



CHICAGO STATE
UNIVERSITY

Undergraduate Nursing Student 2021-2022

Handbook for Success

College of Health Sciences

Department of Nursing

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SECTION I



CHICAGO STATE UNIVERSITY

Preface

This handbook is intended to provide students with reference information and to provide answers to the most commonly asked questions posed by new and returning students as they progress through their undergraduate program.

It is the responsibility of students to know and observe all regulations and procedures related to the program they are pursuing. In no case will a regulation be waived or an exception granted because students plead ignorance of or contend that they were not informed of the regulations or procedures. Each student receives the Nursing Undergraduate Student Handbook at nursing orientation. It is the responsibility of the student to keep the handbook current.

All statements and policies published in this Handbook are in effect for the time period published on the cover of the Handbook. Faculty reserve the right to change statements and policies during the year the Handbook is in effect, with the provision that students are informed in writing of any changes.

Greetings Nursing Student!

We are excited to welcome you back for the academic school year. As a CSU nursing student, it is our wish for you to know that nursing department team is here to support you in this journey. Entrance into the nursing profession nationally is competitive, challenging, exciting, and rewarding.

The Nursing Student Handbook for Success contains important information regarding policies and procedures that will guide you as you progress in the program. This information will assist you in your admission process, progression, retention and the ultimate goal of graduation from the nursing program and the university. In addition, the handbook will assist in guiding your expected professional conduct and behavior as you move on your professional journey.

We look forward to working with you as you prepare and enter the rewarding profession of nursing.

Again, thank you for choosing CSU's Nursing Program for your professional journey, and best wishes for your continued success!

Sincerely,

Dr. Erica Allen

*Dr. Erica Allen, DNP, MBA, RN
Interim Chairperson, Department of Nursing
Business and Health Sciences Building, Rm. 200A*

WELCOME TO THE DEPARTMENT OF NURSING

The Student Handbook has been prepared especially for you by the faculty and staff members of the Department of Nursing. It contains important departmental policies and procedures, which are intended to facilitate your successful progression through the nursing program here at Chicago State University. Knowledge of these policies and procedures will serve you well and help you skillfully navigate the academic policies at CSU.

In order to abide by the policies and procedures as outlined in this handbook, you must first be aware of them. We, therefore, strongly encourage you to read through the handbook at your earliest convenience and refer to it as needed. Become familiar with its content. If you have questions about any of the content, please speak with a member of the nursing faculty or your faculty academic advisor.

We appreciate the opportunity to develop with you in meeting your educational goal of becoming a baccalaureate prepared, highly skilled and competent professional registered nurse. We are pleased to have you here and will attempt to make your stay with us a pleasant and meaningful.

Welcome to the Department of Nursing!

Dean, Chair, Nursing Faculty and Staff

Interim Chairperson, College of Health Sciences:

Erica Allen, DNP, MBA, RN

Professor Charita Barlow-Walls, DNP, MSN, RN

Professor Nicholas Lino, DNP, MSN

Professor Dorothy Moore-Ahmad, MSN/Ed., CCRN, RN, BSN

Professor Guillaume Ngonmeudje, DNP, MSN, AGPCNP-BC

Professor Rupa Potti, DNP, MBA-HCM, RN

Professor Jerri Robinson, MSN, MPA, RN

Karla Burnett, Chairperson Administrative Assistant

GENERAL INFORMATION

History of the Nursing Program

In response to recommendations made by the Illinois Implementation Commission on Nursing to increase the number of baccalaureate nurse graduates in Illinois, Chicago State University conducted a feasibility study that led to the initiation of the Division of Nursing at the University. In March of 1971, a director and assistant director were appointed to develop a baccalaureate nursing program. Approval of the program was obtained from the Illinois Department of Registration and Education and the Illinois Board of Governors in 1972. During the summer of 1973, the first dean was appointed and in 1974, the Division became a College.

The period between 1975 and 1980 were years of development and expansion. The program received re-accreditation in 1989, 1997 and 2005. In 1992, the College of Nursing and the College of Allied Health were merged into the College of Nursing and Allied Health Professions that later became the current College of Health Sciences.

Professional Accreditation

The Department of Nursing is approved by the Illinois Department of Financial and Professional Regulations (IDFPR). The program is accredited by the Accreditation Commission for Education (ACEN).

Program graduates of the Department of Nursing are qualified to apply to take the National Licensure Examination for Registered Nurses (NCLEX-RN) examination administered by the National Council of State Boards of Nursing (NCSBN). Information about the NCLEX-RN examination may be obtained at: <https://www.ncsbn.org/nclex.htm>. After successful completion of this examination, the individual will be a registered nurse and will be fully qualified to practice professional nursing.

University Accreditation

Chicago State University is accredited by the Higher Learning Commission of North Central Association of Colleges and Universities.

Reviewed by Nursing Faculty 08-16-2019, 8-18-2020

MISSION, VISION AND VALUES OF CHICAGO STATE UNIVERSITY

University Mission Statement

Chicago State University is a public, comprehensive university that provides access to higher education for students of diverse backgrounds and educational needs. The university fosters the intellectual development and success of its student population through a rigorous, positive, and transformative educational experience. Chicago State University is committed to teaching, research, service, and community development including social justice, leadership and entrepreneurship.

Vision

Chicago State University will be recognized for innovations in teaching and research, and in promoting ethical leadership, entrepreneurship, and social and environmental justice. We will embrace, engage, educate, and empower our students and community to transform lives locally and globally.

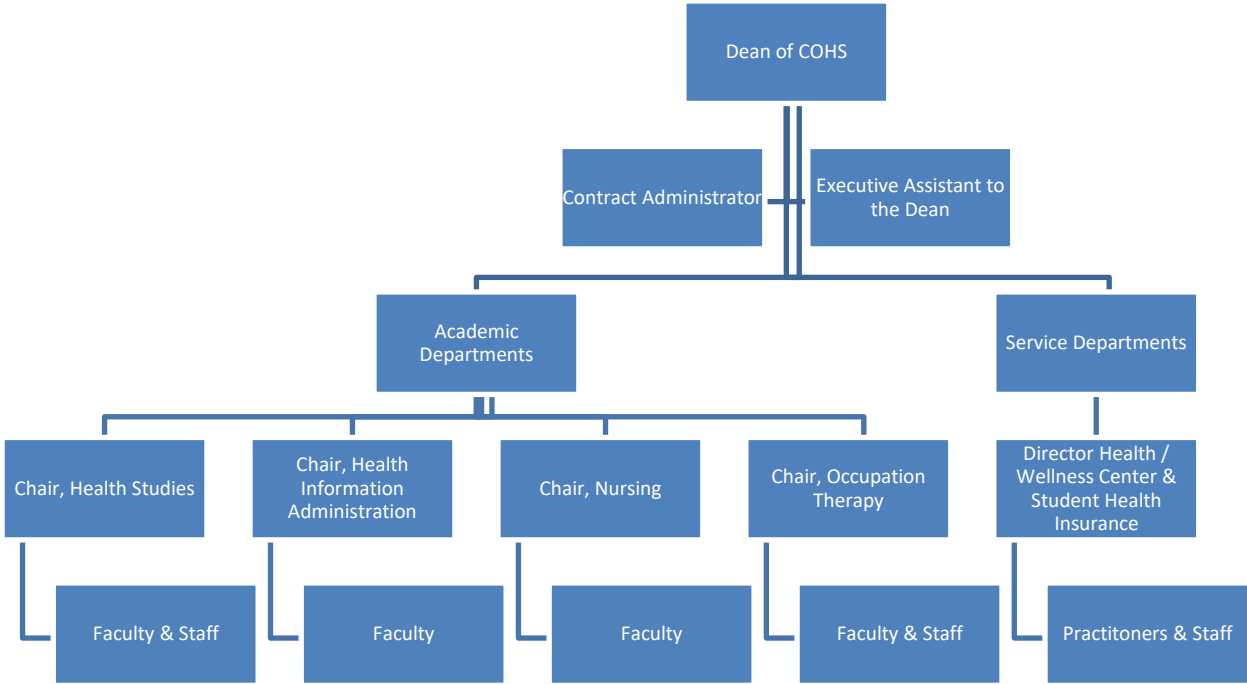
Values

Chicago State University values:

- Intellectual development
- Creative and innovative thinking and learning
- Dignity and unique talents of all persons
- Responsible choices and actions
- Personal and academic excellence
- Personal, professional and academic integrity
- Diversity
- Leadership, service, philanthropy, social justice, and entrepreneurship
- Pride in self, community and the university

MISSION, VISION AND VALUES FOR THE COLLEGE OF HEALTH SCIENCES

College Organizational Chart



MISSION, VISION AND VALUES FOR THE DEPARTMENT OF NURSING

Department Mission Statement

The Department of Nursing adheres to the mission of the University and the College of Health Sciences, which is to provide access to higher education for residents of diverse backgrounds and educational needs locally, nationally, and globally.

The mission of the Department of Nursing is to provide educational experiences that empower learners, promote competence in the area of professional nursing, strengthen the capacity for employment in a variety of clinical practice settings within the healthcare community, and develop a sense of civic responsibility.

Vision

The Department of Nursing seeks to educate nurses who will be able to demonstrate excellence through practice, scholarship, leadership and service, while caring for diverse populations.

Through high quality and creative instruction, the faculty strives to provide an environment that is conducive to learning, stimulates intellectual inquiry, and encourages personal and professional growth. The faculty creates an environment that fosters scholarship, and a desire for life-long learning.

The nursing faculty is sensitive to the unique characteristics of learners as these relate to issues of access, retention, and graduation. The faculty strives to prepare graduates who are able to function as compassionate, caring professionals. By providing a high quality program, the faculty endeavors to prepare nursing leaders to meet the changing and comprehensive health needs of the community. Both faculty and learners attempt to create and strengthen community linkages in order to develop collaborative research and service projects that will enhance the health status of underserved communities.

Core Values

Chicago State University's College of Health Sciences, Department of Nursing values:

- Caring
- Compassion
- Stimulate intellectual inquiry
- Personal and professional growth
- Scholarship
- Life-long Learning

Reviewed by Nursing Faculty 08-16-2019, 8-18-2020

PHILOSOPHY OF THE DEPARTMENT OF NURSING

Beliefs

The faculty in the Department of Nursing believes that:

1. Persons are self-determined, bio-psycho-social-spiritual-cultural beings who possess inherent worth and dignity, who are capable of growth, and worthy of respect.
2. Persons have basic human needs, which are essential to survival.
3. Families as diverse-dynamic-social systems are interrelated and interdependently linked with other systems.
4. Nursing is a caring profession that provides services to society at any point along the wellness-illness continuum.
5. The practice of professional nursing is an art and applied science.
6. Preparation for the practice of professional nursing occurs in a baccalaureate program that integrates liberal arts and sciences, nursing theory and evidence-based practice.
7. Health is dynamic state occurring along the continuum of high-level wellness to death and is a basic human right.
8. Teaching-learning is a dynamic, collaborative, reciprocal, life-long process of growth arising from interaction between educator and learner.

Reviewed by Nursing Faculty 08-16-2019, 8-18-2020

CURRICULUM STRANDS

Rationale

The rationale for content organization and sequencing is based on the convergence of the horizontal and vertical strands, which emanate from a caring framework. The horizontal strands are taught consistently through all courses and vary only according to factors in a given situation. The vertical strands flow through nursing courses and develop in complexity as the curriculum progresses from level to level.

Horizontal Strands

Caring – Caring and the boundaries for change in a caring environment serve as the major concept which undergirds the curriculum. As such, the faculty believes that caring and the boundaries for change serve as a major horizontal strand which is addressed in all nursing courses.

Nursing process – Nursing process is an interactive, deliberate, systematic, problem- solving process, which encompasses five steps. These steps include: assessment, analysis (nursing diagnosis), planning, intervention, and evaluation. The nursing process identifies the practice of nursing and provides a methodology for providing nursing services to clients in a caring environment.

Client – Client is defined as person or persons receiving nursing care. This includes individuals, families, groups, and/or communities. Students care for clients throughout the curriculum.

Culture – Professional nursing is practiced trans-culturally in response to health needs as defined within diverse cultural and ethnic groups. Recognizing each person within his/her cultural/ethnic settings as an individual who is unique represents a holistic nursing approach. Being sensitive, nonjudgmental, and caring to their values, beliefs, practices and lifestyles are care components which **facilitate a person’s movement toward his/her identified state of health and wellness.**

Legal/Ethical/Political dimension – The legal, ethical, and political dimensions of society contribute to the structure and function of the health care system. The legal dimension of professional nursing practice deals with the analysis of situations in relationship to their conformity with laws. The ethical dimension analyzes conformity with accepted professional standards of behavior. The political dimension of professional nursing practice deals with the analysis of situations in relation to their impact upon the nursing profession and determination of means in which nurses can affect political situations.

Critical analysis of these issues provide the nurse with the information needed to serve as an advocate in the preservation of individual, family, group, and community integrity.

Vertical Strands

Critical Thinking – is a process of reasoning which analyzes available knowledge for the purpose of making rational and valid judgments. It encompasses the characteristics of active inquiry, disciplined reflection, concept formation, creativity, and intuitive insight. It **facilitates one’s self**-sufficiency and autonomy. Critical thinking is an essential part of problem-solving and decision-making in the nursing process.

Communication – This includes all methods for transmitting and receiving messages. The keystone of the process of communication is perception – the **individual’s or the group’s interpretation of received stimuli. The success or failure** of communication determines the health of the client, the productivity of the client, and the ability of the client to survive. This is true whether the sender and receiver of messages is an individual or a group of individuals. The faculty believes

clear and understandable written, verbal, and non-verbal communication is essential to the effective application of the nursing process. Therefore, communication is interwoven throughout the levels, increasing progressively in complexity and depth.

Evidence-based Nursing Interventions – These interventions are defined by the faculty as theory based interventions in providing care to clients. Such as the BSN Essentials <http://www.aacnnursing.org/portals/42/publications/baccessentials08.pdf> and Quality and Safety Education for Nurses (QSEN) <https://qsen.org/> These interventions are directed toward the attainment of the highest possible state of wellness for all persons. Interventions may be health promotion/maintenance, restorative, or conservative in nature. Evidence-based nursing interventions may be performed dependently, independently, or interdependently in collaboration with the person and other members of the health care team.

Health Promotion/Maintenance – Nursing strategies are precautionary in nature and undertaken to maintain and/or improve levels of wellness. These actions may be performed at any point along the health-illness continuum. Nursing actions designed to implement the therapeutic regimen will restore the **client's condition of health and/or ability** for constructive activity. Restorative actions are usually directed to clients in impaired or depleted health states experiencing alterations in biological, psychological, social, cultural, and/or spiritual focal areas. Restorative actions are aimed toward assisting persons to their optimal level of functioning within the limits of an altered health state.

Health – We believe health to be a dynamic state occurring on a continuum from high level wellness to death. Situations of health and illness can occur at any point during the life cycle therefore, varying degrees of health are focused on at each level of the curriculum. The curriculum prepares students to first assess maximum health in individuals, families, groups, and communities. Moving from the simple to complex, students care for clients experiencing increasingly more complex illnesses.

Professionalism/Professional roles – The faculty believes that, to become a Professional nurse, one must be socialized into the role. From the first course in the curriculum, students are introduced to nursing as a profession and the nurse as a professional. As they advance in clinical courses, becoming familiar with increasingly more complex material, the students grow into a deeper understanding of nursing as a profession and of the nurse as a professional.

The professional nurse serves in many roles including those of client advocate, health educator, care provider, researcher and leader. Nurses demonstrate

professionalism in implementing these roles. Values, accountability and responsibility are interwoven in all roles.

These roles are:

Client Advocate - As client advocate, the nurse becomes involved in social action and takes risks when necessary to alter health care and health care practices.

Health Educator - As a health educator, teaches persons, families, and communities disease prevention and promotion and maintenance of health, to facilitate growth toward maximum health potential, using principles of teaching-learning and communication.

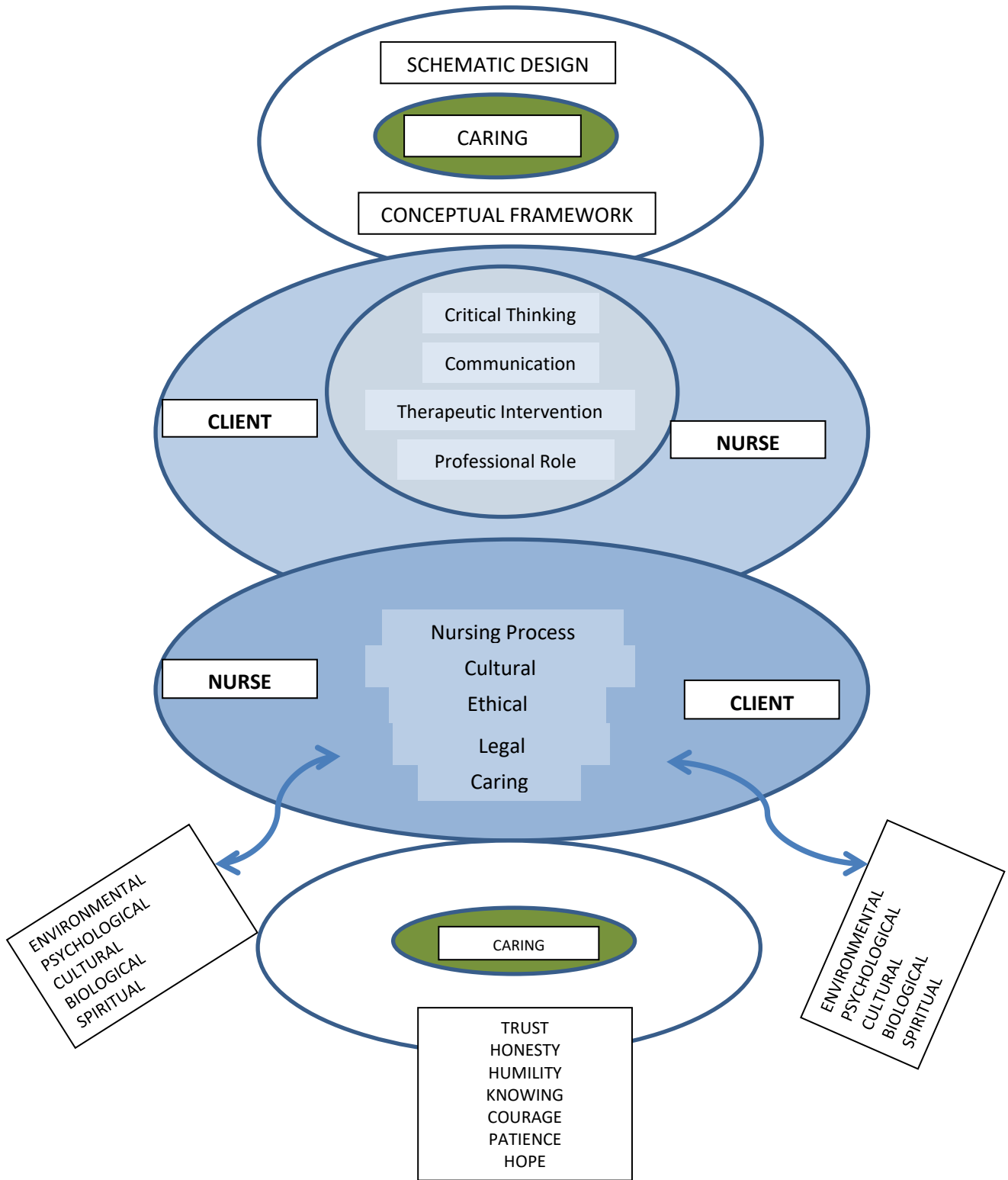
Care Provider - As care provider, the nurse renders health promotion, maintenance, restorative, and conservative nursing interventions. These actions may be performed dependently, independently, or interdependently in collaboration with other members of the health team.

Researcher - The nurse utilizes research in identifying health related needs and problems. Through critical thinking, nurses evaluate research findings for their applicability to nursing practice and integrate these findings into the care they provide. Nurses, using the tools of research and the nursing process, assume active roles in effecting environmental changes, which influence human health and existence.

Leader - As leaders, nurses function as change agents, managers, decision-makers, collaborators, and coordinators. As advocates, nurses also enter into the macro level of society as active change agents and participate in defining and structuring social reality for the continual improvement of the quality of life. Nurses strive to create a caring environment conducive to effective interaction between individuals and groups. They are capable of working with and through others to assist persons in achieving wellness.

Reviewed by Nursing Faculty 08-16-2019, 8-18-2020

CARING CONCEPTUAL FRAMEWORK



Student Learning Outcomes

The graduates of the Bachelor of Science in Nursing (B SN) will be able to:

1. Utilize critical thinking skills when applying knowledge from the biophysical and behavioral sciences, humanities and nursing, to the care of individuals and aggregates.
2. Utilize evidence-based nursing interventions through the nursing process.
3. Demonstrate leadership skills in collaboration with consumers and others in a variety of settings to effect change that promotes delivery of quality health care in a diverse multicultural society.
4. Evaluate research findings in nursing and other fields for their applicability to the improvement of nursing practice.
5. Assume responsibility for professional practice that reflects the standards of professional and regulatory bodies.
6. Assume responsibility for personal and professional growth through life-long learning.
7. Utilize technology in managing information in meeting the healthcare needs of clients in a variety of healthcare settings.

Reviewed by Nursing Faculty 08-16-2019, 8-18-2020

SECTION II



CHICAGO STATE UNIVERSITY

POLICIES AND PROCEDURES

Student Professional Code:

Students enrolled in nursing courses at Chicago State University (CSU) are required to remain responsible, professional and courteous during all academic related activities, whether on-campus or off. All rules, regulations and policies of the classroom and other participating institutions should be followed appropriately. It is imperative for students to exemplify personal and academic integrity in all settings affiliated with the **Nursing Program at CSU, as these behaviors are a direct reflection of the university's reputation** within the surrounding community. Below is the Student Professional Code, which outlines conduct, expected of a student enrolled in the Nursing Programs at CSU.

According to this Student Professional Code, students are expected to:

1. Provide competent and reliable services to patients, clients, students and the public using sound judgment and discretion. This includes the following expectations:
 - a. Be prepared for the learning environment and actively participate in appropriate ways to ensure learning of key components
 - b. Be on time
 - c. Be accountable
 - d. Seek guidance and clarification of student role when appropriate
2. Demonstrate respect and courtesy to others while engaged in the classroom or off-site course activities, emails, or any face-to-face interactions with faculty, staff and/or other students including (but not limited to):
 - a. Refrain from participating in side-conversations while other peers or instructors are speaking
 - b. Be considerate of other beliefs, opinions and cultural practices
 - c. Execute discussions in a non-threatening and non-confrontational manner
 - d. Address all instructors, professors and preceptors in a professional manner, utilizing the appropriate title, tone and language.
3. Observe the rules and regulations of each classroom as outlined per syllabus and all clinical facilities including (but not limited to):
 - a. Proper use of equipment and other property
 - b. All materials of the facility should remain at the clinical site.
 - c. No distribution or possession, and/or being under the influence of alcohol, illegal drugs, or controlled substances

- d. Comply with all current health requirements, drug testing and criminal background requirements as outlined by the programs
 - e. No possession of or use of any type of weapon
4. Comply with cell phone or other electronic devices (iPod, iPad, electronic tablets, etc.) usage consistent with the policies of the classroom, clinical site or other institution.
- a. Maintain the confidentiality of individual and institutional information in accordance with current professional rules and laws.
 - b. Maintain proper dress, appearance, hygiene and decorum in accordance with the standards set by the program, clinical site, and nursing and healthcare profession.
 - c. Comply with the ethical and professional standards set by the nursing and healthcare profession and the programs including (but not limited to):
 - d. Never falsify documents regarding student performance
 - e. Consistent submission of documents and assignments that accurately reflect appropriate references and or citations
 - f. Function within the student role of the clinical or institutional setting

Professional Behavior

During each course with a clinical component students will be evaluated on classroom and clinical behavior using the Professional Behavior Checklist (see *Appendix A*). This checklist is a tool used to identify and measure student progress toward becoming a competent and caring professional. In order to progress through the program, it is necessary to demonstrate satisfactory and/or necessary emerging skills in a professional manner. **An “unsatisfactory” rating in any item on the final rating of the checklist will result in the student being placed on probation. The faculty will complete an evaluation of the student’s professional behavior at midterm and the final week of the course.** The faculty and course director will discuss strengths and concerns raised by the faculty with the student. Students may also use the checklist as a self- assessment tool.

All students are expected to demonstrate ethical and professional behavior and conduct at all times. Students found in violation of ethical practices and/or University policy on student conduct will be placed on probation. Violations or misconduct that endangers or creates potential harm to others will be documented and are grounds for dismissal. The Department of Nursing supports the American Nurse Association (ANA Code of Ethics). Each student has access to all department and University policies on conduct through the University websites.

Reviewed by Nursing Faculty 08-16-2019, 8-18-2020

Dismissal from the Program

A student may be dismissed from the Nursing Program for the following reasons, which include, but are not limited to:

- Failure to meet academic standards.
- Behavior which is contrary to the ethics of the nursing profession.
- Failure in any required course for a second time will result in dismissal of the student from the program.
- Failure in a second nursing clinical and/or theory course or a second nursing course will result in the dismissal of the student from the program.
- Failure in Nursing Fundamentals course will not be considered for readmission to the professional sequence of the nursing program

Student Conduct

Student Conduct Students' behavior must reflect the professional, ethical, and legal values and actions of the professional nurse as described in the Essentials of Baccalaureate Education for Professional Nursing Practice (2008), the Nursing Scope and Standards of Practice (3rd edition) (American Nurses Association [ANA], 2015), and the Nursing Code of Ethics (ANA, 2015).

Bullying/Incivility of Peers, Faculty and/or Staff

Bullying may be defined as, but not limited to, an offensive abusive, intimidating, malicious or insulting behavior, or abuse of power conducted by an individual or group against others, which makes the recipient feel upset, threatened, humiliated or vulnerable, which undermines their self-confidence and which may cause them to suffer stress. Bullying of peers, faculty or staff for any reason will also not be tolerated and will warrant a consequence of dismissal from the professional sequence of the nursing program.

Policy for Electronic Devices and Social Networking

Students must recognize that they have an ethical and moral responsibility to maintain patient privacy and confidentiality at all times including online media.

The standards of professionalism are the same online as in any other circumstance. Students may not take pictures or videos of patients on personal devices, including cell phones.

Students are forbidden to share any information or photos via any electronic media that is obtained through the nursing student-patient relationship.

Use of any electronic devices to store/enter any type of client information is a violation of Health Insurance Portability and Accountability Act (HIPAA) and may result in disciplinary action, which may result in dismissal from the program. Students may not identify patients by name or post any information that may lead to the identification of a patient.

Students must maintain professional boundaries with patients when using social media. Online contact with patients is not acceptable.

Students may not make any comments about patients, other students, faculty, the clinical agencies and/or their employees, or clinical assignments/learning activities even if they are not identified.

Students must abide by any clinical agency policies regarding use of employer-owned computers, cameras, and other electronic devices and use of personal devices while in the clinical agency.

Students should not text, e-mail, or receive telephone calls in the classroom, while in the **patient care areas of clinical agencies, or in the patient's home.**

Students should check with their instructor/faculty about permissible devices that can be used in the classroom or clinical agency.

Faculty members have the right to instruct students to turn off laptops and other devices, and to stow those devices in secure places, in any class or agency.

Students should promptly report any identified breach of confidentiality or privacy issue.

Students who fail to follow the directions of a faculty member or the clinical agency policy may incur disciplinary action, up to, and including suspension and dismissal.

All electronic devices including cell phones need to be turned off and stowed in the front of the classroom during quizzes, exams and any other times designated by the faculty member.

Modified from American Nurses Association. (2011). Principles for social networking and the nurse. Silver Spring, MD: ANA.

Reviewed by faculty 05/2019, 8-18-2020

Social Media Policy

Students will not discuss or post any identifiable information about faculty, peers, patients, family members or any clinical facility on any unapproved electronic venue (i.e. Facebook, Twitter, blogs, cell phones, etc.). In addition, students will not leave or save any patient, family,

faculty, clinical facility or student information on any open access desktop or hard drive. Violation of this policy may result in academic penalty.

Reviewed by Faculty 05/2019, 8-18-2020

POLICY STATEMENT REGARDING CONFIDENTIALITY

The concept of the right of individuals to privacy is taught throughout the nursing curriculum. The right to privacy is grounded in moral reasoning as well as federal legislation titled the Health Insurance Portability and Accountability Act (HIPAA). Privacy rights must be protected by maintaining confidentiality.

On a routine basis, the faculty addresses the legal, moral and professional consequences of breaches of confidentiality. The profession of nursing respects the autonomy of every individual and demands the maintenance of confidentiality at all times. All students are held accountable for meeting HIPAA requirements.

The faculty and students of the Nursing Program support the right to confidentiality for all individuals.

Reviewed by faculty 05/2019, 8-18-2020

Attendance

In addition to the University rules on attendance, students are advised to attend each class for the total period. Attendance is taken in each class. It is the responsibility of the student to directly communicate with the faculty and/or the clinical instructor regarding an unavoidable absence. Please check policy statement on absences and tardiness below and in each syllabus.

Make-up Assignments

If a student is absent from a clinical course, the student will have the opportunity to complete an alternate assignment. The alternate assignment will be determined by the course instructor. It is the responsibility of the student to contact their instructor for assignment instruction.

Students enrolled in 8-week courses will be allowed to complete 1 (one) alternative assignment. The 2nd absence will result in failure of the clinical and didactic course.

Students enrolled in 16-week courses will be allowed to complete 2 (two) alternative assignments and the 3rd (third) absence will result in failure of the clinical and didactic course.

Reviewed by faculty 05/2019, 8-18-2020

Testing Policies

Absenteeism

All exams are to be taken as scheduled. If a student misses an exam, the faculty must be notified by phone or e-mail prior to the exam unless there is an extreme emergency. Failure to make previous arrangements and missing a scheduled exam will result in a zero for that exam. Students will not be permitted to demonstrate a pattern of missing scheduled exams in a course. Exams missed for any reason will be reported to the course director. It is the responsibility of the student to contact the faculty to schedule a make-up exam. A student who misses an exam should make up the exam within 7 days of the missed exam.

HESI/Evolve Testing Policy

During first semester in the nursing program, students register for Evolve accounts. Evolve is an educational resource that assists in preparing students to take the NCLEX-RN in collaboration with the nursing program. Evolve login information will be provided to access the student's account: <https://evolve.elsevier.com/cs/login>

Evolve/HESI Specialty exams will be given at the end of the following courses. A minimum score of 850 on Exam A or B is needed to successfully advance in the professional sequence of the program.

- Fundamentals
- Comprehensive Care of Adults
- Mental Health Nursing
- Maternal/Child Nursing
- Nursing Care of Children and Family
- Nursing Leadership and Management

HESI Specialty Exam Policy

Students are required to achieve a passing score on each HESI exam. In order to qualify to take the HESI exam students must earn a cumulative passing score of 78% or better. If a student does not achieve a cumulative score of 78% or better in any of the courses with HESI/Evolve Specialty exams the students will receive the grade earned in the course and will be recorded as a unsuccessful attempt in the nursing course.

Students who earn a successful grade of 78% or better will have access to take HESI A. A required score of 850 is required to demonstrate success in the content area.

In the event a successful score is NOT obtained on HESI A students will be required to remediate, please see your course syllabus for specific details regarding remediation. Upon completing the prescribed remediation students will take HESI B and will be given a 2nd opportunity to demonstrate proficiency with the required score of 850. In the event students are not successful on HESI A and HESI B, students will not progress in the nursing program and will have an unsuccessful attempt recorded.

Evolve/HESI Case Studies

Additional Evolve Case Studies and EAQ's will be required as prescribed in your individual nursing courses, please see your course syllabi for those additional requirements.

Reviewed by Nursing Faculty 08-16-2019, 8-18-2020, 8-19-2021

HESI Remediation

Remediation is required after each HESI Specialty exam. Remediation is based on the HESI Exit Exam scores. Please see your course syllabus regarding the remediation for each nursing course.

Reviewed by Nursing Faculty 08-16-2019, 8-18-2020, 8-19-2021

Communication Protocol

All students should follow the appropriate channels of communication to address concerns and issues while in the program. Concerns regarding a specific course should first be addressed to the course instructor(s). Your instructor has 24 to 48 business hours to respond. **If the student's concerns continue, they should** be brought to the attention of the course director. If the concerns are still not **resolved to the student's satisfaction, the student should see the** Chairperson, the APRG committee and finally the Dean of the College. It is important to adhere to this communication protocol failure to adhere to this policy will result in program dismissal.

Email Policy

Students are expected to read and, when appropriate or required, respond within 48 hours to emails sent from the University departments and School of Nursing. Email is the standard mode of communication for University broadcast messages to the community as well as for messages to individual students about academic standing and other important administrative matters. Messages are sent to the CSU **student's official** CSU email address (@CSU.edu) and through Moodle. Students who do not respond to attempts at communication will be contacted by the faculty instructor or faculty advisor via personal email address and or cell phone number provided by students.

Turnitin

Writing assignments may be submitted through Moodle Turnitin plagiarism prevention service as approved by CSU. Your writing assignment will be checked for plagiarism against Internet sources, millions of academic journal articles, the CSU Turnitin database. Turnitin generates an originality report for the instructor that highlights any blocks of text in your paper that match the above reference sources and allows a line-by-line comparison of potentially unoriginal text from your paper with the matching document sections in the reference sources. Your instructor may choose to have your **Turnitin submission's added to the** CSU Turnitin database and later used only to check against other CSU paper submissions. Neither Moodle nor CSU claim any copyright ownership of your writing submitted through Turnitin. Upon completion of revisions to your work you may choose to permanently contribute a copy of your paper to **Moodles'** Global Reference database. This would protect your original writing from plagiarism at other institutions. However, opting in and voluntarily contributing your work to the

global database is an individual student decision and not required by your instructor or CSU.

Reference Format

All written assignments will use the American Psychological Association (APA) format for writing style, formatting, and referencing style. The 6th edition of the APA manual will be followed. APA manuals are available in the CSU Bookstore. APA referencing format for electronic resources may be accessed from the American Psychological Association website.

Dress Code

Nursing is a health profession and as such students are required to dress in an appropriate manner. Students are expected to be well groomed and neatly dressed at all times. Additionally, students in the Department of Nursing are required to adhere to the following:

1. Appropriate clean attire is required at all times in all clinical areas face to face, remote and virtual. When picking up assignments in the clinical agencies, students should be appropriately dressed (see below) and wear a lab coat with a CSU patch on the sleeve.
2. Students are required to wear their CSU nursing uniform in the nursing lab, no exceptions.
3. Students attending clinical are required to be dressed in full nursing uniform, including shoes, a second-hand watch, a stethoscope, and bandage scissors.
4. Revealing clothing is not allowed. This includes low cut tops, revealing shirts/blouses, tight provocative clothing, and very short skirts, shorts, or dresses above mid-thigh length. Students should always should represent the profession positively at all times.
5. Sweat shirts, sweat pants, tee shirts and jeans are allowed when neat and clean without holes and/or tears except while at the clinical facility.
6. Fingernails should be kept short, clean and good repair. Fingernails should be trimmed close to fingertips for lab activities. False nails are not allowed. Only clear non-chipped nail polish is allowed.
7. Shirts or clothing with profanity or obscene statements are not allowed.
8. Hair should be kept clean, neatly groomed, worn off shirt/lab coat collar and pulled back from the face. Clinical facilities reserve the right to exclude extreme colors and styles.
9. Make-up, perfume, and other products with strong odors should be used sparingly.
10. Socks or hose must be worn at all times.
11. No open-toe or -ended shoes, sandals or clogs.
12. Body art/jewelry, other than small earrings, smooth wedding rings and a watch, are not permitted; this includes necklaces and chains, and any jewelry in piercings.

Examinations

All examinations must be taken as scheduled. A make-up exam is not automatically a guaranteed option. There are no make-ups for quizzes. Specific exam policies can be found in the course syllabus. Students are required to score at least 78% in all exams. However, it is strongly recommended to keep scores at 80% or higher. Students who score 80% or less in their exams are required to consult with the course instructor or the course director to establish a remediation/Student success plan.

Late Assignment Policy

Students must notify the instructor if an assignment submission will be late. There will be a 5% point deduction per day up to seven days. After day seven no points will be awarded for the assignment. This policy only applies to individual assignments (this **does not apply to group assignments or discussion board posts**). **At the instructor's discretion**, you may receive an amended due date if you have extenuating circumstances. To be clear, permission for a due date amendment must be confirmed with your instructor before the original due date. You may submit an assignment ahead of time if you know that you will be unable to submit on the due date, provided you inform and receive permission from the instructor. Last minute technology problems will not be considered an excuse for late work.

Grading Scale

The grading scale for the professional program is as follows:

| A | B | C | D | F |
|---------|--------|--------|--------|-------------|
| 93-100% | 92-85% | 84-78% | 77-70% | 69% or less |

Students found to be involved in academic misconduct will receive an “F” grade. There will be no rounding of any grades including, course work, assignments, exams and final exams.

No bonus work, makeup and extra credit assignments or points will be awarded throughout the nursing program.

(Reviewed by faculty 05/2019, 8-18-2020)

Health Policies

It is expected that all students adhere to the health policy of the University and/or the fieldwork/clinical agencies. Please refer to the CSU Wellness/Health Center for details. In addition, health requirements are indicated in the syllabus of each clinical course as required by the clinical agencies. All health records are kept in an electronic medical tracker system. Students have ongoing access to

the medical tracker system and are responsible for updating all records as required. Only select personnel have access to records. Students must sign a release of information agreement for information to be sent to clinical sites.

Learning Management System (LMS): Moodle

The Department of Nursing uses Moodle, the University's Learning Management System (LMS), to supplement classroom instruction. All students are required to maintain access and check the specific course site within the LMS frequently for course updates and other communication. Students are also required to utilize their University issued email accounts for communication with faculty, staff, and administration within the Department of Nursing. Each student receives a CSU email account after being admitted to the University.

Moodle can be accessed through CSU online link with student's CSU email account. A tutorial is available on Moodle and students are oriented to the system during new student orientation. Students should seek assistance related to the access and use of the LMS through the Information Technology Department or other University identified resources.

Mailboxes

Any documents left for faculty in the main office must be logged-in by office personnel.

Physical Resources

The Department of Nursing maintains both a Learning Resource Center and Simulation Lab. Lab equipment, supplies, and assessment tools are available for student use during designated class and lab hours. It is expected as part of your professional development, that you take responsibility in caring for these resources, returning items to their proper place and in keeping the physical spaces in a clean and orderly manner. No student can take department materials off campus without permission of the Department Chairperson.

Reviewed by Nursing Faculty 08-16-2019

CLINICAL ROTATION POLICIES AND PROCEDURES

Cardio Pulmonary Resuscitation (CPR) Certification

All students are to be CPR certified from the American Heart Association with a **“C” card prior certification is complete. Students must maintain certification** throughout the program. A copy of the card should be uploaded to the medical documentation tracker system.

Confidential Information

All students in the Nursing Program are mandated to adhere to current federal, state and institution guidelines related to HIPPA and Protected Health Information (PHI). This includes all information related to the client and family transmitted physically (written), electronically or verbally.

- All information gathered and shared in written assignments (Nursing Care Plans) by students should be based on the *need-to-know* principle. This means sharing PHI with as few individuals as needed to ensure client and then **only to the extent required by the person’s role. This includes** taking all reasonable steps to ensure that anyone without the need-to-know does have oral, written or electronic access to PHI.
- Identify clients by initials only.
- Use demographic data only to the extent necessary to identify the client and his/her needs to the faculty.
- Protect computer printouts and notes from others who do not have a need-to-know.
- No photocopying, picture taking, or fax transmissions of client data are allowed.
- Any paper documents containing PHI must be shredded after care is completed.
- Documents containing PHI must never be disposed of in trash containers.

Non-compliance with HIPPA rules violates the ANA Nursing Code of Ethics as well as the department and University academic and scholarly policies. Violators are subject to departmental and university review in addition to potential civil and criminal penalties.

Reviewed by Nursing Faculty 08-16-2019

Annual Clinical Requirements

American Heart Association Healthcare Provider Cardio-Pulmonary Resuscitation (CPR) – 2 years

- Tuberculosis (TB) testing - annual
- Standard Precautions Review – annual
- HIPPA (Health Insurance Portability and Accountability Act) Training -annual
Code of Conduct Acknowledgement Form – annual

These requirements must be renewed annually and submitted by July 15th. All requirements must remain current throughout the academic year and may not expire at any time during the semesters.

Reviewed by faculty 05/2019

Vaccinations and Proof of Immunity

All students are required to provide vaccination and/or proof of immunity (titers) for the following communicable diseases:

- Measles, Mumps, Rubella Varicella
- Hepatitis B
- Annual Influenza
- 2-step TB, annual one-step TB, or Quantiferon® - TB Gold results

In addition, you will be required to show proof of vaccination for diphtheria, tetanus and pertussis (Tdap). These requirements are due on admission to the program and further instructions will be provided through Certified Background. Seasonal influenza vaccination is due by October 1st annually.

All students under series for a vaccine must remain compliant and under series at all times until revaccination is complete and any required titers are achieved or no further vaccinations are indicated. Students under series for a vaccination who fail to remain compliant during the semester will be removed from the clinical setting.

Failure to comply with any entry, renewable or vaccine requirements may result in the student being dropped from the course.

All students are admitted into the nursing program provisionally until they have provided proof of meeting specific clinical requirements (such as criminal background check, drug testing, immunization, proof of immunity, TB test, cardiopulmonary resuscitation (CPR) certification, and health insurance) and then they will be fully admitted.

Criminal Background Check and Drug Screening

All students enrolled in the professional sequence of the nursing program are required to have a criminal background check completed in order to participate in all clinical experiences. Based on the requirement of the clinical site, students may also be required to complete drug screening and fingerprinting.

The College of Health Sciences has contracted the services of an outside agency, Castle Branch, to conduct criminal background checks, drug screens, and fingerprinting. Students will be able to go on line and complete the necessary documents for the criminal background check and will need to sign a release form so the information is available clinical sites. For confidentiality, this information is maintained in an electronic file and access is limited. Clinical facilities may request access to health and criminal background check information as part of their compliance with regulatory standards. This requires the student to also submit a paper copy of the criminal background check as well as drug screen if required.

The Department of Nursing may not be able to place students in a clinical setting if there are positive findings on the drug screening or background check. As a result, a student may not be able to complete the requirements of the program.

Nursing students are required to have a **ten-panel drug screen based on clinical affiliate's** requirements.

If a student's drug test is positive, secondary or confirmatory testing will be performed and the student will be expected to cooperate with interviews and follow-up procedures to ascertain and endeavor to confirm whether there was an explanation for the positive test result that did not involve illegal conduct, e.g., ingestion of lawful drugs, food, or beverages that could cause positive test results.

If the positive test is confirmed and no sufficiently credible explanation of relevant lawful conduct is forthcoming, clinical placement in an undergraduate clinical course and successful completion of the program will be jeopardized due to failure to qualify for placement and/or successful completion of the program. Students with confirmed positive tests and/or no sufficiently creditable explanation of relevant lawful conduct will be advised that the Department of Nursing cannot place them in a clinical setting. As a result, a student would not be able to complete the requirements of the program.

Health Insurance

Health insurance is mandatory for all Department of Nursing students. Chicago State University has a mandatory student health insurance policy. Students who do not have health insurance must contact the Office of Student Health Insurance

to ensure coverage. Proof of student health insurance as well as other documents needed for clinical should be uploaded on the screening website currently <https://www.castlebranch.com/>

Professional Liability Insurance

All students are covered by Professional Liability Insurance to the extent mandated by the clinical sites. This coverage is paid for with student fees when registering for clinical courses.

Note: These are the minimum necessary health requirements. Additional requirements such as additional vaccines, clearances or drug screens may be required from facilities.

Program Fee

The College of Health Sciences received approval from the CSU Board of Trustees in February 2014 to implement a professional program fee for students enrolled in the professional programs within the college. This fee involves students enrolled in the professional programs in undergraduate and graduate nursing, undergraduate and graduate occupational therapy, undergraduate and graduate community/public health and the undergraduate health information administration.

This fee has been implemented to assist the college to provide the necessary elements of a professional program while reducing student out of pocket costs. The fee is part of the cost **of education, which allows the student's financial aid packets to take into consideration** the educational costs and adjust appropriately.

Listed below, though not meant to be all inclusive, are some of the costs that will now be covered by the departments.

- Criminal Background checks and drug screens
- Liability insurance
- Clinical equipment such as stethoscopes, scissors, lab coats, uniforms, etc.
- Learning tutorials and exam fees
- Review courses
- Lab equipment for use during the program
- Computer software

Reviewed by Nursing Faculty 08-16-2019

Additional Needs and Responsibilities for Clinical

All students must have professional liability insurance coverage prior to attending clinical. Chicago State University will obtain the selected malpractice liability carrier for students.

Incoming students will be notified by the APRG Committee prior to fall semester of the junior year. Students are required and responsible for obtaining the required physical, blood work, titers, and vaccinations prior to clinical.

Students will need to purchase white nursing shoes and a watch with a sweeping second hand.

Clinical Transportation

Clinical sites are extremely competitive. Students are responsible for transportation to each clinical site or rotation. There is no guarantee for clinical site, shift, or group. Clinical sites are randomly assigned. Students will need to be flexible for completion.

Clinical Skills Checklist

Checklists containing clinical skills pertinent to each clinical course are used for **students' professional growth and faculty evaluation of clinical experience**. Skills listed on the checklist must be completed in the Nursing Learning Resource Center – Skills Lab and/or the clinical area for each clinical course (see Skills Checklist in the syllabus for the respective course).

Clinical Attendance

Students are required to attend all clinical experiences, and there will be no unexcused absences from these areas. Absences from the clinical area are addressed in each course syllabus. Students enrolled in 8-week courses will be allowed to complete 1 (one) alternative assignment. The 2nd absence will result in failure of the clinical and didactic course.

Students enrolled in 16-week courses will be allowed to complete 2 (two) alternative assignments and the 3rd (third) absence will result in failure of the clinical and didactic course. **Reviewed by Nursing Faculty 08-16-2019**

Clinical tardiness is considered one minute after the start of the shift.

Clinical Skills Medication Exam Policy and Clinical Progression

Requirements

Students are required to meet the minimum proficiency of 90% on the clinical medication exam before passing medication in clinical.

1. Pharmacology calculation examination to be weighted as part of the clinical evaluation of all nursing courses with clinical component.

2. Pharmacology calculation examination to be given in the following sequence:
3. Pharmacology calculation examination to be weighted 30% of the clinical grade. A grade of 30% for passing and 0% for failing the examination will be awarded. The criteria for passing or failing the exam are 90% for juniors and 100% for seniors.

Faculty will advise students who fail the pharmacology calculation examination during the midterm. Students must receive a 78% score to pass clinical.

Clinical Failure

Clinical failure will result in course failure for the respective clinical course and the student will be dismissed from the nursing program.

Reviewed by Nursing Faculty 08-16-2019 updated 8-18-2020

RESPONSIBILITIES OF THE STUDENT AS A LEARNER IN THE NURSING PROFESSION

In order to achieve the objectives of the courses listed in the program, the student is expected to:

- acquaint oneself with core values of the College of Health Sciences and the University;
- be familiar with the nursing conceptual framework, mission, values, and student learning outcomes;
- complete all required readings;
- select and read supplementary resource materials as required for individual understanding and/or increased knowledge of particular content;
- review content from former courses when such content can increase your understanding;
- complete all course assignments on time;
- consult with faculty, as often as necessary, for explanation of course objectives and/or assistance with course content and related assignments;
- **utilize resources, including faculty, as needed, to facilitate one's own learning;**
- in addition, exhibit personal and professional conduct consistent with University, College of Health Sciences, and the Department of Nursing guidelines.

Codes of Conduct

The student as a learner is expected to adhere to Codes of Conduct according to:

- University Policy
- College of Health Sciences Department of Nursing
- American Nurses Association (ANA) Code for Nursing (see below)

Netiquette Guidelines

- Show respect, tolerance and patient of others on the internet
- Be careful with sarcasm and humor, as it might be misinterpreted
- Utilize the same standards online as you would in a face to face setting
- Dress appropriately on webcam (NO tank tops, Pajamas, hair bonnets or du rags).
- Mute your microphone of you are not talking
- Do not use other devices while engaged in a virtual face to face session

- Read messages and discussion board post before posting
- Do not use all caps (All caps represent shouting)

AMERICAN NURSES ASSOCIATION CODE OF ETHICS

PROVISION 1

The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

- 1.1. Respect for human dignity
- 1.2. Relationships to patients
- 1.3. The nature of health problems
- 1.4. The right to self-determination.
- 1.5. Relationships with colleagues and others.

PROVISION 2

The nurse's primary commitment is to the patient, whether an individual, family, group or community.

- 2.1 Primacy of the patient's** interests
- 2.2 Conflict of interest for nurses
- 2.3 Collaboration
- 2.4 Professional boundaries.

PROVISION 3

The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

- 3.1 Privacy
- 3.2 Confidentiality
- 3.3 Protection of participants in research
- 3.4 Standards and review mechanisms
- 3.5 Acting on questionable practice
- 3.6 Addressing impaired practice

PROVISION 4

The nurse is responsible and accountable for individual nursing practice and **determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.**

- 4.1 Acceptance of accountability and responsibility
- 4.2 Accountability for nursing judgment and action
- 4.3 Responsibility for nursing judgment and action
- 4.4 Delegation of nursing activities.

PROVISION 5

The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

- 5.1 Moral self-respect
- 5.2 Professional growth and maintenance of competence
- 5.3 Wholeness of character
- 5.4 Preservation of integrity

PROVISION 6

The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality care and consistent with values of the profession through individual and collective action.

- 6.1 Influence of the environment on moral virtues and values
- 6.2 Influence of the environment on ethical obligations
- 6.3 Responsibility for the health care environment

PROVISION 7

- 7.1 Advancing the profession through active involvement in nursing and health care policy
- 7.2 Advancing the profession by developing, maintaining, and implementing professional standards in clinical, administrative, and educational practice
- 7.3 Advancing the profession through knowledge development, dissemination, and participation to practice.

PROVISION 8

The nurse collaborates with other health professionals and the public in promoting community, national and international efforts to meet health needs.

- 8.1 Health needs and concerns
- 8.2 Responsibilities to the public

PROVISION 9

The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

- 9.1 Assertion of values
- 9.2 The profession carries out its collective responsibility through professional associations
- 9.3 Intra-professional integrity
- 9.4 Social reform

Interpretations of the ANA Code of Ethics for Nurses can be read at <http://www.ana.org/codeofethics>.

Reviewed by Nursing Faculty 08-16-2019

STANDARDS OF PROFESSIONAL CONDUCT FOR REGISTERED PROFESSIONAL NURSES

The Illinois Nurse Practice Act:

- Practice in accordance the Nurse Practice Act.
- Uphold federal and state regulations regarding controlled substances and alcohol.
- Be accountable for own nursing actions and competencies.
- Practice or offer to practice only within the scope permitted by law and within the **licensee's** educational preparation and competencies.
- Seek instruction and supervision from qualified individuals when implementing new or unfamiliar nursing activities.
- Delegate tasks only to individuals whom the licensee knows or has reason to know are qualified by education or experience to perform.
- Delegate professional responsibilities only to individuals whom the licensee knows or has reason to know are licensed to perform.
- Be accountable for the quality of nursing care delegated to others.
- Report unsafe, unethical, or illegal health care or conditions to appropriate authorities.

Assume responsibility for continued professional and personal growth and education to reflect knowledge and understanding of current nursing care practices.

Refer to the Nurse Practice Act that can be found online at <http://bit.ly/2tD1Tpp>.

Core Performance Standards for Nursing Students

All students interested in enrolling and remaining in the undergraduate nursing program at CSU **must possess the performance component skills necessary to assess a patient's** biopsychosocial needs and to analyze collected data in order to identify patient problems, plan and implement independent and collaborative interventions, and evaluate the care **provided and the patient's responses to care. Specific observation, communication,** motor, cognitive, psychosocial, and behavioral requirements provide candidates with the ability to carry out the responsibilities of a student nurse providing direct or indirect patient care. A student must, with or without reasonable accommodation, possess these performance component skills upon admission to the nursing program and maintain these essential components throughout the program. The activities/attributes listed below are not all inclusive.

MANUAL DEXTERITY – (Activities/Attributes)

- Use sterile techniques; insert catheters (Foley, NG, IV) Perform venipunctures
- Prepare medications and administer (PO, IM, IV) Manipulate small objects (lancet, stopcock)
- Open and close medication containers

MOBILITY – (Activities/Attributes)

- **Remain at patient's side for a prolonged period of time for purposes of** monitoring and frequent assessments
- Perform CPR
- Assist in lifting and moving patients and patient care materials (bed, chair) Move independently to and from patient care areas

PROCESSING PATIENT INFORMATION – (Activities/Attributes)

- **Respond to communication from patients with or without direct view of patient's** face
- Respond to monitor alarms, emergency signals, call bells from patients, and orders in a rapid and effective manner
- Accurately assess blood pressures, heart, lung, vascular, and abdominal sounds Accurately read a thermometer; identify cyanosis, absence of respirations, and movements of patients rapidly and accurately
- Accurately process printed and computerized information on medication **containers, physicians' orders, and monitor and equipment calibrations, printed**

documents, flow sheets, graphic sheets, medication administration records, and other medical records

MATH COMPETENCY – (Activities/Attributes)

- Tell time
- Use measuring tools (tape measure, scale) add, subtract, multiply, and divide
- Record numbers
- Calculate medication dosages (PO, Sub-q, IM, IV) and intravenous solution rates

EMOTIONAL STABILITY – (Activities/Attributes)

- Provide emotional support to patients
- Adapt rapidly to environmental changes and multiple task demands (new admission, patient going to therapy or surgery)
- Maintain adequate concentration and attention in patient care settings
- Maintain behavioral decorum in stressful situations (avoid inappropriate laughter, jokes, comments)

COGNITIVE PROCESSING – (Activities/Attributes)

- Transfer knowledge from one situation to another (classroom to patient care)
- Assess patient needs based on understanding and synthesis of patient information (know co-morbidities, complex problems)
- Develop effective care plans based on assessments; prioritize tasks to ensure patient safety and standards of care (administer medications & treatments on time)
- Organize and retain information in basic knowledge and skills areas (frequently administers medications & treatments)

CRITICAL THINKING – (Activities/Attributes)

- Identify cause and effect relationships (religious, ethnic, cultural, and socioeconomic) Sequence information in a manner that is logical and understood by others
- Make sound clinical judgments and decisions based on standards of nursing care; seek assistance when clinical situation requires a higher level of expertise/experience

INTERPERSONAL/COMMUNICATION SKILLS – (Activities/Attributes)

- Respect differences in patients; establish and maintain effective working relations with patients, co-workers, faculty, and student colleagues
- Teach and provide information in an accurate and effective manner Report critical patient information to other caregivers
- Convey information to others through graphic, print, and/or electronic media in an accurate, timely, and comprehensible manner

Reviewed by faculty 05/2019

ADMISSIONS POLICY

Admission to the Department of Nursing

The aspiring student must first be admitted to the university in order to become a nursing major. Admission to the Department of Nursing has two phases:

- Phase 1 is the admission to the pre-professional program. The aspiring student must first meet all university requirements, and,
- Phase 2 is the admission to the professional program. The aspiring student must meet all admission requirements of the Department of Nursing.

PHASE 1

All freshmen and transfer students must take the university qualifying examinations in English, Reading and Math.

PHASE 2

Prospective basic nursing students must meet the following requirements:

1. Meet the general admission requirements of the university
2. Successfully complete the university requirements or developmental courses in English, reading and mathematics if required
3. BIOL 2059 will be accepted if taken within the past five years. BIOL 1080, 2020, 2021 and CHEM 1050 do not have an expiration date.
4. Completion application to the nursing program and three (3) letters of reference to the Department of Nursing. The deadline for applications is April 1st for Fall admission and October 1st for Spring admission.
5. Complete all pre-**requisite courses with a minimum grade of “C” by the end of the summer semester before starting the program.** Students with outstanding courses can only have one science course outstanding (not enrolled) at the time of application.
6. Complete TEAS exam and submit score to the Department of Nursing

- as directed
7. Achieve a cumulative GPA of 2.75 or higher

Certified Nursing Assistants (CNA):

Consistent with the Illinois Articulation initiative, certified nursing assistants who have completed a nursing assistant course and have passed the Illinois Nursing Assistant Competency Evaluation may receive up to 3 credit hours from a nursing elective. The Department of Nursing will award these credits after admission to the professional sequence. Students receiving credit as an elective must have been certified prior to admission into the professional sequence of the program.

Licensed Practical Nurses (LPN) and Certified Nursing Assistants (CNA) will follow the same curriculum pattern as the basic students.

All application packets must contain an updated Detail Degree Evaluation, which can be generated by students from the CSU-XPress website. Students must bring or mail in the completed application packet to the Department of Nursing located in the Business and Health Sciences Building, Room 200A. Applications must be received on or before due date. Incomplete nursing applications will not be reviewed.

Members of the Admission, Progression, Retention and Graduation (APRG) Committee will review admission packets. A competitive ranking scale is utilized. Applicants are informed of the results of the application review process by the end of the spring semester.

Reviewed by Nursing Faculty 08-16-2019

READMISSIONS POLICY

Readmission to the Department of Nursing

When a student withdraws from the nursing program for personal, performance, or academic reasons, readmission is not automatic and priority is not necessarily given based on previous enrollment. A written letter for reconsideration and a personal interview with the Department Chair is required. Students who were unsuccessful in passing the Nursing Fundamentals course will not be considered for re-admission to the professional sequence of the nursing program.

The following rules also apply:

1. All readmissions will be dependent upon space available in the upcoming course sequence.
2. The amount of time granted for a leave of absence (LOA) from the program will be up to a maximum of one year.
3. Students requesting a LOA for one year must be aware of the possibility of repeating nursing courses to ensure competency with current program expectations and must meet the requirement of the existing curriculum pattern.
4. Any student attempting readmission to the nursing program must meet all current undergraduate program admission requirements including cumulative GPA (minimum of 2.75 on a 4.0 scale).
5. For readmission, a student will contact the Chairperson of the Department of Nursing in writing.
6. The letter submitted by the student requesting readmission must include the following:
 - a. A description of the circumstances surrounding dismissal or withdrawal from program/school.
 - b. A description of activities during the interval of leaving school and reapplying that justifies readmission into the program as well as evidence of nursing questions completed during the leave of absence.
 - c. **The student's** academic plan to promote success upon readmission.
 - d. Acknowledge responsibility and accountability for the problem that resulted in dismissal.

- e. Show evidence of initiative to correct the problem. For example, activities that promote academic growth and insight while not enrolled in the program.
 - f. Provide documentation to demonstrate readiness to perform beyond the minimal standard if readmitted through medical or counseling reports; letters of recommendation; new grade reports; employment records; special projects or volunteer work; evidence of academic remediation, and/or statement of personal goals and a plan of action.
3. Students must complete the nursing program within 3 years from return to program.
 4. Complete nursing courses in existence at the time of re-entry.

Reviewed by Nursing Faculty 08-16-2019



SECTION III



CHICAGO STATE UNIVERSITY

POLICY AND PROCEDURES

Nursing Student Responsibilities and Expectations

Nursing Professionalism embodies the qualities of respect, integrity, honesty, advocacy, and accountability. Nursing students are expected to maintain the highest standards of professionalism in all learning settings. All that you do and say, and the way you present yourself visually, either elevates or diminishes your professional image in the eyes of others. Nursing students must learn the importance of establishing and maintaining professional boundaries. In a student role, professional boundaries exist between the student and the instructor and between the student and the client. Students unclear of proper behavior or response to a client should consult the instructor for guidance.

Relevant factors to consider before making a commitment to nursing school include:

- **Family commitments:** It is demanding to meet the needs of a family while carrying a full college schedule. Clinical courses may require evening and/or weekend time commitments. Consideration of the impact on family life should be considered prior to enrolling in all nursing courses.
- **Work commitments: Work requirements may interfere with a student's success. It is recommended to commit to about 2-3 hours of study time per week for every credit hour of a course outside the classroom.** Heavy work schedules may make academic success difficult. For example, in your first semester of the BSN plan of study there are 12 credit hours of nursing courses. Therefore, a study plan that consists of 24 – 36 hours per week outside the classroom is recommended in order to be successful.
- **Athletic/sport commitments:** Remaining active in a team sport can be accomplished while in nursing school; however, both require time commitments. To excel in both, it is up to the individual student athlete to be responsible to work out their personal schedules to keep up with requirements of both. Student athletes are required to disclose their student athlete status to faculty and have regular open dialogue with instructors.

Professional Behaviors

Nursing students and faculty will maintain a professional relationship:

- Students should not ask, or expect, any faculty member to participate in a social event of an individual, group, or class while the course is in progress.
- Students should not offer the instructor gifts or money as a gratitude for instruction.

Nursing Students will maintain professional boundaries in a professional nurse-client relationship:

- Students strive to inspire the confidence of clients. Students must remain professional with all clients/patients and family members, as well as all other healthcare providers.
- Clients can expect nursing students to act in the best interest of the client while **respecting clients' rights, autonomy, and dignity.**
- The student will abstain from obtaining personal gain at the clients' **expense.**
- Professional boundaries include but are not limited to inappropriate involvement in the **client's personal relationships.**
- Violations in maintaining professional boundaries can result when there is confusion between the needs of the student and those of the client. Such violations are characterized by excessive personal disclosure by the student nurse, secrecy, or even a reversal of roles. Boundary violations can cause delayed distress for the client, which may not be recognized or felt by the client until harmful consequences occur.
- For information on maintaining professional boundaries: https://www.ncsbn.org/ProfessionalBoundaries_Complete.pdf

Nursing students are encouraged to provide input on decisions including curriculum and teaching/learning process. Students are invited to become active in student organizations both on campus and in the community.

Nursing students can become involved in governance in several ways:

- Participate in the course surveys, an end of program survey, and an Alumni survey.
- Provide honest and fair feedback in course evaluations at the end of each course.
- Participate in student forum activities when available.

Nursing students will maintain professional behavior and proper technology etiquette at all times when using cell phones, iPads, iPods, mobile devices, laptops, or other electronic devices:

- Electronic devices may be used only when authorized by faculty and for class/clinical activities. Absolutely no use of electronic devices for personal use.
- Cell phones and mobile devices are not allowed during class or clinical experiences.
- Students are not allowed to take photos in the clinical agency or lab environments except as needed for a course assignment.
- Absolutely no personal phone use allowed during class or clinical; this includes texting.

Nursing students are expected to protect the confidentiality of patient information at all times in accordance with HIPAA policy. This includes, but is not limited to:

- Students may not take any photographs of clients or client records nor make copies of client records.
- Students violating patient privacy with a mobile device will be subject to HIPAA infractions of the clinical agency.
- It is important to remember that everyone can see and read what is placed on social networking sites.

Do not post information or photos with patient sensitive content. Always remember that your online presence reflects you as a professional. Be aware that your actions captured via images, posts, or comments can reflect on you; many recruiters routinely search the social networking venues when considering people for a new hire.

N O T E: It is never appropriate to post photos or information about a patient on a social networking site. Social network postings can be subject to disciplinary action up to and including dismissal from the nursing program.

For additional information on how to use social media without professional or personal consequences, visit https://www.ncsbn.org/NCSBN_SocialMedia.pdf

Reviewed by Nursing Faculty 08-16-2019



SECTION IV

CHICAGO STATE UNIVERSITY

Policy for Grading Undergraduate Clinical Courses

Satisfactory

- Attends all clinical activities unless excused by instructor.
- Adheres to professional guidelines and policies for clinical practice as detailed in Student Handbook and syllabus.
- Achieves a Satisfactory grade on each clinical objective.
- Achieves a Satisfactory grade for each required assignment, project, or presentation.
- Adheres to safe nursing practice standards.
- Demonstrates professional nursing practice and conduct.
- Meets all criteria satisfactorily
- Submits documentation of all clinical requirements prior to first clinical day. Remains in compliance with clinical requirements both prior to and during clinical rotation.

Unsatisfactory

- Fails to notify or gain approval of absence from clinical instructor.
- Fails to adhere to professional guidelines and policies for clinical practice as detailed in Student Handbook and syllabus.
- Does not achieve a Satisfactory rating in one or more of clinical objectives.
- Does not achieve satisfactory ratings for a required assignment, project, or presentation.
- Fails to adhere to safe nursing practice standards.
- Demonstrates unprofessional nursing practice and conduct.
- Fails to meet all criteria satisfactorily
- Fails to submit documentation of all clinical requirements prior to the first clinical day.

Any student who is absent for any reason (excused/unexcused) for 25% or more clinical days in a clinical course, will earn an Unsatisfactory for that course. For any missed clinical day due to CSU cancellation or faculty cancellation, there will be a clinical make-up assignment similar in scope and quality to the planned learning activities in that clinical setting on that particular (i.e. Missed) clinical session.

Faculty Reviewed May 2019

PROGRESSION, RETENTION AND/OR DISMISSAL, GRADUATION

Curriculum Progression

Junior Level Progression Requirements

Students enrolled in the pre-professional nursing program. Freshmen and transfer students must comply with the general admission requirements of the University, complete the prerequisite courses and attain the expected level of academic achievement prior to admission to the professional sequence. Students are admitted into the professional sequence at the junior year.

Students must meet the requirements for nursing practice outlined in (225 ILCS 65/50-35) (was 225 ILCS 65/5-23)
<http://www.ilga.gov/legislation/ilcs/ilcs5.asp?ActID=1312&ChapterID=24>

Students **must meet the clinical affiliate's requirements for compliance prior to** attending clinical. Failure to meet these requirements will result in failure in the course. Two withdrawals or failures of clinical will result in dismissal from the program.

Students must follow their cohort in order to progress in the program through graduation. If a student is unsuccessful in a nursing course and it is their first attempt they will not progress to the next sequence of nursing courses.

Students who pass all nursing courses including the end-of-course (EOC) examinations at the Junior Level will progress to the Senior Level.

Students with a “D” or “F” grade in a nursing course must repeat the course.

Complete an individualized student success plan with your academic advisor identifying your areas to improve in specific content areas.

Unsuccessful Course Attempt Progression

Students must follow their cohort in order to progress in the program through graduation. If a student is unsuccessful in a nursing course and it is their first attempt they will not progress to the next sequence of nursing courses. *Reviewed 8/18/2020*

Students with a “D” or “F” grade in a nursing course can repeat the course if the following guidelines are met:

1. All repeat of nursing courses will be dependent upon space available in the upcoming course sequence.

2. The amount of time granted to repeat a course will be up to a maximum of one year in order to return to repeat the unsuccessful nursing course.
3. Students repeating nursing courses to ensure competency with current program expectations must meet the requirements of the existing curriculum pattern.
4. Any student attempting to repeat a nursing course must have at the time of repeating the course a cumulative GPA (minimum of 2.75 on a 4.0 scale), students who do not meet the cumulative GPA requirements will be ineligible to repeat the nursing course in which they earned the D or F.
5. Students who need to repeat an unsuccessful course will contact the Chairperson of the Department of Nursing in writing.
6. The letter submitted by the student requesting to repeat the course must include the following:
7.
 - a. A description of the circumstances surrounding the unsuccessful attempt in the nursing course.
 - b. **The student's** success plan to promote success in the course being repeated.
 - c. Acknowledge responsibility and accountability for the problem that resulted in being unsuccessful in the nursing course.
 - d. Provide documentation to demonstrate readiness i.e. the completion of NCLEX style questions.

Students can only repeat any nursing course one time only. Students who receive a **grade of “D” or “F”, or withdraw from any two nursing courses will be dismissed** from the nursing program.

Reviewed by Nursing Faculty 08-2019

Senior Level Progression Requirements

Please see specific course syllabus for required levels of End-Of-Course (EOC) achievement for each course based on national standards.

Students must follow their cohort in order to progress in the program through graduation. If a student is unsuccessful in a nursing course and it is their first attempt they will not progress to the next sequence of nursing courses.

Students who pass all required nursing courses and EOC examinations at the Senior Level are eligible to take the Comprehensive Exit Examination. See individual course syllabus for required levels of achievements. Based on national standards.

In order to graduate, a student must pass the Comprehensive Exit Examination (HESI) with a minimum score of 900 points.

A student who fails the Comprehensive Exit Examination (HESI) on the first attempt must participate in an individualized plan of study (IPS) that is based on the content analysis of the performance on the Comprehensive Exit Examination (HESI) results. Student must show progress towards individualized plans to sit for the retake. Students must complete the review and EOC exam within 90days.

If the student fails the Comprehensive Exit Examination (HESI) for the 2nd time, the student must enroll in an additional Live Review course (chosen by the student) before re-taking the Comprehensive Exit Examination (HESI) for the 3rd time. Students must successfully pass the Comprehensive End of Program Exit Exam before eligibility for graduation and completion from the program.

NOTE: Failure in any required nursing (theory and /or clinical) course a 2nd time will result in dismissal from the nursing program

| Junior Level | | |
|---------------|------------------------------|-----------------------------|
| Course Number | Course Title | Performance Level |
| NURS 3051 | Fundamentals of Nursing | Based on National standards |
| NURS 3325 | Comprehensive Care of Adults | Based on National standards |
| NURS 3324 | Pharmacology | Based on National standards |
| NURS 3326 | Mental Health Nursing | Based on National standards |

| Senior Level | | |
|---------------|--------------------------|-----------------------------|
| Course Number | Course Title | Performance Level |
| NURS 4210 | Maternal Child Health | Based on National standards |
| NURS 4051 | Children and Adolescents | Based on National standards |

| | | |
|-----------|--------------------------|-----------------------------|
| NURS 4301 | Leadership | Based on National standards |
| NURS 4251 | Community Health Nursing | Based on National standards |

Note: All EOC examinations must be successfully passed in order to progress in the nursing program.

Graduation Requirements

A comprehensive exit examination, administered by Health Education Systems Incorporated (HESI), is required at the end of the program. This exam is administered during the last semester of the senior year. All requirements must be met in order to take the examination. A minimum of 900 points is required on the HESI exam in order to graduate from the Bachelor of Science in Nursing program.

Academic Integrity

- Good academic work must be based on honesty.
- The attempt of any student to present as his or her own work that which he or she has not produced is regarded by the faculty and administration as a serious offense.
- Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or an assignment written, in whole or in part, by someone else.
- Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them.
- Students guilty of, or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be suspended or dismissed from the university.
- A faculty member has original jurisdiction over any instances of academic misconduct that occur in a course, which the faculty member is teaching.
- The student shall be given the opportunity to resolve the matter in meetings with the faculty member and the department chair.
- If the facts of the incident are not disputed by the student, the faculty member may elect to resolve the matter at that level by levying a sanction no greater than an F for that course.
- The faculty member shall notify the student in writing whenever such action is taken, and the Office of Judicial Affairs shall receive a copy of the Academic Misconduct Incident Report indicating final disposition of the case, which will **be placed in the student's judicial file.**
- In cases where there is either a finding of responsibility or an admission of responsibility by the student, any recommendations by the hearing board regarding the course grade are non-binding on the instructor, who remains solely responsible for assigning a course grade, consistent with the policies set forth in the course syllabus.

Reviewed by Nursing Faculty 08-16-2019

SECTION V



CHICAGO STATE UNIVERSITY

STUDENT DEVELOPMENT ACTIVITIES

Nursing Advisors

Chicago State University has in place a multifaceted plan, the Curriculum Advising Planning Program (CAPP), which is used by advisors and students to evaluate course work towards degree completion. The Department of **Nursing monitors students'** progress ongoing through an academic warning system that stays in touch with the students and ensures their success.

1. Each student admitted to the professional program is assigned a faculty advisor. Students are expected to meet with their advisors a minimum of once each semester.
2. The Department of Nursing encourages students to participate in the operation of the department through participation on the following standing departmental committees: **Faculty Organization, Students' Affairs, Curriculum, Admission, Progression, Retention and Graduation (APRG) Committee.**

Nursing Learning Resource Center (NLRC)

The NLRC, located in BHS 100, provides additional learning resources to students. **Commonly called “the nursing lab”, it is designed to provide access to electronic equipment, as well as an environment in which to practice skills.** The nursing lab comprises two rooms:

1. A computer room with 50 desktop computers with the latest software and other equipment to assist learning. In addition, there are an array of online resources to support students practice and remediation.
2. The skills lab is the other unit available to students to practice simulation and other skills and to study. A small reading room is available for small group meetings.

Refer to posted lab hours and regulations for usage of the computer lab, the skills/simulation lab, as well as the reading room.

UNIVERSITY STUDENT SUPPORT SERVICES

Academic Computer Center

The Academic Computer Center is comprised of two open computer laboratories located in Douglas Hall, DH 122 and the Student Union Building, SUB 150. Both computer laboratories are open to all current CSU enrolled students, faculty and staff, as well as alumni, for research and instructional use. The computer laboratories are equipped with desktop computers running Windows computer

software and MAC and other computer programs (i.e., SPSS, SAS). The campus is entirely wired to provide access to the internet.

Academic Library

The library has many outstanding features that will enable users to find and retrieve information and materials quickly and efficiently. The library now has an automated storage and retrieval system called ROVER (Retrieval Online via Electronic Robot). Library members have placed about 80% of the library collections (including all of the bound periodicals, Black Studies publications, archive materials, microforms and most of the older books) into ROVER.

Campus Ministry

The campus ministry seeks to support, encourage and develop the faith and spiritual life of the University community, students, administrators and faculty. The campus ministry offers opportunities for worship, retreats, community services, peace, and justice awareness activities. The campus ministry offers support to all faiths and denominations. Members of the university are encouraged to utilize the Parker Meditation Room in DH-304, which is designated for reflection, prayer, and worship.

Career Development Center

The Career Development Center assists students and alumni in investigating career and professional development opportunities. Workshops and individual consultations assist students in identifying career goals, scheduling on-campus interviews by recruiters from corporations, business and graduate and professional schools, as well as developing placement credentials. Services include, but are not limited to: resume writing and interviewing skills development, researching jobs and companies, professional image development, computerized career guidance systems, a career resource library and career awareness days. <https://www.csu.edu/careerdevelopment/>

Financial Aid

A variety of financial aid programs is available to students. To obtain a more comprehensive view of the financial aid programs, visit the web site at <https://www.csu.edu/financialaid/>. The office of Student Financial Aid is located in the Cook Administration building-Room 207. The phone number is 773-995-2304.

Student Government Association (SGA)

Located in SUB- 268, **the SGA exists primarily to address students' concerns and needs**, and to provide services, which enhance overall student life and development. The

SGA is committed to the representation and advocacy of all students and serves as a liaison to the Administration and other programs of the University community. Students who have paid their fees are automatically members of the SGA and as such, are entitled to vote, chair, and serve on committees and take advantage of all SGA sponsored activities and services. Among the services and activities provided by the SGA office are: political campaign forums and panel discussions about social concerns and current events, a variety of social events such as dances, talent shows and other cultural and social programs. In addition, the SGA office assumes a major responsibility for the dissemination of announcements and information relevant to **students' needs and interests. The most important** feature of the SGA office is the opportunity it provides for students to be involved with self-governance and service to others. Involvement in the SGA office is not only fertile ground for gaining valuable training and experience, but it is also a vital means to contributing to the overall experience of university life.

Office of Abilities

Students with a disability who require reasonable accommodations to fully participate in this course should notify the instructor. Such students must be registered with the Abilities Office which is located in the Cordell Reed Student Union Building, Room 190. The telephone number is 773.995.2380. Accommodations may be requested at any time, but they are not retroactive. Coordination of accommodations is a free service for registered students. More information can be found on our website at <https://www.csu.edu/dosa/abilities/> and please do not hesitate to also send an email to abilities@csu.edu

University Counseling Center

The University Counseling Center, located in the Student Union Building, provides psychological counseling and consultation to all members of the University community. The center offers support through a variety of services and special programs as students learn to become accommodated to university life. Personal, educational, and stress management counseling services are available to help students effectively and meaningfully master life on and off campus. The center offers counseling and help in academic developmental tasks or skills and solving problems during crisis periods.

Individual and confidential therapy is available in the center for many personal needs **that may be identified through a counselor's assessment of students' concerns. Student counseling and assessment needs may also result from referral to the center's group** workshop on study skills, interpersonal relationships, stress management, physical and sexual abuse, human sexuality issues, addictions, self-esteem development, depression management, test anxiety, and other issues and topics. Referrals for services outside the university are made when long term psychotherapy or alcohol and substance abuse treatment is indicated.

Reviewed by Nursing Faculty 08-16-2019

Wellness/Health Center

The CSU Wellness/Health Center is organizationally located within the College of Health Sciences but serves the needs of the University population. The Wellness/Health Center is a comprehensive health and educational resource for the campus community. Directed by a Family Nurse Practitioner, the Wellness/Health Center is the campus community link to personal health and wellness. Students may be seen by a primary care provider by appointment for a nominal fee with a valid CSU identification card.

All students must submit an official immunization record to the Wellness/Health Center as part of the registration process. Students will not be allowed to register if they do not submit their current immunization record. Students must also show proof of health insurance in order to attend the university. Information regarding the mandatory student health insurance is available through the insurance coordinator. The contact number is 773-995-2011.

Physically challenged persons may receive assistance in securing parking decals by having the appropriate medical documents submitted and on file in the Wellness/Health Center.

Reviewed by Nursing Faculty 08-16-2019

SECTION VI



CHICAGO STATE UNIVERSITY

GRIEVANCE POLICY AND PROCEDURES

Complaints, grievances and appeals relating to admissions, academic status, financial assistance, faculty, oral English proficiency, student conduct and other topics are described at appropriate places in the University Undergraduate Catalog. The CSU Undergraduate Catalog can be located online at <https://www.csu.edu/catalogs/>

When a grade or evaluation dispute occurs, students are required to file their written petition or grievance within 30 days after the grade or evaluation has been rendered. Petitions or grievances initiated after the 30-day period will not be considered. Students should take the following steps when filing a petition or grievance:

| | |
|--|--|
| <p><i>Failing Grade for Nonattendance due to Illness</i></p> | <p>Students are required to submit medical evidence documenting their incapacity to complete the course during the period in question. Such petitions are forwarded to the Appeals Committee in the Registrar's Office for review. The decision of the Appeals Committee will be final.</p> |
| <p><i>Dispute of a Grade or an Evaluation</i></p> | <p>Students must first discuss with the instructor how the grade was determined. This conference should be held within five (5) school days after the grade has been rendered. Many times questions about grades can best be resolved through communication with the instructor.</p> |
| <p><i>Issue still not resolved</i></p> | <p>If questions still remain following the conference with the instructor, the issue should be referred to the course director and the matter shall be discussed by the team instructing that course. At the request/discretion of the student or course director, the person against whom the complaint is made may or may not be present at the initial discussion. The course director representing the team will meet with the instructor and the student for the purpose of clarification as the matter warrants, and in an attempt to arrive at a solution. A written statement will be given to the student within one (1) calendar week regarding the decision. If no satisfaction is obtained, the student can submit a written complaint to the Department of Nursing Admission, Progression, Retention and Graduation (APRG) Committee.</p> |

Reviewed by Nursing Faculty 08-16-2019

| Channeling the Complaint/Grievance to the Admission, Progression, Retention and Graduation (APRG) Committee | |
|--|--|
| <i>Step 1</i> | Within one (1) calendar week after the student has received written notice regarding the decision of the team, the student may present a written complaint to the APRG Committee. |
| <i>Step 2</i> | Upon receiving the complaint, the APRG Committee will request from the team teaching the course, a written account of the situation and the action taken. |
| <i>Step 3</i> | Within one (1) week, the APRG Committee will forward a written recommendation to the chairperson of the Department of Nursing. The chairperson will forward his/her decision to the student. |

Reviewed by Nursing Faculty 08-16-2019

If no satisfactory decision is reached, the student may submit a written account of the situation to the chairperson of the Department of Nursing.

| Channeling the complaint/grievance to the Department Chairperson | |
|---|--|
| <i>Step 1</i> | Upon receiving the complaint, the Department of Nursing chairperson will request from the course director and the APRG Committee, a written account of the actions taken. |
| <i>Step 2</i> | The complaint will be discussed with the student or students and all other persons involved. If appropriate, all persons involved will meet to discuss the details of the complaint. |
| <i>Step 3</i> | If the Department chairperson is unable to arrive at a resolution that is satisfactory to both the student and the instructor, the issue may be referred to the appropriate academic dean. |

Reviewed by Nursing Faculty 08-16-2019

**Channeling the complaint/grievance to the
Dean of the College of Health Sciences**

The Dean of the College of Health Sciences will appoint a grievance committee to hear the complaint and advise. The rights of the parties at a hearing (student or instructor) shall apply, including the right to notice of hearing and decision reached; the right to be present at the hearing and the right to present and inspect evidence. Specific procedures for the hearing of each case shall be determined by members of the committee. The primary role of the grievance committee is to ascertain whether the department followed their published policies and procedures. Following the hearing, the committee will present its advice to the dean and communicate its recommendations to the department chairperson, instructor and student. The decision of the dean will be final.

College-Level Student Grievance Procedures

The programs in the College of Health Sciences provide professional level students with a written copy of the student and instructor responsibilities, and procedures for enforcing them. Causes for grievances include the following:

1. Admission to professional course sequence
2. Admission to clinical experiences
3. **Evaluation of student’s performance and guidelines and the “Petition for Hearing”** form are available online and from the respective programs (*see Appendix G*).

Reviewed by Nursing Faculty 08-16-2019

| Steps Prior to Hearing | |
|------------------------|---|
| <i>Step 1</i> | To initiate a formal grievance, the student must file a completed Petition for Hearing form with the student’s chairperson . |
| <i>Step 2</i> | Before a formal grievance can rise to the college level, it must have proceeded through the prior levels of deliberation indicated below: (Each department has detailed procedures for action at each level) |
| <i>Step 2A</i> | Conference between instructor and student. |
| <i>Step 2B</i> | Conference between program director/chairperson and student. |
| <i>Step 2C</i> | Hearing before program level grievance committee. |

Composition of College-Level Grievance Committee

- The dean of the College of Health Sciences or his/her designated representative
- One faculty member from the program involved
- One faculty member from the other academic departments in the College
- One College of Health Sciences student, not from the program
- One student from the program involved

Resolution of the committee will be based on two-thirds (2/3) of the majority vote. The decision of the dean will be final.

Reviewed by Nursing Faculty 08-16-2019

See grievance forms in Appendix section of this handbook.



APPENDICES



CHICAGO STATE UNIVERSITY

APPENDIX A – PROFESSIONAL BEHAVIOR CHECKLIST

| | | | | | | |
|--|-------------|---|---|---|---|---------|
| Student: | | | | | | |
| Class: | Instructor: | | | | | 2nd End |
| Professional Behavior Being Evaluated: | | | | | | |
| <i>Direction:</i> You will be evaluated on the following (16) professional behaviors using the scale listed below. <i>Rating Scale:</i> Skill/ability is satisfactory (3) = Demonstrates behavior consistently (100%) Skill/ability is emerging (2) = Demonstrates behavior 78% to 90% Skill/ability is unsatisfactory (1) = Demonstrates behavior less than 78% of the time | | | | | | |
| DRESS | | | | | | |
| 1) Complies with the dress code of the nursing program and/or clinical facility | 3 | 2 | 1 | 3 | 2 | 1 |
| 2) Modifies appearance (including dress, grooming, accessories) as appropriate to the situation | 3 | 2 | 1 | 3 | 2 | 1 |
| RESPONSIBILITY | | | | | | |
| 3) Meets assignment: task and schedule deadlines | 3 | 2 | 1 | 3 | 2 | 1 |
| 4) Is in attendance and is punctual | 3 | 2 | 1 | 3 | 2 | 1 |
| 5) Contributes to classroom/clinic discussion and activities (both verbally and non - | 3 | 2 | 1 | 3 | 2 | 1 |
| 6) Seeks clarification from the appropriate instructor/supervisor, of class/clinic assignments and obligations | 3 | 2 | 1 | 3 | 2 | 1 |
| 7) Engages in self-directed learning | 3 | 2 | 1 | 3 | 2 | 1 |
| FEEDBACK | | | | | | |
| 8) Receives feedback from peers, instructors and supervisors in a professional manner | 3 | 2 | 1 | 3 | 2 | 1 |
| 9) Alters behavior on the basis of feedback, (demonstrating the ability to separate personal bias and beliefs from the feedback) | 3 | 2 | 1 | 3 | 2 | 1 |
| 10) Gives constructive feedback | 3 | 2 | 1 | 3 | 2 | 1 |
| COMMUNICATION | | | | | | |
| 11) Interacts, both verbally and nonverbally in a direct and respectful manner with a variety of individuals including peers, instructors/supervisors and patients | 3 | 2 | 1 | 3 | 2 | 1 |
| 12) Uses reflective listening (paraphrase the statements of another and/or asks for clarification) | 3 | 2 | 1 | 3 | 2 | 1 |
| ETHICS | | | | | | |
| 13) Complies with the ANA code of ethics and the University and/or facility policies for behavior | 3 | 2 | 1 | 3 | 2 | 1 |
| SELF ASSESSMENT | | | | | | |
| 14) Recognizes that self-assessment is an ongoing process that leads to attitudinal changes that strengthen and enhance professional behavior | 3 | 2 | 1 | 3 | 2 | 1 |
| 15) Engages in ongoing self-assessment by identifying strengths and weaknesses | 3 | 2 | 1 | 3 | 2 | 1 |
| 16) Compares self-assessment with feedback from others, acknowledging similarities and discrepancies | 3 | 2 | 1 | 3 | 2 | 1 |
| COMMENTS: | | | | | | |

Reviewed by Nursing Faculty 08-16-2019

APPENDIX B – DEFINITIONS

Environmental – Persons are confronted with complex environmental problems such as continued pollution of the environment with toxic substances and the depletion of the natural resources, both of which will ultimately result in the extinction of environmental elements vital to health.

Biological – Throughout the life cycle, persons evolve through a pattern of designated stages of maturation, signaled by specific behavioral and changing stimuli. Individuals experience stressors in their internal and external environment. This interaction contributes to tension that can be interpreted as negative or positive. A stressor may be broadly classified within parameters corresponding with the dimensions of persons.

Psychological – Throughout the lifecycle, the person has the capacity for psychological growth and development. Thoughts and feelings are communicated through behavior **and are influenced by the person's beliefs and values. Through** socialization and identity formation, persons become unique and **autonomous. The person's** unique repertoire of behaviors assists in responding to the tension inherent in interacting with a dynamic environment. Tension may be related to socio-cultural spiritual influences. Real or imagined threat to values, self-image, or self-concept increases anxiety and requires a behavioral response, or results in a behavioral change.

Social – Persons negotiate their social roles within societal structures. These roles are defined by societal norms and form the expressions of the caring relationship. Roles are actively individualized by each person within the more rigidly defined boundaries of the life cycle. The social role, therefore, provides each person with an ability to carry on interactions within more complex human relationships and provides them the opportunity to change, grow, and participate

Spiritual – The spiritual aspect of persons is the unifying force that pervades and integrates the biological, psychological, sociological, and cultural aspects and makes each person unique. Spirituality is concerned with bringing meaning and purpose to life. It is expressed in the desire for inner harmony and growth of the self through caring relationships with other persons and a transcendent God or higher power.

Cultural – Culture embraces all facets of living and beliefs that are held by a social group concerned about how life should be lived. It is within the cultural focus that persons develop patterns of learned behavior and values, which are shared among members of a designated group, and are transmitted to future members of that group over time. These shared values, customs and mores, are a predominant factor influencing the way in which persons negotiate with their environment. Culture **maintains predominant position in influencing persons' perceptions and** definitions of health.

APPENDIX C – REVISED BSN CURRICULUM PATTERN Fall 2016

| General Education Requirement | | | |
|--|--|---|--|
| <u>Fall Year 1</u> ENG 1230/1270 – Composition I MATH 1200 – College Algebra BIOL 1080 – Biological Science Survey I & Lab PSYC 1100 – Intro to Psychology Sociology 1250 or ANTH 1010 <u>Total</u> | Credit hours 3 3 3 3 <u>3</u> 15 | <u>Spring Year 1</u> ENG 1240/1280 – Composition II CHEMISTRY 1050 – General and Organic Chemistry BIOLOGY 2020 – Anatomy & Physiology I Lecture & Lab PSYC 2000 – Life Development <u>Total</u> | Credit hours 3 5 4 <u>3</u> 15 |
| <u>Fall Year 2</u> BIOLOGY 2059- Intro Microbiology Lecture & Lab HSC 2150 Intro to Health Professions BIOLOGY 2021 – Anatomy & Physiology II Lecture & Lab FOREIGN LANGUAGE I FINE ARTS Required <u>Total</u> | Credit hours 3 3 4 3 <u>3</u> 16 | <u>Spring Year 2</u> PSYC 4190 OR HSC 3329 - Statistics FOREIGN LANGUAGE II PHIL 1020 or PHIL 1030 Critical Thinking HSC 3321 Service Learning CMAT 2030 or 1130 – Speech <u>Total</u> | Credit hours 3 3 3 3 <u>3</u> 15 |
| <u>Semester 1</u> NURS 3020 Nursing Pathophysiology NURS 3051 Fundamentals of Nursing NURS 3151 Nursing Communication & Health Assessment NURS 3140 Theory and Professional Issues in Nursing NURS 3101 Seminar I <u>Total</u> | Credit hours 3 6 3 2 <u>1</u> 15 | <u>Semester 2</u> NURS 3324 Pharmacologic Interventions NURS 3325 Comprehensive Care of Adults NURS 3102 Seminar II <u>Total</u> | Credit hours 3 8 <u>1</u> 12 |
| <u>Semester 3 SUMMER</u> NURS 3326 Mental Health Nursing <u>Total</u> | Credit hours <u>5</u> 5 | <u>Semester 4</u> NURS 4210 Maternal/Child NURS 4051 Nursing Care of Children and Family NURS 3200 Research Methods NURS 4400 Advanced Therapeutics and Prioritization NURS 4201 Seminar III <u>Total</u> | Credit hours 4 4 3 2 <u>1</u> 14 |
| <u>Semester 5</u> NURS Elective NURS 4251 Community Based Care of Family NURS 4301 Leadership and Management NURS 4202 Seminar IV <u>Total</u> | Credit hours 3 5 4 <u>1</u> 13 | <u>Total Program Hours</u> | Credit hours <u>120</u> |

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APPENDIX D – UNIVERSAL PRECAUTIONS

Universal precautions are routine measures to be taken by students when providing all client care to prevent exposure to unknown infectious agents. Universal precautions are intended to prevent parenteral, mucous membrane, and non-intact skin exposures to human immunodeficiency virus (HIV) and other blood borne pathogens. Universal precautions apply to blood, body fluids with visible blood, semen, and vaginal secretions. In addition, precautions apply in handling tissues, cerebrospinal fluid, synovial fluid, pleural fluid, peritoneal fluid, pericardial fluid and body fluids visibly contaminated with blood, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids. It does not include feces, sweat, secretions, sputum, tears, urine, saliva and vomitus, unless blood is present. Infections need four simultaneous conditions to exist. If any one condition is removed, the danger from infection will be reduced or eliminated. The conditions that must exist simultaneously are:

- exposure to blood and/or potentially infectious material;
- a sufficient virulence to be dangerous;
- a portal to entry into a host; and
- a susceptible resistance level of the host.

Universal precautions and engineering controls act to reduce or eliminate one or more of these conditions. Needles should not be bent or recapped. The intact needle should be disposed of in a puncture proof disposal container. Surfaces contaminated with blood or other infectious body fluids should be cleaned by removing the excess fluid/debris and then cleaning the surface with a 10% bleach solution made fresh daily or with another **commercial disinfectant. Follow the clinical agency's protocol for handling** soiled linen.

Handwashing

Hands should be washed with soap and water:

- before any patient contact;
- before gloving;
- after each patient contact; if handwashing facilities are not convenient, hands should be cleansed with an antiseptic hand cleaner;
- immediately after the removal of any personal protective equipment, e.g., gloves;
- after touching any potentially contaminated article;
- before leaving the clinical area; and
- before eating.

Personal Protective Equipment

Personal protective equipment includes those items which are worn or used by the student to protect themselves from infectious materials and includes gloves, bandages, gowns, masks, goggles, etc. Personal protective equipment or gear is to be removed prior to leaving the work area and placed in the designated container. When performing CPR, a specially designed CPR mask should be used, i.e., one-way valve).

Gloves

Gloves should be worn:

- when it can be reasonably anticipated that hand contact with blood and potentially infectious body fluids, mucous membranes or non-intact skin (i.e., scratch, scrape, cut, sore, scab, rash, ulcer, blister, sunburn, chafe, chapped, irritated) will occur;
- when performing venipuncture/ phlebotomy;
- when handling items or cleaning surfaces soiled with blood or body fluid; and
- if the skin of the health care worker is cut, abraded or chapped.

Gloves should be changed after each patient contact. Disposable gloves should not be washed or re-used. Any cuts should be bandaged before gloving. Gloves should be replaced as soon possible if they are contaminated, torn, punctured or fail to serve as a barrier.

Gowns, Masks or Goggles

Gowns, masks or goggles are to be worn when the potential for occupational exposure exists (i.e., splashes, spray, splatter, or droplets of blood or other potentially infectious material)

APPENDIX E – INCIDENT REPORT

Any student sustaining an accidental exposure (puncture wound or mucous membrane) at the clinical site must adhere to the following guidelines.

1. Immediately notify your clinical instructor and apply antiseptic intervention. Follow the guidelines of your health care agency.
 - a. Complete their incident report.
 - b. Receive care in their employee service department or emergency room.
2. If the above is not possible, the student should follow OSHA guidelines and receive care within 24 hours.
3. Complete the CSU Department of Nursing Incident Report form shown below.
4. Follow CDC guidelines for significant occupational exposure and receive confidential testing and counseling.

Student records will be kept separate and are accessible only by written consent of the individual student. The student is responsible for the cost of testing and treatment incurred as a result of a cutaneous puncture. If a student refuses to complete testing and treatment for any reason, he/she must sign a waiver.

HIV positive students must follow the guidelines of CDC regarding client contact in the clinical area. All agency policies must be adhered to. The department will consult with the personal health care provider of the student. A written plan and policy will be developed on an individual basis.

TODAY’S DATE: _____

STUDENT NAME & CSU ID NO: _____

ADDRESS: _____

TELEPHONE: (_____) _____

Course / Section: _____ / _____

Gender: Male () Female () Age: _____ Birth Date _____

Date of Incident: _____ Location of Incident: _____

Type of Incident (Please describe completely): _____

Action taken: _____

Follow-up plan: _____

Names of others involved: _____

Witnesses: _____

Student's Signature: _____

Faculty report: _____

Faculty member's signature: _____

Other Required Signatures and Dates:

Staff: _____

All other parties involved:

_____ Date: _____

_____ Date: _____

_____ Date: _____

_____ Date: _____

Chairperson: _____ Date: _____

Assistant Dean: _____ Date: _____

Dean: _____ Date: _____

APPENDIX F - COLLEGE OF HEALTH SCIENCES STUDENT GRIEVANCE FORM: PETITION FOR HEARING

This form is to be completed by the student and returned to the instructor along with any supporting documentation.

Student's Name: _____

CSU Student ID Number: _____

Instructor's Name: _____

Program: _____

Course Number: _____

Course Title: _____

Term / Year: _____

I hereby request that a formal grievance procedure be initiated.

Student's Signature: _____ Date: _____

APPENDIX G – GRIEVANCE PROCEDURE: ROUTING SHEET

STEP 1 - Conference between student and instructor

Date of Conference: _____

Signature of Student: _____

Signature of Instructor: _____

STEP 2 - Hearing before program level grievance committee

Date of Hearing: _____

Signature of Student: _____

Signature of Instructor: _____

STEP 3 - Conference between student and program director/chair

Date of Conference: _____

Signature of Student: _____

Signature of Program Director/Chair: _____

STEP 4 - Hearing before college level grievance committee

Date of Hearing: _____

Signature of Student: _____

Signature of Instructor: _____

COVID-19

Department of Nursing

Clinical Education Risk Acknowledgement

Chicago State University Nursing Department has been closely monitoring the impact of the coronavirus (COVID-19) on healthcare education. Action plans are being carried out to keep students, faculty, and staff safe. Clinical sites are enacting plans that may impact clinical education and site placements. The Chicago State University Nursing Department must recognize and abide by institutional policies; accrediting body standards and required elements of accreditation; local, state, and federal regulations; and the Centers for Disease Control and Prevention's (CDC) and the Illinois Department of Public Health's (IDPH) guidance on the possible variations in the spread of COVID-19. Chicago State University Nursing Department remains committed to supporting each student in meeting the requirements necessary to become a safe entry-level healthcare professional.

Department of Nursing Risk Acknowledgement/Informed Consent

I understand, in light of the current climate, that education at Chicago State University Nursing Department includes clinical work performed in hospitals or other clinical facilities, and that I may participate in direct care of and possible exposure to patients with a variety of illnesses and diseases, including COVID-19. I understand that working in a healthcare environment may include handling of and/or contact with human bodily fluids, secretions, tissues, and or wounds. I understand that as a result of this, I will may be exposed to disease carrying microorganisms. I also understand that some facilities may have their own specific guidelines that I must follow during my clinical placement regarding direct care of and possible exposure to patients with a variety of illnesses and diseases. I understand that the Chicago State University Nursing Department is following the CDC and IDPH guidance. I attest that I will follow CDC and IDPH guidelines and notify the appropriate personnel per my program guidelines if feeling ill with a fever or respiratory symptoms. I acknowledge, despite taking all preventative measures, there is a potential risk of illness and disease including COVID-19 exposure during clinical work.

Name: _____

Date: _____

Signature: _____

Student ID#: _____

Nursing Department Waiver of Refusal

I understand that I have the right to refuse my clinical assignment at this time. I also understand that successful completion of the required clinical experience, including achievement of specific performance criteria and clinical hours, is required for graduation from my chosen Chicago State University Nursing Department program. I understand that refusing my clinical assignment at this time will not result in my removal from the program but this may result in "Incomplete" course status or delayed graduation.

With full knowledge of the risks of illness and disease, I elect to Participate in Refuse current placement in my assigned clinical.

Name: _____

Date: _____

Signature: _____

Student ID#: _____

Notice of Disclaimer

Disclaimer

The Department of Nursing, The Office of the Dean, The College of Health Sciences, and Chicago State University, reserves the right to verbally and editorially make corrections and/or changes.

Revised August, 2018 (Rev-8-2020)

HANDBOOK ACKNOWLEDGMENT

I understand that it is my responsibility to read, understand and abide by all the policies and procedures contained therein.

Student Name: (Please Print) _____

Student Signature: _____

Student 900#: _____

Date: _____

Chicago Stat University
Department of Nursing
Permission to Use Photography

I grant Chicago State University, its representatives and employees the right to take photographs of me and my property in connection with the University. I authorize Chicago State University, its assigns and transferees to copyright, use and publish the same in print and/or electronically. I agree that Chicago State University may use such photographs of me with or without my name for any lawful purpose, including for example, such purposes as publicity, illustration, advertising and web content.

I have read and understand the above:

Print Name: _____

Signature: _____

Date: _____



CHICAGO STATE UNIVERSITY

Student Success Plan

| | | | |
|--|--|------------------------------|--|
| Student Name: | | Date: | |
| Faculty Advisor: | | Current course grade: | |
| Instructor: | | Exam scores: | |
| Course: | | | |
| Course Objectives: | | | |
| Event/Behavior/Issue/Area Of Concern: | | | |
| Student explanation for poor performance: | | | |
| Objectives of Student Success Plan | | | |
| <ul style="list-style-type: none"> • • • | | | |
| Strategies and Areas for Development | | | |
| <ul style="list-style-type: none"> • • • | | | |
| Expected Outcomes of Student Success Plan | | | |
| <ul style="list-style-type: none"> • • • | | | |
| Student Success Plan Assignments Date Due | | | |
| <ul style="list-style-type: none"> • • • • | | | |

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|---|--|
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The student and faculty advisor are required to meet regularly to evaluate progress of the Student Success Plan.

| Dates of Follow-up Student and Faculty Advisor Meetings: | |
|--|---------------------------|
| | |
| | |
| Student Signature | Faculty Advisor Signature |
| | |
| Date | Date |
| | |
| Date | Comments |
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