

**CHICAGO STATE UNIVERSITY**

**College of Health Sciences**

**Department of Nursing**

**STUDENT HANDBOOK  
FOR  
SUCCESS**

**2009 - 2010**

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Dear Nursing Student,

On behalf of the faculty, I would like to extend a warm welcome to each of our new and returning students. Thank you for selecting the Chicago State University Department of Nursing to pursue your education for a career in nursing. You are about to embark on a challenging, exciting, and rewarding career choice. Our faculty is committed to helping you excel academically and eager to assist you in achieving your personal and professional goals, while at Chicago State University.

This Student Handbook contains important information regarding policies and procedures that will guide you as you progress in the program. The the Class Bulletin, which is published each semester, and the University Catalog also will assist you with admission, progression, retention, graduation, and financial guidelines.

I hope the time you spend with us is filled with a sense of discovery, accomplishment, and personal and professional growth.

Sincerely,  
Patricia Prendergast, DNSc, RN  
Chairperson

## Welcome to the Department of Nursing

This *Student Handbook* has been prepared especially for you by the nursing faculty and staff. It contains important departmental policies and procedures which are intended to facilitate your successful progression through the nursing program. Knowledge of these policies and procedures will serve you well and can help you skillfully navigate the academic waters at Chicago State University. Out-of class opportunities of professionally-related organizations are included also.

In order to abide by the policies and procedures as outlined in this handbook, you must first be cognizant of them. We, therefore, strongly encourage you to read through the Handbook at your earliest convenience. Become familiar with its guidance. If you have any questions about any of the contents, please consult with your nursing advisor.

We appreciate the opportunity to work with you in meeting your goal of becoming a baccalaureate-prepared, highly skilled and competent professional registered nurse. We are pleased to have you here and will attempt to make your stay with us as pleasant and meaningful as possible.

Welcome to the Chicago State University Department of Nursing!

**Department of Nursing Faculty Members, Administrators and Staff.**

### STUDENT CONTRACT – Student Nursing Handbook

I have received a copy of the Department of Nursing *Student Handbook for Success, 2009-2010*. I understand that it is my responsibility to read, understand and abide by all of the policies and procedures contained therein. The original student contract will be kept in the office of the Chairperson, Department of Nursing. A copy of this agreement will be kept by the student.

Signature of Student: \_\_\_\_\_

Print Your Name: \_\_\_\_\_

Date: \_\_\_\_\_

## SECTION I

### RECORD OF STUDENT PROGRESS IN THE NURSING PROGRAM

#### Regular Undergraduate Student Requirements for Admission to the University:

Freshmen may be considered for admission any time following their sixth semester in high school.

\_\_\_\_\_ ACT score (A composite score of 18 is required.)

\_\_\_\_\_ Grade Point Average (minimum GPA of 2.5 [C+ average] required.)

\_\_\_\_\_ GED score (A minimum of 2.25 is required.)

\_\_\_\_\_ Number of English Units (4 English units emphasizing written and oral communications and literature required.) List them:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

\_\_\_\_\_ Number of math units (3 math units of introductory through advanced algebra, geometry, trigonometry or fundamentals of computer programming required.)

- List them:
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_

\_\_\_\_\_ Number of social science units (3 social science units emphasizing history or government required.)

- List them:
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_

\_\_\_\_\_ Number of science units (3 science units of laboratory science.)

- List them:
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_

\_\_\_\_\_ Number of foreign language, music, vocational education or art (2 elective units of foreign language, music, vocational education or art suggested; other academic coursework may be acceptable.)

- List them:
1. \_\_\_\_\_
  2. \_\_\_\_\_

\_\_\_\_\_ **15 total units required**

**NOTE:** *According to Public Law 89-0954, students who do not meet the 15 subject unit requirements, but show evidence of future growth and performance may be admitted provisionally, but must take and pass the university qualifying examinations of English, mathematics and reading or complete appropriate coursework to fulfill course deficiencies (see pp. 22, CSU Catalog 2006-2008).*

Freshman applicants must submit the following documents:

- \_\_\_\_\_ 1. Completed and signed undergraduate admission application.
- \_\_\_\_\_ 2. An official high school transcript signed and bearing the school seal, class rank, class size and date of graduation (if available).
- \_\_\_\_\_ 3. Official ACT or SAT scores.
- \_\_\_\_\_ 4. Application fee.

**Transfer Students and Second Degree Applicants Admission Requirements:**

- \_\_\_\_\_ 1. Completed and signed undergraduate admission application.
- \_\_\_\_\_ 2. Application fee.
- \_\_\_\_\_ 3. Official transcript(s) from each college or university attended.

List colleges attended: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- \_\_\_\_\_ 4. Applicants with less than 24 semester hours or 36 quarter hours of college-level course work must also submit an official high school transcript indicating date of graduation or a GED report. Transcript received: \_\_\_\_\_ or GED received: \_\_\_\_\_
- \_\_\_\_\_ 5. Official ACT or SAT scores.
- \_\_\_\_\_ 6. Financial aid transcripts from all previously attended colleges and universities should be forwarded to the financial aid office.
- \_\_\_\_\_ 7. Grade Point Average. (Transfer and second degree students must have a cumulative grade point average of C [2.0 on 4.0 scale] or better in all prior college course work.)  
List GPA: \_\_\_\_\_

**Admission into the Department of Nursing at the end of the Fall Semester of the Sophomore Level:**

- 1. **Meet the general admission requirements of the University for freshmen and transfer students admitted after Fall 2007.**

The general education curriculum consists of 39 credit hours (1 credit hour [ch] equals 50 minutes of lecture or discussion) with two components – Core and General Requirements:

- **Core Requirements (12 credit hours)**
  - English Composition (6 credit hours)
    - \_\_\_\_\_ ENG 1270
    - \_\_\_\_\_ ENG 1280
  - Mathematical Thinking/Critical Thinking (6 credit hours)
    - \_\_\_\_\_ Any Math that meets CSU requirements.
    - \_\_\_\_\_ 3 credit hours in critical thinking: \_\_\_Philosophy 1020 or 1030 or
    - \_\_\_\_\_ the following courses qualify for critical thinking
    - Math 1020
    - Math 1200
    - Math 1800
- **General Requirements (27 credit hours)**
  - \_\_\_\_\_ 9 credit hours in natural sciences
    - \_\_\_\_\_ BIOL 1080 (3 ch)
    - \_\_\_\_\_ BIOL 2059 (3 ch)
    - \_\_\_\_\_ BIOL 2020 & 2021 (8 ch)
    - \_\_\_\_\_ CHEM 1050 (5 ch)
  - \_\_\_\_\_ 9 credit hours in the social sciences
    - \_\_\_\_\_ PSYCH 1100 (3 ch)
    - \_\_\_\_\_ PSYCH 2000 (3 ch)

\_\_\_\_\_SOC 1250 (3 ch) for students entering the University Fall 2007 and thereafter

\_\_\_\_\_ 9 credit hours in the humanities  
\_\_\_\_\_ 3 hours - humanities electives  
\_\_\_\_\_ 6 hours must be in the same foreign language.

- 2. Successfully complete the required university placement examinations or developmental courses in English and reading. The math placement exam may be waived if a student transfers in college math and chemistry equivalent to CHEM 1050. Second baccalaureate and A.A & A.S degree students are exempt from placement exams.**

**English Qualifying Examination** \_\_\_\_\_Passed \_\_\_\_\_Failed  
If failed, list the grade received for ENG 1230 \_\_\_\_\_ and date completed:\_\_\_\_\_.  
If transferring in 3-4 credit hours in composition, did the student take ENG 1270 Transfer Examination? \_\_\_\_\_ Passed \_\_\_\_\_Failed  
If failed, list grade received in ENG 1230 \_\_\_\_\_ and date completed: \_\_\_\_\_.  
If transferring in 5-6 credit hours in composition, did the student take ENG 1280 Transfer Examination? \_\_\_\_\_Passed \_\_\_\_\_Failed  
If failed, list grade received in ENG 1240 \_\_\_\_\_and date completed \_\_\_\_\_.

**Reading Qualifying Examination** \_\_\_\_\_Passed \_\_\_\_\_Failed  
If failed, list grade received in Reading 1500 \_\_\_\_\_.

**Math Qualifying Examination** \_\_\_\_\_Passed \_\_\_\_\_Failed  
If failed Part I, list grade received in MATH 0990 \_\_\_\_\_.  
If failed Part II, list grade received in MATH 095 \_\_\_\_\_ and MATH 098 or just MATH 098 depending on the math score: \_\_\_\_\_.  
Math placement exam is waived if the student transfers in Chemistry 1050 and a college level math.

- 3. Complete the nursing entrance examinations for the nursing program.**

\_\_\_\_\_Test of Essential Academic Skills (TEAS)  
\_\_\_\_\_Nelson Denny exam with a score 12.0 grade level or greater.  
\_\_\_\_\_A competitive ranking scale is utilized during the admission process. Emphasis is placed on the science grade point average (GPA). Science GPA\_\_\_\_\_.

- 4. Have a cumulative grade point average of 2.5 on a 4.0 scale. Only those prerequisite courses with a grade of C or better will be accepted.**

\_\_\_\_\_GPA at end of freshman year.  
\_\_\_\_\_GPA at end of first semester of the sophomore year.

- 5. File a current report of:**

\_\_\_\_\_A complete medical examination.  
\_\_\_\_\_A complete dental examination.  
\_\_\_\_\_Specified immunizations.  
\_\_\_\_\_A two-step PPD test current for the following school year or chest x-ray.  
\_\_\_\_\_Rubeola, rubella, mumps and varicella titer.

- \_\_\_\_\_Tetanus booster within the last ten years.
- \_\_\_\_\_Hepatitis B screening for antibodies and antigen.

**6. Submit the following to the Department of Nursing.**

- \_\_\_\_\_A letter of intent.
- \_\_\_\_\_Nursing data form.
- \_\_\_\_\_Three letters of reference.
- \_\_\_\_\_Have a personal interview with his/her respective academic advisor.  
(Name of Faculty Member: \_\_\_\_\_)

Credentials will be reviewed by the Admissions, Progression, Retention, and Graduation Committee for formal acceptance into the professional component of the program. Applications for the basic nursing program are due November 1<sup>st</sup> of each year for possible acceptance during the Spring semester. LPN to BSN students should see the LPN to BSN advisor. Their applications are due August 1<sup>st</sup> of each year for possible admission during the Fall semester. Registered Nurse (RN) students see the RN to BSN Coordinator of the RN-BSN Completion Track.

**7. ANY pre-requisite course required for admission may be repeated only once when a grade of D or F has been achieved. Such a failure counts in dismissal considerations. Failure upon repeating a course will result in dismissal of the student from the nursing program.**

- \_\_\_\_\_BIOL 1080
- \_\_\_\_\_CHEM 1050
- \_\_\_\_\_BIOL 2059 (MICROBIOLOGY)
- \_\_\_\_\_BIOL 2020 & 2021 (ANATOMY & PHYSIOLOGY I & II)

**8. Students entering the professional component must complete the following prescribed courses:**

- \_\_\_\_\_ENG 1270, 1280
- \_\_\_\_\_PSYC 1100, 2000
- \_\_\_\_\_BIOL 1080, 2020, 2021 & 2059
- \_\_\_\_\_CHEM 1050
- \_\_\_\_\_SOC 1010 or SOC 1250 for students entering the University Fall 2007 and thereafter
- \_\_\_\_\_HUM (3 electives = (6 hours must be a single foreign language).
- \_\_\_\_\_ (course is waived for second baccalaureate students)  
H Sc1150
- \_\_\_\_\_PHIL 1020 or 1030
- \_\_\_\_\_NURS/2190-HSC

**9. Successfully complete the non-credit course Bridge I before admission.**

- \_\_\_\_\_NURS 0910 - Bridge I.



**Failure in a required course for a second time will result in dismissal of the student from the nursing program. Failure in a second nursing course or a second nursing clinical course will result in dismissal of the student from the nursing program.**

Students with a nursing course grade of “D” or “F” must take and successfully pass Nursing 0920 during summer or fall before being allowed to repeat the course. First Required or Nursing course failure? \_\_\_ Yes, register for Nursing 0920- S\_\_\_ F\_\_\_; \_\_\_ No, prepare for dismissal \_\_\_

**Junior Year**

- |   |  |
|---|--|
| ___ NURS 3000 Psychosocial Concepts                       | ___NURS 3200 Clinical Inquiry                    |
| ___ NURS 3050 Fundamentals of Nursing EOC<br>(EOC: _____) | ___NURS 3250Adult Hlth Nursing I<br>(EOC: _____) |
| ___ Psychology 4190 Statistics                            | ___NURS Family3300 (EOC: _____)                  |
| ___ NURS 3150 Health Assessment                           |  |

**Summer Semester**

- NURS 3050, 3250, 3300
- Humanities
- NURS 3321

\_\_\_ Passed: Course Grade: \_\_\_\_\_ Failed: Course Grade: \_\_\_\_\_

Students who failed a nursing course with a grade of “D” or “F” must take and successfully pass Nursing 0930.

\_\_\_ Passed Nursing 0930

If students fail Nursing 0930, they will be dismissed from the nursing program and will receive individualized counseling from the Chairperson.

Students who pass Nursing 0930 may repeat the nursing course one time only.

\_\_\_ Grade in repeat course: \_\_\_\_\_ Date taken: \_\_\_\_\_.

Students who fail the repeat course will be dismissed from the nursing program and will receive individualized counseling from the Chairperson.

\_\_\_ Date of dismissal.

Students who pass the repeat course may take the EOC examination for that course.

\_\_\_ Passed: EOC Grade: \_\_\_\_\_ Failed: EOC Grade: \_\_\_\_\_

Students failing the EOC examination may retake the exam one time. If students don’t pass, they must take N0930.

\_\_\_ Passed N093 \_\_\_ Failed N0930

If a student fails the EOC examination on the third attempt, that individual will be dismissed from the nursing program and will receive individualized counseling from the Chairperson.

**Senior Year**

\_\_\_NURS 4000 Adult Hlth Nursing II (EOC\_\_\_)    \_\_\_NURS 4200 Mental Health Nursing (EOC\_\_\_)  
\_\_\_NURS 4050Child/Adolescents (EOC\_\_\_)    \_\_\_NURS 4250 Comm/Public Health (EOC\_\_\_)  
\_\_\_NURS 4100Leadership Theory (EOC \_\_\_)    \_\_\_NURS 4300 Leadership Clinical  
\_\_\_NURS 0950 Enrichment    \_\_\_Comprehensive Exit Exam Grade\*\*\*

\_\_\_Nursing Elective

NURS 4000, 4050, 4200, 4200

\_\_\_\_\_Passed: Course Grade: \_\_\_\_\_    \_\_\_\_\_Failed: Course Grade: \_\_\_\_\_

Students who failed a nursing course with a grade of “D” or “F” must take and successfully pass Nursing 0940.

\_\_\_\_\_Passed Nursing 0940

If students fail Nursing 0940, they will be dismissed from the nursing program and will receive individualized counseling from the Chairperson.

Students who pass Nursing 0940 may repeat the course one time only.

\_\_\_\_\_Grade in repeat course: \_\_\_\_\_Date taken: \_\_\_\_\_.

Students who fail the repeat course will be dismissed from the nursing program and will receive individualized counseling from the Chairperson.

\_\_\_\_\_Date of dismissal.

Students who pass the repeat course may take the EOC examination for that course.

\_\_\_\_\_Passed: EOC Grade: \_\_\_\_\_    \_\_\_\_\_Failed: EOC Grade: \_\_\_\_\_

Only students who pass the EOCs may proceed with taking the HESI comprehensive/exit examination.

Students failing the EOC examination may retake the exam one time. If students don’t pass, they must take N0940.

\_\_\_\_\_Passed N0940    \_\_\_\_\_Failed N094

If students fail the EOC examination on the third attempt, they will be dismissed from the nursing program and will receive individualized counseling from the Chairperson.

Students who pass may take the HESI comprehensive/exit examination.

\*\*\*The HESI Comprehensive (exit) Examination is given at the end of the senior level. Students must successfully pass all end-of-course examinations before being eligible to take the senior comprehensive exit examination. **Students must successfully pass the HESI comprehensive examination with a minimum of 900 points in order to walk at the College commencement ceremonies.**

\_\_\_\_\_Passed HESI Comprehensive Examination    Failed\_\_\_\_\_

If the student fails the HESI comprehensive examination, the student must do remediation and take a live review course.

\_\_\_\_\_Passed remediation    \_\_\_\_\_Passed (full attendance) at a live review course:  
date: \_\_\_\_\_

## **SECTION II**

### **GENERAL INFORMATION**

#### **HISTORY OF THE NURSING PROGRAM**

In response to recommendations made by the Illinois Implementation Commission on Nursing (IICON) to increase the number of baccalaureate nurse graduates in Illinois, Chicago State University conducted a feasibility study that led to the initiation of the Division of Nursing at the University. In March of 1971, a director and assistant director were appointed to develop a baccalaureate nursing program. Approval of the program was obtained from the Illinois Department of Registration and Education and the Illinois Board of Governors in 1972. During the Summer of 1973, the first dean was appointed and in 1974, the Division became a College.

The period between 1975 and 1980 were years of development and expansion. The program achieved an initial eight-year accreditation from the National League for Nursing in 1981, and received re-accreditation in 1989, 1997 and 2005. In 1992, the College of Nursing and the College of Allied Health were merged into the College of Nursing and Allied Health Professions that later became the current College of Health Sciences as we enter the 21<sup>st</sup> century.

#### **PROFESSIONAL ACCREDITATION**

The Department of Nursing is approved by the Illinois Department of Financial and Professional Regulations (IDFPR); and in 2005 received full re-accreditation for eight years from the National League for Nursing Accrediting Commission, (NLNAC) Inc, 61 Broadway, 33<sup>rd</sup> Floor, New York, NY 10006, (Tel. 800-669-1656, ext. 153). Graduates of the Department of Nursing are able to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) administered by the National Council of State Boards of Nursing (NCSBN). After successful completion of this examination, the individual will be a Registered Nurse and will be fully qualified to practice professional nursing.

#### **UNIVERSITY ACCREDITATION**

Chicago State University is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Secondary Schools.

## **MISSION OF THE UNIVERSITY**

Chicago State University, a public, comprehensive, urban institution of higher learning located on the South Side of Chicago, strives for excellence in teaching, research, creative expression and community service. The mission of the University is to:

1. provide access to higher education for residents of the region, the state and beyond, with an emphasis on meeting the educational needs of promising graduates from outstanding secondary schools as well as educating students where academic and personal growth and promise may have been inhibited by lack of economic, social, or educational opportunity; and
2. produce graduates who are responsible, discerning, and informed global citizens with a commitment to lifelong learning and service.

To accomplish its mission, the University is committed to:

- recruiting, retaining and graduating a culturally and economically diverse student body;
- employing a dedicated, caring, and culturally diverse faculty whose teaching is informed by research and embodies engaging learning experiences that enable students to flourish academically and personally;
- offering curricula that address major dimensions of the arts, humanities, sciences and technology and encourage development of communication skills and critical thinking as well as cultural and social awareness;
- providing students in liberal arts and professional programs with broad knowledge, university-level competencies and specialized courses that are intellectually challenging and academically rigorous;
- fostering a collaborative and intellectually stimulating community that promotes academic freedom, mutual respect and integrity for its graduate and undergraduate students, faculty and staff; and
- working in partnership with local organizations and agencies active in the region and assisting in the development of socially and economically viable and sustainable communities.

## **MISSION OF THE COLLEGE OF HEALTH SCIENCES**

The College of Health Sciences is the unit within the University responsible for developing, implementing, and administering programs related to the education of health care professionals. It consists of four academic departments: Health Information Administration, Health Sciences, Nursing, and Occupational Therapy; as well as the Wellness Center and the HIV Research and Policy Institute which are the two service units of the College.

The College accepts the central mission of the University and provides the opportunity for professional education to students without regard to race, age, gender, religion, ethnic origin, or

disability. The purpose of the College is to promote educational excellence and achievement of its students by preparing them to be caring, culturally sensitive, professionally responsible, competent practitioners in a global society. Towards these ends, the faculty recruits, educates, and graduates individuals from groups who are under-represented in the health professions. Students are educated in a caring climate which fosters a deep commitment to their personal and professional growth, and instills within them an appreciation for the personal and professional growth of others.

As a community of scholars, faculty and students work with communities to develop and implement collaborative teaching, research and educational opportunities that enhance health and wellness. Graduates are prepared to successfully pass their professional licensure/credentialing examinations and to deliver quality health care to all clients.

Consistent with the stated mission, the goals are to:

1. Prepare competent health professionals who possess a sense of social, personal, and professional responsibility and can assume beginning leadership and management roles in a variety of roles in the health care system.
2. Promote interdisciplinary education and practice among students and faculty.
3. Provide professional education which builds on prior educational and life experiences.
4. Provide a foundation for continued professional development and graduate study.
5. Provide health programs to promote health and wellness for the community.
6. Provide continuing education workshops for health professionals.
7. Develop and implement health professional programs to meet current and future health manpower needs of the community.

### **College of Health Sciences Credo Statement**

The College of Health Sciences faculty and staff believe:

- The student is the most important person on the campus for without them there would be no institution.
- In the worth, dignity and uniqueness of all people.
- That we live in an increasingly global society.
- That strength comes from giving voice to diversity and that every student has a right to be successful.
- That quality service is the foundation for everything we do.
- In promoting excellence in teaching, learning, scholarship and service.
- In an open world where dialogue is a way of sharing ideas, experiences and information.
- That people have different ways of learning and knowing.
- That learning is a dynamic and ever-changing lifelong process.

## **MISSION OF THE DEPARTMENT OF NURSING**

The Department of Nursing adheres to the mission of the University and the College of Health Sciences, which is to provide access to higher education for residents of the region, and the state and beyond.

The mission of the Department of Nursing is to provide educational experiences that empower learners, promote competence in the area of professional nursing, strengthen the capacity for employment in a variety of clinical practice settings within the healthcare community, and develop a sense of civic responsibility.

Through high quality and creative instruction, the faculty strives to provide an environment that is conducive to learning, stimulates intellectual inquiry, and encourages personal and professional growth. The faculty creates an environment that fosters scholarship, and a desire for lifelong learning.

The nursing faculty is sensitive to the unique characteristics of learners as these relate to issues of access, retention, and graduation. The faculty strives to prepare graduates who are able to function as compassionate, caring professionals. By providing a high quality program, the faculty endeavors to prepare leaders to meet the changing and comprehensive health needs of the community. Both faculty and learners attempt to create and strengthen community linkages in order to develop collaborative research and service projects that will enhance the health status of the community.

To accomplish this mission, The Department prepares learners who:

1. Practice critical and creative thinking in order to analyze, integrate, and synthesize facts, for effective problem-solving and decision-making.
2. Demonstrate the ability to develop, manage, and evaluate therapeutic nursing interventions which address the health care needs of individuals, families, groups, and communities in a multicultural society.
3. Possess the ability to communicate effectively through writing, speaking, and using appropriate technology for information management.
4. Exhibit personal and professional ethics, as well as respect for truth, and diverse views.

## **PHILOSOPHY**

The faculty of the Department of Nursing believes that persons are self-determined, bio-psycho-social-spiritual-cultural beings who possess inherent worth and dignity, who are capable of growth, and worthy of respect. Throughout the life cycle, persons interact with their internal and external environments and can alter their environments to meet changing needs.

Persons have basic human needs, which are essential to survival. The issues which persons encounter and the manner in which they meet their needs reflect their culture, capabilities, values, and beliefs. Society consists of diverse groups united by common sociocultural characteristics and human needs such as security, nurturance, affection, and communication. The family, the basic unit of society, is the setting in which person's initial socialization occurs and values and patterns of communication are learned. The values and practices learned in the family are shared and transmitted from one generation to another.

Families as diverse-dynamic-social systems are interrelated and interdependently linked with other systems. Families evolve and interact with their ecological and social environments and can change those environments. Such changes that have the potential for diminishing or enhancing health can change those environments. Such changes have the potential for diminishing or enhancing health and quality of life for future generations

We believe that nursing is a caring profession that provides services to society at any point along the wellness-illness continuum. Nursing is an interactive and deliberate process directed toward enabling individuals, families, and communities to achieve the highest level of wellness in a changing environment. The nursing process provides a framework for interaction among nurses, persons, and communities. Nurses provide primary, secondary, and tertiary services to clients in a variety of environments. Individuals, families, and communities in a diverse multi-cultural society are the consumers of these services.

We believe the practice of professional nursing is an art and applied science. It requires prudent caring practitioners who utilize critical thinking, creativity, problem-solving, effective communication, and sensitivity to cultural diversity in delivering therapeutic care. In meeting changing societal needs and expectations, nurses must be flexible in responding to and initiating change. Nurses collaborate with other health care providers, consumers, and policy-makers of health care. Nursing practice is enhanced through inquiry, advocacy, and community involvement.

We believe that preparation for the practice of professional nursing occurs in a baccalaureate program that integrates liberal arts and sciences, as well as nursing theory and practice.

Liberal education fosters: (1) the development of altruistic values; (2) an understanding of and appreciation for the social and ethical issues of life in a global society; (3) the conceptualization and synthesis of general education and nursing knowledge; and (4) the development of affective, cognitive, and psychomotor skills and behaviors to function as a caring, beginning practitioner in nursing.

Health is a dynamic state occurring along the continuum of high-level wellness to death. It is influenced by persons' ability to respond to changes in their internal and external environment. The perception of health is highly individualized and is influenced by cultural, social, economic, and spiritual factors. Throughout the life cycle, people experience varied states of health along the wellness-illness continuum. The ability to respond to these changes in health will vary at different times. Health care is a basic human right. Each person has a right to participate in health care decisions and have access to health care services. The focus of health care is the prevention of illness, the promotion and maintenance of health. Nurses interact with persons, families, and communities along the wellness-illness continuum to promote and maintain optimal levels of well-being.

Teaching-learning is a dynamic, collaborative, reciprocal, life-long process of growth arising from interaction between educator and learner. Educators are responsible for guiding learning activities, which create an environment that is conducive to learning and valuing of self as a basis for caring for others. In addition, they provide opportunities to practice skills, and offer positive reinforcement as motivation for learning. As a diverse group of scholars, both educator and learner interact with the environment bringing a variety of orientations influenced by factors such as previous experience, lifestyles, and desires for achievement.

Recognizing these differences, we believe in providing opportunities to validate prior learning. We believe that instructional strategies should be designed to respond to individual differences.

As learners actively participate in the teaching-learning process, they become more independent, self-directed, and creative in meeting their learning needs. Critical thinking and self-evaluation are integral elements in the teaching-learning process.

## **GOALS**

The goals of the Department of Nursing are to provide:

1. A background in the liberal arts and sciences supportive of developing persons who will function as self-directed and responsible citizens in a democratic society.
2. An educational experience for the development of beginning level generalists of professional nursing practice who provide health care to individuals, families, and communities in a diverse multicultural society; and
3. A basis for continued personal and professional development, and graduate education in nursing.

## **OUTCOME OBJECTIVES**

The outcome objectives of the nursing program are to create a climate and learning experiences that will facilitate the development and synthesis of knowledge, skills, and values wherein graduates of the program will:

1. Utilize critical thinking skills when applying knowledge from the biophysical and behavioral sciences, humanities and nursing, to the care of individuals and aggregates,
2. Utilize therapeutic nursing interventions through the nursing process in providing health care with respect for the worth and dignity of persons at any point along the wellness-illness continuum throughout the life cycle,
3. Communicate professionally with colleagues and consumers,
4. Demonstrate leadership skills in collaboration with consumers and others in a variety of settings to effect change that promotes delivery of quality health care in a diverse multicultural society,
5. Evaluate research findings in nursing and other fields for their applicability to the improvement of nursing practice,
6. Participate in expanded roles to meet changing health care needs of society,
7. Assume responsibility for professional practice that reflects the standards of professional and regulatory bodies, and
8. Assume responsibility for personal and professional growth through lifelong learning.

## CONCEPTUAL FRAMEWORK

### Caring

The conceptual framework emanates from the philosophy and serves as the organizing structure for the curriculum. The central theme for this conceptual framework is the concept of caring. Caring is a universal phenomenon and is critical to growth, development, and a sense of wellness. Caring is used to promote health and dignity across the life span.

The expression, process, and patterns of caring may vary among cultures; however, it remains a driving force for self-actualization. Caring gives comprehensive meaning and order to persons' lives and helps to overcome separateness, achieve union, and transcends the routine. Caring implies viewing persons as unique, holistic, self-determining beings endowed with complementary stabilizing and actualizing tendencies.

Stabilizing tendencies are responsible for maintaining the fluctuating internal and external environments within a range that is compatible with continuing existence. Stabilizing tendencies enable persons to strive for increasingly higher levels of well-being through the process of growth and development. As health is a dynamic state that fluctuates along the health-illness continuum and throughout the life cycle, expressions of both stabilizing and actualizing tendencies is critical to the function of healthy persons. Self-determination, expressed through individual choice, enables persons to maintain health and achieve increasingly higher levels of wellness. Human caring acknowledges the right to self-determination and choice inherent in the enduring values of human freedom and dignity that is both universal and individual. Viewing the concepts of wellness, health, and illness within the context of individual, family, and community systems enables nurses to interact in ways that maintain health and promote optimal levels of well-being. It is through their uniqueness that each individual, family, and community responds to changes in the internal and external environments in an attempt to maintain health and achieve higher levels of wellness.

The major ingredients of caring are knowing, patience, honesty, trust, humility, hope, and courage. Caring, as an interactional process requires that all persons in the caring relationship must know their own powers and limitations, as well as know the powers and limitations of others involved in the relationship. With knowing comes patience, the ability to demonstrate a nonjudgmental acceptance of the other person, and allowing others to grow at their own pace. Honesty between all persons in the caring relationship facilitates openness within the relationship and the ability to accept constructive criticism.

Trust, another crucial ingredient of a caring encompasses elements of knowing, patience, and honesty in that there must be the belief that all persons will grow in time, and that mistakes will be growth producing. Humility implies that caring is reciprocal and that both parties involved in the caring relationship will learn from each other. Through hope, both parties will support each other even through difficult times. Courage allows the caring parties to enter into the unknown of human behavior.

## DEFINITIONS

Caring has environmental, biological, psychological, social, spiritual, and cultural foci, which are conceptualized as boundaries for change in a caring environment.

***Environmental Focus*** – persons are confronted with complex environmental problems such as continued pollution of the environment with toxic substances and the depletion of the natural resources both of which will ultimately result in the extinction of environmental elements vital to health.

***Biological Focus*** – From the biological perspective, each person has the potential for physical growth and development. Throughout the life cycle, persons evolve through a pattern of designated stages of maturation, signaled by specific behavioral and changing stimuli, experience stressors in the internal and external environments that surround them. This interaction contributes to tension that can be interpreted as negative or positive. A stressor may be broadly classified within parameters corresponding with the dimensions of persons. Perceived tension (stress) is subjective and individually interpreted within the context of family and community. In response to stressors, persons, families, and communities strive to maintain a state of equilibrium or stability known as homeostasis, and/or to achieve higher levels of wellness through the process of maturation. Response to tension is derived from the person's uniqueness and varies between and among individuals, families, and communities. These responses are evidenced in health beliefs, attitudes, and behaviors to be viewed from a cultural perspective.

***Psychological Focus*** – Throughout life, the person has the capacity for psychological growth and development. Thoughts and feelings are communicated through behavior and are influenced by the persons' beliefs and values. Through socialization and identity formation, persons become unique and autonomous. The persons' unique repertoire of behavior assists in responding to the tension inherent in interacting with a dynamic environment. Tension may be related to socio-cultural-spiritual pressures or any real or imagined threat to values, self-image, or self-concept that increases anxiety and requires a behavioral response or results in a behavioral change within an individual.

***Social Focus*** – Persons negotiate their social roles within societal structures. These roles are defined by societal norms and form the expressions of the caring relationship. Roles are actively individualized by each person within the more rigidly defined boundaries of the life cycle. This socialization process begins in the primary social organization, which is the family, and continues and becomes more complex as the person negotiates within the larger social system including reference groups, communities, nations, supranations, and universe.

Communication serves as the vehicle for interaction, and as a shared social experience is free and open. The social role, therefore, provides each person with an ability to carry on interactions within more complex human relationships and provides them the opportunity to change, grow, and participate in structuring their society.

Throughout the life cycle, persons are in constant interactions with social institutions, which provide an arena for enactment of the social role. Through these interactions each person is involved in the growth and development of the social groups within which they operate.

Societal stratifications and demographic variables place persons in specific settings. Social factors within this setting have an influence upon the persons' state of health and quality of life. As persons strive to balance their response to societal demands with their own need for individual freedom, stress may occur and impinge upon their state of health. Because of the influence of socio-environmental factors, the persons' health becomes a matter of concern for the health care system.

***Spiritual Focus*** – The spiritual aspect of persons is the unifying conscious core (enduring inner essence) that pervades and integrates the biological, psychological, sociological, and cultural aspects and makes each person unique. Spirituality is concerned with bringing meaning and purpose to life and is evidenced in the desires for inner harmony (health) and growth of the self through caring relationships with other persons and a transcendent God or higher power that inspire the supreme values of love, hope, faith, trust, and forgiveness. Religious beliefs, rituals, and communal experiences are expressions of spirituality that provides persons with opportunity to meet spiritual needs and experience goodness, beauty, and truth in human relationships and the environment. Religious expressions are also closely linked with culture. Art, literature, and music are vehicles (mediums) of religious expression that lend meaning to life and enhance well-being.

***Cultural Focus*** – Culture embraces all facets of living and beliefs that are held by a social group concerned about how life should be lived. It is within the cultural focus that persons develop patterns of learned behavior and values, which are shared among members of designated group, and are transmitted to future members of that group over time. These shared values, customs and mores, are a predominant factor influencing the way in which persons negotiate with their environment.

Just as the socialization process begins in the family, persons' cultural orientation begins in the kinship network into which they are born and continues in the structure defined by society. These structures are interdependent and operationalized within any group of people according to their specific set of values and beliefs. The range of cultural behaviors varies within each culture and among cultures. Culture maintains predominant position in influencing persons' perceptions and definitions of health.

It is through the nursing process that goals are achieved. The faculty views the nursing process as involving five steps: assessing; diagnosing; planning; implementing; and evaluating.

## **CURRICULUM STRANDS**

Rationale for content organization and sequencing is based on the convergence of the horizontal and vertical strands which emanate from a caring framework. The horizontal strands are taught consistently through all courses and vary only according to factors in a given situation.

The vertical strands flow through nursing courses and develop in complexity as the curriculum progresses from level to level.

### **Horizontal Strands**

***Caring*** – Caring and the boundaries for change in a caring environment serve as the major concept which undergirds the curriculum. As such, the faculty believes that caring and the boundaries for change serve as a major horizontal strand which is addressed in all nursing courses,

***Nursing process*** – Nursing process is an interactive, deliberate, systematic, problem-solving process, which encompasses five steps. These steps include assessment, analysis (nursing diagnosis), planning intervention, and evaluation. The nursing process identifies the practice of nursing and provides a methodology for providing nursing services to clients in a caring environment. Nursing

process as a curriculum strand, is an essential component of professional nursing care. The ability to use the nursing process becomes more refined, as students progress through the levels. By the completion of the program, students have skills which are required of the professional nurse.

**Client** – Client is defined as person or persons receiving nursing care. This includes individuals, families, groups, and/or communities. Students care for clients throughout the curriculum.

**Culture** – Professional nursing is practiced transculturally in response to health needs as defined within diverse cultural and ethnic groups. Recognizing each person within his/her cultural/ethnic settings as an individual that is unique represents a holistic nursing approach. Being sensitive, nonjudgmental, and caring to their values, beliefs, practices and lifestyles are care components which facilitate a person's movement toward his/her identified state of health and wellness. Nursing assessment of culture/ethnic groups has two foci. The first is to eliminate stereotyping of individuals, and the second is to understand the relationship between cultural/ethnic influence and attitudes in regard to their perception of health.

**Legal/Ethical/Political dimension** – The legal, ethical, and political dimensions of society contribute to the structure and function of the health care system. The legal dimension of professional nursing practice deals with the analysis of situations in relationship to their conformity with laws, while the ethical dimension analyzes conformity with accepted standards of behavior. The political dimension of professional nursing practice deals with the analysis of situations in relation to their impact upon the nursing profession and determination of means in which nurses can impact political situations. Critical analysis of these issues provide the nurse with the information needed to serve as an advocate in the preservation of individual, family, group, and community integrity.

## **Vertical Strands**

Vertical strands that have been identified by the faculty include critical thinking, communication, therapeutic nursing intervention, health and professionalism/professional roles.

**Critical thinking** – is a process of reasoning which analyzes available knowledge for the purpose of making rational and valid judgments. It encompasses the characteristics of active inquiry, disciplined reflection, concept formation, creativity, and intuitive insight. It facilitates one's self-sufficiency and autonomy. Critical thinking is an essential part of problem-solving and decision-making in nursing. Critical thinking is used to assess situations where nursing care is needed to analyze client strengths, synthesize all assessment data to determine client needs; plan therapeutic nursing interventions; and evaluate client outcomes. In every aspect of nursing, the outcome of critical thinking relates to caring, the on-going primary focus of nursing.

**Communication** – involves a series of operations by which one mind affects another. This includes all methods for transmitting and receiving messages. The keystone of the process of communication is perception – the individual's or the group's interpretation of received stimuli. The success or failure of communication determines the health of the client, the productivity of the client, and the ability of the client to survive. This is true whether the sender and receiver of messages is an individual or a group of individuals. The faculty believes clear and understandable

written, verbal, and non-verbal communication is essential to the effective application of the nursing process. Therefore, communication is interwoven throughout the levels, increasing progressively in complexity and depth.

**Therapeutic nursing interventions** – are defined by the faculty as theory based actions in health promotion, maintenance, restoration, and conservation. These actions are directed toward the attainment of the highest possible state of wellness for all persons. Actions may be health promotive/maintenance, restorative, or conservative in nature.

**Health Promotive/Maintenance** – consist of nursing strategies which are precautionary in nature and undertaken to maintain and/or improve levels of wellness by a forestalling anticipated untoward consequences. These actions may be performed at any point along the health-illness continuum, although they are primarily associated with the state of maximum health where in persons are able to manage their health care needs independently and are in situations that require guidance and support, education for the prevention of disease, and/or provision of an environment for growth.

**Health Restorative Interventions** – consist of nursing actions designed to implement the therapeutic regimen requisite to reinstate or restore the client's condition of health and/or ability for constructive activity. Restorative actions are usually directed to clients in impaired or depleted health states experiencing alterations in biological, psychological, social, cultural, and/ or spiritual focal areas. Restorative actions are aimed toward assisting persons to their optimal level of functioning within the limits of an altered health state.

**Health Conservative Interventions** – consist of the array of nursing actions directed to the preservation of persons' healthy responses to conserve existing biological, psychological, social, cultural, spiritual resources at any point along the health-illness continuum.

Therapeutic nursing interventions may be performed dependently, independently, or inter-dependently in collaboration with the person and other members of the health care team. Dependent Actions – are those involving the application and execution of physician's legal orders. Independent Actions – involve actions initiated by the nurse including observation of responses to stressors, observation of the maturational status of the person; supervision of the person and others; reporting and recording of observations germane to the person's care; formulation of a nursing diagnosis; execution of nursing interventions; and promotion of physical, biological behavioral, social, and cultural integrity of the person. Interdependent Actions – those actions determined and performed by the nurse in collaboration with the person and other health care providers.

**Health** – is believed to be a dynamic state occurring on a continuum from high level wellness to death. Situations of health and illness can occur at any point during the life cycle therefore, varying degrees of health are focused on at each level of the curriculum. The curriculum prepares students to first assess maximum health in individuals, families, groups, and communities. Moving from the simple to complex, students care for clients experiencing increasingly more complex illnesses. By the end of the program students are able to care for clients at any point on the continuum.

***Professionalism/Professional roles*** – The faculty believes that to become a professional nurse, one must be socialized into the role. From the first course in the curriculum, students are introduced to nursing as a profession and the nurse as a professional. As they advance in clinical courses, becoming familiar with increasingly more complex material, the students grow into a deeper understanding of nursing as a profession and of the nurse as a professional. The faculty believes that in a caring environment, the professional nurse serves in many roles including those of client advocate, health educator, provider of direct care, utilizer of research and leader. Nurses demonstrate professionalism in implementing these roles. Values, accountability and responsibility are interwoven in all roles. Student skills in these roles increase throughout the program.

**Client Advocate** – As client advocate, the nurse becomes involved in social action and takes risks when necessary to alter health care and health care practices.

**Health Educator** – The nurse as a health educator, teaches persons, families, and communities – disease prevention and promotion and maintenance of health, to facilitate growth toward maximum health potential, using principles of teaching-learning and communication.

**Care Provider** – As care provider, the nurse renders health promotive, maintenance, restorative, and conservative nursing interventions. These actions may be performed dependently, independently, or interdependently in collaboration with other members of the health team.

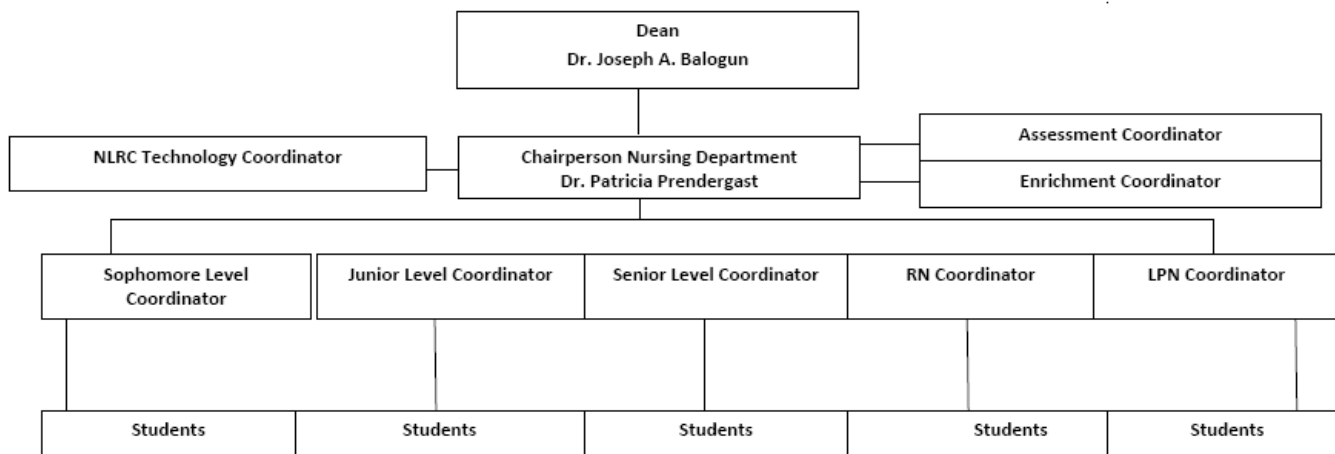
**Utilizer of Research** – The nurse utilizes research in identifying health related needs and problems. Through critical thinking, nurses evaluate research findings for their applicability to nursing practice and integrate these findings into the care they provide. Nurses, using the tools of research and the nursing process assume active roles in effecting environmental changes which influence human health and existence.

**Leader** – As leaders, nurses function as change agents, managers, decision makers, collaborators, and coordinators. As advocates, nurses also enter into the macro level of society as active change agents and participate in defining and structuring social reality for the continual improvement of the quality of life. Nurses strive to create a caring environment conducive to effective interaction between individuals and groups. They are capable of working with and through others to assist persons in achieving wellness.

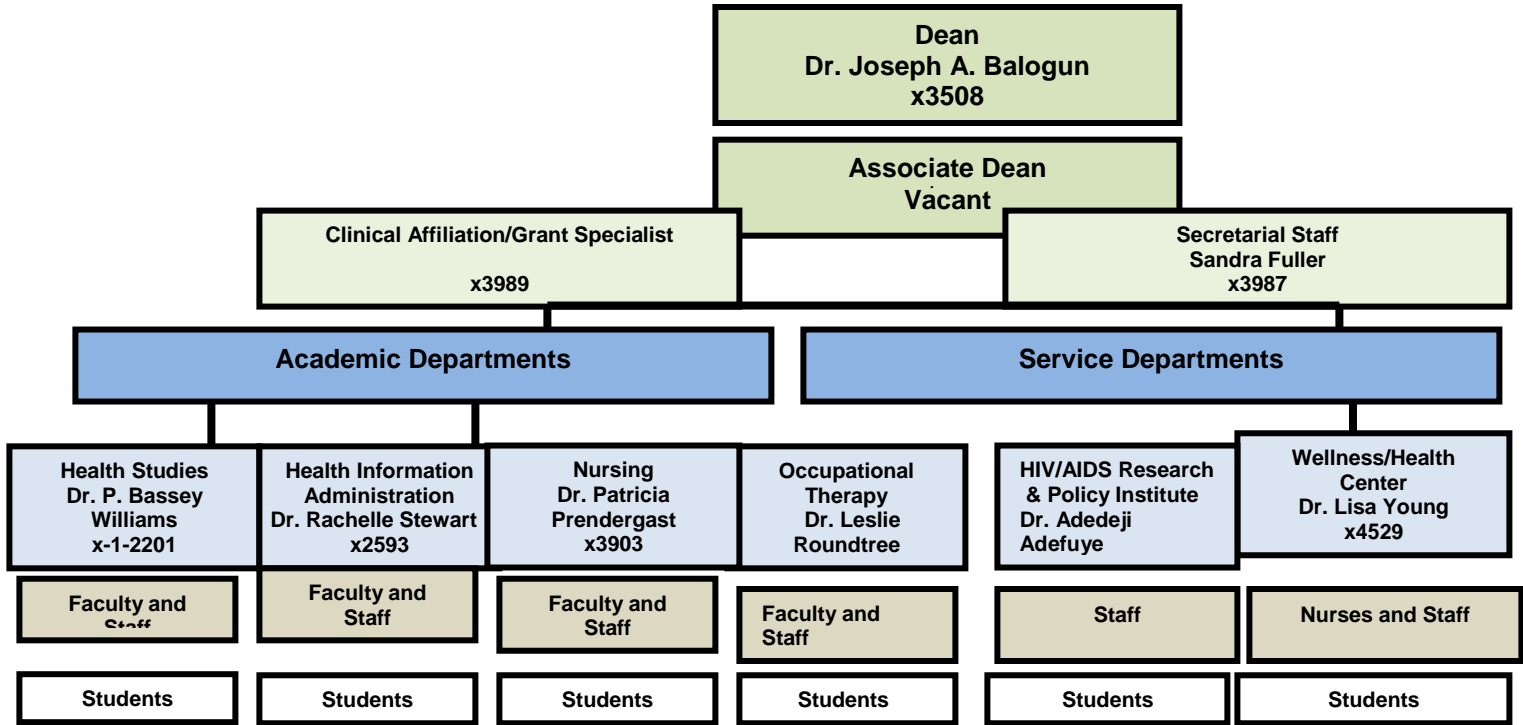


# ORGANIZATIONAL CHART FOR THE COLLEGE OF HEALTH SCIENCES

## DEPARTMENT OF NURSING



**ORGANIZATIONAL CHART FOR  
THE COLLEGE OF HEALTH SCIENCES**



## SECTION III

### ADMISSION POLICY FOR THE NURSING PROGRAM

Admission into the Department of Nursing has two phases: (1) Phase one is the admission into the pre-professional program. The student must first meet all University requirements and; (2) phase two is the admission into the professional program. The student must meet all admission requirements of the Department of Nursing.

#### PHASE ONE: ADMISSION INTO THE PRE-PROFESSIONAL PROGRAM

All freshmen and transfer students must take the University qualifying examinations in English and reading by the end of their first term in residence (see p. 58, *CSU Catalog 2008 – 2010*). All students must pass these examinations or enroll in the appropriate academic skills course and make a passing grade. The math placement exam may be waived if a student transfers in college math and chemistry equivalent to chem. 1050. Second baccalaureate students are exempt from placement exams. Students wishing to transfer three to four credit hours in composition must take the English 1270 Transfer Examination. Students who pass the examination will receive transfer credit for ENG 1270, Composition I and will enroll in ENG 1280, Composition II. Students who do not pass the examination must enroll in ENG 1230, Writers' Workshop I. Upon successful completion of ENG 1230, students will receive credit for Composition I and will then enroll in ENG 1280, Composition II. Students wishing to transfer six credit hours in composition must take the ENG 1280 transfer Exam. Students who pass will receive transfer credit for English. Students who pass will receive transfer credit for ENG 1280. Students who do not pass the exam will enroll in ENG 1240.

#### Requirements

1. Minimum ACT composite score of 18 and a minimum grade point average of 2.5 (C+ average), and for students with GED, a minimum of 2.25.
2. 15 total units
  - a. 4 English units emphasizing written and oral communications and literature.
  - b. 3 math units of introductory through advanced algebra, geometry, trigonometry or fundamentals of computer programming.
  - c. 3 social science units emphasizing history or government,
  - d. 3 science units of laboratory science;
  - e. 2 elective units of foreign language, music, vocational educational or art.

**Freshmen applicants** must submit the following documents:

1. Completed and signed undergraduate admission application.
2. One copy of the official high school transcript signed and bearing the school seal, class rank, class size, date of graduation and, if available, ACT scores.
3. Official ACT scores (required of students less than twenty-three years of age).

**GED Applicants** – eligible GED applicants should submit the following:

1. Completed and signed undergraduate admission application.
2. Official GED test results.

3. Official ACT or SAT scores.
4. Application fee.

**Transfer students and second degree applicants** should submit the following:

1. Official transcripts from each college or university attended.
2. Applicants with less than 24 semester hours or 36 quarter hours of college level course work must also submit the following:
  - a. An official high school transcript indicating date of graduation or a GED report.
  - b. Official ACT scores (required of students less than twenty-three years of age).
3. Financial aid transcripts from all previously attended colleges and universities
4. Transfer and second degree students must have a cumulative Grade Point Average of C (2.0 on 4.0 scale) or better in all prior college course work.

Advanced placement credit from any accredited college or university which is listed on the official transcript of the institution will be accepted for advanced credit at Chicago State University. Original advanced placement credit documentation is not required. Chicago State University is a participant in the Illinois Articulation Initiative.

Once admitted to the University, the student's name and the evaluation of any previous credits will be sent to the Department of Nursing, where the student will then be assigned a nursing faculty advisor.

The advisor's list is posted on the wall outside the nursing office at BHS 200A.

If a student's name is not on the list, please check with the secretary in the nursing office (See Appendix A for a list of faculty). Students are required to meet with their advisor each semester to develop their course schedule and to obtain their pin number. It is the responsibility of the student to make the appointment with their advisor prior to each registration period. Students will not be permitted to register if their advisor has not reviewed their course schedule request forms and assigned pin numbers to them. In addition to registration advisement, academic advisors assist students to clarify their career goals, maintain records of student progress toward graduation, and serve as a resource for information relevant to the students' personal growth.

All applications and supporting documents are reviewed by the Admission, Progression, Retention, and Graduation (APRG) Committee, using established criteria, before applicants are admitted into the professional sequence and enrolled as an accepted major.

## **PHASE TWO: ADMISSION TO THE PROFESSIONAL NURSING PROGRAM**

### **Requirements**

1. Meet the general admission requirements of the University.
2. Successfully complete the required university placement examinations or developmental courses in English, reading and mathematics if required.
3. Complete the nursing entrance examinations for the nursing program.
4. Have a cumulative grade point average of 2.5 on a 4.0 scale. Only those prerequisite courses with a grade of C or better will be accepted.
5. A competitive ranking scale is utilized during the admission process. Emphasis is placed on the science grade point average (GPA).
6. Submit a letter of intent, nursing data form, and three letters of reference to the Department of Nursing.
7. Have a personal interview with a nursing faculty member. Credentials will be reviewed by the Admissions, Progression, Retention, and Graduation Committee for formal acceptance into the professional component of the program. (Applications and supporting documents from freshmen and transfer students must be received by November 1<sup>st</sup> to be considered

for Spring admission into the professional component of the program. Applications from LPN/BSN applicants must be received by May 1<sup>st</sup> for Fall admission. Registered Nurse (RN) students see Coordinator of RN to BSN Completion Track.

8. Pre-requisite science courses required for admission may be repeated only once when a grade of D or F has been achieved.
9. Science courses will only be accepted if completed within the past five years from the date of University admission.
10. Students entering the professional component must complete the following prescribed courses: ENG 1270, 1280; PSYC 1100, PSYC 2000, BIOL 1080, BIOL 2020, BIOL 2021, BIOL 2059, CHEM 1050, SOC 1010 or SOC 1250 (effective for students entering Fall 2007 or thereafter); nine credit hours of humanities of which six must be in the same foreign language, H Sc 1150, PHIL 1020 or 1030, any math that meets CSU requirements, and H SC 2190.
11. Successfully complete N0910 Bridge I before admission.
12. Successfully complete the Nelson Denny Comprehensive Examination with a minimum score of grade equivalent of 12.0. If needed, the exam can be taken a second time during each admission process.
13. File a current report of a complete physical and dental examination;

In conformity with the Illinois Articulation Initiative, students who enter the nursing professional sequence with an RN license will receive 30 credit hours of nursing credits; students who have an LPN license will receive 15 credit hours of nursing credits; and CAN students will receive 3 credits hours.

Registered Nurse applicants must meet the following additional requirements:

- a. Have graduated from an NLNAC accredited diploma nursing program or from a state approved community college nursing program which confers an associate degree.
- b. Possess a current registered nurse Illinois license.

Licensed Practical Nurse applicants must meet the following additional requirements.

- a. Possess a current Licensed Practical Nurse Illinois license.

Application packets are available online in the N0910 course each fall for first-time applicants.

For those who have passed the standardized tests the previous year, submitted a completed application packet with three letters of recommendation, or once were admitted and are re-applying for admission, a letter of intent for re-application to the nursing program form may be submitted in lieu of a complete application packet. All applications must contain an updated evaluation of credit form or degree evaluation with their application packet. Students must bring the completed applications to BHS 200A by November 1<sup>st</sup>. (May 1<sup>st</sup> for LPN applicants). The specific nursing standardized tests will be determined by the APRG Committee with approval from the Department of Nursing faculty. The purpose of these tests is to insure that potential candidates for admission to the Department of Nursing possess the academic skills required to successfully complete the nursing program. **All student folders submitted for admission to the professional nursing sequence must be complete when they are submitted.** Members of the APGR Committee will review all the information contained in the folders. A competitive ranking scale will be utilized. Incomplete folders are not considered for admission. Applicants will be informed whether or not they have been accepted into the professional sequence by January 1<sup>st</sup>. Admission to the nursing program occurs once per academic year during Spring semester.

Students must have an admission college GPA of 2.5 or above on a 4.0 scale. Students must successfully complete all nursing and co-requisite courses with a grade of C or better to progress in the nursing sequence. The nursing curriculum must be completed within **five** years from date of entry in to the professional sequence.

**CHICAGO STATE UNIVERSITY COLLEGE OF HEALTH SCIENCES  
DEPARTMENT OF NURSING CURRICULUM PATTERN  
For Basic Students Entering the University - FALL 2007**

**PRE-PROFESSIONAL COMPONENT**

Fall Semester	Spring Semester	Summer Semester
ENG 1270            3	ENG 1280            3	HSC 1150            3
Math > 1000      3	CHEM 1050          5	
PSYC 1100          3	BIOL 2020           4	
SOC 1250           3	PSYC 200            3	
BIOL 1080          3		
<b>Total</b> 15	<b>Total</b> 15	<b>Total</b> 3
Fall Semester		
BIOL 2059          3		
BIOL 2021          4		
NURS 2190          3		
PHIL 1020/1030    3		
NURS 0910          3		
<b>Total</b> 16		

**PROFESSIONAL COMPONENT**

Fall Semester	Spring Semester	Summer Semester
	NURS 2150           3	NURS 2300           3
	NURS 2100           3	Foreign Language   3
	NURS 2200           4	
	NURS 0950           1*	
	Foreign Language   3	
	<b>Total</b> 13	<b>Total</b> 6
Fall Semester	Spring Semester	Summer Semester
NURS 3000           2	NURS 3200           3	Humanities           3
NURS 3050 (EOC)   7	NURS 3250 (EOC)   6	NURS 3321           3
NURS 3150           3	NURS 3300(EOC)   6	
PSYC 4190           3		
<b>Total</b> 15	<b>Total</b> 15	<b>Total</b> 5
Fall Semester	Spring Semester	
NURS 4000 (EOC)   6	NURS 4200 (EOC)   6	
NURS 4050 (EOC)   6	NURS 4250 (EOC)   6	
NURS 4100 (EOC)   2	NURS 4300           2	Must take <u>Exit Exam</u> in order to graduate
	NURS Elective      3	
<b>Total</b> 14	<b>Total</b> 17	

- (EOC)=End of Course
- Exit Examination= Comprehensive examination
- \* NURS 0920, 0930, and 0940 are mandatory not for credit nursing courses for students who have not successfully passed a nursing course or who have not passed a Course examination or the Comprehensive Exit Examination.

Revised Spring 2007;

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- **Requirements:** A Candidate must have a personal interview with an advisor. Credentials will be reviewed by the Admission, Progression, Retention and Graduation (APGRG) Committee for formal acceptance into the basic program. Applications and supporting documents from transfer students must be received by November 1<sup>st</sup> in order to be considered for Spring admission into the basic program. Students are selected according to ranking criteria.

Students entering the basic component must complete or transfer in the pre-professional courses. NURS 0910 is not a transferable course.

Revised Spring/07

**DEPARTMENT OF NURSING**  
**Curriculum Pattern for Incoming Freshmen**

A credit hour in the Department of Nursing is equivalent to one fifty-minute lecture or discussion period, two laboratory periods, or three sixty minute clinical periods. Instructional hours are over a 16 week period plus registration week and a week for final examinations.

End-of-Course Exams            Comprehensive Examination    Total Credit Hours    (138)

a\*Load credit only; does not count toward graduation.

\*\*Any math that satisfies university requirements (Math 1700, 1800, 1010, 1020, 1200 , 1210, 1250, 1400, 1600, 1500,1410 and 1420).

Humanities are: The Arts, English Literature, Foreign Languages, Music, Philosophy and Speech.

Gate 1: Admission into the pre-professional phase of the Nursing Program

Gate 2: Students who pass all nursing courses during sophomore level will matriculate to junior level.

Gate 3: Students who pass all nursing courses and end of course (EOC) examinations will matriculate to senior level.

Gate 4: Students who pass all the nursing courses and end of course (EOC) examinations during senior year are eligible to take the HESI comprehensive exit examination.

Students who fail a sophomore nursing course must take N0920 (Bridge II) if it is the first failure of a required course or nursing course.

Students who fail a junior nursing course (if it is the first failure of a required course or nursing course) or fail junior level EOC exams twice must take N0930 (Bridge III).

Students who fail a senior nursing course (if it is the first failure of a required course or nursing course), fail senior level EOC exams twice, or the HESI comprehensive exit exam twice must take N0940 (Bridge IV).

Revised 06/17/2007; 8/17/07; 10/02/07; 10/30/08; 8/10/09



**CHICAGO STATE UNIVERSITY COLLEGE OF HEALTH SCIENCES  
DEPARTMENT OF NURSING CURRICULUM PATTERN  
For Licensed Practical Nurses Entering the University - FALL 2007**

PRE-PROFESSIONAL COMPONENT

Fall Semester		Spring Semester		Fall Semester
ENG 1270	3	ENG 1280	3	
Math > 1000	3	CHEM 1050	5	
PSYC 1100	3	BIOL 2020	4	
SOC 1250	3	PSYC 2000	3	
BIOL 1080	3			
<b>Total</b>	<u>15</u>	<b>Total</b>	<u>15</u>	
Fall Semester		Spring Semester		Summer Semester
BIOL 2059	3	Humanities	3	NURS 0910-Bridge
BIOL 2021	4	NURS 2200	4	3
NURS 2190	3	Foreign Language	3	
PHIL 1020/1030	3	HSC 1150	3	
Foreign language	3			
<b>Total</b>	<u>16</u>	<b>Total</b>	<u>13</u>	
Junior Level Fall Semester		Spring Semester		Summer Semester
<b>PROFESSIONAL COMPONENT</b>				
NURS 3100	3	NURS 3200	3	
NURS 3150	3	NURS 3250 (EOC)	6	
PSYC 4190	3	NURS 3300 (EOC)	6	
NURS 3321	3			
<b>Total</b>	<u>12</u>	<b>Total</b>	<u>15</u>	
Senior Level Fall Semester		Spring Semester		
NURS 4000 (EOC)	6	NURS 4200 (EOC)	6	
NURS 4050 (EOC)	6	NURS 42500 (EOC)	6	
NURS 4100(EOC)	2	NURS 4300	2	
		Humanities	3	
<b>Total</b>	<u>14</u>	<b>Total</b>	<u>17</u>	

**Note:** LPNs will transfer 15 hours of nursing credits in accordance with the Illinois Nursing Articulation Agreement for the following courses:

- NURS 3000 Psychosocial Concepts
- NURS 3050 Fundamental of Nursing
- NURS 2100 Health Promotion
- NURS 4150 Nursing Elective

- (EOC)=End of -Course
  - Exit Examination= Comprehensive Examination
    - NURS 0920, 0930, and 0940 are mandatory not for credit nursing courses for students who have not successfully passed a nursing course or who has not passed a Course examination or the Comprehensive Exit Examination.
- Revised Spring 2007;

## Comprehensive Exit Examination

Credits for articulation+15

135

A credit hour in the Department of Nursing is equivalent to one fifty minute lecture or discussion period, two laboratory periods, or three sixty minute clinical periods. Instructional hours are over a 16 week period plus registration week and a week for final examinations.

\*Load credit only; does not count toward graduation.

\*\*Any math that satisfies university requirements (Math 1700,1800,1010,1200,1210,1250, 1400,1600,1500,1410 and 1420).

Humanities are: The Arts, English Literature, Foreign Languages, Music Philosophy and Speech.

Gate 1: Admission into the pre-professional phase of the Nursing Program

Gate 2: Students who pass all nursing courses during sophomore level will matriculate to junior level.

Gate 3: Students who pass all nursing courses and end of course (EOC) examinations will matriculate to senior level.

Gate 4: Students who pass all the nursing courses and end of course (EOC) examinations during senior year are eligible to take the HESI comprehensive exit examination.

Students who fail a sophomore nursing course must take N0920 (Bridge II).

Students who fail a junior nursing course or fail junior level EOC exams twice must take N0930 (Bridge III).

Students who fail a senior nursing course, fail senior level EOC exams twice, or the HESI comprehensive exit exam twice must take N0940 (Bridge IV).

Revised 06/17/2007, 10/02/07, 10/30/08, 8/10/09

## **Certified Nurse Assistant Articulation Pattern**

Consistent with the Illinois Articulation Initiative, certified nurse assistants who have graduated from a state-approved nurse assistant course and have passed the Illinois Nursing Assistant Competency Evaluation may receive up to three hours of credit in nursing. The Department of Nursing will award these three credits after admission into the professional sequence and these students will not have to take NURS 4150 – Special Topics in Nursing. Certified nursing assistants admitted under this pattern will subsequently follow the same curriculum pattern as basic students.

## SECTION IV

### **PROGRESSION, RETENTION AND/OR DISMISSAL, AND GRADUATION ACADEMIC REGULATIONS AND REQUIREMENTS**

Effective June 11, 2001, students admitted to the nursing program must successfully complete the following requirements.

1. Demonstrate evidence of personal and professional growth.
2. Achieve a satisfactory grade of “C” or better in each nursing course and co-requisite course – these courses can be retaken one time only. If students don’t pass, they must register and pass the respective bridge.
3. Two nursing course failures constitute dismissal from the program.
4. Successfully pass all end-of-course examinations for the designated nursing courses listed below at “Proficiency level two except N-3250. The pass rate for N-3250 is 50 percent. Students who fail any end-of-course examination can retake the examination one time. If students don’t pass on the second attempt, they must register and pass the respective bridge and retake the EOC exam. Students must pass the EOC exam on the third attempt to progress in the professional sequence. If the students do not pass the EOC on the third attempt, they will be dismissed from the program and receive individualized career counseling from the chairperson.

#### **Junior Level Courses**

NURS 3050 – Fundamentals of Nursing

NURS 3250 – Adult Health I

NURS 3300 – The Developing Family

#### **Senior Level Courses**

NURS 4000 – Adult Health II

NURS 4050 – Children and Adolescents

NURS 4100 – Leadership Theory

NURS 4200 – Mental Health

NURS 4250 – Community/Public Health

5. Students cannot progress to the next level if they do not successfully pass ALL the end of course examinations.
6. Students must successfully pass the HESI comprehensive exit examination with a minimum score of 900 points in order to graduate. Students will not be allowed to walk at University convocation or College commencement ceremonies if they have not passed the HESI comprehensive exit examination.

## **STUDENT RESPONSIBILITIES**

In order to achieve the objectives of the courses, the student is expected to:

- Complete all required readings.
- Select and read supplementary resource materials as required for individual understanding and/or increased knowledge of particular content.
- Review content from former courses whenever such content can increase understanding of specific concepts presented in this course.
- Complete all course assignments on time.
- Consult with faculty, as often as necessary, for explanation of course objectives and/or assistance with course content and related assignments.
- Utilize resources, including faculty, as needed, to facilitate one's own learning.
- Exhibit personal conduct consistent with guidelines contained in University, College, and Department of Nursing policies.

## **PREVIOUS LEARNING MATERIAL**

The learner is held accountable for the knowledge and skills taught in previous courses.

## **CODES OF CONDUCT**

The learner is expected to adhere to the University Policy on Student Conduct. If at any time during the course a learner exhibits behavior which a faculty member regards as unethical (e.g., disruptive, dishonest, disrespectful, alcohol or drug abuse, etc.), the matter will be referred to the Nursing team, who will in turn refer the matter to the Admissions, Progression, Retention and Graduation (APRG) Committee, Student Affairs Committee, the Chairperson of the Department of Nursing and the Dean of the College of Health Sciences for recommendations regarding retention or dismissal from the Nursing Program.

## **American Nurses Association (ANA) Code for Nurses**

- The nurse provides services with respect for human dignity and the uniqueness of the client unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
- The nurse safeguards the client's right to privacy by judiciously protecting information of a confidential nature.
- The nurse acts to safeguard the client and public when health care and safety are affected by the incompetent, unethical, or illegal practice of any person.

- The nurse assumes responsibility and accountability for individual nursing judgments and actions.
- The nurse maintains competence in nursing.
- The nurse exercises informed judgment and uses individual competence and qualifications as criteria in seeking consultation, accepting responsibilities, and delegating nursing activities to others.
- The nurse participates in activities that contribute to the on-going development of the profession's body of knowledge.
- The nurse participates in the profession's efforts to implement and improve standards of nursing.
- The nurse participates in the profession's efforts to establish and maintain conditions of employment conducive to high quality nursing care.
- The nurse participates in the profession's efforts to protect the public from misinformation and misrepresentation and to maintain the integrity of nursing.
- The nurse collaborates with members of the health professions and other citizens in promoting community and national efforts to meet the health needs of the public.

*Adopted by A.N.A., 1976.*

**Standards of Professional Conduct for Registered Professional Nurses – Illinois Nursing and Advanced Practice Nursing Act (2001)**

- Practice in accordance with the Act.
- Uphold federal and state regulations regarding controlled substances and alcohol.
- Practice nursing only when in functional physical and mental health.
- Be accountable for own nursing actions and competencies.
- Practice or offer to practice only within the scope permitted by law and within the licensee's own educational preparation and competencies.
- Seek instruction and supervision from qualified individuals when implementing new or unfamiliar nursing activities.
- Delegate tasks only to individuals whom the licensee knows or has reason to know are qualified by education or experience to perform.
- Delegate professional responsibilities only to individuals whom the licensee knows or has reason to know are licensed to perform.

- Be accountable for the quality of nursing care delegated to others.
- Report unsafe, unethical, or illegal health care or conditions to appropriate authorities.
- Assume responsibility for continued professional and personal growth and education to reflect knowledge and understanding of current nursing care practice.

Violations of this Section may result in discipline for dishonorable, unethical, or unprofessional conduct as specified in Section 10 - 45 of the Act. All disciplinary hearings shall be conducted in accordance with 68 IL Adm. Code 1110.

**Source:** Amended at 24 Reg.1191, effective January 4, 2000 as reported in the *State of Illinois: Nursing and Advanced Practice Nursing Act & Rules for the Administration of Nursing and Advanced Practice Nursing Act* as published by the Department of Professional Regulation, 2001.

## **POLICIES AND PROCEDURES FOR GATES 1, 2, 3, 4**

# **DEPARTMENT OF NURSING**

### ***Progression Policy and Expected Level of Academic Achievement (“Gates” Policy) in the Nursing program***

One of the major innovative changes introduced into the Basic and LPN-BSN nursing curricula, in 2002, is the concept of the “gate” system. Students enrolled in the RN-BSN curriculum are exempt from the “gate” system. Basic and LPN students enrolled in the nursing program are expected to meet the following levels of academic achievement in order to progress in the program. In the nursing program, four “gates” are introduced at critical junctures in the curriculum to ensure that the students know the course material related to the specific level before they are promoted to the next level of their professional education. The “gates” are designed to effectively monitor the students’ academic achievement, clinical competence, attitudes and behaviors required at the different levels of the nursing program.

**GATE 1-** is for the pre-professional nursing program. Freshmen and transfer students must comply with the general admission requirements into the University, complete the pre-requisite courses and attain the expected level of academic achievement prior to admission into the professional program.

**GATE 2 –** Students admitted into the professional program and who pass all nursing courses during sophomore level will progress to the junior level.

1. Students with a nursing course grade of “D” or “F” must take and successfully pass Nursing-0920 (Bridge II) before being allowed to repeat the failed course.
2. An individualized program of study (IPS) will be developed for identified students with specific academic problems.
3. Students must receive a passing grade in Nursing-0920 (Bridge II).
4. Students who fail the Nursing-0920 (Bridge II) course will be dismissed from the nursing program and will receive individualized career counseling from the Chairperson.
5. Those students who fail a nursing course but pass Nursing-0920 (Bridge II) will be allowed to repeat the nursing course one time only.

**GATE 3-** Students who pass all end-of-course (EOC) examinations during junior level will progress to the senior level.

1. Students with a grade of “D” or F” in a nursing course must take and successfully pass Nursing-0930 (Bridge III) before being allowed to repeat the failed nursing course.
2. An IPS will be developed for identified students with specific academic problems.
3. Students must receive a passing grade in Nursing-0930 (Bridge III).
4. Students who fail the Nursing-0930 (Bridge III) course will be dismissed from the nursing program and will receive individualized career counseling from the Chairperson.
5. Those students who fail a nursing course but pass Nursing-0930 (Bridge III) will be allowed to repeat the nursing course only once.
6. Only students who pass the nursing course will be allowed to complete the end- of-course (EOC) examination(s).
7. Students who fail an EOC examination may retake the examination only once. If students fail the EOC examination(s), they must take Nursing-0930 (Bridge III).
8. Students who fail Nursing-0930 (Bridge III) will be dismissed from the nursing program and will receive individualized career counseling from the Chairperson.
9. Students who pass Nursing-0930 (Bridge III) but fail the EOC examination(s) for the third time will be dismissed from the nursing program and will receive individualized career counseling from the Chairperson.

**GATE 4 –** Students who pass the nursing courses and EOC examinations during senior level are eligible to take the Health Education Systems, Inc. (HESI) comprehensive exit examination.

1. Students with a “D” or “F” grade in a nursing course must take and successfully pass Nursing-0940 (Bridge IV) before being allowed to repeat the failed nursing course.
2. An IPS will be developed for students with specific academic problems.
3. Students must receive a passing grade in Nursing-0940 (Bridge IV).
4. Students not passing the Nursing-0940 (Bridge IV) course will be dismissed from the nursing program and will receive individualized career counseling from the Chairperson.
5. Those students who fail a nursing course but pass Nursing-0940 will be allowed to repeat the course one time only.
6. Only students who pass the nursing course will be allowed to complete the EOC examination(s).
7. Students who fail an EOC examination(s) may retake the exam only once. If students fail the EOC examination(s), they must take Nursing-0940 (Bridge IV).
8. Students who fail Nursing-0940 (Bridge IV) will be dismissed from the nursing program and will receive individualized career counseling from the Chairperson.
9. Students who pass Nursing-0940 (Bridge IV) but do not pass the EOC for the third time, will be dismissed from the nursing program and will receive individualized career counseling from the Chairperson.
10. Only students who pass all the EOC examinations will be allowed to complete the HESI comprehensive exit examination.
11. If the student fails the HESI comprehensive examination on the second attempt, the student will again have to take remediation and another live review course. The student must wait two months before the student can re-take the HESI comprehensive examination for

the third time. If the student fails the HESI comprehensive examination a third time, the student must take a designated course based on an individualized plan of study in order to re-take the HESI comprehensive examination for the fourth and final time. If the student fails the HESI comprehensive examination on the fourth attempt, the student will not be permitted to graduate. The student will be dismissed from the nursing program and will receive individualized career counseling from the Chairperson.

12. Students must successfully pass the HESI comprehensive exit examination with a minimum of 900 points in order to graduate. Students will not be allowed to participate in the University convocation and college commencement ceremonies if they have not passed the HESI comprehensive exit examination.
13. Students who fail the HESI comprehensive exit examination on their first attempt must participate in an IPS that is based on the content analysis of their performance on the HESI comprehensive exit examination results. Students must enroll in and pass Nursing-0940 (Bridge IV) before re-taking the comprehensive exit examination for the second time. The students must also take a live (Kaplan) review course.
14. If students fail the HESI comprehensive exit examination the second time, they must wait two months before re-taking the examination for a third time. An IPS that is based on the content analysis of their performance on the HESI comprehensive exit examination results will be developed. Students must enroll in and pass (Nursing-0940 Bridge IV) before re-taking the comprehensive exit examination for the third time. The students must also take a live (outside) review course prior to retaking the HESI examination.
15. If students fail the HESI comprehensive examination the third time, they must take a designated nursing course (N-0940 Bridge IV) before they can re-take the comprehensive exit examination for the fourth and final time. Students who fail the exit examination on the fourth attempt will be dismissed from the program and will receive individualized career counseling from the chairperson.

**Failure in a required course for a second time will result in dismissal of the student from the (nursing) program. Failure in a second nursing clinical course or a second nursing course will result in dismissal of the student from the nursing program.**

## **POLICIES FOR STUDENTS PARTICIPATING IN CLINICAL ROTATIONS**

### **Confidential Information**

All information obtained pertaining to a client is of a confidential nature and must not be discussed outside of the clinical facility nor in the presence of others who have no connection with the care of the client. (HIPAA)

### **Health Screening**

#### **Step I.**

All students participating in clinical rotations must have a completed medical/dental record on file in his/her student folder documenting that they are medically approved to participate in this phase of their education. Included in this file, must be documentation that they have had the following tests or immunizations completed:

#### **Step II.**

1. 2 step Tuberculosis Skin Test (PPD), which is required **annually**. If positive, a chest x-ray is required. Should a student convert or test positive at a later date, the student will be referred to their medical care provider and the course coordinator for follow-up.
2. Tetanus (every ten [10] years).

3. Proof of polio, mumps, and immunizations at least once during enrollment.
4. Blood titers to demonstrate immunity to rubeola, measles, rubella, mumps and varicella.
5. Dental on admission to professional sequence.
6. Hepatitis B vaccinations (3 injections) or completion of declination statement). Blood titers for Hepatitis B antigen and antibodies.
7. Some agencies may require additional tests.

## **PREGNANCY POLICY**

Students enrolled in the professional sequence of the nursing program who become pregnant, must notify the course instructor, their advisor and the chairperson of the Department of Nursing as soon as they become aware of the pregnancy. A meeting with the course instructor should be scheduled as soon as possible to discuss the students' progression in the course/program and to address any needs that should be addressed. They must also submit a completed Pregnancy Statement form to the course instructor and chairperson of the nursing department (see Appendix B for sample of form). A statement from the students' physician indicating that the student is able to continue in the clinical experience to which she is assigned is required to continue in the clinical course. In addition, the students are required to adhere to the current policies and guidelines of the clinical facility to which they are assigned. After delivery, a physician must also sign a statement saying that the students may return to school.

### **Hepatitis B/HIV Statement**

Nursing is a profession which has some inherent risks. Giving care to clients with potentially infectious diseases requires that the student be aware of how these diseases can be transmitted and the proper methods which must be adhered to for the transmission prevention. All nursing personnel are professionally and ethically obligated to provide client care with compassion and respect for human dignity. No nursing personnel may ethically refuse to treat a client solely because the client is at risk of contracting or has an infectious disease such as **HIV, AIDS, or HBV**. Students and faculty should understand and follow rules of confidentiality.

The proper method of preventing disease transmission is the use of universal precautions. The purpose of universal precautions is to place a barrier between the student/nurse and potentially infectious substances. Students will receive information and instructions on universal precautions for blood and body fluid infections in accordance with applicable Center for Disease Control and Prevention (**CDC**) guidelines prior to providing care to clients (see Appendix C). Hepatitis B is a dangerous disease which is preventable by vaccine. Students in the nursing program are required to be vaccinated against this disease or sign a waiver indicating their refusal to be vaccinated. Procurement and expense of the vaccine is the responsibility of the student, and vaccinations must be completed prior to the first clinical course in the professional sequence. Three injections are necessary. Once a student receives the first injection, a second injection is in 30 days. The third injection is given 180 days after the initial injection. Transfer students must initiate their inoculation schedule immediately upon matriculation in the nursing program. Students who know they are infected with HIV are urged to voluntarily inform the Wellness Center nurse or a University Counseling Center counselor who will provide information and referral for health care and supportive counseling.

A student has an ethical duty to report to the faculty member in charge any accident that exposes her/him or a client to a risk of transmission of a blood-borne disease. Proper clinical setting guidelines for accidental exposure should be followed. If an accidental exposure occurs, students should follow the CDC guidelines for occupational exposure: if needle stick, test for

HIV to establish seronegativity first, then retest at six weeks, three months, six months, and one year (see Appendix D for Incident Report Form). A significant occupational exposure is defined as:

- A needle stick or cut caused by a needle or sharp object that was actually or potentially contaminated with blood or body fluid;
- A mucous membrane (i.e., splash to the eye or mouth) exposure to blood or body fluid; and
- A cutaneous exposure involving large amounts of blood or prolonged contact with blood – especially when the exposed skin was chapped, abraded, or afflicted with dermatitis.

**All nursing students MUST have a completed medical/dental record on file in their Medical Records folders.**

### **Health Insurance**

Health insurance is mandatory for all Department of Nursing students. Students who do not have health insurance must contact the Wellness Center and make arrangements to purchase the insurance.

### **Cardio Pulmonary Resuscitation (CPR) Certification**

All students are to be CPR certified from the American Heart Association with a “C” card prior to beginning the first clinical course. Students may not attend clinical experience until CPR certification is complete. Students must have valid CPR cards each year.

### **Criminal Background Check**

All students enrolled in the professional sequence of the nursing program are required to have a criminal background check completed in order to participate in all clinical experiences. The College of Health Sciences has contracted the services of an outside agency, Intelius, Inc. to conduct criminal background checks, drug screens, and fingerprinting.

Based on the requirement of individual clinical sites, students may be required to complete drug screenings and/or fingerprinting. The cost of the criminal background check is \$75.00. There is an additional cost of \$28.00 if the clinical agency requires drug screening and another \$75.00 charge if fingerprinting is required.

Students will be able to go on-line and complete the necessary documents for the criminal background check and will need to sign a release form so the information is available to the department. For confidentiality, this information is maintained in an electronic file and access is limited to the chairperson. Each student must sign a release of information if a clinical site requests a paper copy of the background check.

Students are required to download a copy of their background check 48-72 hours after payment.

All students **MUST** pass the HESI comprehensive exit exam **BEFORE** receiving their graduation gown and participate in the Convocation and Commencement ceremonies.

### **Laboratory and Course Related Fees**

1. All students must carry professional liability insurance through Chicago State University. Currently, each student is required to pay \$15.00 via money order prior to the first day of class of the fall of junior and senior year to the designated secretary in BHS 200A. No checks or cash accepted. Malpractice insurance must be paid before a student can go into any clinical area.
2. Incoming sophomore students will be notified by the APGR chair and sophomore level coordinator of fees/supplies that must be paid prior to the first day of class of the fall of junior year.
3. Nursing Uniform \$55.00 - \$125.00  
Students are required to purchase a full nursing uniform, white nursing shoes, a white laboratory coat, watch with sweeping second hand, a stethoscope, and bandage scissors.
4. Class Syllabus Fee varies with class
5. Learning Tutorials/Exams As posted each year.
6. Senior Fees As posted each year.
7. Licensure exam fee As posted each year.

### **CLINICAL TRANSPORTATION AND DRESS CODE**

Appropriate attire is required at all times in the clinical areas. Students are required to purchase a full nursing uniform, including shoes, a watch indicating seconds, a stethoscope, and bandage scissors. Students are required to be appropriately attired in all clinical settings. Hair should be kept clean and neatly groomed and pulled back from the face. Make-up, perfume, and other products with strong odors should be used in moderation. Fingernails should be kept short, clean, and in good repair. Body art/jewelry, other than small earrings, wedding rings, and a watch, are not permitted; this includes necklaces and chains. Rings should be worn with consideration given to possible injury to patients and the possibility of loss or damage to jewelry.

Full uniform or street clothes, depending on agency policy, are required. Some agencies may require that a lab coat with the Department of Nursing insignia be worn over street clothes. Jeans and sweats are never to be worn for any reason while at the clinical facility.

### **Hospital**

Students must be in the following uniform:

1. White pants and uniform top for all students.
2. White hose and shoes (shoes and laces must be clean).
3. The Department of Nursing insignia on a lab coat and student name pin must be worn at all times.

### **Community/Public Health**

1. A navy blue dress or navy blue skirt/slacks with a blue/white blouse are appropriate for this experience.
2. A dark colored coat (navy preferably) for cold weather.
3. Neutral or dark hosiery and dark colored low heeled shoes are required.

### **Psychiatric Experience**

Attire depends on clinical agency.

## **CLINICAL FACILITIES/TRANSPORTATION**

A variety of health care facilities are used to provide clinical experiences. Students must assume responsibility for transportation in connection with clinical experiences and field trips.

## **CLINICAL SKILLS CHECKLIST**

Checklists containing clinical skills pertinent to each clinical course are used for students' professional growth and faculty evaluation of clinical experience. Skills listed on the checklist must be completed in the Nursing Learning Resource Center – Skills Lab and/or the clinical area for each clinical course (see Skills Checklist in the syllabus for the respective course).

### **ATTENDANCE**

- Students are required to attend all clinical experiences, and there will be no unexcused absences from these areas.
- Students' attendance in classroom/laboratory is compulsory. See *CSU Undergraduate catalog 2008 – 2010, pp 62 – 63*. Please note that students may be dropped or withdrawn from class due to unexcused absences.
- Faculty may drop students from classes with a grade of "WA" when total absences are equal to or exceed the equivalent of two weeks of instruction. After the official drop date, the instructor may assign a nonattendance grade of WP (withdraw passing) or WF (withdraw failing).
- Failure on the part of students to officially withdraw from a class (or on the part of faculty to drop them) prior to the official drop date will result in a "F."
- All students must be in class and laboratory at the appointed time. Frequent tardiness may constitute an unexcused absence.
- Participation in any organization, convention and/or other event or situation that would necessitate an absence must be discussed with the instructor and/or course director prior to the event.
- In the case of excused absences, students must assume responsibility for contacting the instructors regarding missed assignments, quizzes, examinations, and/or clinical experiences, etc.

Students who are absent during the administration of a scheduled unit examination must follow this procedure:

- Notify the secretary in the Department of Nursing (773/995-3992) and course Director prior to 9:00 a.m. on the day of the examination.
- Meet with the team prior to the next scheduled class to discuss the possibility of a make-up examination.
- Failure to follow the procedure will result in a grade of “0”.

## **GRADING POLICY**

### **Didactic Component of Nursing Program**

Letter grades are used to record the academic progress of students in nursing courses. Some nursing courses, i.e. N0910, N0920, N0930, N0940, N0950, N4379, and N4250, are pass or fail. In clinical nursing courses, letter grades represent a combination of both the formal classroom evaluation and the clinical laboratory experience. The classroom or theory grade is based on scores earned on quizzes, examinations, and other required assignments. The following system is used for letter grades:

A = 90 – 100

B = 83 – 89

C = 75-82

D = 65 –74

F = 64 & lower

Pass/Fail grades are used for evaluation in the clinical component of the course. These pass/fail grades are based on attendance of students in the clinical area, practice experience with patients in the clinical setting, observational clinical experiences, written care plans and/or any other assignment required by the instructor. Students must arrive on the clinical area at the specified time. Promptness, as well as attendance in the clinical setting, are mandatory. Students must notify the instructor of any lateness or absence with a reason for the lateness/absence. Absences and repeated tardiness will affect the students’ clinical grade. To obtain a passing grade in a clinical course, students must achieve a grade of “C” or better in the theory component and a passing grade in the clinical/laboratory component of the course:

Clinical Pass = 75% or above

Clinical Failure = below 75%

Students who receive a failing grade in the clinical area will receive an “F” in the course, regardless of the theory grade.

### **Students with Disabilities**

Students who require reasonable accommodations to fully participate in this course should notify the instructor within the first two weeks of the semester. Such students must be registered with the Abilities Office of Disabled Student Services Office, SUB 190, (773) 995-440.

### **Academic Honors**

A Dean’s list is issued at the end of each semester. The list shall contain the names of students with a semester grade point average of 3.0 or better with no grade below “C” and no “I” grade.

To be eligible, the student must be carrying a full load (12) or more credit hours per sixteen (16) week semester; six (6) credit hours during an five (5) week Summer term).

The Dean's Honor List is issued at the end of each school year. This list shall contain the names of students with a cumulative grade point average of 3.5 or better with no grade below "C" and no "I" grade. To be eligible, the student must have been a full-time student carrying a load of twelve (12) or more credit hours per sixteen (16) week semester.

### **Service Learning Statement**

The following statement is included in N3050, N3250, N4000, N3300 and N4250 course syllabi:

Students are required to participate in service learning projects as a part of the course requirements. Students are required to engage in ten (10) hours of service learning activities during the semester. Students are to complete a web based ethics course at the beginning of the semester. Students will receive a certification of completion of the course. Students must turn in the certificate to Dr. Rosemary Ricks-Saulsby. The web site is: <http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp>

### **Incomplete Grades in the Nursing Program**

Students who receive a grade of incomplete "I" in a required nursing course will not be allowed to progress to sequential nursing courses until the grade of incomplete is removed with a grade of "C" or better (see incomplete grade form in the Appendix which must be completed and filed with the instructor giving the grade of incomplete as well as with the chairperson of the Department of Nursing).

### **Timeframe for Completing the Nursing Program**

The nursing program must be completed within five (5) years of beginning the professional sequence. If requirements change during this timeframe, students are required to meet the new criteria for progression and graduation. Students must maintain a semester and cumulative grade point average of 2.0 throughout the nursing sequence. Students failing to maintain a 2.0 grade point average will be placed on academic probation and must take remediation (see discussion on options for failing courses in the nursing program).

### **Participation in the Dr. Marian Sides NCLEX-RN Review and The Kaplan Test Taking Review**

Participation in both reviews is **mandatory** as they are part of the nursing curriculum. The consequences for nonattendance at each review are addressed in the Nursing 4400 course syllabus:

"As a continuation of the NCLEX-RN Preparation Course, all students who are enrolled will be required to attend the Dr. Marian Sides NCLEX-RN Review in Preparation for the NCLEX-RN examination. Students are required to be on time for the review and attend the review in its entirety. Failure to comply with these requirements will result in a failing (F) grade for the course.

The Kaplan Test Taking Review will be offered at the end of May through the first week of June. Full attendance and active participation are needed for the student's Certification Of Education Form (ED-

NUR), which is a requirement to apply for RN licensure in the State of Illinois, to be signed by the Chairperson. Students will be financially responsible for the NCLEX-RN Live Review Workshops (Dr. M. Sides and Kaplan Test Review).”

### **Withdrawal from Nursing Courses**

Students who withdraw from nursing courses or required co-requisites must notify **his or her advisor and the APRG Committee in writing**. This should be done when the following may occur:

1. The student wishes to withdraw from a nursing course.
2. The student wishes to withdraw from a scheduled co-requisite course.
3. The student does not wish to be scheduled for a semester.
4. The student is withdrawing from the nursing program and/or the University.

If this is a co-requisite to a course the student is currently taking, the student may not progress to the next level until all the co-requisites are satisfactorily completed.

**Withdrawal from courses - Students must file an Add/Drop form in the office of the Registrar before the withdrawal transaction is official. Simply ceasing to attend class or notifying the instructor is not sufficient and will result in a final grade of “F.” Students will not be permitted to drop classes after the published deadline dates(s) for dropping classes without penalty of receiving an “F” grade.**

### **Unsatisfactory Progress in the Nursing Program**

Whenever a student is making unsatisfactory progress (80% or less on a quiz or exam) in a course (lecture, lab or clinical), he or she is **required** to receive assistance from the Academic Enrichment Coordinator. The student should complete interactive software in the Nursing Learning Resource Center and utilize other support services provided by the University.

### **DISMISSAL FROM THE NURSING PROGRAM**

The Department of Nursing reserves the right to recommend termination of a student’s enrollment in the nursing program when his/her health, attitude, academic record and/or nursing performance indicate that it would be inadvisable and unsafe for him/her to continue in the preparation for the practice of professional nursing. If at any time during the program a student exhibits behavior that the faculty regards as unethical (plagiarism, cheating, disruptive, dishonest, and/or disrespectful behavior, alcohol or drug abuse), the instructor will refer the matter to the teaching team, who in turn will refer the matter to the APRG Committee and a recommendation will be made to the chairperson of the nursing program regarding retention or dismissal from the nursing program.

All students are expected to abide by the University policy on student conduct. The University may take disciplinary action, which may include suspension, reprimand, disciplinary probation, expulsion, restitution, recommendation for counseling, or community service for any student violating the CSU Policy on Student Conduct, or the University’s substance abuse policy. See page 42 on gate policies related to dismissal.

**Failure in a required course for a second time will result in dismissal of the student from the (nursing) program. Failure in a second nursing course or a second nursing clinical course will result in dismissal of the student from the nursing program.**

## **RE-ADMISSION TO THE NURSING PROGRAM**

Students applying for re-admission to the Department of Nursing must:

1. Meet University re-admission requirements (see CSU Undergraduate Catalog 2006-2008, p. 24).
2. Re-mediate any identified deficiencies.
3. Submit a letter to the APRG Committee at least 2 – 3 months prior to the beginning of the semester in which he/she wishes to re-enter, stating his/her intent to re-enter the nursing program. Include evidence to support re-admission, such as:
  - a. reasons for dismissal or failure.
  - b. documentation of how the problem has been resolved.
  - c. plan for continued academic progress (to be signed by student's advisor).

The APRG Committee will review the student's folder, noting reasons for the delay in the nursing program, and make a decision regarding the recommendation for or against re-admission of the student to the program. This decision will be forwarded to the chair of the nursing program. The chair will forward a letter of decision to the student.

4. Have a GPA of 2.5 or above for re-admission.
5. Have removed all previous D's or F's.
6. Have completed all pre-requisite or co-requisite courses.
7. Have a personal interview with an APRG Committee member or a faculty advisor.
8. Have updated physical and dental records, and have specific laboratory tests completed.
9. Show evidence of completion or required retention activities.
10. Be prepared to pay malpractice insurance.
11. Have proof of health insurance.
12. Complete the nursing curriculum within five (5) years.
13. Meet the requirements of the current curriculum pattern (out of CSU more than two years).
14. Understand that previous acceptance into the program does not guarantee re-admission into the nursing program.

## **GRADUATION POLICY**

All students must complete the following University requirements for graduation:

- Completion of all curriculum requirements as specified in the required program.
- Successful completion of University required placement examinations in English and reading. The math placement exam may be waived if a student transfers in college math and chemistry equivalent to Chem. 1050.

- Completion of a minimum of 120 semester hours of college level credit.
- Completion of the last thirty (30) semester hours at Chicago State University. Credit earned through proficiency examinations with the exception of University proficiency examinations, and/or military training may not be used to satisfy this requirement.
- Minimum overall cumulative Chicago State University grade point average of C (2.0) at the time of graduation.

Successful completion of the HESI comprehensive exit exam with a score of 900 points. Students will not be allowed to graduate or walk at the University convocation and College commencement ceremonies if they have not passed the HESI comprehensive exit examination.

***Note:** Adjustments in the basic nursing curriculum may occur from year to year. Upon admission to the major in nursing, each student will be given a curriculum pattern indicating the courses for which they will be held responsible. Any student who drops/withdraws or leaves the nursing program for any reason and is re-admitted, will have to meet the requirements of the current nursing curriculum. Any consideration for re-admission of the student is dependent upon space availability.*

***Note:** If a student has been convicted of a felony, the Illinois Department of Financial and Professional Regulation (IDFPR) will not consider his/her application for licensure in the State of Illinois until a review hearing has been conducted by the State Board. The 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 IDFPR. The decision to allow an individual to take the examination for licensure rests with the Board.*

## SECTION V

### STUDENT DEVELOPMENT/ACTIVITIES

#### STUDENT DEVELOPMENT

##### Student Nurse Associations

Students in the Department of Nursing have the privilege of joining any organization on the Chicago State University campus. Presently, there are two professional organizations of special interest available only to nursing students: Student Nurses' Association of Chicago State University (SNACS) and the Chicago State University Nursing Honor Society.

The Student Nurses' Association of Chicago State University, organized in October 1975, is the local unit of the National Student Nurses' Association, Inc. Membership is voluntary, but is open to all nursing students who are interested in the programs and purposes of the organization. The purposes are to:

1. assume responsibility for contributing to nursing education in order to provide for the highest health care;
2. provide a program representative of fundamental and current professional interests and concerns; and
3. aid in the development of the whole person, and his/her responsibility for the health care of people in all walks of life.

The Chicago State University Nursing Honor Society was organized in 2001 and held its first induction ceremony on October 7, 2001 in BHS 102 from 2:00 p.m. to 4:00 p.m. with over 100 students, alumni, community leaders and faculty members being inducted. A second induction was held in April, 2006. The formation of the CSU Nursing Honor Society is the first step in forming a chapter of Sigma Theta Tau International Honor Society on campus.

The mission of Sigma Theta Tau is to provide leadership and scholarship in practice, education, and research to enhance the health of all people. The organization supports the learning and professional development of its members, who strive to improve nursing care worldwide. The vision of Sigma Theta Tau is to create a global community of nurses who lead using scholarship, knowledge, and technology to improve the health of the world's people.

##### **The purposes of this honor society are to:**

1. recognize superior achievement.
2. recognize the development of leadership qualities.
3. foster high professional standards.
4. encourage creative work.
5. strengthen commitment to the ideals and purposes of the profession.

## COUNSELING SERVICE AND SUPPORT SERVICES

### University Counseling

The University Counseling Center, located in the Student Union Building, provides psychological counseling and consultation to all members of the University community. The Center offers support through a variety of services and special programs as students adapt to university life. Personal, educational, and stress management counseling are available to help students effectively and meaningfully master life on and off campus. The Center offers counseling and help in academic developmental tasks or skills and solving problems during crisis periods.

Individual confidential therapy is available in the Center for many personal needs that may be identified through counselor assessment of student concerns. Student counseling needs assessment also may result from referral to the Center's group workshop on study skills, interpersonal relationships, stress management, physical and sexual abuse, human sexuality issues, addictions, self esteem development, managing depression, test anxiety, and other issues and topics. Referrals for services outside the University are made when long term psychotherapy or alcohol and substance abuse treatment is indicated.

### Department of Nursing

The Department of Nursing assigns faculty advisors to students identified as nursing majors. Students should call the Nursing Program office at x3992 or x3919 to determine the name of the faculty member assigned to be their advisor, who is available for advice and guidance on any topic related to the education and professional growth of nursing students (See Appendix A). All faculty advisors have posted office hours at which time the faculty member is available to students. Students should initiate contact with their advisor **at least twice** a semester. In particular, students must schedule appointments with their advisor as necessary, but not less than two times per semester to review their class performance, academic records, and progression in completing graduation requirements. These advisement sessions may be used to plan course work for the forthcoming semester. **Only the student's advisor can provide pin numbers for registration.**

The Department of Nursing encourages students to participate in the operation of the department through participation on the following standing departmental committees: Faculty Organization; Student Affairs; Curriculum; and Admission, Progression, Retention, and Graduation. The committees meet monthly as needed.

## WELLNESS CENTER AND GROUP MEDICAL INSURANCE

The Chicago State University Wellness Center is organizationally located within the College of Health Sciences but serves the needs of the University student population. The Wellness Center, located in the Cook Administration Building, Room 131, is a comprehensive health and educational resource for the campus community. Directed by a Family Nurse Practitioner, the Wellness Center is the campus community's link to personal health and wellness. The Center provides primary health care and wellness programs, encourages students, faculty, and staff to develop healthy lifestyles, serves as a health consultant and referral resource, and acts as a liaison for health issues that affect the University community. Students may be seen by a primary care provider by appointment for a nominal fee with valid Chicago State University identification card.

All students must submit an official immunization record to the Wellness Center as part of the

registration process. Immunizations needed to comply with registration and the immunization law are available through the Wellness Center.

Physically challenged persons may receive assistance in securing parking decals by having the appropriate medical documents in the Wellness Center. **Information regarding the mandatory student health insurance is available through the insurance coordinator, who is located in the Student Union Building, Room 268 at x4533.**

## HIV/AIDS RESEARCH AND POLICY INSTITUTE

The second service unit located within the College of Health Sciences, there are opportunities for students related to service learning and increasing community outreach. Volunteers must present a copy of their current on-line protection of human subjects certification (NIH) within a year of HIV-related experiences through this Institute. For more information, call the Director at Extension 2241.

## TUTORIAL SERVICES

### New Academic Library

The new library has many outstanding features that will enable users to find and retrieve information and materials quickly and efficiently. The library now has an Automated Storage and Retrieval System called ROVER (Retrieval Online Via Electronic Robot). Library staff members have placed about 80% of the library's collections (including all of the bound periodicals, Black Studies publications, archive materials, microforms and most of the older books into ROVER.

### Nursing Learning Resource Center

The Nursing Learning Resource Center (NLRC), located in the Business and Health Sciences Building, Room 100, provides additional learning resources for students. These include over 50 personal computers (pc's) for the exclusive use of nursing students and faculty, computer assisted instructional programs, audiotapes, selected reference books, slides, models, selected nursing journals, pamphlets, brochures on a variety of subjects, and manikins. It is expected that students will make use of the NLRC to reinforce material presented in class, study independently, and practice nursing procedures.

The Nursing Learning Resource Center is open Monday through Friday. Times are posted each semester. Guidelines for the NLRC are as follows:

1. All persons must sign the log at the front desk (name, date, time) before proceeding into the area.
2. Food and drink of any kind are **NOT ALLOWED**.
3. Only authorized personnel may obtain material from the cabinets.
4. Please request assistance with technical operation of A – V computer equipment.
5. Return all software to front desk. **DO NOT** replace in cabinets.
6. Discussions should be kept to low tones that do not disturb others.
7. Appropriate dress and a professional attitude are expected in this learning environment.
8. Proper, responsible care of all materials must be exercised.
9. Sign off on the log your time of departure.
10. The use of cell phones in the NLRC **is not permitted**.

## **ACADEMIC COMPUTER CENTER**

The Academic Computer Center is comprised of two open computer laboratories located in Douglas Hall, Room 122 and the Student Union Building, Room 150. Both computer laboratories are open to all current CSU students, faculty, alumni and staff for research and instructional use.

The computer laboratories are equipped with IBM compatible microcomputers running Windows Computing software is available (i.e., Version 8, SPSS/Windows, and SAS statistical 96 software) as well as access to the Internet. All registered students are issued a user ID and password upon request to access these resources.

## **DISABLED STUDENTS SERVICES (ABILITIES OFFICE)**

Students with a verified disability can receive a variety of services through the Office of Disabled Student Services in Room 198, Student Union Building, 773/995-4401.

## **CAMPUS MINISTRY**

Campus Ministry seeks to support, encourage, and develop the faith/spiritual life of the University community, students, administrators, and faculty. Campus Ministry offers opportunities for: Bible study, worship, retreats, community services, and peace and justice awareness.

Although the campus ministers are sponsored at present by the Catholic Archdioceses of Chicago and the Chicago Metropolitan Baptist Association, their ministry is extended to all members of the University regardless of denomination. Members of the University are encouraged to utilize the Parker Meditation Room (LIB 304) which is provided for quiet reflection, prayer, and worship.

## **STUDENT GOVERNMENT ASSOCIATION (SGA)**

The SGA, located in the Student Union Building, Room 268, exists primarily to address student concerns and needs, and to provide services which enhance overall student life and development. The SGA is committed to the representation and advocacy of all students and serves as liaison to the Administration and other elements of the University community. All students who have paid their student fees are automatically members of the SGA and as such are entitled to vote, chair and serve on committees, hold office, and take advantage of all SGA-sponsored activities and services.

Among the services and activities provided by the SGA are the following: political campaign forums and panel discussions about social concerns and current events; a variety of social events such as dances, variety shows, talent shows, fashion shows, and other cultural and social programs and events. In addition, the SGA assumes a major responsibility for the dissemination of announcements and information relevant to student needs and interests. The most important feature of the SGA is the opportunity it provides for students to be involved with self-governance and service to others. Involvement in the SGA is not only fertile ground for gaining valuable training and experience, but it is also a vital means to contributing to the overall experience of university life.

## **CAREER DEVELOPMENT CENTER**

The Career Development Center assists students and alumni in investigating career and professional development opportunities. Workshops and individual consultations assist students in identifying career goals, scheduling on-campus interviews by recruiters from corporations, business and graduate and professional schools, and developing placement credentials. Services include resume writing and interviewing skills development, researching jobs and companies; professional image development; computerized career guidance systems such as the System of Interactive Guidance and Information (SIG+), a career resource library; and career awareness days.

## **CHILD CARE CENTER**

The Child Care Center, located in the Robinson University Center, Room 101, is equipped to provide quality care for pre-school and school-age children two and one-half through ten years of age. The basic goal of the Child Care Center is to provide an environment in which social, physical, intellectual and emotional growth is encouraged by a professional staff and well planned curriculum.

Services are available full time, five days per weeks, from 7:00 a.m. to 5:00 p.m. CSU students are encouraged to apply for Head Start and subsidized child care. Although CSU students have first priority, services are open to all members of the academic community. Call: 773/995-2556.

**Please refer to the Chicago State University Undergraduate Catalog 2008 – 2010, pp. 68-78 for additional services.**

## SECTION VI

### FINANCIAL AID

#### **Financial Aid Program**

The University provides an established financial aid program so that qualified students will not be denied an education because of financial need (see Chicago State University Undergraduate Catalog 2008 – 2010, pp. 33-44). In addition, information related to various nursing scholarships and internship programs can be obtained in the Department of Nursing, BHS Building, Room 200A. All applicants for financial assistance are to apply for state and federal financial assistance before they will be considered for institutional assistance. This is done by completing the FREE application for Federal Student Aid (FAFSA). The FAFSA permits students to apply for:

- Federal Health and Human Services Scholarship of Disadvantaged Students
- Federal Pell Grants
- Federal Stafford Loans
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Federal Parents Loan for Undergraduate Students (FPLUS)
- Federal Perkins Loans
- Federal Work-Study (FCWS)
- Illinois State Student Assistance Commission's Monetary Award Program (MAP)

Students who apply using the FAFSA will receive a set of Federal Pell Grant Student Aid Report (SAR). All original copies of the SAR must be submitted to the Financial Aid Office along with all required supporting documents before any award can be processed (see *Chicago State University Undergraduate Catalog 2006 – 2008, pp.33-36*). The following documents must be complete and on file in the Financial Aid Office:

1. Student Aid Report (SAR) – a valid SAR must be submitted as soon as possible to the Financial Aid Office. Students selected for verification must provide the required federal income tax return for themselves and their parents in addition to other documents requested by the Financial Aid Office.
2. Chicago State University Financial Aid Application.
3. Financial Aid Transcript – All transfer students are required to provide financial aid transcripts from each post-secondary institution (college, university, or technical school) they have attended.
4. Other Supporting Documentation – The student may be required to provide additional information or documentation requested by the Financial Aid Office in order to verify financial aid eligibility.

In addition, the Department of Nursing receives notice of special scholarships/internships for nursing students. Examples of recent scholarships/internships in past years include:

1. Association of Black Nursing Faculty, Inc. Scholarship
2. Black Nurses Association Scholarship
3. Chi Eta Phi Sorority Scholarship
4. Illinois Public Health Scholarship
5. Trinity Hospital Scholarship
6. VA Valor Award
7. American Lung Association Scholarship

## SECTION VII

### GRIEVANCE POLICY

Complaints, grievances, and appeals relating to admissions, academic status, financial assistance, faculty oral English proficiency, student conduct, and other topics are described at appropriate places in the CSU Undergraduate Catalog 2008 – 2010, p. 66-67 or the student handbook.

Issues that are not covered in the catalog or in the Student Handbook are referred to the University Ombudsperson. When a grade or evaluation dispute occurs, students are required to file their written petition or grievance within 60 days after the grade has been rendered. Petitions or grievances initiated after the 60 day deadline will not be considered. Students should take the following steps when filing a petition or grievance:

1. Students who receive failing grades because of nonattendance are required to submit medical evidence documenting their incapacity to complete the course during the period in question. Such petitions are forwarded to the Appeals Committee in the Registrar's Office for review. The decision of the Appeals Committee will be final.
2. When a grade or evaluation dispute occurs, students must first discuss with the instructor how the grade was determined. This conference should be held as soon as possible after the grade has been rendered. As far as possible, the student and the instructor should attempt to resolve the dispute through communication. Many times questions about grades can best be resolved through communication with the instructor.
3. If questions still remain following the conference with the instructor, the issue should be referred first to the course director and the matter shall be discussed by the team instructing that course. At the request/discretion of the student or course director, the person against whom the complaint is made may or may not be present at the initial discussion. The course director representing the team will meet with the instructor and student for the purpose of clarification as the matter warrants, and in an attempt to arrive at a solution. A written statement should be given to the student within one (1) calendar week regarding the decision. If no satisfaction is obtained, the matter then shall proceed to the Department of Nursing APRG Committee.

#### **Channeling to the Admission, Progression, Retention and Graduation( APRG)Committee:**

1. Within one (1) calendar week after the student has received written notice regarding the decision of the team the student may present a written and signed complaint/grievance to the APRG Committee.
2. Upon receiving the complaint, the APRG Committee will request from the team concerned a written account of the situation and the action taken.
3. Within one (1) week, the APRG Committee will forward their recommendations to the chair. Actions taken by the course director will also be forwarded to the chairperson. The

chair will forward a response to the student.

If no satisfactory decision is reached, the student will submit a written and signed account of the situation to the Chairperson of the Department of Nursing within two weeks.

**Channeling to the Department Chairperson:**

1. Upon receiving the complaint, the department chairperson will request from the course director and the APGR Committee a written account of actions that have been taken.
2. The complaint will be discussed with student and all other persons involved. If appropriate, all persons involved will meet to discuss the details of the complaint.
3. If the department chairperson is unable to arrive at a resolution that is satisfactory to both the students and the instructor, the issue may be referred to the appropriate academic dean.

**Channeling to the Dean of the College:**

1. The dean will appoint a grievance committee to hear the complaint and provide advice. The ordinary rights of parties at a hearing (student or instructor) shall apply, including the right to notice of hearing and decision reached; the right to be present at the hearing, together with legal counsel; and the right to present and inspect evidence. Specific procedures for the hearing of each case shall be determined by members of the committee. Following the hearing, the committee will present its advice to the dean and communicate its recommendations to the department chairperson or program director, to the instructor, and to the student. The decision of the dean will be final.

**COLLEGE LEVEL STUDENT GRIEVANCE PROCEDURES**

The programs in the College of Health Sciences provide professional level students with a written copy of student and instructor responsibilities, and procedures for enforcing them. Causes for grievances include:

1. Admission to professional course sequence.
2. Admission to clinical experiences.
3. Evaluation of student performance in courses, clinical settings, or other program-related activities. Student grievance procedures and guidelines and the Petition for Hearing form are available from the respective programs (see Appendix E).

**Steps Prior to Hearing:**

1. To initiate a formal grievance, the student must file a completed Petition for Hearing form with the student's program director/chairperson.
2. Before a formal grievance can rise to the college level, it must have proceeded through the prior levels of deliberation indicated below:  
(Each department has detailed procedures for action at each level.)

- a. Conference between instructor and student.
- b. Conference between program director/chairperson and student.
- c. Hearing before program level grievance committee.

**Composition of College-Level Grievance Committee**

1. The Dean of the College or his/her representative from the College of Health Sciences.
2. One faculty member from the program involved.
3. One faculty member from the other academic departments in the college.
4. One College of Health Sciences student not from the program.
5. One student from the program involved.

Resolution of the committee will be based on two-thirds of the majority vote. The decision of the Dean will be final.

## APPENDIX A

### FACULTY/STAFF ROSTER

College of Health Sciences Administrators/Staff	Office	Telephone	E-Mail
Dr. Joseph A. Balogun, Dean	BHS 608	3508	<a href="mailto:jabalogun@cus.edu">jabalogun@cus.edu</a>
Sandra C. Fuller, Adm. Aide	BHS 607	3987	<a href="mailto:sfuller@csu.edu">sfuller@csu.edu</a>
Department of Nursing	BHS 200A	3992	<b><u>MAIN OFFICE</u></b>
Dr. Patricia Prendergast, Chair	BHS 224	3903	<a href="mailto:pprender@csu.edu">pprender@csu.edu</a>
<b><u>A-Z Listing Full-Time Faculty</u></b>			
Prof. Mary Anderson	BHS 423	3959	<a href="mailto:mander25@csu.edu">mander25@csu.edu</a>
Dr. Pamela Bachmeyer	BHS 223	3930	<a href="mailto:pbachmey@csu.edu">pbachmey@csu.edu</a>
Prof. Debbie Bryant	BHS 204	3998	<a href="mailto:dbryant@csu.edu">dbryant@csu.edu</a>
Dr. Sabita Busch	BHS 230	3929	<a href="mailto:sbusch@csu.edu">sbusch@csu.edu</a>
Prof. Monique Germain	BHS 227	3924	<a href="mailto:mgermain@csu.edu">mgermain@csu.edu</a>
Dr. Regina Grabowski-Sanchez	BHS 222	3922	<a href="mailto:rgrabows@csu.edu">rgrabows@csu.edu</a>
Dr. Linda B. Hureston	BHS 225	3901	<a href="mailto:lhuresto@csu.edu">lhuresto@csu.edu</a>
Prof. Nicholas Lino	BHS 229	3925	<a href="mailto:nlino@csu.edu">nlino@csu.edu</a>
Prof. Kimberly McIntyre	BHS 203	3902	<a href="mailto:kmcinty@csu.edu">kmcinty@csu.edu</a>
Prof Jackie Multack	BHS 222	3922	<a href="mailto:jmultack@csu.edu">jmultack@csu.edu</a>
Dr. Rosemary Ricks-Saulsby	BHS 221	3918	<a href="mailto:rrickssa@csu.edu">rrickssa@csu.edu</a>
Prof. Linda Schaaf	BHS 226	3848	<a href="mailto:lschaaf@csu.edu">lschaaf@csu.edu</a>
Prof. Patricia Fleming	BHS 202	3992	<a href="mailto:pfleming@csu.edu">pfleming@csu.edu</a>
Dr. Dorcas Williams-Davidson	BHS 217	3915	<a href="mailto:dwilli22@csu.edu">dwilli22@csu.edu</a>
Prof. Fabienne Williams	BHS 203	3992	<a href="mailto:fwill26@csu.edu">fwill26@csu.edu</a>
<b><u>A-Z Listing Part-Time Faculty</u></b>			
Prof. Leona Anderson	BHS 231	3920	
Dr. Thomas Britt	BHS 231	3920	
Prof. Jan’Nita Caine	BHS 231	3920	<a href="mailto:caine_jannita@cdph.org">caine_jannita@cdph.org</a>
Prof. Karen Corouthers	BHS 231	3920	
Prof. Wilton Evans	BHS 231	3920	<a href="mailto:wevans20@csu.edu">wevans20@csu.edu</a>
Prof. Jennifer Ventura	BHS 231	3920	
<b><u>Technology Coordinator</u></b>			
Mr. Idriss Bamba	BHS 100	3996	<a href="mailto:ibamba@csu.edu">ibamba@csu.edu</a>
<b><u>Secretarial Staff</u></b>			
Patricia J. Clark, Secretary	BHS 200A	3928	<a href="mailto:pclark@csu.edu">pclark@csu.edu</a>
Keela Drummond	BHS 200A	3919	<a href="mailto:kdrummon@csu.edu">kdrummon@csu.edu</a>

**APPENDIX B**  
**PREGNANCY STATEMENT**

**DATE:** \_\_\_\_\_

**STUDENT NAME:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_

**TELEPHONE:** \_\_\_\_\_

**PHYSICIAN:**

**NAME:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_

**TELEPHONE NUMBER:** \_\_\_\_\_

**FAX:** \_\_\_\_\_

**CURRENT STATUS:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I am aware of the potential exposure to diseases and the danger to pregnant students and their unborn fetus, which may occur during clinical experiences.**

**Date:** \_\_\_\_\_ **Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Faculty Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Chairperson:** \_\_\_\_\_

## APPENDIX C

### UNIVERSAL PRECAUTIONS

Universal precautions are routine measures to be taken by students when providing all client care to prevent exposure to unknown infectious agents. Universal precautions are intended to prevent parenteral, mucous membrane, and non-intact skin exposures to human immunodeficiency virus (HIV) and other blood borne pathogens. Universal precautions apply to blood, body fluids with visible blood, semen, and vaginal secretions. In addition, precautions apply in handling tissues, cerebrospinal fluid, synovial fluid, pleural fluid, peritoneal fluid, pericardial fluid and body fluids visibly contaminated with blood, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids. It does not include feces, sweat, secretions, sputum, tears, urine, saliva and vomitus, unless blood is present.

Infections need four simultaneous conditions to exist. If any one condition is removed, the danger from infection will be reduced or eliminated. The conditions that must exist simultaneously are:

1. Exposure to blood and/or potentially infectious material;
2. A sufficient virulence to be dangerous;
3. A portal to entry into a host; and
4. A susceptible resistance level of the host.

Universal precautions and engineering controls act to reduce or eliminate one or more of these conditions. Needles should not be bent or recapped. The intact needle should be disposed of in a puncture proof disposal container. Surfaces contaminated with blood or other infectious body fluids should be cleaned by removing the excess fluid/debris and then cleaning the surface with a 10% bleach solution made fresh daily or with another commercial disinfectant. Follow the clinical agency's protocol for handling soiled linen.

#### **Handwashing**

Hands should be washed with soap and water:

- a. before any patient contact;
- b. before gloving;
- c. after each patient contact; if handwashing facilities are not convenient, hands should be cleansed with an antiseptic hand cleaner;
- d. immediately after the removal of any personal protective equipment, e.g., gloves;
- e. after touching any potentially contaminated article;
- f. before leaving the clinical area; and
- g. before eating.

## **Personal Protective Equipment**

Personal protective equipment includes those items which are worn or used by the student to protect themselves from infectious materials and includes gloves, bandages, gowns, masks, goggles, etc. Personal protective equipment or gear is to be removed prior to leaving the work area and placed in the designated container. When performing CPR, a specially designed CPR mask should be used, i.e., one-way valve).

## **Gloves**

Gloves should be worn:

- a. when it can be reasonably anticipated that hand contact with blood and potentially infectious body fluids, mucous membranes or non-intact skin (i.e., scratch, scrape, cut, sore, scab, rash, ulcer, blister, sunburn, chafe, chapped, irritated) will occur.
- b. when performing venipuncture/phlebotomy.
- c. when handling items or cleaning surfaces soiled with blood or body fluid.
- d. if the skin of the health care worker is cut, abraded or chapped.

Gloves should be changed after each patient contact; disposable gloves should not be washed or re-used. Any cuts should be bandaged before gloving. Gloves should be replaced as soon possible if they are contaminated, torn, punctured or fail to serve as a barrier.

## **Gowns, Masks or Goggles**

Gowns, masks or goggles are to be worn when the potential for occupational exposure exists (i.e., splashes, spray, splatter, or droplets of blood or other potentially infectious material).

**APPENDIX D**

**CHICAGO STATE UNIVERSITY  
College of Health Sciences**

**Department of Nursing**

**INCIDENT REPORT**

Any student sustaining an accidental exposure (puncture wound or mucous membrane) at the clinical site must adhere to the following guidelines.

1. Immediately notify your clinical instructor and apply antiseptic intervention. Follow the guidelines of your health care agency.
  - a. Complete their incident report.
  - b. Receive care in their employee service department or emergency room.
2. If the above is not possible, the student should follow OSHA guidelines and receive care within 24 hours.
3. Complete the CSU Department of Nursing Incidence Report form shown below.
4. Follow CDC guidelines for significant occupational exposure and receive confidential testing and counseling.

Student records will be kept separate and are accessible only by written consent of the individual student. The student is responsible for the cost of testing and treatment incurred as a result of a cutaneous puncture. If a student refuses to complete testing and treatment for any reason, he/she must sign a waiver.

HIV positive students must follow the guidelines of CDC regarding client contact in the clinical area. All agency policies must be adhered to. The department will consult with the personal health care provider of the student. A written plan and policy will be developed on an individual basis.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Course/Section: \_\_\_\_\_

Sex: \_\_\_\_\_ Age: \_\_\_\_\_ Birth Date: \_\_\_\_\_

Date of Incidence: \_\_\_\_\_

Location of Incidence: \_\_\_\_\_

Type of Incident (Please describe completely): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Action Taken:**

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**Follow-up Plan:**

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**Others Involved:**

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**Witnesses:**

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**Student Signature:**

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**Faculty Report:**

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**Faculty Signature:**

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**Required Signatures and Dates:**

**Staff:** \_\_\_\_\_  
**All Parties Involved:** \_\_\_\_\_  
**Chairperson:** \_\_\_\_\_  
**Assistant Dean:** \_\_\_\_\_  
**Dean:** \_\_\_\_\_

**Date:** \_\_\_\_\_  
**Date:** \_\_\_\_\_  
**Date:** \_\_\_\_\_  
**Date:** \_\_\_\_\_  
**Date:** \_\_\_\_\_



**GRIEVANCE PROCEDURE  
Routing Sheet**

**STEP 1.  
Conference between student and instructor**

\_\_\_\_\_  
**Date of Conference**

\_\_\_\_\_  
**Signature of Student**

\_\_\_\_\_  
**Signature of Instructor**

**STEP 2.  
Hearing before program level grievance committee.**

\_\_\_\_\_  
**Date of Hearing**

\_\_\_\_\_  
**Signature of Student**

\_\_\_\_\_  
**Signature of Instructor**

**STEP 3.  
Conference between student and program director/chair.**

\_\_\_\_\_  
**Date of Conference**

\_\_\_\_\_  
**Signature of Student**

\_\_\_\_\_  
**Signature of Program Director/Chair**

**STEP 4.  
Hearing before college level grievance committee.**

\_\_\_\_\_  
**Date of Hearing**

\_\_\_\_\_  
**Signature of Student**

\_\_\_\_\_  
**Signature of Instructor**

