



**ILLINOIS COLLEGE
DEPARTMENT OF
NURSING**

**STUDENT
HANDBOOK 2024-2025**

Rev: 07.18.24

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

Intellectual curiosity and awareness of patient situations.

Recognition of connections between pieces of information.

Recognition of the individual needs of the patient and family.

Systematic analysis and use of data to improve quality.

Creativity in making and evaluating clinical judgments.

Insight into assumptions.

The ability to establish priorities.

The flexibility to adapt to change.

The ability to apply nursing principles and standards.

Skill in identifying alternatives.

Reflection on one's own reasoning processes.

Integration of best current evidence, clinical expertise, and patient/family preferences and values for delivery of optimal care.

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

3. **Communication:** Communication involves the process of sending, receiving, translating, and responding to stimuli using a variety of modes and strategies. Graduates must be able to communicate effectively with diverse groups of individuals, families, and groups. Specifically, a patient-focused, caring nurse-patient relationship is essential in a complex health care system. To fully implement this nurse-patient relationship,

b) Nurse-Patient Relationship

Ability to elicit the patient's story.

Appropriate use of various communication modes and strategies.

Use of therapeutic communication techniques.

Patient-centered communication.

Ability to adapt communication to patient's needs.

c) Interprofessional Communication

Use of communication theory in working with other health care providers.

Shared decision making to achieve quality patient care.

Accurate and timely reporting of patient information.

Open team and group communication skills that foster mutual respect.

Ability to establish interdisciplinary connections.

Collaboration, delegation, and supervision of others while assuming responsibility.

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

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

4. **The Nursing Process:** The nursing process is a clinical decision-making process that includes Assessment, Diagnosis, Planning, Implementation, and Evaluation (ADPIE). Nurses use the nursing process and their clinical reasoning skills to systematically and holistically assess their clients, identify, or diagnose client needs, plan and organize care, safely implement plans, and evaluate outcomes. Students are introduced to the nursing process when they enter the program and progressively build on this initial knowledge as they learn to apply the nursing process with individuals, families, and communities from diverse backgrounds. Emphasis is placed on safety and quality when using the nursing process in practice.
5. **Leadership and Management:** Leadership and management go hand-in-hand although they are not the same concept. Leadership involves the ability to inspire and motivate others while management involves the ability to plan, organize, and coordinate. An initial step in the development of management and leadership skills involves learning to be a team member whether in the classroom or clinical setting. Early in the nursing program, students are introduced to the role(s) of team members and providers of care in the clinical setting. As students move through the program, they develop competencies needed to collaborate with the interdisciplinary team and coordinate the care of patients. As seniors, students develop the ability to manage care for groups of clients in a rapidly changing, complex health system. Throughout the program, students learn the importance of working with the client, the family, and other health care providers to provide patients with the highest quality care.
6. **Health Care Policy:** Baccalaureate-prepared nurses must have an understanding of the larger health care system in order to advocate for safe, quality care for their patients and promote the standards of the

BI 315 Anatomy & Physiology I
BI 316 Anatomy & Physiology II
BI 215 Medical Terminology

PROGRESSION IN NURSING

Traditional Track BSN Grading Scale

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

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

In the non-

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

3. A maximum of one nursing course may be repeated. Receiving a grade of "D" or "F" in a second nursing course will result in removal from the program.
4. Anatomy and Physiology II requirements must be completed by the conclusion of the spring semester of the sophomore year in order to progress in sequential nursing courses.
5. In Nursing, students are required to take math exams to show competency in drug calculations and

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

PROFESSIONAL BEHAVIOR

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

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

- Demonstrate respect for peers, faculty, patients, and others with whom they have contact on campus, in clinical sites, or in any setting where they represent the college, nursing program, and nursing profession.

- Display a commitment to nursing with an attitude of enthusiasm, cooperation, and self-direction.

- Adhere to the dress code when in the clinical setting; the nursing uniform is to be clean and neat. No sweatshirts are to be worn as part of the nursing uniform.

- Never wear uniforms outside of clinical settings except for College sanctioned events AND with permission of the director of the Department of Nursing; because you, as an Illinois College nursing student represent both the College AND the nursing profession, the school uniform shall not be worn in unprofessional situations and locations such as bars, parties, etc.

- Assume accountability for their actions or lack of action.

- Contribute to a classroom atmosphere that is conducive to learning.

- Comply voluntarily and without reminders with the spirit, rules, and policies of the nursing program, college, and any clinical settings.

- Provide the same standard of care for all patients regardless of age, race, ethnicity, gender identity, disability, religion, economic status, or diagnosis.

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

- Lack of attentiveness, including sleeping, in the classroom.

- Distracting side conversations in the classroom.

- Uncollegial behaviors with peers.

- Use of cell phones during class; cell phones are to be silenced during class.

- Disruptive behaviors or threats of violence.

- Intimidating or demeaning conduct and unwarranted comments.

- Addressing faculty, staff, or peers with disrespect or defensiveness.

ACADEMIC AND PROFESSIONAL DISHONESTY

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

Fabricating assessments, progress notes, or any other patient information in the patient's chart or on submitted clinical assignments.

Failing to report errors or near-misses to the instructor.

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

SOCIAL MEDIA POLICY

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

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

Program.

If a HIPAA violation occurs, the student will be held personally accountable for any civil or criminal penalties.

If a copyright violation occurs, the student will be held personally accountable for any civil or criminal penalties.

If misuse of social media is reported to the board of nursing, this could affect the student's potential for licensure.

Reasonable Suspicion Testing

1. When objective behaviors similar to, or consistent with, the examples provided above are identified by any member of the College community or clinical agency, the student will be dismissed from clinical or class and asked to report directly to the Director of Nursing or designee. Students are not permitted to drive if they are suspected of being impaired. If at a clinical site, the student must find transportation from the clinical site to the campus. If they are unable to find a ride, they should contact the Director of Nursing immediately.
2. All lab tests will be done at the student's expense.
3. The student will be required to sign a release of information form asking that the Director of Nursing be informed of the results of a drug/alcohol/psychological assessment and screening completed by a licensed clinician.
4. If the student refuses to submit to the assessment and screening or fails to respond to the Director of

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

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

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

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

Acceptable additions to the college approved clinical uniform:

A plain white crew neck T-shirt or turtleneck to be worn under the uniform top.

Clean, non-skid professional shoes in good repair. No canvas or mesh shoes.

A college approved scrub jacket obtained from the provider of the nursing uniforms is the only approved cover attire.

- Hoodies, sweatshirts/MCID 5 (t)-2rmttshe newg/MCID 5 (t)-1 ()1.7n1.7 ((ea)2.8 s)1 t3aheawwoy6 (o6 (o)7.3 (e())Tj-0 (w

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

While Enrolled in Nursing Clinical Courses

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

1. Students are responsible for their own transportation to and from clinical agencies.
2. All clinical objectives must be fulfilled in order for a student to receive a passing clinical grade.
3. Along with failure to meet the clinical objectives, behaviors that can result in clinical failure include recklessness, lying, no call/no show, lack of preparation, failure to maintain learned skills, failure to follow up on instructor recommendations

APPENDIX A: CLINICAL ABSENCE DOCUMENTATION FORM

Student Name:

Instructor:

Date of absence:

Clinical or lab course number:

Clinical or lab site:

Student notified instructor per policy: YES or NO

Method of notification: a9175 Td .

APPENDIX C: ATI TESTING AND REMEDIATION PROGRAM

ATI TESTING AND REMEDIATION PROGRAM

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

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

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

a) "Level 3- Scirrrnr p.3 (ese3.1 (esf3.6 5o)-3.6 (r)3.2 (es7.5 (eea3.6 (c)5.3 3c)1 (i)e 2.7 (n)5.3 (g)h)5.3 2i)2.8 (en1.7 ()10

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

<p><u>Proficiency Level 3</u></p>	<p>No formal review and remediation required. Recommend <i>"continuous focused review to maintain and improve content knowledge."</i> (ATI)</p>
<p>• Proficiency Level 2</p>	<p>Development of a focused review plan required. Recommend <i>"continuous focused review in order to improve content knowledge."</i> (ATI) Minimum of 2.5 hours focused review required.</p>
<p>• <u>Proficiency Level 1</u></p>	<p>Development of a focused review plan required. Recommend <i>"development and completion of a rigorous plan of focused review in order to achieve a firmer grasp of content."</i> (ATI) Minimum of 5 hours focused review required. In order to assess improvement in knowledge, you will be required to take the proctored exam again. The exam will be scheduled for administration upon return to campus in the fall (on or around advising day).</p>
<p>Below level 1</p>	<p>Development of a focused review plan required. Recommend <i>"development and completion of a rigorous plan of focused review in order to achieve a firmer grasp of content."</i> (ATI) Minimum of 10 hours of focused review required. In order to assess improvement in knowledge, you will be required to take the proctored exam again. The exam will be scheduled for administration upon return to campus in the fall (on or around advising day).</p>

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

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

ACCESSING ONLINE FOCUSED REVIEW

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

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

