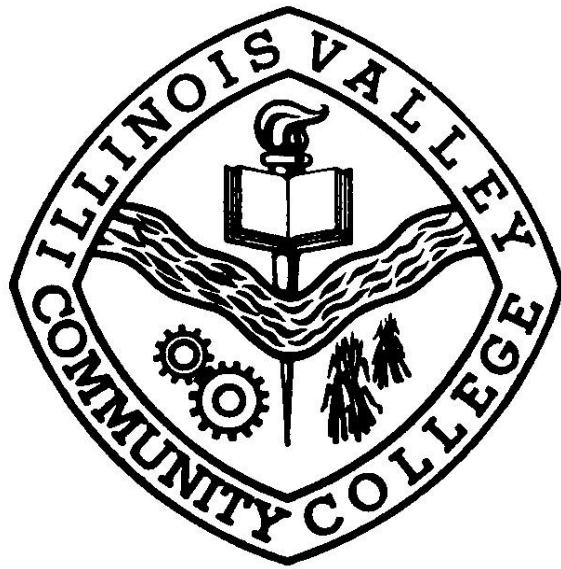


Nursing



Nursing Career Ladder

HANDBOOK

2025 – 2026

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Illinois Valley Community College's Mission, Vision and Core Values

Mission Statement - Illinois Valley Community College is dedicated to creating opportunities for students and our community by providing access to affordable, high-quality higher education and lifelong learning.

Vision Statement - Illinois Valley Community College will foster personal and professional growth and well-being for our students and community through growing programs, updated facilities, and educational innovation.

Core Values

Achieving Excellence through our Core Values (I-CARE)

Integrity

Compassion

Accountability

Respect

Equity

Philosophy of the Illinois Valley Community College Nursing Programs

The nursing programs at Illinois Valley Community College were established to provide area students the opportunity to learn in a caring environment and to develop their abilities in nursing practice by providing quality education, training and services that are accessible, affordable and promote lifelong learning. The curricula, congruent with the Mission Statement of IVCC, are designed to meet the varied needs of students and our diverse community, to stimulate lifelong intellectual growth and physical well-being, to foster social and emotional maturity, and to inculcate integrity and a caring concern for others. The following statements pertain to the beliefs of the nursing faculty in the areas of person, environment, nursing, health, teaching/learning, nursing education/curriculum, and how the practice of associate degree Nursing and Practical Nursing fits in the total concept of nursing.

The person is a unique and complex individual who is influenced by environmental, physiological, psychosocial, cultural, spiritual, and developmental changes. The person responds to these changes and challenges through the use of internal and external resources. The individual is ultimately responsible for the quality of their health and life.

The environment is dynamic, diverse, and includes physical surroundings as well as interaction processes in nursing; there is mutual interaction between the environment and society, communities, families, and individuals. It is influenced, and is affected by economics, culture, political change, geographic location, demographics, and education. Nursing education is continually evolving to reflect local community health needs and current health trends.

Nursing is a caring, rational activity, which uses the nursing process and applies social and biological sciences to promote holistic patient/client well-being. Communication has a key role in this process. Nurses have a commitment to accept the intrinsic value of individuals and the inherent worth of human life. Nursing behaviors are protective, nurturing, and generative, and are extended to patients/clients as individual, family, and community.

Health is a biopsychosocial state, which fluctuates depending upon the person and environmental influences across the lifespan.

Teaching and Learning is a collaborative and creative process that prepares individuals to function as responsible, professional nurses. It is a shared responsibility and a lifelong commitment which results in behavioral changes in the cognitive, affective and psychomotor domains. Teachers provide leadership by functioning as role models to influence student behavior. Learning is best achieved by active involvement in goal directed activity.

Nursing Education is a process that utilizes a curriculum incorporating theory, technology, evidence-based principles, and re-enforced practice and skills to prepare responsible individuals for all aspects of patient care. It is the nursing process that provides the basis for critical thinking. The curriculum integrates a process whereby a student uses critical thinking skills and builds those skills using a paradigm of simple to complex.

The IVCC Associate Degree nursing graduate is prepared to function as a care provider and coordinator/leader/manager of care within the scope of practice defined by the Illinois Nursing Act. The Associate Degree Nursing graduate is prepared to function as a team member with more experienced nurses as well as a delegator of functions to the practical nurse or nursing assistant. They apply the nursing process within the clinical judgment model as well as principles of leadership and management toward the achievement of optimum holistic well-being of patients/clients. The client well-being is likewise the concern of the IVCC Practical Nurse graduate who is prepared to function under the direction of a registered professional nurse in the application of the nursing process within the scope of practice defined by the Illinois Nursing Act.

Concepts & Threads/Conceptual Framework

To prepare our graduate to function as a care provider, coordinator/leader/manager, and as a team member within the profession, we have selected the concepts of nursing judgment, communication, therapeutic nursing, quality and safety, care management, community, and professionalism as the structure for learning experiences. We believe in holistic care which includes the emotional, intellectual, environmental, social, physical and spiritual aspects of each person. The student is introduced to all concepts and threads selected for the program at the appropriate content level.

Nursing Judgment

Critical Thinking

Nursing Process

Legal/Ethical Issues

Clinical Reasoning

Evidence-Based Practice

Communication

Therapeutic Interaction

Relationship-Centered Care Informatics

Therapeutic Nursing

Biopsychosocial Adaptation

Health Promotion, Maintenance, Restoration across the Lifespan Caring

Quality and Safety

Quality Improvement (QI) Safety Initiatives

Care Management

Management Leadership

Collaboration

Community

Diversity

Health Care Resources

Professionalism

Integrity

Accountability

Life-Long Learning

* This framework has been chosen as an organizing structure. We have listed the threads under concepts to which we feel they primarily relate. We recognize that the threads can be applied or related to the various concepts at various times. The threads will be found integrated into each nursing course as learning objectives.

Concepts and Threads Definitions

Nursing Judgment

Nursing judgment, often referred to as clinical judgment, is the outcome of critical thinking and decision making as defined by NCSBN (as cited in Potter & Perry, 2023) (p. 210). A number of definitions of *critical thinking* are present in nursing literature, however, an agreement exists that developing critical thinking skills during the nursing education experience is imperative. A critical thinker, according to Potter and Perry (2023) is an “active, purposeful, organized and cognitive process used to carefully examine one’s thinking and the thinking of other individuals” (p. 1467). According to Potter and Perry (2023), “nurses rely upon critical thinking process that involve open-mindedness, continual inquiry, perseverance, combined with a willingness to look at each unique patient situation and determine which identified assumptions are true and relevant” (p. 211). Critical thinking and clinical judgement involve a variety of skills to include interpretation, analysis, inference, evaluation, explanation and self-regulation

Advances and rapid changes in health care require nurses who are more autonomous, responsible, and accountable for patient care (Simmons, 2010). *Clinical reasoning* is the foundation for decisions and actions made by nurses (Simmons). Although the term clinical reasoning is often used interchangeably with other concepts such as diagnostic reasoning, critical thinking, problem-solving, and clinical judgment, there are distinct qualities that differentiate each. Su, Osisek, and Starnes (2005) suggest the focus of clinical reasoning is “the thinking strategies that a nurse uses to make judgment or decision and solve problems” (p. 118). Critical thinking is a more far-reaching concept that includes distinct skills, characteristics, and intellectual tendencies (Scheffer & Rubenfield, 2000). According to Simmons (2010), “Clinical reasoning guides nurses in assessing, assimilating, retrieving, and /or discarding components of information that affect patient care” (p. 1151). Clinical reasoning is a “cognitive process directed toward forming conclusions, judgments, or inferences from fact or premise” (Simmons, 2010, p. 1154). Several principles help the nurse apply critical thinking skills in order to make sound nursing judgments. These include the *nursing process*, legal and ethical guidelines, as well as *evidence-based practice* (EBP). Evidence-based practice, as defined by Potter and Perry (2023), is “use of current best evidence from nursing research, clinical expertise, practice trends, and patient preferences to guide nursing decisions about care provided to patients” (p. 1469).

Communication

Communication is the therapeutic exchange of verbal and non-verbal messages involved in human interaction, influenced by multiple variables. Communication is essential to establishing a nurse-patient relationship and delivering high quality patient-centered care (Potter & Perry, 2023). It includes written exchange, group process, and skills in the use of information technology. *Therapeutic interaction* involves the use of communication techniques and responses that foster the “expression of feelings and ideas and convey acceptance and respect” (Potter & Perry, 2013, p.320). *Relationship-centered* care evolves from therapeutic interactions. Hedges, Nichols, and Filoteo (2011) identified the premise of relationship-based care is three relationships: nurse and client; nurse and colleagues; and nurse and self. The end result of relationship-centered care is safe, client-focused, well-communicated, and well-coordinated care (Hedges, et al.). *Informatics* as defined by Ignatavicius et al (2021) “is where nurses access and use information and electronic technology to communicate, manage knowledge, prevent error and support decision making” (p.2).

Therapeutic Nursing

Therapeutic Nursing is the application of evidence-based nursing interventions in providing holistic care to the individual and/or aggregates. The term holistic

refers to the belief that a person functions as an integrated unit which cannot be reduced to the sum of their parts. It encompasses emotional, intellectual, environmental, social, physical, and spiritual aspects of each person. Holistic nursing recognizes and treats the mind, body, and spirit of the patient (Potter & Perry, 2023). Aggregates are groups of persons who have one or more shared personal or environmental characteristics (i.e. family, community). Therapeutic nursing interventions are drawn from the cognitive (intellectual), affective (emotions), and psychomotor (skills) domains. Therapeutic nursing is accomplished by *promoting* and *maintaining wellness*, preventing illness, *restoring health*, and/or facilitating coping with altered function, life crisis, and death *across the lifespan*. *Biopsychosocial adaptation* is the coping process of the human being trying to successfully meet the developments occurring in a lifetime. This process includes changes in body functions, emotional responses, cognitive functions, and social interactions.

Potter and Perry (2023) proclaims *caring* is the essence of nursing. Leininger (as cited in Potter & Perry, 2023) suggests that the concept of caring sets nursing apart from other health disciplines. Caring as discussed by Potter & Perry (2023), “is a universal phenomenon influencing the ways in which people think, feel, and behave in relation to one another” (p. 90). While many theories on caring exist, Duffy, Hoskins, and Seifert (2007) recognize several common features of these theories: human interaction, mutuality, appreciation for individual uniqueness, and the desire to improve the well-being of patients and their families.

Quality and Safety

The Quality and Safety Education for Nurses (QSEN) Institute (2023) defines *quality improvement* as the “use of data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.” (QSEN.org). While in the nursing program, students will gain an appreciation for the importance of continuous quality improvement, learn to value their contributions to outcomes of care, and value change as a means to improve patient care and outcomes. As Potter and Perry (2017) claim, *safety* is a basic human need. Safety minimizes risk of harm to patients and providers through both system effectiveness and individual performance (QSEN, 2023) *Safety* initiatives are aimed at reducing harm to patients and providers through three domains: knowledge, skills, and attitudes (QSEN).

Care Management

Care Management is the planning and provision of nursing care while maintaining accountability for quality outcomes. It applies the principles of management and leadership through education, coordination, collaboration, delegation, and supervision (Potter & Perry, 2013). Management is the process of

using activities needed to plan, organize, motivate, and control the human and material resources needed to achieve a desired outcome. *Management*, according to Cherry and Jacob (2023) involves problem-solving and decision-making in the coordination of these resources. *Leadership* is defined as the ability to guide, influence, and motivate others to respond in desired ways to achieve an outcome. Leadership is displayed when a person “attempts to influence the beliefs, opinions, or behaviors of individuals or groups” (Cherry & Jacob, 2023, p. 299). Collaboration is action taken in coordination with others, each being responsible and accountable in achieving a common goal. Effective collaboration requires open communication, mutual respect, and shared decision-making (QSEN, 2023). Nursing involves the collaboration of many individuals, including inter-professional teams to facilitate quality outcomes.

Community

Community is defined as a social group determined by geographic boundaries and/or common values and interests; community members know and interact with one another; a community creates norms, values, and social institutions. Community has three elements: structure, population, and social system (Potter & Perry, 2023). *Diversity* is the representation of many characteristics: race, gender, age, socio-economic status, education, culture, ethnicity, interests, and opinions. Individual uniqueness is determined by these diverse characteristics and their life experiences. Value and respect for diversity is exhibited through beliefs and behaviors which assimilate differences into positive interactions and relationships (Cherry & Jacob, 2023). *Health care resources* are means or methods used to move an individual or a group through a continuum of care. These can include tangible and intangible factors such as agencies, political influences, finances, and/or persons.

Professionalism

Nursing is a profession (Potter & Perry, 2023). *Professionalism* in nursing includes acting in a safe, conscientious, and knowledgeable manner in order to deliver quality patient-centered care. *Integrity* encompasses legal, ethical, and moral values, behavior, and conduct in all aspects of personal and professional settings (Macfarlanea, Zhangb, & Puna, 2012). Integrity builds trust with patients, families, and professional peers. Potter and Perry (2023) suggest “a person of integrity is honest and willing to admit to mistakes or inconsistencies in his or her own behavior, ideas, and beliefs” (p. 219). *Accountability* is the capacity to answer for one’s actions to confirm professional actions are understandable to patients and professional peers (Potter & Perry, 2023). Davis, Taylor, and Reyes (2013) define *life-long learning* in nursing as an active process in which the individual seeks and appreciates new ideas or views to gain a new perspective.

Illinois Valley Community College

Equivalencies of the Credit Hour Policy

The institutionally established equivalencies to the federal definition of the credit hour at Illinois Valley Community College are provided below. These standards apply to courses offered in face-to-face, hybrid, or online classes.

For each credit hour per semester, classes that meet in a face-to-face format must include one 50-minute period with the instructor and two hours of outside class work for approximately 15 weeks.

1 credit hour = 50 minutes contact + 100 minutes outside work over 15 weeks for a total of $(50+100) \times 15 \text{ weeks} = 150 \times 15 \text{ weeks} = 2,250$ minutes of student effort. This meets expectation of a semester hour equating 37.5 clock hours of instruction or $37.5 \times 60 \text{ minutes} = 2,250$ minutes (1 clock hour of classroom, 2 clock hours outside work = 3 clock hours; $2,250 \text{ minutes} \div 3 = 750$ minutes/credit hour).

Academic credit is offered by the semester credit hour and is based on 750 minutes of instruction per credit hour awarded. This means 1 credit hour = 15 clock hours with the clock hour defined as 50-60 minutes. This is consistent with the Department of Education credit hour definition.

Ratio for Credit to Contact Hours:

*For calculation purposes, 1 contact hour=50 minutes

- Lecture 1 contact hour = 1 credit hour
- 1st year Lab: 3 contact hours = 1 credit hour
- 2nd year Lab: 2 contact hours = 1 credit hour
- Clinical: 3 contact hours = 1 credit hour

Seven hundred and fifty (750) minutes of instruction per credit hour awarded applies to all courses despite length of term or period of time within a term in which the course is offered in face-to-face delivery formats. For distance education courses, please see below. All hybrid courses are calculated by both face-to-face and distance education standards that equate to 750 minutes to one credit hour.

No more than 25% of total clinical hours will be *simulated* (103.13 hours)

No more than 50% of total lab hours will be *virtual* (71.875 hours)

Definitions of Course Modalities

Practice Learning Environments

Settings that facilitate students' application of knowledge, skills, and behaviors in the care of patients/clients and support the end-of-program student learning outcomes and program outcomes consistent with the scope of practice for which the nursing program is preparing graduates. Settings include, but are not limited to, on-campus skills laboratories, acute-care and specialty hospitals, long-term care facilities, ambulatory care centers, physician offices, community and home health care, and on-campus laboratory with low-fidelity, moderate-fidelity, and high-fidelity simulation.

Clinical/Practicum Learning Experiences

Direct, hands-on, planned learning activities with patients across the lifespan, interaction with the interprofessional team, and interaction with the patient's family and friends that are sufficient and appropriate to achieve the end-of-program student learning outcomes, program outcomes, and/or role-specific professional competencies, and are overseen by qualified faculty who provide feedback to students in support of their learning. Clinical/practicum learning experiences must be consistent with the level of academic preparation and post-graduation scope of practice; and are required for all nursing students enrolled in any undergraduate or graduate program, including all students enrolled in post-licensure undergraduate programs, graduate programs, all program options in any undergraduate and graduate programs, and/or certificate program options

Simulation

1. High-fidelity simulation: Practice learning experiences that incorporate a full-body computerized patient simulator, which mimics the patient's responses to student's actions.
2. Mid-fidelity simulation: Practice learning experiences that incorporate a computerized patient simulator with basic physiologic functions, such as computer-based self-directed learning systems.
3. Low-fidelity simulation: Practice learning experiences that use static mannequins or task-trainers for basic nursing skills.
4. Virtual simulation: Practice learning experiences that are computer-generated simulations with virtual (e.g., three dimensional images) patients and/or care environments for the development of nursing knowledge and skills.
5. Standardized patients: Volunteers playing the roles of patients. These are trainees behaving in a particular way for realistic clinical interactions. They are widely used for teaching and assessment in nursing education, especially for

communication purposes and for the acquisition of skills, and they may provide feedback when requested (Koukourikos et al., 2021).

Skills/Simulation Laboratory

An on-campus setting designed to look, feel, and/or function as a real-world practice learning environment, offering real-world practice learning experiences that may include the use of low-fidelity, mid-fidelity, and/or high-fidelity simulation equipment. This may include case studies, patient situations, and role playing.

Technology

Minimum Technical Specifications and Skills for Participation in the Nursing Program

Each student in the nursing program is *required* to bring a fully charged laptop with them to every course, unless the individual instructor informs you otherwise. Failing to bring a charged laptop (and/or charger) will result in a Needs for Professional Development, as it will cause you to miss important information and coursework.

The following is a list of basic computer hardware, software, and Internet requirements needed to use the course in BrightSpace/D2L and related technologies effectively. Also included are some essential technology skills/proficiencies you should possess. Check the syllabus of individual courses for additional technical requirements.

Hardware

You should have consistent access to a modern desktop or laptop computer running a supported operating system. While you may access your course materials using a tablet, phone, or other mobile device using a mobile browser or the BrightSpace/D2L app (iOS or Android), these devices may not provide all the tools or capabilities to complete all course tasks needed to be successful.

You also need a webcam, speakers/headphones, and a microphone if these features are not integrated into your computer.

Supported Operating Systems

- Windows 11 or newer
 - Windows 10 will not be supported October 14, 2025
- Macintosh OS 10.14 or newer
- ChromeOS (100 or newer)

Supported Browsers

The most recent version of each of these browsers is supported:

- Google Chrome
- Mozilla Firefox (Brightspace, Evolve, Cengage)
- Apple Safari
- Microsoft Edge

Internet

Participation in this course requires consistent access to broadband Internet, such as is provided by Cable Internet service, DSL, or LAN connections, or strong 4G or 5G mobile data. (Many public places utilize these services)

Recommended Internet speeds:

- Download speed of at least 25 mbps
- Upload speed of at least 3 mbps
- Ping response of less than 100ms

Test your Internet speed using [speedtest.net](https://www.speedtest.net)

Technology Skill/Proficiency

- Using BrightSpace/D2L and BrightSpace/D2L Features
- Using Evolve 360 Resources and E-books
- Using Microsoft Office and OneDrive
- Conducting online searches using Google or other search engines
- Evaluating sources of information on the Internet
- Collecting and citing sources of information on the Internet

~for more information on technology please visit the student help desk web page at: <https://www.ivcc.edu/studenthelpdesk/>

Links to Technology Requirements and Support for Specific Programs Used in the Nursing Program through Elsevier.

- [Clinical Skills for Education Support Center](#)
- [Course Based SimChart Support Center](#)
- [Elsevier Adaptive Quizzing Next Generation \(EAQ\) Support Center](#)
- [Evolve e-Books Support Center](#)
- [Evolve Support Center](#)
- [HESI Next Generation Support Center](#)
- [Shadow Health Support Center](#)

- [Sherpath Support Center](#)
- [Simulation Learning System, Virtual Clinical Excursions, Virtual Medical Office Support Center \(Elsevier, Evolve\)](#)

*The cost of forgotten or lost login, password, or access code is the student's responsibility.

Distance Education

Credit hours awarded from courses taught via distance education or in some other non-traditional setting follow the same rules when determining the number of credit hours awarded for all distance education courses. This practice follows the credit hour definition found in Department of Education definition of one credit hour = 750 minutes.

Direct faculty interaction can be achieved in many ways in an online environment. Examples include: use of online meeting tools, online journaling or blogs, discussion-forum posts, online exams/quizzes, recorded lectures or use of voiceover Microsoft PowerPoint presentations, online collaborative study or project-based learning groups, etc.

The following* time *estimates* will help to ensure credit-hour compliance:

Pedagogical Technique	Average Time Per Instance
Quiz	20 minutes each
Exam	50 minutes each
Midterm or Final	60 minutes each
Informal Writing Assignment	15 minutes per page (250 words)
Formal Writing Assignment	30 minutes per page (250 words)
Textbook Reading	8 minutes per page (250 words)
Reading of Linked Article/Paper	10 minutes per page (250 words)
Listen To or Watch Linked Audio/Video	15 minutes each
Listen To or Watch Webinar	50 minutes each
Complete a Guided Lab Exercise	50 minutes each
Complete a Virtual Field Observation	30 minutes each
Complete a Guided Field Observation	60 minutes each
Complete a Game/Simulation	30 minutes each
Complete a Tutorial/Module	30 minutes each
Watch/Make Synchronous Presentations	30 minutes each
Make a Blog Entry	10 minutes each
Participate in a Chat Room or Forum Discussion	20 minutes each
Study or Assignment Group Participation	40 minutes each
Online Meeting or Office Hours with Instructor	20 minutes each

*Chart quoted from Dickinson State University, 2016 HLC Conference

Online instructors are encouraged to utilize the above table to ensure credit-hour compliance, and explicitly noting time expectations will also provide clarity and guidance to students.

IVCC online courses must comply with the coursework or equivalencies for the credit hour as stated in board policy; Credit Hour, 2.11; It is the policy of the Board of Trustees that a credit hour represents the student work required to demonstrate achievement of defined learning outcomes to be accomplished in fifty minutes of direct instruction and two hours of out-of-class work each week for the equivalent of a fifteen-week semester. Courses and Updated 8/11/2025

academic activities where direct instruction is not the primary mode of learning, such as online and hybrid courses comprise an equivalent amount of course related work (three hours per week for fifteen weeks) in any combination of direct instruction and out-of-class activities except as follows: lab instruction, and clinical work (minimum of two hours per week for fifteen weeks). All students completing their first online class at IVCC are required to participate in an orientation to online learning. The students get hands-on experience with different types of learning activities, such as online quizzes, discussions, and assignment submissions. The content of the orientation focuses on critical information for online students, and it provides success strategies specific to online courses. The orientation is offered online or in the classroom. Students who do not successfully complete the orientation are administratively withdrawn from online classes.

Student Identify Verification

Illinois Valley Community College is accredited by the Higher Learning Commission, <https://www.ivcc.edu/cqi.aspx?id=10532> IVCC complies with HLC Policy: Practices for Verification of Student Identity, Number FDCR.A.10.050, by providing each registered student with a secure login and passcode.

Individual instructors may choose to administer proctored examinations. IVCC also provides instructors with access to a lockdown browser (Respondus) by which the instructor may, by settings, lock a student into the learning management system browser while taking a test, or require the student to be monitored by webcam and recorded during a testing session. The individual course syllabi will outline student identification verification processes.

Distance Education Fees

IVCC courses taught 100% online will be charged at the in-district rate regardless of residency. Please contact the cashier office to have your tuition adjusted. As of the 2025 summer semester, tuition and standard fees per credit hour are \$146.00, inclusive of \$132.60 per credit hour tuition and \$13.40 per credit hour standard fee. Out of district residents pay \$515.27 per credit hour and out of state residents pay \$565.20 per credit hour.

Course fee: Some classes have fees to cover the cost of software used.

****Tuition and fees are subject to change by District 513 Board of Trustees action. ****

Nursing Curriculum

Most nursing courses have *core concepts* as well as supporting concepts embedded within the context of the course. Learning experiences are planned in accordance with the philosophy of Illinois Valley Community College's ADN courses and are designed to progress sequentially from the application of simple concepts to the complex integration of these concepts, or from level 1 to level 4.

Each course in Illinois Valley Community College's ADN sequence has learning objectives designed to assist students in meeting the requirements of each course. The faculty have designed the courses to build upon the concepts of the prior courses. Students must complete a total of 71 credit hours that include a **minimum** of 318.75 theory (lecture) hours, 143.75 lab hours, and 412.50 clinical hours to meet the requirements of Illinois Valley Community College's ADN program. Listed below are the courses and the concepts which are core to those courses. Nursing faculty may schedule more hours than necessary to account for unexpected campus closures. Students are expected to meet at their assigned days and time as determined by your instructor, and these hours must meet or exceed the minimum required hours as noted for successful completion of the ADN program.

Level I

NUR 1200: Foundations of the Nursing Profession (8 CH)

The content focuses on nursing as a profession within varied settings, integrating personal philosophy, legal principles, and ethical accountability. The nursing process and the Clinical Judgment Model are introduced as the foundation for critical thinking skills development. An approach to goal-oriented communication is utilized in promotion, protection, and maintenance of health. These skills are blended to assist the student in providing individuals, families, or groups with health education within various community settings. Cultural diversity is introduced as a consideration in providing the learner with health care knowledge based on varied values and personal belief systems. Holistic wellness and health restoration across the life span is introduced with a focus on health assessment, principles of asepsis, basic human needs, perioperative nursing, and basic wound care. Principles of pharmacology are introduced including pharmacokinetics, fundamentals of drug therapy, and pharmacology across the lifespan. Specific medication classifications covered include herbal and over-the-counter medications, pain, anti-infectives, antibacterial, and anti-inflammatory agents. Campus lab experiences enhance development of dexterity and proficiency of nursing skills. Supervised practice in the clinical area provides students opportunities to implement critical thinking, therapeutic nursing skills, communication skills, and care management in providing patient care. (*Lecture Contact Hours: 56.25, Lab Contact Hours: 56.25, Clinical Contact Hours: 75*)

NUR 1203: Foundations of Medication Administration (2 CH)

This course covers the foundations of medication administration required for the student nurse to calculate medication dosages and administer medications in the healthcare

setting safely and accurately. The course includes a review of basic math principles. Systems, conversions, and methods of drug calculations are learned. Dosage formulas introduced include basic formula and dimensional analysis to allow students to implement the methodology of preference. Foundational concepts such as interpreting drug labels, drug orders, accessing medication, and documenting medication administration will be covered. Dosage formulas will be applied to calculating oral, injectable, and intravenous drugs, as well as calculations for pediatric clients.

(Blended - Lecture Contact Hours: 25)

Level II

NUR 1210: Mental Health Nursing (4 CH)

The focus of this course is the nursing care of patients with mental health problems throughout the life cycle. The student is provided the opportunity to utilize critical thinking, the nursing process, nursing skills, and theoretical knowledge in a variety of health care settings.

(Lecture Contact Hours: 25, Lab Contact Hours: 18.75, Clinical Contact Hours: 56.25)

NUR 1211: Holistic Nursing I (5 CH)

The focus of this course is the nursing care of clients with the most commonly experienced problems of the respiratory, cardiovascular, gastrointestinal, urinary, endocrine, and integumentary systems across the life span. Students are provided an opportunity to utilize critical thinking, the nursing process, nursing skills, and theoretical knowledge in a variety of health care settings.

(Lecture Contact Hours: 37.5, Lab Contact Hours: 18.75, Clinical Contact Hours: 56.25)

LPN

NUR 1220: Role of the Practical Nurse (1 CH)

The role and function of the Licensed Practical Nurse will be identified and discussed in relation to law, institutional policy, professional standards, and ethical behavior.

(Lecture Contact Hours: 12.5)

NUR 1221: Holistic Medical/Surgical Nursing for the Practical Nurse

The focus of this course is the nursing care of patients with the most commonly experienced conditions and problems of the reproductive, nervous, musculoskeletal, and immunological systems across the lifespan. Care of the childbearing client/family, including normal pregnancy and common complications is also covered. Students are provided an opportunity to utilize critical thinking, the nursing process, nursing and communication skills, and knowledge of theory and community in the clinical setting.

(Lecture Contact Hours: 43.75, Lab Contact Hours: 9.375, Clinical Contact Hours: 46.88)

NUR 1230: Introduction to Registered Nursing for the Practical Nurse

This course is designed to assist the LPN in understanding the comprehensive role of the registered nurse as specified by the philosophy and curriculum of the Illinois Valley Community College associate degree Nursing Program. Learning experiences will be provided to evaluate and enhance the LPN's knowledge of nursing concepts and performance of selected nursing skills.

(Lecture Contact Hours: 12.5, Lab Contact Hours: 12.5)

Level III

NUR 2200: Management and Issues in Nursing (1 CH)

This course introduces the Associate Degree nursing student to the basic knowledge related to managing client care as required by the nursing profession. This course is concerned with the current issues and trends in the practice of nursing and the delivery of health care. Key concepts included are leadership, client care management, time management, health care economics, supervision, delegation, conflict resolution, quality and safety in nursing, and transition from student to professional practice. Analytical reasoning skills are presented to assist the student nurse in adopting a point of view to make or defend legal, ethical, and moral judgments. The Illinois Nursing Act and ethical issues in nursing are discussed.

(Lecture Contact Hours: 12.5)

NUR 2201: Holistic Nursing II (5 CH)

The focus of this module is the holistic nursing care across the life span of patients with problems related to the biliary, digestive, hematologic and reproductive systems, cancer, burns, and HIV/AIDS. The student is provided the opportunity to utilize critical thinking, the nursing process, nursing skills, theoretical knowledge, and management skills in various health care settings.

(Lecture Contact Hours: 37.5, Pre-Clinic Contact Hours: 12.5, Clinical Contact Hours: 56.25)

NUR 2202: Maternal Child Nursing I (4 CH)

The focus of this course is on the nursing needs of individuals as they relate to childbearing and children. Experience in preventive, supportive, and therapeutic care is offered through clinical experience in the care of the obstetrical patient, newborn, child and adolescent. Students are provided the opportunity to utilize critical thinking, the nursing process, nursing skills, and management skills in various health care settings.

(Lecture Contact Hours: 125, Lab Contact Hours: 12.5, Clinical Contact Hours: 56.25)

Level IV

NUR 2211: Holistic Nursing III (5 CH)

The focus of this course is the nursing care of clients/patients throughout the life cycle with neurological, endocrine, and musculoskeletal, sensory (NEMS) problems. Students

are provided the opportunity to utilize critical thinking, the nursing process, nursing skills, theoretical knowledge and management skills in various health care settings.

(Lecture Contact Hours: 37.5, Lab Contact Hours: 12.5, Clinical Contact Hours: 56.25)

NUR 2212: Holistic Nursing IV (5 CH)

The focus of this module is the nursing care of individuals throughout the life cycle with needs related to the cardiac, respiratory, vascular, and renal systems. The student is provided the opportunity to utilize critical thinking, the nursing process, nursing skills, theoretical knowledge, and management skills in various health care settings.

(Lecture Contact Hours: 37.5, Lab Contact Hours: 12.5, Clinical Contact Hours: 56.25)

NUR 2220: NCLEX Review/Capstone (2 CH)

This course is designed for 2nd year nursing students and focuses on the achievement of professional success by preparing students for the RN licensure examination. Concepts required for licensure examination and entry into the practice of professional nursing include a review of the National Council Licensure Examination for Registered Nurses (NCLEX-RN) test plan, assessment of knowledge deficits, and remediation. Preparation for NCLEX-RN will be achieved through a process of enhancing NCLEX testing skills and individualized review of content.

(Online, Lecture Contact Hours: 25)

Nursing Department Staff and Faculty Roles and Responsibilities

Administrative Staff

Dean of Health Professions

To provide leadership to division staff, including full-time and part-time faculty in the area of health professions/occupations. Programs include Nursing (RN, LPN, CNA), CMA, Phlebotomy, Dental Assisting, Dental Hygiene and EMS. Manage the operations of the division, support assessment and improvement of student learning, and work collaboratively with other College leaders in creating and sustaining a culture that promotes student learning and responds to the needs of the Illinois Valley community.

Director of Nursing

The Director of Nursing oversees the ADN program and is responsible for the overall administration of the Department of Nursing. In doing so, is administratively responsible for resource acquisition and allocation, curriculum implementation and student enrollment management. The Director of Nursing is responsible for planning/scheduling of learning experiences, hiring and evaluating faculty. The Director of Nursing also chairs the advisory board. The Director of Nursing position is a college administration role but can be considered faculty on an interim basis. The Director of Nursing acts as the liaison between the college and clinical partners with respect to the coordination of clinical requests and rotations, preparing and submitting required documentation specific to each clinical site, ensuring all aspects of compliance with partner affiliation agreements are met.

Administrative Assistant

The Administrative Assistant provides assistance to the Dean of Health Professions and the Director of Nursing in the operations of the Nursing Department. Responsibilities include assisting with personnel related tasks, textbook management, scheduling of faculty, submitting schedule information to Central Scheduling, monitoring submission of course syllabus and grades, managing records and files.

Instructional Staff

Full-time Faculty

Full time faculty have offices on campus, maintain office hours, and provide the full range of instruction. They can be contacted via email, phone or in person by appointment. Faculty requirements are consistent with the Illinois Department of Financial and Professional Regulation (IDFPR) [Section 1300.340](#)

Adjunct/Part-time Faculty

Part-time nursing instructors can teach in lecture, lab, simulation and/or clinical and must meet the same educational and experiential experience as full-time nursing faculty. They work with the full-time faculty to assist students with academic success. They are the instructors of record for their assigned clinical classes. Part-time faculty have access to the part-time faculty office. They have a college email account and are required to use this account and communicate with students through their student college email. They are responsible for grading assignments related to the portion of the course that they are teaching.

Simulation and Laboratory Coordinator

The Coordinator of Nursing & Health Science Simulation and Learning Lab directs the development and maintenance of the simulated clinical teaching/learning spaces. This includes resource budgeting and acquisition for simulation and clinical learning equipment and is responsible for providing technical support in the set-up and operations of simulated learning experiences, when applicable. They work directly with the faculty during simulations. They provide input into resource acquisitions to provide contemporary, state-of-the-art nursing and health care simulated practice. The Simulation and Laboratory Coordinator collaborates with course leader and faculty to plan, develop, implement and evaluate the cognitive, psycho motor and affective teaching of skills to health care students. The coordinator of nursing & health science simulation and learning laboratory supervises Laboratory Assistants and Student Workers assigned to the Simulation or Skills Lab.

Support Staff

Nursing Laboratory Assistants

The Laboratory Assistants are responsible with the nursing lab daily operations of the nursing laboratory. They staff the open lab during open lab hours and reinforce instruction given by labor clinical faculty. The Laboratory Assistants manage the inventory and set up for lab sessions and skills testing. They also assist with data collection needed. They do not teach or evaluate skills. Students who need more reinforcement of a clinical skill must seek

instructional support from a faculty member that teaches in the nursing lab or a full-time faculty member in the same level.

Administration Directory

Administration	Email	Office	Phone
Mrs. Sue Smith Director of Nursing	Sue_Smith@ivcc.edu	A-214b	815-224-0489
Mrs. Heather Seghi Dean of Health Professions	Heather_Seghi@ivcc.edu	A-217	815-224-0481
Mr. Mark Grzybowski Vice President for Student Services	Mark_Grzybowski@ivcc.edu	C-311	815-224-0393
Dr. Vicki Trier Vice President for Academic Affairs	Vicki_Trier@ivcc.edu	C-310	815-224-0405

Instructional Full-Time Faculty Directory

Instructor	Email	Office	Phone
Mrs. Ann Bruch	Anna_Bruch@ivcc.edu	B-220	815-224-0320
Dr. Amber Knowlton	Amber_Knowlton@ivcc.edu	B-305	815-224-0510
Dr. Heather Knoblauch	Heather_Knoblauch@ivcc.edu	B-307	815-224-0210
Dr. Taylor Myers	Taylor_Myers@ivcc.edu	B-303	815-224-0381
Dr. Tracey Antle	Tracey_Antle@ivcc.edu	B-306	815-224-0296
Mrs. Amber Robertson	Amber_Robertson@ivcc.edu	B-207	815-224-0359
Mrs. Samantha Whiteaker	Samantha_Whiteaker@ivcc.edu	B-309	815-224-0322
Mrs. Chrissy Boughton	Chrissy_boughton@ivcc.edu	B-304	815-224-0343
Mrs. Cathy Lenkaitis <i>Nursing Lab/LPN Coordinator</i>	Cathy_Lenkaitis@ivcc.edu	B-203	815-224-0431
Mrs. Sara Legrenzi	Sara_legrenzi@ivcc.edu	B-204	815-224-0443
Mrs. Michele Cheshareck	Michele_Cheshareck@ivcc.edu	B-205	815-224-0574

End-of-Program Student Learning Outcomes (EPSLOs) for the IVCC Associate Degree Nursing (ADN) Program

At the completion of the program the graduate will be able to:

1. Incorporate principles of nursing judgment and the nursing process to develop a professional practice that integrates nursing science in the provision of safe, quality care to diverse population of clients throughout the lifespan.
2. Collaborate as an advocate, provider, and manager of care utilizing nursing judgment, therapeutic nursing, and communication skills to meet the holistic needs of the client and/or aggregates.
3. Integrate principles of therapeutic nursing practice in a professional, safe, and caring manner with a respect for the beliefs and cultural diversity of the client and/or aggregates.
4. Integrate clinical judgment substantiated with evidence-based practice when planning, implementing, and evaluating nursing practice.
5. Develop one's professional identity in a manner that reflects responsibility, legal and ethical practices, and commitment to professional growth and self-development.

Associate Degree Nursing Program Outcomes Measurement

1. Sixty percent of students entering the RN Track of the Illinois Valley Community College's nursing program will successfully complete the curriculum in 4 consecutive semesters.
2. Sixty percent of students entering the Advanced Placement will successfully complete the curriculum in 2 consecutive semesters.
3. Ninety percent of graduates who take the NCLEX-RN within the same 12-month time frame will pass the examination on the first attempt.
4. Ninety percent of the surveyed graduates who seek employment will be employed in nursing within six months of graduation.
5. Fifty percent of students who take the final HESI-RN Exit Exam will attain a score of 850 or above.

End of Program Student Learning Outcomes (EPSLO's) for the IVCC Practical Nursing Program

At the completion of the program the graduate will be able to:

1. Apply knowledge of the nursing process while using therapeutic nursing and communication skills, when meeting the holistic needs of the person in a variety of health care settings under the direction of the registered professionals.
2. Demonstrate nursing practice in a safe and caring manner with a respect for the beliefs and cultural diversity of others.
3. Demonstrate commitment to professional growth, self-development, and continuous learning.

Graduation Requirements for Associate Degree Nursing

Students who have completed the prescribed required courses, achieved the required grade point average, and displayed nursing competence will receive a diploma from Illinois Valley Community College.

Students will not be allowed to graduate until the graduation application is completed and all outstanding debts to the College have been removed. It is each student's responsibility to see that all course requirements for the nursing curriculum are met prior to the date of graduation.

Students meeting the requirements of the Associate Degree Nursing Program are encouraged to participate in the graduation ceremony. Upon graduation, the student will become eligible to file an application to take the NCLEX-RN for licensure either in Illinois or in the state in which they expect to practice. The requirements for licensure in the state of Illinois are regulated by the Illinois Department of Financial and Professional Regulation. The national exam for licensure is directed by the National Council of State Boards of Nursing (NCSBN).

A criminal background check with verification of fingerprinting must be completed prior to application for NCLEX Testing. This is the student's financial responsibility.

Please Note: Graduation from the Associate Degree Nursing program does not guarantee licensure. If a student has been convicted of a felony, treated for chemical substance abuse, mental illness or chronic physical illness, the Department of Financial and Professional Regulation will not consider their application for licensure in the State of Illinois until a review hearing has been conducted by the State Board of Nursing. The Board of Nursing will not conduct this hearing until the individual has completed the required approved nursing program in an approved school and has completed the necessary application forms for licensure required by the Department of Professional Regulation. The decision to allow an individual to take the examination for licensure rests with the Board of Nursing.

Pinning Ceremony:

A pinning ceremony will be held for nursing graduates. Students who have met all graduation requirements may participate in this ceremony. There may be fees associated with the pinning ceremony. These fees will vary from year to year. Only official IVCC Nursing Pins may be used in the ceremony.

Graduation from IVCC

Application for graduation must be completed by IVCC application deadline even if the student does not plan to attend IVCC's commencement ceremony, and/or the nursing pinning ceremony. Graduate and Commencement are two separate entities.

Certificate Requirements for Practical Nursing

Students who have completed the prescribed required courses, achieved the required grade point average and displayed nursing competence will receive a certificate from Illinois

Valley Community College. A Diagnostic Readiness Test is required prior to the application for NCLEX-PN (HESI LPN Exit Exam). This will be taken during the program exit course.

Students will not be allowed to graduate until the graduation application is completed and all outstanding debts to the College have been removed. It is each student's responsibility to see that all course requirements for the nursing curriculum are met prior to the date of graduation.

Students meeting the requirements of the Practical Nursing Program are encouraged to participate in the pinning ceremony. Upon graduation, the student will become eligible to file an application to take the NCLEX-PN for licensure either in Illinois or in the state in which they expect to practice.

A criminal background check with verification of fingerprinting must be completed prior to application for NCLEX Testing. This is the student's financial responsibility.

The Nursing Programs at Illinois Valley Community College are based on the career ladder concept. The Practical Nurse program is part of that career ladder. If a graduate of the Practical Nurse Program is interested in completing the Associate Degree Nurse Program, they must apply and meet the criteria for advanced placement or LPN to RN track status.

Please Note: Graduation from the Practical Nursing program does not guarantee licensure. If a student has been convicted of a felony, treated for chemical substance abuse, mental illness or chronic physical illness, the Department of Professional Regulation will not consider their application for licensure in the State of Illinois until a review hearing has been conducted by the State Board of Nursing. The State Board will not conduct this hearing until the individual has completed the required approved nursing program in an approved school and has completed the necessary application forms for licensure required by the Department of Professional Regulation. The decision to allow an individual to take the examination for licensure rests with the State Board of Nursing.

Licensure Requirements for the State of Illinois

To receive a license to practice as a registered professional nurse, a person must meet the following criteria:

1. Complete the required approved professional nursing program of not less than two academic years in an approved school and graduate from the school; and have proof of graduation from a nursing education program;
2. Obtain the signature of the Director of Nursing, or other person designated by the Director of Nursing;
3. Pay the required examination fees;
4. Have verification of fingerprint processing.

The requirements for licensure are regulated by the state (Illinois Department of Financial and Professional Regulations – IDFPR); however, the exam for licensing is directed by the National Council of State Boards of Nursing (NCSBN). NCSBN is the vehicle through which boards of nursing act and counsel together to provide regulatory excellence for public health, safety and welfare.

A person shall be qualified to receive a license as a registered professional nurse if he or she has passed NCLEX-RN (NGN) as determined by and conducted by the Illinois Department of Professional and Financial Regulation (IDPFR) to determine his or her fitness to receive a license as a registered professional nurse.

Candidates for the examination must personally apply for the examination upon graduation from an approved program. The examination is computer based. Candidates in all states take the same national examination.

Two agencies administer the application for license and the licensing exam. These are Continental Testing Services (CTS) and Pearson Vue.

1. Continental Testing Service (CTS) is the provider for IDFPR which:
 - a. Facilitates license application with the Illinois Department of Financial and Professional Regulations (IDFPR)
 - b. Provides applicants with the authorization to test (ATT) take the NCLEX-RN exam once verified by the Associate Degree Nursing program.
2. Pearson Vue is contracted with the NCSBN for the NCLEX-RN (NGN)
 - a. Pearson Vue processes your NCLEX-RN application and fees
 - b. Student schedules the exam time once the ATT is received from CTS

In determining licensure under this Section, the Department may take into consideration any felony conviction of the applicant. For questions related to convictions, please contact the IDFPR State Board of Nursing for further information.

Important web sites that influence your eligibility for licensure and taking of the NCLEX-RN (NGN).

1. National Council of State Boards of Nursing (NCSBN)
<https://www.ncsbn.org/nclex.htm>
2. Illinois Department of Financial and Professional Regulations (IDFPR) General Nursing. <https://idfpr.illinois.gov/profs/nursing.asp>
3. Continental Testing Service (CTS) (041)
 - a. <http://continentaltestinginc.com/>
4. Pearson (NCLEX provider)
 - a. General web page: <http://www.pearsonvue.com/nclex/>
 - b. Exam registration: <http://www.pearsonvue.com/nclex/capva/>
 - c. Prepare for Success: <https://www.nclex.com/prepare.page>
5. The student must arrange accommodations individually. More information on NCLEX Test Accommodations can be found here:
<https://home.pearsonvue.com/Test-takers/Accommodations.aspx>
6. To review the approved list of Comfort Aids approved by Pearson Vue, please visit:
<https://home.pearsonvue.com/Test-takers/Accommodations/Pearson-VUE-Comfort-Aid-List-PDF.aspx>

The State of Illinois requires all candidates for license to answer the following questions:

Part VI: Personal History Information (This part must be completed by applicants)

1. Have you been convicted of any criminal offense in any state or in federal court (other than minor traffic violations)? If yes, attach a certified copy of the court records regarding your conviction, the nature of the offense and date of discharge, if applicable, as well as a statement from the probation or parole office.
2. Have you been convicted of a felony?
3. If yes, have you been issued a Certificate of Relief from Disabilities by the Prisoner Review Board? If yes, attach a copy of the certificate.
4. Have you had or do you now have any disease or condition that interferes with your ability to perform the essential functions of your profession, including any disease or condition generally regarded as chronic by the medical community, i.e., (1) mental or emotional disease or condition; (2) alcohol or other substance abuse; (3) physical disease or condition, that presently interferes with your ability to practice your profession? If yes, attach a detailed statement, including an explanation whether or not you are currently under treatment.
5. Have you been denied a professional license or permit, or privilege of taking an examination, or had a professional license or permit disciplined in any way by any licensing authority in Illinois or elsewhere? If yes, attach a detailed explanation.
6. Have you ever been discharged other than honorably from the armed service or from a city, county, state or federal position? If yes, attach a detailed explanation.

HB 2509

Essential Capabilities

Illinois Valley Community College Nursing Program students must have abilities and skills of five (5) varieties: Cognitive-Conceptual, Behavioral and Social Attributes, Communication, Sensory, and Motor. If students cannot demonstrate these skills with or without reasonable accommodations, they may be at risk of not successfully completing the course and /or program. To function effectively and safely the student must demonstrate the following:

Cognitive-Conceptual:

Critical thinking and clinical judgment are essential abilities of the professional nurse. These abilities include measurement, calculation, reasoning, analysis, and synthesis.

Behavioral and Social Attributes:

Students must possess the emotional stability and alertness/focus required for full utilization of their intellectual abilities. The prompt completion of all responsibilities inherent to the diagnosis and care of patients and the development of mature, sensitive and effective relationships with patients are essential. Students must tolerate physically taxing workloads and multitask effectively and efficiently under stress. They must adapt to changing environments; to display flexibility and learn to function effectively, despite the uncertainties inherent in the clinical situations; to interact and establish rapport with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds. Compassion, integrity, honesty, concern for others, interpersonal skills, interest, and motivation are all personal qualities that should be demonstrated throughout the education process.

Communication:

Students must observe patients in order to elicit information, describe changes in mood, activity, and posture, and perceive and interpret nonverbal communications. Students must communicate effectively and sensitively with patients, colleagues, and other personnel. Students must communicate in English effectively and efficiently with all members of the health care team, patients and families. (See specific Functional Requirements)

Sensory:

Students must observe a patient accurately, correctly interpreting sensory data. (See specific Functional Requirements)

Motor:

Students should independently elicit information from patients by palpation, auscultation, percussion, and other assessment techniques. Students should execute gross and fine motor movements required to provide general care and emergency treatment of patients. (See specific Functional Requirements which are based on community standards of health

care agencies). These capabilities must be demonstrated in the clinical, laboratory, and theory (classroom) interactions and evaluations.

Functional Requirements

The Functional Requirements described below are representative, but not limited to those that must be met by an individual to successfully perform the essential functions of a professional nurse.

Communication Ability:

- Communicate effectively and efficiently in English with patients, families, and other health care providers, both verbally and in writing. (Example: explain treatment procedures, teach patients and families, and document in charts.)
- Effectively adapt communication for intended audience:
 - Interact; establish rapport with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds.
 - Assume the role of a health care team member.
 - Function effectively under supervision.

Sensory Capability:

- Coordinate verbal and manual instruction.
- Respond appropriately to verbal communication from clients and members of the health team, which includes the ability to respond to emergency signals.
- Discern soft sounds, such as those associated with taking a blood pressure.
- Effectively and appropriately acquire information from documents such as charts.
- Comfortable working in close physical proximity to patients.

Motor Capability:

- Transfer patients who may require physical assistance.
- Guard and assist patients with ambulation.
- Perform exercise techniques, including applying resistance during exercise.
- Perform CPR.

Standards for Nursing Competence – Once instruction has occurred, students should be able to perform the following:

STANDARD	Some Examples of Necessary Activities (Not all inclusive)
Critical thinking abilities sufficient for clinical judgment.	Identify cause-effect relationships in clinical situations, develop nursing care plans
Interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.	Establish rapport with patients/clients, families and colleagues.
Interact with others in verbal and written form.	Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses – verbal & nonverbal.
Perform nursing duties in a variety of settings	Move around in patient's rooms, work spaces, and treatment areas, administer cardiopulmonary procedures.
Provide safe and effective nursing care.	Calibrate and use equipment independently; turn, position and transfer patients/clients. Perform all psychomotor skills (ex. CPR)
Monitor and assess health needs.	Monitor alarms, emergency signals, auscultator sounds, cries for help. Observe and appropriately respond to digital displays and syringe calibrations.
Conduct physical assessment.	Perform palpation, auscultation functions of physical examinations and/or those related to therapeutic interventions, e.g., insertion of a catheter.
Maintain patient and student safety.	Apply and remove personal protective equipment, e.g., apply and remove gown, gloves, mask and goggles. Transfer patients, as well as guard and assist with ambulation.

Disability Policy/Accommodations

The mission of the Center for Accessibility and Neurodiversity is to support qualified students with learning differences by facilitating equal access to courses, materials, services, and activities through reasonable accommodations via the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

Any student who has a learning difference or disability that creates an academic barrier in meeting course requirements should contact the Center for Accessibility and Neurodiversity (CAN) as soon as possible, and plan a meeting with the Coordinator of CAN to engage in the interactive process of determining whether they are eligible for accommodations. Documentation requirements will be discussed, and an intake meeting will be planned. Documentation evaluation and the intake meeting will need to be completed prior to accommodations being put in place. Once eligibility for services is determined, an official accommodation letter will be issued from CAN. The student is responsible for ensuring that the instructor has received the letter. The Center for Accessibility and Neurodiversity is located in C-211. The contact information is: phone number is 815-224-0634, and email can@ivcc.edu.

GUIDELINES FOR STUDENTS – Americans with Disabilities Act and Section 504 of the Rehabilitation Act Compliance Statement

The nursing program does not discriminate against qualified individuals with disabilities and complies with [Title II of the Americans with Disabilities Act](#) and [Section 504 of Rehabilitation Act](#).

For the purpose of Nursing Program compliance, a qualified individual with a disability is one who, with or without reasonable accommodation, meets the essential requirements of Illinois Valley Community College Nursing Program. These requirements are described in *Essential Capabilities and Functional Requirements*.

While accommodations will be provided to the student at IVCC in accordance with the ADA/504 regulations, it is the responsibility of the student with the disability to request and apply for any accommodations that will be allowed by the Department of Financial and Professional Regulation regarding NCLEX testing, or by prospective employers regarding job performance.

When applying for NCLEX accommodations, [procedures from the testing service](#), must be followed.

The testing service will ultimately determine whether accommodation will be provided or not.

Health And Clinical Requirements

Requirements to participate in the clinical experience component of the nursing program are:

1. **TB testing:** One of the following is required:
 - a. Negative two-step skin test (1-3 weeks apart) administered within the past 12 months OR
 - b. Negative QuantiFERON Gold blood test administered within the past 12 months OR
 - c. Negative T-Spot blood test administered within the past 12 months OR
 - i. If positive results, submit a clear chest x-ray administered within the past 2 years.
 - ii. If your chest x-ray is more than 12 months old, a symptom free TB Questionnaire dated within the past 12 months is also required.
 - iii. *a yearly one step is not required
2. **MMR:** Two doses of MMR given at least 1 month apart or: Measles, Mumps and Rubella titers indicating immunity.
3. A positive **Varicella** titer or two doses of the Varicella vaccine. Recommended dosing: People 13 years of age and older (who have never had chickenpox or received chickenpox vaccine) should get two doses at least 28 days apart.
4. **TDAP** booster within a 10- year period. A student must obtain TDAP vaccine within the past 10 years. Even if students have been immunized with the TD (tetanus) vaccination within the past 10 years, the TDAP (tetanus, diphtheria & pertussis) is still required. **If never immunized** – a prescribed schedule will be mandated according to CDC recommendations.
5. **Hepatitis B** series of three vaccinations are required or the student must submit proof of immunity through a titer.
6. **Seasonal Influenza** injection will be required of all students – timeline will be announced.
7. Center for Disease Control and Prevention (CDC) guidelines regarding **Covid-19** vaccine will be required
8. A complete **physical exam** documented on an **IVCC form** is required upon admission to the nursing program. If the ADN Program is not completed within 2 years from admission, a new physical exam is needed upon readmission. All restrictions and/or limitations must be noted on the physical form. **The student** is to make a copy of the completed physical and immunization form prior to submitting it to the online immunization tracking company: (www.castlebranch.com).
 - a. If the physical health status changes, you will be required to obtain a physical exam.
 - b. The IVCC nursing faculty reserves the right to ask the student to repeat a physical if a health issue arises.

- c. The IVCC Nursing programs must adhere to health requirements of the contracted clinical agencies.
 - d. Students who have not submitted completed immunization records and physical examination forms to the tracking company by the mandated date may be dropped from the program. The physical form must be completed in its entirety by the assigned date.
9. Students must hold a current American Red Cross Community CPR card (CPR for the Professional Rescuer), or BLS for Health Care Provider card from the American Heart Association. CPR must be renewed every two years according to the standards of the American Heart Association. It is the student's responsibility to maintain current CPR certification during the entirety of the nursing program. Failure to do so may result in missed clinical experience and could result in a clinical failure. It is recommended that CPR be renewed in June or July to avoid disruption. A copy of this current card needs to be uploaded to CastleBranch.

You should always keep a copy of these types of forms for your own records.

Health Status

- If a nursing student has a current health problem or develops a change in health status, they must notify the instructor(s) and the Director of Nursing at the time of occurrence. (Ex: latex allergies, lifting restrictions).
- A student with a change in health status may continue in the nursing program with their health care provider's written permission if they can accomplish the objectives of the nursing program.
- If a student is under a health care provider's care for an illness or condition (excluding pregnancy), or has recently been discharged from the hospital, they must receive a permission slip to return or continue in the nursing program from their healthcare provider. This must be written on a prescription form or appropriate letterhead and must state that the student "can return to class and to clinical without any restrictions."
- Permission or prescription forms can be turned into the Health Professions Office (A-214a). It is the student's responsibility to abstain from the clinical areas if they have an infectious condition.
- Illinois Valley Community College will not discriminate against any student or exclude any student from their education program or activity, including any class or extracurricular activity, based on a student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Illinois Valley Community College will treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom the same as any other temporary disability with respect to any hospital or medical benefit, service, plan, or policy for students.

Drug Screening Requirements Purpose

Because of the responsible relationship between students and patients, in which the safety of the patient is greatly influenced by the cognition and behavior of the student, it is the policy of Illinois Valley Nursing Programs to require that all students be free of alcohol and drugs. To assist in this, urine drug screens will be required of all students entering the Nursing Program or after any absences. **ALL currently enrolled nursing students will be required to pass the drug screening test.**

General Information

All students who are enrolled in the IVCC Nursing Program must successfully pass a urine drug screen. Authorization for the drug screen shall be furnished by the student and the student shall be responsible for the required fees. Drug screens conducted prior to this request will not be accepted and must be repeated. If a prospective student refuses to complete the drug screen, the student will be dismissed from the program. Following the initial drug screen students may be subject to random drug screening for reasonable suspicion, or if the student has been absent for any length of time. If a student leaves the program for one semester or more, they will be required to complete another drug screen again as well as incur the expense for the drug screen.

If the initial drug screen is positive, the student will be provided the opportunity to refute the positive result (for legally prescribed substances only) by completing a more extensive drug test, at the student's expense. (*Marijuana is not considered a legally prescribed substance for the purposes of this policy, as it is not federally legal.*) If the drug screen is confirmed positive, the student will not be accepted into the nursing program for the current academic year. Their designated seat will be forfeited and replaced with another eligible applicant. If the student wishes to continue pursuing nursing, they will need to complete the entire nursing program admissions process through the IVCC Admissions Office, in a subsequent application cycle.

Additionally, if a random drug screen is positive without documentation of medical necessity, or a student refuse to complete a random drug screen, the student will not be allowed to continue in the program. If the student has not successfully completed NUR 1200 and NUR 1203, they will have to go through the admissions process again in a subsequent year.

After successfully completing NUR 1200 and NUR 1203, any student who has been withdrawn from the Nursing Program for a positive drug screen or for refusing to complete a drug screen and is in otherwise good academic standing, will be allowed to return into the program the following year, upon successfully passing another drug screen, and if there are any open positions. If a second drug screen is positive without documented medical necessity or the student refuses to complete a second drug screen, the student will be dismissed from the nursing program without opportunity for re-entering. Any student who fails a urine drug screen or refuses to complete a urine drug screen will be referred to

counseling for follow-up. In all cases involving a positive drug screen, Federal Guidelines will prevail.

Confidentiality

Information and records relating to positive test results, drug and alcohol dependencies, and legitimate medical explanations provided shall be kept confidential and maintained in secure files separate from regular IVCC student files. Such records and information may be disclosed among IVCC administration and faculty on a need- to-know basis and may be disclosed where relevant to an IVCC appeals, grievance proceeding, charge, claim, or other legal proceeding initiated by or on behalf of a student.

Definitions:

Clinic premises includes, but is not limited to, all buildings, offices, facilities, grounds, parking lots, places and vehicles owned, leased or managed by any clinical affiliate of the College at which students at the College take their clinical practicum experiences.

“Illegal Drugs” means substances whose use or possession is controlled by a federal law, but which are not being used or possessed under the supervision of a licensed health care professional.

“Reasonable Suspicion” means that one or more faculty members or on-site supervisors and/or preceptor at clinic premises observes one or more symptoms which may include, but not limited to, the smell of alcohol, marijuana or other illegal drugs, swollen and/or bloodshot eyes, incoherent speech, impaired motor ability, speech or behavior patterns which indicate a state of confusion, or grandiose or excited behaviors not appropriate to clinic premises. This listing is not intended to be all inclusive and other speech and behavior may constitute symptoms which are the basis or reasonable suspension.

“Refuse to Cooperate” means to obstruct the collection process, to submit an altered, adulterated or substitute sample, or fail promptly provide specimen(s) for testing when directed.

“Under the Influence of Alcohol” means an alcohol concentration of 0.02 or more, or actions, appearance, speech or bodily odors which reasonably cause a one or more faculty members or on-site supervisors and/or preceptor at clinic premises to conclude that a student is impaired because of alcohol use.

“Medication Misuse” means taking another person’s medications. Taking any controlled medication that was not specifically prescribed for the individual student being tested.

“Documentation of Medical Necessity” means that you must disclose any prescribed medications that you are taking. It also means that you may need to contact the physician for their documentation of the prescription.

Illinois Valley Community College Nursing Drug Policy Procedure and Information Procedure

Conducting the Drug Screen

1. Student will be given information on requirement of the Drug Screening with other health requirements with admissions and enrollment information prior to enrolling in classes. All fees associated with the drug screening will be paid directly to the company that is under contract with IVCC.
2. Students will sign a waiver to release information which gives the IVCC Nursing Department permission to receive the test results and share those results with clinical agencies as needed. Failure to consent to release information or cooperate appropriately with regard to the process shall result in the student not being able to begin or progress in the program.
3. A negative Chain of Custody Ten (10) Panel Urine Screen will be required of all students enrolled either in the IVCC Associate Degree Nursing (RN) or Practical Nursing Program. This particular test was chosen because of the consistent regulatory process. The test must be completed by the dates designated by the Director of Nursing. The student is responsible for all fees incurred during this process. This includes not only the initial fee, but any fees involving the Medical Review Officer or further testing. Many of the terms are explained below. *Ten (10) Panel Drug Screen will test for the following drugs:*

Marijuana (THC)	Opiates	Benzodiazepines
Methadone	Amphetamines	Barbiturates
Cocaine	Methamphetamines	Methaqualone
Propoxyphene	Phencyclidine(PCP)	

4. The state of Illinois has updated laws and guidelines to offer medicinal and recreational use of marijuana in recent years. Regardless of the law and guidelines in the state, federal laws still exist that prohibit the use of marijuana. The clinical agreements between college and the institutions hosting clinical follow federal guidelines. Therefore, a positive Marijuana/THC urine drug screen will not be accepted for any student.

Chain of Custody

Chain of Custody is the term that refers to the process of ensuring and providing documentation of proper specimen identification and handling from the time of collection to the receipt of laboratory results. If the results come under legal challenge, the specimen must have been handled according to chain of custody procedures exactly and accurately. The chain of custody protocol assures the specimen belongs to the individual whose information is printed on the specimen bottle label, no adulteration or tampering has taken place, exactly who had possession of the specimen and when, how the specimen was transported and stored before it was analyzed, no unauthorized access to the specimen was

possible, and the specimen was handled in a secure manner. Once the laboratory completes the testing process the results are reported to the designated reporting agency.

Medical Review Officer (MRO)

Positive or “inconclusive” drug screens are reviewed by an MRO. An MRO is a licensed physician with a history of substance abuse diagnostic work. During the MRO’s review, it may be necessary for them to contact and speak directly with the donor to verify any types of medication the donor has taken. There are additional fees if the MRO needs to become involved with the process. This fee is also the student’s responsibility.

Collection Site (Patient Service Center)

A facility where individuals present themselves for the purpose of providing body fluid(s) to be analyzed for specified controlled substances.

Student Criminal Background Check

The Purpose of the student criminal background check is to:

- obtain criminal history record information on an unlicensed student entering the nursing program
- review and act on issues related to positive criminal background checks of the students who are enrolled in the nursing program.
- be in compliance with the various clinical agency requirements.

Policy

Illinois Valley Community College is committed to providing a safe environment for students, patients cared for by students, and employees of the college. Therefore, the IVCC nursing program shall conduct criminal background checks using the social security number on all unlicensed students who are enrolled in the nursing program. The criminal background check is paid for by the student and will be conducted through CastleBranch, a company selected by IVCC. If the background check is positive and reveals a disqualifying conviction, the student must meet with the Director of Nursing and may be disqualified, depending on the conviction, from attending the Nursing program at IVCC. Please review the Administrative Code of the Illinois Nurse Practice Act, Section 1300.100: Refusal to Issue a Nurse License Based on Criminal History Record for a list of disqualifying convictions:

<http://www.ilga.gov/commission/jcar/admincode/068/068013000A01000R.html>

Procedure

All students admitted into the IVCC Nursing Program will be required to submit required information for a background check. Information will be submitted to <https://www.castlebranch.com/> prior to the start of the fall semester. This background check will be good for two consecutive years. If a student leaves the program for one semester or more, they will be required to submit the information again as well incur the expense for background check. If there are any criminal convictions while enrolled in the

Nursing program the student may be unable to continue, depending upon the nature of the conviction.

Student Confidentiality

Results from the background check will not be shared with faculty. If a student did have a positive background check they will discuss options with the Director of Nursing. A positive background check may not prohibit admission to the program, based on the infraction, but may influence state licensure. Depending on the prior conviction, the results may need to be discussed with the clinical agency.

Students will sign a waiver of release of information which gives the IVCC Nursing Department permission to access the results on the website of CastleBranch and share those results with clinical agencies as needed. Failure to consent to release information or cooperate appropriately with regard to the process shall result in the student not being able to begin or progress in the program.

Omission of required information or false or misleading information provided by the student on the criminal background check or in any communication with the nursing program may result in disciplinary action or dismissal according to the Professional Standards section in the Student handbook.

Dealing with Positive Results

- The Immunization and Requirements Coordinator will access the electronic report from CastleBranch Company and share the results with the Director of Nursing.
- Students who have a positive Criminal Background Check will be notified. No messages regarding the results would be left on answering machines or with other individuals.
- The DON will meet with the student if it is determined that a “hit” may be a disqualifying offense.
- If the student believes the conviction is erroneous, they may request a fingerprint-based check. The cost of the fingerprint check is the responsibility of the student. If the fingerprint-based check reveals no criminal convictions, the student will remain enrolled in the Nursing program at IVCC.
- All admissions to the Nursing programs are provisional until a clear background check is complete. If, due to a criminal conviction, placement is unable to be obtained at a clinical site and the student is unable to complete the required clinical component of a course, the student will be dismissed from the Nursing program at IVCC. An attempt will be made by an IVCC academic advisor or career counselor to re-direct the affected student to consider another career pathway

Academic Requirements

Grading Policies

1. The overall grade required for all courses in the nursing curriculum must be 'C' or higher for continuation in the nursing program and for graduation.
2. All students will follow the current handbook.
3. Students are responsible for being aware of their status in the nursing program in relation to Illinois Valley Community College grading requirements for nursing. All incoming first year nursing students are required to complete a Degree Audit during the application process. It is the student's responsibility to follow up with a counselor if required non-nursing courses for graduation are missing. Students who do not meet the requirements at the time of graduation will not be allowed to graduate until the required coursework is completed.
4. Clinical Correlation Projects that are turned in after the designated due date will be deducted 1 point per day, up to total of 7 days. On day 8 the student will receive 0 pts for the Project but will still have to complete the assignment to pass the clinical.
5. All other assignments will still result in a 0 if turned in after the designated due date.
6. Academic achievement (a grade of "C" or above in all Nursing, Allied Health (including BIO 1200 if required due to expired courses), and Gen Ed classes, and a final cumulative GPA of 2.0 or above) is required for promotion and graduation. If students do not meet promotion standards, they must apply for readmission through the Director of Nursing.
7. Completion of the nursing courses must be in the appropriate sequence/ level. Students who withdraw from the Nursing course sequence at any time will be subject to changes made in the curriculum.
8. All nursing students are required to take any assigned HESI exam(s) for each course and complete remediation as indicated.

Nursing Program Grading Scale

93 – 100 = A

86 – 92 = B

80 – 85 = C

70 – 79 = D

Below 70 = F

*The nursing program grading scale applies to all nursing (NUR) courses

1. There will be no rounding of any grades.
 - a. A grade of 80.00% (no rounding) or above is required to pass the theory portion of the class.
2. The clinical component of the nursing course will be Pass/Fail based on the course outcomes detailed below:
 - Clinical performance.

- Performance of specific skills for a current course and skills previously taught in other courses.
 - Completion of the clinical correlation project is required for each course.
 - Attendance.
 - Unsatisfactory performance (see Guidelines for Critical Incident), including evidence of deficient skills and performance as documented on the clinical evaluation form, will result in a failing grade for the course. This supersedes the College policy for early withdrawal.
 - There will be a mandatory meeting with the nursing student's clinical instructor for clinical evaluation before the grading period ends. Failure to do so will result in an "incomplete" for the course.
3. To pass a nursing course with a clinical component, a passing grade must be obtained both in the clinical and theory components.
 4. If a score below 80.00% is received on any test the nursing student should consult the Course Syllabus for instructions regarding follow-up to the test.
 5. The number of exams and assignments will vary by course and level, as determined by the individual instructor.
 6. Courses with a clinical component will utilize a weighted grading system that includes exam scores and non-exam assignments (including HESI). The assigned weight is as follows:
 - a. 90% exams; 3% HESI (exam 66.7%, remediation 33.3%) or alternative project determined by individual instructor; 7% assignments
 7. Additional credit opportunities will not be available for any nursing (NUR) courses.

Testing

1. Students are expected to take all examinations/quizzes on designated days, place, and time as scheduled by instructor.
2. All students will be required to take their exams electronically with a secure browser.
3. The only items that the student may have while testing is either a pen or pencil, scratch piece of paper will be provided. Food, drinks, trinkets, candy, or chewing gum are not allowed. Students may not wear hats, caps, scarves, or hooded sweatshirts (hoodies) while testing.
4. Students will be responsible for supplying their own disposable, one-time-use earplugs for testing. These can be purchased in the bookstore. Noise cancelling or other electronic devices will not be permitted
5. HESI testing are standardized exams that compare against national benchmarks for NCLEX success.
6. Research supports those acceptable scores for this exam should be within the range from an equivalent of 900 or higher.

HESI Exam Policy:

HESI Exams will be scheduled and administered by each course lead faculty. HESI Exams may be given outside of regularly scheduled lecture time. All Handbook and Exam policies

will apply. Missed HESI Exams need to be taken within 72 hours of the originally scheduled exam. Remediation will be completed within the time frame as designated by each instructor.

HESI Exam Grading Scale:

HESI Exam Score Grading Conversion Scale:

Use HESI Conversion Score Percent

**An alternative grading will be utilized in the NUR 2220 course

**Course instructors are responsible for reviewing course results. Director of Nursing is responsible for reviewing program results.

Behavioral Expectations

General Rules for Online Communication Etiquette

Professional communication is a skill that every nurse must possess to provide safe and effective care. Communication with faculty and other students must be done in a respectful and professional manner.

The following rules apply in any electronic communication (email, discussion posts, texts)

- Respect everyone's ideas, feelings, and experiences.
- Be courteous. It is important to be honest and factual, while using assertive, respectful and professional language.
- If you disagree with a topic, exam question, etc., back up your assertions with current (5 years old or newer) data and evidence
- Remember that online communication lacks non-verbal cues and tone. Make every effort to be clear and concise in communication.
- Never use all capital letters. This is considered "SHOUTING!"
- Humor can be misinterpreted due to the lack of non-verbal clues. You may wish to use emotion icons (smiley faces) or LOL (Mistretta, 2021).

Social Media Policy

Students are personally responsible for the content they publish on social media platforms. The goal of these guidelines is to protect students (as representatives of Illinois Valley Community College), patients/families/associated agencies, and the College from misuse of social networking. Examples of social networking include, but are not limited to, the following:

- Facebook
 - Twitter
 - Blogs
 - YouTube
 - LinkedIn
 - Instagram
 - Snapchat
 - TikTok
1. Inappropriate content must not be posted to any social media platform. Inappropriate content includes but is not limited to the following:
 - a. Patient information
 - b. Stories or anecdotes related to patients, their families or peers as cared for in the clinical setting

- c. Any information gained from health care agencies, employees, peers, students, faculty, classes, managers from clinical, or the classroom setting regarding patients
 - d. Any pictures taken, saved, forwarded, or posted of any patients or family members (with or without apparent identification) even if permission is granted.
2. Nursing students must adhere to all clinical agency guidelines regarding confidentiality and use of social media.
 3. Nursing students can be fined by the federal government for a HIPPA violation, and/or sued independently for breach of confidentiality or for damaging the reputation of patients, family members, peers, faculty or coworkers.
 4. In the classroom or lab, cellular phones and/or other electronic devices will be silenced or muted, not set on vibrate mode. The use of devices for recording clinical or patient situations, texting, talking, and/or discussion of test content is prohibited.
 5. Students will not be permitted to have cellular devices, including but limited to cellphones, smart watches, tablets, etc. in the clinical setting except when using professional reference applications. Agency policy must be followed.

The American Nurses Association (ANA) and the National Council of State Boards of Nursing (NCSBN) have united to provide guidelines on social media and networking for nurses:

“ANA’s Principals for Social Media Networking and the Nurse”
(<https://www.nursingworld.org>) (Aug. 2022)

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient-nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient’s privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

“ANA’s 6 Tips to Avoid Problems” (<https://www.nursingworld.org>) (Aug. 2022)

1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.

4. Do not make disparaging remarks about patients, employers, or co-workers, even if they are not identified.
5. Do not take photos or videos of patients on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.

*Additional resource regarding privacy and social media can be found in: NCSBN white paper “A Nurse’s Guide to the Use of Social Media” (https://www.ncsbn.org/Social_Media.pdf)

Incivility

Incivility exists for both faculty and students. Current research supports that the negative effects of incivility on students may impede learning, feelings of safety, and success (Billings & Halstead, 2020). Faculty who experiences incivility experience higher rates of burn-out and intent to leave. All persons experiencing incivility may experience physical, emotional, and mental ill effects. Civil behaviors among faculty, staff, and students are necessary to maintain the Core Values of Integrity, Compassion, Accountability, Respect and Equity. Uncivil behaviors will not be tolerated at IVCC or in the Nursing Program. Some examples of uncivil behaviors include, but are not limited to:

Incivility- Faculty

- Unresponsive to student needs
- Targeting students, attempting to weed out
- Setting students up to fail
- Encouraging students to leave the program
- Unprofessional behavior
- Defensive behavior
- Verbal abuse: berating, belittling, yelling, name-calling
- Gossiping about students or other faculty
- Threatening failure
- Favoritism, unfair treatment
- Rigid expectations for perfection
- Scare tactics
- Violations of due process

Incivility- Student

- Sleeping in class
- Talking in class
- Discourteous or inappropriate comments
- Inappropriate language/communication (written or verbal)
- Gossiping about faculty or students
- Being uncooperative or disengaged
- Arriving late to class or leaving early
- Poor hygiene
- Texting or using social media during class
- Dishonesty; false accusations or information; forgery; alteration or misuse of any university document, record, or identification

- Disorderly conduct
- Actions that disrupt the academic process
- Threats of violence against self or others
- Physical or verbal abuse
- Behavior that is lewd, indecent, or obscene
- Intimidation, harassment, stalking

Any violation of Incivility could result in, but not limited to the following:

1. The issuance of a Needs for Professional Development or Critical Incident
2. Meeting with the Director of Nursing and/or Dean of Health Professions
3. Removal from the course
4. Removal from the nursing program
5. Expulsion from the college.

Students should refer to the IVCC [Student Code of Conduct](#) for more information.

AI Policy

Policy coming SOON

Ethical Behavior

Students will demonstrate respect and professionalism towards all people in words and actions in all settings. This includes but is not limited to discussion about the performance of other students, ongoing student disciplinary actions, and participating in gossip pertaining to peers or faculty. Honesty is an expected quality of all people.

The following behavior is illustrative of the kind of conduct which can result in the dismissal of a student from the nursing program: This is not an exclusive list.

- Students involved in cheating of any kind will receive a zero (0) for the assignment and be subject to dismissal from the nursing program. See IVCC's [Academic Integrity Policy](#) for more information.
- Falsification of information in any classroom or clinical setting.
- Taking supplies or equipment from the college or health agency without permission of the instructor.
- Plagiarism - the act of stealing or passing off (ideas or words of another) as one's own: "use (a created production) without crediting the source: to commit literary theft."¹ (IVCC Style Book). This includes non-cited use of AI.
- A violation of confidentiality related to patient care, clinical setting, or other professionals.
 - Inappropriate use of social media. Refer to **Social Media Policy** section.
- Nursing students are also subject to the general disciplinary rules of the college and clinical facilities. These are outlined in the Illinois Valley Community College Catalog,

Illinois Valley Community College Student Handbook Rights & Responsibilities/Student Code of Conduct, and hospital policy manual.

- Students who do not comply with the above criteria may be subject to dismissal from the nursing program.

Attendance Policies

Attendance: Why is it important?

1. Consistent and regular attendance to lecture, lab, and clinical is a fundamental necessity for student success in the IVCC Nursing Program.
 - a. IVCC's Nursing Program is Accredited by the ACEN, Accreditation Commission for Education in Nursing. ACEN requires that the nursing program meet a minimum number of theory (lecture), pre-clinical (lab), and clinical hours to remain in compliance. While you may be successful with limited attendance, these contact hours must be met before students are able to graduate.
 - b. All missed lab and clinical hours must be made up. This may be done using additional assignments, lab time, etc. at the discretion of the instructor.
2. Each student experience is designed for maximal learning opportunities. While attempting to make up the content missed through a fellow student's notes, podcasts, etc., the actual experience has been shown to most benefit the student.
3. Data collected at IVCC over the years supports that classroom attendance positively affects student success rates on exams. In other words, when students miss classroom time, whether in lecture, seminar, or lab they are most often less successful on the Unit Exams.
4. Clinical experiences are limited in nursing NUR clinical based courses. Due to the limited time available for clinical, missing just one means that several opportunities of learning will be missed. This is why clinicals must be made up. Making up clinicals is often not an easy process due to the amount of time the student needs to spend on the other parts of the class (lecture, lab), and due to the limited capability of nursing instructors to make up clinicals due to their workload.

Specific Attendance Policies

1. See individual course/instructor syllabi for specific course policies.
2. Attendance in all scheduled classes is expected.
3. Lecture attendance policies will be determined by the individual instructors. Please refer to class syllabi for specific lecture policies
4. Students are responsible for all classroom information presented on any given day when they are absent.
5. Tardiness in class/clinical will not be tolerated. Please refer to individual class policies.
6. In accordance with college policy, NO children are permitted in the classroom and/or laboratory.

7. All clinical and lab absences must be made up. Modality to be determined by the instructor.
8. Students must attend any meetings mandated by the Nursing Department. Any absence from a mandated meeting must be made up, and/or the student will complete an assignment, assigned by the instructor.

Attendance Policy for Associate Degree Nursing Program Labs

Purpose: The attendance policy for labs in the Associate Degree Nursing (ADN) program is designed to ensure that students acquire the necessary skills and knowledge to excel in clinical practice and meet the requirements for licensure. Regular attendance is essential for mastering nursing skills, participating in hands-on learning experiences, and fostering professional development.

Lab Attendance Requirements:

1. **Attendance Expectation:** Students are expected to attend all scheduled lab sessions. Attendance will be recorded at the beginning of each lab session.
2. Attendance will be used to determine whether an appeal should be granted.
3. **Punctuality:** Students are expected to arrive on time for each lab session. Late arrivals disrupt the learning environment and may result in disciplinary action.
4. **Absences:** If a student misses a lab session, they must notify the instructor as soon as possible, and may not be able to attend clinical until make-up lab is completed, depending on lab content.

Make-Up Policy:

1. **Scheduled Make-Up Sessions:** Make-up sessions will be scheduled at the discretion of the instructor based on availability of resources and faculty. These sessions may occur outside of regular class hours.
2. **Alternative Assignments:** In cases where a make-up session cannot be scheduled, students may be required to complete alternative assignments to demonstrate proficiency in the missed lab skills. These assignments may include research papers or assignments, written reflections, online simulations, special projects, or additional clinical practice under supervision. Alternative assignments will be equal to or exceed the lab time missed at the discretion of the lab and lecture instructor, skills lab coordinator, and/or director of nursing.
3. **Timeliness of Make-Up Work:** Students are expected to complete all make-up assignments in a timely manner, as determined by the instructor. Specific timeframes are at the discretion of the lecture and lab instructor. Failure to complete make-up work within the specified timeframe may result in other penalties.

Consequences of Excessive Absences:

1. **Academic Impact:** Excessive absences may result in a lower grade or failure to meet the course requirements, jeopardizing academic progress.
2. **Clinical Placement:** Students with a pattern of repetitive absences may be deemed ineligible for clinical placement, which is essential for completing the program.
3. **Dismissal:** Continued non-compliance with the attendance policy may result in dismissal from the nursing program.

Final Note: Attendance in nursing labs is not only a requirement for academic success but also a reflection of professionalism and commitment to patient care. By adhering to this attendance policy, students will maximize their learning opportunities and prepare themselves for success in the nursing profession. Completion of these hours are a requirement of the program and to remain in compliance with program accreditation.

Clinical Requirements

1. A student who holds an active LPN license will act according to the scope and standards of practice as a student nurse according to the Illinois Nurse Practice Act. The student nurse is not allowed to practice in the role of the LPN during the designated clinical or observation times.
2. The Director of Nursing/clinical instructor has the authority to reassign clinical sites, days or times if deemed necessary.
3. Students are required to arrange their own transportation to clinical facilities and alternative learning experiences.
 - a. Travel to clinical sites may be up to 90 miles, for students in district.
4. Students will not be allowed to have cellular phone or electronic devices in clinical, except when using professional reference applications. Hospital policy must be followed.
5. Students are expected to prepare for clinical experiences. Once a student completes a proficiency with their instructor in lab or clinical, it is expected that they remain proficient in that skill for the duration of the program. Students are encouraged to utilize the Nursing Laboratory to remain proficient at previously learned skills, which may occur outside of the normal lab schedule.
6. It is an expectation that the students remain proficient in all 21 basic skills, learned in the CNA program, throughout the nursing program.
7. Clinical instructors may assign students to practice skills in the Nursing Laboratory with the guidance of the Nursing Laboratory Instructor.
8. Students must hold a current American Red Cross Community CPR card (CPR for the Professional Rescuer), or BLS for Health Care Provider card from the American Heart Association. CPR must be renewed every two years according to the standards of the American Heart Association. CPR should be renewed in June or July. A copy of this current card needs to be uploaded to CastleBranch prior to the start of fall classes. If the CPR card is not current or a valid BLS provider certification, the student will not be allowed in the clinical site. This will constitute an absence that must be made up.

9. All physical forms and up to date immunization records must be submitted to the online Immunization Tracking Company (CastleBranch) by the assigned due date. Students who do not have completed physical forms and current immunizations submitted by the required time will be dropped from the program.
10. Students must notify the instructor prior to clinical when they will be absent or tardy. For further information, refer to the individual instructor's clinical guidelines.
11. Students who arrive late without notifying the instructor, or who have not prepared physically, mentally or emotionally for the clinical day, will be asked to leave. This will constitute ONE clinical absence. A clinical absence will result in a critical incident. Certain violations (i.e., ID badge, violation of uniform code) will be documented on the clinical evaluation form. Repeated behavior of those violations (2 or more) will be reason to dismiss the student from the clinical and an absence will be recorded.
12. A clinical absence must be made up at the discretion of the clinical instructor. A second or subsequent clinical absence will require a meeting with the instructor and Director of Nursing. This includes "on campus" or scheduled make-up clinical.
13. When absent from clinical, it is not guaranteed that makeup can be made within the same eight (8) weeks, or during a regularly scheduled day or time due to the number of students and faculty/student ratio. This means a student will be given an "Incomplete" until the clinical hours are made up.
14. If a clinical session must be canceled by the instructor, students are required to make up the missed clinical hours. The first option for rescheduling will be a designated flex day. If a flex day is not available, the Director may assign an alternative date and time outside the regular schedule. This will depend on the availability of the instructor assigned to the make-up session.
15. Students who report to the clinical site/assignment and are suspected of being under the influence of alcohol and/or a chemical substance will be dismissed from the clinical unit and required to submit appropriate laboratory tests for chemical substances. This testing will be done at the student's expense.
16. Students are responsible for maintaining confidentiality:
 - Students will not identify patients, nursing staff, physicians, other persons or agencies by name in any nursing assignments.
 - Students will not discuss agency situations, nursing staff, physicians, or patients with friends, family or in public places.
 - Students may not solicit the services of a health care provider for personal health problems during the clinical assignment hours.
 - Students may not photocopy any patient information. No patient printouts (i.e., patient profiles, laboratory results) may be taken from the clinical site.
17. Accessing or attempting to access any clinical facility EMR outside of a scheduled clinical hour will result in immediate dismissal from the nursing program.
18. Students will not discuss their personal problems with patients and/or agency staff.
19. Students are expected to demonstrate mature adult behavior and to show respect to all people in the clinical agency. Students who demonstrate inappropriate behavior may be

- required to leave the clinical area. If required to leave the clinical area, this will constitute one clinical absence, and/or a critical incident, and/or failure of the course.
20. Students will not contact patients or staff regarding past clinical experiences.
 21. Accountability and high standards of nursing practice as set forth by the Illinois Nursing and Nursing Advanced Practice Act are expected of all students.
 22. Unsatisfactory clinical performance will result in a failing grade for the course (see Critical Incident section). This supersedes the college policy for early withdrawal. (See Academic Requirement: Grading section).
 23. All unusual occurrences in the clinical facility will be documented and kept on file in the nursing office (i.e., injury, patient falls, and medication errors).
 - a. If needed, a clinical site incident form will be filled out by the student with the faculty member.
 - b. If needed, a college incident form will be filled out by the student with the faculty member.
 24. If the student becomes ill or injured while attending any off-campus school related activities, including, but not limited to clinical or alternative experience, the student has full responsibility for the entire financial cost. If the student requires medication related to the clinical experience, the student is responsible for the entire financial cost of the medication.

Clinical Facilities

1. Students are expected to abide by the policies and procedures of the clinical facilities and observe regulations regarding patient safety and welfare.
2. If a question or problem arises concerning patient care, clinical students are to seek guidance from their primary resource, the clinical instructor.
3. Outside of clinical experiences, the students are not permitted to contact the health agency or staff.
4. Students must attend all clinical assignment as scheduled.
5. While alternative clinicals are not mandatory in nature, once a student signs up for an alternative clinical, they are committing to attend that clinical and therefore become mandatory. Cancellation, missed or last-minute dropouts will be viewed as missing clinical and will result in a Critical Incident.
6. The Director of Nursing may assign the student to specific clinical sites as deemed necessary for optimal learning experiences.
7. Due to the nature of the clinical requirements of a nursing course and/or available clinical facilities, the student will be required to accept alterations in the printed college schedule. Schedules may be altered due to available clinical sites, days, and times.
8. Students may NOT contact (ex. visit, call, text, or social media) assigned patients or facilities outside of designated clinical times.

Protocol for Occupational Exposure at a Clinical Site

STUDENT

1. Immediately after the incident, flood the exposed area with water and clean the wound with soap and water or a skin disinfectant if available.
2. Notify your instructor.
3. Follow clinical site protocol for exposure
4. If you want to talk about the situation, call the National AIDS Hotline (1-800-342-AIDS), the Director of Nursing (815-224-0485) or the Dean of Health Professions (815-224-0481).
5. Follow-up testing is recommended at 3 months, 6 months and one year.
6. All post-exposure testing and medical expenses incurred will be at the student's expense.

***If there is an exposure in the lab the student should report it to the instructor and follow the IVCC communicable disease and bloodborne pathogen policy.

FACULTY

1. Identify the student and patient. Be sure the student has cleansed the contaminated area thoroughly.
2. Follow clinical site protocol
3. Maintain confidentiality of all persons involved. Share information on a “need-to-know” basis only.
4. Complete an incident report and submit it to the Director of Nursing (if at the clinical site an incident form will be completed for the site and another for IVCC).

Retention, Readmission, Remediation, & Progression

Declared Program Tracks- Registered Nurse (ADN) or Practical Nurse

- Students are assigned LPN or RN tracks after
- A student admitted to the RN program should follow the course guidelines for the RN track.
 - If the RN student wishes to exit as an LPN, they will forfeit their position in the RN track. The student then will have to follow the policies for readmission to the RN program as an Advance Placement Student.
- The RN student who fails a second-year course may take the LPN program the following summer and may return to attempt the failed RN course a second time the subsequent academic year. This will depend on seat availability and successful completion of the LPN program. Changing from LPN to RN Track

LPN Program Track Designation and Transition

LPN Definitions:

- LPN track designees – students that are originally designated as LPN track based on the scoring after their Spring semester, prior to entering the nursing program in the Fall

- LPN transfers – students that are originally designated as RNs but want to switch program tracks and end schooling with an LPN certificate. This means the student does not want to immediately continue in the fall semester (after their LPN summer courses) as an RN. These students are forfeiting their positions in the RN track.
- RN continuers – students that are currently in the 2nd year of the RN track who need to continue certain courses the following year. These students choose to enroll in the summer LPN program as an option to keep their first-year classes valid and prevent them from expiring while they continue in the RN track.
- LPN ladders – students that are originally designated as RN track but want to take the LPN courses in the summer, between 1st and 2nd years with completion of the PN-NCLEX by October 1st, and then continue in the RN track, in the following fall, as a 2nd year RN track student

Each year 1st year students may be offered the opportunity to be an LPN transfer or LPN ladder. This is dependent on available seats. The DON and the LPN Coordinator will determine how many seats are available. Prioritization of seats will follow the sequence of:

1. LPN track students
2. LPN transfers
3. RN continuers
4. LPN ladders

If there is more interest for than seats available, an application process may be implemented. Process to be determined by DON and LPN Coordinator.

Students that are LPN transfers, RN continuers, and LPN ladders will sign an agreement to commit to completing the program fully. These students will also agree to sit for the NCLEX-PN by October 1st, after completing the program.

See Attachment 1 for the student form for Transitions in the LPN track

Transition from LPN to RN Track

Students currently enrolled in IVCC's LPN track have the opportunity to transition to the RN track by meeting the following criteria:

1. **Recommendation Letters:** Obtain letters of recommendation from at least two clinical nursing instructors from the Spring or Summer semester.
2. **Minimum GPA:** Maintain a minimum GPA of 2.5 in NUR courses by the end of the summer LPN semester. Must have completed all NUR courses on first attempt, since current admission to program
3. **HESI LPN Exit Exam:** Achieve a benchmark score of 850 on the HESI LPN Exit exam (one attempt allowed).
4. **General Education Courses:** Successfully complete the following courses with a grade of "C" or better:

- ALH 1002: Human Growth and Development
 - BIO 1007: Anatomy & Physiology I
 - BIO 1009: Microbiology
 - ALH 1000: Introduction to Nutrition
 - BIO 1008: Anatomy & Physiology II
 - PSY 1000: General Psychology
5. **Degree Audit:** Upon advancement to the RN track, students must complete a degree audit for an AAS in Nursing with a counselor to ensure they are on track for graduation.
 6. **Completion of Coursework:** NUR 1220 and NUR 1221 and State Board exam.
 7. **Submission of Requests:** Email requests for transitioning from LPN to RN tracks to the Director of Nursing.
 - a. All criteria must be submitted within 1 week after completion of the LPN summer courses.
 8. This process is dependent on seat availability.
- *If a student wishes to appeal one of the above criteria, the student must write a letter of exemption to the Director of Nursing. The Director of Nursing will meet with the student to discuss the potential impact on their success and other potential barriers.

Advanced Placement Criteria for the Licensed Practical Nurse

The Licensed Practical Nurse must submit the Advanced Placement Request Form to the Nursing Office (A214) for admission to the Associate Degree Nursing Program by October of the year prior to intended admission. (Example: submit the Form to the Director of Nursing by the last business day of October if you wish to enter the program in the following August.

Qualifications necessary to come into the Associate Degree Nursing Program as Advanced Placement:

1. Must be a graduate of a state approved Practical Nurse Program with at least one year of work experience as an LPN and Licensed in the state of Illinois as a Licensed Practical Nurse.
2. Transcripts from Practical Nursing School if other than IVCC must be sent to IVCC's Admissions and Records Office. Students must come from a regionally accredited Practical Nurse Program.
3. When there are more qualified applicants than available spaces, applicants will be ranked based on the averaged GPA of specific required courses: ENG1001, ENG1002, ALH1000, ALH1002, PSY1000, SOC1000, BIO1007, BIO1008, BIO1009 and all previously completed NUR classes. Grades used for GPA calculation must be from coursework completed by the end of the spring semester prior to fall entry.
4. LPN's requesting Advanced Placement must have all the general education courses completed, with a grade of a C or better, by the end of spring semester/prior to fall entry.

- ALH 1002 Human Growth and Development
 - BIO 1007, 1008 Anatomy and Physiology I and II (within the past 7 years)
 - BIO 1200 (if BIO 1007/1008 were completed 7 years or more ago)
 - BIO 1009 Microbiology
 - ALH 1000 Introduction to Nutrition
 - ENG 1001 English Composition I
 - ENG 1002 English Composition II
 - PSY 1000 Introduction to Psychology
 - NUR 1210 Mental Health Nursing (if applicable)
 - SOC 1000 Introduction to Sociology
5. IVCC in-district residents will be given priority consideration for advanced placement admission.
 6. Applicants must complete required college testing, program testing and required courses, if needed, prior to admission.
 7. Applicants must provide evidence of LPN work experience of 1,020 hours within the past two (2) years.

After admission to the RN/ADN Program, the following must be completed:

1. Licensed Practical Nurses will submit a copy of current **Illinois** LPN license.
2. Letter of recommendation from LPN's immediate supervisor. This letter must be on official employer letterhead. If NCLEX–PN eligible, a copy of transcripts with program completion date and a letter from the Director of Nursing must be submitted.
3. All applicants are required to take the LPN–RN Mobility Exam as part of the admission process. Applicants are responsible for both scheduling and covering the full cost of the exam. A score of 850 or higher is required to move forward.
4. All applicants are required to complete a total of 30 hours of remediation based on identified areas of weakness, following a prescribed plan provided by Elsevier.
 - i. Applicants who achieve a score of 850 or higher may count the hours completed in NUR 1230: Introduction to Registered Nursing for the Practical Nurse toward the required 30 hours of remediation.
 - ii. Applicants who score below 850 must complete the full 30 hours of remediation in addition to enrolling in and successfully completing NUR 1230 during the summer session immediately prior to starting the second year of the RN program.
5. All applicants must enroll and attend all sessions of NUR 1230 the summer before entering the RN bridge program. Course is a pass/fail course.
6. Applicants must follow the health requirements of the IVCC Nursing Programs and provide necessary documentation as outlined in the Nursing Handbook prior to admission to the first Nursing course with a clinical component.

7. Official transcripts of all previous nursing coursework must be submitted to the Office of Admissions and Records for articulation of previous nursing course credits.
8. Nursing credits will be evaluated on a course-by-course basis. You may be required to provide an original copy of a course syllabus in order to facilitate this articulation review.

Nursing Program Readmission Policy

1. Students wishing to be readmitted to the Nursing Program following withdrawal or failure in a course must fill out the [Intent to Return](#) by April 1 for fall readmission or October 1 for spring readmission.
2. Readmission to the program will be determined on an individual basis using, but not limited to, the following criteria:
 - a. Previous course performance;
 - b. Seat availability;
 - c. Cumulative GPA;
 - d. HESI scores;
 - e. Duration of time the student has been out of the program
3. If a student fails NUR 1203 and/or NUR 1200 they must reapply to the program for the following year with a new application to the Nursing program. Acceptance into the program is not guaranteed.
4. All NUR courses have an expiration date of 24 months following the successful completion of the course. Students will be required to repeat any course that has expired or take appropriate HESI exam determined by HESI committee and DON on an individual basis.
5. Students granted readmission to the Nursing Program must complete an individualized Success Plan outlined by the Director of Nursing using information gathered from relevant faculty input.
6. A student will not be readmitted to the Nursing Program after dismissal with proper documentation for unsafe practice.
7. Students who have withdrawn from the program, or fail a course and wish to return, will be given mandatory remediation to prepare for successful re-entry/completion.
8. Failure to complete remediation will prevent readmission to the program. Readmission to the program will depend on availability of openings.
9. If a student fails or withdraws from a nursing course, they must repeat that course and achieve a grade of "C" or above, to continue in the nursing program. Readmission to the same course within the same semester is optional. The student may take the other course offered at the same Level.

Progression

1. Students must complete all requirements of a course for promotion or progression in the program. In courses with a clinical component, requirements for theory and clinical must be met.
2. Students are expected to abide by the Nursing Student Handbook for the current school year.
3. All returning students must purchase current resources.
4. The cost of any competency exams, which may be required as remediation, is the student's responsibility.
5. Any student convicted of a felony while in the nursing program will be dismissed from the program.

Uniform Code

1. The student nurse uniform is defined as:
 - a. purple scrub top,
 - b. black scrub jacket,
 - c. black scrub pants (or skirt),
 - d. socks,
 - e. closed toed tennis shoes or closed toed medical crocs (with back),
 - f. a watch with a sweep second hand or digital watch,
 - g. bandage scissors,
 - h. stethoscope,
 - i. pen with black ink and
 - j. ID badge with student picture ID obtained through IVCC Admissions and Records office.
2. Clean wrinkle-free uniforms are required for all students on the clinical unit.
 - a. The scrub top is dark purple and the jacket is black and BOTH must be purchased through the IVCC Bookstore due to embroidery.
 - b. The scrub pants (or skirt) are black, in the style of the student's choice, and may be purchased wherever the student chooses, including the IVCC bookstore.
3. If a student wishes to wear a long-sleeved shirt under the scrub top it must be white or black and can be purchased through the bookstore or another location of the student's choice. It must be tight fitting in the arms and wrist and must not impede the use of the hands. No thumb loops allowed.
4. Shirts must cover the hips and the hems of pants should be no longer than the heel of the shoe. Joggers are permitted.
5. No visible mid-section or cleavage. There should never be any skin shown when bending over or raising arms.

6. Clean shoes with a solid upper (leather) are recommended to prevent bloodborne pathogen exposure. No open toe or backless shoes are permitted. Black, white, or neutral color tones are permissible. Fluorescent colors are to be avoided.
7. Plain dark socks are recommended to be worn with pant uniforms. Black, white, or neutral color tones are permissible. Fluorescent colors are to be avoided.
8. Students must wear their IVCC ID badge while at the clinical agency or alternative experience. ID must be visible at all times and on the chest.
9. Sweaters, jackets, sweatshirts, etc. may not be worn on the clinical unit.
10. Uniform will be worn as directed by the clinical/lab instructor to any on-campus lab or clinical opportunity. No other scrubs can be worn on campus.
11. Personal appearance shall be representative of that expected of a professional nurse and shall be an example of good grooming for the patients.
12. Failure to adhere to the stated uniform regulations will result in being dismissed from the clinical unit for the day and/or an unsatisfactory report.

Appearance

1. Fingernails are to be neatly manicured and of reasonable length (less than $\frac{1}{4}$ inch in length from tip of finger)
 - a. For those individuals providing direct patient care, cleaning patient/treatment rooms, and or/preparing items that touch the patient or are used for patient care, artificial nails, extenders, or enhancements are not allowed.
 - b. Anything applied to natural nails, other than nail polish, is considered an enhancement. Gel and shellac nail polish are considered an enhancement and not allowed for those individuals providing direct patient care.
 - c. Nail polish colors need to be appropriate for professional/business appearance. If nails are painted, polish must be intact and not chipped. Agency policy may prohibit the use of nail polish.
2. Hair must be off the collar, clean, neat and away from the face, in a naturally appearing hair color. Only simple, neutral colored, hair accessories will be allowed.
3. Beards must be neat, clean and well-trimmed; otherwise, students need to be clean shaven.
4. One pair of small gold, silver or white stone stud earrings for pierced ears may be permitted.

5. Wedding bands are allowed. Discretion must be used regarding safety and asepsis with any type of ring, i.e., engagement rings that may puncture exam gloves.
6. Rings, studs, or gauges through the nostrils, lips, tongue, eyebrows or any visible place other than the ears are not permitted. Clear spacers are acceptable.
7. Students are not permitted to chew gum or smoke/vape while at clinical or at an alternative experience.
8. Tattoos are permissible if they are simple, appropriate, non-discriminatory and non-offensive to faculty, staff, and students at the college or clinical facility. If administration believes that tattoos violate this or complaints are received, the director of nursing has the discretion to seek further understanding about the relevance of the tattoo; outcome of this review may lead to the student being required to conceal or cover their tattoos to maintain a professional appearance.
 - a. No visible tattoos are allowed above the shoulders (excluding tattoos for natural looking cosmetic enhancements, such as eyebrows, lips, and eye liners).
 - b. A tattoo is considered inappropriate if it contains messages, slogans, or depicts images such as, but not limited to gang related images, racially inappropriate images, violence, sexually suggestive or explicit images, is extremist or undermines the Mission or Values of IVCC
 - c. A tattoo is considered offensive if it depicts, describes, or refers to intolerance of, or discrimination against any protected class such as race, color, creed, religion, age, disability, gender, national origin, sexual orientation, or it is commonly associated with any organization or group which advocates such intolerance or discrimination; or it could damage the reputation of IVCC.
9. Good personal hygienic practices are required. This includes overall cleanliness, oral hygiene and use of deodorants. Odors should not be excessive. No overpowering odors (fragrances, body odor, tobacco or other smoke, etc.) shall be noticeable from a student during lecture, lab or clinical hours.
10. Students who do not comply with the above criteria may be sent from the clinical area. This will be counted as a clinical absence.

Critical Incident (CI)

1. Each student is expected to know principles and satisfactorily perform skills and procedures, which have been taught. Students are encouraged to utilize the Nursing Laboratory to remain proficient at previously learned skills.
2. A critical incident (CI) should be viewed as a learning experience and a way to improve clinical performance. To provide fair judgment with this process, the following should occur:
 - The student should review the nursing handbook regarding Critical Incident citations.
 - Verbal or informal notification (i.e., email notification) by the faculty member issuing the critical incident to the student should occur within 24 hours of the incident. This timeframe will allow for verification/investigation of the incident by all involved parties.
 - The issuing instructor will inform the Director of Nursing of the CI prior to issuing the formal CI, to ensure compliance.
 - The issuing instructor will fill out a formal Critical Incident Form and email it to the student within 48 hours of an incident or the verification of an incident.
 - Once the Formal Critical Incident form is received by the student, the following steps must occur:
 - The student will complete the form with objective, not subjective responses, and return to the instructor by the date specified on the formal CI, usually within 24-48 hours after receiving formal CI
 - Schedule an appointment with the issuing instructor to discuss the Critical Incident.
 - Depending on the severity of the CI, the student may be required to meet with the Director of Nursing.
3. The following areas are illustrative of the kind of Critical Incidents, which can result in the dismissal of a student from the nursing program. This list is not all inclusive.
 - Breach of professional ethics (refer to Ethical Behavior section)
 - confidentiality (refer to Social Media policy)
 - Violation of duty to patient/client
 - Failure to correct deficiencies in uniform and appearance (refer to Uniform Code and Appearance section)
 - Jeopardizing the physical or mental well-being of the patient in any way. Some examples are:

- Administering a medication without first checking it with the instructor.
 - Preparing the wrong dose or type of medication.
 - Administering medication to the wrong patient.
 - Administering a medication without checking the patient's I.D. band and not following the individual institution's policies on medication administration.
 - Needle stick or injury
 - Omitting the administration of medication.
 - Being unable to correctly calculate math problems such as IV infusion rates or medication doses. vii. Inappropriate, incorrect or untimely documentation.
 - Leaving side rails down with a young child or confused adult.
 - Leaving bed at a high level while patient is in it.
 - Failure to set bed or chair alarms when indicated.
 - Not following hospital protocols on NPO or other dietary restrictions.
 - Behavior that may jeopardize the physical/mental well-being of the patient.
 - Reporting to the clinical unit under the influence of alcohol or drugs.
 - Severe safety risks occurred or had major potential
 - Other reasons deemed serious by the nursing instructor(s) and/or the Director of Nursing.
4. A student may be dismissed from a nursing course based on deficient nursing skills and performance.
 5. The receipt of two Critical Incidents during one course, or repeated offenses over several courses will result in failure (F) from the current nursing course and possibly dismissal from the program. This supersedes the college policy of early withdrawal.
 6. A clinical failure results in the student forfeiting the opportunity to withdraw from the course and will result in a failure (F) in the course.
 7. Any Critical Incident Report may be deemed of such monumental significance that the student will be dismissed from the course or program without receiving two Critical Incident Reports.
 8. Remediation for improvement of past Critical Incidents is expected. Critical Incidents of the same specific tasks or requirements as recorded in previous courses may be reason for dismissal from course or program without the two Critical Incidents being recorded in any one course.

- a. This may also result in the faculty issuing a Program of Improvement to the student
9. Copies of the Critical Incident form, Need for Professional Development form, and Program of Improvement form are found in the Appendix of this handbook, on the nursing webpage and in the LMS.

Need for Professional Development (NPD)

1. Professional development is a key component of any nursing curriculum. One goal of the IVCC nursing program is to help students develop professional and collegial behaviors and qualities. Need for Professional Development is a reporting system that identifies areas of student concerns, weaknesses, or need.
2. A Need for Professional Development is a reporting system that identifies areas of student/instructor concern, student weaknesses, or need.
3. A Need for Professional Development may be issued for non-clinical issues which may include but not limited to:
 - Disrespectful behavior to faculty, staff, or peers.
 - Lack of adherence to college or nursing dress code.
 - Failure to equally participate in group assignments.
 - Failure to submit health requirements (immunization records, criminal background check, physical examination form, urine drug screen) by the designated date.
4. An NPD should be viewed as a learning experience and an opportunity to develop professionally. To provide fair judgment with this process, the following should occur:
 - The student should review the nursing handbook regarding NPD citations.
 - Verbal or informal notification (i.e., email notification) by the faculty member issuing the NPD to the student should occur within 24 hours of the incident. This timeframe will allow for verification/investigation of the incident by all involved parties.
 - The issuing instructor will inform the Director of Nursing of the NPD prior to issuing the formal NPD, to ensure compliance.
 - The issuing instructor will fill out a formal NPD Form and email it to the student within 48 hours of an incident or the verification of an incident.
 - Once the Formal NPD form is received by the student, the following steps must occur:
 - a. The student will complete the form with objective, not subjective responses, and return to the instructor by the date specified on the formal NPD, usually within 24-48 hours after receiving formal NPD
 - b. If needed, schedule an appointment with the issuing instructor to discuss the NPD.
 - c. Depending on the severity of the NPD, the student may be required to meet with the Director of Nursing.

5. The receipt of two Need for Professional Development citations during one course, or repeated offenses of like behaviors over several courses will result in a Critical Incident and could lead to a failure from the nursing course and dismissal from the program. This supersedes the college policy of early withdrawal.
6. This may also result in the faculty issuing a Program of Improvement to the student

Program for Improvement

1. A student may be issued a Program for Improvement (PI) based on an incident that occurred in which the faculty believes the student needs to have a plan to prevent this from occurring in the future.
2. A PI may be issued:
 - After a Critical Incident or Needs for Professional Development form has been issued
 - i. It is issued when the faculty believes the student progress in an area may need to be followed/monitored to prevent a behavior that is reoccurring (e.g. Tardiness)
 - For clinical/lab deficiencies
3. A PI should be viewed as a learning experience and an opportunity to develop professionally. To provide fair judgment with this process, the following should occur:
 - The student should review the nursing handbook regarding PI plans.
 - Verbal or informal notification (i.e., email notification) by the faculty member issuing the PI to the student should occur within 24 hours of issuance of a CI or NPD or within 24 hours of the last clinical deficiency.
 - The issuing instructor will inform the Director of Nursing of the PI prior to issuing the formal PI, to ensure compliance.
 - The issuing instructor will fill out a formal PI Form (first page only) and email it to the student within 48 hours of issuance of the CI or NPD or after the last clinical deficiency occurred.
 - Once the Formal PI form is received by the student, the following steps must occur:
 - i. The student will complete the form with objective, not subjective responses. The student will identify areas needed for improvement and methods to make these improvements. The student will return the form to the instructor by the date specified on the formal PI, usually within 24-48 hours after receiving formal PI.
 - ii. The instructor will then add additional areas for improvement or methods to the form. The form will then need to be managed by that instructor. If the course has completed, the instructor will give the form to the DON to pass onto a subsequent course's instructor, for continuation of the PI.

- iii. The student will schedule an appointment with the issuing instructor to discuss the PI.
- iv. Depending on the reason for the PI, the student may be required to meet with the Director of Nursing.
- v. Once the student fulfills the requirements of the PI the instructor will give to the DON. If the student cannot fulfill the requirements, the DON may pursue further action with the faculty's guidance.

Complaints and Appeals

All students should be aware of the chain of communication. We strongly believe in the importance of following the Chain of Command when individual concerns arise, as it prepares students for the expectations of the nursing workforce and allows for better resolution of conflicts.

In nearly all instances, failure to follow the Chain of Command is considered unprofessional behavior. Students with concerns are asked to address them in the following manner:

1. Meeting with the individual instructor
2. Meeting with the Director of Nursing
3. Meeting with the Dean of Health Professions
4. Meeting with the Vice President for Academic Affairs

Students who wish to file a complaint or appeal must follow the steps detailed in the IVCC Student Code of Conduct's [Student Academic Complaints](#) or [Student Non-Academic Complaints](#)

Extracurricular Activities

1. IVCC nursing students are encouraged to be members of the Student Nurses Association (SNA). This organization provides students with an opportunity to enjoy social activities, participate in school and community activities, and become aware of and participate in professional activities for nursing. As a dynamic participant, you can have an active voice in influencing the future of nursing. Participation in SNA is encouraged.
2. Students are encouraged to attend and participate in the activities of other student organizations and/or professional nursing organizations.
3. Students are strongly encouraged to participate in volunteer activities.
4. Alpha Delta Nu Honor Society:
 - General information about eligibility for Alpha Delta Nu Honor Society:

- Students must have attained and maintained a 3.0 GPA in all nursing courses through the 3rd semester
- Students must have demonstrated conduct on campus and in the clinical areas that reflect integrity and professionalism.
- Students who meet eligibility requirements will be invited for consideration for induction into Alpha Delta Nu during the 1st 8 weeks of the fall semester of the second year in the RN nursing program. Participation is optional. If the student wishes to join Alpha Delta Nu, the following are expectations:
 - Pay membership fee (may not apply)
 - Complete a group Capstone project during the Fall Semester of the second year.
 - Depending on the number of participants, there may be more than one group, but members are only expected to complete one project.
 - Induction into the Alpha Delta Nu will be done following the completion of the 1st eight-week course of the Spring Semester of the second year.
 - Inductees will receive an honor society pin and cords to be worn at graduation and pinning ceremonies.

Attendance at Workshops by Students

1. Students may attend one, one-day workshop per year.
2. The workshops selected must be relevant to topics discussed in the nursing curriculum and students must have prior approval from the instructor.
3. Attendance at the workshop will not be counted as an absence from the classroom or clinical responsibilities if the workshop has been previously approved. Permission to miss the class or clinical must be obtained from the appropriate instructor.
4. Cost, registration, etc. for the workshop is the student's responsibility.
5. A written report concerning the workshop must be submitted to the instructor whose class or clinical was missed. It may be necessary to share this learning experience with other faculty or nursing students.
6. Students will be required to give a verbal report to fellow students.

Appointments with the Director of Nursing

Questions regarding individual courses and grades should be first directed to the instructor for that course. If efforts fail to achieve the desired ends in discussions with the faculty member, the student may schedule an appointment with the Director, as appropriate, following the chain of command outlined above.

Notification of Policy/Handbook Revisions/Additions

The Nursing Handbook is revised each May at the end of the academic school year. The most current Student Handbook will be published on the nursing webpage no later than July 1 of each academic year.

Students are notified in writing if policy changes/additions occur during the course of a school year. The information is sent to students via LMS communication.

The guidelines in the Nursing Handbook supersede those documented in the IVCC Student Handbook or college catalogue.

ACEN Accreditation/Approval

The Associate Degree Nursing program at Illinois Valley Community College is approved by the State of Illinois Department of Financial and Professional Regulation (320 W. Washington St., 3rd Floor, Springfield, Illinois 62786, P. 217-785-0800, www.idfpr.com/DPR.asp and accredited by the Accreditation Commission for Education in Nursing (3390 Peachtree Road NE, Suite 1400, Atlanta, Georgia 30326, P. 1-404-975-5000, www.acenursing.org

Clinical Evaluation Guidelines

Clinical evaluation documents the student's ability to demonstrate that they meet expectations in the performance of nursing skills and in the application of new, as well as previously learned knowledge appropriate to each Level. The student must receive a rating of "M" on at least 90% of all clinical competencies of the final evaluation to pass the clinical component of the course. Students will receive ongoing feedback from their nursing instructors throughout the 8 weeks either oral or written.

All nursing students should review the clinical evaluation that applies to their level (1-4). Students need to know what is expected of their clinical performance. You will find Level 1 and 2 Evaluations in the First Year Nursing Course in LMS. You will find the Level 3 and 4 in the Second Year Nursing Course in LMS.

Evaluation Key:

4= The nursing student excels in meeting the clinical objective

3= The nursing student meets the clinical objective

2= The nursing student is insufficient in meeting the clinical objective

1= The nursing student does not meet the clinical objective and requires substantial improvement.

N= No Applicable or Not Observed

Leveled Clinical Evaluation tools can be found in LMS under the 1st and 2nd Year Nursing.

Preceptorship Guidelines for Second Year Students

Preceptorship involves an intense, reality-based clinical rotation and is offered in the final clinical rotation of the ADN program. Preceptorship involves a one-on-one relationship with an experienced and competent role model aimed at helping the experienced nursing student adjust to the role of the registered nurse

Preceptorship is dependent upon multiple factors and may not be offered every year.

The following guidelines for participation in the Preceptorship Program will be followed.

To be eligible for preceptor experience the final 8 weeks of the nursing program:

1. The student must achieve an 83% final grade average in each Level 2 and Level 3 nursing courses with clinical component.
2. The student cannot receive a Critical Incident or Need for Professional Development citation in any Level 2 or Level 3 course with a clinical component.
3. The student cannot have any rating less than “3” on their final clinical evaluation in any Level 2 or Level 3 nursing course.
4. The student cannot have failed any nursing course during any time they were enrolled in the nursing program, including pre-LPN completion.
5. A student returning to the 2nd year of the program who previously left the program for any reason will not be eligible for preceptorship upon return to the program.
6. Transfer students from other institutions will not be eligible for preceptorship.
7. Students who declared the LPN route upon entrance into the nursing program and exit the program through the LPN track will be eligible for preceptorship upon return to the ADN program.

**Application, Selection and Admission for A.A.S. (RN/ADN) & Practical Nursing
(LPN)**

Information regarding application, selection and admission for the above programs can be found in the Nursing Admission Handbook, located on the IVCC website. For the most current Nursing Admission information. Please refer to: <https://www.ivcc.edu/admissions/nursingadmissions.php>

Nursing (RN) Associate in Applied Science

WHAT FOLLOWS IS THE PROGRAM OUTLINE. This program is not designed for students transferring to other colleges or universities. As a rule, courses with a second digit "0" are designed to transfer. Students planning to transfer should consult a Counselor to verify the transferability of courses. Prerequisites for courses are noted in the IVCC Catalog. Program Pre-Admission Information is included if applicable.

First Year

Courses	Semester	Credit hour
ALH 1002 Human Growth & Development for Health Workers	Fall	3
BIO 1007 Anatomy & Physiology I	Fall	4
NUR 1200 Foundations of The Nursing Profession	Fall	8
NUR 1203 Foundations of Medication Administration	Fall	2
PSY 1000 General Psychology	Fall	3
ALH 1000 Introduction To Nutrition	Spring	3
BIO 1008 Anatomy & Physiology II	Spring	4
BIO 1009 Microbiology	Spring	4
NUR 1210 Mental Health Nursing	Spring	4
NUR 1211 Holistic Nursing I	Spring	5
1 st Year Total:		40

Second Year

Courses	Semester	Credit Hours
ENG 1001 English Composition I	Fall	3

NUR 2200 Management and Issues in Nursing	Fall	1
NUR 2201 Holistic Nursing II	Fall	5
NUR 2202 Maternal Child Nursing I	Fall	4
SOC 1000 Introduction To Sociology	Fall	3
ENG 1002 English Composition II	Spring	3
NUR 2211 Holistic Nursing III	Spring	5
NUR 2212 Holistic Nursing IV	Spring	5
NUR 2220 NCLEX Review/Capstone	Spring	2
2 nd Year Total:		31
AAS in Nursing Total Credit Hours		71

For additional information please consult any counselor at (815) 224-0360 or counseling@ivcc.edu.

Students are encouraged to see a counselor for admission and application information for the Nursing program. Students are also encouraged to attend a Nursing Information Session, call (815) 224-0439 for details. Although the program is designed to be completed in (4) semesters, it is highly recommended that students complete most, if not all non-nursing courses prior to the start of the first Nursing course. If not, all non-nursing, general education courses, must be completed prior to or concurrently with the nursing courses with which they are listed in the curriculum pattern. Failure to complete these general education courses will result in a student being ineligible for graduation and ineligible to take the NCLEX exam for licensure. **Placement testing is to be completed no later than the Spring semester prior to taking the first NUR course: Eligible to enroll in MTH 1206 or completion of MTH 0910 or MTH 0900 with a C or better.**

All nursing and non-nursing courses must be completed with a "C" or better. Successful completion of Certified Nursing Assistant (CNA Program) is required for admission into Nursing Program. SFC 1000 and ALH 1001 are recommended. Most nursing courses (NUR) are 8 weeks in length, 4 days a week. There is no evening or part-time program.

PLEASE NOTE: IVCC's ADN is a limited admission program that requires a separate application process. The above excerpts have been taken from the IVCC Nursing Admission Handbook, <https://www.ivcc.edu/admissions/nursingadmissions.php> . Please refer to that document for all application, admission, and retention information. All students will be required to have a criminal background check and a drug test prior to starting the program. A felony may prevent you from becoming licensed and/or working in a health care profession. <http://www.ilga.gov/commission/jcar/admincode/068/068013000A01000R.htm>

Practical Nursing (LPN) Certificate

WHAT FOLLOWS IS THE PROGRAM OUTLINE. This program is not designed for students transferring to other colleges or universities. As a rule, courses with a second digit "0" are designed to transfer. Students planning to transfer should consult a Counselor to verify the transferability of individual courses. Prerequisites for courses are noted in the [IVCC Catalog](#). Program Pre-Admission Information is included if applicable.

Courses	Semester	Credit hour
ALH 1002 Human Growth & Development for Health Workers	Fall	3
BIO 1007 Anatomy & Physiology I	Fall	4
NUR 1200 Foundations of The Nursing Profession	Fall	8
NUR 1203 Foundations of Medication Administration	Fall	2
PSY 1000 General Psychology	Fall	3
ALH 1000 Introduction To Nutrition	Spring	3
BIO 1008 Anatomy & Physiology II	Spring	4
BIO 1009 Microbiology	Spring	4
ENG 1001 English Composition I	Spring	3

NUR 1210 Mental Health Nursing	Spring	4
NUR 1211 Holistic Nursing I	Spring	5
NUR 1220 Role of the Licensed Practical Nurse	Summer	1
NUR 1221 Holistic Medical/Surgical Nursing for the Practical Nurse	Summer	5
1 st Year Total:		49
LPN Certificate Total Credit Hours		49

For additional information please consult any counselor at (815) 224-0360.

Students are encouraged to see a counselor for admission and application information for the Nursing program. Students are also encouraged to attend a Nursing Information Session, call (815) 224-0439 for details.

Although the program is designed to be completed in two semesters and a summer, it is highly recommended that students complete most, if not all non-nursing courses prior to the start of the first Nursing course. If not, all non-nursing, general education courses, must be completed prior to or concurrently with the nursing courses with which they are listed in the curriculum pattern. Failure to complete these general education courses will result in a student being ineligible for graduation and ineligible to take the NCLEX exam for licensure.

All nursing and non-nursing courses must be completed with a "C" or better. Successful completion of Certified Nursing Assistant (CNA) Program is required for admission into Nursing Program. SFC 1000 and ALH 1001 are recommended.

Most nursing courses (NUR) are 8 weeks in length, 4 days a week. There is no evening or part-time program.

PLEASE NOTE: IVCC's LPN Certificate is a limited admission program that requires a separate application process. The above excerpts have been taken from the IVCC Nursing Admission Handbook, <http://ivcc.edu/admissions/nursingadmissions.php>

Please refer to that document for all application, admission, and retention information. All students will be required to have a criminal background check

and a drug test prior to starting the program. A felony may prevent you from becoming licensed and/or working in a health care profession.

<http://www.ilga.gov/commission/jcar/admincode/068/068013000A01000R.html>

Student Forms

Forms referenced in this handbook can be accessed at the bottom of the IVCC Nursing Webpage under Student Forms: www.ivcc.edu/nursing or using the links below. After you open the form, you may fill it out, save it, and email to the issuing faculty member.

[Program of Improvement](#)

[Needs for Professional Development](#)

[Critical Incident Form](#)

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Attachment 1

LPN - Transfer/Ladder/Continuer Agreement

Student Name: _____ **Program Term/Year:** _____

Assigned LPN Type: Transfer / Ladder / Continuer **Today's Date:** _____

Program Overview:

The undersigned student acknowledges that they have been offered the opportunity to participate in the LPN Transfer/Ladder/Continuer Program. By signing this agreement, the student commits to completing the program in its entirety and agrees to the following terms:

1. Commitment to the Program:

I, the undersigned student, agree to devote the necessary time and effort to successfully complete the LPN Transfer/Ladder/Continuer Program. I will attend all required classes, labs, clinicals, and other program-related activities as scheduled by the program such as the HURST review, etc.

2. NCLEX-PN Examination:

I understand that, upon successful completion of the LPN Transfer/Ladder/Continuer Program, I am required to sit for the **NCLEX-PN** (National Council Licensure Examination for Practical Nurses) by **October 1st** following the completion of the program.

3. Seat Availability and Prioritization:

I acknowledge that admission into the program is subject to seat availability, and that prioritization of available seats will follow the sequence outlined by the DON and LPN Coordinator:

- 1st Priority: LPN track students
- 2nd Priority: LPN transfers
- 3rd Priority: RN Continuers
- 4th Priority: LPN ladders

4. Acknowledgment of Application Process:

If more students apply than available seats, I understand that an application process may be implemented, and I agree to participate in this process if necessary.

Signature and Acknowledgment:

By signing below, I confirm that I have read, understood, and agree to all the terms outlined in this agreement. I agree to the assigned LPN type listed above. I am committed to fulfilling the requirements and responsibilities associated with the LPN Transfer/Ladder/Continuer Program.

Student Signature: _____ **Date:** _____

Director of Nursing Signature: _____ **Date:** _____