

College of Health and Human Services



Governors State University

SUCCESS BY DEGREES

Department of Nursing

Student Nursing Handbook

Undergraduate Program

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INTRODUCTION

Congratulations! The fact that you are reading this handbook means that you have taken the first step toward earning your bachelor's degree in nursing. Learning is lifelong and we are pleased that you have chosen the Nursing Program at Governors State University (GSU) as the place to continue your education. GSU has been a leader in quality affordable nursing education in the South Suburban area for over 40 years. GSU graduates can be found in a variety of health care settings, making significant contributions throughout the metropolitan area.

Please consult the most recent Governors State University Catalog for additional information regarding the university, its programs, courses, and faculty. Also, you should obtain a copy of the GSU Student Handbook: Services, Rights and Responsibilities from the Admissions or Student Development Offices, as well as viewing it online.

The right is reserved to change tuition and fees, to add or delete courses, to revise instructional assignments, or to change regulations, requirements, or procedures where such changes are thought to be in the best interests of the university.

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GOVERNORS STATE UNIVERSITY

History

Governors State was chartered by the General Assembly in 1969. It is designed to serve undergraduate transfer students, and those seeking master's degrees and doctoral degrees.

The university's main campus is located in University Park, thirty-five miles south of Chicago and easily accessible by car or commuter train. The campus is located on 750 acres of wooded landscape with several lakes and nature trails and includes the nationally renowned Nathan Manilow Sculpture Park.

The curricula of the university are offered through four colleges: the College of Arts and Sciences, the College of Business and Public Administration, the College of Education, and the College of Health and Human Services.

Role and Mission

Governors State University's primary mission is teaching. It provides an affordable and accessible undergraduate and graduate education to its culturally and economically diverse lifelong learners. The liberal arts and sciences are the foundation of the university's academic programs, which generally emphasize professional preparation.

Governors State University has a strong commitment to cultural diversity in every facet of university life. The university values its multicultural community of students, faculty, and staff as they learn together throughout their lives. It addresses the needs of the traditional and nontraditional learners through the breadth of its curriculum, through flexible teaching strategies, and through advanced instructional technologies.

Governors State University is an active partner in the economic and social development of the surrounding metropolitan regions, preparing informed and concerned citizens and providing them a global perspective in an interdependent world.

Accreditation

Governors State University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The university is also a member of the Illinois Council of Baccalaureate and Higher Degree Programs, and many programs are accredited by their respective professional accrediting agencies.

The baccalaureate and master's degree programs in nursing are accredited by the National League for Nursing Accrediting Commission (NLNAC).

Governance

A seven-member board appointed by the governor of Illinois governs this university. One student serves as a member of the Board of Trustees. The president of the university is responsible to the Board of Trustees for the operation and general welfare of the university. The provost/academic vice president has general responsibility in the areas of academic personnel and programs. Governors State University's four colleges are directly administered by their respective deans.

Faculty, civil service, and students participate in university affairs through membership on the Faculty Senate, Civil Service Senate, Student Senate, and academic and administrative committees. These groups consider and recommend policies and procedures to the president.

Refer to the university's current catalog and University Student Handbook for further information.

SECTION I

Introduction to the Department of Nursing

THE DEPARTMENT OF NURSING

The mission statement, philosophy, conceptual framework, and goals of the Nursing Program provide the framework for the baccalaureate, master's, post-master's certificate, and doctoral curricula.

Mission Statement

To provide an accessible, quality professional nursing education which will: Foster the acquisition of professional knowledge, values, and skills; facilitate the development of leadership, professional vision, and advocacy to promote quality in health care for diverse and underserved populations; and prepare nursing professionals to practice evidence-based nursing in a dynamic healthcare environment.

Philosophy

The faculty of the Department of Nursing, in accordance with the mission statement of Governors State University, accepts responsibility and accountability for the preparation of students for the first professional degree of baccalaureate, the master's, and the terminal professional practice degree, doctor of nursing practice (DNP). The faculty contributes to the profession, and to meeting the educational needs of the university's service region and the State of Illinois through teaching, research, and service.

The nursing faculty supports values and beliefs about humankind, society, health, nursing, nursing education, nursing practice, and the teaching/learning process. The following statements present the beliefs, which have been the basis of our program's development.

Humans are biological, psychological, social, cultural, and spiritual beings who exist in a dynamic relationship with an ever-changing environment, and have the potential for continued personal development, behavioral change, and self-direction throughout the life span. Furthermore, human beings are open, living systems using innate and acquired adaptive mechanisms to attain and maintain stability of health and well being.

Society is characterized by philosophical, cultural, economic, scientific, and political diversity, and encompasses all those dynamic forces that affect the quality of a person's life and health. Society also creates change and stress to which one must respond. The faculty believes that society exists for the benefit of humankind: that is, for individuals, families, groups, and communities.

Health is a dynamic state of being, reflective of the individual, the family, and the community's level of functioning. It is influenced by hereditary and environmental factors, as well as by actions taken (or not taken) to achieve one's own maximum potential for wellness. Health exists on a continuum from wellness to illness, and is a response to the interrelationships of biological, psychological, social, economic, cultural, environmental, and spiritual factors. The levels of prevention of illness and disease are primary, secondary, and tertiary. In order to promote wellness and facilitate health, nursing care may become necessary at any point on the wellness-illness continuum. In the same regard, because the services needed to maintain health are the basic right of every person, entry into the health care system may occur at any point on the wellness-illness continuum.

Nursing is a practice discipline, having its own body of knowledge drawing from the humanities, social sciences, and the natural sciences. Nursing practice interfaces with human systems processes as they

interrelate in a complex hierarchy of individuals, families, groups, organizations, communities, and societies. The purpose of nursing is the health promotion, restoration, and maintenance of human systems. The faculty believes that health promotion involves the prevention of disease and injury, the promotion of positive adaptation in living, the care of the ill, the facilitation of optimal levels of health, and in assisting people to face death with dignity.

Nursing is an independent and interdependent discipline, interacting with the total health care delivery system. Independence is fostered through the framework of the nursing process. This process consists of assessment, diagnosis, planning, implementation, and evaluation. Competency in the use of this process is dependent upon a knowledge base that guides the nurse's judgment and decisions for the care of individuals and groups in a variety of settings. Interdependence is fostered through the process of collaboration.

The impact of society, the health care system, and the profession itself have influenced the professional nurse to assume greater responsibility, accountability, and autonomy of practice. Members of the profession have the responsibility to use research findings in the nursing care of clients, to conduct scientific investigations to improve quality of health care, and to further develop and refine nursing theories.

As a leader, the nurse is a resource person who facilitates individuals and groups to make informed health care decisions, and helps clients initiate their own entry into the health care delivery system. The nurse is responsible for defining and improvising standards and scope of nursing practice and its contribution to society.

Education is a dynamic lifelong process, which provides for the acquisition of knowledge and understanding, the powers of reasoning and discriminatory judgment. The aim of education is to prepare the person to fulfill personal and professional goals. Professional education is based upon liberal and specialized preparation, building on previous experience and learning. Professional education is necessary for the practice of nursing, and is committed to the values of collegiality and continued growth toward expert practice.

Adult learners participate in the identification of the educational needs and goals, and the evaluation of progress in meeting their goals. Faculty serves as facilitators in identifying objectives, learning activities, and needed skills for personal and professional growth. The learning process is fostered in an environment which encourages self-direction, scientific investigation, conceptualization, and decision-making, as well as a free exchange between the teacher and the learner. Diversity of motivating forces, especially with minority, female, and economically disadvantaged learners, is recognized, and provides the opportunity to explore new and challenging experiences. The nursing faculty believes that every individual has the potential for learning, and the principles of learning are the same for both the teacher and the learner. The learners experience a potential and/or actual change in behavior as a result of the active process of learning.

Undergraduate Program

Baccalaureate education prepares the student for beginning professional practice. The faculty believes that the registered nurse in the baccalaureate completion program at Governors State University is prepared to practice as a generalist in the community and in acute and long-term care-settings through guided learning experiences. As a generalist, the nurse functions in the role of caregiver, case manager,

patient/client advocate, teacher, role model, leader, collaborator, research consumer, and change agent. The baccalaureate Nursing Program serves as a foundation for graduate education.

Certificate Programs

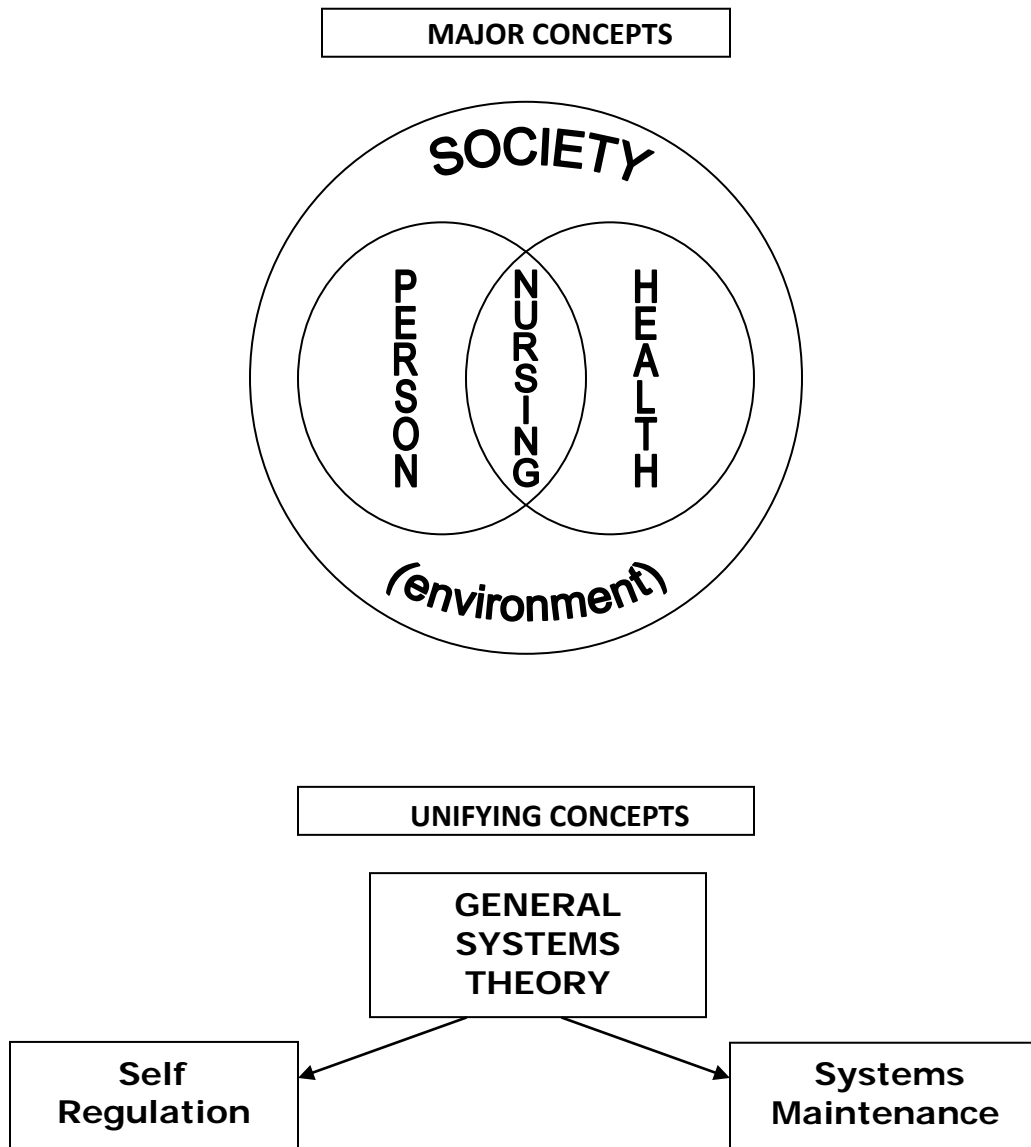
Certificate in Substance Abuse Intervention in Healthcare.

The Certificate in Substance Abuse Intervention in Healthcare (funded under a grant from the Department of Health and Human Services Administration [HRSA]) is offered in an electronic distance learning methodology that will be accessible to a diverse population of nurses across the nation. The curriculum includes a sequence of four three- credit hour courses. The focus of the curriculum is knowledge and skill building in the areas of assessment, brief intervention and referral of individuals suspected of substance abuse. Case studies and skill building exercises are also included in order for the practitioner or manager to recognize impaired professionals. Each course in the sequence builds on prior learning leading to the Certificate in Substance Abuse Intervention in Healthcare.

Conceptual Framework of the Nursing Program

The conceptual framework is used to organize, select, and sequence curriculum content. The four major concepts of person, society, health, and nursing, described in the philosophy, become the foundation of the conceptual framework of the undergraduate and graduate programs. General systems theory is delineated as a unifying theme for the conceptual framework.

CONCEPTUAL FRAMEWORK/MODEL OF THE NURSING PROGRAM



Humans as biological, psychological, social, cultural, and spiritual beings are open, living systems that exist in a dynamic interrelationship with the environment. This environment encompasses all those dynamic

forces that affect the quality of a human being's life and health. Humans and their environment are constantly interacting and exchanging energy. Human personal, group, and environmental resources respond to life stresses, while maintaining integrity. Health, therefore, exists on a continuum from wellness to illness, a response to the interrelationships of biological, psychological, social, cultural, environmental, and spiritual factors. Nursing as a practice discipline interacts with human processes in a complex system of individuals, families, groups, organizations, communities, and societies.

The sub-concepts, which underlie the development of both curricula are 1) facilitation of self-regulation, and 2) systems maintenance. The concept of self-regulation encompasses 1) goal seeking; 2) organizing, coding, storing, and retrieving information; and 3) decision making. In concert with self-regulation is the concept of systems maintenance which encompasses 1) human/social organizations (hierarchy, rules, principles, customs, and norms); 2) change processes; and 3) health promotion, health restoration, and health maintenance.

Undergraduate Curriculum

Students come to the university with a technical nursing orientation. In the undergraduate program, therefore, the major foci of the curriculum are (1) the socialization to professional nursing practice as nurse generalists and (2) internalization of the nursing process.

General systems theory is based on a process orientation in nursing practice that can be applied to a wide variety of clinical areas. The general systems perspective of the client leads the students to an understanding of the professional role in assisting clients to cope with their present situation, to learn new strategies that enable them to maximize their potential, and to maintain a lifestyle possible within their capabilities. Therefore, the student comprehends the need for recognition of a broader interpretation of clients that goes beyond the concept of simple biological beings. Theories and concepts utilized include adaptation, human development and behavior, change, communication, learning, role, systems, socio-economic and political aspects, stress/crisis, decision-making, leadership and management, ethics/law, and the existing nursing body of knowledge.

The nursing roles appropriate for the intervention in a general systems model include a caregiver but also an advocate, leader, teacher, collaborator, research consumer, and change agent. The systems approach defines role collaboratively, uses contract negotiations as an on-going process, and applies interventions with a wide variety of client systems. The student progresses from the care of individuals and their families to groups and communities as he/she assists in restoring balance and purposeful direction within the environment.

Nursing Program Goals

The goals of all programs are to:

1. Prepare nursing students with knowledgeable skills, and the capacity for critical inquiry and thinking, and skills to function in a variety of practice settings.
2. Provide an environment in which students develop cultural competency in health care.

3. Promote the professional values, beliefs and behaviors necessary for providing leadership in the delivery of health care in the 21st century.
4. Foster in students a commitment for life-long learning.

Objectives of the Baccalaureate Program

Upon completion of the Governors State University baccalaureate Nursing Program, the student will be able to:

1. Practice nursing within a dynamic wellness-illness framework in the care of culturally diverse individuals, groups, families, and communities.
2. Demonstrate clinical judgment and decision-making skills.
3. Utilize nursing and other appropriate theories and models in clinical practice.
4. Apply research-based knowledge from nursing and other sciences as the basis for practice.
5. Partner with clients and colleagues in planning, implementing, and evaluating health care delivery.
6. Promote changes for improvement and delivery of health care services and practices.
7. Assist individuals and families in making quality-of-life and end-of-life decisions in order to achieve a peaceful death.
8. Use technology to enhance health care delivery.

SECTION II

Academic

Information

ACADEMIC ADVISING

Each student is assigned to the Undergraduate Nursing Program Advisor upon admission to the undergraduate nursing program.

Roles and Responsibilities

Department of Nursing Advisor

- Meet with new advisees after admission to the Nursing Program to initiate the Student Study Plan (SSP)
- Develop deficiency resolution action plan and monitor compliance if necessary.
- Monitor advisees' academic progress, and discuss as needed.
- Assist with revisions of student study plan as needed.
- Address any policy or procedure issue pertinent to the advisees' progress in the program.

Advisees

- Initiate contact with advisor by email to schedule an appointment with advisor upon acceptance into the Nursing Program, as a mandatory meeting either on-campus or via computer/telephone with the academic advisor is required to complete the Student Study Plan.
- Initiate a mandatory meeting with advisor at least once per year, more often if necessary.
- Obtain approval from the advisor for any deviation from the Student Study Plan. The Student Study Plans are used to plan course offerings. Failure to follow an approved study plan may result in courses being unavailable during the semester the student wishes to matriculate.
- Seek advisor's assistance, as needed, regarding progress in meeting program requirements.
- Consult advisor about any issues relative to your progression in the program.
- Use the Nursing Student Handbook, the GSU Student Handbook, the University Catalog and other current printed or online materials as reference solutions.

Students entering the nursing program will not be allowed to register for classes until they have met with their advisor and completed the Nursing Student Study Plan (SSP). Any identified admission deficits must be resolved at this time. Students who need to deviate from their study plan must have approval from the Department Chairperson and discuss changes with their advisor. Students may not sign up for classes in different sequence, or in any way deviate from the study plan without the prior approval of the advisor.

Students are responsible for adhering to their Student Study Plan (SSP). Be sure to familiarize yourself with course pre-requisite and co-requisites. Because many courses have pre and co-requisites, deviation from the SSP, without prior discussion with the academic advisor, may lead to mandatory removal from a course or impede your graduation date. It is essential to clear all changes, prior to making them, with the academic advisor to ensure that you are in compliance with the courses in which you desire to register. Faculty cannot assume responsibility for consequences a student experiences as a result of deviating from the SSP.

Bachelor of Science In Nursing (BSN)

The undergraduate major in Nursing provides registered nurses who are graduates from an associate's degree program or a diploma program, the opportunity to obtain a bachelor of science degree with a major in nursing. This major prepares registered nurses to practice as generalists in health care settings. Leadership abilities are emphasized, along with the theoretical basis of nursing, changing scope of practice, and beginning research activities. Students are prepared for future graduate nursing education. A study plan, tailored to the needs of the student, will be developed during the first meeting with the advisor.

Students are responsible for adhering to their Student Study Plan (SSP). Because many courses have pre and co-requisites, deviation from the SSP, without prior discussion with the academic advisor, may lead to mandatory removal from a course or impede your graduation date. It is essential to clear all changes, prior to making them, with the academic advisor to ensure that you are in compliance with the courses in which you desire to register. Faculty cannot assume responsibility for consequences a student experiences as a result of deviating from the SSP.

Summary of Course Requirements

- I. General Education Requirement**
- II. Required Courses**

The following courses must be taken at the lower-division level:

Nursing Courses – 30 Hours

General Education and Lower-Division Coursework – 55 Hours

Anatomy and Physiology (4)
General Chemistry (4)
Microbiology (4)
Organic Chemistry (4)*
Human Growth and Development or Life-Span Development (3)*
English 101 (3)
English 102 (3)*
Speech (3)*
General Psychology (3)*
General Sociology (3)*
Humanities Elective (3)*
Fine Arts Elective (3)*
Multicultural Elective (3)*
Writing Intensive Elective (3)*
Basics of Information Technology (3)*
Statistics (3)*

** These twelve courses may be taken at either the lower-division or upper-division level.*

Upper-Division Course Work – 35 Hours

The following courses must be taken at the upper-division level:

NURS 3140 Conceptual Basis for Professional Nursing (3)
NURS 3150 Pathophysiology (3)
NURS 3160 Gerontological Nursing: Health Promotion for
Older Adults (3)
NURS 3170 Basic Nursing Informatics (3)
NURS 3300 Nursing: Health Assessment (3)
NURS 4110 Evidence Based Research (3)
NURS 4120 Public Health Promotion (theory) (3)
NURS 4130 Public Health Promotion (clinical) (3)
NURS 4501 Leadership for Public Safety (3)
Humanities (3)***
Fine Arts (3)***
Free Elective (2)

****If the Humanities Elective and Fine Arts Elective have already been taken at the lower division, these credits will be replaced by Free Electives*

For university requirements for a bachelor's degree, please refer to the university catalog.

Course Descriptions

See GSU's catalog for current course descriptions.

Admission Requirements

Admission Deficit Policy

Upon entry into the undergraduate Nursing Program, those students who do not meet admission requirements must sign a deficiency resolution action plan and resolve any deficiencies within the prescribed time frame. License, malpractice insurance and proof of prior associate's degree in nursing, or diploma in nursing, must be given to the advisor before the student may take any nursing class. Any course deficiencies must be met by the end of the second semester or the student will be unable to enroll in any additional nursing courses until the deficits are completed.

Online Orientation

All undergraduate degree-seeking students must complete the GSU Online Orientation, which includes mathematics and the English proficiency examinations before being allowed to register for their first semester. Details regarding the Online Orientation will be included in your acceptance packet from the University. You can also contact Academic Resource Center at (708) 534-4090 for further instructions on the Online Orientation.

Transfer Credit for Nursing Courses

Transfer credit for nursing courses will be granted within the limits defined in the university catalog and only for courses that are comparable to a Governors State University nursing course. In accordance with university policy, transfer credit should be reviewed before admission to the university to avoid

duplication of course work. The review of transfer credit must be completed before the student would take a comparable nursing course to ensure prerequisites are met. This may include a review of the syllabus for course content. It is the student's responsibility to obtain and present the syllabus to the academic advisor at the time the Student Study Plan is initiated. If a syllabus is unavailable, a letter from the faculty teaching the course or the dean/director of the Nursing Program detailing the course content may be substituted. The academic advisor will notify the student whether the transfer credit was accepted or the study plan must be revised.

Progression Requirements

Continuing Student Status

According to university policy, a continuing student at Governors State University is defined as any degree-seeking student whose continuous enrollment at GSU is not interrupted for more than 5 years (15 consecutive semester). Students whose enrollment is interrupted for three or more consecutive semesters must contact their advisor and complete the Continuing Student Reactivation Form to be reactivated prior to re-enrollment. If enrollment is interrupted for more than three semesters, the student will be subject to the curriculum in place at the time of reactivation.

Grading Policy

No grade of incomplete is given in a nursing course except in extreme circumstances. Please refer to the university catalog for the policy governing a grade of incomplete.

All nursing courses must be completed with a grade of "C" or better. A student may repeat only two nursing courses once to earn a grade of "C" or better without being academically dismissed from the degree program.

Independent Study

Independent study enables the nursing student to engage in individual reading and research in a specific area of interest, under faculty supervision. In accordance with university policy, a written proposal for an independent study, planned and developed by the student, must be approved by the program director in consultation with the faculty sponsor. Independent study may be used to meet elective credit only. A student may enroll for a maximum of three credit hours of independent study in any one semester.

Students planning to perform clinical course work as part of the independent study are subject to the program requirements for clinical study.

- The student develops a proposal and negotiates this with a selected faculty member. Revisions are made, and the proposal is forwarded to the program director for review and approval.
- Three or more meetings between the student and faculty are required throughout the semester.
- If no clinical work is involved, one credit hour = 15 contact hours.
- If clinical work is involved, one credit hour = 45 clinical hours.

Evaluation method may include, but not be limited to:

- formal paper
- oral presentation
- program development
- article for publication
- clinical experiences/clinical log book
- literature review
- self-evaluation
- poster presentation

Graduation

Graduation is not automatic upon completion of all degree requirements. Students must apply for graduation at the beginning of the term in which they anticipate completion of their degree. If anticipating a summer graduation term, applications for graduation are due the first week of the spring term. This procedure is detailed in the University Catalog. Please check the Academic Calendar and your university email for specific deadlines as notices are sent out from the Registrar's Office regarding graduation. Submit the completed graduation application to the Registrar's Office by the due date specified in the Academic Calendar. *Late applications will not be accepted. It is the student's responsibility to submit graduate applications on time to the Registrar's Office.*

Students completing a certificate must complete/submit the *Award of Certification* application to their advisor the first week of the semester in which they plan to complete the certificate.

Student Feedback And Exit Surveys

Student feedback is important and can impact the future direction of the Nursing Program. In addition to course evaluations at the end of each semester students are encouraged to provide feedback, comments, and suggestions regarding the program. Students are encouraged to provide feedback by attending the monthly nursing faculty meetings. Student representation is strongly recommended. The agenda, as well as date and time are posted on the nursing bulletin board and on the Nursing Blog.

During the last semester before graduation, students will be asked to complete a graduate exit survey. The survey provides an opportunity to give feedback on various aspects of the program. Alumni and employer surveys will be mailed to students and employers after graduation. The results of these surveys are used in the evaluation of the program and may lead to program changes.

SECTION III

General Information

Scholarship Availability

A number of scholarships are available to students. The scholarships range from one-time awards of set amounts to full tuition. Dates for awards vary therefore see the Nursing Bulletin Boards, the GSU CHHS webpages, and the Nursing Blog for application information.

Tuition Waivers

Tuition waivers may be available during some semesters. The availability, requirements, and deadline for tuition waivers are available in the file desk outside the nursing department, the Department of Nursing or CHHS webpages, and on the Nursing Web Blog. Students are encouraged to check the bulletin board, nursing and college webpages, and blog frequently for information on the waivers.

Student Responsibilities

It is the responsibility of students to know and observe all policies and procedures related to the undergraduate Nursing Program, as well as those of Governors State University. In no case will a policy be waived or an exception granted because students plead ignorance of, or contend that they were not informed of, the policies or procedures. Questions on policies and their interpretation pertaining to studies at the graduate level should be addressed to the academic advisor or appropriate university office.

Academic Honesty

University policy on academic honesty states that students are expected to fulfill academic requirements in an ethical and honest manner. This expectation pertains to the following: Use and acknowledgement of the ideas and work of others, submission of work to fulfill course requirements, sharing of work with other students, and appropriate behavior during examinations. These ethical considerations are not intended to discourage people from studying together or from engaging in group projects. Full text of the policy on academic honesty appears in the appendix of the [University Catalog](#).

Incomplete Grades

Incomplete grades are given only when the student has experienced an extreme situation which interferes with the timely completion of course work. It is up to the instructor to decide if an incomplete grade can be given. Students must request an incomplete grade in writing no less than two weeks prior to the last day of class. See University Catalog for official policy statement on Incomplete Course Work under Academic Regulations.

Timely Submittal Of Work

All student assignments are to be submitted in the appropriate format on the date and time stated by the professor of a given course. If a student has a problem, they are to notify the course instructor prior to the due date. It is solely the instructor's decision only whether or not an extension will be granted. Points may be deducted from the late assignment at the instructor's discretion.

Student Issues/Grievances/Complaints

Student issues that are not grievable under university policy are referred to the Curriculum Committee of the Nursing Program for resolution. The Governors State University policy regarding the grievance procedure may be found in the Student Handbook, in the section entitled *Student Code of Conduct and Grievance Procedures*.

Department of Nursing Communications

In an effort to remain informed of changes and requirements in the Nursing Program, students are encouraged to access the Nursing Web Blog on a regular basis for broadcast announcements. In addition, bulletin boards located on the wall outside of the nursing program office contain important announcements, information on registration, continuing education, and job opportunities. Students are responsible for the announcements posted and are encouraged to check these boards and the web blog for information on a regular basis

University Services

University Library

The University Library provides reference and information services 75 hours per week at the circulation and reference desks, and 24 hours per day, seven days per week on the library's website. For more information about library services, check out the current university catalog or visit the library website.

G.R.O.W.L. at the Writing Center

Governors State Regional Online Writing Lab (GROWL) is a website that provides support and services for students who cannot easily come to campus to meet with a writing tutor. Papers are generally reviewed, and responded to with a quick turnaround. For more information visit the online writing lab.

SECTION IV

Policies

Core Performance Standards

As a practice discipline, nursing requires cognitive, sensory, affective, and psychomotor performance. Students must meet both academic and performance requirements to remain in the Nursing Program. Academic requirements can be found in this handbook, the university catalog, and the university student handbook. In accordance with the practice of nursing, a student must additionally, with or without reasonable accommodations, satisfy these performance standards. The examples noted demonstrate some necessary activities but are not all-inclusive.

1. Critical/Analytical Thinking – Critical thinking ability sufficient for clinical judgment. Examples – Identify cause-effect relationships in clinical situations, develop nursing care plans, prioritize tasks, process information, and problem solve.
2. Interpersonal Skills – Interpersonal abilities sufficient to interact professionally with individuals, families, and groups from a variety of social, psychological, cultural, and intellectual backgrounds. Examples – Establish rapport with clients and colleagues.
3. Communication Skills – Communication abilities sufficient for interaction with others in both verbal and written English. Examples – Explain treatment procedures, initiate health teaching, document and interpret nursing actions and client responses.
4. Mobility, Physical Strength, and Endurance – Physical abilities sufficient to move from room to room and maneuver in small spaces. Physical stamina to perform client care activities for entire length of work role. Physical strength to perform full range of client care activities. Examples – move about in patient rooms, workspaces and treatment areas, administer CPR, and stand for periods of time.
5. Motor Skills – Gross and fine motor abilities sufficient to provide safe and effective nursing care. Examples – calibrate and use equipment, position clients, and reach above shoulders.
6. Hearing – Auditory ability sufficient for observation and assessment necessary in nursing care. Examples – Auscultatory sounds, faint body sounds (B/P), cries for help, and able to hear without seeing lips (masked).
7. Smell – Olfactory ability sufficient to detect environmental and client odors. Examples – detect odors from clients, smoke, gases, or noxious smells.
8. Visual – Visual ability sufficient for observation and assessment necessary in nursing care. Examples – observe client responses, see markings on IV bottles, and distinguish color.
9. Tactile – Tactile ability sufficient for physical assessment. Examples – perform palpation, functions of physical examination and/or those related to therapeutic intervention (insertion of a catheter, administration of medication).
10. Emotional Stability – Emotional stability sufficient to assume responsibility and accountability for actions. Examples – provide client with emotional support, adapt to changing environment (stress), deal with unexpected (crisis), and monitor own emotions.

11. Reading and Arithmetic – Reading ability sufficient to comprehend the written word adequately for appropriate nursing practice. Arithmetic ability sufficient to do computations. Examples – read and understand documents, read graphic printouts and digital displays, count rates, compute fractions (medication doses), and use a calculator.

Students who perceive they will have difficulty with any of the above performance standards are encouraged to consult with their advisor and the Academic Resource Center, regarding possible accommodations that may be available to assist the student. Reasonable accommodations can be made for an individual, providing they do not compromise the essential functions required by the Nursing Program or necessitate a modification of an academic standard.

STUDENTS WITH DISABILITIES

Governors State University and the nursing program comply with the Americans with Disabilities Act of 1992 and with Section 504 of the Rehabilitation Act of 1973 and other federal and state legislation. Inquiries about assistance to meet special needs should be directed to the Academic Resource Center, through which appropriate academic and service areas will be notified. Provision of such assistance will be based upon the individual student's need to have equal access to the learning environment. The Nursing Program maintains core performance standards and has a functional abilities worksheet to assist the student and advisor in determining if accommodations are appropriate. If requests for auxiliary aids, academic adjustments, or other special services necessitate a modification of academic standards or create undue hardship on the university or the Nursing Program, the requests may be denied.

Students, who have a disability or special needs and require accommodation in order to have equal access to the course, must register with the designated staff member in the Academic Resource Center. Please call 708/534-4090 and ask for the Coordinator of Disability Services. Students will be required to provide documentation of any disability when an accommodation is requested.

Student Requirements

In order to be enrolled in the Nursing Program, students must fulfill the requirements of the university, the Nursing Program and the agencies used for practica within the Nursing Program. Appendix A is a timetable for submitting documentation of Nursing Program requirements.

All students must have current requirements on file in order to register for any course in the Nursing Program. Documentation of requirements should be submitted in a packet to the nursing office. Students should submit only copies and keep originals in a file for their own reference. Students may be asked to submit copies for faculty, clinical agencies and preceptors while in a clinical course. Students are required to keep BLS-CPR Certification, Tuberculosis Skin Testing, Personal Professional Liability Insurance, Health Insurance and RN Illinois License active. Students **MUST** submit a photocopy of renewed RN License and Malpractice Insurance coverage on the anniversary of the date that coverage expires, showing inclusive dates. Failure to have all requirements on file may impact the student's ability to continue in the program. Students are responsible for all costs related to these requirements.

Immunizations/Health Form Policy

An integral part of nursing education is practice in clinical areas. Visits to clinical sites may increase exposure to communicable disease, therefore up-to-date immunization is required to protect both students and clients. Prior to the onset of any nursing program course work, students must complete all clinical immunization and health requirements with concomitant paperwork on file in the nursing office. A Student Health form along with all other required forms are available online or in the file unit outside the Department of Nursing. Students may not be allowed to continue in the program without satisfying clinical health requirements. Students are also to provide documentation of yearly follow-up on TB requirements. ***Remember to keep a copy of all the required forms as you may be asked by your preceptor and/or instructor to demonstrate that you have met all the requirements.***

The following information must be provided:

Immunity to Rubeola, Rubella, Mumps, and Varicella

Immunity may be demonstrated by:

Measles (Rubeola)	Positive antibody titer (copy of lab report) or evidence of vaccine.
Rubella	Positive antibody titer (copy of lab report) or evidence of vaccine.
Varicella (Chicken Pox)	Positive antibody titer (copy of lab report) or evidence of vaccine.
Mumps	Positive antibody titer (copy of lab report) or evidence of vaccine.
Tetanus	Record of administration within last 10 years

Hepatitis B Vaccination

There must be a complete series of three injections over a six-month period. Dates of each injection and identification of the agency or health care professional administering the vaccination must be noted. Documentation of a positive antibody titer (copy of lab report) will also be accepted. If the student declines to receive the HBV vaccine, a Statement of Refusal of Hepatitis B Vaccine form must be signed.

Tuberculosis Screening

A Non-Reactive Two-Step Tuberculin Skin Test must be dated and contain identifying information on the agency administering the test. This test requires that the student receive two separate Mantoux skin tests. The first test must be read within 72 hours and, if negative, the second test is done from 1-3 weeks later and also must be read within 72 hours. Newly positive skin test reactors must submit documentation of a positive skin test and results of a chest film done within the past year, which shows no evidence of disease. Chronic positive TB skin test reactors must provide medical verification of no evidence of disease.

Annual Follow-up

Following an initial negative 2-step tuberculin skin test, a single tuberculin skin test (PPD) must be obtained, and documentation must be provided in order to remain enrolled. After a positive skin test, a chest x-ray is not required after an initial chest x-ray if no symptoms are present. A yearly symptom assessment from a private health care provider must be provided that indicates that a student has been assessed for symptoms of tuberculosis and that a chest x-ray is not currently warranted.

Insurance Coverage

Student Health Insurance Coverage

The Nursing Program supports health promotion and as such, believes that all students must have personal access to health care. All students enrolled in the Nursing Program must carry health insurance, either through employment, spouse, or personal purchase throughout enrollment in the Nursing Program. Evidence of current health insurance (copy of insurance card), must be presented to the Nursing Program Office prior to the beginning of each fall semesters and upon request for less than full year contracts. Failure to have health insurance on file in the Nursing Program Office may impact the student's ability to continue in the program

Personal Professional Liability Insurance

All nursing students must acquire and maintain personal professional liability insurance in the amount of at least **\$1,000,000**. Coverage obtained through a place of employment will not satisfy this requirement. Evidence of personal professional liability insurance (copy of policy) showing **dates of coverage** must be presented to the Nursing Program Office upon admission and at renewal. Failure to have personal professional liability insurance on file in the Nursing Program Office may impact a student's ability to continue in the program.

Universal Precautions Training

To eliminate or minimize occupational exposure to all blood borne pathogens, all nursing students are required to follow universal precautions by Federal Law: Occupational Safety and Health Administration (OSHA) Part 1910:1030. All students enrolled in the Nursing Program are required to complete an educational program on blood borne pathogens and universal precautions yearly. Documentation on completion of this requirement must be on file in the nursing office, on **admission and annually**.

A computer-assisted instruction program titled *Standard Precautions* is available to meet this requirement, and is available in the university library. The student must complete a fifteen-question test at the end of the instruction program. At the end of the quiz, if the student has achieved an acceptable score, the test score is printed and taken to the nursing office to update the requirements file. The form must be given to the Nursing Program Academic Advisor, and the student must then sign the acknowledgement provided. Passing score on this quiz is 100%. Universal Precautions tests will not be accepted if left in mailboxes, on desks, or in door slots. The completed test and signed acknowledgement are stored in the student file. Failure to complete this requirement may impact the student's ability to continue in the program.

Communicable Disease Policy

The Nursing Program seeks to minimize the risk of occupational exposure to communicable diseases, including Hepatitis (HBV) and the human immunodeficiency virus (HIV), for its students, faculty, and patients/clients. The Nursing Program provides the following information regarding the possibility of occupational exposure to communicable diseases, including HBV and HIV, to students enrolled in the program.

The Nursing Program will not request an individual's HIV status during the admissions process. If a student informs the program that he/she is HIV positive, reasonable academic adjustments will be made if needed. A student who knows that he/she is HIV positive or believes he/she is a "high risk" for HIV transmission is ethically responsible to consider the risk of transmitting HIV to the patient/client during invasive procedures.

Upon admission, the student will be required to sign a form acknowledging that he/she has been informed of, and understands, the risk of exposure to communicable diseases in the clinical setting. Any student who refuses to sign the acknowledgement form may be terminated from the Nursing Program. All students are expected to care for any patient/client regardless of HBV and/or HIV status. A student who refuses to care for a patient/client who is known to be HIV positive and/or HBV positive may be terminated from the Nursing Program.

Students who have a diagnosed immunosuppressed condition, open wounds, or who are pregnant, will be exempted from caring for patients who are known to be HIV positive and/or HBV positive. Some vaccinations are contraindicated or have decreased effectiveness in immunosuppressed conditions.

Student Exposure to Blood-Borne Pathogens

While needlestick is the most obvious incident, any specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials is considered an exposure incident and should be reported. When an exposure incident occurs, students must follow specific Occupational Safety and Health Administration (OSHA) standards. In the clinical setting, all students will practice Universal Precautions in accordance with the current Centers for Disease Control and Prevention (CDC) guidelines and will adhere to the policies of the clinical site as well. If a student is exposed to blood or other body fluids of a patient/client, an incident report for both the clinical site and Governors State University Nursing Program must be completed.

The student must immediately notify the faculty supervising the clinical experience and the clinical site. Faculty members shall notify the head of the Nursing Program and follow-up with the Infection Control nurse at the clinical site, in any incidents involving a student.

The policies of the institution where the exposure occurred and/or the CDC Guidelines and OSHA Standards shall be consulted and followed. The student is strongly encouraged to immediately obtain HIV and HBV testing to establish zero-negativity. Testing should be repeated at six weeks, three months, six months, and one-year post-exposure. The Nursing Program or the institution will suggest follow-up counseling referrals for students exposed to blood or body fluids of a patient/client.

Clinical Practicum Policies

Agency Drug Testing

Some clinical agencies used by the Nursing Program have policies regarding drug testing which allow these agencies to request drug testing of employees, volunteers, and students. In addition, the nursing program fully supports the Governors State University Student Code of Conduct, which "prohibits the use, possession, and distribution of, or being under the influence of drugs or alcohol, except as permitted by law." [GSU Student Handbook]

In an effort to protect patients/clients and other students, the Nursing Program will request drug testing to meet agency requirements. These drug screens will be at the student's own expense. If a student has a positive drug test, there will be an immediate referral to the Dean of Student Affairs and Services. The student will be unable to continue within the Nursing Program (clinical or course work) and criminal charges may be filed, as described in the Student Handbook. If a student refuses to participate in required agency drug screening, the student may be dismissed from the Nursing Program. Forms to obtain drug screening are available in the Nursing Program Office.

Agency Background Checks

All students are required to have criminal background checks prior to the start of their clinical practicum. Criminal background checks are done by a professional company. Information may be obtained from practicum faculty. Students are required to pay the charge for the background check.

Influenza Immunizations

Some clinical sites may also require proof of influenza immunization.

Clinical Agency Requirements

Students are required to comply with clinical agency requirements at the facility at which they do their practicum.

Transportation

The Nursing Program seeks to provide optimal clinical practicum experiences. In providing clinical practicum experiences, it may be necessary to acquire clinical sites that are outside of the GSU immediate geographic area. Every attempt will be made to ensure fairness in distribution of travel time and distance for all students. Each student is responsible for providing reliable, personal transportation to and from clinical practicum experiences.

Student Attire

Student attire will be governed by the clinical setting. Faculty will inform students of any special requirements concerning attire, security badges, etc. In some situations students will wear a full-length white laboratory coat, bearing the GSU nursing patch on the left shoulder sleeve. The laboratory coat is worn over appropriate street clothes. No blue jeans, sweat pants, sweatshirts, scrub suits, sneakers, jogging shoes, sandals or boots are allowed.

Nursing Patch

The Governors State University nursing patch is purchased by the student at the university bookstore. The patch is to be securely sewn to left shoulder sleeve of a full-length laboratory coat worn for clinical practicum.

Community Visit Safety Issues

The students may be required to visit clients or organizations in a variety of areas, and it is the responsibility of the student to review issues of street safety. All nursing students are required to follow the procedures and guidelines listed below when making community visits:

- Clinical hours are generally listed as 8:30 a.m.– 6:00 p.m.; however, some agencies may open earlier or later or may require clinical activities that extend into the early evening. Be aware of this need for flexibility in your clinical schedule and make adjustments as needed.
- Never take a client/patient anywhere in your personal car.
- Do not visit the client/patient on personal time.
- Visit during daylight hours whenever possible.
- Let your instructor or another person know where you are going and when you will return.
- Be sure you know where you are going before setting out; obtain a detailed map of the area and plan the route.
- Let the client know when to expect your visit, if appropriate.
- Put your purse in your trunk before leaving for your site and keep it locked in the trunk during your visit, take only keys and a small change purse.
- Do not wear expensive clothes or jewelry.
- Park near your destination, and be aware of your surroundings.
- If the situation appears unsafe, do not make the visit. Leave immediately, and call the instructor.
- Additional issues and/or guidelines may be provided by the instructor.

Clinical Practicum Faculty

Faculty Member

The nursing faculty member carries the responsibility for overall leadership, coordination, and supervision, and evaluation of the designated practicum. The primary functions of the professor are as follows:

- Approve sites for undergraduate student practicum.
- Interpret the practicum experience to the health care agency.
- Coordinate and communicate schedules, deadlines, and other information in fulfilling the practicum goals.
- Supervise and evaluate the undergraduate student's development, progress, and overall performance.
- Arrange for periodic conferences with the undergraduate student as needed.
- Prepare evaluation criteria, and provide the criteria to the students in writing.
- Provide feedback after observation of the student's performance of a clinical assignment.

Clinical Practicum Placement

The clinical practicum is mainly the public health course (NURS 4120 and NURS 4130) although there is some hands on practice with the health assessment course (NURS 3330). The instructors of the courses will advise you as to what you need to do for clinical placement.

Termination of Undergraduate Student Assignment

In a student practicum, each student must comply in a professional manner with the policies, procedures, and standards of the health care facility or institution. Failure to do so may result in the termination of the student's assignment and an inability to complete the course.

The Nursing Program is not obligated to make alternative assignments in the event a student placement is terminated. A student who disagrees with the final decision may refer to the university grievance committee procedure found in the Student Handbook.

Student Reflective Statement

At the end of each course the student is expected to write a concise, but thorough, reflective self-evaluation that relates the student's learning in the course to the expected outcomes. The self-reflection should begin with an honest self-assessment and include those strategies, skill building activities, and other processes the student used to enhance his/her own learning in the class. This is graded on a "Pass-Fail" basis. A "Pass" is required to complete the course successfully.

SECTION V

Appendices

Appendix A

**TIMETABLE FOR SUBMITTING
DOCUMENTATION OF NURSING PROGRAM REQUIREMENTS**

DOCUMENTATION REQUIRED	BEFORE TAKING ANY NURSING CLASS	UPON ADMISSION TO THE PROGRAM	YEARLY	OTHER
RN LICENSE	X			AT RENEWAL
BACKGROUND CHECK				PRIOR TO CLINICAL
FINGERPRINTING				PRIOR TO CLINICAL
DRUG TESTING				PRIOR TO CLINICAL
CPR CERTIFICATION		X	X	AT RENEWAL
PERSONAL PROFESSIONAL LIABILITY INSURANCE*	X		X	AT RENEWAL
UNIVERSAL PRECAUTIONS EDUCATION		X	X	
HEALTH INSURANCE COVERAGE		X		WHEN EXPIRES OR CARRIER CHANGES
TB CLEARANCE		X	X	
HEPATITIS B IMMUNIZATION OR REFUSAL		X		
RUBELLA IMMUNITY		X		
RUBEOLA (MEASLES) IMMUNITY		X		
MUMPS IMMUNITY		X		
VARICELLA (CHICKEN POX) IMMUNITY		X		
TETANUS		X		BOOSTER EVERY 10 YEARS

STUDENT REFLECTIVE STATEMENT

for **SAMPLE**

Jane E. Smith
(name of student)

Baccalaureate Nursing Program

Governors State University
University Park, Illinois

____ - ____
(Dates of Enrollment)

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