care technologies is essential to nursing practice. Early in the program, students learn the principles and processes used when accessing patient information and documenting care and the importance of evaluating online resources. As they progress through the program, they increasingly use a variety of technologies to plan and deliver nursing care. As seniors, they should be able to effectively use technology to access, review, and evaluate evidence for practice.
8. **Evidence-Based Practice:** Evidence-based nursing practice involves the use of the best available evidence in conjunction with the nurse's clinical expertise and the patient's preferences and values. Students should be able to identify practice issues, evaluate current evidence, integrate that evidence into practice, and evaluate the outcomes. To accomplish this, students learn the principles associated with analyzing research studies and are expected to use evidence-based guidelines when providing care. After synthesizing evidence, students are expected to disseminate their findings to other members of the health care team.
9. **Liberal Arts Education:** As previously mentioned, the general education curriculum guides students in interpreting new knowledge, clearly articulating thoughts, working in interdisciplinary groups, and making reasoned judgments about factors that influence the human condition. Early in the nursing curriculum, students apply their writing, speaking, and math skills to the study and practice of nursing. As they progress through the sequence, they gain perspectives on what it means to be a human and how our perspectives have changed over time. They are eventually able to use this knowledge when planning, providing, and evaluating individualized, holistic, quality-focused care.

Traditional BSN Track: (pre-licensure)

The pre-license or traditional track prepares you to take the National Council Licensing Examination (NCLEX) which upon successful completion of the exam, allows you to practice as a licensed Registered Professional Nurse (RN). Our traditional track requires a total of 128-130 credits and combines classroom instruction, and hands-on practice in our nursing laboratory and various clinical sites.

PROGRAM OF STUDY FOR TRADITIONAL BSN PROGRAM

Bachelor of Science in Nursing: students must have a minimum of 120 credits to graduate from Illinois College; however, the nursing program generally requires 128-130 credits. Entrance into the 300 level nursing course requires the declaration of the nursing major.

Prerequisite Courses:

- EN 121 Writing
- CO 101 Speech
- BI 107 Human Biology OR BI 110 Biological Investigations
- PS 101 Introduction to Psychology
- BI 245 Microbiology
- CH 103 GOB Chemistry OR CH 110 General Chemistry

- BI 315 Anatomy & Physiology I
- BI 316 Anatomy & Physiology II
- BI 215 Medical Terminology
- SO 218 Social Problems
- PS 276 Lifespan Development
- Statistics

Traditional BSN Nursing Courses:

- NU 240 Foundations of Healthcare Essentials
- NU 242 Introduction to Healthcare Professions
- NU 255 Foundations of Nursing II
- NU 311 Pharmacology I
- NU 312 Pharmacology II
- NU 336 Adult & Geriatric Nursing
- NU/PH 350 Biomedical Ethics
- NU 338 High Acuity Nursing
- NU 400 Nursing Research & Evidence-Based Practice
- NU 426 Maternal/Child Nursing
- NU 432 Mental Health Nursing
- NU 428 Public, Community & Population Health Nursing
- NU 450 Leadership and Health Policy in Nursing
- NU 460 Nursing Transitions

NURSING ADMISSION AND PLACEMENT

Admission criteria for Traditional BSN program:

First-time, first-year students will take science pre-requisite and other general-education courses in their first and second year.

At the end of the second semester of the second year, the requirements for declaring a nursing major (all four must be met):

- ❖ A "C-" or better in all first year pre-requisite courses (EN 121, CO 101, PS 101) AND science prerequisites (BI 107 or 110, BI 245, CH 103), AND introductory NU courses [NU 240 (if applicable), NU 242, and NU 255]
- ❖ A college cumulative GPA of 2.75 or higher
- ❖ A TEAS score of 70 in reading AND an overall TEAS score of 70
- ❖ Completion of at least 20 convocations

By the end of year 3, the following courses must be completed in the nursing degree plan:

PS 276 Lifespan Development *(before NU 426 Maternal Child Nursing)*

SO 218 Social Problems *(before NU 432 Mental Health Nursing)*

Statistics *(Before NU 400 Nursing Research, Informatics, & Evidence Based Practice)*

The following courses can be taken at any time in the nursing degree plan:

Language

GB 270 Serving 21st Century Populations within the Health Professions (after SP 101-level language or higher).

Creative Expressions

Transfer student or second degree student Admission criteria for Traditional BSN program:

The student who wishes to transfer into the Illinois College traditional BSN program must meet the following criteria:

- Submit official transcripts from ALL previous college coursework for review
- A "C-" or better in all science prerequisite and general education prerequisite courses.
- All science courses must have been completed within the previous 5 years.
- A college cumulative GPA of 2.75 or higher
- A TEAS score of 70 in reading AND an overall TEAS score of 70
- For Anatomy & Physiology courses completed at a different school to be considered for IC credit, the TEAS science score must beat least 60

Note: Because each nursing school's plan of study is unique to that college, most nursing courses at other schools do not transfer. A review of the syllabus will need to occur before a determination can be made if the course can transfer for IC credit.

In order to **declare the nursing major**, the transfer student/second degree student is held to the same standards as the traditional BSN student.

Petition for admission:

A petition for admission will be accepted for review if a student is not able to meet all admission criteria.

Nursing students complete all BLUEprint general education requirements with the exception that students who enter needing the 101-level of language may substitute GB 270 for the second semester language requirement while also counting GB 270 for the Cultural Literacy requirement. Students must maintain satisfactory progress through completion of all nursing courses in each semester according to the four-year degree plan, as nursing courses are sequential. Students must maintain a cumulative GPA of 2.75 throughout their enrollment in the nursing program. If a student drops below a 2.75 GPA after declaring a nursing major, they will have one semester to bring their GPA up.

Obtaining CNA Certification

Students who wish to obtain their CNA certificate after successful completion of the introductory nursing courses [NU 240/242/255] may do so with the approval of the Director of Nursing. Students will be required to complete an application and submit it to the Director. They will then be placed on a roster for testing with additional information to follow in their personal email. The exam will then be administered outside of the college for a fee of approximately \$70.

PROGRESSION IN NURSING

Traditional Track BSN Grading Scale

Students must maintain a cumulative GPA of 2.75 throughout their enrollment in the nursing program. If a student drops below a 2.75 GPA after declaring a nursing major, they will have one semester to bring their GPA up. Grades are percentage based; there is no grading curve in nursing courses. Letter grades for nursing coursework will be assigned according to the following criteria:

100-95: A
94-93: A-
92-91: B+
90-87: B
86-85: B-
84-83: C+
82-79: C
78-77: C-
76-75: D+
74-71: D
70-69: D-
68-0: F

In the non-clinical courses, students must score an overall 77% average ("C-" or better). An earned C- is considered a passing grade.

In the clinical nursing courses, students must score an average of 77% on exams (including the final exam) before the final grade is calculated. Once this criterion is met, other course assignments are graded and added to the overall average score. The addition of the assignments may also cause the overall average grade to fall below 77%. Students must score 77% average on exams AND achieve an overall average of 77% to be successful ("C-" or better). An earned C- is considered a passing grade.

Exam grades are rounded to the nearest hundredth. Final grades are rounded to the nearest whole number. If you have a 76.65 average at the end of the semester, your final grade will be a 77. If you have a 76.43, your final grade will be a 76.

Exam grades will not be shared with students until faculty have time to analyze the exam results.

For all clinical courses, the clinical and skills component is pass/fail. **A failure in the clinical practicum will result in failure of the course, regardless of classroom performance.**

Faculty are not required to provide students with final course grades before official final grades are released by the registrar's office.

The nursing curriculum progresses in a sequential manner which provides continuity and integration of cognitive, affective, and psychomotor skills. The following policies have been developed to assist students in progressing toward completion of the nursing program within a reasonable amount of time and to promote safety for the patients we serve.

1. Students must earn a grade of "C-" or higher in all nursing and nursing support courses required for the nursing major.
2. A student who receives a grade of "D" or "F" in any nursing or nursing support course must repeat that

course. While waiting to repeat a course, the student is strongly encouraged to audit the course(s) prior to or concurrent with the course depending on space availability.

3. A maximum of one nursing course may be repeated. Receiving a grade of “D” or “F” in a second nursing course will result in removal from the program.
4. Anatomy and Physiology II requirements must be completed by the conclusion of the spring semester of the sophomore year in order to progress in sequential nursing courses.
5. In Nursing, students are required to take math exams to show competency in drug calculations and conversions. A grade of 100% on the Math competency is required in order to pass. Students can repeat the competency exam twice to achieve 100%. Students needing help in preparing for these exams should use the math tutorials provided through ATI or consult a campus math tutor.
6. Progression through the nursing program is sequential. Students who receive an unsatisfactory grade in a nursing clinical or nursing theory course will not progress in nursing until they successfully repeat the course.
8. Throughout the traditional nursing curriculum, students take ATI standardized computer tests to ensure understanding of required materials and increase competency with computerized testing. An orientation to the standardized testing program is provided early in the fall semester. Review books and product codes for practice tests are distributed in class.
9. A student may be on probation, academic suspension, or dismissed in nursing but still be in good standing with the college. A student dismissed from the nursing program may be eligible to seek a degree in another area at Illinois College. The student should contact the Registrar’s office regarding a change of major.
10. Readmission to the nursing program:
A student who has withdrawn in good standing from the program must submit a letter to the Director of Nursing for readmission. The letter should explain the student’s reasons for leaving the program at the time of exit.

Requests for readmission should be made no later than **January 1** of the year for which the student is petitioning. Readmission is not guaranteed. Decisions will be made by the Nursing Faculty as a whole, based on the student’s previous performance and the projected space available in the course the student is re-entering. Students who re-enter will be subject to the requirements of the most current catalog. Nursing coursework completed more than two years prior to readmission will be reviewed on a course-by-course basis, and students may be required to take proficiency exams and/or retake selected courses.

11. All communication from the Nursing Faculty and staff will be sent to the student’s college email address. Students are responsible for checking their email regularly and ensuring that their mailboxes have adequate space for incoming messages.

PROFESSIONAL INTEGRITY AND BEHAVIOR POLICIES

The Nursing Program acts in accordance with the academic policies described in *The Blue Book: A Student’s Guide Illinois College* and all nursing students should be well-versed regarding these policies. However, given the unique nature of the nursing profession, students should be aware that the sanctions for violating these policies may be more stringent than for the general college population.

The *American nurses' Association (ANA) Code of Ethics* (2015) is used as a guideline for expectations of professional and ethical nursing behavior. The Nursing Faculty expect students to abide by the expected values, ethics, and behavioral standards of the profession. Failing to observe this expected ethical behavior, no matter the setting or circumstances (including off campus), may result in failure of the course, dismissal from the nursing program, or ineligibility to take the NCLEX-RN licensure exam.

PROFESSIONAL BEHAVIOR

We know that the majority of nursing students are working to achieve the highest degree of professionalism and we want to work with you to promote your growth.

Respect for the inherent dignity, worth, and uniqueness of every individual is the first provision in the *ANA Code of Ethics* (2015). Nursing students are held to the same standards as professional nurses. Nursing students must demonstrate appropriate conduct in the classroom and clinical setting. Additionally, nursing students must demonstrate appropriate conduct anywhere they are representing Illinois College and the nursing profession. Therefore, nursing students are to:

- Demonstrate respect for peers, faculty, patients, and others with whom they have contact on campus, in clinical sites, or in any setting where they represent the college, nursing program, and nursing profession.
- Display a commitment to nursing with an attitude of enthusiasm, cooperation, and self-direction.
- Adhere to the dress code when in the clinical setting; the nursing uniform is to be clean and neat. No sweatshirts are to be worn as part of the nursing uniform.
- Never wear uniforms outside of clinical settings except for College sanctioned events AND with permission of the director of the Department of Nursing; because you, as an Illinois College nursing student represent both the College AND the nursing profession, the school uniform shall not be worn in unprofessional situations and locations such as bars, parties, etc.
- Assume accountability for their actions or lack of action.
- Contribute to a classroom atmosphere that is conducive to learning.
- Comply voluntarily and without reminders with the spirit, rules, and policies of the nursing program, college, and any clinical settings.
- Provide the same standard of care for all patients regardless of age, race, ethnicity, gender identity, disability, religion, economic status, or diagnosis.

Examples of disrespectful behavior include, but are not limited to:

- Lack of attentiveness, including sleeping, in the classroom.
- Distracting side conversations in the classroom.
- Uncollegial behaviors with peers.
- Use of cell phones during class; cell phones are to be silenced during class.
- Disruptive behaviors or threats of violence.
- Intimidating or demeaning conduct and unwarranted comments.
- Addressing faculty, staff, or peers with disrespect or defensiveness.
- Arguing about test questions, grades, or grading procedures.
- Theft or defacement of property belonging to individuals, the nursing program, the college, or clinical sites.

Nursing Faculty have the option of privately discussing the problem with the individual(s) involved, asking the individual(s) to leave the classroom, or canceling class if an infraction of professional expectations occurs in class. If the instructor deems that the behavior is threatening to the learning environment and/or asks the individual to leave the classroom, the situation will be referred to the Director of Nursing and the student conduct processes of the College. Unacceptable conduct directed at any member of the Illinois College community may be cause for dismissal from the program.

ACADEMIC AND PROFESSIONAL DISHONESTY

Regardless of the form that academic dishonesty takes, the outcome of such behavior eventually trickles down to the patients in our care. Examples of academic and professional dishonesty include but are not limited to:

- Fabricating assessments, progress notes, or any other patient information in the patient's chart or on submitted clinical assignments.
- Failing to report errors or near-misses to the instructor.
- Falsely logging clinical hours and activities for clinical.
- **Any form of cheating** related to nursing examinations including unauthorized acquisition, use, or distribution of examination content or acquisition of information during an examination.
- Use of artificial intelligence applications when not expressly permitted by the instructor
- Any form of lying (including omission) related to clinical practice.
- Plagiarism as defined in *The Blue Book*, the official Illinois College Student Handbook. This involves theft of another person's ideas. **All references and quotes for nursing coursework should be cited according to APA format.**
- Collaboration with others on an individual student assignment or without faculty authorization.
- Submitting work previously presented in another course.
- Providing opportunities for others to cheat during examinations or on written assignments. This includes saving documents in public files on campus or personal computers.
- Use of cell phones and smart watches during examinations.

Faculty who identify an individual case of academic dishonesty will follow the process identified in *The Blue Book* and a grade of "F" will be assigned for the assignment.

Students who wish to report academic or professional dishonesty must provide the Director of the Department of Nursing with a signed letter describing the alleged incident. This letter will remain confidential.

Professional dishonesty that involves acts that have the potential of harming a patient or the public immediately or in the future will be investigated by the Director of the Department of Nursing and sanctions will be applied. Sanctions may include dismissal from the Nursing Program.

CONFIDENTIALITY

Patient information is protected under the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and patient confidentiality is explicitly discussed in the *ANA Code of Ethics*. Students will refrain from talking about patients and their conditions with anyone except the nursing instructor, team leader, and/or physician. When in doubt, the student should consult with the clinical instructor. When preparing for and engaged in clinicals, the following guidelines must be conscientiously followed:

- Do not make copies or take photographs of patient chart information. Write down information that you need in order to prepare for clinicals, complete care plans, and provide care.
- Do not carry any identifiable patient health information from the clinical setting. Identifiable health information includes items such as the patient's name, social security number, room number, date, address, and employment.
- Obliterate with a black marker any information you believe might be identifiable before leaving the facility.
- Empty your pockets and check your clipboards before leaving for the day to make sure you have disposed of any identifiable information.

Breaches of patient confidentiality may result in clinical failure or immediate student dismissal from the Nursing Program.

SOCIAL MEDIA POLICY

The Department of Nursing recognizes that social media sites have become important communication tools for students, faculty, and staff. Organizations, including healthcare and educational institutions, are rapidly integrating the use of social media into their education, outreach, and marketing strategies. However, boards of nursing are receiving reports of inappropriate use of social media that have the potential for eroding the image of the profession *and affecting the individual's licensure status*.

As students, you want to represent the College and program in a fair, accurate, and legal manner while protecting both your reputation and the reputation of the College. Keep in mind that published information may be public for anyone to see and can be traced back to you as an individual. Since social media typically enables two-way communication with your audience, you have little control about how materials you post are used by others.

In keeping with the Department of Nursing Professional Integrity and Behavior Policies, the National Council of State Boards of Nursing, and the American Nurses Association, it is your responsibility to comply with the following:

- HIPAA regulations must be followed at all times. Identifiable information regarding patients, clinical rotations, or clinical sites must not be posted through any form of social media. Keep in mind that patients, their families, or their employers may recognize de-identified information.
- Do not refer to patients through any social media site, even if the patient is not identified.
- Maintain your professional boundaries. Avoid online social contact with patients or former patients. The fact that the patient may initiate contact does not permit you to engage in a personal relationship with the patient.
- Do not post confidential or disparaging information about the college, its employees, or its students.
- At NO time shall patients be videotaped or photographed.
- Do not post any lecture or course materials through any form of media.
- **Personal phone conversations or texting are not allowed at any time while in patient areas, in the classroom, or in the labs.** Cell phones must be set to silent at all times in the clinical setting.
- Avoid posting materials that belong to someone else. This can lead to copyright violations which have strong legal repercussions.
- Promptly report any identified breach of confidentiality or privacy to the Director of Nursing.

The basic guidelines for social media suggest that you remember the following:

- Think twice before posting. Privacy does not exist in the social media world. Search engines can find posts from years after they are created. Content that has been deleted from a site can still be accessed. If you would not say it in front of your classmates, faculty, or parents, do not post it.
- **Anonymity is a myth.** Write everything as if you are signing it with your name.
- Consider the professional image you want to portray. Many employers search social networking sites as part of their background checks for new employees.

Consequences:

- **Lack of compliance with this policy may result in clinical failure or dismissal from the Nursing**

Program.

- **If a HIPAA violation occurs, the student will be held personally accountable for any civil or criminal penalties.**
- **If a copyright violation occurs, the student will be held personally accountable for any civil or criminal penalties.**
- **If misuse of social media is reported to the board of nursing, this could affect the student's potential for licensure.**

For more information, please see the following documents that are accessible online:

American Nurses Association (2011, September). *Principles for social networking and the nurse*. Silver Spring, MD.
National Council of State Board of Nursing (2011, August). *White Paper: A nurse's guide to the use of social media*. Chicago, IL.

POLICY ON CHEMICALLY IMPAIRED NURSING STUDENTS

Client safety is essential in nursing practice and safe nursing care requires sound judgment. Thought processes and decision making can be adversely affected when a nurse is chemically impaired and patient safety can be jeopardized. Since nursing students are held to the same standards of practice as registered nurses, the following policies on fitness to practice go beyond the Alcohol and Drug statement in the Illinois College Student Handbook (BlueBook).

Congruent with College policies (*The Illinois College Drug Law Violation Policy*), the policies of clinical affiliates, and the *Illinois Nurse Practice Act*, the Nursing Program prohibits:

- The unlawful manufacture, distribution, dispensing, possession, and/or use of alcohol, marijuana, or illicit drugs on campus or in the clinical setting.
- Attending class or reporting to clinicals under the influence of illegal substances, alcohol, or marijuana.
- Attending clinicals while suffering adverse effects from prescription or over-the-counter drugs, illegal drugs, alcohol, or marijuana.

Prescription Drugs

Students who are taking prescription medication that could adversely affect their performance and ability to perform safely shall notify the clinical instructor. The student will not be able to attend clinical until they obtain a release to return to the clinical setting from the prescribing health care provider and the provider must provide assurance that the student is able to perform in the clinical setting. If the student cannot return to clinical practice within one week or a release cannot be obtained, the student may be removed from the clinical setting and be required to repeat the course the following year.

If a student exhibits signs of impairment, is unsafe, or exhibiting inappropriate behavior, the faculty may immediately remove the student from the classroom or clinical setting. The student will then be subject to Reasonable Suspicion Testing (see below).

Random Drug/Alcohol Screening

Unannounced drug screens, throat cultures or other tests may be requested by the Illinois College Nursing Program or the clinical agency. Participation in these tests is a requirement to continue in the program.

Reasonable Suspicion Testing

1. When objective behaviors similar to, or consistent with, the examples provided above are identified by any member of the College community or clinical agency, the student will be dismissed from clinical or class and asked to report directly to the Director of Nursing or designee. Students are not permitted to drive if they are suspected of being impaired. If at a clinical site, the student must find transportation from the clinical site to the campus. If they are unable to find a ride, they should contact the Director of Nursing immediately.
2. All lab tests will be done at the student's expense.
3. The student will be required to sign a release of information form asking that the Director of Nursing be informed of the results of a drug/alcohol/psychological assessment and screening completed by a licensed clinician.
4. If the student refuses to submit to the assessment and screening or fails to respond to the Director of Nursing's request for a meeting, the student will be disqualified from continuing in the nursing program.
5. Students testing positive, or who are deemed unfit for clinical practice, will be required to withdraw from the nursing program for at least one year in order to obtain treatment.
6. As registered nurses, faculty members are required to report signs of impairment and are held harmless.

Reinstatement

1. To be considered for readmission to the nursing program, the student must supply a signed release of information for the Director of Nursing and the Coordinator of Health Services so that communication can occur with the treatment provider.
2. Students who are considered for readmission to the program must supply sufficient evidence from the recognized program or individual supporting continued compliance with the treatment plan. This evidence must be given to the Director of Nursing prior to each remaining semester in the program. The student may also be subject to random drug/alcohol screening.

ATTENDANCE POLICY/COURSE POLICIES

Classroom Expectations

1. Attendance is essential at all class sessions. The instructor must be notified prior to any absence. Classroom absences will negatively affect your grade. **Preparation and reading before class is highly recommended for success.**
2. Missed exams will be made up at the convenience of the instructor. It is the student's responsibility to contact the instructor. The instructor is not responsible for reminder follow-up phone calls. Any student who does not notify the instructor of an absence on an exam day, and/or does not make arrangements to make up a missed exam will receive a zero for the missed exam.
3. Exams are expected to be completed as scheduled. Trends to the contrary will be addressed with nursing faculty to determine outcomes.
4. Students with a physician's excuse are applicable for all exams scheduled during that time. Students cannot use the physician excuse to take one exam and not the other if scheduled on the same day.
5. In the event that a student is late or absent for class, the professor is not responsible for providing make-up quizzes or in-class activities that are part of the course grade. A missed quiz will result in

a grade of 0 for that quiz unless special arrangements are made with the instructor in advance.

6. Students are to leave all bags, electronics devices, smartwatches, and cell phones in the front of the room during testing and review sessions. When reviewing returned exams, only a highlighter is permitted on the desk.
7. Prior to final examinations, faculty may establish a one-hour period so that students can review old exams. Students will not be permitted to bring writing equipment, cell phones, cameras, etc. to this test review session. Attempts to circumvent the purpose of the study periods will result in a grade of "F" on the final examination and possible dismissal from the program.
8. Recording (audio and digital) is only allowed in classes with the express permission of the instructor. Students should seek permission individually and are prohibited from posting or sharing the lecture or course materials through any form of media. A signed agreement must be provided to the instructor.
9. Guests may only attend class with permission of the instructor.

Late Work

All work is expected to be completed when scheduled. The student is expected to contact the instructor immediately if a deadline cannot be met. Failure to comply with this requirement will result in an automatic zero for the assignment unless special arrangements are made with the instructor in advance. Failure to hand assignments in on time could result in the overall grade falling below the required 77% to progress in the nursing program.

Clinical Expectations

- Attendance at all clinical sessions is **mandatory**. If a student must be absent, the clinical instructor must be contacted prior to the start of clinical.
- Students with a justifiable emergency may miss no more than one clinical session (which equates to 10% of scheduled clinical hours). Any missed clinical must be made up at the instructor's convenience. More than one missed clinical may result in failure of the clinical component of the course; resulting in failure of the course overall.
- Tardiness is unacceptable. Tardiness is defined as not being present and prepared to begin clinical at the scheduled time. Being late three times will count as one clinical absence.
- Absences caused by failure to comply with health and safety requirements, failure to complete and submit the Clinical Absence Documentation Form (Appendix A), failure to complete agency requirements, failure to submit written clinical work or lack of preparation for clinical will be treated as unexcused absences and result in failure of the clinical component of the course, thereby affecting progression to the next nursing course.
- Clinical absences due to travel matters are unexcused absences.

Clinical Dress Code

Student uniforms must comply with the policies of each clinical facility. The requirements listed below are based on these expectations. Failure to adhere to the uniform policy will result in the student being dismissed from the clinical unit and a clinical grade of unsatisfactory will be given for that day. Clinical agencies may request that a student leave their premises should they view the student's dress, hygiene or grooming as

inappropriate. Illinois College nursing uniforms are not to be worn when working as an employee in any health care setting or at any social environment.

The Illinois College student nurse must wear only the college approved uniform to clinical. One uniform shirt and pants will be provided by the college. Additional college approved uniforms may be purchased at the student's discretion.

Formal fittings for the college approved uniform will be held in the fall of each year.

The clinical uniform also consists of a college issued ID badge. This ID badge is to be worn at all times when in the clinical setting, including when obtaining information or preplanning for assignments.

Acceptable additions to the college approved clinical uniform:

- A plain white crew neck T-shirt or turtleneck to be worn under the uniform top.
- Clean, non-skid professional shoes in good repair. No canvas or mesh shoes.
- A college approved scrub jacket obtained from the provider of the nursing uniforms is the only approved cover attire.
- Hoodies, sweatshirts, sweaters, and other types of outerwear are **NOT** permitted to be worn in the clinical setting.

Hygiene and grooming:

- Uniforms should be washed after being worn in the clinical setting and be wrinkle free.
- Uniform pants should be hemmed to prevent walking on and wearing out fabric.
- Uniforms are to be well-fitting and not too tight.
- Hair is to be clean and pulled back out of your face and the patient's personal space.
- Beards/mustaches are highly discouraged. However, if worn they should be clean and well groomed.
- Nail polish if worn must not be chipped or cracked.
- Fingernails are to be trimmed to a reasonable length. Long nails and nail tips are inappropriate for patient care.
 - **Artificial nails are strictly prohibited** in the clinical setting because research demonstrates the presence of bacteria associated with these types of nails. Artificial nails include press-on nails, gel nails, acrylic nails, etc.
- Only post earrings are permitted, no hoops. A maximum of two sets may be worn in the ears only.
- Post earrings (as described above) and a watch are the only pieces of jewelry that are permitted during clinicals. Rings should not be worn.
- Perfumes should not be used on clinical days due to their effects on patients with nausea or respiratory problems.
- Body odor that is offensive to others may result in the student being asked to leave the clinical setting
- Gum should not be chewed in the clinical setting.

- If you smoke, we ask that you come to clinical with clean hair and clothing. Students cannot smoke on any clinical campuses.

While Enrolled in Nursing Clinical Courses

IC nursing students are a reflection of Illinois College, the Nursing Department, and the nursing profession. Therefore, students should continually reflect on the image they project, whether in the clinical setting, on break, or in the community. Professional standards, values, and ethics should guide student behavior.

1. Students are responsible for their own transportation to and from clinical agencies.
2. All clinical objectives must be fulfilled in order for a student to receive a passing clinical grade.
3. Along with failure to meet the clinical objectives, behaviors that can result in clinical failure include recklessness, lying, no call/no show, lack of preparation, failure to maintain learned skills, failure to follow up on instructor recommendations, and repetitive negative behaviors.
4. All students are expected to maintain the skills they have learned in the program. Students who have dropped out must be able to demonstrate previous clinical skills they have learned. This requires independent lab practice.
5. All clinical written work is expected to be submitted by the date it is due. Any clinical work submitted to the instructor after the due date will result in a zero. Late work resulting from a justifiable absence will be accepted if the clinical instructor chooses. If you choose not to submit your work, a zero will be recorded.
6. Students must comply with the department of Nursing Professional Integrity and Behavior Policies and the Social Media Policy.
7. The Illinois College Department of Nursing adheres to the Patient/Client Bill of Rights as designated by the clinical facility. We believe that patients have the right to the highest nursing care standards; the rights of privacy, confidentiality, and informed consent; and the right to refuse care provided by a student nurse.
8. Students are expected to complete required planning prior to clinical, come to each clinical with their computer PIN numbers and clinical resources, and be dressed according to the clinical dress code. If a student comes to clinical unprepared, the instructor can ask that they leave the clinical setting. This will result in an unexcused clinical absence.
9. If you are extremely ill or an emergency arises, the clinical instructor must be informed as early as possible before the scheduled clinical. The student should:
 - a) Directly contact the clinical instructor one (1) hour prior to the scheduled arrival time. Email is not sufficient.
 - b) If you are in a community clinical, contact the agency first and then inform your clinical instructor as instructed.
 - c) Complete the Clinical Absence Documentation Form and submit it electronically to the course coordinator and clinical instructor within 24 hours of the absence. Within 24 hours of receipt, the clinical instructor will complete section II of the form and submit it to the course coordinator. The course coordinator will determine whether a makeup clinical day is feasible or assign an alternate assignment and specify a due date. The alternate assignment will be completed within the specified time frame.
 - d) The student will not be able to return to the clinical area until the Clinical Absence Documentation

form has been submitted as outlined above.

11. If weather is questionable and you are scheduled to leave your residence prior to the college deadline for posting emergency closings, the faculty typically relies on your judgment to determine whether you should travel to clinical or not. Hospitals do not close, and nursing staff usually make every effort to get to the facility. However, we do not want you to put yourselves in harm's way. If you are unsure, please contact your clinical instructor.
12. Clinical faculty reserve the right to cancel clinical due to weather if traveling conditions are unsafe. Decisions on weather related closings will generally not be made until the day of the clinical. Clinical instructors will notify students of cancellations.
13. In an effort to create a culture of safety among students, any clinical errors or near misses should be documented using the Healthcare Event Reporting Form included in the Clinical Education Manual and available on the Moodle General Nursing Reference page. This documentation will be submitted to the course instructor and Director of Nursing.
14. At times, patients may try to offer gifts to nursing students and may be hurt or offended when the student refuses the offer. This is a difficult situation for a novice student or nurse. Students should gently remind the patient that they are not allowed to accept gifts and refer the patient to their instructor if needed.

SKILLS AND SIMULATION LAB EXPECTATIONS

Nursing Skills and Simulation Labs

The program's state-of-the-art nursing skills and simulation labs provide an essential link between classroom and clinical learning experiences. The labs provide a safe environment for students to practice and refine assessment, clinical reasoning, communication, and psychomotor skills.

As indicated in the faculty's Philosophy of Nursing Education, we believe students must be able to think critically beyond classroom content and be active participants in the education process. Students are expected to use the labs to practice skills and prepare for lab proficiency as well as specific clinical assignments. Lab proficiencies and clinical experiences continually build on prior knowledge, so ongoing review is necessary.

- For courses with a lab component, attendance is expected at all lab sessions.
- Based on individual course expectations, lack of preparation for lab and lab proficiencies may result in the course grade being lowered or course failure.
- The Attendance policy is strictly followed.

General Policies

- All students utilizing the labs will be required to sign a Confidentiality and Simulator Use Agreement.
- The skills lab and the Intermediate Skills Simulation Lab are available to students for practice Monday through Friday by appointment unless course-specific labs or lab proficiency assessments are scheduled. Students may also schedule practice time with the instructor or lab coordinator.
- Open skills lab hours will be posted at the beginning of each month.

ATI

The Department of Nursing uses learning resources from Assessment Technologies Institute (ATI) throughout the nursing program, including NCLEX preparation content. This product includes predictor exams to measure student success throughout the program. Students will be required to engage with this learning resource, including recommended remediation activities and focused review activities. ATI also includes a live NCLEX review scheduled during the final semester of the program. Please see Appendix C for ATI remediation expectations/requirements.

GRADUATION REQUIREMENTS

1. One hundred twenty (120) semester hours of credit are required for graduation from Illinois College; the full Nursing curriculum requires 128-130 semester hours. Students must complete all nursing courses, nursing prerequisite courses, and BLUEprint courses to qualify for graduation. While your advisor monitors your progress toward graduation, you, the student, is ultimately responsible for monitoring your plan of study.
2. All traditional seniors are expected to complete a senior exit interview with the Director of Nursing after the spring semester.
3. Graduating seniors should anticipate additional expenses associated with graduation, pinning, and applications for NCLEX-RN testing and nursing licensure. While costs change from time to time, a list of cost estimates is provided in Appendix C.

GRIEVANCE PROCEDURE

When a student has concerns about the content, conduct, and/or grading procedures in a course, the student should meet with the instructor to discuss the issue. Following this consultation, if the student feels a serious attempt has not been made to resolve the issue, the student should submit a detailed, written notification to the Director of Nursing. Upon notification, the Director will discuss the notification with the student and faculty member and an attempt will be made to fully explore the situation. Within one week of receiving the written notification, the Director of Nursing will provide written feedback to the student and instructor. If a student chooses to contest a final course grade, the College's procedure for contesting course grades should be followed. This procedure is described in the current edition of The Blue Book, under Academic Policies-Contested Grades.

STUDENT RECORDS AND REQUESTS FOR LETTERS OF REFERENCE

Students frequently need letters of reference sent from nursing faculty members when they are seeking employment or admission to graduate schools. To make the reference more meaningful and the process easier for faculty to complete, the student should provide the faculty member with a professional resume or complete the Request for Letter of Reference form. Students should allow two weeks for faculty to complete the reference. (See Appendix D & E)

When job references are received without the faculty member's prior approval, a form letter will be issued stating the facts of public knowledge which may include enrollment, dates of attendance, date of

graduation, degrees, and honors confirmed.

Student nursing records will be destroyed 5 years following graduation or withdrawal. However, the Registrar's office maintains the academic record forever.

STUDENT EMPLOYMENT GUIDELINES

In accordance with the Illinois Statutes and the Rules and Regulations of the Department of Financial and Professional Regulation, students may be employed only in a capacity that does not require a nursing license. This excludes students with professional license, i.e. LPNs, RNs. For more information, students are encouraged to review the scope of practice statements found in the Illinois Nurse Practice Act. It is assumed that students will be employed at a nurse aide level, or in a role specifically designed by the agency for employees who are enrolled in nursing programs, e.g., nurse tech.

Neither Illinois College nor the Department of Nursing assumes responsibility for the nursing care of patients rendered by the student outside of clinical education hours. The hospital or other health care agency and the student should take adequate measures to protect the student from possible liability for acts of negligence while employed. The student has no connection with IC while employed in a health service organization and is not covered by IC insurance.

Full-time students are expected to direct major energy to their studies. Although many students need to work, faculty recommend a limit of 12 to 16 hours per week of outside employment during periods when classes are in session.

Neither the school uniform nor any part of it is to be worn in or around the place of employment.

APPENDIX A: CLINICAL ABSENCE DOCUMENTATION FORM

Student Name:

Instructor:

Date of absence:

Clinical or lab course number:

Clinical or lab site:

Student notified instructor per policy: YES or NO

Method of notification:

Date and time instructor notified of absence:

Reason for clinical or lab absence:

Number of clinical or lab absences this semester:

Number of clinical or lab experiences missed for this course:

Alternate assignment:

Alternate assignment due:

Alternate assignment received:

Signature of clinical or lab instructor:

Signature of student:

APPENDIX B: SENIOR NURSING EXPENSES

EXPENSE SHEET

SENIOR NURSING STUDENTS -- MAY GRADS

NOTE: COSTS AND DATES FOR ORDERING ARE ESTIMATES BASED ON PREVIOUS YEAR INFORMATION.

ITEM	<i>Approximate</i> COST	DATE TO ORDER	PAYMENT DUE	NOTES
Cap, Gown, & Graduation Announcements	Varies	March	When Ordered (<i>Out of pocket</i>)	Herff Jones Website (<i>items picked up mid-April at IC Store</i>)
Nursing Pin	\$26-\$500	February	When Ordered (<i>Out of pocket</i>)	Jostens order form will be given to students in January/February. Several materials / <u>prices available</u>
Illinois Complete NCLEX-RN® Exam Applications	\$107 \$200	Complete by May 1st (Can be done before)	When Submitted (<i>Out of pocket</i>)	<u>Continental Testing Services, Inc.:</u> https://continentaltestinginc.com/ <u>Pearson Vue:</u> https://portal.ncsbn.org/ Director will send letter of approval following <u>commencement.</u>
Fingerprinting	\$58-65	Complete by May 1	When fingerprints are taken	Vendor will come to campus late April, or student can go to one of the Continental Testing approved vendors

APPENDIX C: ATI TESTING AND REMEDIATION PROGRAM ATI TESTING AND REMEDIATION PROGRAM

Your nursing lab and testing fee includes access to the ATI Testing and Focused Review Program. On entry into the nursing program, you will register as an IC nursing student by going to:

1. www.atitesting.com
2. Click on “sign-in”: in the upper right corner of the home screen.
3. Click on “register” on the sign-in screen.
4. Choose a username and password that you will be able to remember throughout your time in our program.

Once you are able to sign in, explore the ATI website for online resources available to you. You will receive ATI Review Books for the relevant content areas you will be studying. These Review Modules are also available online as are video reviews.

The following table provides an overview of the schedule for ATI activities.

Content and Course	Online Practice Assessments Available (A&B in each course) Within last month of the semester)	Proctored Assessments Administered
Sophomore NU 240 & NU 242 NU 255: Nursing Fundamentals II		Spring - end of 255
Junior Nursing 311; Pharmacology Nursing 336; Adult & Geriatric Nursing Nursing 312: Pharm II Nursing 338; High Acuity Nursing	Fall Fall Spring Spring	Fall Practice Spring Spring
Senior Nursing 432: Mental Health Nursing 426; Maternal/Child Nursing (2) Nursing 428 Public, Community & Population Health Nursing 450; Leadership & Health Policy in Nursing	Fall Fall Spring Spring	Fall Fall Spring Spring

STUDENT ACCOUNTABILITY PLAN

1. The Nursing Program has set the benchmark for ATI achievement at Proficiency Level 3. Students scoring below Proficiency Level 3 will be required to complete a focused review and remediation. The Criteria Referenced ATI Proficiency Levels are defined as follows.

- a) **“Level 3-** Scores meeting the Proficiency Level 3 standard may be considered to exceed most expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as likely to exceed NCLEX-RN standards in this content area.”
- b) **” Level 2-** Scores meeting the Proficiency Level 2 standard may be considered to exceed minimum expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as fairly certain to meet NCLEX-RN standards in this content area.
- c) **“Level 1-** Scores meeting the Proficiency Level 1 standard can be considered to meet the absolute minimum expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student is likely to just meet NCLEX-RN standards in this content area.
- d) **“Below Level 1-** Scores below the Proficiency Level 1 standard can be considered below minimum expectations and may be indicative of significant risk in this content area.
2. Students must achieve a score of 90 or higher on both Practice test A & B before taking the end of semester proctored exam.
 3. *ATI practice assessments will be locked for 48 hours after each attempt, so students should plan accordingly.*
 4. End of semester proctored ATI exams are mandatory for completion of each NU course.
 5. Students will receive additional points on their final examinations in the associated NU courses if the student **course exam average is at 77% or above.** *Points are added to the total score on the final exam.*
- Based on the proficiency level achieved on the proctored assessments, points will be allocated as follows:

• Proficiency Level 3	5 additional points on final examination
• Proficiency Level 2	3 additional points on final examination
• Proficiency Level 1	1 additional point on final examination
• Below Proficiency Level 1	No additional points

FOCUSED REVIEW

Focused Review is a crucial component of the ATI program. Formerly called “remediation;” to remediate means to remedy something. In this case it means to remedy detailed knowledge gaps in identified content areas. Students scoring below the benchmark of Proficiency Level 3 will be required to complete the online focused review provided by ATI **by the week BEFORE you return to campus for the semester.** in order to progress in nursing courses. Students who fail to complete the online focused review by then, will be removed from the class roster.

There is merit in doing the focused review soon after completing the assessment and identifying areas of deficient knowledge. However, students must keep in mind the overall goal of the focused review process is to assist students in improving their knowledge and to facilitate success in subsequent courses, in addition to the NCLEX-RN exam. With this in mind, it may be advisable to start the focused review process soon after

completing the proctored assessment and continuing until the beginning of the subsequent semester. Focused review requirements and recommendations for the proficiency levels are as follows:

<ul style="list-style-type: none"> • <u>Proficiency Level 3</u> 	<p>No formal review and remediation required. Recommend <i>“continuous focused review to maintain and improve content knowledge.”</i> (ATI)</p>
<ul style="list-style-type: none"> • Proficiency Level 2 	<p>Development of a focused review plan required. Recommend <i>“continuous focused review in order to improve content knowledge.”</i> (ATI) Minimum of 2.5 hours focused review required.</p>
<ul style="list-style-type: none"> • <u>Proficiency Level 1</u> 	<p>Development of a focused review plan required. Recommend <i>“development and completion of a rigorous plan of focused review in order to achieve a firmer grasp of content.”</i> (ATI) Minimum of 5 hours focused review required. In order to assess improvement in knowledge, you will be required to take the proctored exam again. The exam will be scheduled for administration upon return to campus in the fall (on or around advising day).</p>
<p>Below level 1</p>	<p>Development of a focused review plan required. Recommend <i>“development and completion of a rigorous plan of focused review in order to achieve a firmer grasp of content.”</i> (ATI) Minimum of 10 hours of focused review required. In order to assess improvement in knowledge, you will be required to take the proctored exam again. The exam will be scheduled for administration upon return to campus in the fall (on or around advising day).</p>

The amount of time students spend using the Focused Review will be logged by the ATI program. **The ATI coordinator will be able to log into the system and determine if the required number of hours have been met.**

This is due the week BEFORE you return to campus for the semester.

ACCESSING ONLINE FOCUSED REVIEW

To access the online focused review, log on the ATI website and follow these instructions:

- Under the My Results Tab
- Click the appropriate assessment in the list provided.
- Your performance profile will be displayed.
- On the right side of the screen in the center is “Focused Review.”
- Click “Begin” (or “continue” if you are returning to one previously started).

- This will bring up all of the content areas that you specifically would benefit from reviewing.
- You do not have to, nor should you, complete the entire focused review in one sitting. You will be able to close out and then continue by following the same instructions except click “continue” rather than “begin.” You can continue with the focused review for the proctored exam or do a focused review for any practice or proctored tests.

Focused Reviews are available to everyone regardless of assessment scores, so everyone should take advantage of them. They can be accessed at any time and will prove to be valuable tools to facilitate the retention of knowledge.

APPENDIX D: REQUEST FOR LETTER OF REFERENCE

REQUEST FOR LETTER OF REFERENCE

Student name _____ Date _____

Signature (release of information) _____

When did you enter Illinois College? _____

Date reference is needed (please allow 2 weeks) _____

Briefly describe what you are applying for:

Who is the reference going to?

Agency/Institution _____

Name _____

Address _____

City, State, Zip _____

Describe activities you have been involved with during your time at Illinois College (these can be community or campus activities):

Additional information about this position that we should know?

(COMPLETE AND RETURN TO THE NURSING DEPARTMENT OFFICE)

2024-2025

**ILLINOIS COLLEGE NURSING PROGRAM
STUDENT ACKNOWLEDGMENT SHEET**

The Nursing Program requires its students to understand and comply with the following. Please initial each acknowledgment statement and sign below.		Initials
a.	I understand that I must adhere to the policies outlined in the <u>Department of Nursing Student Handbook</u> , the college-wide student handbook, and the College catalog to progress in nursing.	
b.	I understand that my personal health care arrangements and health insurance are my responsibility.	
c.	I understand that I must keep confidential all patient and agency information revealed to me in the educational process as required by HIPAA regulations.	
d.	I understand that criminal background checks are required on entry into nursing courses and that agencies have the right to exclude me from clinical experiences.	
e.	I understand that I may be expected to participate in laboratory experiences for learning including practicing assessment and skills between classmates.	
f.	I understand that all Health and Safety Requirements are my responsibility and must be completed prior to fall nursing course attendance. Precluding medical contraindications, I must be willing to complete immunizations to go to clinical. Failure to complete these requirements may result in clinical failure or dismissal from the program.	
g.	I understand that I must adhere to the Nursing Program Professional Integrity and Behavior Policies, the Policy on Chemically Impaired Nursing Students, and the Social Media Policy.	
h.	I understand that licensing by national examination to be a registered nurse is not part of the Nursing Program but is to be arranged by me through the appropriate testing service and the state in which I seek licensure.	
i.	I understand that qualifications for taking the national licensure examination are not solely based on my successful completion of academic and clinical requirements within the Nursing Program and my graduation from Illinois College.	

Printed Name: _____ Signature: _____ Date: ____/____/____