

Professional Masters In Nursing & Healthcare Practice



THE UNIVERSITY OF IOWA

COLLEGE
OF NURSING

STUDENT HANDBOOK

January 2007

Students are responsible for knowing and adhering to the policies and procedures contained in this handbook.

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ORGANIZATION OF THE COLLEGE OF NURSING

The College is organized into three areas of study: Adult and Gerontology; Systems and Practice; and Parent, Child and Family. Each of the areas of study is guided by a chairperson. All courses are assigned to a faculty member responsible for the course. The director and faculty are responsible for the professional Masters in Nursing & Healthcare Practice curriculum.

College of Nursing Administration

Interim Dean

Martha Craft-Rosenberg

Interim Associate Dean

Kathleen Hanson

MNHP Program Director

Toni Clow (335-7052)

Adult & Gerontology Area Chair

Keela Herr

Systems & Practice Chair

Rita Frantz

Parent, Child, & Family Area Chair

Ann Marie McCarthy

MNHP Program Associate

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MNHP Program Secretary

Jan Zinkula (335-7016)

Introduction

This handbook has been developed to provide College of Nursing faculty and professional Masters in Nursing & Healthcare Practice students with information and answers to questions concerning the nursing major and the College of Nursing. Included in this reference guide is information about:

1. Earning your professional Masters in Nursing and Healthcare Practice
2. Registration
3. Grading and related matters
4. Clinical course and health science student requirements
5. Special opportunities for nursing students
6. Preparing for commencement
7. College of Nursing policies and competencies
8. University policies
9. College of Nursing student resources

We urge you to read through this material carefully, and refer to it throughout your time at the College of Nursing for answers to your program and academic questions. Feel free to contact the Office of Student Services, 37 Nursing Building, if you have questions about topics not covered in this handbook, or suggestions for additions.

The University of Iowa prohibits discrimination in employment or in its educational programs and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual preference, gender identity, or associational preference. The University also affirms its commitment to providing equal opportunities and equal access to University facilities. For additional information on nondiscrimination policies, contact the Coordinator of Title IX, Section 504, and the ADA in the Office of Affirmative Action, (319) 335-0705 (voice) or (319) 335-0697 (text) 202 Jessup Hall, The University of Iowa, Iowa City, Iowa 52242-1316.

The University of Iowa requests personally identifiable information for the purpose of maintaining records. No persons outside the University are routinely provided this information, except for items of directory information, such as name and local address. If you fail to provide required information, the University may not be able to advise you appropriately.

THE UNIVERSITY OF IOWA

COLLEGE OF NURSING

PHILOSOPHY STATEMENT

Professional nursing recognizes and addresses the health care needs of society and its individuals. It encompasses a humanistic orientation and a dedication to basic ethical principles. Professional nursing practice is operationalized through diagnosis, intervention, and outcome evaluation with the goal of promoting the health of individuals, families, and communities. The faculty at the College of Nursing prepares nurses to practice professionally through fulfilling the mission of the College.

We believe that an expert faculty with varied areas of clinical and scholarly expertise is required to carry out the educational mission of the College. The faculty is committed to designing and implementing curricula in which students develop critical thinking, clinical decision-making and professional nursing values in an increasingly complex health care system. Professional nursing practice requires the application of knowledge from the humanities, the natural and social sciences and nursing science. The undergraduate curriculum prepares graduates for entry level professional practice in a broad range of health care settings. Education at the master's level prepares graduates to function in multiple roles including advanced practice and nurse management, as well as preparation for doctoral study. Doctoral education prepares nurse scientists to conduct research relevant to nursing practice and health care delivery. We are committed to preparing our graduates to function in leadership roles and to address the political, ethical, economic, and policy issues that affect the design and delivery of health care in the state and the nation.

In addition, we believe faculty members work in partnership with students to facilitate achievement of each student's educational goals. The faculty is accountable to the students served and is responsible for creating an environment that promotes free inquiry and sensitivity to diversity. Students have a responsibility to be actively involved in the educational process; to identify their learning goals, needs, and styles; to become knowledgeable and skilled; to question and propose new ideas; and to use peer, faculty, College, and University resources to further their own learning.

We believe that learning is a continuous process. The formal and continuing nursing education programs encourage life-long learning, enable the assimilation of new knowledge and new technologies to create and maintain required skills, and promote understanding of the changing environments in which nursing services are delivered. We are committed to providing accessible and affordable education to both students and practicing nurses. Advances in information technology are incorporated into all educational programs to enhance learning and program accessibility.

In order to fulfill the scholarship mission of the College, we are committed to the development of nursing as an academic discipline through scholarly activities that advance the science of nursing. The dual aims of nursing research are to further the health of the public and improve the care of individuals across the life span. Nursing research focuses (1) on the role of nursing care in the promotion of health and well-being, (2) the prevention of disease, (3) the care of the sick at the level of the individual, family, and community, (4) the effectiveness of specific interventions targeted health outcomes, and (5) the organizational and setting factors that affect the effectiveness of health care delivery. In our commitment to the science of nursing, we acknowledge the reciprocal relationship between theory and research in knowledge development, value both naturalistic and controlled approaches to inquiry, support both basic and clinical research, encourage interdisciplinary and collaborative research efforts, and promote the translation and dissemination of research findings into practice.

SECTION I

Earning your professional Masters in Nursing & Healthcare Practice

A. Degree Requirements

A minimum of 61 semester hours must be satisfactorily completed for the awarding of the professional Masters in Nursing and Healthcare Practice degree. These courses include:

Prerequisite Requirements

A baccalaureate or higher degree from an accredited institution of higher education and the following courses (or equivalents):

1. Statistics (within five years)	22S:025	3 s.h.
2. Biology	002:002	3 s.h.
3. Chemistry	004:007	3 s.h.
2. Microbiology	061:164	4 s.h.
3. Anatomy	060:001	3 s.h.
4. Psychology	031:001	3 s.h.
5. Pathophysiology	096:114 and 096:115	6 s.h.

Nursing Major Requirements (71 s.h.)

Nursing & Society	096:171	1 s.h.
Pathophysiology I & II	096:114 & 115	6 s.h.
Pharmacotherapeutics in Nursing	096:124	3 s.h.
Clinical Inquiry	096:173	4 s.h.
Clinical Reasoning	096:176	4 s.h.
Therapeutic Nursing Interventions I	096:177	4 s.h.
Therapeutic Nursing Interventions II	096:178	4 s.h.
Intensive Practicum I	096:180	4 s.h.
Clinical Leadership I	096:188	2 s.h.
Parent-Child Nsg.	096:139	3 s.h.
Psych-Mental Health Nsg.	096:155	3 s.h.
Gerontological Nsg.	096:141	3 s.h.
Public Health Nsg.	096:153	3 s.h.
Intensive Practicum II	096:183	4 s.h.
Clinical Leadership II	096:189	2 s.h.
Internship in Care Management	096:185	14 s.h.

B. Residency Requirements

Because of the uniqueness of this program; once admitted to the professional Masters in Nursing and Healthcare Practice all courses must be completed at The University of Iowa.

C. Scholarship Requirements

To remain in good scholastic standing in the College of Nursing, the student must maintain a grade-point average of 2.00 (on a 4-point scale) each semester in all Nursing courses.

D. Curricular Plan of Study

This is a sophisticated and fast moving plan of study for motivated learners, designed to build on the prior education of the applicant. It combines coursework with practical experience and is followed by a comprehensive internship in an arranged health care setting.

Due to the lock step nature of this program, a student will be unable to progress in the curriculum for a period of at least one year, if there is any interruption in the sequence of courses by dropping, withdrawing, unsuccessful completion of a course, etc.

1st Semester	Spring		2nd Semester	Summer	
096:171	Nursing & Society (1 wk. course prior to start of semester)	1 s.h.	096:178	Therapeutic Nursing Interventions II	4 s.h.
096:173	Clinical Inquiry	4 s.h.	096:180	Intensive Practicum I (First Clinical course)	4 s.h.
096:176	Clinical Reasoning	4 s.h.	096:124	Pharmacotherapeutics	3 s.h.
096:177	Therapeutic Nursing Interventions I	4 s.h.			
096:114/115	Pathophysiology or equivalent*	3-4 s.h.			
TOTAL		16-17 s.h.	TOTAL		11 s.h.
3rd Semester	Fall		4th Semester	Spring	
096:139	Parent-Child Nursing	3 s.h.	096:185	Internship in Care Management++	14 s.h.
096:141	Gerontological Nursing	3 s.h.	096:189	Clinical Leadership II	2 s.h.
096:153	Public Health Nursing	3 s.h.			
096:155	Psych/Mental Health Nursing	3 s.h.			
096:188	Clinical Leadership I	2 s.h.			
096:183	Intensive Practicum II	4 s.h.			
TOTAL		18 s.h.	TOTAL		16 s.h.

*What the individual student needs will be dependent upon evaluation of prior course work.

++ There may be opportunities for students to receive a tuition loan from an agency for this internship by agreeing to work for a period of time for the agency upon graduation.

**Curricular Plan of Study is subject to change based upon available resources.

E. Computerized Testing Program

The College of Nursing has contracted with Assessment Technologies Incorporated (ATI) to administer computerized testing throughout the curriculum to ascertain student knowledge and enhance preparation for the National Council Licensure Exam for Registered Nurses (NCLEX®). Computerized exams are directly associated with specific content areas in the curriculum. Course fees will be charged and directly appear on the student's U-Bill to cover the cost of these exams. In addition to the computerized testing, students will receive review materials for each content area where computerized testing is administered.

SECTION II

Registration

A. Early Registration

Registration will take place through the web based ISIS program at The University of Iowa. This can be accessed from any computer which has internet access in any location. You may not register before the time designated. Early registration for takes place in April for the summer and fall sessions and in November for the spring session.

B. Changes in Registration

Due to the lock step nature of the this program, a student will be unable to progress in the curriculum for a period of at least one year, if there is any interruption in the sequence of courses.

1. Procedures for Adding, Dropping and Withdrawing from Courses

A dean's approval (College of Nursing) is needed for all courses added after the second week of the semester (first four days of summer session) and for all courses dropped after the tenth week (fifth week of the summer session). Students will be assigned a mark of W (Withdrawn) for any course in the college dropped after the second week. Students may not drop the same course with a mark of W more than twice. Special courses, which may be repeated are exempt from this rule.

2. Dropping of Courses for Nonattendance

Instructors are permitted to drop the names of any students from their classes who have not attended any class session during the first eight calendar days of the semester (four calendar days of the summer session) unless the student has offered acceptable reasons to the instructor prior to the eighth calendar day of the course. These drop actions will be made without the assignment of a W. Students whose names are not dropped automatically from course registrations and who do not attend class remain registered in the course and receive a grade of F unless the student initiates a drop. Note: Students who have not attended class during the first eight calendar days of the semester may have their names dropped, but should not assume that this has occurred.

3. Late Registration

Students are not permitted to register after the second week of classes during the regular semesters and after the first one and one-half weeks of the summer session.

4. Withdrawal of Registration

A student who withdraws registration will be unable to continue in the program due to the "lock-step" sequence of courses in the program. Should a student choose or have a need to withdraw, the student can choose to apply for re-entry as outlined in the Re-Entry Policy section. Withdrawal of Registration cards can be obtained from the Office of Student Services and all must have the Associate Dean's signature. Students may withdraw their registrations at any time prior to the end of the twelfth week of the semester or the sixth week of the summer session. Withdrawal after the above deadline will result in the automatic assignment of an F in each course. Students who self-withdraw may not be reinstated after the deadline for withdrawal for the session in which they withdrew. A student in good academic standing who withdraws registration during the final four weeks of a regular semester, or during the final two weeks of an eight-week summer session, respectively, will only be permitted to re-enter the program as outlined in the Re-Entry Policy section. A student on scholastic probation who withdraws registration at any time without good cause will be considered as having been dismissed for poor scholarship. Students whose registrations have been voided by the Registrar's Office for nonpayment of account may not register again without paying their debts in full and being reinstated for all classes.

SECTION III

Grading and Related Matters

- A. **Grading System** - The following grading system is used at The University of Iowa (please note that the use of +/- grading is not required of instructors):

<u>Grade</u>	<u>Grade Point for Each Semester Hour</u>
A +	4.33
A = Superior	4.00
A -	3.67
B +	3.33
B = Above Average	3.00
B -	2.67
C +	2.33
C = Average	2.00
C -	1.67
D +	1.33
D = Below Average	1.00
D -	0.67
F = Failing	0
I = Incomplete	—
O = No Grade Reported	—
R = Registered	—
S = Satisfactory	—
W = Withdrawn	—

B. **Grade-Point Average (GPA)**

The cumulative GPA is computed by (a) multiplying the number of semester hours in each course by the appropriate grade point; (b) totaling the grade points earned to date; and (c) dividing the sum in (b) by the number of hours taken, excluding courses in which grades of I, O, R, S, or W have been given. Grades of F are included in hours attempted and are used in computing the GPA. Although grades of A + have a value of 4.33 in calculating a student's grade-point average, the cumulative GPAs displayed at the bottom of the permanent record are truncated so as not to exceed 4.00. Professional Masters in Nursing & Healthcare Practice students have a new cumulative GPA effective with the assignment of grades after completion of the first semester of the program. This GPA will be utilized for all College of Nursing awards.

C. **Withdraw (W)**

Students will receive the mark of W for any College of Nursing course dropped after the second week of the semester or first one and one-half weeks of the summer session. For further information, see 'Changes in Registration – Section II'.

D. **Incompletes (I)**

A grade of I may be reported only if (a) the unfinished part of the student's work (other than in research, thesis, or independent study) is small; (b) the work is unfinished for reasons acceptable to the instructor; and (c) the student's standing in the course is satisfactory. Courses may not be repeated to remove incompletes. Incomplete grades must be removed by completing the unfinished part of the work.

Failure to remove the incomplete during the next session for which the student is enrolled will result in an F being assigned to replace the I. All special reports to the registrar removing incompletes must reach the registrar on or before the deadline for removing incompletes for the semester in which the student is registered. No extensions to prevent the assigning of an F will be made. Instructors may allow students to make up incompletes at any time subsequent to the deadline, even if the incomplete has been changed to an F. In such cases, a special report to the registrar form must be sent for approval to the dean for the college since the instructor would be changing a recorded grade.

E. Satisfactory/Fail (S / F)

Only one course in the professional Masters in Nursing & Healthcare Practice program will be graded on a Satisfactory/Fail system. Nursing & Society, the one week course to start the program will be graded in this manner. All other courses will have the graded option in place.

F. Audit (R)

Auditing a course is not an option in the professional Masters in Nursing & Healthcare Practice program.

G. Second Grade Only Option (#)

Students may repeat courses taken at The University of Iowa, unless obvious regression is involved, and have only the grade and credit of the second registration used in calculating total hours earned as well as The University of Iowa cumulative and total cumulative grade-point averages. Under the provisions of this option, the Office of the Registrar marks the permanent record (with the symbol #) to show that a particular course has been repeated. Both grades remain on the permanent record, but only the second one is used in calculating the grade-point averages and hours earned.

A student who wishes to use this option registers in the usual manner for the course that is to be repeated or adds it during the regular period for adding courses (the first three weeks of the semester or the first one-and-one-half weeks of the summer session). The student also must file for the option in the Office of Student Services for Pre-Licensure Programs, 37 Nursing Building. Unless this is done, both grades continue to be counted in the grade-point averages.

Due to the lock step nature of this program, a student will be unable to progress in the curriculum for a period of at least one year, if there is any interruption in the sequence of courses by dropping, withdrawing, etc.

Restrictions that apply to Second Grade Only Option are:

1. The second-grade-only option is available only to students who are in the program following the Re-Entry Policies and Procedures.
2. The second-grade-only option may be used only once per course.
3. The second-grade-only option may not be used if obvious regression has occurred.
4. If the course was taken for a grade the first time, it must be taken for a grade the second time. If the course was taken S/F the first time, it must be taken S/F for a grade the second time.
5. The second-grade-only option may not be used if the first grade was assigned as a result of disciplinary action.

H. Duplication

Duplication occurs when a student (a) takes the same course more than once or (b) takes a course that duplicates the content of a satisfactorily completed course. Duplication is assessed by the Office of the Registrar at the time of graduation analysis and affects the total number of hours required for graduation. Hours earned by duplication do not count toward the total number of hours required for graduation. Grades for both courses, however, are used in computing the grade-point averages. **A student may repeat a nursing course one time only.**

I. Regression

Regression occurs when a student takes a lower-level or prerequisite course after having satisfactorily completed a more advanced course in the same or related subject. Hours earned by regression do not count toward the total number of hours required for graduation.

J. Transfer Credit from Other Institutions after Enrollment at The University of Iowa

Due to the short duration of the program and the importance of meeting regulations of the Iowa Board of Nursing, no transfer credit is accepted for degree requirements for the professional Masters in Nursing and Healthcare Practice.

K. Mid Semester Reports

Students enrolled in the professional Masters in Nursing and Healthcare practice program do not receive mid-semester reports. It is the responsibility of the student to communicate with each instructor regarding individual performance in a course. A professor may choose to notify the student of their grade at midterm; however, the professor is not required to do so.

L. Scholastic Requirements

1. The student must achieve a grade point of 2.0 (C) or higher in each of the required courses in the nursing major noted below to remain in good scholastic standing. These courses include:

096:171	Nursing & Society
096:114 & 096:115	Pathophysiology I & II
096:124	Pharmacotherapeutics in Nursing
096:173	Clinical Inquiry
096:176	Clinical Reasoning
096:177	Therapeutic Nursing Interventions I
096:178	Therapeutic Nursing Interventions II
096:180	Intensive Practicum I
096:188	Clinical Leadership I
096:139	Parent-Child Nsg.
096:155	Psych-Mental Health Nsg.
096:141	Gerontological Nsg.
096:153	Public Health Nsg.
096:183	Intensive Practicum II
096:189	Clinical Leadership II
096:185	Internship in Care Management

2. A student may repeat Non-Clinical Nursing Courses one time only. The following courses are considered Non-Clinical Nursing Courses:

096:171	Nursing & Society
096:114 & 096:115	Pathophysiology I & II
096:124	Pharmacotherapeutics in Nursing
096:173	Clinical Inquiry
096:176	Clinical Reasoning
096:177	Therapeutic Nursing Interventions I
096:178	Therapeutic Nursing Interventions II
096:188	Clinical Leadership I
096:139	Parent-Child Nsg.
096:155	Psych-Mental Health Nsg.
096:141	Gerontological Nsg.
096:153	Public Health Nsg.
096:189	Clinical Leadership II

3. One clinical nursing course may be repeated. If a student receives lower than a 2.0 (C) in a second clinical course, he/she will be dismissed from the college. The following courses are considered Clinical Nursing Courses:

096:180	Intensive Practicum I
096:183	Intensive Practicum II
096:185	Internship in Care Management

4. The student must maintain a 2.0 or higher cumulative gpa each semester to remain in good academic standing in the College of Nursing.

M. Probation

1. A student who fails to meet any of the previously stated requirements will be placed on probation.
2. A student placed on probation will be notified of his/her probationary status prior to the first day of classes for the session immediately following the semester in which the deficit in scholastic requirement occurred. The student may choose to use his/her academic advisor or other teaching faculty to assist him/her in exploring concerns, identifying problems and planning actions to meet his/her goals. A formal recommendation delineating appropriate activities may be specified for the student. The student will be informed in writing of the action which must be successfully completed to be returned to good scholastic standing.
3. The student shall be returned to good academic standing and will be so notified in writing when he/she has:
 - a. achieved a cumulative GPA of 2.0, or
 - b. achieved a 2.0 or higher in the specified required nursing course as designated.
4. The maximum probationary period is one calendar year with the following exceptions:
 - a. Should the student need and not be able to re-enroll in a required nursing course within the calendar year, the earliest semester the student is allowed to re-enroll in the course will be considered the probationary period.
 - b. Determination of when or whether a student is allowed to re-enroll in a required course sequence of the program is dependent upon the course faculty recommendation, projected course enrollment and approval of the Associate Dean.
 - c. In the MNHP Program, if a student is placed on probation, the student must successfully complete the course work that resulted in probationary status before progressing to the next semester course work in this lock step program. This means that with the current MNHP Program structure, the student's plan of study is interrupted for a maximum probationary period of one year. The student is required to meet with MNHP Program Advisor(s) to discuss potential available options.

For further information, refer to Dismissal for Poor Scholarship, Section N in MNHP Program Student Handbook.

N. Dismissal for Poor Scholarship

1. Student on probation:

The student who does not achieve a 2.0 cumulative GPA in the area upon which probation was based within the probation period and within the second grade option policy will be dismissed from the College. In addition, failure to follow formal recommendations regarding scholastic achievement may result in a noncontinuation of probation. After the period of probation, however, the student may petition for an additional year on probation. The petition should be submitted in writing to the chairperson of the Academic Council. When acting on the petition, recommendations concerning extension of probation will be sought whenever possible from appropriate faculty in the area of probation and the Scholastic and Scholarship Committee. The student will be notified in writing of the decision made concerning the request for an extension of probation.

2. Student on probation - specific required nursing course:

The student who does not receive a minimum of a 2.0 in the designated required course will be dismissed from the College after the period of probation.

3. A student on scholastic probation who cancels registration at any time without good cause will be considered as having been dismissed for poor scholarship.

O. Re-Admission Policies

The student dismissed from the College due to poor scholarship may petition the Academic Council in writing for permission to be re-admitted to the College of Nursing. The request must be submitted prior to May 1 of the year the student desires to be readmitted to the program. The petition must present evidence that changes have occurred which indicate that the student has improved his/her chances for scholastic success in the College of Nursing. A student granted re-admission will be re-admitted on probation for one semester.

P. Re-Entry Policies

For the student who drops, fails, or interrupts the sequence of courses in the program:

1. At the time of withdrawal from the sequence of courses in the program, faculty must provide specific information regarding evaluation of the student's potential to succeed and recommendations concerning re-entry into the appropriate clinical nursing course. Clinical course status forms must be filed by course faculty on all students whether they leave for academic or other reasons.

The clinical course status form with the course faculty recommendation regarding re-entry must be filed in the Office of Student Services. This form must also be signed by the Associate Dean.

2. **If faculty recommendations are favorable and space is available in the appropriate course(s), the student would re-enter the appropriate nursing course sequence beginning in the session one year from the interruption.** Four months prior to the anticipated re-entry the student must confirm in writing to the Office of Student Services an intent to enroll. At the same time, the student must provide written documentation that actions have been taken to comply with any recommendations made at the time the student dropped, failed, or interrupted the sequence of courses in the program. Failure to provide documentation or comply with the recommendations may delay or cancel re-entry. Students must be informed of the course faculty recommendation(s) in an exit interview. If course faculty recommendation is favorable, the student must indicate at the time of the exit interview a desire to return.

The student who wishes to re-enter the sequence of courses in the program after more than one calendar year has elapsed, must petition the designated faculty committee in writing for permission to re-enter the program. This petition must be submitted no later than May 1. If more than one calendar year has elapsed, the student must re-apply for admission to the College of Nursing through the Admissions Office in Calvin Hall.

3. In the event that space is not available to accommodate all students recommended for re-entry into a particular nursing course sequence of the program or in unusual circumstances, priority for re-entry will be based upon recommendations of a faculty committee designated by Academic Council.

Q. Classroom Misconduct

In accordance with the The University of Iowa “Code of Student Life”, (<http://www.uiowa.edu/~vpss/policies/policies.html>) the following applies to dismissal from the classroom.

Misconduct in a classroom or other instructional setting, is willful failure to comply with a reasonable directive of the classroom instructor or other intentional conduct that has the effect of disrupting University classroom instruction or interfering with the instructor’s ability to manage the classroom. When disruptive activity occurs, a University instructor has the authority to determine classroom seating patterns and request that a student exit the classroom, laboratory, or other area used for instruction immediately for the remainder of the period. Instructors who impose a one-day suspension are asked to report the incident to appropriate departmental, collegiate, and Student Services personnel.

R. Professional Misconduct:

All students in the College of Nursing are expected to comply with professional and ethical standards in all aspects of student life – in classes, clinical experiences, as advisees, toward their peers, and toward faculty and administration. As such they will honor commitments, keep confidences, make and keep appointments, fulfill assignments in a timely manner, avoid academic misconduct, and be honest in interactions with faculty, students, and co-workers. Professional conduct thus includes demonstration of the following:

1. Appropriate interpersonal skills
2. Adherence to confidentiality
3. Appropriate behavior in clinical agencies and the College of Nursing
4. Respect for differences among patients and colleagues
5. Competent, compassionate and respectful patient care

Failure to demonstrate these attributes on one or more occasions can constitute grounds for potential suspension or dismissal from the College of Nursing.

S. Recognizing and Avoiding Plagiarism in The University of Iowa College of Nursing

1. What is Plagiarism?

Plagiarism involves the use of other people's intellectual material and/or efforts in place of your own work, and representing these materials/efforts as being your own work. In other words, "plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging the source" (From "Defining and Avoiding Plagiarism", by the Council of Writing Program Administrators, obtainable at the Internet from <http://www.wpacouncil.org>)

2. Examples of plagiarism

- a. Presenting part or all of another student's lab report or other written assignment as your own.
- b. Use of an essay, review, report, or other material purchased or obtained free from any kind of 'writing service' or database (such as are found on the Web) to complete a class assignment.
- c. Copying from an unpublished or published source, *including your textbook, lab manual, or other class material.*
- d. Comments:
 1. A source does not have to be copied verbatim (word for word) to be plagiarized. The use of small sections of a source, stitched together with bits of your own prose without scholarly or peer attribution, is plagiarism. Likewise, using material that has been modified by substituting synonyms, altering punctuation, or changing rhetoric in ways that do not alter the original passage in any substantial way, particularly paraphrasing, without attribution to the source, is also plagiarism.
 2. The basis of, and evidence for, plagiarism is the illegal use of material, *not* your intent. A charge of plagiarism is not automatically nullified by claims such as "I didn't know I was copying", or "I didn't know I couldn't copy that material." or "I didn't intend to plagiarize."
 3. Increasingly, our information comes from the Internet. It is important to realize that the concept of plagiarism is *exactly* the same when applied to material from the Internet as it is for printed material. "I got it from the Web" is *never* a valid excuse for failing to appropriately cite material and attribute the original thinking of another as such.
 4. A person who supplies an exercise that is illegally copied is as guilty as the copier. The argument "I just let so-and-so look at my paper as an example of how they are written" is not accepted as a defense in a case in which two papers are so similar that they are judged to share a common source, unless it can be clearly demonstrated that a fellow student has pilfered another student's original work by copying, downloading, or pilfering materials without the student's knowledge.

3. Why is plagiarism bad?

Plagiarism is bad for two reasons. Firstly, plagiarism is cheating. You are here to learn a particular body of skills and materials, and to be assessed on how well you have learned. Any form of cheating impedes your learning and misrepresents your capacity to perform. There may be a short-term gain from cheating (better grades) but in the long term it benefits no one. Cheating--including plagiarism-- cannot be tolerated if the University is to fulfill its educational mission. The second reason is that the products of intellectual work are property, just as other products of work are property. To use another person's work without crediting that person is intellectual theft. This is a major issue in the academic and commercial worlds, where ideas and the presentation of ideas are used for professional credit and/or material benefit.

4. What are the penalties for plagiarism?

Penalties for first offenses of plagiarism, or any other form of cheating, can include reduction in grade (up to an F in the course) at the instructor's discretion, and disciplinary probation. A second offense can result in suspension from the College, the third in expulsion from the University (see Chapter IX of the CLAS Student Academic Handbook, available at http://www.clas.uiowa.edu/students/academic_handbook/)

5. Is *any* use of other people's language or work plagiarism?

No. Here are some major exceptions.

- a. Technical terms and language: No matter how specialized a term is, once it has been coined to describe a particular situation, it becomes common property.
- b. "Common knowledge": repeating "boilerplate" phrases such as "The purpose of this report is to analyze heredity in *Drosophila*" would not ordinarily be counted as plagiarism, since such sentences may turn up repeatedly in reports written independently. However, statements expressing scientific ideas, data, or conclusions do *not* fall under this exception.
- c. Quotations: It is legitimate to cite another person's work verbatim if it is presented as a direct quotation. To do so, you must—
 1. —enclose the material in quotation marks;
 2. —cite the author and source.

For example, here is a correctly presented quotation from your text:

"... the biological species concept hinges on reproductive isolation, with each species isolated by factors (barriers) that prevent interbreeding, thereby blocking genetic mixing with other species."
--Campbell, N.A., and Reece J.B. *Biology*, 6th Ed. Benjamin-Cummings, San Francisco, 2002. p. 465.

Realize that we use quotations only occasionally, to 'dress up' a report, not to form the main body of a report. A report, essay, or other assignment that consists largely of quotations shows a capacity to read, but it does not necessarily show a good understanding of the material at hand.

6. If I use a lot of notes from source material when I prepare an assignment, how can I make sure I don't plagiarize?

Many people inadvertently (but still illegally!) plagiarize by the following poor work habits. They copy notes verbatim from a source as they read, put the notes aside, and later compile the assignment by reading and typing directly off those notes.

Avoid this error by studying material to understand it. Follow these steps:

- a. As you read your source material, *condense it in your own words* and write those as notes. Do this paragraph by paragraph if the material is difficult. Acknowledge the influences of secondary sources in shaping your own original thinking (analysis).
- b. Write commentaries on the material as you read it. Does it make sense? Do other sources agree or disagree with it? Can you think of better ideas or interpretations? And so on. Use it as you go. Review notes frequently to determine why you agree or disagree with the sources and where your original conclusions depart from the analyses of others.
- c. Make an outline of your assignment, then write a rough draft *without* consulting your sources.
- d. Go back to the source material to check facts and to make sure that you've expressed major ideas correctly.
- e. This procedure is a guarantee against plagiarism. Even more important, you will know your subject material when you are done, you will have had practice in writing, and your assignment will be easier for your audience to follow.

Finally, when in doubt, check with your instructor. You can never go wrong by taking this simple step.

7. Is recycling of my own earlier writing a form of plagiarism?

Technically, it is not. However, if you quote your own earlier writing it is considered proper to place it in quotation marks and cite its source. Furthermore, "Submitting the same paper in more than one course without the knowledge and approval of the instructors involved" is considered a form of cheating (see Chapter IX of the CLAS Student Academic Handbook, cited above). If you are taking this course a second time and are assigned to do a report on the same lab exercise that you had written on before and wish to incorporate material from your own earlier report, consult your lab instructor before you prepare the report.

8. Is mis-citing material a form of plagiarism?

An incomplete reference or one with a typo (e.g. in page numbers) is not an offense. However, deliberately citing the wrong sources is a serious offense, because it makes it harder for the reader to check up on the accuracy of the information that you present. Thus you may lose points on a paper for careless attribution of sources. If (as once happened) the sources cited bear no relation to the material quoted in the text, the paper will get a zero.

T. Misconduct

**Guidelines for Managing Academic and Professional Misconduct, Student Performance Deficiency,
And Possession or Use of Drugs and Alcohol**

PD = Program Director
AD = Associate Dean

SUBJECT	FACULTY ACTIONS TO BE TAKEN	STUDENT ACTIONS TO BE TAKEN	END RESULT
<p>1. Academic Misconduct - Cheating - Plagiarism*</p> <p>2. Classroom Misconduct</p>	<p>1. Inform student of allegation. Provide student an opportunity to respond orally or in writing.</p> <p>2. Inform Program Director (PD) who will assist faculty to complete Academic Misconduct Report (AMR) form (available from secretary or 101 NB).</p> <p>3. PD notifies Associate Dean (AD).</p> <p>4. PD meets with student as designated in informal complaint process.</p> <p>5. AMR form is completed by faculty (typed) and forwarded to AD.</p> <p>6. Student is requested to meet with AD.</p> <p>7. AD shares outcome of meeting with student with PD.</p> <p>8. PD informs faculty of outcome of meeting with student and AD.</p> <p>9. When satisfactory outcomes have not been obtained, the AD notifies the PD.</p> <p>10. Student encounters with faculty during this time should be referred to the AD. The AD will communicate continuing development with principals</p>	<p>1. Meet with faculty member for response to allegation.</p> <p>2. Meet with PD to respond to Academic Misconduct Report.</p> <p>3. Meet with AD regarding action and rights/responses .</p> <p>4. When a satisfactory outcome has not been obtained the student may take the matter to the Dean of the College of Nursing.</p> <p>5. The student may contact and/or meet with the University Ombudsperson at any time in the process.</p>	<p>1. Warning</p> <p>2. Potential suspension from the College of Nursing.</p> <p>3. Potential dismissal from College of Nursing.</p> <p>4. Potential dismissal from University (See <i>Operations Manual, IV-1: <u>General Regulations Applying to Students.</u></i>)</p>

SUBJECT	FACULTY ACTIONS TO BE TAKEN	STUDENT ACTIONS TO BE TAKEN	END RESULT
<p>1. Professional Misconduct</p>	<p>1. Inform student of allegation. Provide student an opportunity to respond orally or in writing.</p> <p>2. Inform Program Director (PD) who will assist faculty to complete Professional Misconduct Report (PMR) form (available from secretary or 101 NB).</p> <p>3. PD notifies Associate Dean (AD).</p> <p>4. PD meets with student as designated in informal complaint process.</p> <p>5. AMR form is completed by faculty (typed) and forwarded to AD.</p> <p>6. Student is requested to meet with AD.</p> <p>7. AD shares outcome of meeting with student with PD.</p> <p>8. PD informs faculty of outcome of meeting with student and AD.</p> <p>9. When satisfactory outcomes have not been obtained, the AD notifies the PD.</p> <p>10. Student encounters with faculty during this time should be referred to the AD. The AD will communicate continuing development with principals</p>	<p>1. Meet with faculty member for response to allegation.</p> <p>2. Meet with PD to respond to Professional Misconduct Report.</p> <p>3. Meet with AD regarding action and rights/responses .</p> <p>4. When a satisfactory outcome has not been obtained the student may take the matter to the Dean of the College of Nursing.</p> <p>5. The student may contact and/or meet with the University Ombudsperson at any time in the process.</p>	<p>1. Warning</p> <p>2. Potential suspension from the College of Nursing.</p> <p>3. Potential dismissal from College of Nursing.</p> <p>4. Potential dismissal from University (See <i>Operations Manual, IV-1: <u>General Regulations Applying to Students.</u></i>)</p>

SUBJECT	FACULTY ACTIONS TO BE TAKEN	STUDENT ACTIONS TO BE TAKEN	END RESULT
<p>4. Student Performance Deficiency</p> <ul style="list-style-type: none"> - Course objectives not met - Course expectations not met 	<ol style="list-style-type: none"> 1. Inform student of deficiencies. 2. Provide information regarding necessary steps to be taken by student to correct deficiencies. 3. Warn student of consequences of deficiencies. 4. Dismiss student from clinical practice setting (as appropriate). 5. Provide student an opportunity to respond orally or in writing. 6. Inform PD who may assist faculty in completing written documentation of student encounters demonstrating deficiencies. Copies of this document should be forwarded to AD. 7. PD notifies AD as appropriate. 8. PD meets with student as appropriate. 9. Supporting documentation is forwarded to AD. 10. Student is requested to meet with AD as appropriate. 11. AD shares outcome of meeting with student with PD. AD places completed AMR form in student file. 12. PD informs faculty of outcome to meeting with student and AD. 13. Faculty completes "Re-entry Recommendation Form: and forwards for student file, as appropriate. 14. When satisfactory outcomes have not been obtained the AD notifies the PD. 15. Student encounters with faculty during this time should be referred to the AD. The AD will communicate continuing developments with principals involved. 	<ol style="list-style-type: none"> 1. Meet with faculty member regarding deficiencies and steps to be taken to correct deficiencies. 2. Meet with PD regarding written documentation of performance deficiencies and recommendation. 3. Meet with AD regarding recommendation of the College and student rights/responses. 4. When a satisfactory outcome has not been obtained, the student may take the matter to the Dean of the College of Nursing. 5. The student may contact and/or meet with the University Ombudsperson at any time in the process. 	<p>1. Performance deficiencies are reflected in course grade</p> <ul style="list-style-type: none"> a. Reduction in course grade, or b. Failure in course <ol style="list-style-type: none"> 1) Decision for Repeating course 2) Probationary status <p>(see Scholastic Performance Policies)</p> <p>2. Formal notification of student's status sent from AD</p>

SUBJECT	FACULTY ACTIONS TO BE TAKEN	STUDENT ACTIONS TO BE TAKEN	END RESULT
<p>5. Possession or use of drugs and alcohol, which may involve physiological or psychological hazards.</p>	<ol style="list-style-type: none"> 1. Inform student of allegation (possessing or using alcohol/drugs). Provide student an opportunity to respond orally or in writing. 2. Refer student to Code of Student Life, (See <i>Operations Manual, IV-1: General Regulations Applying to Students, Chapter 1, Section 1.1.a.12, 13, & 14</i>). 3. Inform PD who will assist faculty to complete AMR form (available from secretary or 101 NB). 4. PD notifies AD. 5. PD meets with student as designated in informal complaint process. 6. AMR form is completed by faculty (typed) and forwarded to AD. 7. Student is requested to meet with AD. 8. AD shares outcome of meeting with student to PD. The AD places completed AMR form in student file (to be removed upon graduation). 9. The PD informs faculty of outcome of meeting with student and AD. 10. When satisfactory outcomes have not been obtained, the AD notifies the PD. 11. Student encounters with faculty during this time should be referred to the AD. The AD will communicate continuing developments with principals involved. 	<ol style="list-style-type: none"> 1. Meet with faculty member to respond to allegation. 2. Meet with PD to respond to allegation. 3. Meet with AD regarding complaint procedures within the college and options available to student. 4. When satisfactory outcome has not been obtained, the student may take the matter to the Dean of the College of Nursing. 5. The student may contact and/or meet with the University Ombudsperson at any time in the process. 	<ol style="list-style-type: none"> 1. See <i>Operations Manual, IV-1: General Regulations Applying to Students, Chapter 1, Section 1.1.a.12, 13, & 14</i>. See also Student Services Website: www.uiowa.edu/~vpss/ policies/policies go to: II. B.-D. <p>Any student found to have violated this policy will be irrevocably dismissed from the College of Nursing and any professionally licensed student who violates this policy will be reported to the Iowa Board of Nursing, as indicated by Board protocol.</p>

Channels of Communication are Program Director/Associate Dean/Dean

U. Grievance Procedure

Student complaints concerning actions of faculty members are pursued first through the communication channels as outlined or the assistance of the University ombudsperson(s).

1. Informal Complaint Mechanism

The student should first attempt to resolve the issue with the faculty member involved.

- a. If a satisfactory outcome is not obtained, the student may take the matter to the director of the undergraduate program.
- b. If a satisfactory outcome still is not obtained, the student may take the matter directly to the Associate Dean for Academic Affairs.
- c. When a satisfactory outcome has not yet been obtained, the student may take the matter to the Dean of the College of Nursing.

2. Formal Complaint Mechanism

If a student complaint concerning faculty actions cannot be resolved through the informal mechanisms available, the student may file a formal complaint, which will be handled under the procedures established for dealing with alleged violations described in the statement on Ethics and Academic Responsibilities as specified in section III-15 of the University Operations Manual. A copy of these formal procedures can be obtained from the Office of Student Services (37 NB), or it can be found on the web: <http://www.uiowa.edu/~our/opmanual/iii/15.htm>.

If your complaint involves sexual harassment, you need not follow these procedures. The University policy on sexual harassment and consensual relationships in the instructional context can be found in “Policies and Regulations Affecting Students” (available at the Campus Information Center, Iowa Memorial Union, in the Office of Affirmative Action, 202 Jessup Hall [telephone 335-0705] and in September as a supplement to *The Daily Iowan*).

The Office of the University Ombudsperson (C108 Seashore Hall, telephone 335-3608) responds to problems and disputes brought forward by all members of the University community--students, staff, and faculty--that appear irresolvable through existing channels. Before consulting the ombudsperson, ordinarily an attempt should be made to resolve problems by following the procedures described above.

SECTION IV

Clinical Course and Health Science Student Requirements

A. Core Performance Standards

Applicants to the College of Nursing are expected to have the capability to complete the entire nursing curriculum and achieve the degree professional Masters in Nursing & Healthcare Practice. The nursing curriculum requires demonstrated proficiency in a variety of cognitive, problem-solving, manipulative, communicative, and interpersonal skills. Therefore, College of Nursing students must meet the following performance standards:

- Possess and use critical thinking skills sufficient for clinical judgment. Example*: identify cause-effect relationships in clinical situations, develop nursing care plans.
- Demonstrate interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds. Example: establish rapport with patients/clients and colleagues.
- Communicate sufficiently for interaction with others. Example: explain treatment procedures; initiate health teaching; observe patient/client responses; document and interpret nursing actions and patient/client responses.
- Administer cardiopulmonary procedures and other clinical procedures necessary for nursing care; calibrate and use equipment, position patients/clients.
- Possess** tactile abilities sufficient for performing physical assessment. Example: perform palpation functions of physical examination and those related to nursing interventions.

Applicants who may not meet these standards are encouraged to contact the Associate Dean for Academic Affairs. Personal interviews may be requested.

*Examples not all-inclusive.

**Possess is defined as having the ability with or without an assistive device.

B. Health Screening Requirements for All Health Science Students

The following requirements must be completed prior to enrollment in the first clinical nursing course:

1. Health Screening Requirements:

Reports of the following must be on file at Student Health Service (Westlawn) 10 days prior to opening of classes:

- a. the results of a physical examination
- b. urine analysis
- c. immunizations for tetanus, diphtheria, and poliomyelitis
- d. tuberculin skin tests
- e. hepatitis B vaccine series and titre

NOTE: The physical examination and immunizations must have been completed or brought up to date within six months prior to enrollment in the first semester of the program.

In addition to the above, Student Health Service and The University of Iowa Hospitals and Clinics require that students in the health science programs must have reports of the results of the following on file at Student Health prior to clinical experience at The University of Iowa Hospitals and Clinics:

- a. rubella testing for males and females (Those individuals not immune will be required to accept immunization or have no contact with patients)
- b. chest x-ray if previously positive tuberculin test or a new reactor
- c. annual tuberculin screening

2. CPR Certification: May be obtained from a number of local or home community agencies.

All students are required to be certified in CPR before they begin the program. This certification must be for the professional rescuer, and must include all of the following: one person and two person CPR for adult and infant/child.

Students can use the American Red Cross or the American Heart Association classes to fulfill the CPR requirement. These two associations have different offerings. If you take a class from the American Red Cross, you must complete CPR for the Professional Rescuer to receive your certification. The Johnson County American Red Cross is located at 120 N. Dubuque St., Iowa City, Iowa. Phone: (319) 337-2119

To be certified through the American Heart Association, students must take either Module C, which is one person and two person CPR for adults and child/infant or they must take a combination of Modules that equal this.

CPR certification requires annual renewal. Students may take CPR courses in their home communities through a local chapter of the American Red Cross or the American Heart Association as long as the courses meet the content and certification requirements identified above. Annual renewal is required by the College of Nursing and many hospital/agencies that provide clinical experiences for nursing students. **Although your card may reflect a two-year valid period, the College of Nursing and our associated agencies require yearly renewal.**

Students without current CPR certification will have blocks placed on registration until proof of certification is submitted to the Office of Student Services.

3. First Aid Certification: All students are required to be certified in First Aid, within 6 months prior to beginning the program. Please note, that although the Red Cross Standard First Aid course includes CPR, it is one-person rescue only. It does not include infant/child or two person CPR and is therefore insufficient for the CPR requirement.

To obtain First Aid Certification contact:

Your local chapter or the Johnson County American Red Cross at:
120 N. Dubuque St.
Iowa City IA 52240
(319) 337-2119

OR

The University of Iowa, Department of Exercise Science offers a 2 semester hour course (027:056 First Aid and CPR).

Failure to meet this qualification will result in cancellation of registration of clinical courses in the College of Nursing.

4. Professional Liability Insurance: All students in the College of Nursing must have coverage for professional liability insurance with coverage of at least \$1,000,000 single occurrence limit. This requirement serves as an act of professionalism and to protect students' personal assets. Professional liability insurance covers error, negligence, or omission that may occur during the practice of nursing. It pays for court costs and legal fees whether or not individuals are liable for the charges made against them.

The College of Nursing student body voted and approved for a fee based structure for professional liability insurance effective with the start of the Fall 2006 semester. The College of Nursing will purchase a group policy and cost for the insurance will be charged each spring to the student U-Bill.

5. Hepatitis B Vaccine: The following are ways that students may obtain the vaccine:

The series consists of 3 injections and a titer and may be obtained at cost, at Student Health Service. This applies to all University of Iowa health science students. It is recommended that immunity status be determined after the third dose. A fourth dose may be necessary.

Students who are employed at UIHC in a patient contact area are eligible to receive the vaccine at no charge through Staff Health Screening Service in Boyd Tower Clinic D (phone 356-3631). Students who are employed by a research project at The University of Iowa that involves contact with human blood and tissue may be able to receive the vaccine at no charge through University Employee Health Clinic, Clinic A, 1st Floor Boyd Tower (356-3631). Note: Arrangements to receive the vaccine must be made in advance. Currently the wait for a new appointment is several months, but all attempts will be made to provide initial Recombivax on as timely a basis as possible by working people in for short appointments.

The vaccine is not covered under the student insurance plan.

6. Mandatory Health Insurance: All students in the College of Nursing must show annual verification that they have obtained and currently hold health insurance for health professions students, underwritten by Blue Cross and Blue Shield of Iowa, or equivalent to it, providing \$250,000 lifetime benefit covering required immunizations, hospitalization, surgery, maternity, emergency illness or injury, and well-baby care (to age 7). Entering students in the College of Nursing are provided information about this requirement.
7. Influenza Vaccine: As you know, health care workers are considered to be a group that can transmit influenza to high-risk persons. Because of this, the Student Health Service and the University of Iowa Hospitals and Clinics strongly now require health science students who have patient contact to receive the influenza vaccine. The vaccine is available at Student Health Service. Cost for the vaccine is the student's responsibility.

8. Joint Commission of Accreditation of Healthcare Organizations (JCAHO) Requirements: JCAHO is the regulatory body which governs requirements for some of the health care organizations where our students participate in their clinical experiences. Effective Summer of 2004, JCAHO established requirements that all students who have/will have patient contact are required to have a criminal background check as well as other documentation of orientations and training relative to patient safety. Cost of the background check will be assumed by the student and completed upon enrollment in the College of Nursing.

C. Mandatory Reporter Training in Recognition and Reporting of Abuse

The issue of family violence became increasingly visible as a social and family issue in the decade of the seventies. The general topic of violence in the family actually subsumes five specific types of abuse/neglect: child physical abuse, child neglect, child sexual abuse, spouse abuse, and dependent adult abuse/neglect. A general definition of violence is an act carried out with the intention, or perceived intention of physically hurting another person. Although each of the different forms of violence had a distinct definition they are all based on this concept.

Nurses are identified as mandatory reporters of child and dependent adult abuse/neglect in the Iowa Code. Nurses are required to obtain two hours of training in the recognition and reporting of child and dependent adult abuse within the first six months of employment and every five years thereafter. Both nursing students and nursing faculty at The University of Iowa need to have basic information about child, spouse, and dependent adult abuse/neglect in a systematic manner on a regular basis. This content is provided through a module in the Compliance Training Course via ICON.

Other students and faculty who need to meet this requirement may attend training at The University of Iowa Hospitals and Clinics. The University Hospital Advisory Committee's Protection of Persons Subcommittee in conjunction with the Department of Social Services conducts training sessions the second and fourth Wednesday of every month from 1:00 to 3:00 p.m. in the Peterson Conference Room, UIHC.

Upon completion of the mandatory reporter training, participants should be able to:

1. discuss information regarding reporting criteria utilized within the health care delivery setting;
2. detect and report child and dependent adult abuse;
3. satisfy the Iowa Code related to mandatory reporter training.

D. Past Felony Conviction

ANY INDIVIDUAL WHO HAS EVER BEEN CONVICTED OF A FELONY SHOULD NOTIFY THE IOWA BOARD OF NURSING IMMEDIATELY.

Chapter 147.3 of the Iowa Code provides for a licensing board to consider past felony convictions of applicants. Previous conviction does not automatically bar an individual from eligibility for licensure. However, the board must determine if the felony relates directly to the practice of the profession before a license is issued.

Individuals considering enrollment or currently enrolled in nursing education programs preparing registered nurses or licensed practical nurses should contact the Iowa Board of Nursing if they have had a prior felony conviction or are unsure of their status. Early action on the part of the individual allows the board to determine eligibility for licensure in a timely manner.

Questions pertaining to felony convictions may be directed to the Iowa Board of Nursing Enforcement Unit at 515-281-6472.

E. Professional Conduct - College of Nursing Professional Conduct Policy (Effective 5/03)

Increased education, participation in professional activities, research, and professional demeanor in practice and in public all help contribute to the image of nurses as professionals. The University of Iowa College of Nursing prepares nurses for professional nursing practice and as leaders. Thus professional conduct is an essential component of nursing education at the University of Iowa.

Rationale

Professional conduct includes behavior, attire, and grooming. Although personal taste and the cultural milieu in which individuals live and work influence all three attributes, a professional nurse “professes” special knowledge that only the nurse can provide for clients/patients (hereafter client). Personal taste and conduct of a professional reflect concern and respect for the client and inspire confidence in the professional’s special knowledge and skills. Unkemptness, eccentric personal appearances, conduct, or dress that is too casual may provoke unease, lack of confidence, or even a negative image of nurses as workers who have nothing special or important to contribute to the client’s health care.

Nurses are intimately involved with clients during the healthcare process, providing a very personal physical and emotional service as well as interacting collegially with other members of the health care team. Everything possible must be done to gain the confidence of clients, their families, and colleagues. While this is true for the profession in general, it is the expectation at the College of Nursing that a student must assure clients and colleagues they have the necessary skills to provide care and input. It is, therefore vital for members of the College of Nursing to maintain appropriate conduct and a professional appearance.

Policy Dissemination and Expectations

1. The faculty, students, and staff alike are responsible for maintaining a professional climate consistent within the College of Nursing and in all practice and laboratory environments.
2. The faculty will assume primary responsibility for the dissemination and oversight of the policy and serve as role models for all students.
3. All students will receive the Professional Conduct Policy at orientation and are expected to comply with its principles.

Policy Principles and Rationale: Dress and Decorum

1. There is no requirement that students at The University of Iowa College of Nursing adhere to a uniform dress code (except for the Uniform Policy for undergraduate students). Students, however, are to dress appropriately, be well groomed, and behave in a manner that is consistent with expectations of students and members of a professional discipline. Appropriate dress and behavior are expected to vary with the location and nature of the student’s educational activities.

2. Students should be recognized as students of nursing in all settings and consider their adjustments in dress, grooming and behavior thoughtfully in each setting. In every setting (patient care area or associated area), students represent themselves as students of the College of Nursing and of a professional discipline that is one member of the interdisciplinary healthcare team.
3. When students are assigned to clinical activities in the community, outside of UIHC or the VAMC, they are representatives of The University of Iowa College of Nursing. Hence, attire and behavior should promote a positive impression for the individual student, the specific course, and the institution. Specific dress requirements may be set by community-based clinical activities. These requirements typically will be included in written course materials, but if any doubt exists, it is the responsibility of the student to inquire.
4. When students interact with clients/patients, families, and health care professionals, “traditional” attire and identifying clothing, such as a white coat with a name badge, are appropriate. Uniforms will be worn in accordance with the uniform policy. Students are expected to identify/introduce themselves as nursing students at all times and must assume responsibility for clarifying their role to clients. Name badges that identify the individual as a nursing student facilitate appropriate recognition and must be worn in clinical settings.
5. The Nursing Clinical Education Center (NCEC) is located within The University of Iowa Hospitals and Clinics (UIHC) complex. Because of this location, specific standards of dress/appearance are required as follows:
 - a. When attending class in the NCEC classroom and conference rooms (outside the simulation and laboratory rooms), students are to wear clothing that is clean, neat, and not suggestive or disrespectful of others (no shorts, nor shirts with inappropriate logos or messages). Tops should cover the midriff and should not reveal cleavage, sweat pants are not acceptable nor are flip flops. Student should have their College of Nursing ID Badge on and visible.
 - b. When attending and participating in classes in the simulation rooms or laboratory rooms in the NCEC, no jeans or open toed shoes are permitted in addition to the above standards.
6. Clients should be addressed with the appropriate title (Mr., Mrs., Ms., Miss, etc.) and surname unless they request to be addressed by a first name.
7. It is expected that students in clinical areas will address faculty members by their surname by the appropriate abbreviation of marital status or credential (Professor, Mr., Ms., Dr.); however when in non-clinical areas, students may address faculty members in accordance with preferences of individual faculty members.
8. Students should also be aware that faculty judgments about the appropriateness of attire will prevail.

F. Uniform Policy

1. Personal Appearance

All professional contacts regardless of setting require attire and conduct that enhances the nursing students’ ability to carry out specific functions, and gain the trust and confidence of the patient/client. Students should recognize that eccentric attire may interfere with their ability to establish proper working relationships with patients/clients. The personal taste of professionals must reflect concern for their clients. Several surveys indicate that patients/clients react negatively to things such as, but not limited to, jeans and untrimmed hairstyles. When employed, The University of Iowa College of Nursing student shall not wear the student uniform nor any symbols which identify the wearer as a student of the University, sign his/her name as a student, or hold himself/herself out to be practicing as a nursing student.

- a. Grooming - Hairstyle shall not interfere with patient/client welfare.
- b. Long hair must be pulled back for hygienic purposes.
- c. Hair must be neat, clean, and groomed.
- d. Facial hair must be neatly trimmed or shaven.
- e. Jewelry
 1. Students may wear only one single set, small, plain, post earrings in the ear lobes.
 2. Only one band type finger ring without gemstones may be worn.
 3. No other visible body piercing jewelry is acceptable. No visible tattoos.
- f. Nails
 1. Nails should be manicured, clean and short.
 2. No nail polish shall be worn.
- g. The fragrance of cologne, perfume, aftershave lotions, hair spray, or other scented cosmetics should be unnoticeable by patients/clients.

2. Professional Attire - The College of Nursing uniform will consist of the following:
 - a. A yellow polo shirt (short or long sleeve) with the embroidered University of Iowa College of Nursing logo.
 - b. White tailored slacks/pants (a below knee length skirt is an approved option)
 - c. A white lab coat
 1. The hem of the pant should touch the top of the shoe and extend no longer than the top of the sole.
 2. Only designated approved uniform color and style may be worn.
 3. A white T-shirt or long-sleeved turtleneck may be worn under the polo shirt. This should not have any commercialized symbols or screen-printing visible on it.
 - a. The official College of Nursing photo ID badge should be worn on the left side, directly opposite and in line with the patch.
 - b. Plain white or light hose must be worn with clean, polished white leather shoes. White socks may be worn with the pants.
 - c. Clogs are permissible; however, any shoe resembling an athletic shoe/ tennis shoe/ sneaker is not permissible.
 1. A lightweight, matching color or white washable cardigan sweater may be worn as an option with the uniform, provided the sweater does not interfere with the care given to the patient/client. ID badge should be worn on the left side of the sweater.
 2. A lab coat may be worn with appropriate dress when the student is in patient/client areas. The lab coat is optional while wearing the student uniform. The name pin (photo ID) should be worn on the left side of the lab coat.
 3. Examples of inappropriate dress would be:
 - a. Jeans
 - b. Shorts
 - c. T-shirts
 - d. Sweatshirts
 4. Maternity uniform policy
 - a. Student will wear the appropriate size College of Nursing approved uniform dress or tunic.
 - b. This maternity uniform shall meet all criteria as previously stated.
3. Changes in uniform requirements may be made by site clinical instructors in accordance with clinical agency policies.

G. Photo Identification Badges

College of Nursing photo identification badges are ordered by the Office of Student Services prior to the first day of class in the College of Nursing. These photo ID badges will be distributed during the College of Nursing Orientation. Students must wear their photo identification badges at all times while engaged in direct or indirect patient/client care activities as a student of the College of Nursing as well as when participating in classes held in the Nursing Clinical Education Center (NCEC). If original badge is lost or name is changed requiring a new badge, a \$5.00 fee will be charged.

H. Standard Precautions

The Centers for Disease Control (CDC) recommend the following practices for the prevention of blood-borne pathogens. Training on these guidelines is mandated annually for all individuals who are identified as at-risk to occupational exposure for blood-borne pathogens.

Hand Care:

1. Wash hands with soap and water frequently.
2. If health science student, wash hands before and after all patient care. Wash hands immediately after exposure to blood and/or body fluids and after removing disposable gloves.
3. If working with heavy cleaning activities, each individual should have his/her own pair of utility gloves to wear during at-risk activities, and wash and disinfect gloves after each use.
4. Avoid chapped and cracked hands if possible. Use a water-based hand lotion frequently. Petroleum-based products, such as Vaseline™, break down latex.

Other Precautions:

Protective Barriers should be worn at all times when working with blood or blood products or body fluids or waste that may contain blood.

1. Protective eyewear should be worn whenever there is a risk of eye splash.
2. Gowns, boots, and masks should be worn when risk of contamination to clothes, feet or face.

Individuals with open or draining lesions should not work directly with other people (health care students, food services) while lesion is open or draining.

Do not recap, shear, or break needles at any time.

Discard needles and sharp objects in protective containers immediately.

Sterilize or disinfect reusable equipment that is to be used for more than one person. Do not share equipment between roommates or friends.

Place items that contain blood in a red biohazard plastic bag, which you can get from Student Health Service or Housekeeping. Return red bag to Student Health Service so that bag can be incinerated.

Do not pick up broken glass with bare hands. Wear utility gloves or sweep it up. Dispose of broken glass in container that does not allow others to be cut.

Resuscitation: Mouthpieces or resuscitator bags should be used whenever resuscitation is carried out.

PROTOCOL FOR STUDENTS WHO ARE EXPOSED TO BLOOD OR BODY FLUIDS WHILE ENROLLED AT THE UNIVERSITY OF IOWA

Purpose

The purpose of this policy is to delineate a clear mechanism by which all University of Iowa students can receive immediate evaluation, testing, initiation of necessary prophylaxis, and follow-up for exposures to blood and body fluids. This includes any exposure to blood/body fluids that may occur in such locations as residence halls, classrooms, and health care settings.

These recommendations were not developed to address sexual exposures. Certain sexual exposures may warrant individual consideration of this protocol.

Policy

The University of Iowa Student Health Service will provide initial screening, evaluation, testing, and initiation of necessary prophylaxis, follow-up, and referral when indicated for students who have had an exposure to blood or body fluids. In this process, Student Health Service will rely on the student's supervisor for information on the source; will consult with other caregivers when the student chooses or is located off-campus; and will consult with the Division of Infectious Diseases (Internal Medicine) as needed and for annual program review.

Definition

Possible blood borne pathogen exposure: Any student having exposure to blood or other body fluid should check with Student Health Service. Possible exposure to a blood borne pathogen will include: needle stick, any sharps injury, exposure to an individual's blood or other body fluids to non-intact skin, to eye, nose, mouth, or through a human bite that breaks the skin.

PROCEDURE

Student will:

Immediately

1. wash/irrigate area thoroughly.
2. identify source (patient).
3. inform supervisor or other responsible person in unit/agency.
4. telephone Student Health Service (SHS) Triage Nurse or Physician - (319) 335-8392 - for screening and advice. If SHS is closed, telephone UIHC-ETC - (319) 356-2233, and ask to speak to the ETC Triage Nurse/Staff Physician.
5. report to Student Health Service or other provider off-campus as advised by Triage Nurse.
6. fill out Blood and Body Fluid Exposure Report, and, if applicable, Agency's Incident Report, State of Iowa Employers Work Injury report (if forms not available at site, may be faxed by SHS).

Complete Follow-up

1. send completed forms and completed treatment records back to SHS within one week.
2. accept responsibility for follow-up needs of incident.

Student Health Service will:

1. see student on priority basis.
2. initiate additional wound care as needed.
3. provide care and treatment whenever necessary according to policy as modified from UIHC Infection Control Policy 501 *Protocol for Evaluation and Treatment of Hospital Staff Members Potentially Exposed to BloodBorne Pathogens* in consultation with Division of Infectious Diseases.
4. make appointments for all follow-up visits prior to the student leaving the clinic.
5. complete and file forms as indicated.
6. provide student with education regarding need for follow-up visits for testing, how to avoid future exposures, symptoms of possible infection, safer sex practices.
7. review program yearly with Division of Infectious Diseases.

Student Health Service Triage Nurse or Physician/ETC/COD will:

1. evaluate incident to determine level of risk and referral level need.
2. if source person is known HIV positive, or at high risk for HIV positive, refer student for immediate evaluation and follow-up (must be done within 3 hours).
3. communicate with student and supervisor regarding immediate care, referral and follow-up needs.
4. fax essential form(s) to student if student is off-campus or does not have forms.

Student's Supervisor/Attending M.D./Preceptor will:

1. provide release time for student as necessary.
2. investigate source person.
3. communicate information on source person to student and Student Health Service.
4. if off-campus, identify local treatment center to provide initial work-up and follow-up care following Student Health Service protocol.

If seen at ETC, ETC will:

1. follow the same protocol for immediate evaluation and care as used by Student Health Service.
2. access student immunization history through INFORMM.
3. send report to Triage Nurse, SHS, in the morning of the next SHS clinic day.
4. transfer the student to Student Health Service for follow-up care.

For students receiving training at College of Dentistry (COD), COD will:

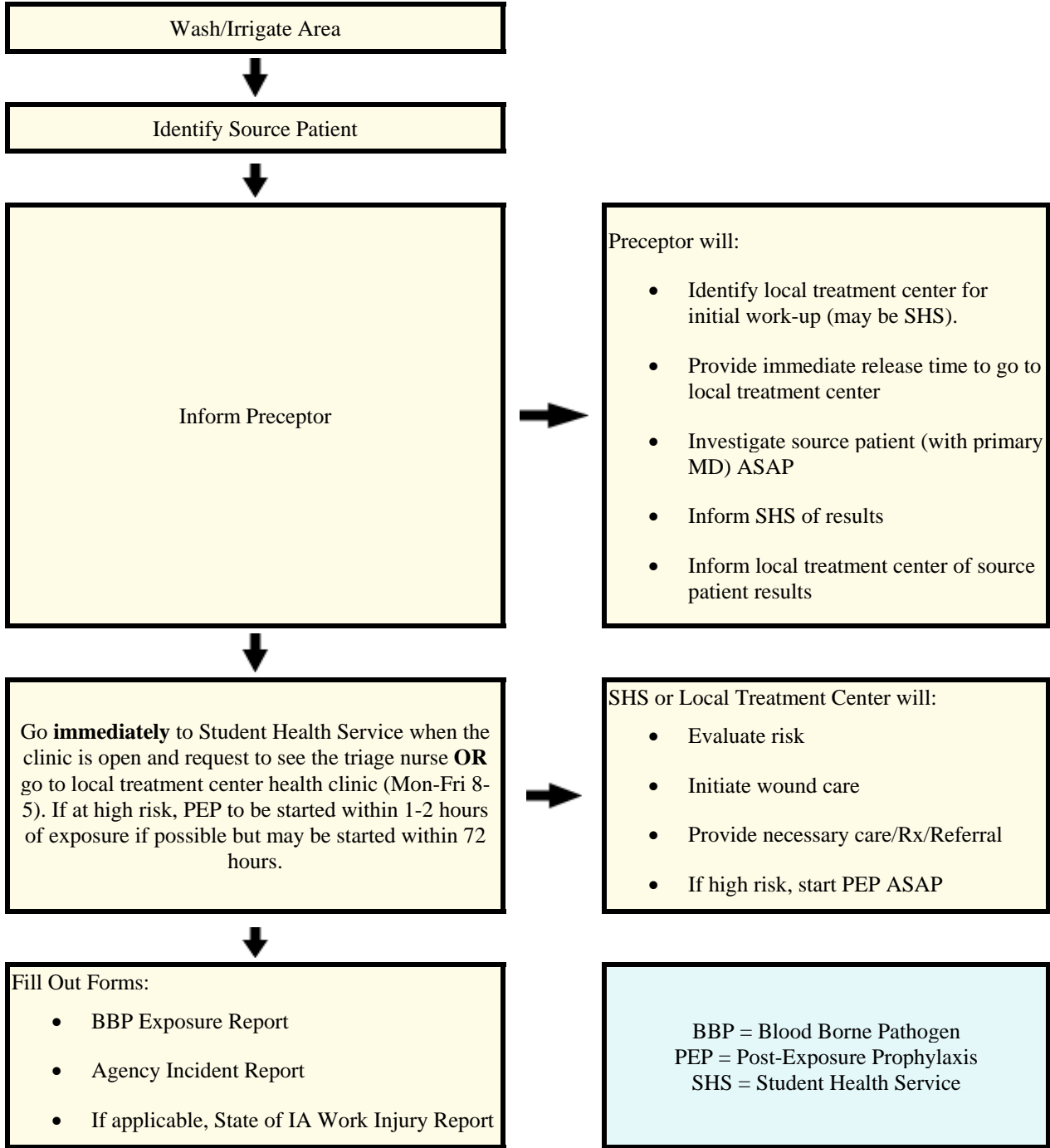
1. offer the student initial evaluation to be done at COD (or) Student Health Service.

If student chooses to have evaluation done at COD, COD will:

1. follow the same protocol for immediate evaluation and care as used by Student Health Service.
2. transfer the student to Student Health Service for follow-up care.
3. transfer all final records to Student Health Service.

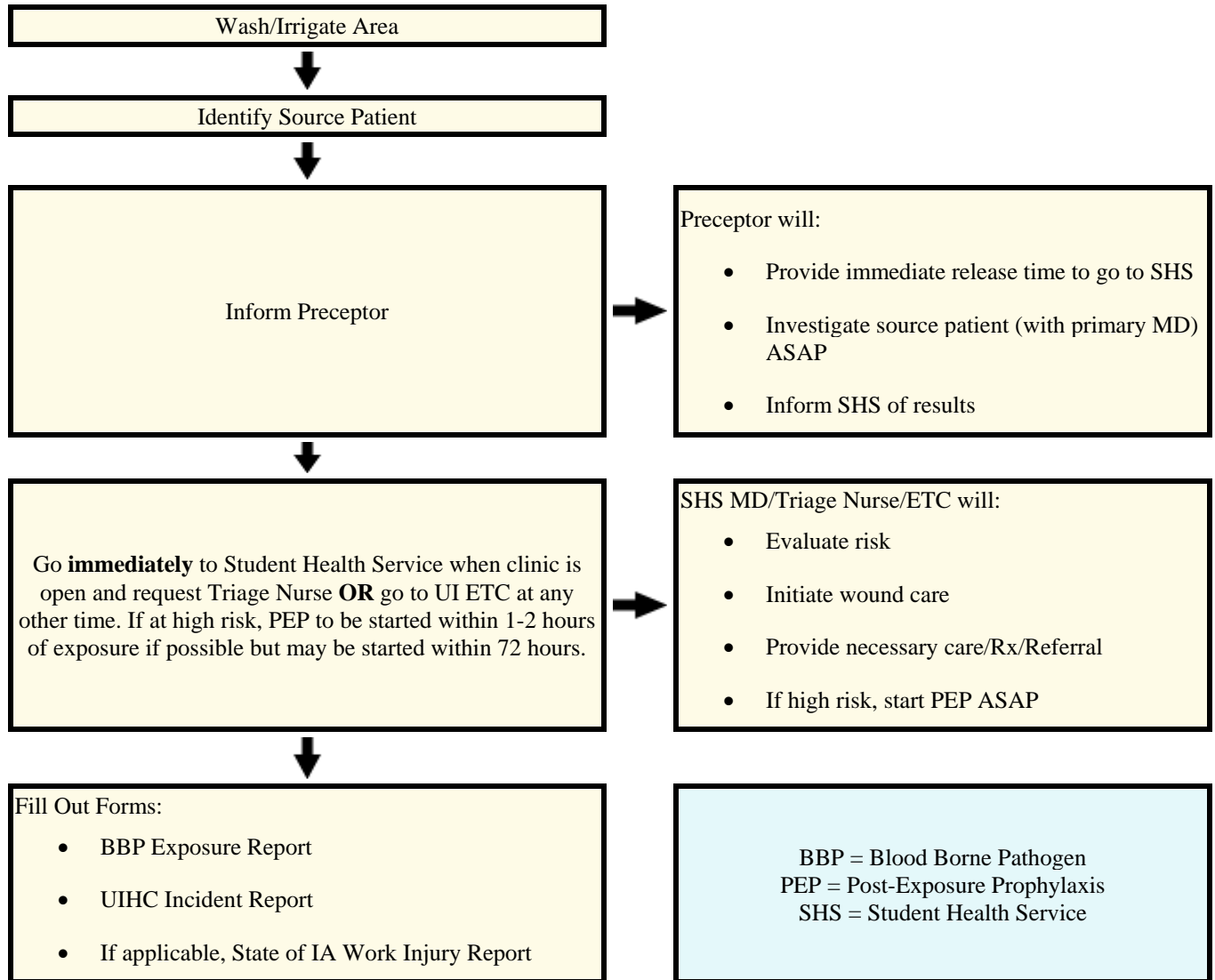
Any UI Health Science Student at Off-Site Locations Exposed to Blood or Body Fluids

The Student Will:



Any Nursing Student at UIHC Exposed to Blood or Body Fluids

The Student Will:



J. Clinical Orientation Items

Although the information below applies specifically to students, faculty may also find it helpful in planning learning experiences related to clinical.

Orientation Item	Faculty/Student Responsibility
1. CPR Certificate	Students are responsible for getting this and renewing it every year. It is "tracked" through the Office of Student Services and recorded on ICON for each student.
2. First Aid Certificate	Students are responsible for getting this. It is "tracked" through the Office of Student Services and recorded on ICON for each student.
3. Professional Liability Insurance	The College of Nursing purchases professional liability insurance for all students. Charges for this expense are assessed to the student U-Bill.
4. Health Screening Requirements	If an agency requires additional health screening such as blood or urine testing for drugs, the faculty is responsible for notifying the student and tracking the compliance. The student must pay for these additional exams.
5. Mandatory Reporting of Child/Dependent Adult Abuse	This training is offered via ICON. All students will enroll in 414:198:001 to receive this training. Training is valid for five years.
6. Safety Training, Fire, Chemicals, Back Safety	Most acute care facilities require this YEARLY. Faculty are responsible for arranging and tracking this training for their students. Training is available on ICON.
7. Standard Precautions	This training is offered via ICON. All students will enroll in 414:198:001 to receive this training.
<p>8. Blood & Body Fluid Exposure Reporting</p> <p>-----</p> <p>Student Health Service (SHS) University of Iowa 319/335-8392 (Triage Nurse) Fax 319/335-7274</p>	<p>Review the Student Health website for reporting procedures if there is an occurrence @UIHC or off campus. http://www.uiowa.edu/~shs/exposure.htm</p> <p>Health Science Students Protocol for Reporting Blood & Body Fluid Exposure</p> <ul style="list-style-type: none"> • Clean wound thoroughly • Identify source (patient) • Inform supervisor • Call SHS Triage Nurse @ 319/335-8392 • If SHS is closed, call UIHC ETC 319/356-2233 and ask to speak to Staff Physician • Obtain medical care as advised • Accept responsibility for follow-up <p>-----</p> <p><u>NEED TO KNOW</u> Your Social Security Number Name & phone number of your supervisor Nearest Fax #, if off-campus Information on incident For complete protocol, see SHS homepage (http://www.uiowa.edu/~shs/exposure.htm)</p>

9. Electronic Charting	<p>At UIHC the INFORMM system orientation is provided by UIHC staff for all students in 96:136 is scheduled the first 3 weeks of the semester. Faculty receive this schedule one week prior to the start of the semester.</p> <p>Faculty must inform the College of Nursing security officer, Jan Zinkula, 37 NB, of UIHC clinical sites they plan to utilize at least 3 weeks before clinical experiences begin. Faculty utilizing other agencies are responsible for determining orientation requirements for electronic charting.</p>
10. Medication dispensing systems	Faculty are responsible for arranging orientation in each agency using such systems, including the Pyxis system at UIHC.
11. TB masks/respirators	Faculty are responsible for notifying students of potential for exposure on clinical units. Mask "fit testing" will be arranged through student health as appropriate. Students will be responsible for costs associated with fit testing.
12. Latex allergy	<ol style="list-style-type: none"> 1. The College of Nursing student should identify any latex allergies that a student has to the Nurse Manager on the clinical unit prior to a clinical rotation. 2. The College of Nursing student will provide written documentation of the latex allergy and any related requirements 3. Students should be tested in a timely manner if an latex allergy is suspected but unverified. Any allergy testing expenses will be incurred by the student/student insurance. 4. Once the student's latex allergy status is determined, and documentation is provided, the department of nursing (clinical unit) will supply gloves and/or other precautions during the student clinical rotation. We recognize that there may be situations when an allergy is suspected and the student is in process of being evaluated but needs to be on the clinical unit. UIHC will provide gloves, etc. during an interim period in which the student is being tested. 5. For questions call the Director of Nursing Education, Department of Nursing at UIHC at 356-3959 6. Students at agencies other than UIHC need to contact nurse managers before clinical experience begins.
13. Agency contracts/agreement	Faculty are responsible for checking whether or not the College of Nursing has a current contract with each agency used for student experiences. This information can be obtained from the Office of Academic Affairs prior to beginning clinicals.
14. Accident on the clinical site	Students who are injured in the clinical area at UIHC should report to Student Health for follow-up/treatment. In general, all students need to report injuries to Student Health, even if accident occurred at an off campus clinical site.
15. Statement of Confidentiality	Signed during Orientation for New Students and kept in student file in the Office of Student Services
16. Student Code of Conduct	Affirmation signed during Orientation for New Students and kept in student file in the Office of Student Services.
17. Criminal Background Check	All students who have or will have patient contact will be required to have a criminal background check. Cost for the background check will be assessed as a miscellaneous fee charged to the student's U-Bill.

SECTION V

Special Opportunities for Nursing Students

A. Honors Program

The University of Iowa College of Nursing Honors Program provides seminars and independent study experience for qualified students. To be eligible, students must have completed the first clinical nursing course and must maintain a cumulative grade-point average of at least 3.33 and a nursing major grade-point average of 3.50. The baccalaureate nursing honors program enables students to explore subject matter based on individual interests, needs, and goals. It provides opportunities for self-initiative and intellectual and personal development, and it challenges students to grow and excel. Students who fulfill the requirements of completing one Honors Seminar (1 s.h.) and one Honors Independent Study (2-3 s.h.) are eligible to graduate "with Honors in Nursing."

B. Sigma Theta Tau

Sigma Theta Tau International is the honor society of nursing. It is the second largest nursing organization in the United States, and among the five largest and most prestigious in the world.

Six nursing students at Indiana University, Indianapolis, Indiana, founded the society in 1922. The name was chosen using the initials of the Greek words Storga, Tharos, Tima meaning love, courage, honor. It exists to recognize superior achievement in nursing, encourage and facilitate leadership development, foster high nursing standards, stimulate creative work, and strengthen the commitment to the ideals of the profession.

Gamma chapter was founded at The University of Iowa College of Nursing in 1929. Invitation to membership is extended to qualified baccalaureate and graduate nursing students as well as qualified graduates demonstrating achievement in the nursing profession.

C. Tutoring

Tutoring for nursing courses can be arranged through the Office of Student Services in Room 37 Nursing Building. Please contact the office if you are in need of or if you are interested in becoming a tutor.

D. Advising

The College of Nursing functions with a "dual" advising system. Students receive advisement regarding registration and other needs associated with negotiating the University from the Office of Student Services for Pre-Licensure Programs. Students are also assigned a faculty member for professional nursing advisement. Students are expected to meet with each of their advisors at a minimum of one time per session.

E. Scholarships and Awards

A number of awards and scholarships are available to students who have been admitted to the College of Nursing. Eligibility criteria vary, but may include: financial need, grade point average, professional promise, area of clinical practice interest, or personal characteristics. Information about scholarships, loans, and awards for nursing students is available on the ICON Student Services Site. Current information about scholarships is posted on the ICON student services site.

F. The University of Iowa Association of Nursing Students

The University of Iowa Association of Nursing Students (UIANS) is the student professional organization of the College of Nursing. Two faculty members serve as advisors to the organization.

UIANS offers nursing students the opportunity to develop leadership, management, and professional skills. The organization sponsors a number of activities each year including: Progressive Nursing Day, Student Host Program, equipment and uniform sales, sportswear sales, Fall Kick-Off, and regular newsletters. Members are also involved in policy-making decisions within UIANS, the College of Nursing and the University.

UIANS meetings are held bi-monthly. Meeting notices are posted on the UIANS bulletin board in the ground floor well area and on second floor clinical nursing course bulletin boards. UIANS meetings are open to all and students are strongly encouraged to get involved.

For more information contact a UIANS officer, council member, or Faculty Advisor. UIANS Office: Room 33, Nursing Building, 335-7002

G. Minority Student Nurse Association (MNSA)

The Minority Student Nurse Association is comprised of students who are committed to enhancing opportunity for underrepresented groups in nursing. The University of Iowa College of Nursing defines diversity as creating an accessible, supportive environment for individuals from racial/ethnic groups and cultural backgrounds historically under-represented within the nursing community, including but not limited to, men, persons of color, individuals with disabilities, and those educationally and/or socio-economically disadvantaged. The organization meets monthly and coordinates the monthly Cultural Café and numerous other activities to support nursing. More information can be found in the Office of Student Services.

H. National Student Nurse Association

The University of Iowa College of Nursing participates in Total School Membership in the National Student Nurse Association (NSNA). Students begin immediately to earn the benefits of belonging to professional organizations as well as receive discounts on liability insurance and receive updates on current issues for students in nursing as well as the profession. \$30.00 will be billed annually to the student's U-Bill for this membership. Any student may petition the Dean of the College of Nursing to not participate in NSNA and the Total School Membership Program. This must be done in writing and within one week of the beginning of classes.

I. Learning Resource Services

The Learning Resource Services center (LRS) provides the necessary multimedia materials, health care supplies, model simulators and space to facilitate learning nursing skills. The learning process is accomplished through the use of independent student study (media viewing and skills practice), required readings, group demonstrations, individual guidance, and proficiency testing.

Rooms and supplies are available for physical assessment practice. The LRS is located in the Nursing Clinical Education Center (NCEC).

SECTION VI

Preparing for Commencement

A. Application for Degree

An Application for Degree must be filed by the deadline at the Office of the Registrar in order for a student to graduate. This application may be completed at any time after early registration prior to the semester that the student plans to graduate. Application forms and instructions can be obtained at the Office of the Registrar, 1 Jessup Hall or the application can be completed on line on ISIS. Students will indicate the three letter code of MHP for the degree.

B. Transcripts

The Iowa Board of Nursing will require an official transcript. Transcript request forms will be available at the Senior meeting that addresses licensure requirements. Transcripts are requested from the Office of the Registrar. *The College of Nursing does not issue transcripts.*

C. Graduation with Honors

Students in the College of Nursing who have successfully completed requirements for the Honors Program in the College of Nursing will be recognized at Commencement as graduating with Honors in the College of Nursing. (For details on requirements of the Honors Program see the College of Nursing Special Opportunities Section.)

D. Nursing Commencement

A College of Nursing commencement ceremony is held only in May. Students who file an Application for Degree receive, from the Office of the Registrar, information about caps and gowns and commencement procedures. Diplomas are mailed to graduates upon completion of all requirements.

E. NCLEX® Examination and Licensure Information

All graduating seniors who plan to write the NCLEX® examination in Iowa will receive information about both the exam and required licensure procedures throughout their final semester. Students complete all necessary applications for licensure and the NCLEX® examination at a special meeting.

The NCLEX® examinations are offered at Pearson Professional Centers. Successful completion of the NCLEX® examination and graduation from a State-approved nursing program are requirements for licensure as a Registered Nurse in Iowa.

Students writing the NCLEX® examination outside of the State of Iowa need to contact the Board of Nursing in the state where they wish to become licensed. Specific requirements and procedures vary from state to state. **Links to this information is available on the web under Senior Information in the ICON Student Services Course.**

Students are encouraged to enroll in a formal NCLEX® review course prior to taking the NCLEX® examination.

F. MNHP Graduation Profile

Faculty in 96:185 Internship in Care Management prepare MNHP Graduation Profiles for each graduating student at the end of the semester. The primary purpose of the MNHP Graduation Profile is to rate performance at graduation relative to the curriculum outcome goals. When the College of Nursing is requested to supply information to a prospective employer or to a graduate program, a copy of the MNHP Graduation Profile is sent. A transcript from the Registrar's Office must be specifically requested if this information is needed. The College of Nursing does not release GPA's or issue transcripts.

A copy of the graduation profile follows on the next page.

The University of Iowa College of Nursing

MNHP GRADUATION PROFILE

Program Completion Date: (Date of Graduation)

Name:

Student ID:

PERFORMANCE RATING (Circle the number indicating level of performance)

1 = Competent – satisfactory performance, safe, meets expectations

2 = Exceptional – exceeds expectations

This graduate demonstrates:

1	2	Use of nursing process and knowledge of human response to illness, perceptions of health and health problems.
1	2	Use of nursing skills to promote the health of individuals, families, groups and communities.
1	2	Application of theoretical and scientific knowledge from nursing, humanities, biological, and behavioral sciences.
1	2	Caring attributes in nurse-client and colleague relationships.
1	2	Consideration of sociocultural and environmental factors affecting an individual's health.
1	2	Legal, ethical and professional accountability to recipients of health care, one's self and one's colleagues.
1	2	Collaboration with others in the delivery of health care.
1	2	Use of research findings as a basis for decision making in clinical practice.
1	2	Knowledge of significant historical, societal, ethical, legal, economic, and political forces affecting nursing.
1	2	Leadership behaviors essential to function as a member of professional nursing groups.

Comments:

Faculty Signature

Title

Date

Student Signature

Date

SECTION VII

College of Nursing Policies and Competencies

A. Guidelines for Taking Exams for ESL Students

Students with English as a Second Language (ESL):

1. Students may request and be given up to 1 1/2 times the scheduled exam time to complete the exam (e.g., 3 hour for a 2 hour exam). Requests for additional time need to be made in writing to the instructor during the first two weeks of the semester.
2. Native language dictionaries may be used during the exam with prior approval of the instructor.

B. College of Nursing Policy on Academic Accommodations

Faculty in the College of Nursing are required to comply with University policies and procedures regarding the provision of academic accommodations to students with disabilities. This includes, but is not limited to, making an announcement at the beginning of each term and including similar language in the course syllabus inviting students seeking accommodations to contact the instructor directly. If a student identifies himself or herself as having a disability and requests accommodation, generally it is the instructor's responsibility, in connection with the College of Nursing, to ensure that the learning environment is accessible and that appropriate accommodations are provided. Faculty members seeking guidance and assistance in determining appropriate accommodations should contact the Office of Student Services. Students are encouraged to register with the University Office of Student Disability Services. Faculty members may also contact the Office of Student Disability Services as to general questions about academic accommodations.

Faculty members who provide accommodations for students with a disability must refer the students to the Program Director. The Program Director will also be available to assist the faculty member and student as needed in identifying appropriate services within the College and greater University community. It is the Program Director's responsibility to document that accommodations have been provided.

A student, who is dissatisfied with the outcome of either a formal or informal complaint filed under the College's complaint procedure involving the accommodation of a disability, may file a complaint with the Office of Affirmative Action.

C. Electronic Mail

Each student at The University of Iowa is provided with an individual e-mail account through Information Technology Services. Students activate the e-mail account via the registration system (ISIS).

Undergraduate students have access to a listserv on which announcements pertaining to important deadlines, scholarships, recruiter visits, and so forth will regularly be posted. This list serve is known as "*Nursing News*" and each undergraduate student in The College of Nursing will be automatically subscribed under his/her "uiowa.edu" email address. It is important for students to regularly check their incoming email on their "uiowa.edu" account as the "Nursing News" list serve is the primary way of communication in the College of Nursing. If you have difficulty receiving your uiowa.edu email, stop by the Nursing ITC and ask the lab monitor to help you.

Students may also be subscribed to e-mail lists that are set up for particular courses within the College of Nursing. The course instructor sends course-related information via e-mail to students. Not all instructors choose to have a list serve for their particular courses, but there are some that use this resource as a matter of routine.

Students who wish to designate a different e-mail account (other than FirstName-LastName@uiowa.edu) should do so via ISIS or the Office of the Registrar.

D. Smoking Policy

In February 1990 faculty approved a recommendation to establish a smoke-free environment within the College and to encourage health promotion through active education regarding the hazards associated with smoking.

A smoke-free environment means that individuals who do not wish to be exposed to tobacco smoke, or its residuals, will not be required in the ordinary course of their activities in the College to be so exposed. By this definition, it is necessary to set aside designated, closed, specifically ventilated and air-treated smoking areas to which individuals that cannot or do not wish to stop their habit may go to smoke. To meet these objectives, the smoke free environment policy became effective March 12, 1990.

No Smoking Areas:

All of the College of Nursing and College transportation vehicles are non-smoking areas unless officially designated otherwise. Specifically, all corridors, lobbies, elevators, restrooms, meeting rooms, lecture rooms, lounges, and offices are non-smoking areas. In addition, the UIHC complex is a non-smoking environment.

Specified Designated Smoking Areas and Enforcement:

Specific designated smoking areas include entryways on the lower level, the front of the building, and a section of the patio.

Faculty, staff, and students are responsible for ensuring compliance and enforcement of the no-smoking environment policy. Persons violating the policy will be politely requested to extinguish smoking materials. Any problems with abusive behavior in violation of the smoking policy will be reported to the Area Study Chairs and the Office of the Dean.

E. Technology and Information Management Literacy (MNHP Student Competency Document - October, 1999)

1. Assumptions

- a. The mission of The University of Iowa, which includes a commitment to conducting “activities in a culturally diverse, humane, technologically advanced, and increasingly global environment, should be supported by the computer and information management competencies.
- b. The University of Iowa Core Values, which include community, learning, responsibility, integrity, and quality, should be supported by the competencies.
- c. Competencies exist at three (3) levels (Alspach Model¹): (a) core competencies applicable to everyone, (b) population-based competencies, and (c) setting-based competencies.
- d. The positive effects of computer-based learning technologies in facilitating student performance and learning are seen only when participants have knowledge and skill to use the technology.
- e. Next-generation computer-based testing will be the norm.
- f. The College of Nursing makes use of the NLN Preparing Nurses for Using Information Systems: Recommended Informatics Competencies (Pub. No. 14-2234 1988) document.
- g. The College of Nursing makes use of the AACN The Essentials for Baccalaureate Education for Professional Nursing Practice (1998) and the AACN The Essentials for Master's Education for Advanced Practice Nursing (1996) documents.

2. Definition

Technology and information literacy encompasses information, communication, and technology skills necessary to learn and function in a technological healthcare environment.

3. Literacy Goals

- a. Computer literacy – To work more efficiently through the use of computer systems and representative application programs.
- b. Communications – To have efficient and timely access to nursing and healthcare information resources, interdisciplinary healthcare professionals, and patients.
- c. Information management – To effectively search, retrieve, organize, and manage health information using computing and communication technologies.
- d. Patient-care Practice – To effectively and efficiently function in healthcare and nursing environments using the computer-based patient record and electronic decision support resources
- e. Computer-based learning – To effectively use and evaluate computer-based learning and applications. ¹
Alspach, J. (1984). Designing competency-based orientation for critical care nurses. *Heart & Lung*, 13,6,655-662.

MNHP Student Competency Document (continued)
October, 1999

- * Key – Suggested levels of competency
E – Undergraduate entry
X – MNHP Entry

Goal	Objectives	Level*	Related Skills
1. Computer literacy – To work more efficiently through the use of computer systems and representative application programs.	Understand file types within hierarchical file system. Navigate within system. Print files.	X	Maneuvering through desktop Overview of windows Getting help Working with programs Keeping track of files/folders Running multiple programs
	Demonstrate basic skills in word processing.	X	Creating document Revising document Getting help Character formatting Paragraph formatting Page formatting Previewing/printing document Proofing document Text shortcuts
	Demonstrate basic skills with presentation software.	X	Overview of PowerPoint Basics Entering text Getting help Enhancing presentation Creating output Enhancing actual presentation Modifying presentation
	Describe uses of a spreadsheet. Demonstrate basic skills in spreadsheet.	X	Introduction to Excel screen Entering text on spreadsheet Cell manipulation Getting help Creating a worksheet Cell addressing Formatting cells Charting
	Describe uses of a database. Demonstrate basic skills in database software.	X	Introduction to Access Creating a database Getting help Entering, editing, validating data Querying Creating & using forms Printing reports & mailing labels

MNHP Student Competency Document (continued)
October, 1999

- * Key – Suggested levels of competency
E – Undergraduate entry
X – MNHP Entry

Goal	Objectives	Level*	Related Skills
2. Communications – To have efficient and timely access to nursing and healthcare information resources, interdisciplinary healthcare professionals, and patients.	Use email system.	X	Introduction to Eudora Addressees Creating message Replying, forwarding, sending
	Exchange documents.	X	Attachments
	Setup communications session using telephone lines (e.g. email from home).	X	Dialing modem options
	Access information resources not requiring an acct (e.g. Internet, Web).	X	Access Internet browser Access on-line help Identify parts of URL Access Internet search engine Use search engine Recognize links Print Web page Save Web page Save image from Web page
	Access information resources requiring an acct (e.g. WebCT, Ovid, Medline).	X	Use HealthNet Download file

MNHP Student Competency Document (continued)
October, 1999

- * Key – Suggested levels of competency
 E – Undergraduate entry
 X – MNHP Entry

Goal	Objectives	Level*	Related Skills
3. Information management – To effectively search, retrieve, organize, and manage health information using computing and communication technologies.	Choose appropriate on-line information resources.	X	HealthNet databases
	Critically evaluate on-line resource.	X	
	Employ appropriate terminology & search strategies.	X	
	Demonstrate basic skill to organize and use information files.	X	Bibliographic management software, e.g. EndNote
	Demonstrate awareness of ownership & copyright issues.	X	Copyright Law
	Demonstrate understanding of how information is socially situated and produced.	X	
	Critically analyze the intellectual, human, and social strengths and limitations, and benefits and costs of technologies.	X	Confidentialty Privacy Security

MNHP Student Competency Document (continued)
October, 1999

- * Key – Suggested levels of competency
 E – Undergraduate entry
 X – MNHP Entry

Goal	Objectives	Level*	Related Skills
4. Patient-care Practice – To effectively and efficiently function in healthcare and nursing environments using the computer-based patient record (CPR) and electronic decision support resources.	Understand the use of the computer-based patient record (CPR).	X	INFORMM, or other clinical information system orientation
	Use electronic patient record for a specific patient.	X	On-line documentation, care planning
	Understand the contribution of nursing diagnoses, interventions, and outcomes to the CPR.	X	ANA recognized languages, e.g. NANDA, NIC, NOC
	Enter nursing problems, interventions, and outcomes in the Nursing Information System (NIS).	X	
	Use order entry – results reporting (e.g. request a lab test, view results).	X	
	Discuss information system requirements of nursing practice.	X	ANA Nursing Information & Data Set Evaluation Center (NIDSEC SM) Standards
5. Computer-based learning – To effectively use and evaluate computer-based learning and applications.	Use different approaches to computer-based learning.	X	WebCT overview
	Experience computer-adaptive testing.	X	
	Familiarize self with national sources of learning programs.	X	
	Experience computer-based testing, evaluation.	X	NCLEX®

10/8/99

F. Minimum Writing Competencies for Nursing Students

1. Writing
 - a. Good writing is concerned with technical accuracy, precise diction, logical organization, and grammatical correctness.
 - b. Writers, in the writing process, go through various writing stages that do not happen consecutively, but which overlap and recur throughout the writing process.
 - c. Writing techniques and preferences vary from person to person.
 - d. Good writing takes practice.
 - e. Reading widely facilitates writing.
2. Technical Writing
 - a. informs or persuades; asks or answers a question; takes a controversial position and supports it; raises an issue; conveys something one has done.
 - b. conveys technical aspects of any field, thus frequently uses a specialized vocabulary; usually verifiable, yet avoids jargon and use of fancy words for plain words (Bernstein), i.e., "significant others" for family, friends; "hospital setting" for hospital.
 - c. usually addresses specific, identified readers; information adjusted to meet reader needs.
 - d. fulfills a specific, identified purpose.
 - e. becomes dated because of changes.
 - f. presents a single meaning; makes a point, yet doesn't attempt to present all there is to know about a subject.
 - g. incorporates visuals that convey content and are fully integrated in the document.
 - h. maintains an objective, impartial perspective and tone.
 - i. uses short-to-medium sentences; subject-verb-object word order; stylistically varied, but simple; varies in style and length from sentence to sentence.
 - j. uses standard language forms so the reader can easily understand.
3. Minimum Writing Competencies - The nursing student will be expected to satisfactorily demonstrate the following minimum writing competencies:
 - a. Consider the audience for whom the document is written and the purpose for which it is written. In the initial stages of writing, engage in a period of problem solving mental activities to identify and investigate the subject and the intended audience.
 1. Assess own knowledge of the subject.
 2. Locate, read, document, record, and draw inferences from available background references (primary and secondary sources).
 3. Accurately and completely document sources using primary sources whenever possible.
 4. Ask questions, discuss ideas, observe, take notes, think about options, ponder, and experiment with approaches and organization.
 - b. Organize and plan the document.
 1. Assess the reader's needs.
 2. Define the subject and determine the organization, scope, and design.
 3. Use a standard organizational pattern to structure content so that information can be easily understood and followed.
 4. Test decisions by outlining, diagramming, and writing pieces to determine if the selection and sequence of content is logical, suitable for the audience, and faithful to the purpose of the document.
 5. Record important key words, phrases, and sentences.

- c. Draft the document keeping in mind the audience and its purpose.
 1. Using pen/pencil and paper, computer, or typewriter, develop key words, sentences, ideas into a coherent, unified whole with a concise and definite beginning, middle, and end according to planned organization, scope, and design.
 - a. Use simple, effective sentences that are grammatically correct, choosing words and constructions that can be read without confusion.
 - b. Use active and passive voice appropriately. Active voice is more lively and interesting.
 - c. Follow standard rules of punctuation, spelling, notation, symbols, abbreviation, hyphenation, and capitalization.
 - d. Use precise diction focusing attention on precision and accuracy of words and phrases.
 - e. Avoid using more words than needed to make a point, or using a long word when a short one will do, i.e., "use" instead of "utilize".
 - f. Avoid using technical jargon and clichés.
 - g. Define technical words, abbreviations, acronyms, and new terms or concepts the first time they are used.
 2. Stop frequently to rescan, reread, and reflect.
 3. Prepare advance organizers (headings, subheadings, introductions), footnotes, references, and appendixes.
 - a. Use subheadings to assist with organization and logical sequencing of information. Subheadings make transitions easier and usually are needed for documents that are more than 8 to 10 pages long.
 - b. Accurately and completely document sources.
 - c. Use primary sources whenever possible.
 - d. Use proper format for documentation according to an acceptable style manual. The American Psychological Association (APA) style is recommended.
 4. Determine the need for visuals and prepare them so that they clearly communicate their intended message (tables, graphs, charts, diagrams, maps, pictures).
 5. Write so the reader will read and understand.
 - a. Use carefully constructed transition sentences that connect what you are saying with what you have said.
 - b. Use appropriate sentence and paragraph length, vocabulary, style, and language (analogy, metaphor, syntax, example, personification, simile). A paragraph should be long enough to develop a single idea or point - a minimum of 2 sentences. A one-page paper should be 2 to 3 paragraphs.
 - c. Define all words that may result in misunderstanding.
 - d. Use pronouns like "this," "that," and "if" when referring to a definite antecedent.
 - e. Keep style consistent, i.e., abbreviations, terms, spelling, capitalization, and punctuation.
 - f. Maintain a style sheet or record as you write.
 - g. Avoid the use of sexist, racist, and other biased language.
 - h. Carefully choose and use quotations to compliment the text.
- d. Revise the draft and rewrite.
 1. Critically read and reread to examine content, structure, organization, design, language, grammar, sentence structure, and punctuation.
 2. Add, delete, and rearrange content to produce a more understandable document.
 3. Critically review and revise headings, footnotes, and references.
 4. Read for consistency and clarity of diction, transition from idea to idea, sentence to sentence, paragraph to paragraph, and section to section.
 5. Eliminate wordiness and redundancy.
 6. Apply principles of design to page layout, typeface, white space, justification, and illustration.
- e. Edit to correct inconsistencies and errors.
 1. Review the content for organization and consistency.
 2. Correct language and grammar to insure clarity and appropriateness for the audience.
 3. Correct punctuation (use of the apostrophe, colon, comma, dash, hyphen, parentheses, period, question marks, semi-colon, slash), capitalization, sentence structure (sentence fragments, run-on sentences, subject-verb agreement, pronoun agreement, pronoun antecedents, clause agreement, tense, dangling modifiers), and spelling.
 4. Check use of "its" vs. "it's," "effect" vs. "affect," "there" vs. "their," "that" vs. "which," and plural vs. singular possessives.
 5. Correct syntax (the agreement of words in a sentence to show relationship).
 6. Match text references to corresponding illustrations (figures, tables, etc.).

7. Match text references to corresponding footnotes and appendixes.
 8. Establish consistency in headings, footnotes, and references.
 9. Correct design elements.
- f. Proofread the paper with care.
1. Check for all inconsistencies and errors.
 2. Check for accuracy and reader appeal.
4. College of Nursing policy on academic misconduct includes reference to plagiarism and cheating. All cases of plagiarism and cheating in the College of Nursing shall be reported for action to the Office of the Dean of the College of Nursing, through the Associate Dean, with a statement of the necessary facts. The instructor concerned may also submit recommendations in each case for appropriate disciplinary action.

THE UNIVERSITY OF IOWA - COLLEGE OF NURSING
NURSING WRITING PROFICIENCY STYLE SHEET

	Satisfactory	Needs Improvement	Not Applicable
The student has:			
1. considered the audience for whom the paper is written.			
2. considered the purpose for which the paper is written.			
3. followed course guidelines for the assignment.			
4. focused on the development of a main point, issue, question, or experience.			
5. logically organized the paper with a clear and succinct beginning (introduction), middle (body), and end (summary/conclusion).			
6. carefully constructed transition sentences.			
7. used subheadings to assist with logical sequencing and organization.			
8. constructed well developed paragraphs that convey a main idea and are of appropriate length.			
9. presented original and creative ideas.			
10. used sentences that are short-to-medium in length.			
11. used sentences that are simple, direct, and have a subject-verb-object order.			
12. used sentences that are grammatically correct.			
13. used sentences that vary in style and length.			
14. used tenses that agree.			
15. used active and passive voice appropriately.			
16. used correct punctuation, capitalization, and spelling.			
17. avoided jargon, clichés, and unnecessary wordiness.			
18. defined technical terms, abbreviations, acronyms, and any new terms or concepts the first time they were used.			
19. accurately and completely documented sources.			
20. used appropriate professional sources.			
21. correctly applied rules of style consistently throughout according to assigned style (APA or other).			
22. avoided use of sexist, racist, or biased language.			
23. used illustrations to clarify meaning (graphs, tables, pictures).			
24. used examples as appropriate to strengthen key points.			

Comments:

SECTION VIII

University Policies

A. Student Disability Services

1. Equal Access to Education

Section 504 of the Rehabilitation Act of 1973 states that "no otherwise qualified handicapped individual shall, solely by reason of the handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." Compliance with this law requires that academic institutions like the University of Iowa provide the same opportunity for students with disabilities to achieve success in the classroom that it provides to other students.

In other words, equal access to education is achieved when physical and instructional barriers to learning are removed and the student is allowed to compete on the basis of his or her academic abilities alone. The Americans with Disabilities Act of 1990 (ADA) recently reinforced the provisions of the Rehabilitation Act by requiring that all public facilities, services, and communications be accessible to persons with disabilities and that auxiliary aids and services be provided unless an undue burden would result.

2. Reasonable Accommodations

Reasonable accommodation is the term used by the ADA for modifications made to the learning environment, which help to create equal educational opportunity. It does not require that students with disabilities be given special advantages in order to help them pass nor does it require that they be graded on a scale different from their classmates.

On the contrary, it refers to steps that can be taken without significant difficulty or expense to allow otherwise qualified students to fulfill course requirements by limiting as much as possible the effects of their disabilities on their performance. If reasonable accommodations are not evident, effort must be made to look for accommodations.

3. The Office of Student Disability Services (335-1462), in addition to the student with the disability, can be an invaluable resource to instructors looking for accommodation techniques. The following are examples of accommodations that may be necessary to ensure equal access to education:
 - a. providing alternative ways to fulfill course requirements,
 - b. developing and implementing innovative teaching techniques,
 - c. providing supervised tutorial assistance and adaptive technology,
 - d. tailoring course requirements to individual needs, and
 - e. modifying testing procedures to ensure accurate measurement of a student's academic abilities and not his or her disability.
4. The ADA defines an individual with a disability as a person who:
 - a. has a physical or mental impairment that substantially limits one or more of the major life activities of that person,
 - b. has a record of such an impairment, or
 - c. is regarded as having such an impairment.

Major life activities include caring for oneself, performing manual tasks, walking, seeing, hearing, breathing, learning, and working. This definition can cover a broad range of disabilities, and an instructor should contact the Office of Student Disability Services if there is any question about the nature or extent of a student's disability.

5. What are the responsibilities of the instructor?

If a student identifies himself or herself as having a disability and requests accommodation, generally it is the instructor's responsibility to ensure that the learning environment is accessible. Due to the very personal and private nature of some disabilities, it is important that instructors create an atmosphere in which students feel comfortable about coming forward to discuss any special needs they may have.

It is strongly recommended that the instructor make arrangements to meet with students who choose to identify themselves in order to discuss in detail the particular accommodations that will be necessary.

At a minimum, an instructor should:

- a. make sure the student is aware of services available from the Office of Student Disability Services by including a statement about the services in the course syllabus and bringing the attention of the students to this statement at the first class meeting,
- b. inquire into the extent of the disability as it relates to fulfilling course requirements,
- c. discuss the possible accommodations that may be made, and
- d. contact the Office of Student Disability Services if the instructor has any further questions.

An instructor should also look to his or her academic department for assistance in providing accommodations.

6. What are the responsibilities of the student with a disability?

Although it is an instructor's responsibility to create an accessible learning environment, there is a point at which the responsibility shifts from the instructor to the student. Generally, a student is responsible for:

- a. registering with the Office of Student Disability Services (SDS)
- b. identifying himself or herself as disabled if the disability is not obvious,
- c. arranging for orientation to campus through SDS,
- d. ordering special materials for class such as taped or brailled textbooks or large print material through SDS,
- e. arranging for in-class note takers and interpreters or tape recording lectures through SDS,
- f. initiating contact with readers and tutors through SDS,
- g. finding, training, and employing attendants if necessary, and
- h. requesting special testing procedures in advance.

More information on responsibilities and concerns of a student with a disability can be obtained from SDS.

7. What are some possible accommodations?

A broad range of disabilities can affect a student's performance in the classroom. It should be remembered that each student is an expert concerning his or her own specific disability and in some cases has a lifetime of experience at creating accommodations. Communication with the student is therefore essential to discovering methods of accommodation. In thinking about necessary accommodations, an instructor should consider a student's physical accessibility to the classroom as well as the student's ability to fully participate in all course activities. Accessibility and communication are key to providing an environment where a disabled student can realize his or her academic potential.

[Adapted with permission from Assisting Students with Disabilities - A Guide for Instructors, prepared by the Indiana University Office of Affirmative Action in association with Indiana University Office of Disabled Student Services, April 1994]

B. Nondiscrimination Statement

The University of Iowa prohibits discrimination in employment and in its educational programs and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or associational preference. The University also affirms its commitment to providing equal opportunities and equal access to University facilities. For additional information on nondiscrimination policies, contact the Coordinator of Title IX, Section 504, and the ADA in the Office of Affirmative Action, (319) 335-0705 (voice) and (319) 335-0697 (text), 202 Jessup Hall, The University of Iowa, Iowa City, Iowa 52242-1316.

C. Fair Information Practices Act

The University of Iowa requests personally identifiable information for the purpose of maintaining student records. No persons outside the University are routinely provided this information, except for items of directory information such as name and local address. Responses to all appropriate items are required. If you fail to provide the required information, the University may not be able to advise you properly.

D. Policies and Regulations Affecting Students

All students who enter the College of Nursing are responsible for obtaining a current copy of the University document entitled Policies and Regulations Affecting Students. The Daily Iowan makes this document available to all students during the first week of the fall semester. Please refer to this document for questions regarding student rights, student responsibilities, and student organizations at The University of Iowa. See the “Code of Student Life” at the following web site: <http://www.uiowa.edu/~vpss/policies/policies.html>

E. Policy on Sexual Harassment and Consensual Relationships

Outlined in each copy of the Policies and Regulations Affecting Students is The University of Iowa policy regarding Sexual Harassment and Consensual Relationships. Information on the procedure for filing a complaint about sexual harassment is available to students in the Office of Student Services and in the Associate Dean's office at the College of Nursing. See the “Code of Student Life” at the following web site: <http://www.uiowa.edu/~vpss/policies/policies.html>

F. Research Policies on Human Subjects

All students are required to receive “Approval for Protection of Human Subjects” if they do research on human subjects. The applications related to human subjects are provided in the Research Office, 407 NB.

G. Reporting of Plagiarism and Cheating (refer to page 9)

All cases of plagiarism and cheating are reported for action to the designated person in the office of the Dean of the College, through departmental channels, with a statement of the necessary facts. The department and the instructor concerned may also submit recommendations in each case for appropriate disciplinary action.

1. Disciplinary Action
 - a. By the Instructor. The individual instructor may reduce the student's grade, including the assignment of the grade of 'F' in the course. A report of this action should always be sent to the dean's office.
 - b. By the Dean. The dean of the college or a student-faculty committee appointed by him or her may impose the following or other penalties as the offense may warrant: disciplinary probation, assessment of additional hours for the bachelor's degree, suspension from the college, or recommendation of expulsion from the University by the president.
2. Referral to the Office of the Provost
 - a. By the Dean. In the cases of flagrant or repeated offenses or for other reasons deemed sufficient by the dean of the college, the case and records may be referred to the Office of the Provost for appropriate action.
 - b. By the Student. If the student feels that the penalty imposed by the Dean is unjust, the student may request a review by the Office of the Provost.
3. Record of Disciplinary Action
The Dean's office shall maintain a record of disciplinary cases and disposition thereof and shall notify other agencies of the University, as are concerned, with action taken in the case. The student involved shall be informed that a record is being kept of the offense.

SECTION IX

College of Nursing Student Resources

A. Office of Student Services for Pre-Licensure Programs - 37 Nursing Building, 335-7016 or 335-7015

The Office of Student Services for Pre-Licensure Programs provides numerous services to College of Nursing students. It is the primary source of general information regarding most aspects of the pre-licensure programs. The Student Services staff is available to meet with students regarding academic affairs on an appointment basis.

B. Ombuds Services – C108 Seashore Hall, 335-3608

The Office of the Ombudsperson serves students, faculty, and staff and offers informal resolution, mediation, and/or negotiation to constituents. The Ombudsperson explains and clarifies University policies and procedures and urges complainants to follow the regular policies and procedures of the University as outlined in University publications (Operations Manual, Policies & Regulations Affecting Students, staff and faculty handbooks, etc.).

C. Computing Resources -

The College of Nursing and ITS (Instructional Technology Services) maintain an ITC (Instructional Technology Center) in room 40 on the ground floor of the Nursing Building. The ITC has both Macintosh and Windows desktop computers, laser and dot matrix printers and ethernet access to various electronic resources (including the libraries, course registration, databases, internet and e-mail). Dot matrix printing is provided at no cost to the user while laser printing costs ten cents per page. The lab monitors in the Nursing ITC can often answer many questions regarding basic computer operation.

Nursing ITC

The Nursing ITC (room 40 NB) is open Monday – Thursday, 8:00 a.m. – 9:00 p.m. and Fridays, 8:00 a.m. until 6:00 p.m. Students who require additional access can go to any of the other 26 ITCs on the campus. A map in the Nursing ITC identifies all other ITCs. On the west side of the river these include Hardin Library for the Health Sciences, College of Pharmacy, Hillcrest and Quadrangle residence halls and the College of Law. The ITC at WEEG Computer Center located at the corner of Burlington and Madison St. is open 24 hours every day.

Mini Courses and Computer Purchases

ITS offers a number of workshops and short courses ranging from basic word-processing to database creation. ITS also maintains the Personal Computing Support Center at the Lindquist Center Building where students can purchase computers and obtain loans through the University to do so. The Personal Computing Support Center is open weekdays from 9:00 a.m. until 4:30 p.m.

D. Student Health Service – 4189 Westlawn, 335-8370

The outpatient clinic at Student Health Service is available to all currently enrolled on-campus students. Visits are free, but charges are made for laboratory procedures, x-rays, accident examinations, and minor surgery. Student Health Service also houses the Health Iowa Program, which provides educational information to students regarding eating disorders, AIDS, and drug and alcohol consumption.

E. University Counseling Service - 3223 Westlawn, 335-7294

The University Counseling Service staff of professional psychologists, social workers, and advanced doctoral students offers educational (learning disability assessment), career, and personal counseling and therapy in individual, couple, or group sessions. It also offers programs, workshops, and consultation activities. Most services are available to students without cost. There is a minimal fee for psychological testing.

F. Student Disability Services – 133 Burge Hall, 335-1462

The University of Iowa is committed to making its facilities, services, and programs fully accessible to people with disabilities. Student Disability Services (SDS), located in Burge Residence Hall, provides services to students with both visible and non-visible disabilities. People with a wide range of disabilities are served, including those with hearing and speech impairments, learning disabilities, mobility restrictions, visual impairments, and others. The goal of SDS is to help students with disabilities enjoy the same rights and assume the same responsibilities as do other students. SDS works closely with University faculty and staff to ensure that students receive the maximum benefit from their experience at The University of Iowa. Assistance is provided in the areas of admission, orientation, academic and career planning, academic support services, financial aid, housing, transportation and parking, aide and attendant care, and health services.

G. Office of International Programs – 1111 University Capitol Centre, 335-2700

The Office of International Programs provides services and facilities and organizes extracurricular programs for both foreign and domestic students and faculty. It maintains a library with references on study, work, and travel in other countries, including information about foreign universities and study abroad programs open to UI students. It helps students select study abroad programs to complement their on-campus academic programs and helps assure that they receive the correct credit for such activities. Students also may obtain information and applications for the Presidential Awards for Study Abroad and the Fulbright, Marshall, and Tubingen awards at the Office of International Programs.

Foreign student advisers provide information, counseling, and services related to orientation, immigration regulations, financial aid, and liaison with foreign governments and sponsoring agencies, and help with problems and questions in most areas except academic advising. They sponsor or support educational programs, such as the Friends of International Students, the Conversational English Partners, and lunchtime discussions that foster constructive interaction between students and scholars from other countries and their domestic counterparts.

H. Veteran's Services - 1 Jessup Hall, 335-0219

The Office of Veterans Services is part of the Office of the Registrar. It serves veterans, dependents of veterans, servicemen, and servicewomen in matters relating to Veterans Administration educational benefits, University registration, and study at the University.

I. Cultural Centers

Afro-American Cultural Center - 303 Melrose Ave., 335-8296

Latino Native American Cultural Center - 308 Melrose Ave., 335-8298

The University operates the Afro-American Cultural Center and the Latino Native American Cultural Center as places where students can meet to share experiences, find mutual academic and personal support, relax, and develop social programs in an atmosphere that emphasizes their cultural heritage. University students run both centers.

The Afro-American Cultural Center sponsors discussion groups, orientation programs, movies, and class sessions. The house is decorated with art by African and Afro-American artists and has study areas, a kitchen, and a library of publications by African, Afro-American, and Third World authors.

The Latino Native American Cultural Center sponsors conferences, lectures, and workshops on cultural themes. The center also houses a library of special interest books and periodicals and displays wall murals painted by students and guest artists.

J. Office of Support Services Programs - 310 Calvin Hall, 335-1416

The Office of Support Services Programs, located in Calvin Hall, reinforces the efforts of the admissions office, the other student services, and the academic units to increase racial diversity in the student body as well as to provide eligible first-generation, low-income, and physically disabled students with academic, social, and financial support.

Special Support Services is made up of the following programs: the Upward Bound Project, New Dimensions in Learning, the Afro-American Cultural Center, the Latino Native American Cultural Center, the Undergraduate Educational Opportunities Program, and the Graduate and Professional Educational Opportunities Program.

K. Tutorial Labs

Mathematics Tutorial Lab - 314 MacLean Hall, 335-0810

The Mathematics Tutorial Laboratory, sponsored by the Department of Mathematics, serves as a learning tool for students who lack adequate high school mathematics preparation for the University's required math course. The primary purpose of the math lab is to provide tutoring to students enrolled in 22M:1 Basic Algebra I, 22M:2 Basic Algebra II, and 22M:3 Basic Geometry. The lab plays an integral part in the instructional effort of the 22M:1 course through remedial tutoring, preparation for assignments and tests, and individual tutoring when necessary. Students are encouraged by their lecturers and discussion leaders to use the math lab facilities.

The Mathematics Tutorial Lab also has tutoring rooms and hours to assist students who are enrolled in 22M:2 Basic Algebra II, 22M:17 Quantitative Methods I, and 22S:8 Quantitative Methods II. As staff time permits, the math lab also provides tutoring services to students in 22M:5 Trigonometry, 22M:19 Elementary Functions, 22M:25 Calculus I, and 22M:35 Engineering Calculus I.

Professional staff, faculty, and graduate teaching assistants who are trained in helping math-anxious students staff the math lab.

Speaking Center - 12 English-Philosophy Building, 335-0205

The Speaking Center is run by graduate instructors with an appointment in the Rhetoric Department and is directed by a faculty member of the Rhetoric Department. More than fifty rhetoric students are enrolled in the Speaking Center each semester, where they receive one-to-one instruction in all aspects of public speaking.

The Speaking Center has a double mission. First, to offer individualized instruction to rhetoric students interested in improving their facility with public speaking. Students enrolled in the Speaking Center are paired up with instructors for a one-half hour slot per week. Instructors who teach in the Speaking Center are required to take a one-semester long course.

Second, to offer a resource center to rhetoric instructors with no previous training in teaching public speaking. The Speaking Center gathers and organizes teaching materials pertaining to the speaking component of our rhetoric courses, including videos of speeches by professional speakers as well as by students; it also includes a grant-awarded CD-ROM that features various aspects of speaking instruction. The students in the Speaking Center course have just developed a similar version of this cd for the web, entitled Public Speaking Online.

Writing Center - 110 English-Philosophy Building, 335-0188

The Writing Center provides individualized writing experiences for University students who feel inadequately prepared for college writing. Writing Center students discuss their work in personal conferences with teachers, who offer comments and suggestions to help the students become perceptive, critical readers of their own writing as they learn how to develop their ideas clearly and cogently.

Students can enroll for noncredit work in the Writing Center throughout the semester; or they can register for the credit course (10:9 Rhetoric, no credit toward degree) before or after taking a required rhetoric course, or transfer to 10:9 Rhetoric from another rhetoric course after discussing their writing problems with their rhetoric teacher and the director of the Writing Center.

On The University of Iowa campus an additional resource is available to assist students with writing skills through the writing lab maintained by the Rhetoric Department. All students, undergraduate and graduate, may utilize this resource; however, if too many students seek assistance, the following priority system is utilized:

- First priority - Students enrolled in rhetoric classes
- Second priority - Other undergraduate students
- Third priority - Graduate students

There are usually fewer students seeking this assistance during spring semester and the earlier in a semester that the student seeks help, the more likely his/her request for assistance will be honored.

Students seeking help at the writing lab should go to 110 EPB, Monday through Thursday from 9:30 a.m. to 12:30 p.m. or 1:30 to 3:30 p.m. Students will be assigned to work with a writing teacher and will have an opportunity to select two 50 minute time periods each week on Monday and Wednesday or Tuesday and Thursday. The possibility exists for some flexibility in scheduling. Students are expected to keep their commitments to these appointments or they may be asked to drop the program so that others who request assistance can be served.

L. Career Development Services – C310 Pomerantz Center, 335-1023

The center provides programs on resume preparation, job hunting, interviewing, and offers information on employers, salaries, and employment trends. It contains hundreds of resource materials on labor market trends, career options, academic requirements for specific careers, work environments, places of employment, salary ranges, advancement opportunities, and geographical regions of the country. The center also maintains information on developing strategies for finding jobs; research organizations and nonprofit agencies; defining job objectives and writing resumes and cover letters; and improving interviewing skills. An adviser is on duty to help students use the material. No appointments are necessary. <http://www.uiowa.edu/~careers/>

M. Office of Student Financial Aid - 208 Calvin Hall, 335-1450

The Office of Student Financial Aid is available to all University of Iowa students. The office is responsible for counseling students regarding eligibility for aid, for offering general information and applications for financial aid, for processing financial aid applications, and for distributing aid. The office also provides information and listings of part-time employment and College Work Study. Students who have questions regarding financial aid should contact the Office of Student Financial Aid.

N. Office of the Registrar - 1 Jessup Hall, 335-0238

The Office of the Registrar determines the residence status of each student, issues University identification cards, supervises registration procedures, assesses fees, and maintains all students' academic records. It issues official transcripts and verifications and assists students in determining graduation requirements, processing applications for degrees, and interpreting college and University academic regulations. The office also provides assistance to students concerning Selective Service and military service matters, and helps student veterans with University application and enrollment procedures and receipt of Veterans Administration benefits.

Transcript Requests - 1 Jessup Hall, 335-0230

Students who have completed work at The University of Iowa can obtain an official transcript of that work upon request to the Office of the Registrar. Fees are \$10.00 for each transcript. An official transcript cannot be issued for a student who has a past-due University account.

Graduation Analysis - 1 Jessup Hall, 335-0228

College of Nursing students receive a Degree Evaluation each semester, which is intended as an aid to the student and advisor in planning subsequent semesters of study leading toward graduation. During the final semester of enrollment, graduating seniors will submit an application for graduation. Upon receipt of this application, Graduation Analysis will process a final analysis, which will indicate the remaining requirements to be met prior to graduation.

O. Women's Resource and Action Center(WRAC) - 130 N. Madison, 335-1486

The WRAC provides services to meet educational, cultural, social, and personal needs of University and community women. WRAC advocates the removal of all barriers to equal access and self-determination, including barriers of racism and classism as well as those based on physical ability, sexual preference, and gender. Through its feminist programs and services, the WRAC staff is committed to empowering Iowa women through providing information, skills, and support.

The WRAC provides a resource for many women's organizations; sponsors a Brown Bag Luncheon program; offers evening and weekend workshops, lectures, films, and classes; provides a wide variety of support and discussion groups for women; offers one-to-one problem-solving sessions for women; and publishes a newsletter nine times a year.

The WRAC houses the Sojourner Truth Women's Resource Library of books and periodicals on a wide range of women's topics. For persons dealing with sexual harassment and other forms of discrimination, WRAC acts as an advocate and provides emotional and informational support. WRAC maintains an information and referral system, a speakers bureau, and an active volunteer program.

P. Safewalk - 353-2500

SafeWalk is a student-run volunteer organization that provides a campus-wide evening escort service for University of Iowa students, staff, and faculty. This service is offered to members of the University community as an option for reducing their risk of sexual assault and other violence. While the University of Iowa is one of the safer Big Ten schools, violence still does occur on campus and that threat of violence limits access to the University's resources. Although SafeWalk does not directly prevent violence from occurring, it is an empowering, community-based approach to a pressing campus problem. SafeWalk is funded by the University of Iowa Student Government (UISG) and is housed at the Women's Resource and Action Center (WRAC).

Q. Rape Victim Advocacy Program (RVAP) – 320 S. Linn St., 335-6001

The RVAP maintains a 24-hour emergency telephone line providing information, support, and advocacy for victims of sexual assault or abuse. RVAP works to educate the public about the causes and prevention of sex crimes.

R. The University of Iowa Libraries

With more than 2.8 million volumes, the libraries at The University of Iowa make up the largest library system in Iowa. A distinctive feature of the Iowa libraries is the "open shelving" plan. In many university research libraries, most users must request the delivery of items from closed shelving areas; at Iowa all users have the opportunity to go directly to the stacks and browse in all collections except those housing rare and special materials. The Hardin Library for the Health Sciences is a primary resource for students in the College of Nursing.

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