

Eastern Illinois University

Student Handbook



CONTENTS

Introduction	4
Mission, Vision, Philosophy, and learning outcomes	4
Program Accreditation	6
Grading Scale and Policies	6
Late Assignments	7
Repeating a Course	7
Policies and Procedures Traditional BSN	7
Pre-licensure BSN Admission Requirements	7
Progression Requirements	9
Attendance	10
Student expectations in laboratory and simulation settings	10
Examinations	10
Practicum/Clinical Policies	11
Ethics/Confidentiality	12
Clinical/Practicum Dress Code	12
Compliance Requirements	13
Exemption from Mandatory Compliance Requirements	13
Pregnancy Policy	14
Alcohol, Marijuana, and Controlled Substances	14
Unsafe Practicum Performance	14
Procedure for Response to Unsafe Practices, Behaviors, or Abilities of Student(s)	14
Policies and Procedures RN-BSN	15
Admission, Progression, and Graduation Policy and Procedure (Revised 8-8-2017)	15
Application Process	16
General Education Requirements	16
Major Requirements	16
Progression Requirements	17
PROVISIONAL ADMISSION REQUIREMENTS	17
Progression Requirements for RN-BSN	18
Appeal Policy and Procedure for Admission, Progression, and Graduation Decisions (Revised 8-8-2017)	19
Computer Competencies Required (Reviewed 8-8-2017)	20

Disability Statement	21
Ethics Policy and Procedure for the School of Nursing (Revised 8-8-2017) (2-28-2020)	21
Technology Etiquette	22
Social Media	22
Writing and Submission of Papers (Revised 8-8-2017)	23
Electronic Writing Portfolio (For Undergraduate Students ONLY) (See the webpage: www.eiu.edu/~assess/ewpmain.php)	23
Advisement and Registration	24
Student Governance Council/Grievance	24
Useful Links	25
Traditional BSN Course of Study	26
Catalog Descriptions	28
EXAMPLE COURSE OF STUDY: RN to BS Degree	32
Catalog Descriptions	33

INTRODUCTION

The purpose of this handbook is to provide students with the policies and procedures of the School of Nursing (SON) in the College of Health and Human Services (CHHS) at Eastern Illinois University (EIU). The following information will help you be successful in the completion of the Bachelor of Science in nursing (BSN). This handbook includes the needed information for the traditional BSN and the Registered Nurse to Bachelor of Science degree in nursing (RN-BSN).

*Please note that the school of nursing can make program changes as necessary.

MISSION, VISION, PHILOSOPHY, AND LEARNING OUTCOMES

Mission

The mission of the SON is aligned with the mission of CHHS and EIU:

The *School of Nursing* provides exceptional, innovative, and student-centered educational programs at the pre-licensure and post-licensure baccalaureate levels. In a welcoming and supportive community of scholars, students build on existing knowledge and experience to develop and/or expand nursing knowledge, values, theory, and research. Communication skills and reflective, conceptual thinking serve as a foundation for safe, holistic, evidence-based and collaborative, nursing practice in multiple settings across the lifespan.

The *College of Health and Human Services* fosters excellence, with a student-centered approach of teaching and learning through innovative, rigorous, and collaborative experiences, and promotes health and well-being of diverse populations across the lifespan. Students develop lifelong leadership skills through applied learning, community service, and professional partnerships.

Eastern Illinois University is a public comprehensive university that offers superior, accessible undergraduate and graduate education. Students learn the methods and results of free and rigorous inquiry in the arts, humanities, sciences, and professions, guided by a faculty known for its excellence in teaching, research, creative activity, and service. The University community is committed to diversity and inclusion and fosters opportunities for student-faculty scholarship and applied learning experiences within a student-centered campus culture. Throughout their education, students refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders.

Vision

The *School of Nursing* will promote health and well-being through innovative, concept guided and interprofessional education, cultivate quality nursing practice, serve diverse local/global populations, and instill commitment to lifelong learning.

Eastern Illinois University will be a premier comprehensive university, global in its reach and impact, where personal connections with faculty and staff support students' academic success.

Philosophy

The faculty of the School of Nursing delivers conceptually based didactic, clinical, and simulation learning activities in the pre-licensure program. The registered nurse to Bachelor of Science in nursing program builds upon an existing foundation of nursing knowledge using effective distance learning methodologies to meet the educational needs of the practicing nurse. In both programs, the faculty are facilitators of learning, helping students expand knowledge, competence, as well as to develop or extend professional roles and values. Consistent with these beliefs and the mission of Eastern Illinois University College of Health and Human Services, the School of Nursing offers superior, flexible, and accessible nursing education for pre-license students and Registered Nurses. To meet the needs of learners and the larger community, the faculty pursues excellence in teaching, research, and service. A student-centered approach that facilitates the professional growth and development of the learner is integrated throughout the curriculum.

The Nursing faculty identify the concepts of person, environment, and health to form the framework for nursing practice. A **person** is a unique individual with human needs. This uniqueness is shaped by environmental, genetic factors, and social determinants. Human needs are requirements for well-being. When needs are unmet, homeostasis is threatened. Adaptation occurs through change, growth and development.

The **environment** is dynamic and includes all the conditions influencing the person. Family impacts the well-being of the individual. Social, culture, community, health care system and the world are all parts of the environment. **Health** is a dynamic state of physical, mental, spiritual, and social well-being. A holistic view of health allows the nurse to assess the health status of individuals, family, groups, and the community. **Nurses** meet health care needs through evidence-based interventions to address health promotion, disease management, and restoration throughout the lifespan.

There are three primary nursing roles: provider of care, designer/manager/coordinator of care, and member of the nursing profession. As **providers of care**, nurses integrate theory, research and knowledge from the sciences, liberal arts and nursing as a foundation for evidence-based practice. This foundational information is dynamic and constantly changing, requiring nurses to engage in lifelong learning. In the role of **designer/manager/coordinator** of care, the nurse applies knowledge and skills in information and patient care technology. As a collaborative **member** of an interdisciplinary health care team, the nurse, as a leader, advocates for safe, high quality, and competent care of diverse populations. As a member of the profession, the nurse implements care based on professional ethics, standards and values. The nurse influences health policy locally and globally to promote health across the lifespan.

The faculty developed and update the curriculum and student learning/program outcomes based on the following standards and guidelines: Illinois Nurse Practice Act, the American Nurses

Association, (ANA) Nursing scope and standards of care (2015), The American Association of Colleges of Nursing, and the Essentials of Baccalaureate Education, (2008). (Revised 8-8-2017 10-15-2019)

Program Goals and Intended Learning Outcomes

1. Use a broad knowledge base acquired through study of the arts and sciences to provide the cornerstone of nursing practice.
2. Apply fundamental principles of organizational leadership while providing high quality nursing care in a variety of environments.
3. Display a spirit of inquiry resulting in consistent focus on evidence- based practice.
4. Demonstrates familiarity with and safe use of client care technologies in various healthcare settings.
5. Be prepared to deliver nursing care within the context of continually changing healthcare policy, finance, and regulatory environments.
6. Function effectively as an interprofessional team member in the delivery of client care.
7. Contribute to population-based health promotion and disease prevention strategies for diverse populations in a variety of settings.
8. Act in accordance with professional nursing's inherent values of altruism, autonomy, human dignity, integrity, and social justice.
9. Deliver safe, evidence-based, holistic, and culturally appropriate client care across the lifespan in various healthcare environments.

PROGRAM ACCREDITATION

Eastern Illinois University is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA) and by the Council for the Accreditation of Educator Preparedness. The SON's baccalaureate programs are accredited by the American Association of Colleges of Nursing (AACN); Commission on Collegiate Nursing Education (CCNE). The baccalaureate programs are approved by the Illinois Department of Financial and Professional Regulation. The College holds membership in the American Association of Colleges of Nursing (AACN) and the National League of Nursing (NLN).

GRADING SCALE AND POLICIES

The grading scale for the Nursing

Department is:

92-100%	A
83-91%	B
75-82%	C

66-74.9%	D
1-65%	F

*Students must achieve a 75% or better.
74.5% does not round to a 75%.

Courses with a laboratory/clinical component:

Students must satisfy all requirements to pass the course: 1) Achieve a 75% or better in the

classroom component, 2) Demonstrate satisfactory knowledge of and competencies of skills in laboratory/clinical, and 3) Fulfill all lab hour requirements as outlined in the student handbook. Failure to meet all requirements will result in failure of the class.

See EIU Traditional Nursing Program Testing Policy Appendix A.

LATE ASSIGNMENTS

Assignments are due by the date determined by the faculty. All assignments are required to pass the course. Late assignments **may** be accepted by faculty, depending on individual case circumstances. Students are urged to notify faculty of issues prior to due dates if possible. Late assignments, if accepted will be with a deduction in points.

It is the responsibility of the student to notify faculty as soon as possible to arrange for submitting late work.

Incomplete Grades:

For the policy on incomplete grades, refer to EIU's Internal Governing Policy (IGC) #46, "Grades" and follow that procedure (<http://castle.eiu.edu/auditing/046.php>).

REPEATING A COURSE

All students **must receive a C grade or higher in all required courses, nursing and non-nursing**. In the case that a student does not receive a C, the course must be repeated. A student may repeat a nursing course and/or another course required in the major only once. If a C or higher is not earned at the end of the second attempt at required courses for the major, the student will be dismissed from the school of nursing.

Traditional BSN students must take nursing courses in sequence. A nursing course in which a grade of C is not achieved must be repeated the first term the course is offered again, **in which space is available**, and must be completed successfully with a C or better prior to enrolling in the next nursing courses in the program sequence.

The highest grade received for the course, taken at Eastern, will automatically be included in the computation of the cumulative GPA. The initial grade and the repeat grade will appear on the student's record.

POLICIES AND PROCEDURES TRADITIONAL BSN

PRE-LICENSURE BSN ADMISSION REQUIREMENTS:

Admission to the Bachelor of Science in Nursing program:

A prospective student may declare pre-licensure nursing major and complete required pre-requisite courses with a C or better. Applicants are accepted in spring of freshman year for admission in the fall of sophomore year. Students admitted to the nursing major complete all prerequisite coursework in the fall of sophomore year and begin nursing coursework in the spring of sophomore year. Admission to the program is highly competitive and based on space/availability and competitiveness of the applicant pool. The nursing program at EIU does not accept external transfer students that have attended another college and completed prerequisites. Prospective

students must begin the pre-nursing sequence in year one of the study plan at EIU. Admission is based on the following criteria for full consideration:

- Cumulative prerequisite GPA of 2.75 (based on GPA from all colleges attended)
- GPA of 2.7 in three courses, Practical Microbiology-BIO1004G, Anatomy and Physiology I- BIO2210, and Pathways: Health and Human Services-NUR1511
- Pre-requisite courses completed with a C or better: College Composition I-ENG1001G, Composition II-ENG1002G, Introduction to Speech Communication-CMN1310G, Practical Microbiology-BIO1004G, The World of Chemistry-CHM 1040G, Mathematics: A Human Endeavor-MAT 1160G Medical Terminology- NUR2613, Anatomy and Physiology I- BIO2210, Introduction to Psychology-PSY1879G or Introductory Sociology-SOC 1838G, Pathways: Health and Human Services- NUR1511, and Human Development-HSL1800 or Personal Nutrition- NTR 2100.
- A failed pre-requisite course (D, F, WD) may not be repeated more than once to receive a passing grade of C or higher. The highest grade will be used for GPA calculation

The pre-licensure program accepts applications in the spring only. Nursing applications are accepted January 15-March 1. The deadline date for all application materials is March 1st for consideration. Please be aware that if a student changes their major to pre-nursing later than their freshman year, they are still allowed to apply but doing so will likely result in extended time to program completion.

An application to the School of Nursing will be considered complete for review and consideration when all of the following are met:

- Admission to the university
- Declared pre-nursing major
- Completed nursing application
- C or better in all pre-requisite courses
- Minimum GPA requirements
- All official transcripts submitted from any previous colleges attended
- Background check within 30 days of application
- Safety and Technical Standards form completed and submitted to the School of Nursing by the deadline
- Essay submission
- Reference submission

Seats will be filled in the nursing program by ranking students based, but not limited to, courses taken, cumulative GPA, and BIO 1004G, NUR 1511 combined GPA, essay, and references. Admission to the nursing program is determined by a nursing faculty committee. Applicants will be notified after July 1st of admission decision. Qualified students not accepted will be placed on a waiting list. The School of Nursing reserves the right to limit the size of the entering class, therefore, merely applying to the program and meeting and exceeding the stated minimum admission requirements does not guarantee admission into the nursing program.

If accepted into the nursing major students must meet health and safety compliance requirements.

Due October 1: Proof of Cardiopulmonary Resuscitation for Healthcare Providers within 6 months, completed immunization record, completed Health History and Physical, and Drug test results within the last 30 days.

** Students admitted to the nursing program are required to purchase a lab coat and uniforms for use in the clinical rotations and a stethoscope that meets minimum standards. Students must also have a computer that meets the minimum technical standards to support applications used in the nursing program.

**Re-application is allowed but is limited to one additional time. When re-applying to the program, previous ranking does not apply; all re-applicants will be ranked as new prospective students at the beginning of each application cycle.

Pre-requisite Requirements for Admission to the Major:

- BIO 1004G-Practical Microbiology. 3 credits
- BIO 2210-Anatomy and Physiology I. 4 credits
- BIO 2220-Anatomy and Physiology II. 4 credits
- CHM 1040G-The World of Chemistry. 4 credits
- CMN 1310G-Introduction to Speech Communication. 3 credits
- ENG 1001G-College Composition I: Critical Reading & Source-Based Writing. 3 credits
- ENG 1002G-College Composition II: Argument & Critical Inquiry. 3 credits
- HSL 1800-Human Development. 3 credits
- MAT 1160G-Math: A Human Endeavor. 3 credits
- NTR 2100-Personal Nutrition. 3 credits
- NUR 1511-Pathways: Health and Human Services. 1 credit
- NUR 2613-Medical Terminology. 3 credits
- PSY 1879G-Introduction to Psychology. 3 credits
- SOC 1838G-Introductory Sociology. 3 credits
- Students may be required to take a foreign language.

Major Requirements

The major comprises:

- HPR 2200G- Health Citizenship. 3 credits
- HPR 2800- Health Education Research Methods I. 3 credits
- NUR 2612- Pathophysiologic Concepts I. 2 credits
- NUR 2712- Therapeutic Pharmacology I. 2 credits
- NUR 2822- Health Assessment across the Lifespan. 4 credits
- NUR 2823- Introduction to Health and Illness Concepts in Nursing. 4 credits
- NUR 3413- Professional Development in Nursing I. 3 credits
- NUR 3513- Professional Development in Nursing II. 3 credits
- NUR 3612-Pathophysiologic Concepts II. 2 credits
- NUR 3712-Therapeutic Pharmacology II. 2 credits
- NUR 3813- Using Evidence to Guide Practice in Nursing. 3 credits
- NUR 3833- Concepts of Mental and Behavioral Health. 3 credits
- NUR 3835- Foundations of Nursing Practice. 5 credits
- NUR 3836- Management of Health and Illness in Diverse Populations I. 6 credits
- NUR 4412- Health Systems. 2 credits
- NUR 4413- Professional Development in Nursing III: Leadership Management. 3 credits
- NUR 4513- Transition to Professional Practice. 3 credits
- NUR 4636- Management of Health and Illness in Diverse Populations II. 6 credits
- NUR 4535- Population-based Healthcare in Nursing. 5 credits
- NUR 4735- Management of Advanced Concepts in Complex Nursing Practice. 5 credits

PROGRESSION REQUIREMENTS

Applicants notified of admission must accept in writing by July 10th.

Students admitted to the major must complete the following prior to spring semester sophomore year:

1. Complete all remaining required pre-requisite courses with a C or better
2. Students must maintain a minimum of a C in all nursing courses to progress to the next semester in program sequence. Co-requisites may be taken prior to or during the semester designated, but not after
3. **Only one nursing course** may be repeated. Failure to pass a nursing course will exempt the student from progressing to the next semester. Students who have failed a course may not register any other nursing courses until the failed course is offered again, space is available, and the course is successfully completed.
4. A minimum of 2.0 GPA overall must be maintained to continue and graduate.

ATTENDANCE

Students are expected to attend all class sessions and prepare for each classroom session by completing all assignments and readings. Missing classroom sessions and activities and coming unprepared can have an impact on the student's success in the course.

Clinical Practicum and lab sessions are **required** and calculated into the clinical hours required for the course. Preparation for clinical practicum and laboratory hours is also required. See Practicum Policies and Procedures

STUDENT EXPECTATIONS IN LABORATORY AND SIMULATION SETTINGS

1. Students are required to wear their nursing uniform and/or lab coat and identification to all activities in the laboratory or simulation settings as directed by faculty.
2. Cell phones are not permitted in the laboratory or simulation settings unless permitted by faculty as a resource.
3. Eating or drinking is NOT permitted in the laboratory or simulation labs.
4. Professional behavior is expected at all times.
5. Confidentiality is essential and must be maintained by all students. Information sharing with classmates is only permissible when asked to reflect by faculty.
6. If students are found to intentionally damage lab or simulation property or remove property or supplies from the laboratories without permission, they will be asked to leave. In addition, the incident report will be shared with the Department Chair and/or the Dean of the College of Health and Human Services. Disciplinary action may result.
7. Unsafe, unethical, inappropriate, and unprofessional behavior is not allowed in the laboratories. Such behavior will result in immediate dismissal from the lab area and the incident report will be shared with the Department Chair and/or the Dean of the College of Health and Human Services. Disciplinary action may result.

EXAMINATIONS

1. It is expected that examinations will be taken on the scheduled day. If an emergency arises and a student cannot take an exam, the course coordinator must be notified as soon as possible and/or within 24 hours. If a student does not notify the instructor of the inability to be present for an exam until after the exam takes place, the instructor reserves the right to deduct points and/or give the student a 0% grade for that test. **It is the student's responsibility to schedule the make-up exam if allowed.** Any

- exam must be made up within one week following the date on which the exam was originally scheduled or at the discretion of the faculty/course coordinator. Failure to do so will also result in a 0% on the examination. A written statement from the student explaining the extenuating circumstances must be submitted prior to taking the make-up exam. In the event of an illness or injury, medical clearance must be submitted in writing by the provider treating the student.
2. Faculty reserves the right to offer the make-up exam in a different format: e.g., essay rather than multiple choice.
 3. Cellphones are not allowed during exams. Students may bring their own non-programmable calculator.
 4. Students cannot keep any personal items with them in the exam room. Items that are brought in such as, but not limited to, books, notes, hats, coats, bags, etc. Must be left at the front of the room prior to the exam.
 5. Students may not wear any hats or caps during the exam. Headscarves or other normally worn head gear for cultural or religious reasons are exempt from the rule.
 6. Proctors reserve the right to re-seat students prior to an exam.
 7. **Cheating will not be tolerated.** Any attempt to cheat such as looking at others' work that is observed by the instructor/proctor or any notes found at the exam area or with the student during the exam will result in dismissal from the exam and disciplinary action may result.
 8. Students may not leave the exam room and return unaccompanied until after the exam is completed.
 9. Exams must be completed in the time allotted except in keeping with directives from Disability Services. Students must stop at the end of the time limit and submit the exam. Failure to do so can result in a 0% on the examination.

PRACTICUM/CLINICAL POLICIES

1. The Traditional BSN Sequence requires the student to complete 5 courses that contain a clinical component. These courses are taken in the last four semesters of the sequence and are within a 75-mile radius of Charleston.
2. Clinical assignments may include two to three days per week and evening and weekend placements. Students are responsible for personal transportation to and from clinical sites and any cost incurred. Carpooling with other students is highly encouraged. Individual clinical preferences will not be accommodated.
3. Clinical practicum and laboratory attendance are required. Opportunities to make-up missed laboratory or clinical days are not available. If a student has to miss a laboratory or clinical experience for any reason, the student must contact the practicum lab instructor or course coordinator as soon as possible. Instructor and coordinator will follow School of Nursing policy to determine if the absence is excused. Examples of potentially excused absences: death in the family; unscheduled acute illness; extenuating circumstance or crisis in which the student has no control; approved religious holidays. Students are required to provide evidence or documentation of approved absence as soon as possible and no later than the next scheduled experience for that course.
4. To pass the clinical/practicum portion of the course, students must meet all required competencies. Students with excused and unexcused absences may be assigned other activities to meet the objectives of the missed experience.
5. After two **unexcused** absences from clinical/practicum in a course, the student will be dismissed from the course.
6. Clinical orientations for all clinical/practicums must be attended. Students who do not

attend, even if the absence was excused, might not be able to continue in the course. Information and technology skills required to be successful in the practicum are only presented in orientation.

ETHICS/CONFIDENTIALITY

All students are required to follow the American Nurses Association Code of Ethics. Students are expected to respect the confidentiality of all patients, simulated patients, and standardized patients. All patient and student information is confidential regardless of format. This may include, but not limited to, electronic, written, assessed, discussed, or overheard. **Any disclosure outside of the School of Nursing experiences will be considered a violation and the student will be subject to disciplinary action and possible dismissal.**

Students will be required to complete HIPAA (Health Insurance Portability and Accountability Act of 1996) training and sign an acknowledgement form as part of the orientation process.

The following are requirements of student nurses to ensure privacy and confidentiality:

1. Sign a confidentiality statement prior to starting NUR coursework.
2. Patient information, including simulation, will be kept confidential and will not be discussed in any public area.
3. Students are not allowed to remove any identifiable information from the clinical experience.
4. Students must follow all organizational policies at assigned clinical/practicum site.
5. To protect privacy, students are required to alert the faculty member of any personal knowledge or relationship with a patient, family, or case in a clinical assignment and recuse themselves.
6. Faculty will seek alternate clinical/practicum experiences when a student has a personal relationship with a patient/family/situation in a clinical assignment.

CLINICAL/PRACTICUM DRESS CODE

The School of Nursing dress code must be followed at all clinical/practicum experiences. In the event that a clinical agency requires additional requirements, those will be followed.

Uniform requirements:

1. Name badge
2. Footwear must be closed-toed and have no colored markings
3. Watch with a second hand
4. Clothing should be neat, clean, and adequately pressed
5. Nails may not extend above the fingertip. No polish is permitted
6. Hair must be kept off the face and above the collar or pulled back. Natural hair color tones only. Mustaches and beards must be neatly trimmed
7. Tattoos must be covered while in the clinical setting
8. Jewelry and accessories are limited to one pair of stud earrings, one in each ear lobe and one plain ring/ring set on one finger
 - a. Note that some clinical areas do not permit any jewelry

In addition to dress code, students must bring necessary equipment to all clinical/practicums such as stethoscope, penlight, blood pressure, and bandage scissors.

COMPLIANCE REQUIREMENTS

Note: All students must complete the mandatory compliance requirements before course/clinical registration. These mandatory compliance requirements were developed in coordination with Center for Disease Control guidelines for healthcare professionals in addition to guidelines set forth by our clinical partners to ensure student and patient safety.

Students that are **not in compliance will NOT** be permitted in clinical practicum courses until ALL clinical and compliance requirements, except for the current flu season vaccination, are met and are current. Students who become non-compliant during a term will be immediately removed from all clinical sites and will not be eligible to return until fully compliant with all mandatory compliance requirements. Any clinical days missed as a result of non-compliance will be considered unexcused absences with no opportunity for making up the absence.

Mandatory Compliance Requirements

All students in the traditional Bachelor of Science program are required to meet the following:

1. Castle Branch Medical Document Manager and Drug Screen package.
2. Background check. Any additional changes to the pre-admission background check must be disclosed.
3. Positive Titers, Current Immunizations, and Annual TB Test
4. Positive IGG titers [Measles, Mumps, Rubella (German Measles), and Varicella Zoster]
5. Positive Hepatitis B Surface Antibody (AB) titer
6. Negative 2 step TB skin test or Negative QuantiFERON®-TB Gold test or T-Spot or IGRA
7. Tetanus and Diphtheria (TDAP) booster within past 10 years
8. Current Influenza vaccination
9. COVID-19 vaccination if required
10. Student Physical Examination and verification of ability to perform essential functions. See appendix B.
11. Current American Heart Association (AHA) BLS Provider CPR Certification.
12. Current Driver's License, State ID, or Passport.
13. HIPAA Training Certificate
14. Handbook Acknowledgement, Student Affirmation Form, Confidentiality Agreement, and Consent to Release Education Records (FERPA). This may include any requirements per clinical agency.

EXEMPTION FROM MANDATORY COMPLIANCE REQUIREMENTS

Students seeking an exemption from any mandatory clinical requirements should submit an Immunization Compliance Waiver Request form to the School of Nursing. Students may appeal to be exempted from any mandatory compliance requirements as defined by above. The appeal should include substantial reasoning for the request and will only be determined on a case-by-case basis. Supporting documentation from a healthcare provider should be included with the student's request and submitted with the waiver.

Submission of the Immunization Compliance Waiver Request does NOT automatically exclude the student from mandatory compliance requirement. The decision to approve or reject the request is based on the reasons given in the appeal. The School of Nursing reserves the right to deny any request. In some cases, lack of completion of a mandatory compliance requirement may affect a student's eligibility to attend a clinical site or other areas. Clinical agency policy will be followed.

PREGNANCY POLICY

Students may remain enrolled while they are pregnant, provided that they remain able to fulfill course and clinical/practicum requirements. It is essential that students that are pregnant contact their advisor as early as possible and prior to each semester. The advisor will review the following course clinical/practicum assignments and attempt to arrange appropriate accommodations whenever possible. The following information should be uploaded to the compliance tracker:

1. Name and address of physician.
2. Expected date of delivery.
3. Name and phone number of individual(s) to be contacted in case of emergency.
4. A letter from the physician or nurse midwife stating that the student's health status will not be jeopardized by enrollment in the practicum.

ALCOHOL, MARIJUANA, AND CONTROLLED SUBSTANCES

The use of any legal or illegal substances, including alcohol, marijuana (in any form), and prescribed pain medications are strictly forbidden before or during any class and clinical/practicum and/or simulation/skills laboratory experience. These substances can impair judgement and endanger other students and members of the general public. Students who are engaged in clinical work at a practicum site may be required to submit to random tests for illegal use of controlled substances as provided by the law or regulations of the contracting agency. Immediate disciplinary action will occur. Disciplinary action could be dismissal from the program.

UNSAFE PRACTICUM PERFORMANCE

A student who demonstrates unsafe nursing practice which jeopardizes the client's or family's physical or emotional welfare may be dismissed at any time from the practicum area. Unsafe practicum practice is defined as any behavior determined by faculty (or RN mentor or preceptor) to be actually or potentially detrimental to the client or to the healthcare agency. Unsafe practicum practice can include behaviors related to physical or mental health problems; use of alcohol, drugs or chemicals; lack of preparation for practicum; or deficits in problem-solving skills.

PROCEDURE FOR RESPONSE TO UNSAFE PRACTICES, BEHAVIORS, OR ABILITIES OF STUDENT(S)

The School of Nursing reserves the right to temporarily remove a student from any and all academic and clinical activities if a student's behavior raises concern for the safety of the student or others.

1. All faculty, staff, and students are expected to report behavior that threatens the student's safety or the safety of others.
2. All faculty, staff, and students are expected to report incidents of behavior that raise concerns about impairment or inability to function or behave appropriately in educational

or clinical settings (e.g., drug and alcohol use and/or erratic behavior which puts the student or others at risk).

3. All faculty, staff, and students are urged to call the police to report any events involving acts or threats of violence, urgent safety concerns, possession of weapons on campus, imminent threats of suicide, and medical emergencies.
4. Reports of behavior that threatens safety, indicates impaired functioning, or does not meet technical standards should be directed to the immediate faculty member immediately.

POLICIES AND PROCEDURES RN-BSN

ADMISSION, PROGRESSION, AND GRADUATION POLICY AND PROCEDURE (REVISED 8-8-2021)

Criteria for Admission to the Major:

1. Admission to the University
 2. Completed online application for the RN to BS in Nursing Program
 3. Achievement of a cumulative GPA of 2.0 or higher
 4. RN license from state of residence or completion of an Associate Degree Nursing program and license eligible
- Completion of the following courses or their equivalents is recommended with a grade of 'C' or better:
 - BIO 2001G -Human Physiology. Credits: 4 and BIO 2220 -Anatomy and Physiology II. Credits: 4 or
 - BIO 2210 -Anatomy and Physiology I. Credits: 4 and BIO 2220 Anatomy and Physiology II. Credits: 4
 - ENG 1001G -College Composition I: Critical Reading & Source -Based Writing. Credits: 3
 - ENG 1002G -College Composition II: Argument & Critical Inquiry. Credits: 3
 - FCS 1800 -Lifespan Human Development. Credits: 3
 - PSY 1879G -Introductory Psychology. Credits: 3
 - SOC 1838G-Introductory Sociology. Credits: 3
 - **AND** one of the following 3 or 4 credit course(s) (or its equivalent):
 - CHM 1040G -The World of Chemistry. Credits: 4
 - CHM 3025G -The Chemistry in Your Life. Credits: 3
 - CHM 1310G -General Chemistry I. Credits: 3 AND CHM 1315G -General Chemistry Laboratory I. Credits: 1
 - PHY 1051G -Physics of the Modern World. Credits: 3
 - PHY 1052G -Adventures in Physics. Credits: 3 AND PHY 1053G -Adventures in Physics Laboratory Credits: 1
 - PHY 1151G -Principles of Physics I. Credits: 3 AND PHY 1152G -Principles of Physics I Laboratory. Credits: 1
 - PHY 3050G -Excursions in Physics. Credits: 3

APPLICATION PROCESS:

Applications are processed thru the MyEIU link:

<https://learnonline.eiu.edu/programs/rn-to-bsn.aspx>

Advising for registration will occur after admission to the program.

GENERAL EDUCATION REQUIREMENTS:

- Foundational Courses (Writing-6, Speaking-3, Math 3) 12 hours
- Quantitative Reasoning in Natural Sciences 7 hours
- Citizenship in Social and Behavioral Sciences 9 hours
- Communication in Humanities and Fine Arts 9 hours
- Senior Seminar or Study Abroad Capstone 3 hours
- Total 40 hours

MAJOR REQUIREMENTS:

Semester Hours required for the Major: 36 semester hours

The major in Nursing comprises:

- MAT 2250G -Elementary Statistics. Credits: 4 or equivalent.
- NUR 3103 -Theoretical Foundations of Professional Nursing Practice. Credits: 3
- NUR 3303 -Advanced Nursing Health Assessment. Credits: 3
- NUR 3608-Pharmacogenomics in Nursing. Credits: 4
- NUR 3703 -Research in Professional Nursing. Credits: 3
- NUR 4108 -Leadership and Management in Nursing. Credits: 3
- NUR 4203 -Nursing, Health Care, Policies, and Politics. Credits: 3
- NUR 4508 -Public Health Nursing. Credits: 3
- NUR 4604 -Professional Seminar. Credits: 4

ODL Interdisciplinary Course

- Selections vary by semester. Consult with your advisor. Credits: 3

PUBH Interdisciplinary Course

- Selections vary by semester. Consult with your advisor. Credits: 3

The major requires two interdisciplinary courses: one from the Department of Organizational Development and one from the Department of Public Health. However, the course selection may vary each semester dependent upon the interdisciplinary courses offered by the ODL and PUBH departments. Therefore, students must select an ODL and a PUBH interdisciplinary course under advisement from the School of Nursing advisor.

PROGRESSION REQUIREMENTS:

1. Students enrolled in the RN to BS in Nursing Program must earn a 'C' or better in all major requirement courses to progress in the program.
2. Students must maintain a cumulative grade point average of at least 2.00 throughout their enrollment in the RN to BS in Nursing Program.
3. A nursing course in which a student failed to earn a grade of 'C' or better may be repeated by the student only one time. Failure to receive a grade of 'C' or better for a second time of any nursing course will result in dismissal from the program.
4. Students who have been dismissed from the program may submit an appeal. If reinstated, students must develop a plan with the advisor for future course schedule.
5. Students must take 3000 level coursework before progressing to 4000 level coursework. Exceptions must be approved by the advisor.

Footnotes:

1. This major does not require the completion of a foreign language through high school or college work as a graduation requirement.
2. Of the 120 semester hours required to complete the degree, **at least 25 semester hours** earned at EIU must be included.
3. Major GPA based on all nursing courses taken at EIU.

Dual-Track -PROVISIONAL ADMISSION REQUIREMENTS

Criteria for Admission to the Major:

1. Admission to the University
2. Completed online application for the RN to BS in Nursing Program
3. Achievement of a cumulative GPA of 2.0 or higher
4. In the last year of the AD in Nursing Program
5. Completion of the following courses or their equivalents is recommended with a grade of 'C' or better:
 - BIO 2001G -Human Physiology. Credits: 4 and BIO 2220 -Anatomy and Physiology II. Credits: 4 or
 - BIO 2210 -Anatomy and Physiology I. Credits: 4 and BIO 2220 Anatomy and Physiology II. Credits: 4
 - ENG 1001G -College Composition I: Critical Reading & Source -Based Writing. Credits: 3
 - ENG 1002G -College Composition II: Argument & Critical Inquiry. Credits: 3
 - FCS 1800 -Lifespan Human Development. Credits: 3
 - PSY 1879G -Introductory Psychology. Credits: 3
 - SOC 1838G-Introductory Sociology. Credits: 3 **AND** one of the following 3 or 4 credit course(s) (or its equivalent):
 - CHM 1040G -The World of Chemistry. Credits: 4
 - CHM 3025G -The Chemistry in Your Life. Credits: 3
 - CHM 1310G -General Chemistry I. Credits: 3 **AND** CHM 1315G -General Chemistry Laboratory I. Credits: 1
 - PHY 1051G -Physics of the Modern World. Credits: 3

- PHY 1052G -Adventures in Physics. Credits: 3 AND PHY 1053G -Adventures in Physics Laboratory Credits: 1
- PHY 1151G -Principles of Physics I. Credits: 3 AND PHY 1152G -Principles of Physics I Laboratory. Credits: 1
- PHY 3050G -Excursions in Physics. Credits: 3

EIU MAJOR COURSES *CONCURRENT* WITH THE ASSOCIATE DEGREE

NUR 3103 Professional Nursing Practice (Credits: 3)

NUR 3303 Advanced Health Assessment (Credits: 3)

MAT 2250G Elementary Statistics or an introductory statistics class at a community college (Credits: 4)

NUR 3608 Pharmacogenomics (Credits: 4)

NUR 3703 Nursing Research (Credits: 3)

Associate Degree programs with a dual-track agreement have different study plans and students meet with the advisor to determine the best plan for the student.

Students admitted without an active nursing license must successfully pass the nursing licensure exam and submit proof of license for permission to register for 4000 level courses.

GRADUATION REQUIREMENTS FOR RN-BSN:

1. Students enrolled in the RN to BS in Nursing Program must earn a 'C' or better in all major requirement courses to progress in the program.
2. Students must maintain a cumulative grade point average of at least 2.0 throughout enrollment in the RN to BS in Nursing Program.
3. A nursing course in which a student failed to earn a grade of 'C' or better may be repeated by the student one time. Failure to receive a grade of 'C' or better for a second time of any nursing course will result in dismissal from the program.
4. Failure to earn a 'C' or better in any two nursing courses within the RN to BS in nursing curriculum will result in dismissal from the program.
5. An incomplete grade in a nursing course must be cleared before enrollment in other nursing courses.

Requirements for the RN-BSN degree to graduate from Eastern Illinois University with a Bachelor of Science in Nursing degree, the student must:

1. Successfully complete all general education requirements
2. Successful completion of all nursing courses with 2.0 in each course
3. Complete minimum of 40 hours in upper division courses (3000-4000 level courses)
4. Earn a minimum of 25 hours at EIU
5. Successfully complete 120 hours with CGPA of 2.0
6. Successful completion the electronic writing portfolio for true undergraduate students (not required for post-baccalaureate students)
7. Earn 40 hours in senior (4 year) institutions with at least 25 hours at EIU
8. **A total of 56 hours from a senior institution with at least 25 hours from EIU with a

GPA of 3.6 is required to graduate with a degree of distinction

RN to BS in Nursing Completion Portfolio Policy and Procedure

(Revised 9/24/2018)

The NUR 4604 professional portfolio consists of a collection of materials used to evaluate achievement of student and program outcomes. The portfolio is an important part of both student and program assessment. Every student is required to complete the professional portfolio on or before the due date specified in NUR 4604. The portfolio will be a component of the course grade for NUR 4604. Students are responsible for retaining electronic copies of the following documents. The completion portfolio will consist of the following items:

NUR 3103

Philosophy of nursing paper

Nursing Ethical/Evidenced Based Practice Paper and evaluation rubric

NUR 3303

Geriatric history and physical

NUR 3608

Pharmacogenomics paper

NUR 3703

Research/Evidence based practice paper and evaluation

NUR 4108

Leadership paper and evaluation

NUR 4203

Political Action Paper and evaluation

NUR 4508

Community health assessment paper and evaluation

NUR 4604

Evidence-based practice critique with evaluation

Grade summary/transcript/Degree audit

Resume, cover letter, and references

Reflective responses to learning objectives from selected courses

***Students have the primary responsibility to maintain their own copies of the required artifacts from each nursing course.**

APPEAL POLICY AND PROCEDURE FOR ADMISSION, PROGRESSION, AND GRADUATION DECISIONS (REVISED 8-8-2017)

The Admission, Progression, and Graduation Policy and Procedure is designed to assure that only well-prepared and knowledgeable nurses are admitted to the Nursing Program, progress

through the Program, and graduate from Eastern Illinois University with a Bachelor of Science in Nursing. The faculty is willing to consider appeals of decisions related to this policy and procedure.

For a **grade appeal**, refer to EIU's Internal Governing Policy (IGP) #45, "Grade Appeals" and follow that procedure (<http://castle.eiu.edu/auditing/045.php>).

For other appeals related to admission, progression and graduation decisions, follow these steps:

1. A student who wishes to appeal decisions made in relation to the Nursing Program Admission, Progression, and/or Graduation Policy and Procedure may do so by petitioning the Chair of the Committee on Student Affairs of the School of Nursing.
2. The petition must be submitted to the Chair of the Committee on Student Affairs (CSA) within one semester of the admission, progression, or graduation decision in question.
3. The Chair of the CSA will schedule a hearing on the agenda of the next CSA meeting and notify the student of the date and time of the meeting.
4. The student may make a presentation in person to the CSA clarifying and expanding on the reasons for the petition and to answer questions.
5. The CSA may consult with relevant faculty members and consider factors such as the student's academic record and progression to date, attendance, tutoring and other special assistance, extenuating individual circumstances, options for remediation, and resources available in deciding the matter.
6. The CSA will rule on the petition and notify the student and the Director of the Program of the decision within ten days of the meeting in which the decision is made. Documentation of the CSA decision will be placed in the student's file.
7. If the student remains dissatisfied with the decision of the CSA and wishes to pursue the formal appeal process for Eastern Illinois University, he or she may consult the EIU Internal Governing Policy (IGP) most closely related to the nature of the appeal. For example, the student who is dismissed from the Program due to low grades, might, after pursuing the appeal with the CSA, review and follow the IGP on Grade Appeals. The University IGPs are located on the EIU website.
8. This Nursing Program policy and procedure is related to the decisions regarding Nursing Program Admission, Progression, and Graduation Policy and is designed to be congruent with EIU policies. Students are responsible for being knowledgeable of University policies and formal grievance procedures.

COMPUTER COMPETENCIES REQUIRED (REVIEWED 8-8-2017)

Nurses must have informatics skills, including use of a computer, to safely practice in today's health care environment. To participate fully in the curriculum, students entering the Program must have basic equipment and computer competencies. Nursing students must have regular access to a recent model computer, printer, and reliable high-speed internet.

Minimum computer competencies on entry include:

Computer Skills	Microsoft Word Skills
Save files to desktop	Open new documents
Save files to an external drive/device	Change margins
Access and play online videos	Insert headers and page numbers
Locate microphone and speaker jacks	Use spell check, grammar check and thesaurus
Access speaker volume	Change font and size
Access computer hard drive	Bold, italicize and underline
Access programs	Change line spacing and center text

It is also expected that you are familiar with your internet service provider (ISP) and your browser of choice (Internet Explorer, Chrome, Firefox, or Safari to name a few). Students are expected to complete the online orientation course. In this course, instruction will be provided on the university Learning Platform and other important aspects of the program.

In addition, course assignments may require the use of components of the Microsoft Office Suite including spreadsheet, data management, publishing, or presentation software.

DISABILITY STATEMENT

If you are a student with a documented disability in need of accommodations, please contact the Office of Disability Services (ODS). All accommodations must be approved through ODS, see: <http://www.eiu.edu/disablty/>

Phone: (217) 581-6583

Fax: (217) 581-7208

Email: studentdisability@eiu.edu

ETHICS POLICY AND PROCEDURE FOR THE SCHOOL OF NURSING (REVISED 8-8-2017) (2-28-2020)

The Nursing Student Ethics Policy is supplementary and complementary to the EIU Student Conduct Code.

Nurses have long been respected for acting ethically in professional interactions. For the good of the profession and patient care, students in the School of Nursing at Eastern Illinois University are expected to maintain high ethical and legal standards of conduct. Professional expectations of students include:

1. Modeling integrity, altruism, caring, and respect for human dignity.
2. Promotion of social justice and patient autonomy.
3. Maintenance of privacy and confidentiality of patient communications and records.
4. Demonstration of professional demeanor, attire, and appearance.
5. Reporting of errors in patient care.
6. Adherence to the ANA Code of Ethics.
7. Respectful behavior in all professional interactions.
8. Demonstration of lifelong learning.
9. Correctly citing the professional work of others in academic papers and presentations.
10. Academic honesty.

Course instructors who identify violations of the Nursing Student Ethics Policy may institute sanctions including reduced grades on related assignments and exams. Course grades also may be reduced. Serious breaches of the Nursing Student Ethics Policy will be reviewed by the Nursing Council and may result in sanctions including dismissal from the Nursing Program. For more information, see the code of student conduct including academic integrity see:

<http://www.eiu.edu/judicial/studentconductcode.php>

Academic Integrity, Code of Conduct and Disciplinary Actions are outlined here:

<https://www.eiu.edu/judicial/studentconductcode.php>

TECHNOLOGY ETIQUETTE

Cell phones are not allowed in any clinical areas. During class cellphones must be turned off and silenced. Text, calling, or emailing during class is not permitted. Cell phone use is acceptable only if directed to use by the instructor for class activity.

Students may only access a patient's health information that pertains to nursing care.

Students may not store protected identifiable patient data into personal digital devices nor copy paper or electronic patient health records.

Students may not take photos at any clinical site, including photos of clients, preceptors, or fellow students.

Students may not use clinical site computers for personal use.

SOCIAL MEDIA

Internet social media networks, such as Facebook, YouTube, Instagram, LinkedIn, Twitter, Snap Chat, and others promote connections with friends and family. However, students have responsibilities when posting in social networks, even if they are personal and private.

Postings by students on their profiles, groups, chat rooms, and communications with others are in the public domain and accessible to reporters, parents, faculty members, law enforcement, predators, potential employers, and graduate school admissions officers. Postings are immediately searchable and may be forwarded, copied and archived. Anonymous comments may be traced back to your IP address. Search engines may detect deleted and cached posts years after publication.

1. University email addresses should not be used in conjunction with unofficial or personal social media accounts and profiles.

2. Students must present a professional and positive image of the profession, the School of Nursing, and themselves. Students have rights of freedom of speech, expression and association, including their right to use internet social networks. However, students must also respect the rights of patients, faculty members, and other students. Students are expected to monitor their own internet use and only post statements and images that appropriately represent to the public themselves, the school of nursing, and the profession.
3. Students should not initiate or accept “friend” requests from patients or faculty.
4. Students are prohibited from posting any information about peers, faculty or other professionals, or clinical agencies that may be interpreted as insulting, derogatory, negative, or construed as “bullying.”
5. The school of nursing reserves the right investigate and take disciplinary action against any student that violates University policy regarding technology use misconduct or HIPPA violations.
6. For reasons of safety and privacy, students are advised to refrain from posting personally identifiable information such as telephone number, address, class schedule, and places frequented. Students should check tagged photos and monitor electronic photo albums to avoid posted photos that would be considered inappropriate.

WRITING AND SUBMISSION OF PAPERS (REVISED 8-8-2017)

The professional nurse must communicate effectively. The Bachelor of Science in nursing programs integrate communication, including academic writing, throughout the curriculum. Unless instructed otherwise by the specific course faculty, students use the current APA Publication Manual as the style guide for written papers submitted as assignments in the Program. All written assignments should be word processed in Microsoft Word (available for download to all students) and submitted in a digital format designated by your instructor. Assignments will be evaluated and returned electronically. Papers must be formatted using American Psychological Association (APA) guidelines, most recent iteration.

*****The acceptable font and size for the SON is Times New Roman, 12 point font.**

Effective academic writing is an outcome of this program. Plagiarism is the reproduction of the words or ideas of another party without proper citation of the source of the information. Avoid copying the words from another source for your assignments. Any assignment submitted with plagiarized contents will receive a grade of zero and result in a filing of a Notification of Academic Misconduct form with the Office of Student Standards.

The RN-BSN program requires that students submit a culminating portfolio of specific assignments. Students are strongly encouraged to back up all written work and retain graded assignments for inclusion in this NUR 4604 Professional Seminar portfolio. Saving an electronic copy helps assure that the assignment is available for inclusion in the portfolio. The portfolio is submitted in an electronic format.

ELECTRONIC WRITING PORTFOLIO (FOR UNDERGRADUATE STUDENTS ONLY, NOT REQUIRED FOR POST-BACCALAUREATE STUDENTS) (SEE THE WEBPAGE: WWW.EIU.EDU/~ASSESS/EWPMAIN.PHP)

ADVISEMENT AND REGISTRATION

Academic Advising

Each student admitted to the RN to BS in Nursing Program and Traditional BSN Program is assigned to an academic advisor who is the director or a faculty member in the Program in which you are admitted. Students are provided with the name of their advisor upon admission to the Program. The advisor will counsel the student throughout the time enrolled in the Nursing Program.

Students enrolled in the RN-BSN will be enrolled in the online program orientation upon admission. Students must complete the orientation to the program modules on the learning management system prior to advising. Advisement consists of professional counseling as well as planning the academic program of the student. It is the student's responsibility to contact the advisor for an appointment before or during the registration period and to be aware of University and Program requirements. Prior to the appointment with the advisor, the student should review the requirements for the Program, general education, and graduation so that the appointment is most productive.

Registration Guidelines

1. Students must meet with their advisor upon admission to develop a plan of study prior to registering for classes.
2. Students may only drop and retake a course one time. Extenuating circumstances will be considered by the director.
3. **Students will be administratively removed from a course if the student does not access the course prior to the last date the course may be dropped.**

Application for Graduation

Students must complete an application for graduation after earning 60 credit hours and **well in advance** of the semester in which graduation is planned. The application for graduation form is available on the PAWS system under the "Student" menu. Students are encouraged to do this in their first semester in the program.

Electronic Writing Portfolio (EWP)

Undergraduate students are required to submit 3 writing samples prior to graduation. This is a **GRADUATION REQUIREMENT for Undergraduate Students ONLY and is not required for Post-Baccalaureate students** (www.eiu.edu/~assess/ewpmain.php)

STUDENT GOVERNANCE COUNCIL/GRIEVANCE

Section 1: Student Governance

The student governance process within the SON supports all EIU student rights and responsibilities. The student governance council serves primarily as a communication and resolution vehicle between students, faculty and SON administration.

1. The chair of the Nursing Council and the chair of the Student Affairs committee will serve as chair and vice-chair.
2. At least one Student Governance Council will be scheduled each semester. Meetings can be either online or face to face.
3. One week before the meeting, agenda items/topics for discussion will be solicited from the students.
4. During this meeting the most recent, nursing council report and committee activities

will be summarized as appropriate.

5. Minutes of the Student Governance will be kept and distributed to the students in the SON.
6. The schedule of Student Governance meetings will be posted on the webpage.

Section 2: Appeal and Grievance

Eastern Illinois University has established policies and procedures for various student appeal/ grievance situations. If a student has a grievance that is addressed by University policy, the relevant policy and procedure is to be followed. Many of the EIU policies that specify an appeal/ grievance process are listed at the end of this document. Students are responsible for being knowledgeable of University policies and formal grievance procedures.

USEFUL LINKS:

Student Affairs Office: www.eiu.edu/~stuaff

Policies and Procedures: <http://www.eiu.edu/~stuaff/policies.php/index.php>

Student Standards, including the Student Conduct Code: <http://www.eiu.edu/judicial/>

Office of Civil Rights and Diversity: <http://www.eiu.edu/~civil/>

EIU Internal Governing Policies: <http://castle.eiu.edu/auditing/igplisting.php>

http://castle.eiu.edu/auditing/index_alpha.php

Services for Students with Disabilities: <http://castle.eiu.edu/auditing/062.php>

Student Withdrawal: <http://castle.eiu.edu/auditing/065.php>

Transcripts: <http://castle.eiu.edu/auditing/066.php>

Sample TRADITIONAL BSN COURSE OF STUDY

	FALL SEMESTER			SPRING SEMESTER		
Level I	<i>Semester 1 Courses (2019)</i>		Credit	<i>Semester 2 Courses (2020)</i>		Credit
	College Composition I: Critical Reading & Source-Based Writing	ENG 1001G	3	College Composition II: Argument & Critical Inquiry	ENG 1002G	3
	Intro to Speech Communication	CMN 310G	3	Introductory Psychology	PSY 1879G	3
	Practical Microbiology	BIO 1004G	3	ELECTIVE (Humanities/Fine Arts)	Variable	3
	ELECTIVE (Humanities/Fine Arts)	Variable	3	Anatomy & Physiology I	BIO 2210	4
	Pathways: Health and Human Services	NUR 1511	1	Lifespan Human Development	HSL 1800	3
	Medical Terminology	NUR 2613	3			(16)
	Milestone: First semester at EIU; Pre-nursing declared		(16)	Milestone: Apply to BSN by March 1 Acceptance decision by October 1		
Level II	<i>Semester 3 Courses (2020)</i>		Credit	<i>Semester 4 Courses (2021)</i>		Credit
	The World of Chemistry	CHM 040G	4	Health Education Research Methods	HPR 2800	3
	Mathematics: A Human Endeavor	MAT 160G	3	Pathophysiologic Concepts I	NUR 2612	2
	Introductory Sociology	SOC 1838G	3	Therapeutic Pharmacology I	NUR 2712	2
	Anatomy & Physiology II	BIO 2220	4	Health Assessment Across the Lifespan	NUR 2822	4
	Personal Nutrition	NTR 2100	3	Introduction to Health and Illness Concepts in Nursing	NUR 2823	4
	Milestone: First semester as admitted Nursing student, pre-requisite courses White Coat Ceremony!		(17)	Milestone: Second semester as admitted Nursing student; first courses in discipline		(15)

Level III	<i>Semester 5 Courses (2021)</i>			Credit	<i>Semester 6 Courses (2022)</i>		Credit
<p>Professional Development in Nursing I Pathophysiologic Concepts II Therapeutic Pharmacology II Foundations of Nursing Practice Health Citizenship</p> <p style="text-align: center;">Milestone: First clinical rotations; first simulation experience</p>	NUR 3413	3	3	Professional Development in Nursing II	NUR 3513	3	
	NUR 3612	2	2	Using Evidence to Guide Practice in Nursing	NUR 3813	3	
	NUR 3712	2	2	Concepts of Mental and Behavioral Health	NUR 3833	3	
	NUR 3835	5	5	Management of Health and Illness in Diverse Populations I	NUR 3836	6	
	HPR 2200G		3			(15)	
<p>Health Care Systems Professional Development in Nursing III Population-based Health Care in Nursing Management of Health and Illness in Diverse Populations II</p>	<i>Semester 7 Courses (2022)</i>			Credit	<i>Semester 8 Courses (2023)</i>		Credit
	NUR 4412	2	2	Transition to Professional Practice	NUR 4513	3	
	NUR 4413	3	3	Management of Advanced Concepts in Complex Nursing Practice	NUR 4735	5	
	NUR 4535	5	5	Senior Seminar	Variable	3	
	NUR 4636		6	Humanities Elective	Variable	3	
			(16)	Milestone: Graduation and Pinning Ceremony!		(14)	

CATALOG DESCRIPTIONS

PUBH 2200G, Health Citizenship

Course description: This course will examine the concept of health citizenship in contemporary society and global context. Special attention will be given to the health-related entitlements and responsibilities inherent in citizenship and the examination of individual and social roles in contemporary health issues affecting the global society.

PUBH 2800 or HSL 2800, Health Education Research Methods

Course description: Introduction to research methods/statistical analyses utilized by public and school health professionals. Content includes and introduction to qualitative and quantitative methods, data collection techniques, descriptive statistics, AMA dictation style and manuscript preparation guidelines, and development of a literature review.

NUR 2822, Health Assessment across the Lifespan

Course description: The emphasis of this course is on the development and application of knowledge and skills needed to perform a person-centered, comprehensive, holistic health assessment with culturally diverse individuals across the lifespan. Students will gain confidence performing physical assessment skills in supervised settings.

NUR 2612, Pathophysiologic Concepts I

Course description: The first of a two-part sequence, this course introduces students to basic mechanisms underlying illness and disease. A lifespan approach is used to address common alterations in normal functioning. The emphasis of this course is on the concepts of stress & adaptation, genetics & genomics, nutrition, tissue integrity, pain, elimination, sensory perception, infection, mobility, metabolism, fluid & electrolytes, acid/base balance, and oxygenation.

NUR 2712, Therapeutic Pharmacology I

Course description: The first of a two-part sequence, this course introduces students to the nurse's role in pharmacotherapy including mechanisms of drug therapy impacting individuals across the lifespan. Using prototypes and exemplars, students will develop a framework for understanding the action, use, adverse effects, and nursing implications of medication administration across the lifespan. Content will emphasize the concepts of safety, person-centered care, and clinical decision-making specifically related to pain, inflammation, immunity, nutrition, digestion & elimination.

NUR 2823, Introduction to Health and Illness Concepts

Course description: Students are introduced to the core values of the nursing profession and concepts that provide a foundation for safe, high quality nursing care. Emphasis is placed on professional identity, safety, communication, the nursing process, clinical reasoning, and concepts supporting person-centered care.

NUR 3612, Pathophysiologic Concepts II

Course description: This course is a continuation of NUR2612. Using a person-centered, lifespan approach students will continue to explore the basic mechanisms underlying illness and disease. Pathophysiology specific to the concepts of cellular regulation, clotting, cognition, immunity, inflammation, intracranial regulation, neural regulation, perfusion, reproduction, and thermoregulation are addressed.

NUR 3712, Therapeutic Pharmacology II

Course description: The second of a two-part sequence, this course builds on content introduced in NUR2712. Students will continue to use prototypes, exemplars, and a framework for understanding the action, use, adverse effects, and nursing implications of medication administration across the lifespan. Content will emphasize the concepts of safety, person-centered care, and clinical decision-making specifically related to fluid & electrolytes, perfusion, clotting, metabolism, infection, intracranial regulation/neural regulation, cellular regulation, gas exchange & oxygenation.

NUR 3835, Foundations of Nursing Practice

Course description: The emphasis of this course is on the development and application of foundational skills required for safe nursing practice. Using exemplars, student will have the opportunity to integrate knowledge from previous courses to develop clinical reasoning skills to care for adults with common chronic illnesses in both classroom and experiential learning environments. Concepts addressed in this class include: Professional Identity, Ethics, Health care delivery, Critical Thinking/clinical judgement, Safety, Hygiene, Mobility, Nutrition, Elimination, Fluids and Electrolytes, Oxygenation, Pain, Patient-centered care, Evidence-based practice, Health promotion/wellness/disease prevention.

NUR 3413, Professional Development in Nursing I

Course description: Students are introduced to the core values of the nursing profession and concepts that provide a foundation for safe, high quality nursing care. Emphasis is placed on professional identity, safety, communication, the nursing process, clinical reasoning, and concepts supporting person-centered care.

NUR 3513, Professional Development II

Course description: This course presents advanced content related to ethical practice, clinical reasoning, quality and safety, cultural congruency, patient education, and end-of-life care. Social determinants of health and professional responsibilities across the care continuum are emphasized.

NUR 3833, Concepts of Mental and Behavioral Health

Course description: In this course, students are introduced to psychiatric/mental health nursing; psychiatric disorders, populations at risk, continuity of care, and problems in daily living associated with behaviors/mental health conditions are covered. Principles and practice of nursing care for individuals experiencing behavioral and/or mental health care challenges throughout the lifespan are explored. Clinical considerations relative to practicum experiences are addressed. Simulation experiences will focus on applications relative to practicum experiences are addressed. Simulation experiences will focus on application of nursing knowledge to promote, maintain, and restore health in persons across the lifespan with mental health disorders.

NUR 3813, Using Evidence to Guide Practice in Nursing

Course description: An introduction to concepts of evidence-based practice, and the process of research in nursing with an emphasis on critical appraisal and the use of evidence to guide safe, high quality nursing care.

NUR 3836, Management of Health and Illness in Diverse Populations I

Course description: The emphasis of this course is to build on the development and application of foundational skills required for safe nursing practice across the lifespan. Using exemplars, student will have the opportunity to integrate knowledge from previous courses to develop clinical reasoning skills to care for individuals with common illnesses and promote health. Concepts addressed in this class include: Fluid & electrolyte balance, gas exchange/oxygenation, metabolism, perfusion, clotting, and inflammation.

NUR 4636, Management of Health and Illness in Diverse Populations II

Course description: The emphasis of this course is to build on the foundational skills required for safe nursing practice. Using exemplars, student will have the opportunity to integrate knowledge from previous courses to develop clinical reasoning skills to care for individuals across the lifespan with common illnesses and promotion of health. Concepts addressed in this class include: Acid-Base balance, Cellular Regulation, Immunity, Infection, Intracranial Regulation/Neural Regulation, Metabolism, and Reproduction.

NUR 4412, Health Care Systems

Course description: This course will examine health care policies, health care systems, and the recognition of social, economic, and political determinants in addressing special populations. An emphasis will include economic concepts that are used to support health care models.

NUR 4413, Professional Development in Nursing III: Leadership and Management

Course description: Nursing within the context of leadership and management is the focus of this course. Professional issues that impact nursing practice including professional associations, health care disparities, and legal and regulatory processes are explored. Additional attention is

given to palliative and end-of-life care. Evidence-based, interprofessional practice and the nurse's role as a leader in creating, and sustaining a culture of safety is emphasized.

NUR 4535, Population-based Health Care in Nursing

Course description: Epidemiology and concepts related to population-based health with an emphasis on social determinants of health are explored. Knowledge and skills in community assessment, behavior change theory, and the use of information technology will assist students to examine strategies, and community-based interventions related to improving the health of populations in rural settings. Interprofessional communication and collaboration will be emphasized as students engage in clinical practicum experiences with individuals, families, and groups. Principles of disaster management and emergency preparedness will be explored at the individual, community, and population level.

NUR 4735, Management of Advanced Concepts in Nursing Practice

Course description: This course emphasizes the nurse's role as member of an interprofessional healthcare team with diverse populations in complex environments. Building on content from previous nursing courses, students will have the opportunity to plan and provide comprehensive, focused, evidence-based, and patient-centered care to patients with complex health conditions. Simulation experiences in a risk-free environment combined with a preceptor model of learning in various clinical settings provides opportunities for the student to synthesize previous learning experiences as he/she prepares to make the transition to professional clinical practice.

NUR 4513, Transition to Professional Practice

Course description: This is the culminating professional development course focusing on leadership and management. Using professional issues that impact nursing practice (e.g., professional associations, health care disparities, and legal and regulatory processes) covered in previous courses, the course prepares the nurse to transition to practice. Additional attention is given to palliative and end-of-life care. Evidence-based, interprofessional practice, and the nurse's role as a leader in creating and sustaining a culture of safety is emphasized.

NUR 4604 Professional Seminar

This course focuses on the professional development of nurses and issues affecting contemporary nursing practice. Professional development through participation in professional organizations, planning a career trajectory, and personal change are addressed. Students synthesize program outcomes through a capstone project. Prerequisites: NUR 3103 with prior or concurrent enrollment in NUR 3303, NUR 3608 (or NUR 3604 if applicable), NUR 3703, NUR 4108 (or NUR 4105 if applicable), NUR 4203, and NUR 4506.

EXAMPLE COURSE OF STUDY: RN TO BS DEGREE

TERM 1 START

		Course
Semester 1	Term 1 - 7A	NUR 3103: Theoretical Foundations of Professional Nursing Practice
	Term 2 - 7B	NUR 3303: Advanced Nursing Health Assessment
Semester 2	Term 1 - 7A	NUR 3703: Research in Professional Nursing (Statistics must be taken prior or concurrently)
	Term 2 - 7B	NUR 3608: Pharmacogenomics
Summer		ODL* (8-weeks) or EIU Senior Seminar*** (8 or 15 weeks) or Required Courses for General Education
Semester 3	Term 1 - 7A	NUR 4108: Leadership and Management in Nursing
	Term 2 - 7B	NUR 4203: Nursing, Health Care, Policies & Politics
Semester 4	Term 1 - 7A	NUR 4508: Public Health Nursing
	Term 2 - 7B	PUBH**
Summer		ODL* (8 weeks) or EIU Senior Seminar*** (8 or 15 weeks) or Required Courses for General Education

Core Nursing Courses:

NUR 3103: Theoretical Foundations of Professional Nursing Practice

NUR 3303: Advanced Nursing Health Assessment

NUR 3608: Pharmacogenomics

NUR 3703: Research in Professional Nursing

NUR 4108: Leadership and Management in Nursing

NUR 4203: Nursing, Health Care, Policies & Politics

NUR 4508: Public Health Nursing

NUR 4604: Professional Seminar

EIU Senior Seminar

*Organizational Development (ODL) interdisciplinary course: selections vary

**Public Health (PUBH) interdisciplinary course: selection vary

***EIU Senior Seminar: selections vary

CATALOG DESCRIPTIONS

(REVISED 9/24/2018)

NUR 3103 Theoretical Foundations of Professional Nursing Practice

Course Description: An overview of the development, structure, and function of professional nursing practice is provided. Role transition and professional socialization are enhanced through analysis of nursing conceptual foundations. Critical thinking, inquiry, information literacy and communication are emphasized.

NUR 3303 Advanced Nursing Health Assessment

Course Description: Students build upon basic assessment skills to perform comprehensive nursing health assessment of individuals. History taking, including risk assessment, as well as physical and psychosocial assessment will be practiced. The development of sound clinical judgments based on accurate assessments will be applied.

NUR 3608 Pharmacogenomics in Nursing.

Course Description: This course presents essential and foundational knowledge of genetics and the application of these principles in human health. Attention is given to the interplay of genetics in optimizing drug therapy and patient care.

NUR 3703 Research in Professional Nursing

Course Description: The role of research in nursing, the research process, design of nursing research, ethical principles, and research methodologies are examined. The use of critical thinking in evaluating and critiquing research studies and the application of research findings to evidence-based practice are emphasized. Prerequisites: Prior and/or concurrent enrollment in MATH 2250G or equivalent with a grade of 'C' or better.

NUR 4108 Leadership and Management

Course Description: This course focuses on theories and concepts related to management and leadership in the healthcare field. Strategies for managing quality of care, safety, and outcome issues, caseloads of patients, professional and support personnel, data analysis, finance and budgeting, and collaboration are addressed.

NUR 4203 Nursing, Health Care, Policies, and Politics

A systematic overview of the structure and function of American health care system is offered. The historical development, emerging directions, issues, and major forces influencing the health care system are discussed. The role of professional nursing in health care organizations, planning, and policy formation is explored.

NUR 4508 - Public Health Nursing.

This course presents an overview of evidence-based public health nursing practice and includes a virtual laboratory experience to reinforce theoretical principles. Epidemiology and community-based health data are explored. The application of intervention strategies for effective population health are used in a culturally informed context. Course restricted to students in the RN to BS in Nursing program.

NUR 4604 - Professional Seminar.

This course focuses on the professional development of nurses and issues affecting contemporary nursing practice. Professional development through participation in professional organizations, planning a career trajectory, and personal change are addressed. Students synthesize program outcomes through a capstone project.

Appendix A

EIU Testing Policy Traditional BSN Program

Purpose:

Promote consistency with grading practices and testing procedures to improve the assessment of student learning.

Grading Practices:

A. Weight of examinations

1. Tests/examinations will comprise 75% of course grades for the following nursing courses:
 - NUR 2612: Pathophysiologic Concepts I
 - NUR 2712: Therapeutic Pharmacology I
 - NUR 2822: Health Assessment Across the Lifespan
 - NUR 3612: Pathophysiologic Concepts II
 - NUR 3712: Therapeutic Pharmacology II
 - NUR 3835: Foundations of Nursing Practice
 - NUR 3836: Management of Health and Illness in Diverse Populations I
 - NUR 4636: Management of Health and Illness in Diverse Populations II
 - NUR 4735: Management of Advanced Concepts in Complex Nursing Practice
2. Tests/examinations may comprise up to, but not more than, 50% of the course grade in all other nursing courses.
3. If required as part of course outline, Kaplan Integrated Examinations will comprise 10% of the course grade.
4. Clinical and course assignments comprise remainder of the course grade.
5. The minimum passing cumulative exam score is 75% as determined by an average of all exams.

Testing Procedures:

- ExamSoft is the recognized testing platform to develop, administered, and review exams in the Gail and Richard Lumpkin School of Nursing at Eastern Illinois University.
- All exam items should comply with current NCLEX-style format as noted at www.ncsbn.org (e.g., multiple choice, alternative format, multiple-select, chart exhibit, hot spots, etc.).
- Exams items will be categorized according to Bloom's Taxonomy.

	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
Comprehension/Understanding	50%	30%	15%	15%	5%
Application/Analysis	50%	70%	85%	85%	95%
Alternate Test Items	5%	5%	10%	10%	15%
Total Percentage of Questions	100%	100%	100%	100%	100%

In the table above, for students in semester #4 of the traditional BSN sequence, 50% of all test questions will be comprehension/understanding questions, 50% will be application/analysis, and 10% will be alternative test items such as “select all that apply”.

For students in semester #5, 30% of all test questions will be comprehension/understanding, 70% will be application/analysis, and 5% will be alternative test items.

For students in semesters #6 and #7, 15% of all test questions will be comprehension/understanding, 85% will be application/analysis, and percentage of alternate test items will increase to 10%.

For students in semester #8, 5% of all test questions will be comprehension/understanding, 95% will be application/analysis, and the percentage of alternate test items will increase to 15%.

As demonstrated in the table above, as a student moves from semester #4 through semester #8, a cognitive code for examinations have been adopted to ensure progression of critical thinking skills on examinations and to better prepare students for next generation NCLEX.

Clinical Course Medication Calculation Test:

1. All courses with a clinical component must administer a medication calculation exam.
2. The exam should include a minimum of 10 questions per test.
3. Exams are weighted as pass/fail only. Students will receive three (3) attempts to achieve the required passing score. Students will not pass medications in clinical until they have successfully passed the medication calculation test.
4. For students in semester #5, #6, and #7, the minimum passing score is 90%. For students in semester #8, the minimum passing score is 100%. If a passing score is not achieved on the 3rd attempt, the student will fail the clinical portion of the course.

Standardized Exams:

Nursing students are required to take a standardized exam in selected courses (see course syllabus). All Standardized exams are administered in a proctored setting at a designated date. The purpose of standardized exams is to evaluate student learning at various points throughout the nursing curriculum. Standardized exams are cumulative and may cover concepts from the current course as well as previous courses. Therefore, student preparation for these exams is ongoing throughout the nursing program and students are accountable for past coursework. Standardized exams provide test questions in a format similar to the NCLEX-RN exam. Research has indicated that students who score in the satisfactory range or higher range are more likely to pass the NCLEXRN exam after graduation.

Approved 1/26/21

Appendix B

Student Name: _____

Student DOB: _____

Last 4 digits of SSN: _____

PHYSICAL EXAMINATION: Nursing students are required to complete a physical examination prior to their clinical experience. This is done to evaluate their ability to perform the essential functions necessary to provide care in the clinical setting. *See attached descriptors.*

Date of exam: _____

Check the box below to certify these statements:

- This student has no communicable diseases or communicable health problems.
- This student has the ability to perform the essential functions and skills necessary in the clinical setting.

Medical Provider (MD, DO, NP, PA)

Please print: _____

Address: _____

Phone: (_____) _____ Fax: (_____) _____

Provider's Signature: _____ Date: _____

Stamped signature not accepted. Provider may not be a relative.

Appendix C
Safety and Technical Standards
Traditional Nursing Program

1. Essential physical/neurological functions: Nursing students must be able to accurately observe close at hand and at a distance to learn skills and to gather data (e.g., observe an instructor's movements, a patient's gait or verbal response, a chemical reaction, a microscopic image, etc.). Students must possess functional use of the senses that permit such observation.

<p>Tactile:</p> <ul style="list-style-type: none"> • Feel vibrations • Feel differences in sizes, shapes • Detect temperature • Feel differences in surface characteristics • Detect environmental temperature 	<p>Tactile ability sufficient to perform physical assessments, examinations and procedures:</p> <ul style="list-style-type: none"> • palpate pulses, detect fremitus • palpate vein • identify body landmarks • skin turgor, rashes • skin temperature • check for drafts • detect deviations in skin temperature, solutions, and environment
<p>Visual:</p> <ul style="list-style-type: none"> • See objects up to 20 inches away (e.g., information on a computer screen, skin conditions) • See objects up to 20 feet away (e.g., client in a room) • See objects more than 20 feet away (e.g., client at end of hall) • Use depth perception to distinguish elevation • Use peripheral vision • Distinguish color (e.g. color codes on supplies, charts, bed) • Distinguish color intensity (e.g. flushed skin, skin paleness) 	<p>Visual acuity sufficient to:</p> <ul style="list-style-type: none"> • Observe changes in skin condition including distinguishing change in skin integrity, breathing patterns (including absence of respiratory movement), and color intensity such as the ability to identify cyanosis. • Identification of allergic responses such as skin rashes. • Access patient information on computer screens. • Read very fine print on medication labels, monitor strips, equipment calibrations • Draw up correct quantity of medication into syringe • Read accurately IV infusion pump screens, LED output on electronic devices and monitors • Distinguish tissue swelling, IV infiltration
<p>Hearing:</p> <ul style="list-style-type: none"> • Hear normal speaking level sounds (e.g. person-to-person report) • Hear faint voices • Hear faint body sounds (e.g., blood pressure sounds, assessment placement of tubes) • Hear in situations when not able to see lips (e.g., when masks are used) • Hear auditory alarms (e.g. monitors, fire alarms, call bells) • Perceive origin of sound 	<ul style="list-style-type: none"> • Assess changes in heart, breath, abdominal, vascular sounds. • Take blood pressure • Recognize electronic device alarms • Monitor multiple patients in an ICU
<p>Smell:</p> <ul style="list-style-type: none"> • Detect odors from client (e.g., foul smelling drainage, alcohol breath, etc.) • Detect smoke • Detect gases or noxious smells 	<ul style="list-style-type: none"> • Detect odors exhibited by body fluids which may be indicative of disease processes

2. Essential motor skills: Nursing students must have sufficient motor capacities and mobility to execute the various tasks and physical maneuvers that are required within each program. Candidates must be able to display motor capabilities and mobility to execute the various tasks and physical maneuvers that are required within each program. Candidates must be able to display motor function sufficient to fulfill the professional roles toward which each program educates.

School of Nursing Essential Functions	Clinical Examples
<p>Gross motor skills</p> <ul style="list-style-type: none"> • Move within confined spaces • Sit and maintain balance • Stand and maintain balance • Reach above shoulders (e.g. IV poles) • Reach below waist (e.g., plug electrical appliance into wall outlets) • Stoop and squat 	<ul style="list-style-type: none"> • Administer medication via all routes including intravenous therapy. • Institute appropriate nursing interventions to stabilize a patient’s condition and/or prevent complications.
<p>Fine motor skills</p> <ul style="list-style-type: none"> • Pick up objects with hands • Coordinate eyes and hands/fingers with speed and accuracy in making precise movements • Grasp small objects with hands (e.g., IV tubing, pencil) • Write with pen or pencil • Key/type (e.g., use a computer) • Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe) • Squeeze with fingers (e.g. eye dropper) 	<ul style="list-style-type: none"> • Adjust environment when providing patient care • Calibrate equipment • Draw up solution/medication in a syringe • Twist objects with hands • Take vital signs, including blood pressure, pulse, temperature, respiratory rates • Use pulse oximeter, and electrocardiogram. • Insert catheters • Pick up or grasp small objects used in patient care, use eye dropper • Transmit information via electronic means
<p>Physical endurance</p> <ul style="list-style-type: none"> • Stand (e.g., at client side during surgical or therapeutic procedure) • Sustain repetitive movements • Maintain physical tolerance for entire work shift 	<ul style="list-style-type: none"> • Perform cardiopulmonary resuscitation (e.g. move above patient to compress chest and manually ventilate patient) • Stand/walk to complete clinical day (e.g. 8/12 hour shift) • Complete assigned clinical practice within an acceptable time period
<p>Physical strength</p> <ul style="list-style-type: none"> • Push and pull 30 pounds (e.g., position clients) • Support 30 pounds of weight (e.g., ambulate client) • Lift 30 pounds (e.g. pick up a child, transfer client) • Move light objects weighing up to 10 pounds (e.g., IV poles) • Use upper body strength (e.g., perform CPR, physically restrain a client) • Squeeze with hands (e.g., operate fire extinguisher) 	<ul style="list-style-type: none"> • Position patients • Use transfer techniques in moving and lifting patient in all age groups and weights. • Assist with ambulation.
<p>Mobility</p> <ul style="list-style-type: none"> • Twist • Bend • Stoop/squat • Move quickly (e.g., response to an emergency) • Climb (e.g., ladders/stools/stairs) • Walk 	<ul style="list-style-type: none"> • Maneuver in small spaces* • Move independently from room to room • Twist, bend, stoop, engage in procedures and direct patient care <p>*While health care agencies must meet ADA physical access standards, potential clients and equipment may limit the amount of available space in which to move</p>

3. Essential communication skills: Nursing students must be able to communicate effectively and efficiently. Students must be able to process and comprehend written and verbal material.

School of Nursing Essential Functions	Clinical Examples
<ul style="list-style-type: none"> • Teach (e.g. client/family about health care) • Explain procedures • Give oral reports (e.g., report on client's condition to others) • Interact with others (e.g., health care workers) • Speak on the telephone • Influence people • Direct activities of others • Convey information through writing (e.g., progress notes) 	<ul style="list-style-type: none"> • Communicate with patients/clients, family members and health care providers regarding the individual's plan of care. • Read and comprehend printed materials and documents. • Document clearly and correctly on patient's medical record for legal documentation. • Transmit information through written documents that use good grammar, syntax, spelling, and punctuation. • Access laboratory data via automated information system. • Clarify the meaning of non-verbal communication. • Use physical touch as a therapeutic non-verbal intervention. • Present oral reports • Clarify physician orders

4. Essential judgment skills: Nursing students must exercise good judgment and promptly complete all responsibilities required of the program. They must develop mature, sensitive, and effective professional relationships with others. They must be able to tolerate taxing workloads and function effectively under stress. They must be able to adapt to changing environments, display flexibility and function in the face of uncertainties and ambiguities. Concern for others, interpersonal competence and motivation are requisite for all programs.

School of Nursing Essential Functions	Clinical Examples
<ul style="list-style-type: none"> • Interpersonal abilities essential to interact with individuals, families, and groups from diverse social, emotional, cultural and intellectual backgrounds • Make judgments based on scientific knowledge and thorough assessment of individual patient situations • Practice in a manner that is non-judgmental and non-discriminatory • Function as a contributing member of an interdisciplinary team • Recognize that decision making occurs in an environment of uncertainty and ambiguities • Demonstrate capacity to make sound decisions when under stress 	<ul style="list-style-type: none"> • Deliver nursing care within accepted timeframe allowing others to complete their responsibilities to patients • Create climate in which patients feel comfortable and able to make informed decisions about their health care • Practice safe care in high stress and/or ambiguous environments such as ICU, Emergency Department, mental health facilities and the community

5. Essential intellectual and cognitive skills: Nursing students must be able to measure, calculate, reason, analyze, synthesize, integrate, remember and apply and evaluate information. Creative problem-solving and clinical reasoning require all of these intellectual abilities. In addition, many candidates must be able to comprehend three dimensional relationships and understand the spatial relationship of structure.

School of Nursing Essential Functions	Clinical Examples
<p>Reading</p> <ul style="list-style-type: none"> • Read and understand written documents 	<ul style="list-style-type: none"> • Read and understand English printed documents (e.g. policies, protocols, standards of care) • Read measurement marks
<p>Arithmetic Competence</p> <ul style="list-style-type: none"> • Read and understand columns of writing (e.g., flow sheet, charts) • Read digital displays • Read graphic printouts (e.g., EKG) • Calibrate equipment • Convert numbers to and/or from Metric System • Read graphs (e.g., vital sign sheets) • Tell time • Measure time (e.g., count duration of contractions, etc.) • Count rates (e.g., drips/minute, pulse) • Use measuring tools (e.g., thermometer) • Read measurement marks (e.g., measurement tapes, scales, etc.) • Add, subtract, multiply, and/or divide whole numbers • Compute fractions (e.g., medication dosages) • Use a calculator • Write numbers in records 	<ul style="list-style-type: none"> • Use measurement tools recognized as central to the care of patients/clients. • Perform dosage calculations in a time frame to deliver safe care • Assess and monitor patient status
<p>Analytical Thinking</p> <ul style="list-style-type: none"> • Transfer knowledge from one situation to another • Process information • Evaluate outcomes • Problem solve • Prioritize tasks • Use long term memory • Use short term memory 	<ul style="list-style-type: none"> • Handle multiple tasks and problem solve simultaneously. • Assimilate and apply knowledge acquired from multiple learning experiences • Seek supervision and consultation in a timely manner
<p>Critical Thinking</p> <ul style="list-style-type: none"> • Identify cause-effect relationships • Plan/control activities for others • Synthesize knowledge and skills • Sequence information 	<ul style="list-style-type: none"> • Analyze assessment data in determining nursing diagnoses. • Prioritize tasks • Comprehend and apply abstract concepts

6. Essential emotional coping skills: Nursing students must have the emotional health to fully use their intellectual ability, exercise good judgment and complete all responsibilities requisite to the delivery of patient care. Students must be able to develop mature, sensitive and effective relationships with patients and colleagues and be adaptable, flexible and able to function in the face of uncertainty.

School of Nursing Essential Functions	Clinical Examples
<p>Interpersonal Skills</p> <ul style="list-style-type: none"> • Negotiate interpersonal conflict • Respect differences in clients • Establish rapport with clients • Establish rapport with co-workers 	<ul style="list-style-type: none"> • Show respect for the differences in patients/clients and co-workers. • Function as a member of an interdisciplinary team (e.g. consult, negotiate, share) • Establish rapport with patients/clients • Participate in partnered and group efforts in classroom and clinical learning activities. • Practice in a manner that is non-judgmental and non-discriminatory. • Interact with individuals, families, and groups from a variety of social, cultural, and intellectual backgrounds
<p>Emotional Stability</p> <ul style="list-style-type: none"> • Establish therapeutic boundaries • Provide client with emotion support • Adapt to changing environment/stress • Deal with the unexpected (e.g., client going bad, crisis) • Focus attention on tasks • Monitor own emotions • Perform multiple responsibilities concurrently • Handle strong emotions (e.g., grief) 	<ul style="list-style-type: none"> • Function effectively under stress • Assume responsibility/accountability for own actions • Provide patient/family with emotional support • Adapt effectively to changing environments and increasing tension levels in a variety of situations (e.g. learning, patient care, emergencies)

<p>Environmental Exposure</p> <ul style="list-style-type: none">• Ability to function under working conditions in all laboratory and healthcare environments such as hospitals, nursing homes, physician’s offices, schools, and community health agencies• Nursing is a uniquely hazardous occupation	<p>Students may be exposed to hazards such as:</p> <ul style="list-style-type: none">• Infectious diseases• Allergens• Pathogens• Sharp Objects• Radiation• Violence• Potential physical injury
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