



School of Nursing

Nursing Student Handbook 2018-2019

Campus

IVY TECH COMMUNITY COLLEGE

Campus

SCHOOL OF NURSING

STUDENT HANDBOOK

2018-2019

Non-Discrimination and Equal Opportunity Policy

Ivy Tech Community College of Indiana (Ivy Tech) provides open admission, degree credit programs, courses and community service offerings, and student support services for all persons regardless of race, color, creed, national origin, religion, gender, sexual orientation, physical or mental disability, age or veteran status. The College also provides opportunities to students on the same non-discriminatory opportunity basis. Persons who believe they may have been discriminated against should contact the campus affirmative action officer, Human Resources Administrator, or Vice Chancellor for Student Affairs. Ivy Tech is an accredited, equal opportunity/affirmative action institution.

Booklet Disclaimer

This handbook is intended to supply accurate information to the reader. The College reserves the right to change the Program and course requirements; however, every effort will be made to inform students of any program changes. This handbook and its provisions are not in any way a contract between an applicant and the College.

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History

The Associate of Science in Nursing (ASN) program was first offered in Lafayette, Indiana, in 1985. The Practical Nursing (PN) program was first established in the early 1970s at the Bloomington, Indiana campus. Currently, the Traditional and LPN to ASN Transitional programs are offered at most campuses across the Ivy Tech statewide system. The PN program is offered across the statewide system as well. The Paramedic to ASN Transition Program is offered at the Terre Haute and Indianapolis campuses.

Accreditation

The College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The School of Nursing programs are approved by the Indiana State Board of Nursing (ISBN) and are accredited by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA).

Higher Learning Commission of the North Central Association of Colleges and Schools
230 S. LaSalle St., Suite 7-500
Chicago, IL 60604-1411
Phone: 312-263-0456
www.ncahlc.org

Indiana State Board of Nursing (ISBN)
Indiana Professional Licensing Agency
402 W. Washington Street, Room W072
Indianapolis, IN 46204
Phone: 317-234-2043
www.in.gov/pla/

National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA)
2600 Virginia Avenue, NW
Washington, DC, 20037
Phone: 1-800-669-1656
www.nln.org/accreditation-services

School of Nursing Mission and Vision Statements

School Of Nursing Vision Statement

The vision of the School of Nursing is to be the premier cornerstone of Associate of Science and Practical Nursing program education in Indiana and to prepare nurses to meet the unique health care needs of culturally diverse individuals, communities, and populations through excellence in education and evidenced-based practice.

School Of Nursing Mission Statement

The School of Nursing, in accordance with the mission of Ivy Tech Community College, provides quality education and opportunities to acquire culturally and contextually relevant knowledge, skills, and attitudes necessary for intellectual, professional, and personal growth.

To achieve this mission the School of Nursing encourages lifelong learning and prepares graduates who will competently practice evidence-based nursing within complex community, state national, and global environments, understand the significance of evolving healthcare technology, and apply both professional and ethical principles with sensitivity to the diverse needs of individuals, groups, and communities.

School of Nursing Metaparadigm Concepts, Curricular Threads, Active Components and Competencies

Revised 8-2015

The School of Nursing at Ivy Tech utilizes the metaparadigm concepts of individual, environment, health, and nursing to provide a framework which guides the organization of the curricula. Relative threads are infused throughout the curricula and include: professionalism; leadership; interprofessional communication and collaboration; patient-centered care; cultural competence; scholarship and evidence-based practice, and critical thinking. Further, the active components of student, faculty, and nursing education are defined by our beliefs about the interrelationships between these overarching themes.

Metaparadigm Concepts

- **Individual** – the recipient of nursing care or service. Individuals are often referred to as patients or clients. “The term patient has ancient roots in suffering, for millennia the term has also connoted one who undergoes medical treatment. Yet, not all who are recipients of nursing care are either suffering or receiving medical treatment. The root of client implies one who listens, leans upon or follows another. It connotes a more advisory relationship, often associated with consultation or business. Thus, nursing serves both clients and patients. Additionally, patients and clients can be individuals, families, groups, communities, or populations” (ANA, 2015, p. xi). Patients may function in independent, or dependent roles, and may seek or receive nursing interventions related to disease prevention, health promotion or maintenance, illness, and end-of-life care.

- **Environment** – “The surrounding context, milieu, conditions, or atmosphere...” (ANA, 2010, p. 64) in which both a registered nurse and practical nurse practices.
- **Health** – “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social condition” (WHO, 2014, p. 1).
- **Nursing** – “the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, groups, communities, and populations” (ANA, 2015, p. 44).

Curricular Threads

- **Professionalism** – Professionalism is the accountable and responsible behavior of a nurse through internalization of self-evident core values and ethical codes of conduct learned through experience, reflection and growth while working to improve patient outcomes and promote the ideals of the nursing profession (NLN, 2014).
- **Leadership** – is a complex, multifaceted phenomenon in which the vision of goals are communicated through value affirmation, motivation, stewardship, management, and development of followers (NLN, 2013b).
- **Inter/Intraprofessional Communication & Collaboration** –Nurses “communicate with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease” (**Interprofessional Education** Collaborative Expert Panel, 2011, p. 23). Interprofessional collaboration includes components of “knowledge of professional roles and responsibilities, effective communication, conflict resolution, and shared decision making” (IOM, 2011, p. 203). **Intraprofessional communication and collaboration** - occurs between individuals from the same professional education and background.
- **Patient Centered Care** – recognizes the patient or designee as the source of control or full partner in providing compassionate and coordinated care based on respect for patient preferences, values, and needs. Patient centered care incorporates current evidence-based practices and critical thinking techniques to develop plans of care; communication practices to foster effective interdisciplinary collaboration that includes patients and family members in planning and delivering quality care; and, promotion of a culture of caring and advocacy that demonstrates respect for individual patient preferences, values, needs, and the diversity of the human experience (QSEN, 2014).
- **Cultural Competence** - is understanding of the perspectives, traditions, values, practices, and family systems of culturally diverse individuals, families, communities, and populations for whom they care, as well as a knowledge of the complex variables that affect the achievement of health and well-being (Douglas, et. al., 2011, p. 320). “Culture is often described as the

combination of a body of knowledge, a body of belief and a body of behavior. It involves a number of elements, including personal identification, language, thoughts, communications, actions, customs, beliefs, values, and institutions that are often specific to ethnic, racial, religious, geographic, or social groups. For the provider of health information or health care, these elements influence beliefs and belief systems surrounding health, healing, wellness, illness, disease, and delivery of health services. The concept of cultural competency has a positive effect on patient care delivery by enabling providers to deliver services that are respectful of and responsive to the health beliefs, practices and cultural and linguistic needs of diverse patients” (National Institute of Health, 2015).

- **Scholarship and Evidence-Based Practice – Scholarship** are those activities that systematically advance the teaching, research, and practice of nursing. These activities produce knowledge that supports the transfer of the science and the art of nursing from the expert (faculty) to the novice (student), and advances the clinical knowledge in the discipline (AACN, 2015). **Evidence-Based Practice** - “integrates best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care (QSEN, 2014). Through faculty scholarship activities and student inquiry, evidence-based practice is integrated throughout the curriculum.
- **Critical Thinking** - is the disciplined, intellectual process of applying skillful reasoning as a guide to belief or action. In nursing, critical thinking for clinical decision-making is the ability to think in a systematic and logical manner with openness to question and reflect on the reasoning process used to ensure safe nursing practice and quality care. Critical thinking includes adherence to intellectual standards, proficiency in using reasoning, a commitment to develop and maintain intellectual traits of the mind and habits of thought, and the competent use of thinking skills and abilities for sound clinical judgments and safe decision making. (Foundation for Critical Thinking, 2013).

Active Components

- **Student** –The student is an individual with integrated physiological, psychosocial, cultural, intellectual, and spiritual dimensions. The student brings to the educational process lifelong learning that has occurred as a result of environmental diversity and life experiences. Each student enters the learning process with unique strengths, learning needs, and learning styles. Internal and external environments influence student learning. Through active participation in the educational process, the student will assimilate the knowledge necessary to apply the art and science of nursing to provide collaborative, safe, ethical, culturally competent and holistic care. This includes the development of interpersonal skills, communication skills, caring therapeutic relationships, critical thinking and the use of scientific principles to guide nursing practice. The student is empowered to engage in health promotion through the enhancement of awareness, perception, decision-making, and motivation for learning and the application of knowledge. The student is accountable for self-direction, independent study, and self-evaluation.
- **Faculty**– “The faculty complement includes a cadre of individuals who have expertise as educators, clinicians, and, as is relevant to the institutions mission, researchers. The unique contributions of each faculty member in helping the program achieve its goals are valued, rewarded, and recognized. Faculty are accountable for promoting excellence and providing

leadership in their area(s) of expertise. Faculty model a commitment to lifelong learning, involvement in professional nursing associations, and nursing as a career. All faculty have structured preparation for the faculty role, as well as competence in their area(s) of teaching responsibility” (NLN, 2012).

- **Nursing Education** - Believing that learning is a lifelong endeavor, the nursing curricula at Ivy Tech Community College are designed to prepare students for the role of both the practical nurse and the associate degree nurse to gain the “knowledge, skills, and attitude required to continuously improve the quality and safety of the healthcare systems within which they work” (QSEN, 2015). The nursing curricula is presented in a systematic approach proceeding from simple to complex utilizing Bloom’s Revised Taxonomy (NIU, 2015). The sequential presentation of concepts and the correlation between theory and practice are integral components of the curricula. General course concepts include those directed toward promoting, maintaining, and restoring health, as well as supporting death with dignity. Infused throughout the curricula are QSEN and NLN competencies which provide the framework for developing the knowledge, skills, and attitudes to functional as professional nurses and the critical thinking and decision-making skill sets needed for nursing practice. The Student Learning Outcomes guide development of the curriculum.

Competencies

The School of Nursing Student Learning Outcomes (SLOs) are based on the Quality and Safety for Education in Nursing (QSEN) and National League for Nursing (NLN) graduate competencies. The SLOs are used to organize the curriculum, guide the delivery of instruction, direct learning activities, and evaluate student progress.

QSEN Competencies (ASN & PN)

- **Patient-Centered Care** – “Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs” (QSEN, 2014).
- **Teamwork and Collaboration** – “Function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care” (QSEN, 2014).
- **Evidence-based Practice (EBP)** – “Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care” (QSEN, 2014).
- **Quality Improvement (QI)** – “Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems” (QSEN, 2014).
- **Safety** – “Minimizes risk of harm to patients and providers through both system effectiveness and individual performance” (QSEN, 2014).
- **Informatics** - “Use information and technology to communicate, manage knowledge, mitigate error, and support decision making” (QSEN, 2014).

NLN Competencies for Graduates of Practical/Vocational Programs

- **Human Flourishing** - “Promote the dignity, integrity, self-determination, and personal growth of diverse patients, their families, and oneself to provide individualized, culturally appropriate, relationship-centered nursing care” (NLN, 2013).
- **Nursing Judgment** – “Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care for diverse patients and their families in collaboration with the health care team” (NLN, 2013).
- **Professional Identity** - “Articulate a unique role as a member of the health care team, committed to evidence-based practice, caring, advocacy, and safe quality care, to provide optimal health care for diverse patients and their families” (NLN, 2013).
- **Spirit of Inquiry** - “By collaborating with healthcare team members, utilize evidence, tradition, and patient preferences in predictable patient care situations to promote optimal health status” (NLN, 2013).

NLN Competencies for Graduates of Associate Degree Programs

Human Flourishing – “Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings” (NLN, 2013)

Nursing Judgment – “Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context” (NLN, 2013).

Professional Identity - “Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context” (NLN, 2013).

Spirit of Inquiry - “Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities” (NLN, 2013).

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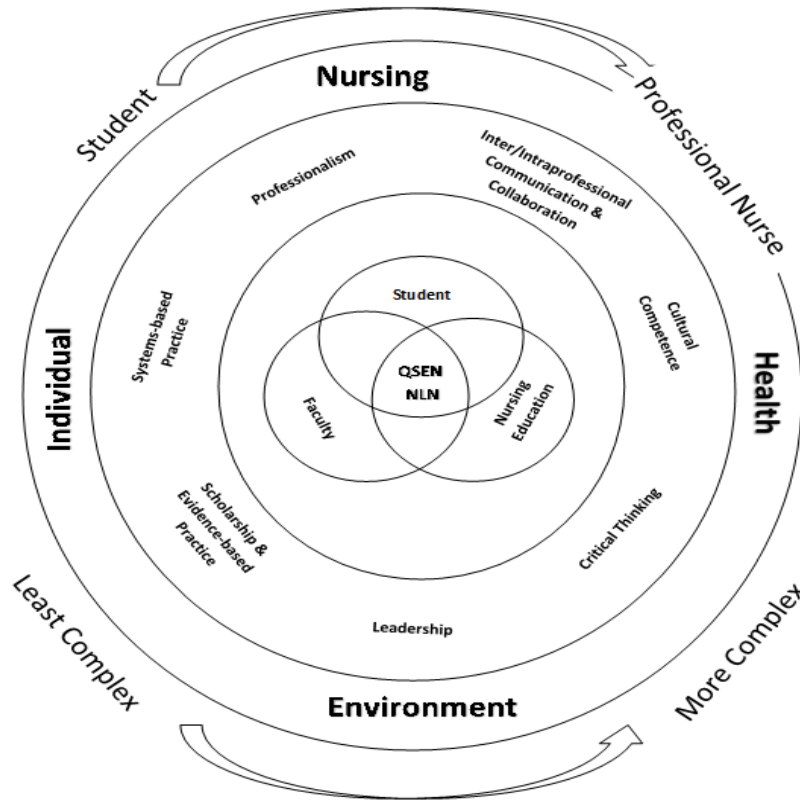
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School of Nursing Conceptual Model



General Education Outcomes

[Click here for Ivy Tech Community College General Education Outcomes Statement](#)

The link above provides information on the college transfer general education core (STGEC). Many of these courses can be taken prior to or following admission into the nursing program. Some programs may be waived from following all requirements of the TGEC.

ASN Student Learning Outcomes

Upon completion of the program, the graduate will be able to:

1. Function within the role of the associate degree nurse, incorporating professional, legal and ethical guidelines, to provide collaborative, safe, culturally competent, and holistic patient-centered care.
2. Analyze data and the relationships of the biological, psychosocial, cultural and spiritual components of patient needs to improve quality and safety of patient care

3. Demonstrate effective use of technology to navigate the electronic health record, communicate with inter/intraprofessional teams, and be involved with decision making in the delivery of quality and safe patient care.
4. Integrate current evidence-based practices and critical thinking techniques to develop the patient's plan of care.
5. Utilize communication practices that foster effective collaboration with patients, families and the inter/intraprofessional team for planning and delivery of quality patient care.
6. Promote a culture of caring and advocacy that demonstrates respect for individual patient preferences, values, needs and the diversity of the human experience.
7. Assume accountability and responsibility in fulfilling the role of the associate degree nurse, through personal and professional growth, integration of current evidence-based practice and understanding of multiple dimensions of patient-centered care.
8. Provide leadership in a variety of healthcare settings to diverse patient populations.

PN Student Learning Outcomes

Upon completion of the program, the graduate will be able to:

1. Function within the role and scope of practice of the practical nurse, incorporating professional, legal and ethical guidelines, to provide collaborative, safe, culturally competent, and holistic patient-centered care.
2. Recognize and describe the relationships of the biological, psychosocial, cultural and spiritual components of patient needs to improve quality and safety of patient care.
3. Demonstrate effective use of technology to navigate the electronic health record, communicate with inter/intraprofessional teams, and support decision making in the delivery of quality and safe patient care.
4. Integrate current evidence-based practices and critical thinking techniques to contribute to the patient's plan of care.
5. Utilize communication practices that foster effective collaboration with patients, families and the interprofessional team for planning and delivery of quality patient care.
6. Promote a culture of caring and advocacy that demonstrates respect for individual patient preferences, values, needs and the diversity of the human experience.
7. Assume accountability and responsibility in fulfilling the role of the practical nurse, through personal and professional growth, integration of current evidence-based practice and understanding of multiple dimensions of patient-centered care.
8. Manage care in a variety of healthcare settings for diverse patient populations through the process of planning, organizing and directing.

Alignment of Student Services and Resources with Program Outcomes

A wide variety of college and career services are available to all Ivy Tech students through the main Ivy Tech website at <http://www.ivytech.edu>.

ASN Program Outcomes	<ol style="list-style-type: none"> 1. Program Completion Rate: 70% of Traditional Program students will graduate within six (6) semesters, beginning with enrollment in the first nursing (NRSG) course, not including periods of non-continuous enrollment; 70% of Transitional Program students will graduate within 4.5 semesters, beginning with enrollment in the first nursing (NRSG) course, not including periods of non-continuous enrollment. 2. Pass rate: The program’s annual ISBN pass rate (80% standard) and three (3)-year average NCLEX-RN pass rate will meet or exceed accrediting organization standards. 3. Employment rate: 70% of graduate respondents will be employed in nursing within six to twelve months following graduation. 4. Graduate satisfaction: At least 70% of graduate respondents will rate their overall level of preparedness, knowledge, skills, and attitudes in the role of the entry-level registered nurse as 3.5 or higher on a 5.0 scale. 5. Employer satisfaction: At least 70% of employer respondents will rate graduates’ overall level of preparedness, knowledge, skills, and attitudes in the role of the entry-level registered nurse as 3.5 or higher on a 5.0 scale. 	
PN Program Outcomes	<ol style="list-style-type: none"> 1. Program Completion Rate: 70% of practical nursing students will graduate within 4.5 semesters, beginning with enrollment in the first nursing (NRSG) course, not including periods of non-continuous enrollment. 2. Pass rate: The program’s annual ISBN pass rate (80% standard) and three (3)-year average NCLEX-PN pass rate will meet or exceed accrediting organization standards. 3. Employment rate: 70% of graduate respondents will be employed in nursing within six to twelve months following graduation. 4. Graduate satisfaction: 70% of graduate respondents will rate their overall level of preparedness, knowledge, skills, and attitudes in the role of the entry-level practical nurse as 3.5 or higher on a 5.0 scale. 5. Employer satisfaction: 70% of employer respondents will rate graduates’ overall level of preparedness, knowledge, skills, and attitudes in the role of the entry-level practical nurse as 3.5 or higher on a 5.0 scale. 	
Service	Short Description of Service	Alignment/Rationale for Service Category of support for program outcomes: S=Student I=Institutional F=Faculty C=Communities of Interest
About (Ivy Tech)	General landing page for the College that describes Ivy Tech. https://www.ivytech.edu/about/index.html	<ul style="list-style-type: none"> ● Description of a community college (S, I, F, C) ● History of Ivy Tech (S, I, F, C) ● Ivy Tech’s accreditation in higher education (S, I, F, C) ● Ivy Tech’s Mission (S, I, F, C) Supports ASN & PN Program Outcomes: 1, 3, 4 & 5
Academic Advising and Mentoring	Academic advising is free and open to all current and prospective students. Program and discipline-specific advising is provided to answer student questions	<ul style="list-style-type: none"> ● Academic advising helps students plan what courses to take in preparation for application to the nursing programs. (S, I, C) ● Academic advising enhances program completion by

	<p>about classroom content and tutoring related to assigned course load. Mentoring supports students in managing their own learning, meeting career goals, and developing their skills.</p>	<p>instructing students what courses to take in program and making sure that students are on track for graduation. (S, I, C)</p> <ul style="list-style-type: none"> ● Provides opportunities for early intervention for students struggling with course content to ensure timely completion and/or progression toward graduation. (S, I, C) ● Assists students to access available internal and external resources that enhance their education. (S) ● Helps students identify other experiences that will enhance their life, educational, and cultural goals. (S) <p>Supports ASN & PN Program Outcomes: 1 & 4</p>
Alumni	<p>The Ivy Tech Alumni Association is the official alumni network for Ivy Tech and serves more than 500,000 alumni, the College, and students. Information regarding Ivy Tech’s Alumni Association can be found at: https://www.ivytech.edu/alumni/index.html</p>	<ul style="list-style-type: none"> ● The alumni association helps alumni of Ivy Tech to support the vision of the College. (S, I, C) ● The purpose of the alumni association is to: support and advance the mission of the College; foster a spirit of pride and loyalty for the College; develop programmatic outreach for alumni participation; communicate achievements and the needs of the College; promote and advance the interests and general welfare of the College; participate in fundraising for the Ivy Tech Foundation; and recognize personal and professional achievement of the Ivy Tech Community College alumni. (S, I, C) ● All of the purpose statements and strategies increase prospective, current and alumni student satisfaction with the college and their program of study by enhancing engagement with the college community. (S, I, C) <p>Supports ASN & PN Program Outcomes: 4</p>
Ivy Learn	<p>Ivy Learn (Canvas®) is the learning management system utilized in the delivery of course materials and content across all Ivy Tech courses.</p>	<ul style="list-style-type: none"> ● All courses within Ivy Tech utilize Canvas® for course delivery or support to include posting of course materials, emailing/messaging, course discussions, assignment submission, and grading. (S, I, F) ● Nursing courses at Ivy Tech utilize Canvas® in conjunction with the face-to-face course as a method of student support of learning. (S, I, F) <p>Supports ASN & PN Program Outcomes: 1 & 4</p>
Bookstore	<p>College bookstores on campus and online.</p>	<ul style="list-style-type: none"> ● Bookstores on campuses and online provide the students opportunities to purchase or rent their instructional materials, which are essential to successful completion of their courses and program. (S, I) ● Having a college bookstore also allows many students to utilize financial aid to purchase their books, supplies, and other instructional materials, which otherwise may present a burden and barrier to completion, if not financial aid eligible. (S, I) <p>Supports ASN & PN Program Outcomes: 1 & 4</p>
Career Development	<p>Students and employers have access to career services in each region with</p>	<ul style="list-style-type: none"> ● The college provides career development opportunities at the central and regional levels to include items such as

	<p>additional information online at https://www.ivytech.edu/career-development/index.html</p>	<p>resume writing, interviewing skills, professional dress, connections with potential employers, job fairs, live and virtual job boards, and many other services to support program outcomes of employment of nursing graduates after their education completion. (S, I, F, C)</p> <ul style="list-style-type: none"> • The career development page also has information for employers and allows them to post position openings for current students/alumni to view through Hire Ivy to foster employment rates of Ivy Tech nursing graduates. (S, I, F, C) <p>Supports ASN & PN Program Outcomes: 1, 3, 4, 5</p>
Childcare	<p>Childcare services are offered on two campuses at the present time with information available online at https://www.ivytech.edu/childcare/index.html.</p>	<ul style="list-style-type: none"> • Childcare supports students by allowing them to have safe, consistent childcare for their children while they are trying to complete school and work toward achieving their goals within the nursing program. (S) <p>Supports ASN & PN Program Outcomes: 1 & 4</p>
Clinical facilities	<p>Various facilities throughout the individual academic regions that allow for completion of academic competencies related to applied clinical skills.</p> <p>Student clinical experiences are arranged by program faculty and affiliation agreements obtained with clinical agencies. These agreements outline the responsibilities and privileges of both parties. In off-campus settings, it is required that faculty and students shall conform to all policies of the affiliating agency, including drug screening, criminal background checks, physical examination, immunization records, tuberculosis screening, and certification in basic life support.</p>	<ul style="list-style-type: none"> • Supports program outcomes by allowing students to integrate and practice didactic learning in a variety of diverse clinical settings (S, C) • Includes various in-patient, outpatient, and observational sites to support clinical learning objectives, which in turn support attainment of the student learning outcomes and program outcomes (S, C) • International travel enriches the student college experience, enhances awareness of global healthcare concerns, and creates meaningful linkages through culturally diverse interactions. (S, F, C). • Partnership with clinical affiliates allow students to experience various types of nursing, participate in a numerous caregiving opportunities, and develop and refine clinical skill sets necessary for employment as a nurse following program completion. (S, C) <p>Supports ASN & PN Program Outcomes: 1 & 4</p>
College Program Information	<p>Listing of all degree and program options throughout Ivy Tech with embedded links to learn more about the various programs of study, campus and learning site locations, and https://www.ivytech.edu</p>	<ul style="list-style-type: none"> • Landing page for the college with trolling graphics highlighting various degrees/programs offered at the college (S, I, F, C) • Comprehensive list of degrees programs offered at Ivy Tech (S, I, F, C) • Campus locator information with links to campuses (S, I, F, C) • Media gallery with images/videos from Ivy Tech (S, I, F, C) • News and event feature highlighting important dates and events at Ivy Tech (S, I, F, C) • Answer center where commonly asked questions and their responses are housed, as well as contact information for assistance and live chat options. (S, I, F, C)

		<ul style="list-style-type: none"> ● Sign-in links to Campus Connect (Ivy Tech Intranet) & Ivy Learn (LMS) (S, I, F) ● All information on the general site supports nursing program outcomes by providing essential information regarding the College and its programs to potential students (S, I, F, C) <p>Supports ASN & PN Program Outcomes: 1 & 4</p>
<p>College & Program Enrollment/ Application Information</p>	<p>Information is available online at the college website and in person at the regional campuses regarding application to the college. https://www.ivytech.edu/apply-now/ Information for each School is also available online at the college webpage and program specific webpage https://www.ivytech.edu/programs-a-z/index.html</p> <p>Students can apply online at https://apps.ivytech.edu/apps/ext/selective_admission/health/nursing</p>	<ul style="list-style-type: none"> ● Allows students to apply to the college online or via paper application at any of the regional campuses. (S, I, F, C) ● Admission to the college is the first step toward programmatic application for limited enrollment programs, such as nursing. (S, I, F, C) ● Information on the nursing landing page provides students with detailed information regarding requirements to apply to the nursing programs including: college admission requirements; admission testing (TEAS Test); prerequisite courses; immunization and background check requirements before, during, and after the program; and licensure requirements post-graduation. (S, I, F, C) <p>Supports ASN & PN Program Outcomes: 1 & 4</p>
<p>Disability Support Services</p>	<p>Accommodations and support for students with disabilities provided. https://www.ivytech.edu/dss/</p> <p>An Office of Disability Support Services is located on each of the College's campuses.</p>	<ul style="list-style-type: none"> ● The mission of DSS is to provide access to College programs, services, activities, and facilities for students with disabilities; to provide student advocacy; to encourage the highest levels of academic and personal achievement; and to advocate for an accessible environment for students, faculty, staff, and visitors.(S, I) ● Students admitted to the School of Nursing must be capable of fulfilling the Essential Functions of Nursing Students included in this booklet. The Office of Disability Support Services (DSS) provides assistance to students, who qualify for reasonable accommodation under the Americans with Disabilities Act (ADA), and Sections 504 and 508 of the Rehabilitation Act. Reasonable accommodations may be granted, based upon verification with appropriate documentation, for chronic illnesses, neurological conditions, learning disabilities, psychiatric illnesses, mobility impairments, and other conditions or impairments that limit one or more of life's major activities. Please refer to the College's Documentation Guidelines for specific information on requesting reasonable accommodations. ● Students are responsible for contacting the campus Disability Support Services representative to request accommodations; any information shared will be kept confidential unless the student authorizes release and exchange of specified information. Every effort will be

		<p>made to provide reasonable accommodations in a timely manner.</p> <ul style="list-style-type: none"> Documentation of disability must be on file with the Disability Support Services office prior to services being provided. Late requests may delay accommodations. In accordance with the above procedure, federal guidelines and respect for individual privacy, no action will be taken without a specific request. <p>Supports ASN & PN Program Outcomes: 1, 2, & 4</p>
Diversity	<p>Ivy Tech Community College is committed to a diverse and inclusive educational environment that extends beyond tolerance to respect and affirms human difference.</p> <p>General diversity information can be found at https://www.ivytech.edu/diversity/</p>	<ul style="list-style-type: none"> Website information includes the commitment of Ivy Tech to a diverse and inclusive educational environment. (S, I, F, C) Includes Ivy Tech’s definition of diversity (S, I, F, C) Provides specific links to various campuses for more local resources (S, I, F, C) Diversity information and strategies promote inclusivity and acceptance of all students and supports program outcomes by promoting greater student, faculty, and graduate satisfaction. <p>Supports ASN & PN Program Outcomes: 1, 4, & 5</p>
Enrollment	<p>Information is available online at the college website and in person at the regional campuses. Students can apply online at the college webpage.</p> <p>Information for each School is also available online at the college webpage and program specific webpage.</p> <p>https://www.ivytech.edu/how-to-enroll/index.html</p>	<ul style="list-style-type: none"> Enrollment is the first step toward completion of a certificate or degree attainment in the nursing programs. (S, I) Students must be admitted to the college to begin progression toward admission in limited enrollment programs, such as nursing. (S, I) <p>Supports ASN & PN Program Outcomes: 1, 2, & 4</p>
How to Pay Financial Aid	<p>Website includes information such as: options to pay for college; financial aid information; applying for financial aid; tuition & fees; and complete online instructions for financial information at https://www.ivytech.edu/financial-aid/index.html and financial aid personnel to assist in students applying for financial aid at each region.</p>	<ul style="list-style-type: none"> Paying for college is an important consideration for many students to enroll and complete a degree. (S, I) Multiple options to pay for college is essential to student outcomes, as many students cannot complete without such services. (S, I) Extensive resources are important to help students understand and navigate the financial aid requirements so that they have funds available to pay for their education. (S, I) <p>Supports ASN & PN Program Outcomes: 1 & 4</p>
Instructional Support & NCLEX Preparation	<p>Additional instructional supplies/resources that help support curriculum content and prepare nursing students for the NCLEX. Includes: ATI’s Comprehensive Assessment and Review Program (CARP); ATI Live & Virtual Reviews</p>	<ul style="list-style-type: none"> Provides students in nursing programs additional opportunities and support to practice NCLEX-style questions in preparation for the NCLEX. (S, F) Provides additional opportunities for faculty to assess student knowledge of programmatic content and concepts. (S, F) Provides additional opportunities to remediate and reinforce programmatic content. (S, F) Students have achieved higher rates of first-time NCLEX pass rates following the implementation of

		<p>these methods of instructional and NCLEX preparation support. (S, F)</p> <p>Supports ASN & PN Program Outcomes: 1, 2, & 4</p>
Library	<p>Library services are available online at http://library.ivytech.edu/c.php?g=429100&p=2927303 and on each campus as a source of instruction and assistance in the use of resources and services to students, faculty, and staff.</p>	<ul style="list-style-type: none"> • The library webpage includes links to all of the different regional campuses libraries online. (S, F) • The library provides resources and services to assistance students and promotes positive student learning outcomes. (S, F) <p>Supports ASN & PN Program Outcomes: 1 & 4</p>
Physical Resources	<p>Classrooms, labs, instructional spaces and equipment utilized to support programmatic course offerings.</p>	<ul style="list-style-type: none"> • Supports program outcomes to allow content presentation in a variety of settings and with the use of numerous resources. <p>Supports ASN & PN Program Outcomes: 1 & 4</p>
Regional Testing Centers	<p>Provide accommodations and a process, procedure and location for students who require special testing areas, late exams, limited program initial entrance testing and testing throughout the curriculum, and other proctored testing situations.</p>	<ul style="list-style-type: none"> • The regional testing centers allow students to test in a center in their home region and in other regions, as needed. (S, I, F) • Provides students the opportunities to schedule testing appointments online (S, I, F) • Provides a consistent process for procedures related to testing (S, I, F) <p>Supports ASN & PN Program Outcomes: 1 & 4</p>
Remediation Advising & Student Success Plans	<p>Remediation, Advising, and Student Success Planning is a system of support for the student. Any significant areas identified for improvement to include professional competencies and behaviors may require remediation and implementation of a Student Success Plan. The decision for remediation and implementation of Student Success Plans is made collaboratively with careful examination of the individual situation and student outcomes. It involves input from the nursing student, nursing faculty, and/or assigned faculty advisor. It is always made in the best interest of the student and the potential patients of the student. All students must achieve a “C” or higher (75% or greater) in all required nursing courses in the program.</p> <p>A student identified by a nursing faculty member as requiring additional remediation, advising and/or assistance to maximize success in the Nursing Program will be issued a Student Success Plan. This includes new students as well as current students.</p>	<ul style="list-style-type: none"> • The purpose is to help struggling students with remediation efforts designed to provide advising, remediation, and guidance to enhance knowledge, skills, attitudes, critical thinking, application of course concepts and achievement of student outcomes. (S, F) • The faculty seeks to ensure that each student successfully completes our program(s), and is ready to enter the nursing profession having assimilated all knowledge, skills, and dispositions essential for the future nurse. (S, F, C) • Whenever students are identified as requiring additional assistance and/or remediation, the faculty member will work with the student and/or their faculty advisor to develop a Student Success Plan with appropriate goals to enhance student learning of course concepts and assist in achievement of student learning outcomes. (S, F) <p>Supports ASN & PN Program Outcomes: 1, 4, & 5</p>

Service Engagement	Ivy Tech students are committed to helping others. Involvement in service is an important aspect of becoming a well-rounded citizen. Check with the Student Life Office at your campus to learn more about service engagement opportunities.	<ul style="list-style-type: none"> • Service opportunities are available through classroom activities, involvement in student organizations, or through campus and College-wide events like Ivy Tech Days of Service. (S, I, C) <p>Supports ASN & PN Program Outcomes: 4 & 5</p>
Skills Labs	Provides physical space for students to practice and demonstrate nursing skills. Includes static mannequins, skill models and simulators, and nursing supplies and equipment to develop and demonstrate skill proficiency within the nursing programs.	<ul style="list-style-type: none"> • Skill competency is incorporated in first semester of each program and continues throughout the nursing programs as students progress toward completion of programmatic outcomes. (S, C) • Competent caregivers, related to skill performance, contributes to both graduate and employer satisfaction (S, C) <p>Supports ASN & PN Program Outcomes: 3, 4, & 5</p>
Simulation	Provides opportunity for students to be involved in patient care experiences they may otherwise not experience in actual clinical settings. Simulation offers the ability to assess student clinical judgment and critical thinking without jeopardizing patient safety. It provides for active learning and participation through the use of various levels of simulators from low to high fidelity, as well as patient care scenarios.	<ul style="list-style-type: none"> • Opportunities to engage in simulation utilizing high, medium and low fidelity manikins as well as static equipment which give students additional and unique experiences that may not be seen in actual clinical settings and enhances their ability to complete programmatic outcomes. (S, C) • Students that have a variety of clinical opportunities are better prepared to handle the expectations of employers. (S, C) <p>Supports ASN & PN Program Outcomes: 4 & 5</p>
Student Life	There are multiple student activities available including student governance groups, student organizations, leadership development/academy, sports activities.	<ul style="list-style-type: none"> • Student Life activities increase student engagement within the college and program. This improved engagement helps to improve student completion and promotes improved satisfaction with the program. (S, I, C) • Engagement with activities while in program increase graduate appeal to employers, as they develop transferable skills during these activities.(S, C) <p>Supports ASN & PN Program Outcomes: 3, 4, & 5</p>
Technology	Students are afforded the opportunity to work with innovations that are becoming common to and advance the practice of nursing such as electronic charting, simulators, medication delivery systems, and other equipment.	<ul style="list-style-type: none"> • Opportunities to engage in the use of technology that they will be using in the workplace increases graduate and employer satisfaction. (S, C) • Opportunities to engage in the use of technology that they will be using in the workplace also increases employment rates, as graduates of the nursing programs are in higher demand and more competitively placed for open positions. It also assists with orientation, as students have experience with the various technologies. (S, C) <p>Supports ASN & PN Program Outcomes: 3, 4, & 5</p>

Tutoring	Tutoring Centers provide services to all students cost free on a variety of subjects as well as program specific tutoring by faculty and peer tutoring.	<ul style="list-style-type: none"> Tutoring provides students additional assistance with content mastery. This enhanced understanding may help students successfully complete their courses and subsequently, the nursing programs. (S, I, F) Supports ASN & PN Program Outcomes: 1, 2, & 4
Writing Center	Citation guides (MLA, APA, etc.), Noodle Tools (help create citations) and Tutor.com through the Ivy Learn® system. These resources are available to all students for any writing needs, including assistance for ESL writing support.	<ul style="list-style-type: none"> Written communication is a key component of professional practice as a nurse. Having resources that assist with development of this skill helps students progress toward meeting this programmatic outcome. (S, C) Good written communication is not only a programmatic outcome, but also a transferable skill, sought after by employers of nursing graduates. (S, C) Supports ASN & PN Program Outcomes: 1 & 4

Clinical Experiences

Definitions

Clinical Experience: Hands on care that is client/patient focused and faculty facilitated. Involves integration of previous learning of classroom concepts with instructor feedback.

Simulation: A faculty-facilitated or virtual replication of a clinical patient care experience in a safe environment that enhances student learning and includes pre-briefing and debriefing.

Clinical Observation: The student attends an approved site that correlates with learning objectives of course without instructor or preceptor supervision, but with supervision provided by site employed professionals. Students observe assigned behaviors. Clinical observation excludes medication administration and treatment administration.

- **Strict Observation:** Students obtain knowledge and attitudes in a professional role modeled environment with assigned goals, clear objectives and assignments based on student learning outcomes and course learning outcomes.
- **Observation Assist:** Students perform limited knowledge, skills, and abilities (KSAs). (Ex. V/S, Teaching, ADLs, limited implementation and evaluation through clear objectives).

Teaching and Clinical Facilities

All facilities and resources of Ivy Tech are available to nursing students. Students are encouraged to use support services available at the home campus, as well as online. Instructional support services include among others: tutoring and learning centers, the Ivy Tech Virtual Library, campus libraries, and use of Ivy Learn to enhance course delivery.

Student clinical experiences are arranged by program faculty and affiliation agreements obtained with clinical agencies. These agreements outline the responsibilities and privileges of both parties. In an off-campus setting, it is the policy of the College that faculty and students shall conform to all policies of the affiliating agency, including drug screening, criminal background checks, physical examination, immunization records, tuberculosis screening, and certification in basic life support.

Student Health Insurance

The Health Insurance Marketplace is designed to help you find health insurance coverage specific to your needs and budget through either your state or the U.S. Department of Health and Human Services. You may also be eligible for a new kind of tax credit that lowers your monthly premium right away. Please visit [HealthCare.gov](https://www.healthcare.gov) for more information, including an online application for health insurance coverage and contact information for the Health Insurance Marketplace in your area.

Mandatory Health Insurance for International Students (see “Student Resources” at <https://myivy.ivytech.edu/>)

Enrollment in the health insurance plan provided by Ivy Tech Community College is required for all International students and eligible dependents.

To ensure compliance with this policy, students and eligible dependents are automatically enrolled in and billed by the College for the insurance unless proof of comparable coverage is documented and a waiver is granted by the College prior to the deadline.

The plan offers comprehensive benefits that include hospital room and board, inpatient and outpatient surgical procedures, labs and x-rays, chemotherapy and radiation, inpatient and outpatient mental health services, physician office visits, consultant visits, ambulance, emergency care and prescription drugs.

Preventive Care Services are available to cover routine physicals and examinations, routine screenings, routine GYN examinations, and most immunizations with no cost-sharing for a student. Services provided will be covered at 100% of Reasonable and Customary charges up to \$5,000, then 80% thereafter.

Please refer to the plan brochure available at www.gallagherkoster.com/IvyTech by clicking on 'My Benefits and Plan Information' for complete details about coverage, limitations, and exclusions.

Accidents and Illnesses

All student accidents or illnesses resulting from coursework or clinical participation must be reported through the Student Accident Report Form available on MyIvy or at www.ivytech.edu/accident. Students are responsible for carrying health insurance and for medical expenses incurred as a result of an accident. The College provides a limited, excess accident insurance policy which may be accessed by completing the accident report form. Please contact risk@ivytech.edu for more information.

If a student is injured while participating in a College course or College-sponsored activity, the following steps MUST be followed:

1. NOTIFY THE INSTRUCTOR OR IVY TECH STAFF IMMEDIATELY.
2. Complete the Student Accident Report and Claim Form and submit through the online link provided.
3. You should request that the medical provider submit *itemized* bills to the college representative in charge of handling the campus student accident claims.

- The College's insurance carrier requires and only considers eligible expenses from an itemized bill (HCFA 1500 or UB-92). An itemized bill MUST include the following: Patient's name, date of service, type of service rendered (procedure), nature of condition being treated (diagnosis), provider's name, provider's address and provider's tax identification number. **STATEMENTS OR PAST DUE BILLS WILL NOT BE ACCEPTED. IT IS THE STUDENT'S RESPONSIBILITY TO OBTAIN AN ITEMIZED BILL.**
4. Not all claims are eligible under this plan. Filing a claim does not guarantee acceptance and payment of claim. Be prepared to pay for services rendered if the claim is denied by the College's insurance carrier OR if the maximum of \$3,000 has been paid through the plan. The student accident plan does not consider sickness as payable under this plan. An example of a claim considered sickness is fainting during a clinical.

Liability Statement

The College maintains Professional Liability insurance that covers the College, students, and instructors of the College with limits in the amount of \$1,000,000 per occurrence and \$3,000,000 aggregate. This coverage extends to clinical experience at an institution other than the College when it is a part of the College training program. Each student may obtain additional individual liability insurance. This coverage does not apply to employment situations such as externships and summer employment.

Housing

Ivy Tech is a commuter college and does not operate residence halls. However, the Office of Student Affairs may be able to respond to questions concerning housing in the community. Ivy Tech accepts no responsibility for locating, approving, or supervising local student housing.

Transportation

All necessary transportation to clinical experience is the student's responsibility and is not provided by the school. Students are expected to comply with parking designations. Handicapped parking spaces and visitor areas are reserved for those purposes, and vehicles improperly parked in those areas may be ticketed or towed at the owner's expense.

Student Parking

As part of registration, some campuses require students to register their motor vehicles and obtain a parking sticker. A special permit is required to park in spaces for persons with disabilities. Stickers are to be displayed in the vehicle while parked on campus, and students may park only in designated student parking areas. Vehicles improperly parked in areas reserved for the disabled, visitors, or others may be towed at the expense of their owners.

Financial Information

<https://www.ivytech.edu/financial-aid>

Tuition and Fees - <https://www.ivytech.edu/tuition/>

Tuition and fees are established by the State Board of Trustees and are subject to change. Expenses will include tuition, fees, books, uniforms, and other materials/equipment for use in the lecture, lab, and clinical areas. Students accepted for admission to the School of Nursing will incur expenses associated with obtaining the required physical examination, immunizations and/or titers, annual drug screenings, criminal background checks, annual influenza vaccination and tuberculosis screening, and Healthcare Provider Basic Life Support (CPR) certification (must American Heart Association or American Red Cross Provider). Students should also anticipate costs associated with applying for licensure upon completion of the program.

Financial Aid - <https://www.ivytech.edu/financial-aid>

Ivy Tech participates in various types of federal and state financial aid programs that provide assistance to many students. Ivy Tech also provides financial assistance to students from its own resources. Students are encouraged to carefully explore all financial aid options at their campus.

Students must complete the Free Application for Federal Student Aid (FAFSA) to be considered for any form of financial aid. This form is available online at <https://www.fafsa.gov>. Financial aid is available for both full- and part-time students regardless of age, race or sex. Ivy Tech offers various types of financial aid to students who need assistance to continue their education. Students are encouraged to survey carefully the available financial aid options. Students must be accepted for admission to the college in an eligible program to receive financial aid. For additional information on financial programs administered through the College, please make an appointment to see a financial aid advisor on your home campus.

Many healthcare agencies sponsor tuition assistance and scholarship programs for nursing students. In some cases, scholarships require a commitment to employment following graduation. Inquiries should be directed to the local healthcare agencies.

Financial Obligation

The Bursar's Office is responsible for the collection of any outstanding obligations to the College. A person with an outstanding account will be denied certain College services. For example, official transcripts may not be obtained, registration forms will not be processed, and diplomas will not be issued until outstanding obligations are resolved.

Nursing Program Admission, Progression and Graduation Policies

The semester of admission to the ASN or PN program is defined as the semester students are enrolled in their first NRSNG (nursing) courses. Application for admission and completion of prerequisite general education courses generally begins several months in advance of the actual semester of admission. The School of Nursing is a limited enrollment program with additional admission requirements beyond admission to the College. A selection point system is used for admission/selection decisions. (Refer to the [Selection Point System](#) section).

General Program Admission Requirements

- Applicants to the School of Nursing must first complete requirements for admission to the

College.

- Applicants must be in good academic standing with the College, with a minimum cumulative GPA of 2.0 at the time of application to nursing in order to be considered for admission to the program. Students must remain in good academic standing (GPA of 2.0 or higher) in order to start and continue in nursing (NRSG) courses.
- Applicants transferring general education credits from outside Ivy Tech who have no recorded Ivy Tech GPA, may be eligible for admission based on grades achieved and validated following review of transcripts.
- Applicants to the School of Nursing must complete the ACCUPLACER exam or have a signed waiver on file in the Registrar's Office. Students must complete all required remedial courses (OXX) and any required co-requisite courses, prior to admission to the program (the first semester of NRSG courses).
- Applicants must score at the **PROFICIENT level or higher** on the Assessment Technologies Institute, LLC (ATI) Academic Preparedness Category of the Test of Essential Academic Skills (TEAS) to be considered for admission to the ASN or PN programs.

High School Transcript or High School Equivalency Exam (GED or TASC)

Consistent with Indiana State Board of Nursing (ISBN) requirements, a copy of your completed high school transcript from a state-approved high school or its equivalent, or individual and total High School Equivalency Exam (GED or TASC) test scores must be submitted with the online nursing application and will be maintained on file.

- Current High School students who have not graduated from High School prior to the application deadline may have an extension until August 1 for spring graduates and January 1 for fall graduates.
- International students will need to provide official credential evaluation from a NACES (<https://naces.org>) approved organization showing the equivalence of a U.S. high school diploma. Official evaluation must be sent directly from the credential evaluator to the regional campus registrar. A copy of the original high school transcript and the NACES evaluation must be submitted with the nursing program admission application.

General Education Prerequisite Courses

Completion of the following required prerequisite courses with a grade of "C" or higher are required for admission to the ASN and PN programs:

- APHY 101 Anatomy and Physiology I
- ENGL 111 English Composition, and
- PSYC 101 Introduction to Psychology
- MATH 123 or higher is a prerequisite course for students admitted to the *ASN program only*; however MATH 123 is not included in the selection point system.

Deadlines for completion of Prerequisite Courses

In order for prerequisite general education courses to **count towards program admission selection points**, the courses must be completed by the specific deadlines listed below:

- Fall admission - completed by the end of previous spring semester
- Spring admission - completed by the end of the previous summer semester
- Summer admission - completed by the end of the previous fall semester.

Students enrolled in prerequisite courses during the semester immediately prior to enrollment in the first nursing course semester, may still be eligible for program admission on a conditional basis. If selected for admission to a

nursing program, students taking prerequisite courses the semester immediately prior to the start of the nursing program, **MUST** complete these courses with a grade of “C” or higher to remain eligible for admission. Although prerequisites are not required to be completed by the application deadline, it is unlikely that applicants who have not completed a prerequisite course will have enough points to be competitive for admission. Students must be enrolled in prerequisite courses prior to the application deadline to be eligible for application.

Transfer Credit for Prerequisite Courses

Prerequisite courses completed at colleges other than Ivy Tech will only be considered for general education selection points if transfer credit has been awarded and courses appear on the Ivy Tech transcript prior to the application deadline. **It is the applicant’s responsibility to ensure that transfer credit has been awarded.**

To ensure adequate time for processing of any external college transcripts for points towards admission and/or TEAS test scores, please submit your college transcript and TEAS test by established deadline prior to the application deadline. Applicants must submit official college transcripts to the Registrar’s Office prior to the application deadline to ensure adequate time for processing

Applications and all required documentation must be submitted no later than 11:59 p.m., Eastern Standard Time, by the Application Deadline date.

Reminder: When scheduling TEAS tests and for college transcript submissions, please refer to the college calendar at <https://www.ivytech.edu/index.html> for campus open hours and holiday closure information.

Nursing Program Admission Semester	Online Application Available	TEAS Test Deadline	Application Deadline
Fall	March 18	May 4	May 18
Spring	July 1	August 18	September 1
Summer	December 1	January 18	February 1

The online application Open Dates and the Application Deadline date may vary depending on the College academic calendar.

Please check the nursing website at www.ivytech.edu/nursing for information about the nursing programs and the most current online application information and deadlines.

Mandatory Nursing Information Session

Students must participate in a face-to-face or online (determined by campus) Nursing Information Session. In order to have the most current program information, applicants must complete the information session within three (3) months prior to each application period, as acknowledged in the signature portion of the online application. **It is the applicant’s responsibility to be aware of the most current requirements and curricula** available at www.ivytech.edu/nursing.

TEAS Entrance Test

The Test of Essential Academic Skills (TEAS) is used as part of the admissions process by the Ivy Tech School of Nursing programs. See [ATI Pre-Nursing School FAQs, https://www.atitesting.com/Solutions/pre-program/PreNursingSchoolFAQ.aspx](https://www.atitesting.com/Solutions/pre-program/PreNursingSchoolFAQ.aspx) for more information.

- Information about the TEAS is available at www.atitesting.com
- Study guides are available via campus bookstores and at www.atitesting.com.
- The ATI TEAS may be taken up to two (2) times in a two-year period regardless of the testing location.
- There must be at least thirty (30) days between the test dates for the TEAS.
- Applicants must pay the approved testing fee with each attempt.
- TEAS Test scores will be valid for two (2) years from the date of the initial TEAS test for all nursing program tracks and **must be valid through the application deadline date**. TEAS tests that expire prior to the application deadline will be ineligible for consideration towards program admission, even if the student applies prior to the application deadline.
- The TEAS test must include all four test components to be considered valid: Reading, English, Math, and Science. Partial tests will not be accepted.
- Applicants who take the TEAS at schools other than Ivy Tech must contact Assessment Technologies Institute (ATI) to have an official copy electronically submitted directly to Ivy Tech. If transferring TEAS scores from another school to Ivy Tech, official copies must be received by regional nursing dean five (5) days prior to deadline to ensure scores are received and processed prior to deadline.
- Applicants must score at the **PROFICIENT** level or higher to be considered for admission.
- TEAS sub-category scores will be used in the selection point system. (See [Selection Point System](#)).
 - The applicant's **ATI Academic Preparedness Category** appears on the TEAS Score report immediately below the **Adjusted Individual Total Score**. The Adjusted Individual Total Score will be used only as a tiebreaker.
 - **Applicants whose ATI Academic Preparedness Category is at the Developmental or Basic level will NOT be considered for admission.**

Completing the Online Nursing Application

A completed online nursing application, found at www.ivytech.edu/nursing, must be submitted electronically by the specified deadline date.

- The online nursing application will open two (2) months prior to each application cycle deadline date.
- Applications for the Traditional ASN program from students who are currently enrolled in the PN program will **NOT** be considered.
- Applicants may not apply to both ASN program tracks (Traditional & Transitional track) at the same time.
- **Applicants may apply to both the ASN and PN programs and must include the following information:**
- Completed TEAS test results must be submitted 14 days prior to the application deadline. **TEAS results older than two (2) years at the application deadline date will not be accepted.**
- Copy of a complete high school transcript or its equivalent, which must clearly include the **date of graduation/completion**, or a copy of a High School Equivalency Exam (GED or TASC) listing the student's name with total and individual GED or TASC test scores and **date of completion**.
 - Current High School students who have not graduated from High School prior to the application deadline may have an extension until August 1 for spring graduates and January 1 for fall graduates.
- Official transcripts from other colleges/universities and CLEP/DANTES, Advanced Placement, and other test results must be submitted to the campus Registrar's office at least one (1) month prior to the

application deadline for evaluation of general education courses towards program admission and selection points.

- **It is the student's responsibility to follow up with the Registrar's office to determine if transfer credit has been awarded and applied to the Ivy Tech transcript.**

LPN to ASN Transition Track Applicants

- Applicants must provide documentation verifying possession of a current, unencumbered Indiana LPN license, which must be submitted with the online nursing application. Please see the "Process for Verification of LPN License" section for further instructions.
- Students must maintain a current, unencumbered Indiana LPN license throughout the program. Any student whose license is not current or is encumbered by any pending disciplinary action by the Indiana State Board of Nursing will not be permitted to progress in the program until such time that a current, unencumbered license is regained. Maximum time frame for completion will not be extended due to such circumstances.
- A copy must be submitted with the application and after each renewal period. Your license will be verified by the School of Nursing.
- The same selection decision scoring process listed above will be utilized to rank-order candidates.
- Verified credit will be awarded for the following first year entry level ASN nursing courses following successful completion (grade of C or higher) of NRSB 122 Introduction to ASN Transition (if more than two years following graduation or an external program graduate), and NRSB 125 LPN Transition to ASN Lab.
 - NRSB 100 Fundamentals of Nursing
 - NRSB 102 Medical-Surgical Nursing I
 - NRSB 105 Medical-Surgical Nursing I Clinical
 - NRSB 106 Pharmacology for Nursing
 - NRSB 110 Medical-Surgical Nursing II
 - NRSB 111 Medical-Surgical Nursing II Clinical
 - NRSB 115 Nursing Lab

Process for Verification of LPN License


Documentation verifying a current, unencumbered Indiana Practical Nurse License must be uploaded to the online nursing application for any LPN to ASN Transition Program applicants. This information can be obtained online from The Indiana Professional Licensing Agency (IPLA) through the following process:

Step 1: Go to <https://mylicense.in.gov/everification/Search.aspx>

Step 2: Enter your first and last name, then click "search" (see highlights below).

Step 3: Click on your name in the "Sort Name" box to go to the next screen.

Step 4: Screen shot or copy the full license profile that appears on the screen below, then post it in the online application.



Indiana
Online Licensing

[New Search](#)
[Litigation Documents](#)
[Digital Certification](#)
[Nursing Board](#)

Person Information	
[Redacted]	
Address Information	
[Redacted]	
License Information	
License No:	[Redacted]
Profession:	Nursing Board
License Type:	Registered Nurse
Obtained By Method:	Examination
Issue Date:	[Redacted]
Expiration Date:	10/31/2017
License Status:	Active
Previous Action	
No Data Available	
Violations	
No Data Available	
Related Licenses	
No Prerequisite Information	

Note: The license status must be listed as ACTIVE. Licensees with current discipline such as suspension or probation, or temporary permits/licenses are not eligible for admission into the nursing programs.

Paramedic to ASN Transition Track Applicants

- Applicants must provide documentation verifying current, unencumbered state and/or national Paramedic certification through the Indiana Department of Homeland Security or the National Registry of Emergency Medical Technicians.
- The same selection decision scoring process listed above will be utilized to rank-order candidates.
- Applicant must maintain a current, unencumbered, state and/or national Paramedic certification or registration throughout the program. A copy must be submitted with the application for admission and after each certification or registration renewal period. Your certification/registration will be verified by the School of Nursing. Any student whose certification/registration is not current or is encumbered by any pending disciplinary action will not be permitted to progress in the program until such time that a current, unencumbered certification or registration is regained. Maximum time frame for completion will not be extended due to such circumstances.
- Verified credit will be awarded for the following first year entry level ASN nursing courses following successful completion (grade of C or higher) of NRSNG 122 Introduction to ASN Transition and NRSNG 123 Paramedic Transition to ASN Lab/Clinical.
 - **NRSNG 100 Fundamentals of Nursing**
 - **NRSNG 102 Medical-Surgical Nursing I**
 - **NRSNG 105 Medical-Surgical Nursing I Clinical**
 - **NRSNG 110 Medical-Surgical Nursing II**
 - **NRSNG 111 Medical-Surgical Nursing II Clinical**
 - **NRSNG 115 Nursing Lab**

Students applying to the LPN to ASN or Paramedic to ASN transition program tracks must follow the current curriculum of record and are encouraged to meet with their advisor.

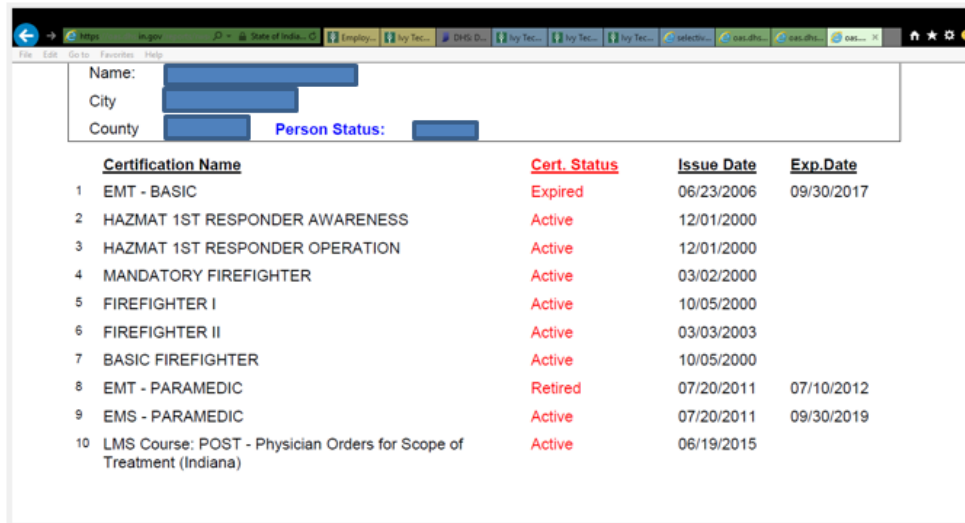
Process for Verification of Paramedic Certification:

Step 1: Go to <https://oas.dhs.in.gov/dfbs/ems/person.do?method=personLookup> within the Indiana Department of Homeland Security web page.

Step 2: Click on either of the two links at the bottom of the page:

Step 3: Fill in the requested information.

Step 4: Save a copy of the verification and submit to the appropriate link within the online application system.



Program Admission Selection Point System

General Education Points

- A weighted point system will be used to determine points for the General Education Course component of the selection score points.
- When multiple course attempts are reported on the college transcript(s), the highest earned grade will be used for the selection decision score.
- Points for general education courses transferred in from other institutions will be awarded based on the grade recorded on the Ivy Tech transcript.
 - **It is the applicant's responsibility to ensure that the transfer credit has been applied and to provide the transcript from the other institution by the deadline date.**
- **Points for verified credit (V) or college credit through Advanced Placement (AP), College Level Examination Program (CLEP), International Baccalaureate (IB), and Dantes Subject Standardized Test (DSST), will be awarded as indicated below.**
 - **In order for points to apply, students must have taken and passed the AP placement exam and verified credits must appear on the Ivy Tech transcript.**

Course	A	B	C	D/F	V
APHY 101	30	20	10	0	N/A
ENGL 111	15	10	5	0	15
PSYC 101	15	10	5	0	15
Total General Education Points Possible:					60

TEAS Points

Once it has been determined that the applicant has met the minimum eligibility requirement, the following weighted system will be used to determine the TEAS component of the selection score points. See page 30 for detailed description.

Applicants with two (2) valid TEAS score reports available at the application deadline will have the opportunity to self-select which test they wish to apply towards program admission. An entire TEAS score report with all four (4) categories must be selected; selection of subsection scores between two (2) different TEAS tests is not allowed.

Please refer to your home campus school of nursing for specific instructions regarding registering for the TEAS test.

TEAS Component	Weighted Sub-Test Point Calculation	Maximum Points Possible
English & Language Usage	Subsection % score X 0.20	20
Reading	Subsection % score X 0.30	30
Math	Subsection % score X 0.20	20
Science	Subsection % score X 0.30	30
Total TEAS points possible:		100

Tie Breaker Points (applied in the order listed below)

- TEAS Adjusted Individual Total Score
- TEAS Science sub-score to the tenths place
- TEAS Reading sub-score to the tenths place
- TEAS English sub-score to the tenths place
- Cumulative GPA from the most recent transcript
- If two or more applicants have identical admission point scores for the same campus location and program in the same Auto- or Manual-Selection Round, tiebreaker points will be applied in the order listed above until a difference in decision score occurs.

Online Application Auto- and Manual-Selection Processes

The selection process for admission into the nursing programs consists of three (3) auto-selection rounds (Rounds 1, 2, & 3) and one (1) manual-selection round (Round 4).

Auto-Selection Rounds 1, 2, and 3 – and Manual-Selection Round 4

- The number of students admitted is determined by availability of clinical resources and may be adjusted without advance notice. Please review the Auto-Selection narrative example in the Online Information Session on the website (<https://www.ivytech.edu/nursing/index.html>) for details.
- Applicants for admission into the nursing programs will complete the Online Nursing Application found on the nursing webpage at www.ivytech.edu/nursing, which includes attaching all required documents and meeting all other requirements for nursing program admission.
- Following the application deadline date, eligible applications will be processed through the Auto- and Manual-Selection cycles until all open seats are filled statewide. Refer to Online Information Session slides for detailed description.

Reapplication Process

Students who are not selected for the program may reapply for the next admission cycle. The entire application with documents must be resubmitted with each new application.

Additional Admission Requirements

A physical examination, proof of immunization status, criminal background check, drug screening, and Basic Life Support for Healthcare Providers certification are required prior to enrollment in the program. Students will be provided with necessary information to complete these activities from the campus nursing dean/designee following completion of Round 4 Manual Selection. Please see the [Criminal Background Check and Drug Screening](#) section for additional information.

College Progression and Readmission Policy

Please refer to the [Academic Support and Operations Manual \(ASOM 3.2\)](#) for policies related to academic standards, withdrawals, and readmission following dismissal from the College for violations of rules of conduct and/or failure to meet and maintain academic standards. Students enrolled in the School of Nursing must be in good academic standing according to College policy. Students may **repeat a course one time**. In cases of extenuating circumstances, students may attempt a course for a third time only with the approval of the Campus Academic Officer (CAO) or designee. Withdrawals count as an attempt (ASOM 3.2 - <https://www.ivytech.edu/files/3.2-Course-Repeat-Add-Drop-Policy.pdf>)

Progression in Nursing Courses: Students who withdraw or do not successfully complete a course with a minimum grade of “C” in a required program course will not be allowed to progress to any subsequent courses for which that course is a prerequisite until the course is successfully completed with a grade of “C” or higher. (ISBN 848 IAC 1-2-21) · Students must remain in good academic standing (GPA or 2.0 or higher) in order to continue in nursing (NRSG) courses.

Maximum Time Frame for Nursing Program Completion

The goal of the nursing programs is to prepare students with the knowledge, skills, and attitudes/behaviors necessary to provide professional, competent, safe, quality patient care. Students are required to complete their nursing program in the maximum time frame listed below. To ensure patient safety, student knowledge, and currency in practice, students who do not complete their program within the maximum time frame will not be allowed to re-apply to any nursing program for two (2) years following leaving the program (based on end of final term of attendance in nursing). Once the two year mark is met and the student re-applies to the nursing program, no previous nursing course work will apply toward degree or certificate attainment. This will provide sufficient time for review, remediation and development of improved student success skills and competencies necessary to ensure safe, competent patient care.

- The maximum time frame for completion of the Practical Nursing program is six (6) semesters beginning with enrollment in the first nursing course (NRSG)
- The maximum time frame for completion of the traditional ASN program is eight (8) semesters beginning with enrollment in the first nursing course (NRSG)
- The maximum time frame for the completion of the LPN to ASN and Paramedic to ASN Transition tracks is six (6) semesters beginning with the first nursing course (NRSG)
- NOTE: Maximum time frame does not include semesters in which campus nursing courses are not scheduled.
- Students who leave the program and desire re-enrollment in nursing must contact their campus nursing dean for guidance regarding maximum time frame eligibility.

- Students who drop all nursing courses for first semester prior to the 10-day drop date are required to reapply to the program of choice during a later application period.

Re-Enrollment in Nursing Courses Following a Period of Non-Enrollment

The student must remain in continuous enrollment in nursing (NRSG) courses. Continuous enrollment is defined as enrollment in each semester in which nursing (NRSG) courses are offered according to the predetermined campus curricular sequence.

Any student who is not able to maintain continuous enrollment must complete and submit the *Application for Nursing Re-enrollment or Transfer Within Ivy Tech* form (obtained from the campus School of Nursing) to the School of Nursing Department or Program Chair, or Dean, requesting permission to re-enroll in Nursing (NRSG) courses. The following criteria will be utilized for granting permission to re-enroll in nursing courses:

- Re-enrollment will be granted only on a space available basis.
- If the number of requests for re-enrollment exceeds course space availability, selection will be based on the earliest submission date of the completed *Application for Nursing Re-enrollment or Transfer Within Ivy Tech* form.
- A returning student is subject to the program policies in effect at the time of re-enrollment.
- Students will be held accountable for knowledge and skills learned in previously taken NRSG and general education coursework. It is the student's responsibility to seek remediation as needed prior to resuming progression in the program.
- Students may be asked to demonstrate retained competency in pre-requisite programmatic courses through obtaining a repeat passing score on a final exam, comprehensive lab exam, or clinical skill check-off per ASOM 4.19.1 - <https://www.ivytech.edu/files/4.19.1-Progression-Stop-outs-Renrollment.pdf>

Movement within the Ivy Tech System: Crossover between Nursing Programs

Movement within the Ivy Tech system between any campus nursing programs is based on the following:

- Clinical space availability
- Submission of the *Application for Nursing Re-enrollment or Transfer Within Ivy Tech* form (available in the campus nursing office) by the student indicating the desire to complete their studies at another Ivy Tech campus
- Academic standing with a cumulative GPA of 2.0 or higher

Process for request to move from one campus nursing program to another campus nursing program:

- Notify home dean of intent
- Determine a campus to take the course or transfer
- Assess potential availability of space in the campus of interest by contacting the dean or program chair.
- If potential space is available, seek signature of receiving dean.
- Submit completed form to home dean for signature.
- Once signature obtained, form is sent to dean at campus of transfer.

Please note: Students must meet affiliating clinical facility requirements in order to be considered for transfer.

Movement within a campus from the PN to the ASN program:

- Transfer from the PN to the ASN program, within the same admission cohort (PN and ASN students taking the same first semester courses as a cohort group), may occur on a space available basis only at the start of the second semester of nursing courses.
 - PN students who fail a first semester nursing course are ineligible for crossover into the ASN program.
- The Dean or Department/Program Chair will initiate contact with students who are eligible for crossover to offer any available course seats. Information on crossover openings will not be provided on general inquiry.
- Crossover students will be rank-ordered by their original admission selection decision score, including tiebreaker points when applicable.

Movement within a campus from the ASN to the PN program:

- Students who are unsuccessful in their ASN program-specific courses may be eligible to transfer from the ASN program to the PN program if campus space is available.
- Eligibility for crossover must be approved by the campus Dean or Department/Program Chair.
- Maximum time frame for PN program completion will restart following admission to the PN program.
- Students crossing over from the ASN to the PN program are required to complete NRSNG 112, 113, 116, 117, and 128 in the PN program.
- To ensure patient safety, student knowledge, and currency in practice, students who do not complete any ASN program-specific course within the maximum time frame will not be allowed to apply to the LPN to ASN Transition program after completion of their PN program for two (2) years following discharge from the ASN program. Previously taken ASN courses (NRSNG 126, NRSNG 127, NRSNG 200, NRSNG 201, NRSNG 206, NRSNG 207, NRSNG 208) will need to be retaken upon entry to the LPN to ASN Transition program to ensure maximum time frames are not exceeded.
- Crossover students will be rank-ordered by their original admission selection decision score, including tiebreaker points when applicable.

Eligibility to Take the Nurse Aide Competency Evaluation (CNA) or Medication Aide (QMA) Final Examination

Ivy Tech Community College administers Nurse Aide Competency Evaluation and Medication Aide Final Examination for qualified candidates in compliance with Indiana State Department of Health regulations.

If you are currently enrolled in the nursing program and have successfully completed NRSNG 100 Fundamentals of Nursing and NRSNG 115 Nursing Lab with a “C”, you may be eligible for the CNA evaluation. Students currently enrolled in the nursing program and have successfully completed NRSNG 106 Pharmacology for Nursing with a “C” or higher may be eligible to take the QMA final examination.

- For the CNA exam: NRSNG 100 Fundamentals of Nursing & NRSNG 115 Nursing Lab
- For the QMA exam: NRSNG 106 Pharmacology of Nursing

If you have any questions, or need more information, please contact Ivy Tech Community College at (317) 917-5948 or email at cna_qma_testing@lists.ivytech.edu, or visit the following websites for additional information: <http://www.ivytech.edu/cna/> or <http://www.ivytech.edu/qma/>

Global Studies Certificate Global Learning Close to Home

Many U.S. businesses are expanding their operations into different areas of the world, so you are very likely to interact with people from other countries and cultures on the job. A Global Learning Certificate may be just what you are looking for!

Ivy Tech faculty members have worked together to redesign curriculum for some of Ivy Tech's business, education, humanities, healthcare, technology and life science courses. These areas are some of Indiana's biggest high-growth sectors of the economy and areas where you need to be able to think critically and in terms of global perspectives and competencies. With the Global Learning Certificate you can apply your knowledge in your own community, throughout the state of Indiana, and around the world!

This certificate will teach you about thriving in a global workforce and how to succeed in a diverse society, which are skills valued in today's competitive job market. You will also have the opportunities for exposure to different cultures through supplemental education experiences, such as studying abroad or taking part in international activities on your campus. A Global Studies Certificate will increase your knowledge and awareness of the world and will make you more marketable in finding a job.

Program Requirements for the Global Studies Certificate:

- **Global Studies Orientation** - meeting to discuss the benefits, and requirements of the certificate
- **Global Studies Electives** - 15 credits of global-module courses, many of which are already within the two-year curriculum
- **Global/International Resume** - outlining global experiences and letters of reference
- **Global Studies Capstone Experience** - completion of an international project, research, competition, community service, service learning, or travel study experiences
- **Global Immersion** - participation in global, cultural, or diversity related activities which may include attending conferences/workshops, completion of the **U.S. Institute of Peace Certification**, becoming a member of a professional or community group, and maybe even an international travel experience. Talk to your advisor for more information about your options!
- **For more information contact your campus Global Studies Coordinator or see the Global Learning webpage:** <http://www.ivytech.edu/global-learning/>

Graduation

The Indiana State Board of Nursing regulations require that all courses in the nursing curriculum must be passed with a minimum grade of "C" (ISBN 848 IAC 1-2-21). Please refer to Section 4 of the College Academic Support and Operations Manual for more information regarding graduation requirements at the following: [ASOM 4.25](#).

Attendance Policies

Regular attendance is expected at scheduled class meetings or other activities assigned as part of a course of instruction. Attendance records are kept by instructors. When personal circumstances make it impossible to attend scheduled classes and activities, the College expects students to confer with instructors in advance. Attendance expectations will be delineated in individual course syllabi.

Absences may be considered by instructors in awarding grades. Students who must interrupt their Ivy Tech education to fulfill Reserve and National Guard annual tour requirements should present official military orders to their instructors prior to departure for duty. Students are not excused from completion of the course work and should make arrangements with their instructors to complete all work

College Attendance

Students are expected to attend class meetings, or other activities assigned as a part of a course of instruction. Instructors are responsible for maintaining attendance records. A statement regarding expectations for class attendance is included in Section 4 of the [Academic Support and Operations Manual \(ASOM\)](#). Attendance expectations will be delineated in individual course syllabi.

Nursing Classroom and Lab Attendance Policy

Students are expected to attend all lecture and lab sessions. Attendance is necessary to maximize student-learning opportunities. Students who are absent are responsible for missed material. Attendance will be reported for the purpose of financial aid qualification. Specific expectations will be found in each course syllabus.

Clinical Attendance Policy

Clinical courses require that the student be present to effectively evaluate successful achievement of clinical course objectives and concepts, as clinical course objectives cannot be accomplished or evaluated outside the clinical setting. There are no make-ups for missed clinical hours. Therefore, regular clinical attendance is mandatory for successful clinical course and program completion.

- Attendance issues will be reflected in the clinical evaluation grade.
- Absences of 15% – 20% of the total clinical course contact hours will result in a mandatory 15% reduction of the final course grade.
- Absence and/or cumulative tardiness in excess of 20% of the total clinical course contact hours will result in a grade of “F” for the course.
- The student will have the option to withdraw from the clinical course and all other co-requisite courses if absence occurs before the final withdrawal date for the course.
- Absence time will be rounded to the next 15-minute increment. Example: if tardy 4 minutes, 15 minutes absence time will be recorded for the student, if absent 17 minutes, 30 minutes will be recorded.

Tardiness: to clinical experiences jeopardizes continuity of patient care.

- Tardy is defined as not arriving at the designated clinical unit at the assigned start time.
- Tardiness will be counted as absence time accumulating toward the maximum 20% allowable.

- Students who are habitually tardy or leave early (three or more episodes) will receive a student status warning and a mandatory reduction in the final clinical course grade of 10%.
- The maximum grade reduction for absence/tardy is 20%.

Exclusion from Clinicals: Clinical faculty have the authority to exclude a student from a clinical experience. The following is a list of possible reasons for exclusion from clinicals and is not meant to be all inclusive:

- tardiness greater than 30 minutes
- student’s lack of preparation for the clinical experience
- student illness
- impairment of the student to perform safely
- failure of a student to follow clinical affiliating agency and Nursing Program policies

If a student is excluded from the clinical day, the student will be counted absent for the total contact hours assigned for the day. Students must remain at the clinical site until dismissed by the clinical instructor. Leaving the clinical site early will be counted in the student’s total absence time. Students are not allowed to leave and then return to clinical. Clinical hours will not be made up.

Students are responsible for tracking their own absences/tardiness times. Illness, family deaths, accidents, emergencies etc. will not be treated as exceptions. Students are encouraged to conserve absences to cover unforeseen occurrences.

Students who develop illnesses or conditions involving limited activity must report this change in status to the dean of nursing. Once able to return, students must provide a licensed healthcare provider’s written statement that they are physically and mentally capable of undertaking the [Essential Functions of Nursing Students](#), as outlined in this handbook, prior to resuming clinical, lab, or simulation activities. Students will not be permitted to participate in clinical without a written physician’s statement.

Absence Times by Course

	15% =	20% =
NRS 105	14.5 hr	19.25 hr
NRS 111	14.5 hr	19.25 hr
NRS 113	14.5 hr	19.25 hr
NRS 117	14.5 hr	19.25 hr
NRS 123	14.5 hr	19.25 hr
NRS 127	7.25 hr	9.6 hr
NRS 201	28.8 hr	38.4 hr
NRS 207	14.5 hr	19.25 hr

Student Rights and Responsibilities [Code of Student Rights and Responsibilities](#)

The student appeal process provides the College an appropriate mechanism to deal with violations of student rules of conduct and conversely allows a student with a disagreement to appeal against a College

employee's decision affecting that student. The College encourages students to resolve their complaints informally. The informal appeal procedures are designed to accomplish a quick resolution that is most expeditious and effective. Whenever the informal process does not result in a satisfactory resolution, the College formal appeal procedure is also available.

In addition, the grade appeal process provides a mechanism for review when a student believes the final grade he or she received in a course is inaccurate. As with the student appeal process, this procedure encourages students to first attempt to resolve the appeal informally, beginning with the faculty member who issued the course grade.

The reputation of the College and the College community depends in large part upon the behavior and academic achievement of its students. Students enrolled at the College are expected to conduct themselves in a mature, dignified, and honorable manner. While enrolled at the College, students are subject to College jurisdiction. The College reserves the right to take disciplinary action against any student whose conduct, in the opinion of College representatives, is not in the best interests of the student, other students, or the College. Students who are disciplined should expect to find their sanctions enforced at all Ivy Tech campuses. All students are expected to abide by the College rules of conduct. Please refer to the [Code of Student Rights and Responsibilities](#). Expectations for student behavior in clinical settings are governed by clinical agency affiliation agreements, the Health Care Team Code of Conduct, the [American Nurses Association Code of Ethics](#), and the [Indiana Nurse Practice Act](#).

Guidelines for Professional Conduct

Purpose

Safety and security is a top priority, especially in environments where direct, simulated, and/or indirect patient care is provided. It is essential that nursing students recognize and comply with the many guidelines for professional conduct (which include safety-specific guidelines) that govern behaviors and decisions. Students must ensure that patients assigned to them receive appropriate attention and care in a timely fashion. All nursing students are bound by the precepts of the Indiana Nurse Practice Act (IC 23-25) and the rules of the Indiana State Board of Nursing (IAC 848) (http://www.in.gov/pla/files/ISBN_2013_Edition.pdf). These principles are reinforced in the [National Student Nurse Association Code of Academic and Clinical Conduct](#), the Ivy Tech Code of Student Rights and Responsibilities, and the Nursing Student Handbook. In addition, the Ivy Tech School of Nursing curricula incorporate the Quality and Safety Education for Nurses (QSEN) competencies to prepare future graduates with the knowledge, skills, and attitudes (KSA's) necessary to continuously improve the quality and safety of patient care.

The student must comply with the Code of Student Rights and Responsibilities as established by the College, in addition to providing quality, safe, non-discriminatory, legal (scope of practice) and ethical patient care, while demonstrating a high level of professional conduct. Clinical and/or related health care agency affiliates have the right to prohibit students from participating in clinical experiences based on unsafe patient care and unprofessional behavior, whether intentional or unintentional. Non-compliance with College policies, professional nursing standards, clinical agency/affiliate policies and procedures, professional guidelines and expectations during college-related nursing activities/events and simulation

activities, and the Guidelines for Professional Conduct listed below will be reported to the appropriate individuals and subsequent disciplinary action may be taken. Issues of non-compliance may impact the students' ability to progress in the nursing program, lead to failure of a course, and/or result in dismissal from the nursing program.

The Guidelines for Professional Conduct are divided into three main groups, which are outlined below. General actions are listed at the end of each category. Please discuss any questions you may regarding these and any other policies or guidelines with your nursing faculty.

Disclosure of confidential patient information, clinical facilities (including clinical locations), staff and provider information, and any related information and experiences is **STRICTLY PROHIBITED**. Information disclosed through email, any form of social media, verbally, or via texting may be considered a HIPAA violation and carry penalties up to \$1.5 million (<http://www.ama-assn.org/ama/pub/physician-resources/solutions-managing-your-practice/coding-billing-insurance/hipaahealth-insurance-portability-accountability-act/hipaa-violations-enforcement.page>). Please refer to the [Social Networking Guidelines](#) for more information ([Social Networking, Cell Phone and Class Recording Guidelines](#)).

Group I

This Category Addresses Major Compliance Issues and Appropriate Measures for Patient Care in an Educational Setting.

The following points are critical to the successful training and employment of health care professionals and should be followed from the onset of training and referenced as models for behavior to be continued throughout one's career:

1. The student must comply with Indiana State laws both on campus and at off-campus locations. This includes, but is not limited to interactions with patients and their families, faculty, peers and personnel of affiliating agencies.
2. The student must refrain from consuming, being under the influence of, or possessing intoxicating beverages or unauthorized prescription or non-prescription drugs on College property or at the clinical sites. If suspected of being under the influence in the clinical area, the student must submit to a serum and/or urine test at the student's expense. Results of the tests must be released to the College. Refusal to comply would result in removal from the clinical area and possible recommendation for dismissal pending a conference with faculty regarding professional conduct expectations.
3. The student will adhere to state and federal confidentiality laws, including but not limited to Health Insurance Portability and Accountability Act of 1996 (HIPAA) and clinical affiliate confidentiality policies and procedures. The student will maintain confidentiality about all aspects of the clinical experience: this includes confidentiality for all patients, fellow students, clinical affiliate employees, physicians, and operations of the clinical affiliating agency. If a situation arises requiring disclosure of information by law, the student must seek out guidance from the clinical faculty member.

- a) The student will only discuss confidential information in secure and appropriate locations and with those individuals who have a need/right to know.
 - b) The student will not remove or photocopy any part of the patient or clinical records.
 - c) The student will not use any patient identifiers, as defined by HIPAA, in written assignments.
 - d) The student will destroy any notes that were taken to provide care for the patient according to the clinical affiliate policy and will not carry those notes outside of the clinical.
 - e) The student is expected to follow guidelines in the School of Nursing Student Handbook with regard to social media, cell phones, email or other electronic media.
 - f) The student will not discuss any patient, clinical experience with patients, or clinical site on social media. Postings on social media sites are not considered private nor are they ever truly deleted, regardless of privacy settings.
 - g) Students are prohibited from taking photos or videos of patients or their health record on personal electronic devices, even if the patient or hospital staff gives you permission to do so.
4. The student will follow College policy regarding disruptive behavior, sexual harassment and discrimination activities and will exhibit appropriate physical, verbal, and nonverbal behavior towards patients, families, personnel in cooperating agencies, peers, and faculty.
 5. The student will ensure that any communication of patient information is performed in a timely, accurate and truthful manner. Falsification of any component of the written, electronic, or oral patient record is prohibited.
 6. The student will exhibit behaviors that respect the dignity and rights of the patient regardless of socioeconomic status, sexual orientation, race, religion, age, disability, marital status, gender, cultural practices or beliefs, or nature of the health problem.
 7. The student must provide for patient safety at all times, including, but not limited to adherence to Standard Precaution Guidelines, safety rules and regulations, use of safety equipment and following written protocol for all diagnostic procedures and policies in the clinical setting.
 8. The student will not abandon or neglect patients requiring health care.
 9. The student will not leave the assigned clinical unit during assigned clinical hours without permission and without providing for safe patient hand-off.
 10. The student will not perform any technique or procedure, including administration of medication, for which they are not approved and/or are unprepared by their formal Ivy Tech Community College School of Nursing education and experience. In some instances **AND with faculty and/or preceptor approval**, students may be allowed to perform techniques or procedures with other licensed personnel. All clinical practice policies are subject to campus and/or statewide affiliation agreements.
 11. The student will guard against theft, abuse, misuse, or destruction of personal property, College property or property located on the College property or clinical site.

12. The student will not possess firearms or other weapons, dangerous chemicals, or any explosives or explosive devices on College property or at any College-sponsored activity held elsewhere, including clinical sites.
13. The student will not cheat, aid cheating, plagiarize or be involved with other acts of academic dishonesty on papers, tests, or other academic works including clinical assignments and must remain in compliance comply with the College Academic Honesty statement found in the Code of Student Rights and Responsibilities on Campus Connect. Falsification or data misrepresentation in any form, whether directly or indirectly related to patient care or classroom experiences is prohibited.
14. The student will refrain from knowingly withholding action or information that creates unnecessary risk to the patient, self, or others including facility staff, peers, or faculty.
15. The student will refrain from unprofessional or inappropriate behavior within a clinical experience, including lewd, indecent, obscene, inappropriate, disorderly conduct, and/or actions/behaviors noncompliant with professional or accreditation standards; or a violation of clinical or other affiliated site expectations or guidelines; or violations of federal or state laws.
16. The student will not access HIPAA protected information for patients/families not directly related to assigned patient care unless authorized by the clinical faculty, preceptor, or clinical agency staff.
17. The student is prohibited from the use of violence against any person of any mental, physical, written, or verbal abuse that threatens, is perceived as threatening or endangers the health, safety, and wellness or promotes hatred or prejudice towards others.

Actions Related to Non-Compliance with Group I Expectations:

Because Group I expectations cannot be compromised, non-compliance is a serious matter. Students are encouraged to address any related questions prior to the start of the term, or on any given day that a question arises, by seeking counsel of faculty.

Actions:

- If non-compliance in **any** of the Group I areas is identified, the student will be required to meet with the faculty member to discuss the non-compliance issue, a written/electronic status report will be prepared, and further disciplinary action may be taken depending on the outcomes of the investigation and in compliance with the clinical evaluation tool.
 - Following a meeting with the nursing faculty, the student will be required to meet with the Nursing Dean and/or their designee to discuss the case.
 - If after investigating the case/situation, a non-compliance with any Group I offenses is identified and validated the Nursing Dean and/or designee will review the situation with the Associate Vice President for Nursing Education, the Vice Chancellor for Academic Affairs, and/or the Vice Chancellor for Student Affairs and determine any appropriate action(s) to be taken by the School of Nursing and the College.

- Pending the outcome(s) and final recommendation(s), the student may be prohibited from engaging in patient care or participating in clinical activities until approved to do so by the Nursing Dean.
- If allowed to continue in the clinical course, the student may be required to complete remediation as prescribed by the Nursing Dean and/or designee prior to enrolling in any future nursing clinical courses.
- Recommended actions, depending on severity of the infraction, may include:
 - continued enrollment in the clinical course with no additional requirements;
 - continued enrollment in the clinical course with additional remediation requirements based on final outcomes and recommendations, which may also include an appropriate reduction in the clinical grade as determined by the clinical evaluation tool;
 - administrative withdrawal and failure of the clinical course; or,
 - dismissal from the nursing program based on final recommendations from the Associate Vice President for Nursing Education, Vice Chancellor for Academic Affairs, and/or the Vice Chancellor for Student Affairs, and/or the campus Chancellor.
 - In the event a student is dismissed from one nursing program, he/she may not apply for admission to any other nursing program in their home campus or at any other Ivy Tech Community College campus or location for a period determined by the final outcomes and recommendations of college administrators and in compliance with the Nursing Student Handbook.
- Further disciplinary and/or legal action may be recommended according to College policy.
- Students have the right to appeal any final decisions in accordance with the [Code of Student Rights and Responsibilities](#).

Group II

This Category Relates to General Protocol and Guidelines:

1. The student is expected to follow program guidelines regarding the attendance policy and notification of intended absence.
2. The student **must comply** with **ALL** rules, regulations, and policies of the occupational area and/or clinical agency/affiliate.
3. The student must refrain from smoking or using other tobacco products (including vapor or e-cigarettes) while in uniform, at clinical sites, or during school related events.
4. The student will not solicit, vend, and/or distribute literature, written or printed material in any clinical setting without proper authorization.
5. The student will not accept gratuities from patients; this includes both monetary and non-monetary gifts.

Actions Related to Non-Compliance With Group II Expectations:

The above five items reflect appropriate responses as related to professional protocol and guidelines that are expected while in the student role and once employed in a healthcare field.

Action:

- Any behavior not meeting the expectations listed above will result in a meeting with the nursing faculty member and a written/electronic status report for the first incident which may impact the clinical grade as determined by the clinical evaluation tool.
- The student will be asked to acknowledge receipt of the warning, and should take the initiative to review what is expected and modify behavior accordingly.
- In the event that any subsequent infraction(s) occur(s) involving one of the Group II expectations and/or a previous infraction of a Group I expectation, the student will be required to meet with the faculty member and/or nursing dean to discuss the non-compliance issue and a second written/electronic status report or other documentation will be prepared.
- Based on the number and severity of the non-compliance actions, the student may be required to meet with the Nursing Dean and/or designee. If following review of the case by the Nursing Dean and/or designee, additional disciplinary actions are recommended:
 - The Nursing Dean and/or designee will discuss the outcomes of the investigation with the Vice Chancellor for Academic Affairs, and/or the Vice Chancellor for Student Affairs regarding action(s) to be taken by the School of Nursing and the College.
 - Pending the outcome(s) and final recommendation(s), the student may be prohibited from engaging in patient care or participating in clinical activities until approved to do so by the Nursing Dean.
 - If allowed to continue in the clinical course, the student may be required to complete remediation as prescribed by the Nursing Dean and/or their designee prior to enrolling in any future nursing clinical course.
- Recommended actions, depending on severity of the infraction, may include (but are not limited to):
 - continued enrollment in the clinical course with no additional requirements;
 - continued enrollment in the clinical course with additional remediation requirements based on final outcomes and recommendations, which may also include an appropriate reduction in the clinical grade as determined by the clinical evaluation tool;
 - administrative withdrawal and failure of the clinical course; or,
 - dismissal from the nursing program based on recommendations from the Associate Vice President for Nursing Education, Vice Chancellor for Academic Affairs, and/or the Vice Chancellor for Student Affairs, and/or the campus Chancellor.
 - In the event a student is dismissed from one nursing program, he/she may not apply for admission to any other nursing program in their home campus or at any other Ivy Tech Community College campus or location for a period determined by the final outcomes and recommendations of college administrators and in compliance with the Nursing Student Handbook.
- Further disciplinary and/or legal action may be recommended according to College policy.
- Students have the right to appeal any final decisions in accordance with the [Code of Student Rights and Responsibilities](#).

Group III**This Category Is Specific To Medication Administration:**

Note: Administration of medication without faculty and/or preceptor approval is addressed in Group I and will be subject to the ACTIONS described for that Group.

1. A potential medication error that is prevented by the clinical faculty and/or preceptor, designated staff nurse, or the electronic medication administration system, will still be considered a medication error on the part of the student.
2. The student will ensure that medications are administered on time and in accordance with patient's plan of care.
3. The student will follow correct medication procedures as summarized in the "Six Rights of Medication Administration" listed below:

SIX RIGHTS

Right Patient
Right Medication
Right Dose
Right Time/Date
Right Route
Right Documentation

4. The student will be prepared to verbalize knowledge of medication uses, side effects, adverse reactions, interactions with other patient medications, and the relationship to the patient and one or more diagnosis.
5. The student will calculate proper medication dosage or safe dosage in the clinical learning environments.
6. The student will report any medication error to their Ivy Tech clinical faculty member and/or preceptor, and clinical agency staff nurse immediately in order that appropriate action may be taken to care for the involved patient and so that appropriate clinical agency policies are followed.

Actions Related to Non-Compliance With Group III Expectations:

Medications errors are a leading cause of patient injury and must be taken seriously. Consistent with current practice guidelines, the School of Nursing supports the initial stance of conducting a root-cause analysis to help prevent future errors. In the event of an error, the student will be expected to meet with the faculty member to determine strategies to prevent further medication incidents. Repeated errors constitute a failure to demonstrate competence and safety in this important component of patient care and will be subject to actions that will impact the student's status in the program.

Action:

- Every medication error will be documented on a written/electronic student status report. The student is expected to participate as requested in any root-cause analysis to identify reasons for the medication error and strategies to prevent further errors.
- The student will be expected to meet with the faculty and/or preceptor and acknowledge receipt of any feedback provided, review appropriate procedures, address any related questions with the

faculty and/or preceptor, and initiate precautionary measures to prevent the error from reoccurring.

- In the event that there are three (3) or more documented student status forms for medication-related errors, **occurring at any point throughout the student's enrollment in the program**, a written/electronic status report will be prepared by the faculty member and the student will be required to meet with the Nursing Dean and/or designee.
- In cases of medication-related errors in which repeated errors or errors significant enough to endanger patient lives occurs or affect patient safety occur, the student will be required to meet with the Nursing Dean and/or designee. If following review of the case by the Nursing Dean and/or designee, additional disciplinary actions are recommended:
 - The Nursing Dean and/or designee will discuss the outcomes of the investigation with the Vice Chancellor for Academic Affairs, and/or the Vice Chancellor for Student Affairs regarding action(s) to be taken by the School of Nursing and the College.
 - Pending the outcome(s) and final recommendation(s), the student may be prohibited from engaging in patient care or participating in clinical activities until approved to do so by the Nursing Dean.
 - If allowed to continue in the clinical course, the student may be required to complete remediation as prescribed by the Nursing Dean and/or their designee prior to enrolling in any future nursing clinical course.
- Recommended actions, depending on severity of the infraction, may include (but are not limited to):
 - continued enrollment in the clinical course with no additional requirements;
 - continued enrollment in the clinical course with additional remediation requirements based on final outcomes and recommendations, which may also include an appropriate reduction in the clinical grade as determined by the clinical evaluation tool;
 - administrative withdrawal and failure of the clinical course; or,
 - dismissal from the nursing program based on recommendations from the Associate Vice President for Nursing Education, Vice Chancellor for Academic Affairs, and/or the Vice Chancellor for Student Affairs, and/or the campus Chancellor.
 - In the event a student is dismissed from one nursing program, he/she may not apply for admission to any other nursing program in their home campus or at any other Ivy Tech Community College campus or location for a period determined by the final outcomes and recommendations of college administrators and in compliance with the Nursing Student Handbook.
- Further disciplinary and/or legal action may be recommended according to College policy.
- Students have the right to appeal any final decisions in accordance with the [Code of Student Rights and Responsibilities](#).

Health Team Code of Conduct

Students are expected to read, understand, and abide by the Health Team Code of Conduct at all times.

As a member of this group/team, I agree to work to make the following a part of my daily routine.

1. To keep patient and caregiver safety and welfare as the primary concern in all interactions, including:
 - Being vigilant and monitoring for care practices that increase risks of errors.

- Remembering that no one is perfect and that all humans are vulnerable to making mistakes.
 - Taking responsibility for being “a safety net” when helping co-workers and fellow students, anticipating what they may need, and pitching in to prevent mistakes (e.g., “I think that the glove is contaminated; let me get you a new one.” Or “Here’s a new needle”).
 - Making it a team principle that “If we witness unethical or unsafe practices, it’s our responsibility to address it” (first directly with the person, then through policies and procedures if needed).
2. To promote empowered partnerships by:
- Valuing your time and the contribution you make to the team/group.
 - Accepting the diversity in our styles—recognizing that you know yourself best and should be allowed to choose your own approaches.
 - Promising to be honest, and treating others with respect and courtesy.
 - Promoting independence and mutual growth by applying the Platinum Rule (Treat others as *they* want to be treated, not assuming they have the same desires *you* do).
 - Listening openly to new ideas and other perspectives.
 - Attempting to walk a mile in their shoes.
 - Committing to resolving conflict without resorting to using power.
 - Taking responsibility for my own emotional well-being (if I feel bad about something, it’s my responsibility to do something about it).
 - Ensuring that we both:
 - Stay focused on our joint purpose and responsibilities for achieving it.
 - Make decisions together as much as possible.
 - Realize that we’re accountable for the outcomes (consequences) of our actions.
 - Have the right to say no, so long as it doesn’t mean neglecting responsibilities.
3. To foster open communication and a positive work environment by:
- Addressing specific issues and behaviors.
 - Acknowledging/apologizing if I’ve caused inconvenience or made a mistake.
 - Doing my “homework” before drawing conclusions.
 - Maintaining confidentiality when I’m used as a sounding board.
 - Using only one person as my sounding board before I decide to either give feedback or drop the issue.
 - Validating any rumors I hear.
 - Redirecting co-workers/fellow students who are talking about someone to speak directly to the person.
 - Addressing unsafe or unethical behavior directly and according to policies.
 - Offering feedback as indicated:
 - Within 72 hours, using “I” statements (“I feel…” rather than “You make me feel…”).
 - Describing behaviors and giving specific examples.
 - Limiting discussion to the event at hand and not discussing past history and telling you honestly and openly the impact of the behavior.
4. To be approachable and open to feedback by:
- Taking responsibility for my actions and words.
 - Taking time to reflect on what was said, rather than blaming, defending, or rejecting.
 - Asking for clarification of the perceived behaviors.
 - Remembering that there’s always a little bit of truth in every criticism.

- Staying focused on what I can learn from the situation.

Examples of Uncivil Behaviors (Clark, C. M. (2010))
Rude comments, put-downs, slurs, and rumors (in person and in cyberspace)
Cell phone, texting, and computer misuse
Interruptions and side conversations
Late arrivals and leaving early
Sleeping in class/clinical
Aggressive, intimidating, and bullying behaviors
Anger or excuses for poor behavior
Cheating and other forms of academic dishonesty
Displaying a sense of entitlement
Blaming others for shortcomings
Shunning or marginalizing others

(Alfaro-LeFever, R., 2013)

Academic Honesty Statement

The College is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement.

Cheating on papers, tests or other academic works is a violation of College rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior.

Grading Practices

Students are required to pass all nursing and required general education course with a grade of “C” or higher. **No grades (including final course grades) will be rounded.** The nursing program grading scale is as follows:

92.00-100	A
83.00-91.99	B
75.00-82.99	C
70.00-74.99	D
0.00-69.99	F

Evaluation of Student Learning

Nursing ATI Testing Policy

Ivy Tech School of Nursing Programs utilize the Assessment Technologies Institute, Inc. (ATI) Comprehensive Assessment and Review Program (CARP) for nursing students. The CARP was designed to increase student pass rates on the nursing licensing exam and lower program attrition. Used as a comprehensive program, the tools can help students prepare more efficiently, as well as increase confidence and familiarity with content.

All students are required to purchase ATI's CARP. Students will automatically be assessed the fee for the CARP upon admission to the nursing program. **Students should not purchase used CARP materials, as these materials do not include access to required program examinations.** The CARP examinations are comprehensive knowledge-based assessment tests that are administered each semester to the students enrolled in the nursing programs. The purpose of these examinations is to provide the students with an understanding of their knowledge strengths and weaknesses in relation to particular content areas within the curriculum. Students are expected to make full use of the CARP exams, handbooks, tutorial, and remediation materials to maximize learning throughout the program.

Nurse Logic Assignments

Nurse Logic is a requirement for the nursing programs. Students must complete individual modules and corresponding tests. Evidence of module and test completion will be provided in print by students to instructors. Failure to complete *Nurse Logic* assignments by the end of the course will result in a status of "I" (incomplete) until the assignment is complete. If the assignment is not completed, the grade will be converted to an "F" according to college policy.

Students in **NRSG 100** must log on and complete the following modules and beginning student exams:

- Knowledge and Clinical Judgment
- Nursing Concepts
- Priority Setting Frameworks
- Testing and remediation

Students in **NRSG 128 and 208** must log on and complete the following modules and advanced student exams:

- Knowledge and Clinical judgment
- Nursing Concepts
- Priority Setting Frameworks
- Testing and remediation

The Learning System

The *Learning System*, included in Tutorials, is available with the student's CARP package. The *Learning System* provides students the opportunity to practice skills gained in *Nurse Logic* by taking NCLEX-type examinations in multiple content areas. Some faculty will require assignments from the *Learning System* as part of course requirements. These requirements will be outlined in individual course syllabi.

The CARP Requirements and Final Examination Scoring

Required Proctored Examination Preparation and Scoring:

- Students are required to take proctored examinations as outlined in this document, which includes all students repeating a course. Each required ATI proctored examination will count as 5% toward the final course examination. Courses having multiple ATI tests (NRSG 112, NRSG 116 and NRSG 206) will have a total of 10% of points on the final examination reflected from ATI testing.
- Students will be given the remediation code for the non-proctored test at the start of the semester for practice and review.
 - Students will be required to complete the non-proctored test with a grade of 90% or greater prior to completing the proctored examination. The student must present his/her non-proctored exam result printout in order to gain admission to the proctored examination session.
 - A student who does not produce the required non-proctored test results will not be permitted to take the proctored exam and will receive a zero for the ATI portion of the exam grade. The student will be required to reschedule the proctored exam; failure to do so will result in a grade of incomplete (I) for the course. Students having a grade of “I” will not be permitted to progress to the next program courses. Students will then be withdrawn from the scheduled program course and the grade will be converted to an “F” according to college policy.
- Student performance on each proctored examination will be reflected in the final course examination score as follows:
 - Level 2 and above: 5%
 - Level 1: 0%
 - Below level 1: 0%

Mandatory Remediation

- Any Student whose proctored exam proficiency level is below Level 2 will be required to complete remediation assignments. Failure to complete the required remediation assignments will result in a grade of “I”. Students having a grade of “I” will not be permitted to progress to the next program courses. Students will then be withdrawn from the scheduled program course and the grade will be converted to an “F” according to college policy.
- Students who complete required remediation prior to the end of the course and score 90% or higher will be given 3% toward the final examination score. Students who complete remediation after the end of the course, to fulfill mandatory course requirements, will **NOT** be eligible for the 3% toward the final examination score.
- The remediation assignments will include the following:
 - Complete ATI examination retake codes test with a score of 90% or higher.

ATI Live Review Policy

Students enrolled in NRSG 128 Practice Issues for Practical Nursing or NRSG 208 Practice Issues for the Associate Degree Nurse will complete the three-day ATI Live Review in its entirety. Exception: cohorts of less than 10 students may be directed to take the ATI Virtual Review.

ATI Testing Plan

The Nursing ATI testing plan is as follows:

Practical Nursing ATI

Failure to complete the required ATI exams will result in a grade of “I”. Students having a grade of “I” will not be permitted to progress to the next program courses. Students will then be withdrawn from the scheduled program courses and the grade will be converted to an “F” according to college policy.

Content of ATI Exam	Administered During
PN Fundamentals for Nursing	NRSG 102: Medical Surgical Nursing I
PN Pharmacology	NRSG 106: Pharmacology for Nursing
PN Maternal Newborn Nursing	NRSG 112: Maternal Child Nursing
PN Nursing Care of Children	NRSG 112: Maternal Child Nursing
PN Adult Medical-Surgical Nursing	NRSG 116: Medical Surgical Nursing III
PN Mental Health	NRSG 116: Geriatric/Complex MS Nursing for the Practical Nurse
PN Comprehensive Predictor	NRSG 128: Practice Issues for Practical Nursing

The following non-proctored exams are recommended as course assignments:

PN Management	NRSG 128: Practice Issues for Practical Nursing
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Traditional ASN ATI

Failure to complete the required ATI exams will result in a grade of “I”. Students having a grade of “I” will not be permitted to progress to the next program courses. Students will then be withdrawn from the scheduled program courses and the grade will be converted to an “F” according to college policy.

Content of ATI Exam	Administered During
RN Fundamentals for Nursing	NRSG 102: Medical Surgical Nursing I
RN Pharmacology	NRSG 106: Pharmacology for Nursing
RN Mental Health	NRSG 126: Mental Health Nursing
RN Medical-Surgical Nursing	NRSG 200: Complex Medical Surgical Nursing for the ASN
RN Maternal Newborn	NRSG 206: Nursing Care Childbearing & Childrearing Families
RN Nursing Care of Children	NRSG 206: Nursing Care Childbearing & Childrearing Families
RN Comprehensive Predictor	NRSG 208: Practice Issues for Associate Degree Nursing

The following non-proctored exams are recommended as course assignments:

RN Nutrition	NRSG 110: Medical Surgical Nursing II
Community Health Nursing	NRSG 100: Fundamentals of Nursing
Leadership in Nursing	NRSG 208: Practice Issues for Associate Degree Nursing

LPN to ASN Transition ATI

Failure to complete the required ATI exams will result in a grade of “I”. Students having a grade of “I” will not be permitted to progress to the next program courses. Students will then be withdrawn from the scheduled program courses and the grade will be converted to an “F” according to college policy.

Content of ATI Exam	Administered During
RN Pharmacology	NRSG 125: LPN Transition to ASN Lab
RN Fundamentals	NRSG 125: LPN Transition to ASN Lab
RN Mental Health	NRSG 126: Mental Health Nursing
RN Medical-Surgical Nursing	NRSG 200: Complex Medical Surgical Nursing for the ASN
RN Maternal Newborn	NRSG 206: Nursing Care Childbearing & Childrearing Families
RN Nursing Care of Children	NRSG 206: Nursing Care Childbearing & Childrearing Families
RN Comprehensive Predictor	NRSG 208: Practice Issues for Associate Degree Nursing

The following exams are recommended as course assignments:

Community Health Nursing-Non-proctored	*NRSG 125: LPN Transition to ASN Lab
Nutrition Review Module	NRSG 125: LPN Transition to ASN Lab
Leadership in Nursing –Non-proctored	NRSG 208: Practice Issues for Associate Degree Nursing

Paramedic to ASN Transition

Failure to complete the required ATI exams will result in a grade of “I”. Students having a grade of “I” will not be permitted to progress to the next program courses. Students will then be withdrawn from the scheduled program courses and the grade will be converted to an “F” according to college policy.

Content of ATI Exam	Administered During
RN Pharmacology	NRSG 106: Pharmacology for Nursing
RN Fundamentals	NRSG 123: Introduction to ASN Transition
Community Health Nursing	NRSG 123: Paramedic to ASN Transition Lab/Clinical
RN Mental Health	NRSG 126 Mental Health Nursing
RN Medical-Surgical Nursing	NRSG 200: Complex Medical Surgical Nursing for the ASN

RN Maternal Newborn	NRSG 206: Nursing Care Childbearing & Childrearing Families
RN Nursing Care of Children	NRSG 206: Nursing Care Childbearing & Childrearing Families
RN Comprehensive Predictor	NRSG 208: Practice Issues for Associate Degree Nursing

The following non-proctored exams are recommended as course assignments:

Leadership in Nursing	NRSG 208: Practice Issues for Associate Degree Nursing
Community Health Nursing- Non-proctored	NRSG 123: Paramedic to ASN Transition Lab/Clinical
Nutrition Review Module	NRSG 123: Paramedic to ASN Transition Lab/Clinical

Math Policy

Calculating medication dosages and intravenous rates accurately are necessary competencies to ensure patient safety and are required skills in the Ivy Tech Community College (Ivy Tech) Practical Nursing and Associate of Science in Nursing Programs.

- **Dosage calculations will be incorporated into each exam and integrated in lab and clinical courses.**
 - Resources include addition of ATI modules, templates, and other items related to pharmacology and dosage calculations.
- **Students should be shown the various methods for doing dosage calculations, and they choose their preferred method (i.e. ratio/proportion, dimensional analysis, etc.).**

Math questions will include:

- Metric and household measuring systems
- Decimals and rounding
- Equivalents/conversions among the measuring systems
- How to read drug labels
- Students should be shown the various methods for doing dosage calculations, and they choose their preferred method (i.e. ratio/proportion, dimensional analysis, etc.)
- Dosage calculations based on body weight
- Reconstitution of powdered drugs
- A preferred pediatric dosage calculation method
- IV rates and times
- IV drug titration calculations
- Story problems
- Intake and output (I & O) – beginning to complex problems
- Drug bolus calculations
- Loading vs. maintenance dose

Course Examinations

- All nursing course examinations will consist of **10% dosage calculation problems**.
- Students are allowed to use non-programmable calculators for the math tests and are expected to show their work for each problem.
- Math rules regarding the following will be noted on each examination:
 - Question type: Correct answers will be consistent with actual dosage recommendations for the specific drug.
 - Labels: Questions may be accompanied by a drug label.
- Math examination content will be appropriate to the semester.
 - **First Semester Questions:**
 - Basic conversions
 - Intravenous rate calculations
 - Intravenous completion time calculations
 - Simple I & O - N/G, F/C and drains
 - Introduction to IV drip rates
 - Reconstitution
 - Reading labels
 - Solving for one unknown
 - **Second Semester Questions:**
 - Complex I&O - multiple IV's drips, IVPB, TPN
 - Solving for more than one unknown
 - Reading labels
 - Dilutions
 - Story problems containing extraneous information
 - IV calculations
 - **Third/Fourth Semester Questions:**
 - Bolus problems
 - Conversions
 - Titrations
 - Loading vs. Maintenance doses

Math Instructions

All examinations will clearly list math rules relevant to the math questions on the tests. Although practices at facilities vary, for the purpose of the exams the following rules will apply:

- Rounding:
 - For adult patients the answer will be rounded to the nearest tenth; (mg, mcg, and mL)
 - For pediatric patients the answer will be rounded to the nearest hundredth.
 - Do NOT do any rounding until the end of the problem.
- IV rate calculations: (rate-mL/h and gtt/min)
 - Although some IV pumps do allow calibration to the tenth or hundredth, for the purpose of exams, IV rate calculations will be rounded to nearest whole number.
- IV time related calculations:
 - IV time calculations must be accurate to within 5 minutes.
- Equivalents:
 - Knowledge of equivalents is needed for calculation, i.e. 60 mg = 1 grain will be used.

- Dosage Calculation safety considerations:
 - All dosage calculation responses must adhere to The Joint Commission “Do Not Use” list. (https://www.jointcommission.org/facts_about_do_not_use_list/). This includes:
 - **Do not** use a “trailing zero”. A trailing zero may not be used in medication orders or other medication-related documentation. Trailing zero examples = X.0 mg
 - A leading zero is **required**. It applies to all orders and all medication-related documentation. Lack of leading zero example = .X mg
 - Examples: .5 mg must be answered as 0.5 mg.
5.0 mg must be answered as 5 mg.
- Labeling:
 - All answers must be labeled correctly. No label or an incorrect label makes the answer incorrect.

U.S. Immigration and Nationality Act

The United States Immigration and Nationality Act identifies that all candidates applying to take the NCLEX exam are required to be a U.S. citizen or be identified as a “Qualified Alien.” The U.S. Immigration and Nationality Act is found in the Federal Regulation 8 of the U.S.C.; Section 1641. In response to this federal legislation, Senate Bill SB419 became law in 2018 and provides for potential licensing of DACA and F1 in the state of Indiana. Students should seek their own legal counsel for concerns regarding these matters.

U.S Social Security Number Requirements by ISBN

All candidates taking the NCLEX exam are required to have a U.S. social security number per Indiana Code. This is a mandatory of the ISBN. Applications to test cannot be processed without it. Per the Indiana Code:

NCLEX-RN Candidates:

Notice - Pursuant to Section 7 of the Privacy Act of 1974, you are hereby given notice that disclosure of your U.S. Social Security number on your application is mandatory for the purpose of complying with IC 25-1-5-8 and IC 4-1-8-1 which provide that the Indiana Department of Revenue may obtain Social Security numbers from the Indiana Professional Licensing Agency for tax enforcement purposes. In addition, disclosing such number is mandatory in order for the licensing board or committee to comply with the requirements of the federal National Practitioner Data Bank and the Healthcare Integrity and Protection Data Bank 42 U.S.C. §1320(a)-7e (b), 5 USC §552a, 45 CFR Part 60.1, and 45 CFR Part 61. Failure to disclose your U.S. social security number will result in the denial of your application.

Application fees are not refundable

Reprinted from Registered Nurse-Examination Information. Retrieved 04/21/16 from http://www.in.gov/pla/files/RN_endorsement_2016.pdf

NCLEX-PN Candidates:

Notice - In compliance with Indiana Code 4-1-6, this agency is notifying you that you must provide the requested information or your application will not be processed. You have the right to challenge, correct, or explain information maintained by this agency. The information you provide will become public

record. Your examination scores and grade transcripts are confidential except in circumstances where their release is required by law, in which case you will be notified. Your social security number is being requested by this state agency in accordance with Indiana Code 4-1-8-1. Disclosure is mandatory, and this record cannot be processed without it.

Reprinted from Licensed Practical Nurse-Examination Information. Retrieved 04/21/16 from http://www.in.gov/pla/files/LPN_exam_instructions_2016.pdf

Indiana State Board of Nursing Licensure Eligibility

Successful completion of the nursing program, as described in the Admission, Progression, and Graduation policy, provides eligibility for a student to apply to a state board of nursing to take the licensure examination. The Indiana State Board of Nursing (ISBN) application for licensure includes questions about criminal history, substance abuse problems, malpractice judgments, and disciplinary action on previous licenses and certifications.

Students are to review the questions asked by the Indiana State Board of Nursing (ISBN) in the application to take the examination. Similar questions are found on other state board of nursing applications. Questions can be found on the applications at this link: <http://www.in.gov/pla/2493.htm>

Students please note that ISBN information and questions on the licensing application are subject to change without notice.

Student Requirements Associated With Clinical Affiliation Agreements

Student clinical experiences are arranged by program faculty and affiliation agreements obtained with clinical affiliating agencies. These agreements outline the responsibilities and privileges of both parties. In an off-campus setting, it is the policy of the College that faculty and students shall conform to all policies of the affiliating agency, including drug screening, criminal background checks, physical examination, immunization records, tuberculosis screening, and certification in basic life support.

Criminal Background Checks and Drug Screening

ASOM 4.14

www.ivytech.edu/policies

Purpose

Requiring criminal background checks and drug screenings ensures students meet the same standards as health care facility employees. This will also provide consistency for Ivy Tech School of Health Sciences and School of Nursing programs. Health care facilities are obligated to document that any individual authorized to provide such care does not have a criminal history of mistreatment, neglect, violence, defrauding the public, or otherwise taking advantage of another person and has no record of illegal use of pharmaceuticals or use of any illegal substances.

Nursing Student Statement

Any convictions or criminal charges (a criminal complaint filed in court by a prosecutor) filed against the student prior to or during enrollment in the nursing program may result in a failure to be approved for required clinical placement assignments and may result in inability to progress through the nursing program. Convictions and criminal charges are reported to the clinical sites, which may or may not

allow the student to attend clinicals in their facility depending on the issue in question. Clinical agencies have the authority to exclude students from participating in experiences at their facilities. Successful completion of required clinical courses are needed for progression within and completion of the nursing program.

Organizational Scope or Audience

This policy applies to all students who will have direct patient contact within a healthcare facility or laboratory, or other setting where health care is provided, as well as students who do not have direct patient contact but engage in practice-based learning within a setting where health care is provided.

Definitions

Drug Screening: technical analysis of a biological specimen - for example urine, hair, blood, sweat, or oral fluid/saliva - to determine the presence or absence of specified parent drugs or their metabolites.

Clinical and Practice-based learning: as applicable to this policy, any course of study in which the student may be assigned to a healthcare or practice laboratory setting to meet course objectives. This includes, but is not limited to, assignment in any setting where a student provides direct patient care or patient care services, has direct contact with patients or their families in an observational role, has access to patients' health records, or is performing invasive healthcare procedures in a campus laboratory setting.

Policy

Criminal background checks and drug screenings will be required for all currently enrolled clinical students and newly admitted students in School of Health Sciences and School of Nursing programs. Completion of a criminal background check and drug screening are required for admission and/or clinical placement in Health and Nursing programs. The criminal background check and drug screening may be done either before enrollment in the professional courses or just prior to the first day of clinical or externship as specified by the program. Additional criminal background checks and/or drug screenings will be required in programs for students enrolled in clinical courses more than 12 months.

Students who are enrolled in courses for credit or non-credit, but who are not in a degree-seeking program, may be exempt from the drug testing and background check requirements in this policy. Further, additional or different requirements may apply to students in any program for which rules or regulations external to College policy exist.

Students who are not continuously enrolled in a program until completion may be required to complete additional checks upon re-entry to a program or admission to a different program in the School of Health Sciences or School of Nursing. Clinical sites or the College may request additional background checks or drug screenings at their discretion.

Students who are denied clinical placement or who are withdrawn from enrollment in a clinical course due to clinical site refusal to accept students with positive findings on criminal background checks or drug screenings, may reapply to the same or different School of Health Sciences or School of Nursing program the next semester, but will need to comply with additional criminal background checks or drug screenings as required. College program admission and progression policies will apply. If a student is

denied placement for clinical at one site, up to two more attempts will be made to place the student at other clinical sites if other sites are available.

Procedure

The student is responsible for completing the online processes and other required paperwork, paying for the criminal background check and drug screening, working with the company providing the criminal background check and drug screening for any follow-up information or testing that may be required, and monitoring the results of the criminal background check and drug screening. By participating in the required criminal background check and drug screening, students are giving the College permission to release information as needed to the clinical affiliates. The College will provide clinical sites with an assurance that background checks and drug screenings will be completed for every student. The student, the College, and clinical sites will have access to the secure web-based results.

The student will initiate the required background check and drug screening with the company of the College's choice by the due date designated by the program. Students who refuse to comply with the background check and drug screening will not be eligible to enroll in clinical courses, and therefore will not be eligible to enroll, progress, and/or graduate from the program. The background check will include the following elements (additional elements may be added if required by the clinical site):

- County, state, and federal criminal record searches of all places of principal residences for the past 7 years (or since age 18, if less than 25 years old). Records will be verified against all known names and addresses as revealed on the social security report.
- National criminal history database that includes 50-state sex offender and Office of Foreign Assets Control (OFAC) List of Specially Designated Nationals (SDN).
- Office of Inspector General (OIG)/ General Services Administration (GSA) Sanction Reports, United States Treasury, applicable state exclusion list.
- Social security verification and residency report.
- Maiden name and alias report.

The drug screening will include the following elements (additional elements may be added if required by the clinical site) Note: examples of common names for drugs or illegal substances are listed in parentheses.

- Marijuana (cannabis, weed, hemp)
- Cocaine (coke, snow, blow)
- Opiates (morphine, codeine)
- Amphetamines and methamphetamines (Ritalin, Ecstasy, speed, meth)
- Phencyclidine (PCP, angel dust)
- Propoxyphene (Darvon)
- Barbiturates (Valium, Librium)
- Methadone (oxycodone, hydrocodone, Vicodin)
- Benzodiazepines (Versed, Dalmane, Restoril, Xanax)
- Methaqualone (Quaalude, Sopor)

The student will have access to findings of the criminal background check and drug screening, via the results posted on the secure web site, as required by the Fair Credit and Reporting Act. The student has both the responsibility and the right to challenge any information in the findings that the student believes to be erroneous with the company providing the background check and drug screening. The student is

responsible to present documentation of any clarification of the findings to the College, and the College may share that documentation with the clinical site(s).

The student may reapply to the same program or another program in the School of Health Sciences or the School of Nursing the next semester. The student will need to complete the criminal background test again if she/he is readmitted. College program admission and progression policies will apply.

Disclaimers

- Completion of a criminal background check and drug screening for a Health Sciences or Nursing program does not ensure admission to or continued enrollment in any program.
- Completion of a criminal background check and drug screening for a Health Sciences or Nursing program does not ensure eligibility for licensure, credentialing, or future employment. Additional criminal background checks and/or drug screenings may be required for licensure, credentialing, or employment.
- Clinical affiliates can establish more stringent standards for criminal background checks and/or drug screenings than those required by the College, and students will be required to meet those standards.
- Clinical affiliates can conduct additional background checks and drug screenings (including random drug screenings during clinical) at their discretion.
- Completion of background checks and/or drug screenings from other vendors, such as those required by current employers of the students, may not be used in lieu of the College requirements.
- If a student is found to be ineligible for clinical placement at any time during the program, the student will be withdrawn from the clinical course and any co-requisite courses pending resolution of the situation.

Protection of confidential information from background checks and drug screenings

Information obtained from the result of student background checks and drug screenings will be treated as confidential information, and protected from unauthorized access. Authorization to view the results will be limited to individuals who make clinical assignments and designated individuals at clinical sites requesting the information for students placed at the sites. Release of the results of criminal background checks and drug screenings to clinical sites is given for the purpose of clinical placement. In the event that a student is prevented from enrolling in and/or completing a clinical course or courses due to the results of the drug screen and/or criminal history background check, a printed copy of the results and a memorandum summarizing the rationale and action(s) taken at that time will be maintained in a secure (locked file cabinet) School of Health Sciences and School of Nursing file for seven (7) years.

Procedures for Determining Eligibility for Clinical Placement

1. Eligibility for Clinical Experiences with Affiliating Clinical Agencies

Clinical sites have the right to refuse any student for clinical placement. Policy at clinical sites may vary in whether or not students with particular positive findings on the background check will be allowed to attend clinical. In the event there are positive findings on any portion of the criminal background check, a primary clinical site will be notified and requested to make a decision on whether or not the student will be allowed to complete a rotation at the site, in light of the specific positive findings on the criminal background check. If the clinical site will not allow the student to participate in clinical at that site, the program chair will contact up to two additional clinical sites

offering the same type of clinical experience, if available, to attempt to place the student. If these attempts do not result in a clinical site placement for the student, the student will be notified that s/he may not enroll in clinical courses and any co-requisite courses. In most cases, this will mean that the student will not be able to progress in the program, and will therefore not be able to complete the courses required for graduation.

2. Eligibility for Clinical Experiences in Campus-Based Clinical Services

Certain School of Health Sciences and School of Nursing programs, including Dental Assisting, Dental Hygiene, and Therapeutic Massage, may offer services to the general public and/or Ivy Tech students and employees in campus-based laboratories or clinics. In these courses, the Criminal Background Check and Drug Screen results will be reviewed by the Program Chair, and a determination will be made on whether or not each student is able to participate in the patient care activities based on the results. Any recommendation by the Program Chair not to allow a student to participate in patient care activities based on the results of the Criminal Background Check or Drug Screen results will be reviewed and approved by the appropriate School of Health Sciences or School of Nursing Deans and the Vice Chancellor for Academic Affairs.

Positive Drug Screen

Students with any positive result on the drug screen, and not otherwise cleared by the testing company after retesting and/or testing company medical officer review, shall not participate in campus-based direct care activities, including accessing patient health information, providing any type of direct patient care, or assisting another health care worker with patient care.

Criminal Background Check

Students with any criminal conviction or guilty pleas for the following shall not participate in campus-based patient care activities, including accessing patient health information, providing any type of direct patient care, or assisting another health care worker with patient care:

1. Rape
2. Criminal deviate conduct
3. Exploitation of an endangered adult or a child
4. Failure to report battery, neglect, or exploitation of an endangered adult or a child
5. Theft, if the person's conviction for theft occurred less than ten (10) years before the date of submission by the person of an application for the criminal background check for the purposes of entering or completing an educational program at Ivy Tech
6. Conviction of any crime, which requires registration with any state or national Sexual Offender Registry
7. Aggravated murder
8. Murder
9. Voluntary manslaughter
10. Felonious assault
11. Kidnapping
12. Sexual Battery
13. Aggravated arson
14. Aggravated robbery
15. Aggravated burglary
16. Any misdemeanor or felony drug law conviction

Reasonable Suspicion Drug and Alcohol Policy and Testing Guidelines

The purposes of the School of Nursing Drug Screen Policy are to comply with regulations of area health care agencies, to provide optimal care to patients, and to maintain the policies set forth by the [ASOM 4.14](#), and Ivy Tech's [Code of Students Rights and Responsibilities](#).

After admission to the nursing program, at any time faculty or an administrator have “reasonable suspicion” that a student is impaired due to drug or alcohol use while in the clinical, the student will be removed from the area and required to undergo immediate testing for drug and alcohol use at the student’s expense.

Reasonable suspicion is defined to mean that the student’s instructor, supervisor, or his/her designee believes that the behavior, speech, body odor, or appearance of a student is indicative of the use of alcohol or drugs. Reasonably suspicious behavior could include conduct that prevents the student from performing the essential functions of his or her role in the clinical activity or which poses a direct threat to the safety of others. Other behavior which could lead to a reasonable suspicion drug or alcohol test includes but is not limited to: odor of alcohol or drugs, unsteady or staggering gait, rapid or slurred speech, pinpoint or dilated pupils, unresponsiveness, bloodshot eyes, fine motor tremors, difficulty participating in activities, nausea, vomiting, sweating, erratic behavior, incoherent speech, verbal or physical outbursts, self-report of drug use or alcohol abuse, unsafe behavior, unsatisfactory care for others, and threats to harm self or others.

Faculty members are encouraged to consult with other faculty members, if possible, to validate the basis for reasonable suspicion testing. If drug use or alcohol abuse is suspected, the faculty member should take the following steps:

Remove the student from the clinical activity:

- Confront the student in a private setting and in the presence of a witness;
- Discuss the suspicious behavior with the student and allow the student to explain;
- Decide whether reasonable suspicion exists for drug and/or alcohol testing;
- Make arrangements for drug and/or alcohol testing (see below), if necessary, or allow the student to return to the clinical activity if reasonable suspicion does not exist;
- Complete the Report of Reasonable Suspicion of Drug/Alcohol Use form.
- Complete the Maxient Incident Report form per Ivy Tech policy.

If the faculty member determines that reasonable suspicion exists for a drug and/or alcohol test, the Dean or designee will be informed, and the student will be accompanied and transported by public transportation, family member, or friend to the most readily accessible emergency department, clinic, laboratory, urgent care, or other healthcare facility for drug and/or alcohol screening per the testing policies and procedures of the facility. If the student agrees to drug and/or alcohol testing, the faculty member will ask the student to sign the “Consent for Screening” form.

Results

A. Refusal to Test

If a student fails to produce the requested sample at the date and time designated, the student will be treated as if the test result was positive.

B. Negative Test Result

If the drug or alcohol test is negative, no action will be taken, and the student will be allowed to participate in all clinical activities, and allowed to make-up any missed assignments.

C. Positive Test Result

If the drug screening result is positive, the student will be removed from clinical pending investigation. Impaired students will be unable to transport themselves home from the healthcare facility after reasonable suspicion and a positive drug screen, however they must arrange their own transportation.

- If the student insists the positive result is due to **prescription medication**, the student will be required to obtain a prescription (drug, dose, frequency) and written statement (expected duration, effect, any contraindications to being in the clinical setting) from the medical provider stating that the medication was prescribed, the drug level is within prescribed limits, and there is no indication of abuse.
- If the student insists the positive result is due to a **medical condition**, the student will be required to obtain a written statement from the medical provider indicating plan of care.
- Students who are impaired from approved prescription medications or medical conditions will be evaluated for safety in the clinical setting and will be removed from the clinical setting until safety to practice can be established.
- If medication and/or medical conditions are validated by the student's healthcare provider, and safety to practice is established to ensure both student and patient safety, the student will be provided opportunities to make-up missed clinical assignments.

Students will be dismissed from the School of Health Sciences and/or School of Nursing programs for positive drug and/or alcohol screening results that are not validated by a prescription and a written statement from a medical provider. The reasonable suspicion for drug screening documentation and drug and/or alcohol screening results will be noted in the student's record.

A student who is denied clinical placement or who is withdrawn from enrollment in a clinical course due to positive drug screen not validated by a prescription or a written statement from a medical provider documenting a medical condition, may re-apply to the same or different School of Health Sciences or School of Nursing program after one semester (per ASOM 4.14), but will need to comply with additional criminal background checks or drug and/or alcohol screenings as required.

Further positive results on drug and/or alcohol screening after readmission to the program will result in dismissal from the program with no option for readmission. College program admission and progression policies will apply.



**Ivy Tech Community College
School of Nursing**

Report of Reasonable Suspicion of Drug/Alcohol Use

To be completed by the student, and faculty member observing suspected impairment.

1. Name of student suspected of substance abuse as defined in policy.

2. Reasons why you suspect the student of impairment. (Be as specific as possible, including times and dates when incidents occurred or unusual behavior was observed, the identity of any particular substance suspected of abuse, if known, and the names of those witnessing the incidents/behavior.)

NOTE:

Some types of information that should be documented if observed or known includes: speech (normal, incoherent, confused, change in speech, slurred, rambling, shouting, using profanity, slow); coordination (normal, swaying, staggering, lack of coordination, grasping for support); performance (unsafe practices, unsatisfactory work); alertness (change in alertness, sleepy, confused); demeanor (change in personality, fighting, excited, combative, aggressive, violent, argumentative, indifferent, threatening, antagonistic); eyes (bloodshot, dilated); clothing (dirty, disheveled); odor or alcohol on breath or clothing); other observed actions or behaviors; unexplained absences or tardiness; whether student was found with drugs/alcohol or admitted to use of drugs/alcohol; whether other students, faculty or staff have complained of the behavior and if so a list of witnesses to the behavior.

Witness Name

Date

3. Based on the information above, it is my opinion that there is reasonable suspicion to believe that this student has engaged in substance abuse as defined in the School of Nursing Reasonable Suspicion of Drug and Alcohol Policy and Testing Guidelines:

Signature of Faculty/Dean

Date

Printed Name

Title

The original of this form should be given to the School of Nursing for inclusion in the student confidential records. It may be disclosed on a "need to know" basis to clinical agencies and/or testing facilities.

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Bloodborne and Airborne Pathogens Exposure Protocol

What Are Bloodborne Pathogens?

Bloodborne pathogens are infectious microorganisms in human blood that can cause disease. These pathogens include, but are not limited to, hepatitis B (HBV), hepatitis C (HCV) and human immunodeficiency virus (HIV). Exposures may occur through needle sticks or cuts from other sharp instruments contaminated with an infected patient's blood or through contact of the eye, nose, mouth, or skin with a patient's blood.

What to Do When a Bloodborne Pathogen Exposure Occurs:

If you experience a contaminated needle stick or sharps cut, or are exposed to the blood or other body fluid of a patient during the course of your work, immediately follow these steps:

- Wash needle sticks and cuts with soap and water
- Flush splashes to the nose, mouth, or skin with water
- Irrigate eyes with clean water, saline, or sterile irrigates
- Report the incident to your Ivy Tech instructor and clinical supervisor
- Immediately seek medical evaluation and treatment by a medical professional. Do not wait.
- Source testing of blood to determine infectious disease status is preferred whenever possible where consent has been obtained. When an exposure occurs at a clinical facility, you should follow that facility's policy as they will handle notice and consent with the source. When an exposure occurs at an Ivy Tech facility, the instructor should advise the source following an incident and ask if the source will consent to testing at a medical provider of his or her choosing.
- Review these suggested resources:
 - *Exposure to Blood: What Healthcare Personnel Need to Know* (CDC): http://www.cdc.gov/HAI/pdfs/bbp/Exp_to_Blood.pdf
 - *Emergency Needle Stick Information* (CDC): <http://www.cdc.gov/niosh/topics/bbp/emergnedl.html>
 - Post-Exposure Prophylaxis (PEP) Resources: <http://nccc.ucsf.edu/clinical-resources/pep-resources/pep-quick-guide/>

For clean needle/sharp sticks, wash the affected area with soap and water. You do not need to seek medical care unless there is a visible injury which requires attention. Report the incident to your Ivy Tech instructor and clinical supervisor.

Where to Seek Treatment:

- You may seek treatment at the clinical site (if equipped and willing), an urgent care facility, emergency room, or physician office for assessment, diagnosis, and treatment. It remains your responsibility to obtain the initial appointment and any follow-ups ordered with a health care provider of your choice. If an incident occurs in an Ivy Tech classroom, lab or facility, an instructor cannot provide evaluation, diagnostic test or treatment beyond first aid and emergency assistance.
- Time of day and facility capability may impact where you seek treatment. The key is to know your options before an accident, and then, obtain an evaluation and treatment as soon as possible from a health care provider of your choosing.
- Report the incident to your Ivy Tech instructor and submit a [Student Accident Report](#) promptly, but no later than 24 hours.

What Happens Next?

A health care provider will provide an evaluation, diagnostic testing (if necessary), and treatment (if necessary). Diagnostic testing may include testing the source of the exposure, with his or her consent, and baseline testing of the exposed person. Testing for HIV, HBV, and HCV is typically included, along with other blood tests or diagnostic examinations the health care provider recommends. If post-exposure prophylaxis (PEP) is indicated, efficacy is time sensitive. The first dose should be given as soon as possible. Optimal time to start PEP is within hours of exposure, rather than days¹.

Will I need follow-up testing? This direction will come from the health care provider. Follow-up will depend upon the testing outcome of the source person. It is important for your health that you understand and comply with the provider's follow-up testing and recommendations.

Additional resources:

1. *How to Protect Yourself From Needle Stick Injuries (CDC):*
<http://www.cdc.gov/niosh/docs/2000-135/pdfs/2000-135.pdf>
2. National Institute for Occupational Safety and Health:
<http://www.cdc.gov/niosh/docs/2007-157/default.html>
3. General Guidance on OSHA's Bloodborne Pathogens Standard (OSHA):
https://www.osha.gov/SLTC/bloodbornepathogens/gen_guidance.html

What Are Airborne Pathogens?

Airborne Pathogens are infectious microorganisms which can be transmitted through air and could cause disease. The discharged microbes may remain suspended in the air on dust particles, respiratory and water droplets.

¹ Clinician Consultation Center – <http://nccc.ucsf.edu/clinical-resources/pep-resources/pep-quick-guide/>

Tuberculosis, or TB, is an airborne pathogen of concern. TB is spread through the air from one person to another. The bacteria are put into the air when a person with TB disease of the lungs or throat coughs, sneezes, speaks, or sings. People nearby may breathe in these bacteria and become infected.

What to Do When an Airborne Pathogens Exposure Occurs:

If you think you have been exposed to an airborne pathogen (i.e. tuberculosis) without appropriate Personal Protective Equipment (PPE), you should immediately contact your Ivy Tech instructor and clinical supervisor and seek testing at an urgent care clinic, emergency room, or physician office. Be prepared to tell the doctor or nurse when you were exposed to the airborne pathogen, what type of exposure you think occurred (contaminated air with or without respiratory tract droplets, mucus, or blood), and if the source patient of the contamination is being tested for airborne pathogens.

Additional resources:

1. TB Elimination - *Infection Control in Health-Care Settings*:
<http://www.cdc.gov/tb/publications/factsheets/prevention/ichcs.pdf>
2. CDC Division of TB: <http://www.cdc.gov/tb>
3. Indiana TB Control Office:
[Indiana Department of Health](http://www.in.gov/health)
2 North Meridian Street, 6th Floor
Indianapolis, IN 46204
Tel: 317-233-7545
Fax: 317-233-7747
4. National Institute for Occupational Safety and Health: <http://www.cdc.gov/niosh/topics/tb/>
5. OSHA: <http://www.osha.gov/SLTC/tuberculosis/index.html>
6. Respiratory Protection in Health-Care Settings (CDC) Fact Sheet:
<http://www.cdc.gov/tb/publications/factsheets/prevention/rphcs.htm>

Universal Precautions

According to the Universal Precautions Rule 410 IAC 1-4-7.1: "*Covered individuals, including health care workers, whose professional, employment, training, or volunteer activities or duties are performed at or on behalf of a facility, must complete the training programs which the facility is required to have employees attend under the Indiana occupational safety and health administration's blood borne pathogens standards (as found in 29 CFR 1910.1030). Approved programs under this rule shall be as follows: (A) A blood borne pathogen training session provided by a facility or employer under the Indiana occupational safety and health administration's blood borne pathogens standards (as found in 29 CFR 1910.1030).*" This training must include instruction in the "[Universal Precautions](#)" procedures adopted by the Indiana State Department of Health. Because nursing students may have direct contact with blood or other body fluids, the Nursing Program is required to provide annual training in Universal Precautions to comply with agency affiliation agreements.

Caring for patients with communicable diseases and opportunistic parasites increases the possibility of student susceptibility for acquiring these infections/infestations. All students who are enrolled in clinical

or laboratory courses accept responsibility for consistent and correct use of Universal Standard Precautions at all times.

Essential Functions of Nursing Students

Qualified applicants are expected to meet all admission criteria and matriculating students are expected to meet all progression criteria, as well as these essential functions in order to participate in lab, simulation, and clinical activities. Students who develop illnesses or conditions involving limited activity must notify the nursing dean and provide documentation from physician. Students must provide a healthcare provider’s written statement that they are physically and mentally capable of undertaking the expectations outlined in [Fitness for Duty form](#) (this applies to clinical, lab, and simulation) prior to resuming clinical activities. Students will not be permitted to participate in clinical, lab, or simulation activities without a written physician’s statement outlining fitness for duty. **Students with documented need for accommodations are to meet with the campus Disabilities Support Services Representative. See ASOM 5.3: <https://www.ivytech.edu/files/5.3-Accommodation-Admitted-Students.pdf>**

In addition to the *Essential Functions* listed below, students are expected to:

- be in compliance with clinical agency requirements at all times and provide proof of the following items which may include, but are not limited to:
 - annual criminal background and sex offender registry checks
 - annual drug screens
 - annual flu shots
 - up-to-date immunizations including Hepatitis B series; Tetanus must be updated every 10 years
 - annual TB skin testing or other documentation for positive tests per CDC guidelines (<http://www.cdc.gov/tb/publications/factsheets/default.htm>)
 - **documentation of current CPR Certification** in Basic Life Support (BLS) for Health Care Providers (from AHA or American Red Cross)
 - proof of ongoing unencumbered Indiana licenses or certifications for LPN to ASN and Paramedic to ASN students

Functional Ability/Category	Standard	Representative Activity/Attribute
Motor Abilities	<ul style="list-style-type: none"> ● Physical abilities and mobility sufficient to execute gross motor skills, physical endurance, and strength, to provide patient care. 	<ul style="list-style-type: none"> ● Mobility sufficient to carry out patient care procedures such as assisting with ambulation of patients, administering CPR, assisting with turning and lifting patients, providing care in confined spaces, such as treatment room or operating suite. ● Move within confined spaces, sit and maintain balance, reach above shoulders (e.g., IV poles), and reach below waist. ● Twist, bend, stoop/squat, move quickly (e.g. response to an emergency), climb (e.g., ladders/stools/stairs), and walk.

		<ul style="list-style-type: none"> ● Push and pull 25 pounds (e.g., position patients), support 25 pounds (e.g., ambulate patient), lift 25 pounds (e.g., pick up a child, transfer a patient), move light object weighing up to 10 pounds, move heavy objects, defend self against combative patient, carry equipment/supplies, use upper body strength (e.g., perform CPR, restrain a patient), and squeeze with hands (e.g., operate fire extinguisher).
Manual Dexterity	<ul style="list-style-type: none"> ● Demonstrate fine motor skills sufficient for providing safe nursing care. 	<ul style="list-style-type: none"> ● Pick up objects with hands, grasp small objects with hands, write with pen or pencil, key/type using computer, pinch/pick or otherwise work with fingers (e.g., manipulate syringe), twist or turn knobs or objects using hands, squeeze with finger(s).
Perceptual/ Sensory Ability	<ul style="list-style-type: none"> ● Sensory/perceptual ability to monitor and assess patients. 	<ul style="list-style-type: none"> ● Sensory abilities sufficient to hear alarms, auscultate sounds, and hear cries for help, etc. ● Visual acuity to read calibrations on 1 cc syringe, assess color (e.g., cyanosis, pallor, identify color of body fluids, etc.). ● Tactile ability to palpate pulses, feel skin temperature, palpation veins, etc. ● Olfactory ability to detect smoke or noxious odors
Behavioral/ Interpersonal/ Emotional	<p>Ability to relate to colleagues, staff and patients with honesty, civility, integrity and nondiscrimination.</p> <ul style="list-style-type: none"> ● Capacity for development of mature, sensitive and effective therapeutic relationships. ● Interpersonal abilities sufficient for interaction with individuals, families and groups from various social, emotional, cultural and intellectual backgrounds. ● Ability to work constructively in stressful and changing environments. ● Modify behavior in response to constructive criticism. ● Capacity to demonstrate ethical behavior, including adherence to the professional nursing <i>Code of Ethics for Nurses</i> as 	<ul style="list-style-type: none"> ● Establishes rapport with patients and colleagues. ● Works with teams and workgroups. ● Demonstrates emotional skills sufficient to remain calm in an emergency situation. ● Demonstrates behavioral skills sufficient to the exercise of good judgment and prompt completion of all responsibilities attendant to the diagnosis and care of patients. ● Adapts rapidly to environmental changes and multiple task demands. ● Maintains behavioral decorum in stressful situations. ● Establishes therapeutic boundaries, provides patient with emotional support, adapts to changing environment/stress, deals with the unexpected, focuses attention on task, controls own emotions, performs multiple responsibilities concurrently, responds appropriately. ● Represents the nursing profession in manner, dress, and behavior.

	identified by the American Nurses Association (ANA).	
Safe environment for patients, families and co-workers	<ul style="list-style-type: none"> ● Ability to accurately identify patients. ● Ability to effectively communicate with other caregivers. ● Ability to administer medications safely and accurately. ● Ability to operate equipment safely in the clinical area. ● Ability to recognize and minimize hazards that could increase healthcare associated infections. ● Ability to recognize and minimize accident hazards in the clinical setting including hazards that contribute to patient, family and co-worker falls. 	<ul style="list-style-type: none"> ● Prioritizes tasks to ensure patient safety and standard of care. ● Maintains adequate concentration and attention in patient care settings. ● Seeks assistance when clinical situation requires a higher level or expertise/experience. ● Responds to monitor alarms, emergency signals, call lights from patients, and orders in a rapid and effective manner. ● Negotiates interpersonal conflict, respects differences in patients, and establishes rapport with co-workers
Communication	<ul style="list-style-type: none"> ● Ability to communicate in English with accuracy, clarity and efficiency with patients, their families and other members of the health care team (including spoken and nonverbal communication, such as interpretation of facial expressions, affect and body language). ● Required communication abilities, including speech, hearing, reading, writing, language skills and computer literacy. ● Communicate professionally and civilly to the healthcare team including peers, instructors, and preceptors. 	<ul style="list-style-type: none"> ● Gives verbal directions to or follows verbal directions from other members of the healthcare team and participates in health care team discussions of patient care. ● Elicits and records information about health history, current health state and responses to treatment from patients or family members. ● Conveys information to patients and others as necessary to teach, direct and counsel individuals in an accurate, effective and timely manner. ● Establishes and maintain effective working relations with patients and co-workers. ● Recognizes and reports critical patient information to other caregivers. ● Teaches (e.g., patient/family about health care), explains procedures, gives oral reports (e.g., reports on patient's condition to others), interacts with others (e.g., health care workers), speaks on the telephone, influences people, and directs activities of others. ● Conveys information through writing (e.g., nursing documentation).
Cognitive/ Conceptual/ Quantitative Abilities	<ul style="list-style-type: none"> ● Ability to read and understand written documents in English and solve problems involving measurement, calculation, 	<ul style="list-style-type: none"> ● Calculates appropriate medication dosage given specific patient parameters. ● Analyzes and synthesizes data and develops an appropriate plan of care.

	<p>reasoning, analysis and synthesis.</p> <ul style="list-style-type: none"> ● Ability to gather data, to develop a plan of action, establish priorities, monitor, and evaluate treatment plans and modalities. ● Ability to comprehend three-dimensional and spatial relationships. ● Ability to react effectively in an emergency situation. ● Demonstrate critical thinking. ● Analytical thinking. 	<ul style="list-style-type: none"> ● Collects data, prioritizes needs and anticipates reactions. ● Comprehends spatial relationships adequate to properly administer injections, starts intravenous lines or assesses wounds of varying depths. ● Recognizes an emergency situation and responds effectively to safeguard the patient and other caregivers. ● Transfers knowledge from one situation to another. ● Accurately processes information on medication labels, and physicians' orders, safely monitors equipment calibrations, printed documents, flow sheets, graphic sheets, medication administration records, other medical records for patient safety and understands current policies and procedures. ● Identifies cause-effect relationships, plans/controls activities for others, synthesizes knowledge and skills, sequences information ● Transfers knowledge from one situation to another, processes information, evaluates outcomes, problem solves, prioritizes tasks, uses long term memory, uses short term memory ● Reads and understands columns of writing, reads digital displays, reads graphic printouts, calibrates equipment, converts numbers to and/or from metric system, reads graphs, tells time, measures time, counts rates, uses measuring tools, reads measurement marks, adds, subtracts, multiplies, divides whole numbers, computes fractions, uses a calculator, writes number in records.
Punctuality/ work habits	<ul style="list-style-type: none"> ● Ability to adhere to Ivy Tech policies, procedures and requirements as described in the <i>School of Nursing Student Handbook</i>, and course syllabus. ● Ability to complete classroom, lab, and clinical assignments and submit assignments at the required time. ● Ability to adhere to classroom and clinical schedules. 	<ul style="list-style-type: none"> ● Attends class and clinical assignments punctually. ● Reads, understands and adheres to all policies related to classroom, lab, and clinical experiences. ● Contacts the instructor in advance of any absence or late arrival. ● Understands and completes classroom, lab, and clinical assignments by due date and time.

Social Networking, Cell Phone and Class Recording Guidelines

Social Networking Guidelines:

Social media are powerful communication tools that can have a significant impact on the reputations of those who use them. This includes not only individuals but the organizations they represent. You must be mindful that anything you post on a social media site may be seen by anyone. Therefore, inappropriate postings about other students, faculty, college policies, action or decisions **could be the basis for disciplinary action including termination from the program**. Furthermore, the discussion of patient information through any of these venues is a **violation of patient confidentiality and HIPAA**. You have rights afforded by state and federal law, but be aware that *not everything* you say or post online is protected. False, defamatory, harassing or intimidating postings are *not protected free speech*. In addition, information you post to any social networking site may be used against you by the Indiana State Board of Nursing, the Attorney General's office, or any court of law if issues arise.

The College recognizes many students chose to participate on social networking sites. Students are reminded to use caution when posting on sites. Future employers and supervisors may have access to these internet pages, comments and photographs which may be perceived as derogatory thus impacting employment opportunities. Students are reminded **NOT** to post photographs from clinical and laboratory settings as this is considered a breach of confidentiality. Comments that may be construed as negative/derogatory concerning the College and/or clinical site experiences, operations or patients may negatively impact student status and any reference to these is strictly prohibited.

Cell Phone and Class Recording Guidelines:

Students may choose to record lectures IF prior permission is obtained from the course instructor. Recorded conversations may lack the clarity of the "live" event and information may not have the same context and portions of the conversations may not be captured on the tape due to technical difficulties. Students are reminded that recorded lectures are a tool best used in conjunction with other study and preparations methods. Recording of lectures is intended for personal use only. Students may NOT record lecture for electronic distribution/posting. Any violations may lead to disciplinary action.

- Students may only use cell phones or other electronic devices **IF their instructor has provided prior approval**.

Additional Guidelines and Expectations:

- Students shall not use online social networking to harass, threaten or discriminate against other students, faculty, staff, patients, clinical facilities and/or operations or any member of the public.
- Text, photos, emails or videos that are demeaning or insulting to others may not be used and/or posted.
- Some clinical affiliation agencies prohibit the use of cell phones and other electronic devices.
- Personal information about students, faculty, staff, patients, clinical sites and/or operations may NOT be shared on networking sites, cell phones, or through other electronic media without written permission from all parties involved.
- Computers and cell phones are not to be used during class or clinical time for social networking, texting, emailing or other recreational use.
- **All students are required to view the National Council of State Boards of Nursing video on "Social Media Guidelines for Nurses" located at <https://www.ncsbn.org/347.htm>**

- Students are expected to follow and remain in compliance with the nursing “Guidelines for Professional Conduct”

Students should be aware that information posted on any social media or website that violates College Policies or Guidelines for Professional Conduct outlined in this handbook, may result in disciplinary action up to and including termination from the program. Furthermore, such violations can place the student at risk for civil and criminal penalties.

Ivy Tech Community College
Core Curriculum - Curriculum of Record
Technical Certificate in Practical Nursing
 Full Time
2018 - 2019

The following suggested sequence includes all course requirements for this degree. You must consult with an academic advisor to determine the recommended sequence for your campus.

Program Code: PNUR

Program Interested Code: HSPN

Anderson - Bloomington - Columbus - Evansville - Fort Wayne - Gary - Greencastle - Indianapolis - Kokomo - Lafayette - Logansport - Muncie -
 Richmond - Sellersburg - South Bend - Terre Haute - Valparaiso - Wabash

Semester 1 - Pre-requisite classes

*	APHY 101	Anatomy and Physiology I	3
*	ENGL 111	English Composition	3
	IVYT 112	Student Success in Healthcare	1
*	PSYC 101	Introduction to Psychology	3

Semester 1 - Pre-requisite classes: 10

Semester 2

APHY 102	Anatomy and Physiology II	3
NRSNG 100	Fundamentals of Nursing	3
NRSNG 106	Pharmacology for Nursing	3
NRSNG 115	Nursing Lab	3

Semester 2: 12

Semester 3

NRSNG 102	Medical-Surgical Nursing I	3
NRSNG 105	Medical-Surgical Nursing I Clinical	2
NRSNG 112	Maternal-Child Nursing	3
NRSNG 113	Maternal-Child Nursing Clinical	2

Semester 3: 10

Semester 4

NRSNG 110	Medical Surgical Nursing II	3	
NRSNG 111	Medical Surgical Nursing II Clinical	2	
NRSNG 116	Geriatric/Complex Medical Surgical Nursing III for the Practical Nurse	4	
NRSNG 117	Geriatric/Complex Medical Surgical Nursing III for the Practical Nurse Clinical	2	
**	NRSNG 128	Practice Issues for Practical Nursing	2

Semester 4: 13

Total: 45

Symbol Key

- * Courses are prerequisites for the nursing program and must be completed with a "C" or higher prior to starting NRSNG courses.
- ** All general education courses must be completed with a grade of C or higher prior to taking NRSNG 128 in the final semester.

Ivy Tech Community College
Core Curriculum - Curriculum of Record
Associate of Science in Nursing
Traditional Track Transfer Single Articulation Pathway Concentration

Full Time

2018 - 2019

The following suggested sequence includes all course requirements for this degree. You must consult with an academic advisor to determine the recommended sequence for your campus.

Program Code: NRST

Program Concentration Code: TRD

Program Interested Code: HLCN

Anderson - Bloomington - Columbus - Evansville - Fort Wayne - Gary - Indianapolis - Kokomo - Lafayette - Lawrenceburg - Logansport - Madison - Marion - Muncie - New Castle - Peru - Richmond - Sellersburg - South Bend - Terre Haute - Valparaiso

Semester 1 - Pre-requisite classes

W	APHY 101	Anatomy and Physiology I	3
W	ENGL 111	English Composition	3
	IVYT 112	Student Success in Healthcare	1
W	MATH 123	Quantitative Reasoning or Higher	3
W	PSYC 101	Introduction to Psychology	3

Semester 1 - Pre-requisite classes: 13

Semester 2

	APHY 102	Anatomy and Physiology II	3
	NRSG 100	Fundamentals of Nursing	3
	NRSG 102	Medical-Surgical Nursing I	3
	NRSG 105	Medical-Surgical Nursing I Clinical	2
	NRSG 115	Nursing Lab	3

Semester 2: 14

Semester 3

	NRSG 106	Pharmacology for Nursing	3
	NRSG 110	Medical Surgical Nursing II	3
	NRSG 111	Medical Surgical Nursing II Clinical	2

Select 1 of the following courses.

	COMM 101	Fundamentals of Public Speaking	3
	COMM 102	Introduction to Interpersonal Communication	3

Select 1 of the following courses.

	APHY 201	Advanced Human Physiology	4
V*	BIOL 201	General Microbiology	4
V*	BIOL 211	Microbiology I	3
V*	CHEM 101	Introductory Chemistry I or higher	3

Semester 3: 14

Semester 4

	NRSG 126	Mental Health Nursing	2
	NRSG 127	Mental Health Nursing Clinical	1
	NRSG 206	Nursing Care of Childbearing and Childrearing Families	4
	NRSG 207	Nursing Care of Childbearing and Childrearing Families Clinical	2

Select 1 of the following courses.

HHH	PSYC 2XX	Social/Behavioral Science Elective	3
	SOCI 111	Introduction to Sociology or higher	3

Select 1 of the following courses.

	APHY 201	Advanced Human Physiology	4
V*	BIOL 201	General Microbiology	4
V*	BIOL 211	Microbiology I	3
V*	CHEM 101	Introductory Chemistry I or higher	3

Semester 4: 15

Semester 5

	NRS200	Complex Medical-Surgical Nursing for the ASN	3
	NRS201	Complex Medical Surgical Nursing for the ASN Clinical	4
^^	NRS208	Practice Issues for Associate Degree Nursing	2

Semester 5: 9

Total: 65

Symbol Key

^^	Capstone course: All general education courses must be completed with a grade of C or better prior to taking NRS208 in the final semester.
HHH	May choose from PSYC 201, PSYC 205, PSYC 210, PSYC 240, PSYC 253 or PSYC 260
V*	May not take more than one CHEM or BIOL course
W	Courses are pre-requisites for the nursing program and must be completed with a C or better prior to starting NRS200 courses.

Ivy Tech Community College
Core Curriculum - Curriculum of Record
Associate of Science in Nursing
LPN to ASN Transitional Track Concentration

Full Time

2018- 2019

The following suggested sequence includes all course requirements for this degree. You must consult with an academic advisor to determine the recommended sequence for your campus. Please schedule an appointment with your nursing advisor to discuss admission requirements and verification of prior credits.

Program Code: NRSRG

Concentration Code: TRL

Program Interested Code: HLCN

Anderson - Bloomington - Columbus - Evansville - Fort Wayne - Gary - Indianapolis - Kokomo - Lafayette - Lawrenceburg - Madison - Marion -
Muncie - New Castle - Richmond - Sellersburg - South Bend - Terre Haute - Valparaiso

Semester 1 - Pre-requisite classes

W	APHY 101	Anatomy and Physiology I	3
W	ENGL 111	English Composition	3
	IVYT 112	Student Success in Healthcare	1
W	MATH 123	Quantitative Reasoning or Higher	3
W	PSYC 101	Introduction to Psychology	3

Semester 1 - Pre-requisite classes: 13

Semester 2

	APHY 102	Anatomy and Physiology II	3
BB	NRSRG 122	Introduction to ASN Transition	5
	NRSRG 125	LPN Transition to ASN Lab	1
	NRSRG 126	Mental Health Nursing	2
	NRSRG 127	Mental Health Nursing Clinical	1

Select 1 of the following courses.

	COMM 101	Fundamentals of Public Speaking	3
	COMM 102	Introduction to Interpersonal Communication	3

Semester 2: 15

Semester 3

	NRSRG 206	Nursing Care of Childbearing and Childrearing Families	4
	NRSRG 207	Nursing Care of Childbearing and Childrearing Families Clinical	2
		Select 1 of the following courses.	
HHH	PSYC 2XX	Social/Behavioral Science Elective	3
	SOCL 111	Introduction to Sociology or higher	3

Select 2 of the following courses.

	APHY 201	Advanced Human Physiology	4
V*	BIOL 201	General Microbiology	4
V*	BIOL 211	Microbiology I	3
V*	CHEM 101	Introductory Chemistry I or higher	3

Semester 3: 15

Semester 4

	NRSRG 200	Complex Medical-Surgical Nursing for the ASN	3
	NRSRG 201	Complex Medical Surgical Nursing for the ASN Clinical	4
^^	NRSRG 208	Practice Issues for Associate Degree Nursing	2

Semester 4: 9

Total: 52

Symbol Key

- ^^ Capstone course: All general education courses must be completed with a grade of C or better prior to taking NRSB 208 in the final semester.
- BB Verified credit will be awarded for the following courses upon successful completion (C or higher) of NRSB 122 (if applicable) and NRSB 125: NRSB 100, NRSB 102, NRSB 105, NRSB 106, NRSB 110, NRSB 111, and NRSB 115 (19 verified credits awarded; 71 total program credit hours).
- HHH May choose from PSYC 201, PSYC 205, PSYC 210, PSYC 240, PSYC 253 or PSYC 260
- V* May not take more than one CHEM or BIOL course
- W Courses are pre-requisites for the nursing program and must be completed with a C or better prior to starting NRSB courses.

Ivy Tech Community College
Core Curriculum - Curriculum of Record
Associate of Science in Nursing
Paramedic to ASN Transition Track Concentration

Full Time

2018 - 2019

The following suggested sequence includes all course requirements for this degree. You must consult with an academic advisor to determine the recommended sequence for your campus.

Program Code: NRSB

Concentration Code: PAT

Program Interested Code:

Indianapolis - Terre Haute

Semester 1 - Pre-requisite classes

W	APHY 101	Anatomy and Physiology I	3
W	ENGL 111	English Composition	3
	IVYT 112	Student Success in Healthcare	1
W	MATH 123	Quantitative Reasoning or Higher	3
W	PSYC 101	Introduction to Psychology	3

Semester 1 - Pre-requisite classes: 13

Semester 2

	APHY 102	Anatomy and Physiology II	3
	NRSB 106	Pharmacology for Nursing	3
AAA	NRSB 122	Introduction to ASN Transition	5
AAA	NRSB 123	Paramedic Transition to ASN Lab/Clinical	3

Select 1 of the following courses.

HHH	PSYC 2XX	Social/Behavioral Science Elective	3
	SOCI 111	Introduction to Sociology or higher	3

Semester 2: 17

Semester 3

	NRSB 206	Nursing Care of Childbearing and Childrearing Families	4
	NRSB 207	Nursing Care of Childbearing and Childrearing Families Clinical	2

Select 1 of the following courses.

	COMM 101	Fundamentals of Public Speaking	3
	COMM 102	Introduction to Interpersonal Communication	3

Select 2 of the following courses.

	APHY 201	Advanced Human Physiology	4
V*	BIOL 201	General Microbiology	4
V*	BIOL 211	Microbiology I	3
V*	CHEM 101	Introductory Chemistry I or higher	3

Semester 3: 15

Semester 4

	NRSB 126	Mental Health Nursing	2
	NRSB 127	Mental Health Nursing Clinical	1
	NRSB 200	Complex Medical-Surgical Nursing for the ASN	3
	NRSB 201	Complex Medical Surgical Nursing for the ASN Clinical	4
^^	NRSB 208	Practice Issues for Associate Degree Nursing	2

Semester 4:12

Total: 57

Symbol Key

^^	Capstone course: All general education courses must be completed with a grade of C or better prior to taking NRSNG 208 in the final semester.
AAA	Verified credit will be awarded for the following courses upon successful completion (C or higher) of NRSNG 122 and NRSNG 123: NRSNG 100, NRSNG 102, NRSNG 105, NRSNG 110, NRSNG 111, and NRSNG 115 (16 total verified credits; 73 total program credit hours).
HHH	May choose from PSYC 201, PSYC 205, PSYC 210, PSYC 240, PSYC 253 or PSYC 260
V*	May not take more than one CHEM or BIOL course
W	Courses are pre-requisites for the nursing program and must be completed with a C or better prior to starting NRSNG courses.

Nursing Course Contact Hours

Lecture: 1 credit = 1 contact hr. Lab: 1 credit = 2 contact hrs. Clinical: 1 credit = 3 contact hrs.

Practical Nursing Courses: Credit & Contact Hours

Course No.	Course Name	Credits	Total Contact Hours		
			Lecture	Lab	Clinical
NRSG 100	Fundamentals of Nursing	3	48		
NRSG 102	Medical Surgical Nursing I	3	48		
NRSG 105	Medical Surgical Nursing I Clinical	2			96
NRSG 106	Pharmacology for Nursing	3	48		
NRSG 110	Medical Surgical Nursing II	3	48		
NRSG 111	Medical Surgical Nursing II Clinical	2			96
NRSG 112	Maternal Child Nursing	3	48		
NRSG 113	Maternal Child Nursing Clinical	2			96
NRSG 115	Nursing Lab	3		96	
NRSG 116	Geriatric/Complex MS III PN	4	64		
NRSG 117	Geriatric/Complex MS III PN Clinical	2			96
NRSG 128	Practice Issues for PN	2	16	32	
	Total Nursing Course Contact Hours	32	320	128	384

ASN Traditional Track Courses: Credit & Contact Hours

Course No.	Course Name	Credits	Total Contact Hours		
			Lecture	Lab	Clinical
NRSG 100	Fundamentals of Nursing	3	48		
NRSG 102	Medical Surgical Nursing I	3	48		
NRSG 105	Medical Surgical Nursing I Clinical	2			96
NRSG 106	Pharmacology for Nursing	3	48		
NRSG 110	Medical Surgical Nursing II	3	48		
NRSG 111	Medical Surgical Nursing II Clinical	2			96
NRSG 115	Nursing Lab	3		96	
NRSG 126	Mental Health Nursing	2	32		
NRSG 127	Mental Health Nursing Clinical	1			48
NRSG 200	Complex MS for ASN	3	48		
NRSG 201	Complex MS for ASN Clinical	4			192
NRSG 206	Nursing Care Childbearing Childrearing Families	4	64		
NRSG 207	Nursing Care Childbearing Childrearing Families Clinical	2			96
NRSG 208	Practice Issues for ASN	2	16	32	
	Total Nursing Course Contact Hours	37	352	128	528

LPN to ASN Transitional Track Courses: Credit & Contact Hours

Course No.	Course Name	Credits	Total Contact Hours/Semester		
			Lecture	Lab	Clinical
*NRS 122	Introduction to ASN Transition	5	80		
NRS 125	LPN to ASN Transition Lab	1	4	24	
NRS 126	Mental Health Nursing	2	32		
NRS 127	Mental Health Nursing Clinical	1			48
NRS 200	Complex MS for ASN	3	48		
NRS 201	Complex MS for ASN Clinical	4			192
NRS 206	Nursing Care Childbearing Childrearing Families	4	64		
NRS 207	Nursing Care Childbearing Childrearing Families Clinical	2			96
NRS 208	Practice Issues for ASN	2	16	32	
	Total Nursing Course Contact Hours	24	244	56	336

*Not required for those who graduated from the Ivy Tech Practical Nursing program within the last two (2) years.

**Not required if separate pharmacology course was taken in the Practical Nursing program.

Paramedic to ASN Transitional Track Courses: Credit & Contact Hours

Course No.	Course Name	Credits	Total Semester Hours/Semester		
			Lecture	Lab	Clinical
NRS 122	Introduction to ASN Transition	5	80		
NRS 123	Paramedic to ASN Trans Lab/Clinical	3		32	96
NRS 106	Pharmacology for Nursing	3	48		
NRS 126	Mental Health Nursing	2	32		
NRS 127	Mental Health Nursing Clinical	1			48
NRS 200	Complex MS for ASN	3	48		
NRS 201	Complex MS for ASN Clinical	4			192
NRS 206	Nursing Care Childbearing Childrearing Families	4	64		
NRS 207	Nursing Care Childbearing Childrearing Families Clinical	2			96
NRS 208	Practice Issues for ASN	2	16	32	
	Total Nursing Course Contact Hours	29	288	64	432

General Education Courses

www.ivytech.edu

Nursing Course Descriptions

<http://www.ivytech.edu/academics/courses-curriculum.html>

NOTE: Courses and curriculum are under continual review and revision. For the most current information, please go to <http://ivytech.edu/nursing/>.

**Academic Year 2018-2019 Estimated Program Costs for the
Practical Nursing and Associate of Science Nursing Programs**

Item	PN Program 4 Semesters - 45 Total Credit Hours	ASN Traditional Program 5 semesters - 65 Total Credit Hours	LPN to ASN Transition Program 4 semesters - 55 Total Credit Hours	Paramedic to ASN Transition Program 4 semesters - 57 Total Credit Hours
*IN-STATE Tuition (\$137.85 per credit hour)	\$6,203	\$8,960	\$7,582	\$7,857
*OUT OF STATE Tuition (\$269.69 per credit hour)	\$12,136	\$17,530	\$14,833	\$15,372
Technology Fee (\$60 per semester)	\$240	\$300	\$240	\$240
ATI Testing Package (CARP) (non-refundable)	\$425	\$540	\$540	\$540
NRSRG 128 Course Fee-ATI NCLEX Live Review (non-refundable)	\$345	NA	NA	NA
NRSRG 208 Course Fee-ATI NCLEX Live Review (non-refundable)	NA	\$345	\$345	\$345
Nursing Fee (\$125 per semester following admission to and throughout <u>enrollment in nursing program</u>)	\$375 (x 3 nursing course semesters - estimate only)	\$500 (x 4 nursing course semesters - estimate only)	\$375 (x 3 nursing course semesters - estimate only)	\$375 (x 3 nursing course semesters - estimate only)
Books (estimate for entire program)	\$2,000	\$3,000	\$3,000	\$3,000
Physical Exam & Immunizations	Varies	Varies	Varies	Varies
CPR Certification for the Health Care Provider	Varies	Varies	Varies	Varies
Background Check & Drug Screen	\$100	\$100	\$100	\$100
Background Check & Drug Screen Annual Recheck	\$72	\$72	\$72	\$72
Uniforms & Other Supplies	\$300	\$300	\$300	\$300
*IN-STATE Total Estimated Program Costs	\$10,020+	\$14,072+	\$12,509+	\$12,784+
*OUT OF STATE Total Estimated Program Costs	\$15,953+	\$22,642+	\$19,760+	\$20,299+

Expected Nursing License & Application Fees

<ul style="list-style-type: none"> GRADUATE LPN or RN License Fees NCLEX exam fee (\$200) Indiana State Board of Nursing (ISBN) background check fee (\$39.45) ISBN License Application Fee (\$50) 	<p align="center">\$289.45</p> <p>NOTE: The \$50 License Application Fee is required to be submitted to the ISBN in early February for any May graduates.</p>	<p align="center">\$289.45</p> <p>NOTE: The \$50 License Application Fee is required to be submitted to the ISBN in early February for any May graduates.</p>	<p align="center">\$289.45</p> <p>NOTE: The \$50 License Application Fee is required to be submitted to the ISBN in early February for any May graduates.</p>	<p align="center">\$289.45</p> <p>NOTE: The \$50 License Application Fee is required to be submitted to the ISBN in early February for any May graduates.</p>
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NOTE: Costs are estimates only and may be subject to change; costs for GRADUATE NURSING PICTURES and PINS vary.

REGIONALLY DETERMINED POLICIES