Nursing Student Handbook
Table of Contents

**Introduction** ..................................................................................................................................v

**Curriculum Section**

- Mission Statement ..........................................................................................................................1
- Program Goals .................................................................................................................................1
- Philosophy .........................................................................................................................................1
- Competencies of the Graduate .........................................................................................................2
- Organization Framework ..................................................................................................................3

**Sample Schedule Guides**

- Spring Entrance Basic (BSN) Student .............................................................................................4
- Fall Entrance Basic (BSN) Student ..................................................................................................5
- University Requirements for Basic (BSN) Student ........................................................................6

**Academic Policies** ...........................................................................................................................

- Non-Discrimination Policy ............................................................................................................7
- Academic Advisor ...........................................................................................................................7

**Admission to the Nursing major**

- Early Decision Option for High School Seniors ...........................................................................7
- Minimum Requirements for Application: Basic (BSN) Student ......................................................8
- Requirements for All Applicants .......................................................................................................9
- Requirements for All Admitted Nursing Majors .............................................................................10
  - Criminal Background Check ........................................................................................................10
  - Urine Drug/Alcohol Screening Policy ..........................................................................................10

**Requirements for Progression & Retention in the Nursing Major** ............................................11

- Mandatory Standard for Progression Each Semester .................................................................12
- Remediation for ATI .........................................................................................................................13
- Grading Scale ..................................................................................................................................14
- Course Grading ...............................................................................................................................14
- Exam Attendance Policy ................................................................................................................14
- Clinical Grading .............................................................................................................................15
- Clinical and Lab Absences .............................................................................................................15
- Dosage Calculation Competency ....................................................................................................15
- Required Curriculum Sequence for the Nursing Program ..............................................................15
Papers and Other Written Assignments ................................................................. 31
Oral Presentations .................................................................................................. 31
Poster Presentations .............................................................................................. 31
Nursing Care Plans .............................................................................................. 31
Testing Accommodations ..................................................................................... 31
Nursing Pin ........................................................................................................... 32
Release of Student Information and Letters of Reference ................................. 32
Transcript Requests ............................................................................................ 32
Colman Library .................................................................................................... 32
Nursing Learning Resources ................................................................................ 32
Computers ........................................................................................................... 32
Nursing Student Organization (NSO) ................................................................. 32
Student Representation on Committees ............................................................. 33
Evaluations by Students ...................................................................................... 33
Grievance Procedures ......................................................................................... 33-34
Appendix A: Essential Capabilities of Nursing Majors ..................................... 35-37
Appendix B: Mandatory Student Immunization & Clinical Compliance Form .... 38
Appendix C: Medication Rounding Rules .......................................................... 39
Appendix D: Infectious Disease Precautions Policy & Procedure ..................... 40-41
Appendix E: APA Guidelines .......................................................................... 42-54
Appendix F: Oral Presentation Guidelines ......................................................... 55
Appendix G: Poster Guidelines .......................................................................... 56
Appendix H: Core Nursing Diagnoses ............................................................... 57
Appendix I: Nursing Care Plan Template ......................................................... 58
Appendix J: Accommodation Testing Form ...................................................... 59
INTRODUCTION
Welcome to the baccalaureate nursing program at Rockford University! We are pleased that you have chosen our program to pursue your professional nursing degree. This handbook has been created to facilitate your success along the way.

Departmental policies and procedures delineate what is necessary for the nursing student to proceed through the program smoothly. Should unforeseen questions arise, your nursing faculty advisor will assist you in locating the necessary information to answer your questions. Recommendations regarding items for consideration to be incorporated in subsequent editions of this handbook can be made through the Nursing Student Organization (NSO) Faculty Advisor (posted on the Nursing bulletin board).

Nursing students are responsible for all information in this handbook. Students should become familiar with its contents and use it as a reference during enrollment in the nursing program. The Nursing Student Handbook is designed to be used in conjunction with the Rockford University Student Handbook (http://www.rockford.edu/?page=StudentHandbook).

We look forward to working with you throughout your educational pursuits here at Rockford University and extend our hopes that this will be a rewarding and meaningful experience.

The Department of Nursing Faculty

Rockford University Department of Nursing is approved by the State of Illinois Department of Financial and Professional Regulation
And is accredited by the Accreditation Commission for Education in Nursing, Inc.
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326

Note: This on-line Nursing Student Handbook is accurate at the time of posting and supersedes the previous version. Policies contained herein are subject to change. Students will be notified of changes through their Rockford University email. It is the student’s responsibility to keep informed of changes.
CURRICULUM

MISSION STATEMENT
The Department of Nursing, as an integral part of Rockford University, holds a mission and philosophy that is consistent with the mission and beliefs of the University. The mission of the Rockford University Department of Nursing is to prepare registered professional nurses to provide quality nursing care to individuals, families, groups and communities with diverse health needs. The graduate will attain the knowledge, skills, and values necessary for professional nursing practice by integrating liberal arts learning and professional nursing education.

PROGRAM GOALS
Based upon its mission, the goals of the Rockford University nursing program are to:

1. Synthesize knowledge and skills from nursing, psychosocial, and biophysical sciences and the liberal arts into professional nursing practice.

2. Prepare graduates to practice as nurse generalists and contributing members of the nursing profession to promote, maintain and restore the health of clients to meet the diverse health care needs of populations.

3. Facilitate the internalization of the values of the discipline of nursing which include altruism, autonomy, human dignity, integrity and social justice.

4. Prepare graduates as lifelong learners who demonstrate essential skills in inquiry, information literacy, and research to support continued personal and professional growth and transition into graduate study.

PHILOSOPHY
We, the nursing faculty of the Department of Nursing, participate in the mission of Rockford University. Education for professional nursing is achieved through a curriculum that unifies the essential phenomena of interest in nursing, which include the concepts of nursing, health, person, and environment.

We believe that nursing is an art and a science concerned with the promotion, maintenance, and restoration of optimal health. Clients of nursing are individuals, families, groups, or communities with health-related concerns. We believe that nursing is a complex interaction with clients requiring flexibility, creativity, expert communication, critical thinking, and competence in therapeutic interventions. We embrace the skills, values, ethics, and standards of practice espoused by the nursing profession. We believe that competent nursing practice occurs when professional nurses demonstrate the values and ethics of the profession in their roles as caregiver, communicator, critical thinker, diagnostician, leader, manager, and teacher. We believe that nursing exists to serve society and that nursing and society share accountability and responsibility for providing quality health care to all. We believe that nursing best serves the public when nurses are politically active and practice collaboratively in a variety of roles with clients and other health care providers.

We believe that health is a resource for living which changes over time in response to influences such as personal biology, lifestyle, the environment, and the health care system. Health is defined in various ways by laypersons and health care providers. A broad knowledge of health gives the nurse flexibility when assisting others with health issues and concerns.
We believe that each **person** is a unique, complex, and holistic being with biophysical, psychological, spiritual, and socio-cultural dimensions. People develop behavioral patterns to meet their needs and wants. These behavioral patterns may enhance or diminish health. People have freedom of choice and are accountable for their health care decisions but many clients need help in navigating the health care system. We recognize that personal decision-making about health is complex and dependent on many variables within and surrounding the individual person. We value the inherent worth and dignity of each person and believe that excellent nursing requires a working partnership with clients.

We believe that the **environment** is everything that surrounds a person including all conditions, circumstances, and resources. Society is a dimension of the environment that strongly influences the health resources of its people. Professional nursing is a health resource and takes place within the context of society. People interact with their environments and are strongly influenced by variables that promote and/or undermine health. We believe that an increasingly important aspect of nursing practice is the examination of the relationship between the environment and client health. Nurses then intervene to empower clients to either adapt to or change their environment. Nurses also partner with others in society to create a more healthful environment for all.

We believe that **education** at its best is an interactive process by which students and teachers teach and learn from each other in an atmosphere of mutual respect and caring. We believe that both the process and content of our educational program are critically important for students to acquire the knowledge, skills, values, and competencies necessary for quality nursing practice. Accepting responsibility for nurturing one’s own learning and for helping others learn is essential for the life-long personal growth and professional development of teachers and students.

**COMPETENCIES OF THE GRADUATE**
The Competencies of the Graduate emerge from the Philosophy of the Department of Nursing. Their purpose is to describe the competencies we expect our graduates to attain upon completion of the nursing program.

1. As a **caregiver**, collaboratively utilizes the nursing process to effectively provide therapeutic nursing interventions in meeting the health care needs of individuals, families, groups and communities.

2. As a **communicator**, communicates effectively in a goal directed manner.

3. As a **critical thinker**, consistently demonstrates critical thinking to effectively practice professional nursing.

4. As a **diagnostician**, formulates accurate conclusions about health related conditions and situations amenable to nursing intervention.

5. As a **leader**, uses leadership knowledge and skills in productive relationships with others to create a vision and inspire goal achievement for the profession.

6. As a **manager**, engages in activities to plan, organize, direct, and control the human, material, and financial resources needed to achieve quality nursing care.

7. As a **teacher**, adapts the educational process to empower learners.
ORGANIZING FRAMEWORK

The organizing framework of the Rockford University Department of Nursing depicts a curriculum centered on educating graduate professional nurses with knowledge, skills, values, and attitudes necessary for competent, ethical nursing practice. The focus of the curriculum is to develop the seven competencies of caregiver, critical thinker, communicator, diagnostician, leader, manager, and teacher in each unique graduate. Graduates learn to enact these competencies by integrating the four phenomena of interest to nursing i.e., the concepts of environment, health, nursing and person. The scope of nursing practice is broad in relation to these phenomena. Nurses care for individuals, families, groups, and populations to promote, maintain, and restore health. Concern for the environment extends from the home to the world. Students begin as novices and graduate as advanced beginners with the potential to become nurse experts. Our graduates develop the flexibility and creativity needed to adapt their expression of the seven competencies to the context of care. This adaptation is illustrated by the motif of the nurse as a pinwheel responding to movement within the context of care. The context of care always involves nurses concerned about the health of persons within an environment. Rockford University with its unique mission and vision as a liberal arts institution provides a rich learning environment to students within the Department of Nursing.
# Spring Entrance to the Major

Sample Schedule Guide: Basic Student

Rockford University - Bachelor of Science in Nursing (BSN)

## First Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 105: General Chemistry I*</td>
<td>4</td>
<td>BIOL 209: Anatomy &amp; Physiology‡</td>
<td>4</td>
</tr>
<tr>
<td>RHET 101: Intro to Academic Writing‡</td>
<td>4</td>
<td>HDEV 215: Survey of Human Development‡‡</td>
<td>3</td>
</tr>
<tr>
<td>ANSO 150: Introduction to Sociology‡‡</td>
<td>4</td>
<td>RHET 102: Introduction to Rhetoric‡</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 100: Introduction to Psychology‡</td>
<td>3</td>
<td>CLWS 101: College-Wide Seminar</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PHYP 110: Wellness</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
<td><strong>Total</strong></td>
<td>14</td>
</tr>
</tbody>
</table>

## Sophomore Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>Spring-first Semester in major</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Study Abroad or Study on Campus</strong></td>
<td>*</td>
<td>NURS 200: Fundamentals of Contemporary Nursing Practice</td>
<td>6</td>
</tr>
<tr>
<td>Or</td>
<td></td>
<td>NURS 301: Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td><strong>NURS 150: Contemporary Nutrition</strong></td>
<td>3</td>
<td>NURS 371: Pathopharmacology I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 223: Beginning Statistics</td>
<td>3</td>
<td>BIOL 230: Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Electives or General Education courses</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

## Junior Year

<table>
<thead>
<tr>
<th>Fall-second semester in major</th>
<th>Credits</th>
<th>Spring-third semester in major</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 310: Adult Health Nursing I</td>
<td>5</td>
<td>NURS 314: Child Health Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS 312: Family Health Nursing</td>
<td>4</td>
<td>NURS 316: Mental Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 372: Pathopharmacology II</td>
<td>3</td>
<td>NURS 320: Nursing Research****</td>
<td>2</td>
</tr>
<tr>
<td>RHET 351: Advanced Rhetoric</td>
<td>3</td>
<td>Philosophy Elective</td>
<td>3</td>
</tr>
<tr>
<td>Electives or General Education courses</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
<td><strong>Total</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

## Senior Year

<table>
<thead>
<tr>
<th>Fall-fourth Semester in major</th>
<th>Credits</th>
<th>Spring-fifth Semester in major</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 402: Older Adult Nursing</td>
<td>2</td>
<td>NURS 410: Adult Health Nursing II</td>
<td>5</td>
</tr>
<tr>
<td>NURS 406: Community Health Nursing</td>
<td>4</td>
<td>NURS 495: Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>NURS 408: Management &amp; Leadership in Nsg</td>
<td>2</td>
<td>Electives or General Education courses</td>
<td>7</td>
</tr>
<tr>
<td>Electives or General Education courses</td>
<td>8</td>
<td>NURS 496: NCLEX-RN Prep Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
<td><strong>Total</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

**Total Hours = 124 hours**

* These courses must be completed prior to admission to the nursing program

‡ These courses must be completed prior to second semester in the major

* CHEM 104 is also accepted and is offered during the spring semester.

** Best semester for study abroad if all pre-requisite courses are complete.

***May be taken prior to admission to the major or in the fall semester of the sophomore, junior or senior year.

**** Must be completed before fourth semester in the major

Revised 8/12
# Fall Entrance to the Major
Sample Schedule Guide: Basic Student
Rockford University - Bachelor of Science in Nursing (BSN)

## First Year

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Credits</th>
<th>Fall Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 104: Introductory Chemistry *</td>
<td>4</td>
<td>ANSO 150: Introduction to Sociology‡‡</td>
<td>4</td>
</tr>
<tr>
<td>RHET 101: Introduction to Academic Writing ‡</td>
<td>4</td>
<td>HDEV 215: Survey of Human Development ‡‡</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 209: Anatomy &amp; Physiology ‡</td>
<td>4</td>
<td>RHET 102: Introduction to Rhetoric ‡</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 100: Introduction to Psychology ‡</td>
<td>3</td>
<td>CLWS 101: College-Wide Seminar</td>
<td>2</td>
</tr>
<tr>
<td>PHYP 110: Wellness</td>
<td>1</td>
<td>Electives or General Education courses</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total = 16</strong></td>
<td></td>
<td><strong>Total = 16</strong></td>
<td></td>
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</table>

## Sophomore Year

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<thead>
<tr>
<th>Spring Semester</th>
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<th>Fall-first semester in major</th>
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<td>Electives or General Education courses</td>
<td>9</td>
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<td>NURS 496: NCLEX-RN Prep Elective</td>
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<td>Electives or General Education courses</td>
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<td>Electives or General Education courses</td>
<td>7</td>
</tr>
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<td><strong>Total = 16</strong></td>
<td></td>
<td><strong>Total = 16</strong></td>
<td></td>
</tr>
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</table>

**Total Hours=124 hours**

* These courses must be completed prior to admission to the nursing program.
‡ These courses must be completed prior to second semester in the major.
* CHEM 105 is also accepted and is offered during the fall semester.
** Best semester for study abroad if all pre-requisite courses are complete.
***May be taken prior to admission to the major or in the fall semester of the sophomore, junior or senior year.
****Must be completed before fourth semester in the major.

Revised 8/12
BASIC (BSN) STUDENT

Nursing Major Entrance Requirements:
Admission to Rockford University does not guarantee admission to the nursing program. In order to be successful as a Rockford University nursing student, the Department of Nursing has established minimum entrance requirements prior to enrolling in courses with the intent of pursuing a major in nursing. These include:
1. A high school or transfer college cumulative grade point average (CGPA) of 2.75.
2. In high school successfully completed, with a minimum grade of “C”, at least one course in biology, one course in chemistry, and two courses in math.
3. Minimum natural science CGPA of 2.50 in required support courses for the major.

University Requirements for ALL Degrees:
A minimum of 124 semester hours with an earned cumulative grade point average (CGPA) of 2.00 overall, and in the major is required. Of these, a minimum 30 hours is to be at the 300-400 level. (Nursing requires a minimum CGPA of 2.70 with “C” grade in all required support courses and no grade lower than a C (2.0) in all courses in the major. All sciences with the exception of microbiology must be completed before a student will be allowed into the nursing program.)

- Complete 30 out of the last 36 semester hours at Rockford University on either a full or part-time basis.
- Complete 60 hours at a 4-year institution.
- 30 hours of the required 124 hours must be at a 300 (or greater) level.

ARTS: 6 hours, including a studio course of at least 1 hour elected from Art, Dance, Music, and Theatre Arts.

ENGLISH: 11 hours of a general education English sequence to include Rhetoric 101(Introduction to Academic Writing-4 hours), Rhetoric 102(Introduction to Rhetoric-4 hours), and Rhetoric 351(Advanced Rhetoric-3 hours). Students must achieve a grade of “C” or better in Rhetoric 101 before enrolling in Rhetoric 102. Likewise, in order to progress from Rhetoric 102 to Rhetoric 351, a grade of “C” or better must be achieved.

Transfer English course work will be evaluated for acceptance on an individual basis by the Registrar.

COLLEGE-WIDE SEMINAR CLWS 101: 2 hours; required of all entering first year or transfer students who are transferring less than 20 hours.

LANGUAGE & LITERATURE: 8 hours, 3 of which are earned by enrolling in a philosophy course of the student’s choice. Select the remaining 5 hours from Classics (Greek & Latin), English literature, Modern Languages (French, German, Spanish) Philosophy, or Religion.

SCIENCE & MATHEMATICS: 12 hours, all met by nursing students through support course requirements.
NOTE: In order to enroll in Chemistry 105 (General Chemistry I), the student must have successfully completed 1 year of high school algebra and recommended high school chemistry course. Sciences taken more than 5 years prior to enrollment at Rockford University will need to be re-taken.

SOCIAL SCIENCE: 12 hours, partially met by nursing students through Introduction to Sociology, Introduction to Psychology, and Survey of Human Development.

PHYSICAL EDUCATION: 2 hours, selected from Physical Education courses. One hour must be PHYP 110 (Wellness). The other hour must be a PHYP activity course.

COLLEGE FORUM SERIES: All full-time students must attend a minimum of 2 sessions per semester in a series of special lectures, presentations, and discussions with distinguished speakers.

ELECTIVES: Chosen from areas of further study that interest the student or that the student and advisor feel would be most beneficial to the student's career plans.
ACADEMIC POLICIES

NONDISCRIMINATION POLICY
Rockford University is committed to providing equal opportunity, and an educational and work environment, for its students, faculty and staff, free from any discrimination based on race, color, religion, sex, national origin, sexual orientation, ancestry, age, marital status, physical or mental disability or status as a service member or veteran. Further, Rockford University is committed to ensuring access, equity and fairness in educational programs, related activities and employment for minorities, women, individuals with disabilities, service members and veterans (RU Course Catalog 2011-2012, p.31). Clinical agencies may have requirements that differ from those of Rockford University.

ACADEMIC ADVISOR
Upon admission to Rockford University, a nursing faculty member is assigned as your academic advisor. The advisor assists you in developing your course of study and serves as a resource for program and general information. Please make an appointment to meet with your assigned advisor prior to registration each semester. According to the University schedule for preregistration, be prepared for the meeting with a tentative schedule of courses.

ADMISSION TO THE NURSING MAJOR
EARLY DECISION OPTION FOR HIGH SCHOOL SENIORS
The early decision option is a formal understanding between the high school student and Rockford University in which the student may be granted admission to Rockford University and admission into the first nursing course of the BSN program upon successful completion of the admission requirements. Students seeking the early decision option may submit their applications during their senior year of high school. Applications and transcripts showing completion of high school courses to that date must be submitted before January 31 of their senior year. **Selection is competitive and only a limited number of applicants will be accepted.**

Candidates who are high school students desiring to seek admission by the early decision option must:

- Complete an application to Rockford University and be accepted for admission
- Submit application to the Nursing Program prior to January 31 of their senior year
- Submit proof of ACT composite score of at least 23
- Complete a personal interview
- Submit a statement of interest; and
- Submit high school transcript showing completion of the following courses with a cumulative GPA of 3.5 or better on a 4.0 scale
  - Biology
  - Chemistry
  - English (4 semesters)
  - Math (2 semesters including Algebra)

Students will be notified of admission decision by April 1st of their senior year. Actual enrollment is contingent on receipt of an official high school transcript by July 1 of the year of enrollment, verifying that all admission criteria have been met.

A student who is accepted under the Early Decision Option must meet all progression requirements to continue to progress into and through the nursing program.
MINIMUM REQUIREMENTS FOR APPLICATION: BASIC (BSN) STUDENT
Admission to Rockford University does not guarantee admission to the nursing program. In order to be successful as a Rockford University nursing student, the Department of Nursing has established minimum entrance requirements prior to enrolling in courses with the intent of pursuing a major in nursing. These include:

1. Minimum Rockford University or admission transfer cumulative grade point average (CGPA) of 2.75 at time of application.

2. Completion of a minimum of 45 credit hours at conclusion of semester preceding entrance to nursing major.

3. Demonstrate completion of the two of the three required natural science support courses (anatomy & physiology, inorganic chemistry, microbiology) prior to application to the major with a minimum cumulative science GPA of 2.50.

4. Make application to Rockford University no later than August 15th for spring entrance into the major and no later than February 14th for fall entrance into the major. Following acceptance to the University, an application for the nursing program is available from the administrative assistant in Starr #214. Application for the nursing program must be made by September 1st for spring entrance and March 1st for fall entrance. Late submissions will not be accepted. Forms should be submitted to the Administrative Assistant’s office, Starr Science Bldg. Room 214.

Late applications
Appeals for consideration of late application to the nursing program may be considered on an individual and space available basis limited to no less than six weeks before the beginning of a semester. Late applications must be complete including all required testing and official transcripts. Late applicants will be asked to submit two letters of reference and a personal statement about goals for nursing before a final admission decision is made.

5. Complete the ATI TEAS V nurse entrance exam; cost to student is $50. Applicants have the option to take the ATI TEAS V at Rockford University offered through the Department of Nursing or from another institution. The following is a list of conditions for score acceptance:
   • Scores older than six months will not be accepted.
   • Applicants taking the ATI TEAS V at Rockford University will be allowed to retake the exam during the same admission process, however, there must be 30 days between tests.
   • If an applicant has taken two ATI TEAS V exams within the last six months, only the exam score with the highest Adjusted Individual Test Score will be used in the admission process. No super scoring allowed.

6. Demonstrate math competence by one of the following means:
   • Have an ACT math component score of 20 or higher within the last 5 years, or
   • Have completed MATH 120 – Functions and Models or a College Algebra course with a grade of C or better within the last 5 years, or
   • Achieve proficiency level or higher on the ATI TEAS V nurse entrance exam math subscore.
   • Rockford University math placement exam score of 3 or higher.
Applications to the nursing major will be notified of their status by letter from the chairperson no later than May 1st for fall entrance or November 1st for spring entrance. When notification of an offer of admission to the nursing program is received the matriculated Rockford University student should make an appointment with their academic advisor to complete the Declaration of Major form and revise their course schedule. Transfer students will be contacted by the Office of Admissions to schedule an appointment at one of the ROAR (Registration) enrollment events.

REQUIREMENTS OF ALL APPLICANTS:

1. A cumulative grade point average (CGPA) of 2.75 at the time of application. For transfer students, a CGPA will be determined from course work accepted in transfer, which must be a minimum of 2.75 for consideration.

2. Maintenance of a minimum CGPA of 2.75 from Rockford University at the end of the semester in which application is submitted.

3. Achieve a minimum of a “C” (2.0) grade in each of the required natural and social science support courses (see list of required supporting courses). A student who receives a grade lower than a C (2.0) in any required natural and social science support course may repeat the course and have the repeated course grade counted toward the CGPA. Only one of the required natural and social science support courses may be repeated. If a student receives a grade lower than a C (2.0) in more than one of the required natural and social science support courses, they will not be considered for admission to the major. All students must inform the Registrar’s Office when they are repeating classes.

4. Natural science courses older than five years will not be considered as meeting the support course requirement for the Nursing Major.

5. Students who are granted medical withdrawals and medical incompletes in required natural and social science support courses have a maximum of two times to achieve a passing grade of “C” (2.0) or better. For example, a student enrolls in Biology 209 and receives a medical incomplete. That student then makes arrangements with the instructor to repeat Biology 209 the next time it is offered. The student fails to achieve a passing grade and then withdraws from the course with a “MW” (medical withdrawal). The student repeats Biology 209 again and then receives a passing grade. The student (who has essentially attempted the same course three times) may not be considered for admission into the nursing program.

6. Students who have been denied admission to the nursing program due to a CGPA of less than 2.75 may submit an application requesting admission to the nursing program, if admission criteria are met, during the next application period. Automatic admission to the program for the next academic year is not guaranteed. Each student case will be considered individually and are handled on a space-available basis.

7. There are essential capabilities necessary for admission and progression at Rockford University in the complex discipline of nursing. To enter or progress in the nursing curriculum, the candidate must be able to perform all of the essential capabilities (with or without accommodations). See Appendix A for Essential Capabilities of Nursing Majors.

8. The nursing faculty reserves the right to consider the merit of individual cases.
REQUIREMENTS FOR ALL ADMITTED NURSING MAJORS

Background Check and Drug Screening Policy

All students entering the nursing program are required to obtain a criminal background check and urine drug screen.

Rationale

Staff, students and volunteers who work in the same capacity as staff who provide care, treatment, and services, would be expected to have criminal background checks verified when required by law and regulation and organization policy.1

Policy Overview

Students are responsible for costs associated with the criminal background check and initial drug screen. Students must further agree that all results are available to the nursing program and the clinical sites associated with the program. The program is responsible for ensuring that students comply with individual hospital policy regarding disclosure of results. Should a clinical agency refuse to place a student based on the outcome of the background check and/or drug/alcohol screen, the program has no responsibility for arranging an alternative clinical placement. This may result in the student being unable to complete program objectives and, therefore inability to complete the nursing program.

Criminal Background Check

Upon acceptance into the nursing program, students must clear a criminal background check. The criminal background check goes back seven years. The Department of Nursing will use Illinois State Regulations for health workers as described in the Joint Committee on Administrative Rules: TITLE 77: PUBLIC HEALTH CHAPTER I: DEPARTMENT OF PUBLIC HEALTH SUBCHAPTER u: MISCELLANEOUS PROGRAMS AND SERVICES PART 955 HEALTH CARE WORKER BACKGROUND CHECK CODE SECTION 955.160 DISQUALIFYING OFFENSES


Failure to complete this process will result in dismissal from the program. If the background check indicates criminal behavior that is listed on the disqualifying administrative codes, the student’s admission to the nursing program will be rescinded. If the background check shows a pending criminal case then the student will be required to submit a second criminal background check at their own expense prior to the first day of clinical. If the student fails to provide a clear background check prior to the first day of clinical then they will be administratively withdrawn from the program.

Revised 1/26/2013

Urine Drug/Alcohol Screening

The nursing program maintains a no tolerance policy regarding substance abuse. All students must clear an initial urine drug test. Failure to undergo this test, a positive drug screen, or a tampered with urine sample will result in dismissal from the program. If the drug screen comes back positive and a valid prescription exists, which is verified and the student is under the current treatment of a licensed medical professional, the test result will

1 www.jointcommission.org/standards_information/jcfaqs
be deemed negative. Students will be subject to random drug/alcohol screening throughout
the duration of their nursing curriculum. A student’s name will be randomly drawn and
upon notification the student will have 24 hours to submit for testing and the specified lab.
The student will assume financial responsibility for the cost of the test only if the test results
are positive.

REQUIREMENTS FOR PROGRESSION and RETENTION IN THE NURSING MAJOR
1. Maintain a minimum CGPA of 2.70 (calculated at the end of spring for progression into
   fall semester and end of fall semester for progression into spring).

2. All courses registered for must be completed with a posted grade. A student may not
   progress in the nursing curriculum plan until incompletes (including medical incompletes)
   are removed from the transcript.

3. At the completion of the first semester, students need to achieve either Nursing GPA of 2.3
   calculated for all NURS courses (progression probation 2.20-2.29) or cumulative GPA for
   all Rockford University courses of 2.7 (progression probation 2.60-2.69).

   At the completion of the second, third and fourth semesters, students need to achieve either
   Nursing GPA of 2.5 calculated for all NURS courses (progression probation 2.40-2.49) or
   cumulative GPA for all Rockford University courses of 2.7 (progression probation 2.60-
   2.69).

   Students are allowed one probationary semester to achieve the CGPA progression
   requirement. If unsuccessful in meeting the progression requirement in any subsequent
   semester, the student will be dismissed from the nursing program.

   For students below the progression probation GPA, to re-enter the Nursing Major, at least 6
   credit hours must be taken at Rockford University with a semester term GPA of 2.5. In
   addition, a letter of intent to return to the Nursing Major should be sent to the Department
   Chair.                                                                      (Policy revised 2/17/2012)

4. Earn a grade of “C” (2.0) or better in each required social and natural science support
   courses. Earn at least a “C” grade (2.0) in each nursing course. Students who achieve less
   than a “C” grade in a required nursing course must successfully repeat the respective
   required nursing course before progressing in the program. Readmission to the major is not
   guaranteed and is handled on a space available basis. No more than one required nursing
   course may be repeated throughout the nursing curriculum with the exception noted in
   number 6 below. All students must inform the Registrar’s Office when they are
   repeating classes.

   A first semester nursing student who achieves less than a “C” in a first semester
   nursing course will be required to re-apply to the RU nursing program to be
   considered for readmission to the program due to limited space availability in first
   semester courses. The student will need to complete the application process as an
   applying student, with the exception of taking the TEAS test again. The current
   CGPA will be used for ranking as well as science grades and the most recent TEAS
   scores. The scores will be ranked along with the other applicants.
5. A student who is granted a medical incomplete or medical withdrawal may repeat only one semester of nursing courses. Readmission to the major is not guaranteed and is handled on a space available basis.

6. A student may only re-enroll in one nursing course. The exception to this is if a student is granted a medical withdrawal for all nursing courses in a single semester. The student may re-enroll in all courses on a space available basis. If the student drops or fails any of the courses during the re-enrollment, the student will be dismissed from the program. Note that a student has four (4) years to complete the nursing program from the time of entering the first nursing course.

7. Completion of the Achievement Assessment Tests as outlined in the Mandatory Standard for Progression Each Semester section.

8. It is the responsibility of the student to submit the Mandatory Student Immunization & Clinical Compliance Documentation form (Appendix B) to Lang Health Center prior to the first nursing course. Students who fail to complete and maintain up-to-date these clinical requirements will not be allowed to attend clinical which will impact progression in the program.

9. It is the student’s responsibility to maintain immunization and CPR certification compliance. A student who is found to be out of compliance will be removed from clinical until the student has remediated the situation. If the student exceeds the allowed clinical absence as noted in the course syllabus, the student may be administratively withdrawn from the course.

10. NEW 8/2012: All nursing students are required to have a flu vaccination, T-dap, Varicella, and provide a copy of a valid driver’s license and current proof of insurance.

11. Students who are diagnosed with any type of communicable disease may be required to make-up clinical time or be dropped from a clinical course. Each case will be evaluated on an individual basis.

12. To progress in the nursing curriculum, the student must be able to perform all of the essential capabilities with or without accommodations (Appendix A).

Mandatory Standard for Progression Each Semester:

Rockford University nursing faculty is committed to the need for students to achieve content mastery in each course. It is the belief that content at each level needs to be mastered in order to progress to the next level of the curriculum. The faculty has determined that Proctored ATI assessment exam will be given at the end of each course as listed below. All students are required to take the achievement assessments when scheduled. Failure to comply with the assessment schedule could result in course failure. The achievement assessment test is normally scheduled during finals week.
NURS200 Fundamentals of Contemporary Nursing Practice—first semester
NURS312 Family Health Nursing—second semester
NURS372 Pathophysiology II—second semester (pharmacology)
NURS314 Child Health Nursing—third semester
NURS316 Mental Health Nursing—third semester
NURS406 Community Health Nursing—fourth semester
NURS408 Management and Leadership in Nursing—fourth semester

All exams, except the exit exam and Med-Surg exam (administered during Senior Seminar) count towards the student’s final grade in each class and is equal to an average unit exam.

- Level 3: 100% of an average unit exam
- Level 2: 80% of an average unit exam
- Level 1: 70% of an average unit exam
- Below level 1: 50% of an average unit exam

Students are required to take the exams at the designated time and place. No makeup exams are allowed. Failure to complete the exam will result in a zero grade for this portion of the final course grade.

Remediation Plan for ATI testing

A student achieving a Proficiency Level 2 on the ATI is fairly certain to meet the NCLEX standards in the particular content area tested. It demonstrates a satisfactory level of competence needed for professional nursing practice in the content area of the test. It is an expectation of the Department of Nursing that the student achieve at least a Level 2. Failure to achieve a Level 2 will result in the implementation of a remediation plan below:

1. The student will be notified by the lead faculty of the course that a remediation plan will need to be completed prior to beginning the next semester.

2. The lead faculty will select and notify the student of the non-proctored ATIs that will need to be completed with the date required for completion. It is the responsibility of the faculty of the course to monitor progress on the remediation plan.

3. The student will be notified when they are required to complete another version of a proctored ATI. Ideally this should be the day or two before the next semester begins.

4. The Chair of the Department of Nursing will notify students who did not achieve a Level 2 on the second proctored ATI and they will be required to meet with a tutor from the Rockford University Center for Learning Strategies for the semester. This will be a requirement in order to progress in the major. Failure to achieve a Level 2 will not prevent the student from progressing in the major.

If the student fails to complete the remediation plan, the result will be removal from the nursing courses enrolled. The student can complete the remediation plan and petition to be reinstated into the nursing program to continue with the curriculum.
Grading Scale
The following grading scale has been adopted by the nursing faculty.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>93-94</td>
</tr>
<tr>
<td>B+</td>
<td>91-92</td>
</tr>
<tr>
<td>B</td>
<td>85-90</td>
</tr>
<tr>
<td>B-</td>
<td>83-84</td>
</tr>
<tr>
<td>C+</td>
<td>81-82</td>
</tr>
<tr>
<td>C</td>
<td>75-80</td>
</tr>
<tr>
<td>C-</td>
<td>73-74</td>
</tr>
<tr>
<td>D+</td>
<td>71-72</td>
</tr>
<tr>
<td>D</td>
<td>65-70</td>
</tr>
<tr>
<td>F</td>
<td>64 and below</td>
</tr>
</tbody>
</table>

It is not the policy of the Nursing Department to round grades.

Course Grading Policy

Acquisition of nursing knowledge is primarily demonstrated through successful performance on course exams. It is the student’s responsibility to adequately prepare for course exams to achieve at least a C grade (minimum 75%) on all exams. Evidence demonstrates that students failing to achieve at least a C grade on 50% of the unit exams in a course subsequently fail out of the nursing program or fail the licensure exam. Based on this data, the Department of Nursing holds to the following course grading policy.

Students who achieve less than a 75% score on more than 50% of the unit exams in a course will be administratively withdrawn from the course. The student will receive a W if withdrawn before the last drop date of the semester. After the last drop date, the student will receive a final grade of C- and be required to repeat the course in order to progress in the curriculum. Students will not be allowed to continue in the nursing program. Petitions to continue the course will not be accepted. Should the student meet all other progression requirements, the student may repeat the nursing course at the next available offering (contingent on space availability).

For courses with 3 unit exams, the student needs to pass 2 of the 3 exams.  
For courses with 4 unit exams, the student needs to pass 2 of the 4 exams.  
For courses with 5 unit exams, the student needs to pass 3 of the 5 exams.  
For courses with 6 unit exams, the student needs to pass 3 of the 6 exams.  
For courses with 7 unit exams, the student needs to pass 4 of the 7 exams.  
For courses with 8 unit exams, the student needs to pass 4 of the 8 exams.

Exam Attendance Policy

All students must be present and on time on the date of exams. Late arrival to an exam will result in 25% reduction in points for that exam, with a 50% reduction for a second offensive, and a zero exam credit for any thereafter. The student will be expected to complete the exam in the time remaining. For any requested deviation from this policy the student must gain approval from the faculty no later than 15 minutes prior to scheduled exam time.
Clinical Grading
The laboratory component of nursing courses is graded on a Pass/Fail basis. Students must receive a “Pass” in laboratory in order to receive a passing grade in the nursing course. If a “Fail” is received in laboratory the course grade is recorded as an “F”.

Clinical & Lab absences
Nursing students are expected to fully participate in every scheduled clinical and lab experience. If the student is absent from more than one clinical or lab, she/he may be dropped from the respective course.

Notify your instructor at least a minimum of 1 hour before clinical/lab time. More than one absence from clinical may result in the student being dropped from the course. Extraordinary circumstances will be dealt with on an individual basis. The student needs to make arrangements with the instructor to make up the day.

Tardiness will not be tolerated and you will be sent home from the clinical or lab. This will count as the missed day.

Dosage Calculation Competency
All students are required to take a Dosage Calculation Competency exam in the following courses:

- First semester level 1: NURS 200
  - Requires 90% to pass the exam
- Second semester level 2: NURS 310 and NURS312
  - Requires 90% to pass the exam
- Third semester level 3: NURS 314
  - Requires 95% to pass the exam
- Fifth semester level 4: NURS 410
  - Requires 100% to pass the exam

Students have 3 attempts to pass the exam. Once the exam is passed, the student is allowed to administer medications at clinical. All exams follow the Medication Administration Rounding Rules (Appendix C) unless specified by a course instructor.

For students having difficulty passing the exam, the suggested remediation plan is:

1. If unsuccessful on the first exam, the student should review with their instructor before taking the second exam.
2. If unsuccessful on the second exam, further remediation may be needed such with tutoring offered through the Rockford University Center for Learning Strategies.
3. If unsuccessful on the third exam, the student will be dismissed from the clinical.

Required Curriculum Sequence for the Nursing Program
The nursing curriculum must be completed in the designated sequence. Each course has prerequisites and co-requisites (see Rockford University Academic Catalog). Students who desire to enroll in a course for which they have not completed the required prerequisites may petition the Department of Nursing. The petition letter should be submitted to the Chair, Department of Nursing. All decisions of the Department of Nursing related to petitions are final.
Program Completion: Time Limit for the Nursing Program
Following entrance into the nursing clinical course sequence (NURS 200 for basic students or NURS 301 for completion students), a student must complete the requirements for graduation within four years.

Dismissal from the Nursing Major
The faculty of the Department of Nursing reserves the right, at any time, to dismiss a student from the nursing major whose health, conduct, clinical performance, or scholastic standing make it inadvisable to retain the student in nursing. See Academic and Professional Integrity and Clinical Conduct Code sections.

Readmission to the Nursing Major
Students who have been enrolled in the nursing program and withdrew in good academic and social standing may be readmitted on a space-available basis. Due to rapid changes in the nursing profession, the faculty reserves the right to assess prior nursing knowledge and skills and make the determination if the time lapsed since the student’s enrollment in nursing course work would make it inadvisable to readmit the student at the point at which they left the program. Each case will be reviewed on an individual basis.

Students who were not allowed to progress in the nursing major due to poor academic performance, or who withdrew, were suspended or expelled for non-academic reasons (e.g. disciplinary, health, clinical performance) may petition for readmission by letter to the Chair, Department of Nursing. Nursing faculty will review letters of petition for readmission. The Department of Nursing Chairperson will notify the student, by letter, of the Department of Nursing’s decision. If the nursing student’s first petition for readmission to the nursing major is denied, the student may reapply. The Department of Nursing’s decision on the second readmission petition is final.

GRADUATION REQUIREMENTS FOR NURSING MAJOR
After students have filed a Declaration of Major form, a Progress Toward Graduation form is mailed to students each semester from Student Administrative Services (SAS). Students can and should use this as a method to help track their progress toward their BSN.

1. Meet all college graduation requirements;
2. Maintain a minimum cumulative GPA of 2.70;
3. Achieve a “C” (2.0) grade in each of the required social and natural social science support courses;
4. Achieve at least a “C” grade (2.0) in each nursing course.
   Note: NURS495 requires students to develop a Senior Portfolio. One component of the Senior Portfolio includes documentation of achievement for each Graduate Nurse Competency. Therefore, students should retain all course assignments, journals, and clinical evaluations to be used as supporting evidence documentation.
5. Completion of nursing coursework within four (4) years from the time of entrance to the first nursing clinical course; and
6. Completion of the comprehensive assessment exam as outlined in the Mandatory Standard Prior to taking the National Council Licensing Examination section.
Licensure Exam

Upon successful completion of the requirements outlined above for graduation from the nursing program Basic students will be eligible to take the NCLEX-RN® examination, the national test given for licensure as a professional nurse. Information specific to the application procedure will be given to students during the last semester of the nursing program. Each graduate is responsible for submitting her/his own application to the National Council State Board of Nursing and the state licensing board.

All applicants to Rockford University are hereby notified that the Illinois Department of Financial and Professional Regulations may refuse to issue a license for specific reasons related to moral turpitude, intemperate use of alcohol or drugs, or conviction of a crime.²

Completion of the BSN degree does not guarantee eligibility to take the licensure examination.

Mandatory Standard Prior to Taking the National Council Licensing Examination (NCLEX-RN®)

Nursing students in their final semester of the nursing curriculum at Rockford University will be required to take a nationally-normed test. Students will be required to achieve a satisfactory achievement score prior to taking the NCLEX-RN®.

The comprehensive assessment exam is chosen by the Department of Nursing faculty. The results of this exam will provide the student with information regarding their strengths and weaknesses and provide a prediction for success on the NCLEX-RN® exam. The results can be used to determine an individualized study plan for the student.

The student will take the comprehensive assessment exam during a designated date in April for May graduates and November for December graduates. If the student obtains the predictability score of passing the NCLEX-RN®, as determined by the Department of Nursing, they will receive signed documentation to apply for licensure through the state boards of nursing. The Department of Nursing Chair will have these available soon after the day of graduation.

If the student does not achieve the set predictability score on the Comprehensive Assessment Exam they will be given another opportunity to retake a different version of the Comprehensive Assessment Exam. Failure to again achieve the required probability of passing the NCLEX-RN® will require the student to enroll and successfully complete a review course at their own expense. Students will be notified of the review course that is required at the beginning of their 5th semester of the curriculum. Documentation of successful completion of the review course MUST be sent to the Department of Nursing Chair before any forms required by the licensing board are released. If the graduate decides to test in a state that only requires an official transcript, the transcript release will be placed on hold until evidence of completion of the review course is received.

²http://ilga.gov/legislation/ilcs/ilcs4.asp?DocName=022500650HArt%2E+60&ActID=1312&ChapAct=225+ILCS +65%2FChapterID=24&ChapterName=PROFESSIONS+AND+OCCUPATIONS&SectionID=75390&SeqStart= 15600000&SeqEnd=16500000&ActName=Nurse%2E+Practice%40Act%2E
The satisfactory achievement score is determined on an annual basis by the faculty of the Department of Nursing based on analysis of NCLEX-RN® pass rates, changes in the NCLEX-RN® test plan, and analysis of data provided by the assessment company. Students will be notified of the satisfactory achievement score required during the last semester of the curriculum.

This policy will not prevent the student from graduating from Rockford University.

ACADEMIC AND PROFESSIONAL INTEGRITY STATEMENT

This statement is to clarify behavioral expectations for our common life together. These expectations include behaviors required of students and professional nurses. Campus publications describe academic integrity, its violations and their consequences. There is also a Code of Conduct for the campus community and other policies e.g., network, smoking and sexual harassment. Professional nursing publications describe what is expected of nurses including nursing students in terms of e.g., clinical practice, collegiality, collaboration, ethics and values. We faculty take very seriously our obligation to graduate nurses who embody the values, ethics, and standards of the profession. We know that integrity as a student predicts integrity as a nurse and that integrity is essential for success. We believe that you students share our aspirations for your success.

Having said the above we are aware that cheating is common on campuses and elsewhere, relationships are too often disrespectful and both health care providers and the public are concerned about the frequency and consequences of errors in health care (National Institute of Medicine, 1999). While multiple explanations can be offered for such behaviors the bottom line is that no excuse is acceptable. All must know what is expected in academia and the workplace and how to fulfill these expectations. What follows are expectations for your behavior and resources to help you attain academic and professional integrity.

I. Academic Integrity

The principles of academic integrity or honesty according to Lipson (2004) are:

- “When you say you did the work yourself, you actually did it.
- When you rely on someone else’s work, you cite it. When you use their works, you quote them openly and accurately, and you cite them, too.
- When you present research materials, you present them fairly and truthfully. That’s true whether the research involves data, documents, or the writings of other scholars.” (p. 3)

These principles are straightforward but require knowledge of scholarly methods and resources. Such knowledge is essential for academic success and evidence-based nursing practice which is the utilization of research for nursing practice. One way faculty teach scholarship is to include in their syllabi the statement, “In this course the policies and procedures concerning the Rockford University Academic Honor Code, including consequences for infringement of the Academic Honor Code, as they appear on the appropriate pages of the current Rockford University Student Handbook, will be applicable. The Rockford University Honor Code can be found on p. 7 of the Student
It is your responsibility to read and comply with these policies and procedures.”

II Professional Integrity

Professional integrity is based upon the ethical principles of the profession found in the National Student Nurses Association (NSNA) Code of Ethics Part II: Code of Academic and Clinical Conduct, and Bill of Rights and Responsibilities for Students of Nursing; and the American Association of Colleges of Nursing (AACN) Professionalism and Professional Values.

Nursing Professional Values are at the foundation for relationships with colleagues, faculty, patients and others with whom we have contact. Integrity or uprightness of character includes honesty, regard and respect for human dignity, conduct that is civil, orderly, decent, and respectful.

Therefore, incivility and unprofessional behavior would include negative behavior that is directed toward peers, faculty, patients and others with whom we have contact on campus, at clinical sites or in any setting where the student represents the university and/or the nursing profession.

Students who have entered into the first nursing course are expected to consistently exhibit the following behaviors:

- Respect for the inherent worth and uniqueness of an individual by demonstrating caring, trust, and empathy. (This behavior is demonstrated by being accessible and prompt in meeting the needs of those under their care and encouraging and motivating individuals with whom they come in contact.)
- Commitment to nursing and an attitude of enthusiasm, cooperation, and self-direction. (Students demonstrating this behavior appear to enjoy nursing and present a willingness to learn and expand their nursing knowledge.)
- Demonstrate honesty, rationality and accountability (students displaying these behaviors are those who readily admit mistakes and oversights, accept responsibility and take corrective action).
- Maintain forthrightness with peers, staff, and faculty and handle conflicts with others objectively.
- Utilize safe techniques even when not supervised.
- Base statements only on information and facts known to be correct, and do not participate in malicious or slanderous conversations.
- Contribute to a classroom atmosphere conducive to learning.
- Comply voluntarily with the spirit, rules, and policies of the university, the department, and any clinical facility.

Behaviors that represent incivility and unprofessional behavior in the campus setting which should be avoided include, but are not limited to:

- Rude and profane conversation and comments
- Disrupting the classroom by behaviors such as arriving late, not turning phones to vibrate or silence, and not turning off other electronic devices.

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- Conduct that distracts or intimidates others such as talking during lectures, bullying, aggressive behaviors, unwarranted comments, and addressing peers or faculty with disrespect (Kolanko, Clark, Heinrich, Olive, Seremus & Sifford, 2006).

Behaviors that represent incivility and unprofessional behavior in the clinical setting which should be avoided include, but are not limited to:

- Using any of the behaviors described above with patients, families, peers, faculty, and others encountered in the healthcare setting.
- Failing to maintain patient confidentiality.
- Speaking about or to patients, staff, or others in a disrespectful or demeaning manner.

A breach of the code of conduct as expressed in the Statement on Academic and Professional Integrity will result in discipline up to and including dismissal from the program. See section on Student Discipline.


**National Student Nurses Association (NSNA) Code of Ethics Part II: Code of Academic and Clinical Conduct**

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

As students are involved in clinical and academic environments we believe that ethical principles are a necessary guide to professional development. The *Interpretive Statements* are offered as a framework to help guide nursing students in ethical analysis of responsibilities, professional conduct, and decision making in academic and clinical settings as they adhere to the *NSNA Code of Ethics for Nursing Students*.

To access the full NSNA *Code of Academic and Clinical Conduct and Interpretive Statements* click on the following link: [http://www.nsna.org/Portals/0/Skins/NSNA/pdf/NSNA_CoC_Academic_Clinical_Interp_Statements.pdf](http://www.nsna.org/Portals/0/Skins/NSNA/pdf/NSNA_CoC_Academic_Clinical_Interp_Statements.pdf)

To access the full NSNA *Student Bill of Rights and Responsibilities* click on the following link: [http://www.nsna.org/Publications/BillofRights.aspx](http://www.nsna.org/Publications/BillofRights.aspx)
American Association of Colleges of Nursing: Professionalism and Professional Values

The Nursing Faculty recognizes that Baccalaureate education for professional nursing should facilitate the development of professionalism and professional values as provided in the American Association of Colleges of Nursing (AACN) *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008).4

**Altruism** - concern for the welfare and well-being of others. In professional practice, altruism is reflected by a nurse’s concern and advocacy for the welfare of patients, other nurses, and other health care providers.

**Autonomy** - the right to self-determination. Professional practice reflects autonomy when the nurse respects patients’ rights to make decisions about their health care.

**Human Dignity** - respect for the inherent worth and uniqueness of individuals and populations. In professional practice, concern for human dignity is reflected when the nurse values and respects all patients and colleagues.

**Integrity** - acting in accordance with an appropriate code of ethics and accepted standards of practice. Integrity is reflected in professional practice when the nurse is honest and provides care based on an ethical framework that is accepted within the profession.

**Social Justice** - acting in accordance with fair treatment regardless of economic status, race, ethnicity, disability, or sexual orientation.

**CLINICAL CONDUCT CODE**

Nursing students are held to the same standards as professional nurses. Therefore, nursing students must demonstrate appropriate conduct in the clinical setting or anywhere they represent Rockford University and the nursing profession. All students are expected to consistently exhibit behaviors outlined in the *Statement of Academic and Professional Integrity* and Northwest Illinois Regional Clinical Coordination Student Nurse Collaborative Orientation packet received annually, as well as the following:

- Commitment to HIPPA standards of confidentiality with regard to disclosure of information regarding clients, their families and others. **Students are obligated to keep client related matters confidential and are not permitted to make photocopies, faxes, audiotapes, or reproductions of any kind of any portion of a client record. Students are not allowed to remove any portion of the client chart, photocopied or otherwise, from the clinical agency.**
- Nursing students are accountable as members of the health care team to report any communication suggesting harm to self or others to appropriate individuals.
- Commitment to safe/appropriate behavior. Examples of **unsafe** clinical behavior includes behaviors that:
  - Violates or threatens the physical, psychological, or environmental safety of the client
  - Assumes inappropriate independence in action or decision
  - Fails to recognize own limitations, incompetence, and/or legal responsibilities
  - Fails to accept legal responsibility for own actions
  - Fails to interact effectively with health care team members
  - Demonstrates lack of preparation for the care of assigned clients

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IMPAIRED STUDENT POLICY AND PROCEDURES

Impaired Student Statement:
Client safety is an overriding principle in the delivery of health care. Provision of safe care requires sound judgment. Thought processes and decision making can be adversely affected by e.g., excessive stress, impaired mental health, impaired physical health and substance abuse. Impaired by the aforementioned factors, the nurse can jeopardize client safety by making unsafe decisions.

Excessive stress, impaired mental health, impaired physical health, and/or substance abuse are conditions that can be treated by early recognition and rehabilitation. Successful treatment results in rehabilitation. Rehabilitated students will be encouraged to re-enter the education process for successful completion of the nursing program.

The student whose thought processes and decision-making ability is impaired will be considered to be unsafe to provide nursing care and will be removed from the clinical setting. The student will be subject to faculty review and possible dismissal from the program. In addition, the student will be counseled about the importance of seeking voluntary aid and/or treatment as appropriate. Intervention and rehabilitation of an impaired nursing student serves the best interests of the student, our nursing program and society. The Illinois Nurse Practice Act exists to protect society from impaired nurses. It is important to note that nursing students are held to the same standards of practices as registered nurses when they are involved in their educational program.5

Program Philosophy Regarding Impaired Nursing Students
The philosophy of the Rockford University Nursing Program concurs with the Illinois Nurse Practice Act in relation to nursing students who are impaired by excessive stress, impaired mental health, impaired physical health, and/or substance abuse. The nursing program’s philosophy is:

1. We recognize that substance abuse or mental illness is a treatable disease. We believe that personal and health problems arising from these diseases can affect academic and clinical performance, making the student a danger to self and clients. We believe that human beings can learn and change behaviors and that nursing students with diseases can be encouraged to seek help in order to recover. We believe that the nursing student has the primary responsibility to seek treatment.

2. We are committed to confidential handling of recognition and treatment of these diseases.

Signs and Symptoms of the Impaired Nursing Student6
Some general signs and symptoms of alcohol and drug abuse may include the following:

- Abrupt changes in work or school attendance, quality of work, work output, grades, discipline
- Unusual flare-ups or outbreaks of temper
- Withdrawal from responsibility
- Changes in overall attitude


- Deterioration of physical appearance and grooming
- Wearing of sunglasses at inappropriate times
- Continual wearing of long-sleeved garments particularly in hot weather or reluctance to wear short-sleeved attire when appropriate
- Stealing items from employer, home or school
- Secretive behavior regarding actions and possessions
- Poorly concealed attempts to avoid attention and suspicion such as frequent trips to storage rooms, restroom, etc.

**Procedure:**
1. Any member of the nursing department, faculty of the university, or employee of Lang Health Center that identifies behavior similar or consistent with the examples of signs and symptoms identified above has the responsibility to confront the student and escort her/him to the Chair, Department of Nursing who will escort the individual to Lang Health Center or escort the individual directly to Lang Health Center.
2. The student will be required to sign a release of information (ROI) form and submit to a drug/alcohol/psychological assessment and screening completed by a licensed clinician in house (Lang Health Center) or referral to an outside agency.
3. If the student refuses to submit to the assessment and screening it will result in immediate dismissal from the nursing program, but not the college.
4. Based on assessment and/or screening the student must follow treatment recommendation(s) of the licensed clinician or psychiatrist.
5. The Chair of the Department of Nursing will make the determination, based on the recommendation of the licensed clinician or psychiatrist, as to whether the student may continue in the nursing program during the treatment process.
6. Students failing to follow through with prescribed treatment will be immediately dismissed from the nursing program when this failure is identified.
7. Students may continue in the nursing program while undergoing treatment provided they submit documentation from their treatment provider of compliance with the treatment plan. This evidence must be given to the Chair of the Nursing Program before the student will be allowed to begin each subsequent semester.

**Rehabilitation:**
It is the responsibility of the student to provide the Chair of the Nursing Department at Rockford University with sufficient evidence of rehabilitation before reinstatement into the program will be considered.

1. Evidence of completion of an accepted/recognized inpatient or outpatient treatment program. Letters from recognized recovery programs attesting to current sobriety and the length of time of sobriety if there has been a history of drug and/or alcohol abuse. The evaluation should address the likelihood of relapse in the future, and should speak to the suitability of the nursing student for the profession.

2. A current mental health status examination by clinical licensed psychologist or psychiatrist. The evaluation should address the likelihood of similar acts in the future, and should speak to the suitability of the nursing student for the profession.
Reinstated Students:

1. To initiate being considered for readmission to the nursing program, the student must supply a signed ROI for Lang Health clinicians and/or the Chair of the Nursing Department to be able to communicate with the student’s treatment provider.

2. Students who are considered for readmission to the Rockford University Nursing Program must supply sufficient evidence from the recognized program or individual supporting continued compliance with the treatment plan (See Rehabilitation above). This evidence must be given to the Chair of the Nursing Program before the student will be allowed to begin each subsequent semester. The student also falls under the random drug/alcohol screening policy of the Department of Nursing.

3. The total time allowed for completion of the nursing program is four (4) years from the time a student enters the first clinical nursing course. A student that is held out for a maximum of one year can still complete the program within the 4-year time limit.

STUDENT DISCIPLINE – PROBATION, SUSPENSION, OR DISMISSAL

The faculty of the Department of Nursing reserves the right to place on probation, suspend, or dismiss students from the program whose conduct or performance is detrimental to the nursing profession. Probation may or may not precede dismissal. Examples of behavior that violate the Department of Nursing standards include, but are not limited to the following:

1. Acting in a manner that is disruptive to an education or extra-curricular activity.
2. Harassing, exploiting or intimidating a member of the university community or clients under their care.
3. Knowingly misrepresenting facts to a university or agency official.
5. Purposefully misleading others or misrepresenting herself/himself.
6. Demonstrating behaviors reflective of an impaired student.

Disciplinary Probation

A student may be placed on disciplinary probation for:

1. Failure to meet remediation related to clinical suspension;
2. Unsatisfactory clinical performance (including, but not limited to, lack of preparation; and irresponsible, unsafe, impaired, or unprofessional conduct); and
3. Scholastic misconduct (including, but not limited to, plagiarism or dishonesty).

Procedure for Disciplinary Probation

When placed on disciplinary probation the student will be informed verbally and by letter of his/her probationary status. Steps for remediation and the length of the probationary period will be outlined on a Student Conference Record that will be signed by the appropriate individuals and the Department of Nursing chairperson. A copy of the letter and student conference record will be retained in the student’s cumulative education record. During the probation period, the appropriate individuals will meet with the student regularly to evaluate progress toward meeting conditions of probation and these meetings will be recorded on the Student Conference Record. The student has the right to have a liaison of their choice present at the meetings. It is the student’s responsibility to work with the individuals involved to schedule these meetings.

At the end of the designated probationary period, the student’s progress will be reviewed by the appropriate individuals and a decision made determining whether or not the student has met the steps of remediation. The student will be notified in writing of the decision. At this time, the student may be removed from probation, have probation continued, receive a failing grade in the course, or be dismissed from the program.
Clinical Suspension (temporary removal from clinical)
A student may be suspended from clinical for:
1. Unsatisfactory clinical performance including, but not limited to, lack of preparation and irresponsible, unsafe, impaired, or unprofessional conduct; or

Procedures for Clinical Suspension
Faculty may exercise the option of removing students temporarily from the clinical setting in isolated and infrequent instances. This option may or may not precede probation.

At the time of the removal, the student will be given directions concerning needed remediation and when to report back to the clinical setting. A clinical conference record will subsequently be completed detailing the remediation steps necessary for the student to successfully complete the course. The form will be retained by the faculty member for the duration of the course.
If the student fails to follow through with the needed remediation, or if similar incidents recur, a student may be placed on disciplinary probation or may fail the clinical component of the course and therefore receive an F in the course.

Dismissal
A student will be dismissed from the Nursing Program for any of the following reasons:
1. Achievement of a grade of C- (1.7) or below in any repeated course with a NURS prefix;
2. Achievement of a grade of C- (1.7) or below in any repeated science support course;
3. Achievement of a cumulative GPA (CGPA) below progression requirements;
4. Failure to conduct oneself in a responsible, safe, and professional manner as described in the Nursing Student Handbook;
5. Academic misconduct, including but not limited to, plagiarism or dishonesty;
6. Failure to meet disciplinary probation remediation requirements;
7. Use of or being under the influence of alcohol and/or illegal drugs in the classroom or laboratory setting;

CLINICAL AND LABORATORY INFORMATION
Clinical Agency Requirements
Students are expected to abide by the policies of the agency in which clinical placement occurs and with the information in the Northwest Illinois Regional Clinical Coordination Student Nurse Collaborative Orientation packet received (received annually).

Accidents or incidents occurring in the clinical agency are to be reported immediately to the clinical instructor or to the preceptor. The clinical agency has the right to deny a student access to the clinical facility for educational purposes due to evidence of misconduct.
Appropriate effort will be made to find an equivalent alternative clinical site for the student. If an alternative site is not available the student may be dismissed from the program.

Transportation
Transportation to clinical sites is the responsibility of the nursing student. Clinical assignments occur in a variety of agencies within the city of Rockford and in surrounding communities.
Laboratory and Simulation Expectations

Laboratory and simulation provides each student with opportunities to practice skills and think critically in a safe environment. To enhance the laboratory and simulation experiences the following student expectations have been established. The nursing laboratory classrooms are located in Starr 202 and 332.

**Dress**
- Hair should be clean and well groomed. Long hair must be pulled back and secured.
- Wear the basic nursing student uniform (dark purple scrub top and white uniform pants)
- No open toe shoes or sandals.
- Limit jewelry to one post earring in each earlobe and a wedding band.
- Tattoos should not be visible.
- No artificial nails. Natural nails should be no longer than ¼ inch in length. Clear or light pink nail polish is acceptable.

**Equipment**
- Safe and appropriate use of laboratory and simulation equipment:
  - No food, drink or gum allowed in the laboratory especially around electrical equipment.
  - Reusable equipment needs to be kept clean and stored appropriately.
  - Do not lay or sit on hospital beds unless directed to do so.
  - Do not attempt to use equipment that you are unfamiliar with.
- Mannequins and simulation equipment are to be respectfully treated as actual clients should be.
- Demonstrate attention to client safety at all times.
  - Identify correct client
  - Utilize hand washing/hygiene standards
  - Follow Standard and Transmission-based Precautions
- SimMan [do and don’ts]
  - Expect that the CO₂ generator will periodically make a noise.
  - Blood pressure can only be detected on the left arm.
    1. Manual BP: Auscultate over brachial pad to hear Korotkoff sounds
    2. Machine BP: Apply BP cuff around left arm and pump up. Then press NBP on monitor screen. The brachial pulse will not be palpable during the BP process.
  - Venipunctures can only be performed on the right arm.
  - Pulses are palpable on both arms and legs. Padded areas only.
  - Lung sounds can only be audible only the anterior side.
  - Avoid the use of betadine on the skin due to permanent staining.
  - Use only provided lubricant for urinary catheterization.
  - Be mindful of electric cords and tubes used for SimMan mechanics and technical controls.

**Student Preparation**
- Complete all preparatory assignments before arrival to the laboratory or simulation lab.
- Bring appropriate personal supplies as directed by the instructor such as:
  - pen, clipboard
  - stethoscope
Dress Code at Clinical Agencies

Students in the nursing program of Rockford University are required to dress professionally and be well groomed when engaged in coursework at a clinical agency. Professional dress means that clothing is clean, wrinkle and stain-free, with intact seams and fabric. It also means that the garment fits the person wearing it.

The dress code presents the specifics of professional dress and behavior. Students are expected to know and follow the code. Violators of the code may be asked to leave the clinical area. Some clinical sites may require dress other than the prescribed uniform. If street clothing is worn, clothing should follow information in this code but in addition, clothing should not expose midriff, undergarments, or cleavage when sitting, squatting, or bending at the middle. If in doubt check yourself by assuming these positions in front of a mirror.

Laboratory Coat

Students will wear a laboratory coat in some settings. The laboratory coat is to be white, knee-length or above and is to have the school patch sewn on the left sleeve. Appropriate street clothing to wear under the coat includes knee-length dresses or skirts and dress slacks. Tops are to be modest without visible cleavage and exposed midriff. No blue jeans; shorts; or string, tube or strapless tops may be worn.

Uniforms

Basic nursing students will wear a dark purple top with a school patch sewn on the left sleeve (no safety pins or Velcro), white uniform pants constructed of a white opaque fabric in a tailored design, and a name badge. In clinical areas where laboratory coats cannot be worn, a white tee shirt or turtleneck may be worn under the purple top.

BSN-Completion students may be required to wear a white uniform for some clinical experiences. The uniform should be constructed of a white opaque fabric in a tailored design and be loose enough to permit freedom of movement. Women’s uniforms should be long enough to cover the patella. White pant uniforms are acceptable. Men’s uniforms consist of white, washable trousers (no jeans) and a white “intern shirt” or uniform top.

Full uniform includes white or beige hose or white socks (women) and white socks (men), uniform, name badge, and predominately white shoes. Appropriate white underclothing is expected of both genders.

The uniform for NURS 406 Community Health Nursing should be congruent with the dress code of the agency where the student is placed. Some examples are: scrub tops with dark rather than white uniform pants at the Visiting Nurses Association (VNA), and business casual at both the Winnebago County Health Department and Crusader Clinics. Jewelry with street clothing should be minimal and conservative (e.g., no foot or ankle jewelry).

Name Badges

Name badges are required and must be worn on the upper chest at all times during clinical experiences for student identification. The student will use their Rockford University ID as their name badge. Name badge holders can be purchased through the Nursing Student Organization in the Nursing Office (Starr 214). Lanyards should not be worn for safety reasons. Some clinical agencies require that students wear a name badge created by that agency provided at the agency’s cost.
Clinical Equipment
Standard clinical equipment includes a stethoscope, bandage scissors, hemostat, pen light, small recoiling tape measure, and an iPod Touch. Note: Students with a “smart phone” such as an iphone, Blackberry, or an Android may choose not to purchase an iPod Touch. Additional clinical equipment may be required and will be determined by either a specific course need and/or the instructor.

Gum
No gum may be chewed while in the clinical area.

Smoking
Students are urged to quit smoking both because it is a health hazard and because smokers emit a noxious odor. In some clinical areas you are not permitted to smell of tobacco. No smoking is permitted on any hospital campus in Rockford, not even in your vehicle. Smoking cessation assistance is available on campus and alternative nicotine delivery products exist.

Jewelry, Piercings, Make-up, Nails, Hair & Tattoos
- Wedding bands and engagement rings may be worn as appropriate to the clinical setting. One small post-style earring per earlobe is acceptable. Piercings other than ear piercings must be removed (i.e. nose, eyebrow, tongue, lip). No other jewelry is acceptable (i.e. bracelets, necklaces).
- Make-up in moderation is acceptable.
- Fingernails should be no longer than ¼ inch in length for patients’ safety and no brightly colored polish (only light pink or clear nail polish is allowed). No artificial nails or nail enhancements may be worn.
- Hair must be clean, well groomed, under control, and off the collar.
- Tattoos are not generally accepted as professional dress for nurses. Therefore, tattoos are to be covered when in clinical settings.

Cell Phones
Cell phone usage is not permitted during clinical. Students who have their Unbound Medicine Nursing Central application on a smart phone will need to use airplane mode or turn off the phone component. Texting, checking email or use of social sites such as facebook are not allowed during clinical and may lead to disciplinary action.

Shoes
Predominately white nursing shoes or gym shoes are to be worn with the student uniform. Shoes must have closed toes and heels. Shoes in conservative colors are to be worn with laboratory coats or street clothing. No sandals or boots are allowed. Shoes must be clean and in good condition.

Perfume
It is customary not to wear perfume, cologne or body spray out of respect for others who may have allergies or other conditions aggravated by strong odors.

Exposure to Infectious Diseases
Exposure to infectious diseases is a risk for all health care professionals. Students are expected to maintain current immunization status as directed under the Requirements for Progression and Retention in the Nursing Major. Should an exposure occur the student is to follow the steps outlined in the Infectious Disease Precautions-Policy & Procedures (Appendix D).
GENERAL INFORMATION
Confidentiality of Information
Information regarding student records is covered by the Family Educational Rights and Privacy Act (FERPA) of 1974. Therefore, student files are private, and information may not be released without written consent of the student.

Email
It is required that all students have a means of being contacted. All nursing students are required to set up their Rockford University email account and check on a regular basis. Faculty will use students Rockford University email as the primary means of communication. Notification of class cancellation will be on the Rockford University website and may be by email or phone call for early morning clinical. Students should abide by the Rockford University email policy http://www.rockford.edu/?page=IT_emailPolicy.

For problems please contact Information Technology (IT) Help Desk at 226-4127. E-mail accounts may be established at the IT office, Coleman 126 or at student registration.

Social Media Statement
This statement is to serve as a guide for nursing students and nursing faculty about professional responsibility and accountability with the use of social media.

Social media is defined as “a term used to describe a variety of web-based platforms, applications and technologies that enable people to socially interact with one another online. Some examples of social media sites and applications include Facebook, YouTube, Del.icio.us, Twitter, Digg, blogs and other sites that have content based on user participation and user-generated content” (Webopedia, 2011).

Nursing Faculty recognizes that social media has benefits and disadvantages in both personal and professional capacities. The following suggestions are directed towards both.

- Identified Rockford University Nursing students represent Rockford University, Rockford University Department of Nursing, and the public image of nursing students and the nursing profession.
- Consider the public nature and longevity of comments before posting. Unintended consequences may occur if comments are forwarded, copied and potentially subpoenaed. Archival systems save information even after posts have been deleted.
- Express ideas and opinions in a respectful and civil manner. Avoid negative personal comments or inflammatory statements that could be perceived as an attack.
- Never post any confidential information regarding patients, patient families, clinical agencies, clinical staff, other nursing students and faculty. “Discussing patients and clinical situations on social networking sites even without the use of names is unprofessional behavior that could result in a costly HIPAA violation” (Sherman & Blum, 2010, p.7).
- Do not “Friend” former patients or their families. “Professional boundaries are the spaces between the nurse’s power and the client’s vulnerability” (Sherman & Blum, 2010, p.6).
- Students and faculty are legally responsible for anything posted on social media forums.


Course Assignments:

Papers and Other Written Assignments
The Department of Nursing faculty require that all students become familiar with the American Psychological Association (APA) writing format and submit all written assignments utilizing APA guidelines. The Nursing Profession uses APA to guide the format of written work and manuscript submissions. To assist students, a brief but not all inclusive set of guidelines are included in Appendix E. However, the faculty require that all students obtain a copy of the Publication Manual of the American Psychological Association (2009) 6th edition, to assist in furthering understanding of APA format. It is the student’s responsibility to validate the accuracy of any software or online sites that use APA style. If faculty requires modification of the APA format for an assignment, this will be noted in the course syllabus.

Faculty will use the APA & Writing Mechanics Grading Rubric when grading any papers required in a course. The rubric is included in Appendix E.

Oral Presentations
For courses that require an oral presentation, students should follow the Oral Presentation Guidelines in Appendix F. If the course instructor requires modification of these guidelines, this will be noted in the course syllabus.

Poster Presentations
For courses that require a poster presentation, students should follow the Poster Presentation Guidelines in Appendix G. If the course instructor requires modification of these guidelines, this will be noted in the course syllabus.

Nursing Care Plans
The North American Nursing Diagnosis Association (NANDA) nursing diagnoses are considered core knowledge for each graduate nurse from this program. Each student will have knowledge of the Department of Nursing Core Nursing Diagnoses found in Appendix H for definition, common etiologies and clinical manifestations. In addition, the student will be having exposure and knowledge of the appropriate NOC and NIC linkages.

A Nursing Care Plan Template is provided in Appendix I. However, clinical instructors may require modifications to the template and these will be noted in the course syllabus.

Testing Accommodations
Testing accommodations are determined based on testing and analysis and are instituted for students that qualify to provide additional time in testing for the purpose of increasing the opportunity for academic success. While testing accommodations are being offered to the student, it is the student’s responsibility to make use of this opportunity.

When the determination is made that testing accommodation is appropriate, Lang Health Center will notify the student’s current faculty members to inform them of the accommodation parameters. After this has occurred it is then the student’s responsibility to schedule a time to meet with course faculty and verify which elements of testing accommodation the student wishes to put into place. Accommodation will not be instituted until a face-to-face conversation occurs between the faculty and student. See Appendix J Testing Accommodation Form for more details.
Nursing Pin
Nursing pins are available for order usually through the Graduating class representative and the NSO Faculty Advisor. Students eligible for graduation will receive information about ordering in their last semester.

Release of Student Information and Letters of Reference
The only information released to a prospective employer or academic institution is confirmation of your attendance at and/or graduation from the university. Letters of reference will be written for students by faculty upon student request. The student may be asked to provide a draft letter. The Rockford University Career Services Office will maintain credential files for graduates.

Transcript Requests
In requesting an official academic transcript, send $5.00 with your name (maiden name, if appropriate), address and Social Security Number and request this material from:

Registration Office
Burpee Center
Rockford University
5050 East Sate St.
Rockford, IL 61108-2393

Colman Library - Nursing Resources
In addition to the collection of books on nursing, Colman Library has a number of nursing journals available for student use. Numerous other healthcare related resources are available from the library. To access these resources go to the Department of Nursing website home page at http://www.rockford.edu/?Nursing. Then click on the Library Nursing Portal link. A complete listing of journals is provided for students in the library reference area. Please contact the library staff for this information. Colman Library may also be accessed by computer via the Rockford University homepage, http://www.rockford.edu under Resources. Find Nursing under the Department Resources list.

Nursing Learning Resources
Nursing audiovisual resources and skills practice equipment are kept in the Nursing Health Assessment Laboratory (Starr 202) or the Nursing Learning Laboratory (Starr 332). They are available for student use at designated lab hours, through a faculty member or the Department of Nursing Administrative Assistant (Starr 214). A student must sign for any equipment which is removed from the lab. The student becomes financially responsible for the equipment.

Computers
Computers are available to students in the Student Computer Lab located on the ground floor of the Starr Science Building, and in Colman Library. Times of availability will be posted each semester.

Nursing Student Organization (NSO)
For information regarding the Rockford University Nursing Student Organization (NSO), please contact the nursing faculty responsible for Student Activities, consult the NSO bulletin board (second floor of Starr Science, by Starr 210), or check out the NSO webpage http://www.rockford.edu/?page=NSO.
Student Representation on Committees
Opportunities for students to serve on committees are available within Rockford University as part of Student Governance (see Rockford University Student Handbook). Students are invited to participate on Department of Nursing committees. Student participation is requested early in the fall semester. Notices will be posted requesting student participation on the communication panels outside Starr 216. Faculty will then contact interested students.

Evaluation by Students
During the course of the program, students are involved in a variety of evaluations. Students are expected to evaluate clinical agencies, faculty effectiveness, course organization, and following graduation, overall program effectiveness. This data is used for continued program and course improvement. Thank you for your responses.

Grievance Procedures
Grievance procedures are outlined in various categories in the current edition of the Rockford University Student Handbook. Particularly noteworthy are procedures identified under Academic Honor Code, Academic Standards Committee, and Student Court.

Nursing Department Grievance Procedure
Definition: A grievance is any alleged violation or infringement of the Student Bill of Rights and Responsibilities or of policies stated in the Nursing Student Handbook. A grievance may exist between student(s) and student(s), or student(s) and instructor(s).

Purpose: It is our desire that open communication exist at all times among students and faculty members to discuss any situation with the hope of reaching an acceptable solution. If this process is unsuccessful, the following Grievance Procedure is available for resolution of the situation by providing equitable means for consideration of grievances.

Requirement: The aggrieved party must have made an effort to resolve the issue by meeting with the individual(s) the grievance is against, either in private or with a mediator, prior to taking the action of filing a grievance with the Department of Nursing Chair following the procedure below.

Grievance Committee Membership
A. The Grievance Committee will be composed of two (2) faculty members and two (2) students appointed by the Department chairperson on an as-needed basis. Members of the committee will be selected with care taken that no members are involved in the grievance.

B. The chairperson of the Grievance Committee will be selected by the committee. A member of the committee will serve as secretary. Minutes will be co-signed by one faculty member and one student member of the committee.

Grievance Committee Meetings
The Grievance Committee will be assembled when the Department chairperson receives a grievance. A meeting will be scheduled within one week of the request for such a meeting.
Presentation of a Grievance

A. When a person wishes to file a grievance, he or she shall submit the grievance in writing to the Department chairperson within one week of the occurrence of the alleged grievance. The written statement must include the nature of the problem, reasons why the individual feels he or she has been treated unfairly and possible alternative courses of action.

B. Copies of the grievance will be distributed to committee members. The person against whom the grievance is filed will also receive a copy prior to the meeting.

C. Both parties involved in the grievance are encouraged to provide information and materials to support their view of the situation.

D. The Grievance Committee will hear grievances confidentially with both parties present. Once both parties have presented their statements, information, and materials, the committee will discuss the situation privately.
   A majority rules the decision regarding the course of action. A tie vote results in the aggrieved party losing the grievance issue. The decision of the committee will be communicated in writing to both parties involved in the grievance within three working days of the committee meeting. The decision will be recorded on the written grievance which was submitted. This record will be kept with the minutes for at least one year.

E. Group grievances will be presented to the Grievance Committee by one representative of that group.

Power of the Grievance Committee

A. The Grievance Committee will decide if there is a grievance and may make recommendations for solution of the problem. If the recommendations made are not agreeable to the parties involved, the final decision will be made by the Department Chair.

B. Students who wish to pursue a grievance further may do so through the academic administration of the university.
ESSENTIAL CAPABILITIES OF NURSING MAJORS

Americans with Disabilities Act Compliance Statement
The nursing program does not discriminate against qualified individuals with disabilities and complies with the 1990 Americans with Disabilities Act (ADA).

Disability is defined in the Act as (1) physical or mental impairment that substantially limits one or more of the major life activities of such individuals; (2) a record of such impairment; or (3) being regarded as having such an impairment.

For the purposes of the Rockford University Nursing Program compliance, a qualified individual with a disability is one who, with or without reasonable accommodation or modification, meets the essential requirements of Rockford University Nursing Program.

A student with a disability has to have the disability verified by the Lang Center for Health, Wellness, Counseling, and Disability Services. It is to the student’s advantage to do this as soon as possible in the semester to ensure that approved accommodations can be granted in a timely manner.

Essential Capabilities
There are essential capabilities necessary for admission and progression in the complex discipline of nursing at Rockford University. To enter or progress in the nursing curriculum, the candidate must be able to perform all of the essential capabilities and functional requirements (with or without accommodations). Rockford University Nursing Program students must have abilities and skills of five (5) varieties: Cognitive-Conceptual, Behavioral and Social Attributes, Communication, Sensory, and Motor. A student should be able to perform in a reasonably independent manner without the use of a surrogate. These essential capabilities must be demonstrated in the clinical, laboratory, and theory (classroom) interactions and evaluations, include, but are not limited to, the following:

A. Cognitive-Conceptual: A student must demonstrate critical thinking ability sufficient for clinical judgment. These include abilities to:
   - Make effective clinical decisions.
   - Identify cause and effect relationships with clinical data.
   - Develop nursing plans of care.
   - Perform math calculations requisite to safe dosage calculations and medication administration.
   - Read, synthesize, analyze, evaluate, and integrate material in the classroom and the clinical setting.

B. Behavioral and Social Attributes: Students must possess the emotional stability and moral reasoning required for full utilization of their intellectual abilities to practice nursing in a professional and ethical manner. These abilities include:
   - Prompt completion of all responsibilities inherent to the diagnosis and care of clients.
   - Prioritize competing demands.
   - Development and maintenance of mature, sensitive and effective relationships with clients and the healthcare team.
   - Experience empathy for the situations and circumstances of others and effectively communicate that empathy.
• Tolerate physically taxing workloads and multitask effectively and efficiently under stress.
• Adapt to changing environments and/or circumstances.
• Display flexibility and learn to function effectively, despite the uncertainties inherent in the clinical situations.
• Interact and establish rapport with individuals, families and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
• Separate own needs and experiences in order to maintain objectivity and client-centered care.
• Demonstrate compassion, integrity, honesty, and concern for others.
• Demonstrate interpersonal skills, interest and motivation throughout the education process.

C. **Communication:** Students must be able to speak, to hear and to observe patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. Abilities include:
• To communicate effectively and sensitively with clients, colleagues, and other personnel.
• Use of appropriate grammar, vocabulary, and syntax.
• Effective communication of nursing actions.
• Appropriate interpretation of client responses (verbal and nonverbal).
• To communicate in English effectively and efficiently in oral and written form with all members of the health care team, clients, and families.
• Appropriate initiation of health teaching.
• Accurate reporting of client information orally and in writing to members of the health care team (including charting).

D. **Sensory:** Students must be able to observe a client accurately. Observation necessitates the functional use of the senses of vision, smell, touch, hearing, and somatic sensation.
• Coordinate verbal and manual instruction.
• Assess a patient from 10 feet away to observe client behavior, posture and response to treatment.
• Respond to a timer, alarm, overhead codes or cries for help.
• Hear auditory sounds using a stethoscope.
• Hear and interpret verbal communication from clients.
• Communicate over the phone.
• Perform palpation and other functions necessary for a physical exam.
• Assess texture, shape, size, and vibration.
• Note temperature changes in skin and equipment.
• Perform therapeutic functions (e.g., inserting a urinary catheter or IV, change dressings, give medications).
• Read gauges that monitor patient progress.
• Discriminate colors for diagnostic purposes.
E. **Motor:** Students should have sufficient motor function to elicit information from clients by palpation, auscultation, percussion and other assessment techniques. Students should be able to execute gross and fine motor movements required to provide general care and emergency treatment of clients. Many actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

- Move from room to room and maneuver in small spaces.
- Transfer clients who may require physical assistance.
- Guard and assist clients with ambulation.
- Perform exercise techniques, including applying resistance during exercise.
- Lift and carry up to 50 pounds, and exert up to 100 pounds force or push/pull.
- Squat, crawl, bend/stoop, reach above shoulder level, use standing balance, and climb stairs.
- Use hands repetitively and use manual dexterity.
- Manipulate diagnostic instruments to adequately perform all aspects of a physical assessment.
- Calibrate and use equipment.
- Apply pressure to stop bleeding.
- Perform cardiopulmonary resuscitation (CPR).
- Travel to and from academic and clinical sites.
- Able to spend 75%-90% of clinical time standing/walking. Current standard shift for nurses is 12 hours.
Appendix B

Rockford University Nursing Program
MANDATORY STUDENT IMMUNIZATION & CLINICAL COMPLIANCE DOCUMENTATION FORM
Form revised July 2013

Student name: ___________________________ DOB: ___________________________ College ID: ___________________________
Phone Number: ___________________________ Email: ___________________________

Please attach ALL supporting documents (i.e. lab results, immunization dates, etc.)

MEASLES (RUBEOLA)
☐ Immunization 1 – Date________________________
☐ Immunization 2 – Date________________________
☐ Immunization 3 – Date________________________
☐ Immunization 4 – Date________________________
☐ Exempt Status
☐ Immunity confirmed by titre. Date of Titre __________________________ Date of re-immunization __________________________
Results __________________________
Attach copy of lab report

MUMPS
☐ Immunization 1 – Date________________________
☐ Immunization 2 – Date________________________
☐ Immunization 3 – Date________________________
☐ Exempt Status
☐ Immunity confirmed by titre. Date of Titre __________________________ Date of re-immunization __________________________
Results __________________________
Attach copy of lab report

GERMAN MEASLES (RUBELLA)
☐ Immunization 1 – Date________________________
☐ Immunization 2 – Date________________________
☐ Exempt Status
☐ Immunity confirmed by titre. Date of Titre __________________________ Date of re-immunization __________________________
Results __________________________
Attach copy of lab report

TETANUS, DIPHTHERIA & PERTUSSIS
Tdap booster required
Three primary series immunizations, TD or DT or DPT (Tetanus toxoid (TT) not acceptable), are needed AND date of last booster OR exempt status conferred. Please fill in the relevant portion below.
☐ Immunization 1 – Date________________________
☐ Immunization 2 – Date________________________
☐ Immunization 3 – Date________________________
☐ Immunization 4 – Date________________________
☐ Exempt Status: Date of exemption________________________
Tdap booster must be within the last 10 years:
☐ TD or DT________________________
☐ Tdap________________________
Results __________________________
Attach physician’s dates

HEPATITIS B Three immunizations are required followed by the documentation of immunity by titre. Please fill in the relevant portion below.
☐ Immunization 1 – Date________________________
☐ Immunization 2 – Date________________________
☐ Immunization 3 – Date________________________
☐ Exempt Status
☐ Immunity confirmed by titre. Date of Titre __________________________ Date of re-immunization __________________________
Results __________________________
HB surface antibody ☐ Positive ☐ Negative
Antibody must be positive. Repeat of complete series will be required if negative followed by a subsequent titre.
Attach copy of lab report and vaccine dates

VARICELLA ZOSTER (CHICKEN POX)
☐ Immunization confirmed by titre or two vaccinations.
☐ Immunity confirmed by titre or two vaccinations. Date of Vaccinations __________________________ Result __________________________
Date of Titre __________________________ Results __________________________
Attach copy of lab report as applicable

TUBERCULOSIS (check the appropriate box)
An initial 2 step Tuberculin Skin Test (TB skin test) is required. A 2 step involves two separate PPD skin tests 1-3 weeks apart. An annual TB skin test is required after the initial 2 step.
☐ TB Step 1 Date placed________________________ Read __________________________ Result________________________________________ mm Induration
☐ TB Step 2 Date placed________________________ Read __________________________ Result________________________________________ mm Induration
☐ Had a positive TB skin test. Date________________________
Results __________________________
Attach documentation results and copy of chest x-ray report and any follow up treatment
Baseline Chest X-ray Date __________________________
☐ Previous treatment for TB? Date __________________________
☐ Had ECG vaccine. Date __________________________
☐ T Spot TB Test Date __________________________ Results __________________________
Attach copy of lab report

Annual Influenza Vaccination
☐ Date __________________________
☐ Date __________________________
☐ Date __________________________

OTHER REQUIREMENTS
☐ CRIMINAL BACKGROUND CHECK Date (entered) __________________________
☐ DRUG SCREENING Date __________________________
☐ CPR TRAINING Date __________________________
Attach copy of certificate/card (must be AHA Basic Life Support (BLS) for Healthcare Providers)
☐ Copy of Insurance Card __________________________
☐ Physical Exam __________________________

Notes: __________________________

CERTIFICATION by Health Care Provider
I certify that this information is complete and correct to the best of my knowledge.

Signature: __________________________ Date: __________________________

All Immunizations and titres must include a physician signature.
Students will NOT be permitted in clinical practicum courses until ALL immunization and clinical compliance requirements are met.
Please retain COPIES for your files.
MEDICATION ADMINISTRATION ROUNding RULES

Tablets
Round tablets to the nearest whole, half or quarter tablet for tablets that can be divided.
Example:  0.73 tab = 0.75 tab (3/4 tab)
          1.09 tab = 1 tab

Oral Liquid Medications
If unable to accurately measure the dose in a medication cup, use a syringe to obtain the most accurate dose measurement.

Milliliters
Round all liquid doses to the nearest tenths place
Example:  0.94334 ml = 0.9 ml
          0.46031 ml = 0.5 ml
          5.7452 ml = 5.7 ml

IV Flow Rates
- Electronic IV Pumps
  - Set as whole number in millimeters per hour (mL/hr).
  - Note: most pumps are capable of accepting decimal flow rates which is commonly used only with critical care and pediatric clients.
  Example: Heparin 6.7489 ml/hr = 7 ml/hr
- Manual IV Infusions (drip rates by gravity)
  - Express as drops per minute (gtts/min)
  Example: 60.666 gtt/min = 61 gtt/min

Weights
All measurements (pounds, kilograms, grams, milligrams, etc.) should be rounded to the nearest hundredth.
Example:  77.272 lbs = 77.27 lbs
          1.885 kg = 1.89 kg

Revised 1/2012
INFECTIONOUS DISEASE PRECAUTIONS-POLICY & PROCEDURES

Introduction
The American Nurses Association’s Nursing Code of Ethics (2001) states that “The nurse provides services with respect for the human dignity and the uniqueness of the client unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.”

In accordance with the above and with the recommendations of the National League for Nursing, the faculty of the Rockford University Department of Nursing believes that nursing professionals, including faculty, have a fundamental responsibility to provide care to all clients assigned to them. Refusal to care for clients with infectious diseases, including the HIV virus, is contrary to the ethics of the nursing profession.

Policy
In caring for clients, both in the hospital and in the community, nurses are exposed to potentially infectious diseases. At times the risk is known and nurses can take specific measures to protect themselves. However, there are occasions when the risk is unknown. For this reason nurses routinely use certain precautions designed to protect themselves from infection.

Nurses also may be in a position to pose a risk to their clients. The nurse who is ill or has an infection has a responsibility to protect clients from the risk of infection.

Faculty and students in the Nursing Department are expected to practice in accordance with professional ethics and standards. Both faculty and students are responsible for taking actions that protect themselves and their patients.

The faculty of the Nursing Department believes that it is essential to address any fear, misinformation, or prejudice that faculty, students, and other personnel of the college may be experiencing in regard to contact with clients with infectious diseases. Our responsibilities include the following:

- Providing accurate information to applicants to the Nursing Department on the personal risks involved in the practice of the nursing profession.
- Providing the most current information on the modes of acquiring and transmitting infectious diseases (including the HIV virus).
- Providing thorough instruction in universal and protective precautions for students in the care of clients with infectious diseases.
- Providing close supervision and monitoring of the student’s initial experiences with infectious diseases.
- Ensuring that procedures exist for handling accidental exposure or violations of safety guidelines in the care of clients with infectious diseases.
- Ensuring that equipment, supplies, and conditions are appropriate for minimizing the risk of infection, and that disinfecting and disposal procedures are carefully monitored.
- Providing intensive education and counseling in those instances where students are apprehensive or refuse to participate in caring for clients with infectious diseases (including HIV infection). Such cases will be handled as individual instances in which students have not met the requirements of the discipline. Information and support will be provided to underscore the moral obligation inherent in caring for the sick, and to ensure the student’s factual understanding of disease transmission. If refusal persists, career counseling will be given to determine whether the student should continue to pursue a nursing career.
Procedure
1. Faculty within the Department of Nursing who pose a risk of transmitting an infectious disease will not engage in any professional activity that would create a risk of transmission of the disease to others.

2. Nursing students who have an illness or infection are responsible for reporting this to nursing faculty. The faculty person, with physician consultation if desired, will be responsible for determining whether the student can safely be involved in caring for clients.

3. Nursing students, who have an illness or a condition that might make them more vulnerable to infectious disease, such as pregnancy, compromised skin integrity, or a compromised immune system, are responsible for notifying the faculty and seeking medical advice to determine whether they should attend clinical courses.

4. Theory on universal and protective precautions will be taught to basic students in NURS200 and to RN completion students in NURS301. Students will then be responsible for following these procedures to protect themselves from infection.

5. Students with questions about infectious disease hazards in the clinical setting must consult immediately with their clinical faculty or preceptor.

6. If students suspect that exposure to infectious disease has occurred in the clinical area, they will immediately report the incident to clinical faculty and appropriate authorities in the agency. Students will also be advised by faculty to report such exposure to a personal physician.

Procedure for Significant Exposure to Blood/Body Fluids
If a student or faculty member experiences significant exposure to blood/body fluids, the following actions are to be taken:
1. Students will report a significant exposure to clinical faculty, and the appropriate authority in the agency. The clinical faculty person will also advise the student to report such exposure to his/her personal physician.

2. The clinical agency’s protocol for exposure/injury should be followed.

3. A Rockford University Accident/Injury Report form will be filed in the Department of Nursing by the clinical faculty person (the original of this report will be sent to Lang Health Center and copies kept in the Department of Nursing office).

4. If exposure to HIV is suspected, it is recommended that the student or faculty member who experienced the significant exposure have a test for the HIV virus done immediately at the agency, if at all possible, or within 24 hours at the Winnebago County Health Department to establish a baseline. Subsequent testing will follow recommendations of the Center for Disease Control (CDC). HIV exposure counseling is recommended throughout the experience.

5. Determination as to whether circumstances warrant the restriction of privileges afforded to faculty or students who test HIV positive or who are afflicted with AIDS and what, if any, restrictions are appropriate will be made on a case by case basis upon consultation with the physician and any other necessary parties and in accordance with State and Federal law.

For additional information regarding policy and guidelines for prevention and management of HIV and Hepatitis B go to http://www.aacn.nche.edu/publications/positions/hivhepb.htm.
APA GUIDELINES

**Typeface**: Times New Roman at 12 point size. The font should be consistent throughout the entire paper, including the reference page. Refer to point 8.03 in APA Manual.

**Spacing**: Double –space between all lines of the paper. Double-space after every line in the title, headings, block quotations, references, figure captions, and all part of tables. You should never use more or less than double-spacing. The only exception is tables presented; please reference the APA book for this exception. Refer to point 8.03 in APA Manual.

**Margins**: Use a 1-inch margin at the top, bottom, left, and right of every page. Refer to point 8.03 in APA Manual.

**Line Alignment**: Use the flush-left style, and do not justify the lines. Do not divide words at the end of a line, let the line run short rather than break a word at the end of a line. Refer to point 8.03 in APA Manual.

**Paragraphs and Indentations**: Indent the first line of every paragraph and the first line of every footnote. For consistency, use the tab key, which should be set at five to seven spaces, or ½ inch. The only exceptions are the abstract, block quotations, titles, headings, table titles, notes and figure captions. Refer to point 8.03 in APA Manual.

**Page Ordering**: Title page (page 1)  
Abstract, 75-120 words (page 2)  
Text (page 3)  
References (first page after text)  
Appendixes (first page after references)  
Refer to point 8.03 in APA Manual.

**Headers and Page Numbering**: On the title page, a running head with a condensed title should appear at the top left corner of the header section, and the page number should be in the top right corner of the header. The running head is ½ in from the top of the paper. On all following pages omit the running head, but keep the condensed title and consecutive page number. Refer to Figure 2.1 in APA Manual.

**Quotations**: Short quotes (fewer than 40 words): incorporate it into the text and enclose with double quotation marks. Long quotes (40 or more words): display it in a freestanding block of text and omit the quotation marks. Double space. Refer to point 6.03 in APA Manual.

**Headings**: Up to five levels of heading can be used in a paper, but most only use two or three levels. The following levels are to be used in consecutive order. Refer to points 3.02 and 3.03 in APA Manual. Level 1

Centered, Bold, Upper and Lowercase

Level 2  
Flush Left, Bold, Upper and Lowercase  
Level 3  
Indented, bold, lowercase after the initial capital, end with period.

Level 4  
Indented, bold, italicized, lowercase after initial capital, end with period.

Level 5  
Indented, italicized, lowercase after initial capital, end with period.
References: Double-space entire page. List references in alphabetical order. Use a hanging indent for the second line of entries. Use the DOI number from journal articles if it has one. Not all articles have a DOI number, but most from the mid 1990s until current typically have a URL. Be sure to use URLs and DOIs that work, so double check these before finalizing your document. Refer to point 6.31 for more information on URLs and DOIs. For specific referencing of sources refer to chapter 7 of APA Manual.

Multiple Authors
If a work has one or two authors, cite all names within the text. If there are three or more authors, cite with all author names the first time within the text, then use the first author’s surname and et al. thereafter. On the reference page, all author names should be listed within the entry. Refer to point 6.12 of APA Manual.

Prevention of Plagiarism
Plagiarism is a major issue when a written assignment requires the individual to cite and reference sources. Therefore, it is extremely important that works be appropriately and accurately cited within the text of the paper. Please apply the following guidelines, as well as the guidelines in the Code of Academic Conduct in the Rockford University Student Handbook (available on the RU website at http://www.rockford.edu/resource/resmgr/docs_currentstudents/student_handbook09.pdf), to prevent plagiarism. A claim of “lack of understanding” or “not knowing” does not absolve an individual from the consequences of plagiarism as outlined in the Rockford University Student Handbook.

WHAT IS AN ANNOTATED BIBLIOGRAPHY?
An annotated bibliography is a list of citations to books, articles, and other sources. Each bibliographic reference is followed by a brief (usually about 150 words) descriptive and evaluative paragraph(s), which is the annotation. The purpose of annotation is to inform the reader of the relevance, accuracy, and quality of the source cited. The contents of the annotation will differ as specified in the course syllabus. The bibliographic reference is in APA format, but the annotation is to be single spaced without indentation at the left margin as shown below. http://www.library.cornell.edu/olinuris/ref/research/skill28.htm

SAMPLE ANNOTATED BIBLIOGRAPHY ENTRY FOR A JOURNAL ARTICLE

The authors are either faculty in baccalaureate nursing programs or nursing doctoral students. The study was supported by Sigma Theta Tau, Nu chapter and has 16 references. The intended audience is nurses and other health care providers in college student health centers. The researchers administered self-report questionnaires to a cross-sectional sample of 161 college students enrolled in an introductory psychology course. The questionnaires collected data about components of the Health Belief Model. Recommendations were made about health programming for college students. We will use nursing interventions that maximize self-efficacy and reduce barriers to adopting a healthy lifestyle in planning for our Health Fair in the Lion’s Den.
Guidelines for Effective Writing

1. All writers should use resources to improve their writing skills. Some relevant resources every writer should have on hand or have access to:
   - A good dictionary (Don’t trust the spell checker in the word processing program.)
   - A proof-reader (A well-written paper is the result of multiple proofreading sessions.)

2. Papers that are well-written are not done “on the fly.” A well-constructed paper takes time. Time in days, not hours or minutes.

3. Papers that are well-written have an introduction, body, and conclusion section.
   - The introduction should include brief background information on the topic and a thesis statement. Sometimes it is best to wait to write the introduction until after the body of the paper is written.
   - The body should include the meat of the argument in paragraphs with topic statements. Make sure that all of the body agrees with the thesis statement.
   - The conclusion should sum up the argument presented in the body of the paper and ties up loose ends. The conclusion should be the climax of the paper. Try to avoid making your conclusion wishy-washy (e.g., I’m not sure what this means, I do not know what Sophocles really meant by…) In other words, provide a concise reiteration of the arguments. Make sure the conclusion agrees with the thesis statement.
   - The paper should include transitional elements between paragraphs to make your essay seamless. Try to write transitions that connect each paragraph to the previous paragraph. Make sure that the first sentence in each paragraph somehow connects that paragraph to the previous paragraph.

4. Tips for proof reading:
   - Read the paper backward – this forces you to look at each word and will help catch spelling errors, improper word choices, and missing words.
   - Wait a while – set the paper aside and come back later with fresh eyes. This does NOT work when writing a paper at the last minute.
   - Read out loud – this helps catch sentence structure problems such as sentence fragments, awkward sentences, or run-on sentences. A run-on sentence is two or more complete sentences faultily run together.
   - Swap with a friend – fresh eyes can help identify awkward sentence structure and the flow of ideas.

5. Some writing “Don’ts”
   - **Don’t, in other words Do Not** use contractions
   - As a general rule, do not write in first (I or we) or second person (you). Write in the third person (proper nouns, he, she, it, they, or any other word that talks about someone or something).
   - Do not create one sentence paragraphs or paragraphs exceeding a page.
   - Do not use abbreviations without completely writing out the term(s) to be abbreviated followed by the designated abbreviation in parentheses when the item first appears.
   - Do not start a sentence with a numeral. A sentence should always begin with a capital letter.
A Financial, Length of Stay and Surgical Likelihood Analyses of Methamphetamine Users in the United States
An Integrative Literature Review

Cheryl A. Art
Rockford College

**Please be advised that this is an incomplete paper. Sections that have been included are for APA example purposes only.**
Abstract

Methamphetamine is a growing epidemic in the United States and in healthcare (Hadjizacharia, Green, Phurad, Chan, Inaba, Shulman, & Demetriades, 2009; Swanson, Sise, C., Sise, M., Sack, Holbrook, & Paci, 2007; Tomnaga, Garcia, Dzierba, & Wong, 2004). This integrative literature review was completed to investigate several concepts that include whether the illicit drug methamphetamine has an impact on financial cost of hospital care, length of stay and the likelihood of surgery. For these studies, methamphetamine positive patients were compared to methamphetamine negative patients. Six studies met the criteria for inclusion in this review. A finding from this compilation of studies shows that methamphetamine does increase the financial cost of care. This review compares and contrasts the data obtained in these studies, limitations of the studies and how the results impact healthcare knowledge base.
METHAMPHETAMINE ANALYSIS

A Financial, Length of Stay and Surgical Likelihood Analyses of Methamphetamine Users in the United States

Methamphetamine (meth) is now one of our country’s largest threats. The risk for addiction with methamphetamine is very high and the effects last longer than that of most other illicit drugs (Hadjizacharia, Green, Phurad, Chan, Inaba, Shulman, & Demetriades, 2009; Tominaga, Garcia, Dzierba, & Wong, 2004). Currently, methamphetamine is “the most widespread illegally used stimulant and most prevalent synthetic drug manufactured in the U.S.” (Wells, S., Noonan, Wells, K., Holian, & Wibbbenmeyer, 2009, p. 152).

It is a lucrative endeavor for the user and manufacturer for several reasons. The monetary return for the manufacture of methamphetamine is ten times that of the value of the raw ingredients (Burke, Lewis, Latenser, Chung, Willoughby, Kealey, & Wibbbenmeyer, 2008). It is one of only two illicit drugs that can be produced by the user and the general population, the other being marijuana (Burke et al., 2008).

Methamphetamine has many desirable physical, emotional, and psychological effects such as mood elevation, euphoria, increased energy, decrease appetite and increased personal power and prowess (Tominaga et al., 2004). However, there are many more undesirable consequences than pleasurable effects. Several of the solvents used to manufacture methamphetamine can cause liver and bone marrow damage, and are also carcinogens (Grant, Bell, Stewart, Paulson & Rogers, 2010).

Methamphetamine has the potential to harm more people who do not use it than people who do, mainly because of its hazardous components (Grant et al., 2010). Police officers, fire fighters, Drug Enforcement Agency (DEA) personnel, and healthcare workers, the country’s front line forces, face grave danger on a daily basis in the battle
METHAMPHETAMINE ANALYSIS

against mehampetamine (Witter, Martyny, Mueller, Gottschall, & Newman, 2007). The vast majority of the injuries to first responders are from exposure to anhydrous ammonia and hydrochloric acid (Watanabe-Galloway, Ryan, Hansen, Hullsiek, Muli, & Malone, 2009, p. 244). In addition, many first responders opt to not wear personal protective equipment (PPE), such as respirators and suits designed to withstand hazardous substances (Witter et al., 2007). The gear adds bulk that encumbers their speed and reactions to dangerous people and situations (Witter et al.; 2007, Watanabe-Galloway et al., 2009).

The environment is also in great peril, as the hazardous waste products of methamphetamine production are rarely properly disposed of, leading to “contamination of surface water, ground water and wells” (Watanabe-Galloway et al., 2009, p. 245). Methamphetamine production creates dangerous environmental conditions in which “chemical spills, fire explosions, and environmental contamination could have a significant impact on public health” (Watanabe-Galloway et al., 2009, p. 245). Another environmental concern is that for every 1 pound of methamphetamine produced, or “cooked,” there are 5 to 7 pounds of waste products released into the environment (Minnesota Department of Health, 2010).

Methamphetamine is not new, as the drug has been accessible for approximately 100 years (Vermont Department of Health, 2005). It was first synthesized from its precursor agent, amphetamine, near the turn of the century. This was accomplished by combining a methyl group to the existing amphetamine, which added stability and lipid solubility. For several decades, it was a drug without a purpose, until it was found to have several unique uses. In the 1930s, physicians in the United States began using
methamphetamine for treatment for variable diagnoses, ranging from narcolepsy, depression, obesity, to nasal congestion and cold symptoms (Watanabe-Galloway et al., 2009). It was sold in the United States under the trade name of Methedrine™ (Romanelli & Smith, 2006, p. 1149).

**Significance of Problem**

Similar to any epidemic, the healthcare industry monitors current trends in order to achieve or maintain appropriate preparedness. The increased use of methamphetamines has created an increased demand for healthcare and many unique risks for first responders, physicians, nurses, burn centers and healthcare facilities (Swanson et al., 2007; and Hadjizacharia et al., 2009).

**Methodology**

The following section will discuss the methodology used in this integrative literature review. It will review Ganong’s Steps (1987), as well as key definitions and how the samples were selected.

**Approach**

The methodology used in this integrative literature review is from Ganong (1987). Ganong’s methodology includes the following 10 steps;

- formulate the purpose of the review and develop related questions to be answered by the review or hypotheses to be tested;
- establish tentative criteria for inclusion of studies in the review such that as data are gathered criteria may be changed on substantive or methodological grounds;
- conduct a literature search making sampling decisions if the number of studies located is large;
METHAMPHETAMINE ANALYSIS

- develop a questionnaire with which to gather data from studies;
- identify rules of inference to be used in data analyses and interpretation;
- revise criteria for inclusion in the questionnaire as needed;
- read the studies using the questionnaire to gather data;
- analyze data in a systematic fashion;
- discuss and interpret data; and
- report the review clearly and completely (Gancag, 1987, p. 10-11).

Description of Sample

Researchers

The researchers for the six studies were predominately physicians, masters and doctoral prepared nurses. In addition to these researchers, there were several contributors that were physician assistants, bachelor’s prepared nurses and several with bachelors of art degrees (Burke et al., 2008; Swanson et al., 2007). All studies have at least one physician as an author. Additional degrees or recognitions include Masters of Public Health (London et al., 2009; Santos et al. 2005), Fellows of the American College of Surgeons (Burke et al., 2008; Hadjizacharia et al., 2009) and advanced practice nurses (Burke et al., 2008). All authors were associated with their respective universities (Burke et al., 2008; Hadjizacharia et al., 2009; London et al., 2009; Santos et al., 2005; Tominaga et al., 2004), school of medicine (Tominaga et al., 2004), or healthcare facility (Swanson et al., 2007; Tominaga et al., 2004).

Research Location

Two of the studies were conducted at California healthcare facilities; one was performed at Scripps Mercy Hospital (Swanson et al., 2007) and the other at the
METHAMPHETAMINE ANALYSIS

University of California (London et al., 2009). One study was conducted at the Tertiary Trauma Center in Hawaii (Tominaga et al., 2004). Another study was at a burn center located in Iowa, at the University of Iowa Hospitals and Clinics (Burke et al., 2008). The last two studies did not report a site (Hadizacharia et al., 2009; Santos et al., 2005). None of the studies addressed the funding they may or may not have received.

Closing

Methamphetamine is quickly becoming one of the most commonly used illicit drugs in the U.S. and it is already reaching epidemic proportions in some areas of the country. This integrative literature review was completed to explore the existing research regarding methamphetamine and the financial cost of care, length of stay, and surgical likelihood of a methamphetamine-using patient.

Because of the research in this field is new, published information is limited. This integrative literature review has shown initial evidence that methamphetamine positive patients have higher healthcare costs. However, it may still be too premature to draw conclusions about a methamphetamine user's length of stay and surgical likelihood. More studies involving methamphetamine, such as financial costs, length of stay and surgical likelihood are needed. By understanding the implications to these studies, healthcare professionals and first responders can be better prepared to safely take care of themselves and their patients in the safest and most productive ways possible.
References

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associated with increased hospital resource consumption among minimally


APA & Writing Mechanics Rubric

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<td>Capitalization</td>
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<td>Words missing</td>
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<td>Including separation of compound words (spell check?)</td>
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<td>pp. 96-97</td>
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<tr>
<td>Matching subject &amp; verb</td>
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<td>Tense Confusion</td>
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<tr>
<td>Use of abbreviations - Write out term first time it appears, then ( )</td>
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<td>pp. 106-111</td>
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<tr>
<td>Writing in 3rd person vs. 1st or 2nd (unless directed to do so)</td>
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<td>pp. 69-70</td>
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<tr>
<td>Introduction, body, and conclusion</td>
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<td>p. 63</td>
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</tbody>
</table>

Refer to the Nursing Student Handbook for general writing guidelines.
ORAL PRESENTATION GUIDELINES

An oral presentation consists of three main parts: the introduction, body, and conclusion.

Introduction:
- The introduction prepares and engages your audience to listen.
- The introduction lets the audience know who you are and what your presentation is going to be about.

Body:
- The main part of the presentation is the body which explains supports or defends the ideas mentioned in the introduction.
- Do not read from a script. Use *cue cards* which have key words and phrases (possibly sketches) on them. Number the cards in case you drop them.
- Prepare at least one visual aid for your presentation to increase your audience to see.
  - Transparencies for overhead projector –
    - Use bold typeface, and a minimum of size 16 font [Check that your overheads are readable by placing them beside you on the floor and looking down at them. Can you read them?]
    - Use no more than seven or eight main points on an overhead [Overheads that have too many words on them are no use at all]
    - Refrain from reading word-for-word from the overheads.
  - Poster board-size charts – an option for presenting ideas
  - Handouts – should support presented material not distract your audience.
  - Props – useful for demonstrations [remember to rehearse with these]
  - Power Point –
    - Use Landscape for page set up
    - Use easy-to-read typefaces such as Times Roman or Ariel
    - A minimum font size of 24 pts
    - Caution – elaborate Power Point slides will not make up for lack of research effort. Be knowledgeable about your presentation material.

Conclusion:
- The presentation should conclude with a well-planned ending.
- Include a clear summary of your purpose and main points.
- At the end of your presentation ask if there are any questions.

*Keep to the time allowed, rehearsing the entire presentation out loud at least twice. Preparation should include a technology check at least 24 hours before scheduled presentation.*
POSTER PRESENTATION GUIDELINES

The following are general guidelines for use when developing a professional poster. In addition, please refer to the specific course requirements and objectives for the poster.

I. Poster requirements
   A. Title
   1. Description of poster content
   B. Author section
      1. Include your name and agency institution (Rockford University)
      2. Do not include references for an external agency affiliation or preceptor unless you are granted permission.
   C. Introduction section
      1. Background, rationale or general description of project
   D. Method section
      1. Project outcomes
      2. Activities to meet outcomes
   E. Result section
      1. Summary and data analysis
   F. Conclusion section
   G. References
      1. APA format
      2. On the poster
         a. By author(s) last name and year
         b. Placing authors in appropriate alpha order on a separate reference page and with numbering (1, 2, 3, etc) and then use superscript on the poster.

II. Poster development
   A. Overall appearance
      1. Easy to read from 3-5 feet
      2. Logical layout
         a. Headings for each section
         b. Directional arrows or lines may be used
         c. Free of clutter with no extraneous embellishments
      3. Creativity using color and/or pictures
   B. Mechanics
      1. Keep information simple and concise
         a. Title no more than 10 words on 1 or 2 lines
         b. Bullet points instead of paragraphs of text
         c. Tables or graphs to summarize data
      2. Consistent text type and size
         a. Title: 100 points or 2-3 inches
         b. Headings: 50 points or 1.5-2 inches
         c. Body text: 25 points or 1 inch

Some questions to consider when planning the poster:
1. What do I want the audience to understand after viewing the poster?
2. Who is the audience? Will this poster be viewed by several different audiences?
3. Am I able to define the major focus in one or two sentences?
4. Does the title and overall appearance engage the audience to examine the poster further?
CORE NURSING DIAGNOSES

The following NANDA nursing diagnoses are considered core knowledge for each graduate nurse from this program. Each student will have knowledge of the NANDA definition, common etiologies and clinical manifestations for each nursing diagnosis. In addition, the student will be having exposure and knowledge of the appropriate NOC and NIC linkages.

Activity intolerance-Insufficient physiologic or psychological energy to endure or complete required or desired daily activities

Acute pain-Unpleasant sensory and emotional experience arising from actual or potential tissue damage or described in terms of such damage; sudden or slow onset of any intensity from mild to severe with an anticipated or predictable end and a duration of less than 6 months.

Decreased cardiac output-Inadequate blood pumped by the heart to meet metabolic demands of the body

Impaired skin integrity- Altered epidermis and/or dermis

Ineffective health maintenance- Inability to identify, manage and/or seek help to maintain health

Coping Category: includes any of the following
Ineffective Coping-Inability to form a valid appraisal of internal and external stressors, inadequate choices of practiced responses, and/or inability to access or use available resources

Compromised Coping-Usually supportive primary person (family member or close friend) provides insufficient, ineffective, or compromised support, comfort, assistance, or encouragement that may be needed by the client to manage or master adaptive tasks related to his/her health challenge

Defensive Coping-repeated projection of falsely positive self-evaluation based on a self-protective pattern that defends against underlying perceived threats to positive self-regard

Respiratory category: includes any of the following
Impaired gas exchange-Excess or deficit in oxygenation and/or carbon dioxide elimination at the alveolar-capillary membrane

Ineffective airway clearance-Inability to clear secretions or obstructions from the respiratory tract to maintain a clear airway

Ineffective breathing pattern-Inspiration and/or expiration that does not provide adequate ventilation
**NURSING CARE PLAN TEMPLATE**

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<tr>
<th>Assessment</th>
<th>Subjective Data</th>
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<tr>
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<td><strong>P—</strong></td>
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<td><strong>Outcome Target Maintain/Increase to</strong></td>
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<td><strong>Activities</strong></td>
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Discuss modifications required during performance of the plan of care.

Evaluate progress towards attainment of outcomes by discussing supportive evidence or data.
TESTING ACCOMMODATION FORM

Testing accommodations are determined based on testing and analysis and are instituted for students that qualify to provide additional time in testing for the purpose of increasing the opportunity for academic success. While testing accommodations are being offered to the student, it is the student’s responsibility to make use of this opportunity.

When the determination is made that testing accommodation is appropriate Lang Health Center notifies the student’s current faculty members to inform them of the accommodation parameters for the student. After this has occurred it is then the student’s responsibility to schedule a time to meet with course faculty and verify with the faculty which elements of testing accommodation the student wishes to put into place. Accommodation will not be instituted until a face-to-face conversation occurs between the faculty and student.

Note that testing accommodations will automatically apply to unit exams, final exams, and ATI exams. It is the general policy that testing accommodations do not apply to quizzes. If there are particular issues with quizzes the student must request a meeting with the course faculty member to discuss if accommodations can be applied to quizzes too. To be specific, quizzes will not routinely be made available for accommodation.

The student who decides to participate in testing accommodations is responsible to:

- Contact the Rockford University Center for Learning Strategies (RUCLS) to schedule testing time for all unit and final exams a minimum of 24 hours in advance of the scheduled test date for the exam. The RUCLS provides testing accommodations for all qualified students on campus; therefore, it is critical that students schedule their testing to provide plenty of notice to the RUCLS so that necessary arrangement can be made to accommodate student testing needs. Failure to schedule with the RUCLS a minimum of 24 hours before the scheduled exam will result in an automatic 10% deduction in score on the exam.

- Scheduled testing time must coincide with the course class time. The student may schedule to begin the exam either prior to the class time beginning or at the time the rest of the students begin the exam. Any deviation from this time frame, without prior approval by the faculty, will result in the exam not being made available to the student and a zero grade will result.

- ATI testing accommodation will include testing separate from the rest of the class with other students that also have accommodations. Students will be spaced to provide as much individual space as possible.

I have read, understand, and agree to abide by the testing accommodation responsibilities.

__________________________________________________________________________  ___________________________
Student Signature      Date