IVY TECH
COMMUNITY COLLEGE
SCHOOL OF NURSING

Nursing Student Handbook 2024-2025

IVY TECH COMMUNITY COLLEGE
SCHOOL OF NURSING
STUDENT HANDBOOK
2024-2025

Non-Discrimination and Equal Opportunity Policy

Ivy Tech Community College of Indiana (Ivy Tech) provides open admission, degree credit programs, courses and community service offerings, and student support services for all protected classes – race, religion, color, sex, ethnicity, national origin, physical and mental disability, age, marital status, sexual orientation, gender identity, gender expression, veteran or military status. The College also provides opportunities to students on the same non-discriminatory opportunity basis. Persons who believe they may have been discriminated against should contact the campus affirmative action officer, Human Resources Administrator, or Vice Chancellor for Student Affairs. Ivy Tech is an accredited, equal opportunity/affirmative action institution. For more information review the Student Equal Opportunity, Harassment, and Non-discrimination Policy and Procedures at https://docs.google.com/document/d/1_tEgc3NcKFTkromsQBpvOHFzzWZiJgRHhrU1nwsAR4g/preview.

Booklet Disclaimer

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

Effective: August 1, 2024
Last Revised: June 14, 2024

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History

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

Accreditation

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

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

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

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

School of Nursing Mission and Vision Statements

School of Nursing Vision Statement

The School of Nursing will be the leader in education of Associate of Science in Nursing and Practical Nursing in Indiana.

School of Nursing Mission Statement

The School of Nursing prepares safe, culturally competent nurses to deliver high quality patient centered care and to improve the health and well-being of members in communities served.

School of Nursing Concepts and Competencies

Concepts

Concept	Definition
Professional Nursing Concepts **Nursing & Health Care (9)**	
Caring	Caring in nursing is a special way of being, knowing, and doing with the goal of protection, enhancement, and preservation of human dignity. Action and competencies that aim toward the good and welfare of others. (LWW)
Communication • **Collaboration**	Process of interaction between people in which symbols are used to create, exchange, and interpret messages about ideas, emotions and mind-states. (G) Function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care. (Q)
Clinical Judgment	An interpretation or conclusion about a patient's needs, concerns, or health problems, and/or the decision to take action (or not), use or modify standard approaches, or improvise new ones as deemed appropriate by the patient's response. (G)
Evidence	Integrates best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care. (Q)
Leadership	An Interactive process that provides needed guidance and direction. Involves three dynamic elements: a leader, a follower, and a situation. (G)

Management of Care for ASN ● Quality Improvement ● Health Policy/ Organizations **Care Coordination for the PN**	The nurse provides and directs nursing care that enhances the care delivery setting to protect the patient and health care personnel. (NCSBN) Systematic process that health care organizations and professionals use to measure patient outcomes identify hazards and errors and to improve care. (Q)
Professionalism ● Ethics ● Legal Issues	Assimilation of nursing skills and knowledge integrated with dignity and respect for all human beings incorporating the assumptions and values of the profession while maintaining accountability and self-awareness. (G)
Safety	Protection from harm or injury for patient and providers through both system effectiveness and individual performance. (Q)
Technology & Informatics	Use information and technology to communicate, manage knowledge, mitigate error, and support decision making. (Q)
Health Care Recipient Individual (4)	
Assessment	A holistic, systematic, and continuous collection, analysis, and synthesis of relevant data for the purpose of appraising the individual's health status. (NLN)
Development	The sequence of physical, psychosocial, and cognitive developmental changes that take place over the human life span. (G)
Health Promotion	The behavior of an individual motivated by a personal desire to increase well-being and health potential. (LWW)
Patient Education/Teaching	Anything that provides patients and families with information that enables them to make informed choices about their care, health, and well-being, and that helps them gain knowledge and skills to participate in care of healthy living processes. (G)
Health and Illness Concepts Physical (16)	
Acid-Base Balance	The process of regulating the pH, bicarbonate concentration, and partial pressure of carbon dioxide of body fluids. (G)
Cellular Regulation	All functions carried out within a cell to maintain homeostasis, including its responses to extracellular signals and the way it produces an intracellular response. (G)
Comfort	A person's sense of psychosocial, emotions, and physical well-being. (LWW)
Elimination	Excretion of waste products. (G)
Fluid & Electrolyte	Process of regulating the extracellular fluid volume, body fluid osmolality, and plasma concentrations of electrolytes. (G)

Immunity
  ● **Infection**
  ● **Inflammation**
	A physiologic process that provides an individual with protection or defense from disease. (G)
	The invasion and multiplication of microorganisms in body tissues, which may be clinically unapparent or result in local cellular injury due to competitive metabolism, toxins, intracellular replication, or antigen-antibody response. (G)
	Immunologic defense against tissue injury, infection, or allergy. (G)

Intracranial Regulation	Mechanisms or conditions that impact intracranial processing and function. (G)
Metabolism ● **Hormonal Regulation**	Physiological mechanisms that regulate the secretion and action of hormones associated with the endocrine system. (G)
Mobility	A state or quality of being mobile or movable. (G)
Nutrition	Physical and chemical processes that support ingestion, digestion, and absorption of food. The science of optimal cellular metabolism and its impact on health and disease. (G)
Oxygenation & Gas Exchange	Process by which oxygen is transported to cells and carbon dioxide is transported from cells. (G)
Perfusion	The flow of blood through arteries and capillaries delivering nutrients and oxygen to cells. (G)
Reproduction	The total process by which organisms produce offspring. (G)
Sensory Perception	The ability to receive sensory input and, through various physiological processes in the body, translate the stimulus or data into meaningful information. (G)
Thermoregulation	Process of maintaining core body temperature at a near constant value. (G)
Tissue Integrity	The state of structurally intact and physiologically functioning epithelial tissues, such as the integument (including the skin and subcutaneous tissue) and mucous membranes. (G)
Health and Illness Concepts Psychosocial (6)	
Cognition	The mental action or process of acquiring knowledge and understanding through thought, experience, and the senses. (G)

Coping ● **Anxiety** ● **Addiction** ● **Stress** ● **Violence**	A continual process that starts with an event that is experienced by the individual, perceived through intact information processing channels, appraised for scope and meaning, assessed as neutral, manageable, or threatening within current capacity of coping skills, resources, and abilities, ending ideally in a positive outcome of homeostasis and feeling of well-being. (G) Subjectively distressful experience activated by the perception of threat, which has both a potential psychological and physiologic etiology and expression. (G) A compulsive, abnormal dependence on a substance (alcohol, cocaine, opiates, tobacco) or on a behavior (gambling, Internet, pornography). The dependence typically has adverse psychological, physical, economic, social, or legal ramifications. (G) Intentional use of physical force or power, threatened or actual, toward another person, or against a group or community. (NC)
Diversity ● **Culture**	The unique variations among and between Individuals, variations that are informed by genetics and cultural background, but that are refined by experience and personal choice. (TX) Recognition of differences among persons, ideas, values, and ethnicities while affirming the uniqueness of each. (NC)
Grief (& Loss)	Emotional experience to loss characterized by distress and/or sorrow. (NC) The multifaceted reaction to loss whether real or perceived and how this impacts health. (TX)
Mood & Affect	Mood – the way a person feels (subjective). Affect – the observable response a person has to his or her own feelings. (objective reflection). (G)
Self-Care Management ● **Fatigue/Sleep**	The ability of individuals and/or their caregivers to engage in the daily tasks required to maintain health and well-being or to respond to the changing physical, psychological, behavioral, and emotional sequelae of a chronic disease based on their knowledge of the condition, its consequences, and the plan of care developed in cooperation with their healthcare team within the context of the daily demands of life. (G)

(G) Giddens J. F. (2021) *Concepts for nursing practice.* Elsevier: St. Louis, MO.

(NCSBN) National Council of State Boards of Nursing. 2019 RN NCLEX Test Plan. Retrieved from https://www.ncsbn.org/2019_RN_TestPlan-English.pdf

(NCSBN) National Council of State Boards of Nursing. 2020 PN NCLEX Test Plan. Retrieved from https://www.ncsbn.org/2020_NCLEXPN_TestPlan-English.pdf

(NLN) National League for Nursing (2020). Core Values. Retrieved from http://www.nln.org/about/core-values

(NC) North Carolina Associate Degree Nursing Curriculum Improvement Project (CIP). Retrieved from http://adn-cip.waketech.edu/index.html

(Q) QSEN Institute. (2020) Pre-Licensure KSAS. Retrieved from https://qsen.org/competencies/pre-licensure-ksas/

(TX) Sigma 14th Biennial Convention (2017) Concept-Based Curriculum in Texas: What, Why, When, and Where? Retrieved from http://stti.confex.com/stti/be17/webprogram/paper83476.html

(LWW) Wolterskluwer. (2020). Concept Definitions with Exemplars RN-Concept Library. Retrieved from http://wolterskluer.com/en/solutions/lippincott-nursing-faculty/lippincott-coursepoint-nursing-concepts/nursing-concepts-collections

Competencies

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

QSEN Competencies for ASN & PN (QSEN, 2020)

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

NLN Competencies for Practical Nursing Graduates (NLN, 2022)

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

NLN Competencies for Graduates of Nursing Programs

- **Human Flourishing** – "Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings"

- **Nursing Judgment –** "Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context" .
- **Professional Identity -** "Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context" .
- **Spirit of Inquiry -** "Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities" .

General Education Outcomes

Click here for Ivy Tech Community College General Education Outcomes Statement

The link above provides information on the Indiana College Core (ICC) . Many of these courses can be taken prior to or following admission into the nursing program. Some college programs may be waived from following all requirements of the ICC.

ASN Student Learning Outcomes (SLOs)

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

1. Provide safe, quality, compassionate, evidence-based, patient-centered nursing care and case management for diverse patients across the lifespan in a variety of healthcare settings.

2. Engage in clinical judgment to make increasingly complex patient-centered care decisions and decisions to ensure a safe healthcare environment.

3. Participate in quality improvement and performance improvement initiatives, and resource stewardship to improve patient care outcomes.

4. Facilitate collaboration with all members of the interdisciplinary team including the patient and the patient's support system.

5. Manage information technology resources to enhance patient care.

6. Employ leadership, legal, ethical, and professional principles to guide practice as a Registered Nurse.

PN Student Learning Outcomes (SLOs)

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

1. Apply knowledge and skills to meet health needs of patients with commonly occurring health problems.

2. Engage in clinical problem-solving processes to collect and organize relevant data in providing safe, patient-centered care.
3. Reinforce quality improvement and performance improvement measures, and cost-effective care to improve patient care outcomes.
4. Participate as a collaborative member of the interdisciplinary team while including the patient and the patient's support system.
5. Employ effective use of information technology in providing patient care.
6. Demonstrate accountability for standards of care and legal and ethical principles in the role of the practical nurse.

Alignment of Student Services and Resources with Program Outcomes (POs)

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

ASN Program Outcomes	1. Program Completion Rate: 70% of Traditional Program students will graduate within six (6) semesters, beginning with enrollment in the first nursing (NSGP or NSGA) course, not including periods of non-continuous enrollment; 70% of Transitional Program students will graduate within 5 semesters, beginning with enrollment in the first nursing (NRSG) course, not including periods of non-continuous enrollment. 2. Pass rate: The program's annual ISBN pass rate (80% standard) and three (3)-year average NCLEX-RN pass rate will meet or exceed accrediting organization standards. 3. Employment rate: 70% of graduate respondents will be employed in nursing within six to twelve months following graduation. 4. Graduate satisfaction: At least 70% of graduate respondents will rate their overall level of preparedness, knowledge, skills, and attitudes in the role of the entry-level registered nurse as 3.5 or higher on a 5.0 scale. 5. Employer satisfaction: At least 70% of employer respondents will rate graduates' overall level of preparedness, knowledge, skills, and attitudes in the role of the entry-level registered nurse as 3.5 or higher on a 5.0 scale.
PN Program Outcomes	1. Program Completion Rate: 60% of practical nursing students will graduate within 5 semesters, beginning with enrollment in the first nursing (NRSG) course, not including periods of non-continuous enrollment. 2. Pass rate: The program's annual ISBN pass rate (80% standard) and three (3)-year average NCLEX-PN pass rate will meet or exceed accrediting organization standards. 3. Employment rate: 70% of graduate respondents will be employed in nursing within six to twelve months following graduation. 4. Graduate satisfaction: 70% of graduate respondents will rate their overall level of preparedness, knowledge, skills, and attitudes in the role of the entry-level practical nurse as 3.5 or higher on a 5.0 scale. 5. Employer satisfaction: 70% of employer respondents will rate graduates' overall level of preparedness, knowledge, skills, and attitudes in the role of the entry-level practical nurse as 3.5 or higher on a 5.0 scale.

Service	Short Description of Service	Alignment/Rationale for Service Category of support for program outcomes: S=Student I=Institutional F=Faculty C=Communities of Interest
About (Ivy Tech)	General landing page for the College that describes Ivy Tech. https://www.ivytech.edu/about/index.html	• Description of a community college **(S, I, F, C)** • History of Ivy Tech **(S, I, F, C)** • Ivy Tech's accreditation in higher education **(S, I, F, C)** • Ivy Tech's Mission **(S, I, F, C)** **Supports ASN & PN Program Outcomes: 1, 3, 4 & 5**
Academic Advising and Mentoring	Academic advising is free and open to all current and prospective students. Program and discipline-specific advising is provided to answer student questions about classroom content and tutoring related to assigned course load. Mentoring supports students in managing their own learning, meeting career goals, and developing their skills.	• Academic advising helps students plan what courses to take in preparation for application to the nursing programs. **(S, I, C)** • Academic advising enhances program completion by instructing students what courses to take while in the program and making sure that students are on track for graduation. **(S, I, C)** • Provides opportunities for early intervention for students struggling with course content to ensure timely completion and/or progression toward graduation. **(S, I, C)** • Assists students to access available internal and external resources that enhance their education. **(S)** • Helps students identify other experiences that will enhance their life, educational, and cultural goals. **(S)** **Supports ASN & PN Program Outcomes: 1 & 4**
Alumni	The Ivy Tech Alumni Association is the official alumni network for Ivy Tech and serves more than 500,000 alumni, the College, and students. Information regarding Ivy Tech's Alumni Association can be found at: https://giving.ivytech.edu/alumni/	• The alumni association helps alumni of Ivy Tech to support the vision of the College. **(S, I, C)** • The purpose of the alumni association is to: support and advance the mission of the College; foster a spirit of pride and loyalty for the College; develop programmatic outreach for alumni participation; communicate achievements and the needs of the College; promote and advance the interests and general welfare of the College; participate in fundraising for the Ivy Tech Foundation; and recognize personal and professional achievement of the Ivy Tech Community College alumni. **(S, I, C)** • All of the purpose statements and strategies increase prospective, current and alumni student satisfaction with the college and their program of study by enhancing engagement with the college community. **(S, I, C)** **Supports ASN & PN Program Outcomes: 4**
IvyLearn	IvyLearn (Canvas®) is the learning management system utilized in the delivery of course materials and content across all Ivy Tech courses.	• All courses within Ivy Tech utilize Canvas® for course delivery or support to include posting of course materials, emailing/messaging, course discussions, assignment submission, and grading. **(S, I, F)** • Nursing courses at Ivy Tech utilize Canvas® in conjunction with the face-to-face course as a method of student support of learning. **(S, I, F)**

		Supports ASN & PN Program Outcomes: 1 & 4
Bookstore	College bookstores on campus and online.	● Bookstores on campuses and online provide the students opportunities to purchase or rent their instructional materials, which are essential to successful completion of their courses and program**. (S, I)** ● Having a college bookstore also allows many students to utilize financial aid to purchase their books, supplies, and other instructional materials, which otherwise may present a burden and barrier to completion, if not financial aid eligible. **(S, I)** **Supports ASN & PN Program Outcomes: 1 & 4**
Ivy+ Career Link	Students and employers have access to career services in each region with additional information online at https://www.ivytech.edu/career-development/index.html	● The college provides career development opportunities at the central and regional levels to include items such as resume writing, interviewing skills, professional dress, connections with potential employers, job fairs, live and virtual job boards, and many other services to support program outcomes of employment of nursing graduates after their education completion. **(S, I, F, C)** ● The career development page also has information for employers and allows them to post position openings for current students/alumni to view through Hire Ivy to foster employment rates of Ivy Tech nursing graduates. **(S, I, F, C)** **Supports ASN & PN Program Outcomes: 1, 3, 4, 5**
Childcare	Childcare support services available to qualifying Ivy Tech students through the Child Care Development Fund (CCDF). Other child care services may be provided at various campuses. Information about CCDF is available online at https://www.ivytech.edu/childcare/index.html. Contact your local campus IvyCares representative for campus specific child care information.	● Childcare supports students by allowing them to have safe, consistent childcare for their children while they are trying to complete school and work toward achieving their goals within the nursing program. **(S)** **Supports ASN & PN Program Outcomes: 1 & 4**
Clinical facilities	Various clinical facilities throughout the statewide system allow for completion of academic competencies related to applied clinical skills in the ASN and PN programs. Student clinical experiences are provided through affiliation agreements obtained with clinical agencies. These agreements outline the responsibilities and privileges of both parties. In off-campus settings, it is required that faculty and students shall conform to all policies of the affiliating agency, including drug screening, criminal background checks, physical examination, immunization	● Supports program outcomes by allowing students to integrate and practice didactic learning in a variety of diverse clinical settings **(S, C)** ● Includes various in-patient, outpatient, and observational sites to support clinical learning objectives, which in turn support attainment of the student learning outcomes and program outcomes **(S, C)** ● International travel enriches the student college experience, enhances awareness of global healthcare concerns, and creates meaningful linkages through culturally diverse interactions. **(S, F, C).** ● Partnerships with clinical affiliates allow students to experience various types of nursing, participate in numerous caregiving opportunities, and develop and

	records, tuberculosis screening, and certification in basic life support.	refine clinical skill sets necessary for employment as a nurse following program completion. **(S, C)** **Supports ASN & PN Program Outcomes: 1 & 4**
College Program Information	The college website offers a listing of all degree and program options throughout Ivy Tech, with embedded links, to provide information about the various programs of study https://www.ivytech.edu An answer center provides campus-specific information with live chat options.	● All information on the general site supports nursing program outcomes by providing essential information regarding the College and its programs to potential students **(S, I, F, C)** **Supports ASN & PN Program Outcomes: 1 & 4**
College & Program Enrollment/ Application Information	Information is available online at the college website and in person at the regional campuses regarding application to the college. https://www.ivytech.edu/apply-now/ Information for each School is also available online at the college webpage and program specific webpage https://www.ivytech.edu/programs-a-z/index.html Students can apply online at https://apps.ivytech.edu/apply/NursingAndHealthScience	● Allows students to apply to the college online application at any of the campuses. **(S, I, F, C)** ● Admission to the college is the first step toward programmatic application for limited enrollment programs, such as nursing. **(S, I, F, C)** ● Information on the nursing web page provides students with information regarding requirements to apply to the nursing programs including: admission testing (TEAS Test) and prerequisite courses.. **(S, I, F, C)** **Supports ASN & PN Program Outcomes: 1 & 4**
Disability Support Services	Accommodations and support for students with disabilities provided. https://www.ivytech.edu/dss/ An Office of Disability Support Services (DSS) is located on each of the College's campuses.	● The mission of DSS is to provide access to College programs, services, activities, and facilities for students with disabilities; to provide student advocacy; to encourage the highest levels of academic and personal achievement; and to advocate for an accessible environment for students, faculty, staff, and visitors.**(S, I)** ● Students admitted to the School of Nursing must be capable of fulfilling the Essential Functions of Nursing Students included in this booklet. DSS provides assistance to students, who qualify for reasonable accommodation under the Americans with Disabilities Act (ADA), and Sections 504 and 508 of the Rehabilitation Act. Reasonable accommodations may be granted, based upon verification with appropriate documentation, for chronic illnesses, neurological conditions, learning disabilities, psychiatric illnesses, mobility impairments, and other conditions or impairments that limit one or more of life's major activities. Please refer to the College's Disability Support

		page for specific information on requesting reasonable accommodations.
		● Students are responsible for contacting the campus Disability Support Services representative to request accommodations; any information shared will be kept confidential unless the student authorizes release and exchange of specified information. Every effort will be made to provide reasonable accommodations in a timely manner.
		● Documentation of disability must be on file with the Disability Support Services office prior to services being provided. Late requests may delay accommodations. In accordance with the above procedure, federal guidelines and respect for individual privacy, no action will be taken without a specific request.
		Supports ASN & PN Program Outcomes: 1, 2, & 4
Diversity, Equity, & Belonging	Ivy Tech Community College is committed to a diverse and inclusive educational environment that extends beyond tolerance to respect and affirms human difference. General diversity, equity, and belonging information can be found at https://www.ivytech.edu/diversity/	● Website information includes the commitment of Ivy Tech to a diverse and inclusive educational environment. **(S, I, F, C)** ● Includes Ivy Tech's non-discrimination policy **(S, I, F, C)** ● Provides specific links to various campuses for more local resources **(S, I, F, C)** ● Diversity information and strategies promote inclusivity and acceptance of all students, and supports program outcomes by promoting greater student, faculty, and graduate satisfaction. **Supports ASN & PN Program Outcomes: 1, 4, & 5**
Enrollment/ Registration	Information is available online at the college website and in person at the campuses. Students can apply online at the college webpage. Information for each School is also available online at the college webpage and program specific webpage. https://www.ivytech.edu/how-to-enroll/index.html	● Enrollment is the first step toward completion of a certificate or degree attainment in the nursing programs. **(S, I)** ● Students must be admitted to the college to begin progression toward admission in limited enrollment programs, such as nursing. **(S, I)** **Supports ASN & PN Program Outcomes: 1, 2, & 4**
How to Pay Financial Aid	Website includes information such as: options to pay for college; financial aid information; applying for financial aid; tuition & fees; and complete online instructions for financial information at https://www.ivytech.edu/financial-aid/index.html and financial aid personnel to assist in students applying for financial aid at each campus.	● Paying for college is an important consideration for many students to enroll and complete a degree. **(S, I)** ● Multiple options to pay for college is essential to student outcomes, as many students cannot complete without such services. **(S, I)** ● Extensive resources are important to help students understand and navigate the financial aid requirements so that they have funds available to pay for their education. **(S, I)** **Supports ASN & PN Program Outcomes: 1 & 4**
Instructional Support &	Additional instructional supplies/resources that help support curriculum content and prepare nursing	● Provides students in nursing programs additional opportunities and support to practice NCLEX-style questions in preparation for the NCLEX. **(S, F)**

NCLEX Preparation	students for the NCLEX. Includes: ATI's Comprehensive Assessment and Review Program (Basic Package); ATI Live & Virtual Reviews	● Provides additional opportunities for faculty to assess student knowledge of programmatic content and concepts. **(S, F)** ● Provides additional opportunities to remediate and reinforce programmatic content. **(S, F)** ● Students have achieved higher rates of first-time NCLEX pass rates following the implementation of these methods of instructional and NCLEX preparation support. **(S, F)** **Supports ASN & PN Program Outcomes: 1, 2, & 4**
Library/ Resource Services	Library/Resource services are available online at http://library.ivytech.edu/c.php?g=429100&p=2927303 and on each campus as a source of instruction and assistance in the use of resources and services to students, faculty, and staff.	● The library webpage includes links to all of the different regional campuses libraries online. **(S, F)** ● The library provides resources and services to assist students and promotes positive student learning outcomes. **(S, F)** **Supports ASN & PN Program Outcomes: 1 & 4**
Physical Resources	Classrooms, labs, instructional spaces and equipment utilized to support programmatic course offerings.	● Supports program outcomes to allow content presentation in a variety of settings and with the use of numerous resources. **Supports ASN & PN Program Outcomes: 1 & 4**
Testing Centers	Provide accommodations and a process, procedure and location for students who require special testing areas, late exams, limited program initial entrance testing, and other proctored testing situations.	● Testing centers allow students to test in a center at their home campus and at other campuses, as needed. **(S, I, F)** ● Provides students opportunities to schedule testing appointments online **(S, I, F)** ● Provides a consistent process related to testing **(S, I, F)** **Supports ASN & PN Program Outcomes: 1 & 4**
Remediation Advising & Student Success Plans	Remediation, Advising, and Student Success Planning is a system of support for the student. Any significant areas identified for improvement may require remediation and implementation of a Student Success Plan. The implementation of a Student Success Plan is made collaboratively with careful examination of the individual situation and student outcomes. It involves input from the nursing student, nursing faculty, and/or assigned faculty advisor. It is always made in the best interest of the student. All students must achieve a "C" or higher (75% or greater) in all required courses in the ASN and PN programs.	● The purpose is to help struggling students with remediation efforts designed to provide advising, remediation, and guidance to enhance knowledge, skills, attitudes, critical thinking, application of course concepts and achievement of student outcomes. **(S, F)** ● The faculty seeks to ensure that each student successfully completes our program(s), and is ready to enter the nursing profession having assimilated all knowledge, skills, and dispositions essential for the future nurse. **(S, F, C)** ● The goal of a Student Success Plan is to enhance student learning of course concepts and assist in achievement of student learning outcomes. **(S, F)** **Supports ASN & PN Program Outcomes: 1, 4, & 5**
Service Engagement	Service initiatives allow students to learn more about themselves and the world around them. Students are able to participate in a variety of community	● Involvement in service is an important aspect of becoming a well-rounded citizen. ● Service opportunities are available through classroom activities, involvement in student organizations, or

	opportunities from one-time service projects to long-term service partnerships. Check with the Student Life Office at your campus to learn more about service engagement opportunities.	through campus and College-wide events like Ivy Tech Days of Service. **(S, I, C)** **Supports ASN & PN Program Outcomes: 4 & 5**
Skills Labs	Provides physical space for students to practice and demonstrate nursing skills. Includes static mannequins, skill models and simulators, and nursing supplies and equipment to develop and demonstrate skill proficiency within the nursing programs.	● Skill competency is introduced into the ASN and PN programs in the first semester and continues as students progress toward completion of programmatic outcomes. **(S, C)** ● Competent caregivers contribute to both graduate and employer satisfaction **(S, C)** **Supports ASN & PN Program Outcomes: 3, 4, & 5**
Simulation	Provides opportunity for students to be involved in patient care experiences they may otherwise not experience in actual clinical settings. Simulation offers the ability to assess student clinical judgment and critical thinking without jeopardizing patient safety.	● Simulation provides high impact, low exposure opportunities to students, while reinforcing best practices in patient care, in a safe environment.(S, C) ● ● Students that have a variety of clinical opportunities are better prepared to handle the expectations of employers. **(S, C)** **Supports ASN & PN Program Outcomes: 4 & 5**
Student Life	There are multiple student activities available including student governance groups, student organizations, leadership development/academy, sports activities. www.ivytech.edu/student-life/index.html	● Student Life activities increase student engagement within the college and program. This improved engagement helps to improve student completion and promotes improved satisfaction with the program. **(S, I, C)** ● Engagement with activities while in program increase graduate appeal to employers, as they develop transferable skills during these activities.**(S, C)** **Supports ASN & PN Program Outcomes: 3, 4, & 5**
Technology	Technology is utilized to support the teaching, learning, and evaluation of students in the ASN and PN programs. Examples include Electronic Health Record documentation, medication delivery systems, simulators, virtual clinical activities, as well as various technologies used within the classroom.	● Opportunities to engage in technology used in the workplace increases graduate and employer satisfaction. **(S, C)** ● Opportunities to engage in the use of technology also increases employment rates, as graduates of the ASN and PN programs are in higher demand and more competitively placed for open positions. It also assists with orientation, as students have experience with the various technologies used in healthcare settings. **(S, C)** **Supports ASN & PN Program Outcomes: 3, 4, & 5**
Title IX	Title IX of the Education Amendment Act of 1972 prohibits discrimination based on sex in education programs and activities that receive federal financial assistance. The college has put into place policies to protect Title IX rights of students, faculty, and staff. See ASOM 5.15 and 9.3.	● As required by Ivy Tech Community College does not discriminate on the basis of sex, including sexual harassment, in its educational programs and activities, including employment and admissions.

Tutoring	Tutoring Centers provide services to all students cost-free on a variety of subjects as well as program specific tutoring by faculty and peer tutoring.	● Tutoring provides students additional assistance with content mastery. This enhanced understanding may help students successfully complete their courses and subsequently, the nursing programs. **(S, I, F)** **Supports ASN & PN Program Outcomes: 1, 2, & 4**
Writing Center	Citation guides (MLA, APA, etc.), Noodle Tools (help create citations) and Tutor.com through the IvyLearn® system. These resources are available to all students for any writing needs, including assistance for ESL writing support.	● Written communication is a key component of professional nursing practice. Having resources that assist with development of this skill helps students progress toward meeting this programmatic outcome. **(S, C)** ● Effective written communication is not only a programmatic outcome, but also a transferable skill, sought after by employers of nursing graduates. **(S, C)** **Supports ASN & PN Program Outcomes: 1 & 4**

Clinical Experiences

Teaching and Clinical Facilities

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

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

Clinical hours and days will vary by course and section. Early morning, evening or weekend clinical rotations may be required in some clinical areas. The hour length of the clinical day may vary by group, rotation or facility assignment. Clinical shift length may range from 4 hours – 12 hours per day. Changes may be made to clinical times or sections with limited notice due to space restrictions. Clinical assignments are made with the rules imposed by clinical site/space availability. Student requests for modification to posted clinical course sections/locations are problematic and seldom possible. In order to meet student learning needs, program objectives, and clinical site restrictions, students will be assigned to sites/times as deemed appropriate by the school dean.

Release of Information

Enrollment in the nursing program requires participation in clinical educational activities at certain health care provider locations, including but not limited to hospitals, nursing homes, physical rehabilitation centers and other health clinics. Clinical locations require proof of immunity to certain infectious illness, tuberculosis screening, and documentation of criminal background checks, drug screening, and student capability to perform essential nursing functions. Ivy Tech may disclose such

personal protected information to such clinical locations as necessary for student participation in said health care related instructional program. This authorization extends indefinitely and may be revoked at any time by providing written and signed notice to Ivy Tech. Refusal to authorize release of this information may result in inability to participate in clinical experiences and may result in withdrawal from the nursing program.

Students should be aware that the School of Nursing Faculty may copy student assignments from any nursing course taken during the time in the nursing program for the process of accreditation.

Transportation

All necessary transportation to clinical experience is the student's responsibility and is not provided by the school. Students are expected to comply with parking designations. Handicapped parking spaces and visitor areas are reserved for those purposes, and vehicles improperly parked in those areas may be ticketed or towed at the owner's expense.
- o The College does not guarantee transportation to, from or during any clinical experience.
- o The College is not responsible for injury or loss resulting from transportation to, from, or during any clinical experience.
- o Student assumes all risks in connection with ride-alongs or transportation to, from, or during any clinical experience.
- o The College does not perform nor can it ensure a motor vehicle record check of third-party drivers of clinical affiliates.
- o A student who wants to make a complaint or report driver issues should do so promptly by reporting to their instructor.

Student Health Insurance

The College recommends that students carry health insurance. The College does not offer a student health insurance plan for domestic students. The Health Insurance Marketplace is designed to help you find health insurance coverage specific to your needs and budget through either your state or the U.S. Department of Health and Human Services for Medicaid or Medicare programs. Please visit HealthCare.gov for more information, including an online application for health insurance coverage and contact information for local health plan assisters.

Health Insurance for International Students (see "Health Insurance" at https://www.ivytech.edu/international-students/index.html**).**

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

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

1. NOTIFY THE INSTRUCTOR OR IVY TECH STAFF IMMEDIATELY.
2. Complete the Student Accident Report and Claim Form and submit through the online link provided.
3. You should request that the medical provider submit *itemized* bills to the college representative in charge of handling the campus student accident claims.
   - The College's insurance carrier requires and only considers eligible expenses from an itemized bill (HCFA 1500 or UB-92). An itemized bill MUST include the following: Patient's name, date of service, type of service rendered (procedure), nature of condition being treated (diagnosis), provider's name, provider's address and provider's tax identification number. **STATEMENTS OR PAST DUE BILLS WILL NOT BE ACCEPTED. IT IS THE STUDENT'S RESPONSIBILITY TO OBTAIN AN ITEMIZED BILL.**

4. Not all claims are eligible under this plan. Filing a claim does not guarantee acceptance and payment of claim. Be prepared to pay for services rendered if the claim is denied by the College's insurance carrier OR if the maximum of $3,000 has been paid through the plan. The student accident plan does not consider sickness as payable under this plan. An example of a claim considered sickness is fainting during a clinical.

Liability Statement

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

Housing

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

Student Parking

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

Financial Information

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

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

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

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

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

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

Financial Obligation

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

Nursing Program Admission, Progression, and Graduation Policies

The semester of admission to the ASN or PN program is defined as the semester students are enrolled in their first nursing courses. Application for admission and completion of prerequisite general education courses generally begins several months in advance of the actual semester of admission. The School of Nursing is a limited enrollment program with additional admission requirements beyond admission to the College. A selection point system is used for admission/selection decisions. Please refer to the *Requirements for Applying* section of the

nursing webpage or the **Health Sciences & Nursing Application User Guide** for details on admission requirements, the application process, and the selection process.

Acceptance of Offers Not Transferable
Nursing program seats are not transferable. The campus of initial acceptance/admission is the campus at which students are expected to complete the program.

Additional Admission Requirements
A physical examination, proof of immunization status, criminal background check, drug screening, and Basic Life Support for Healthcare Providers certification are required prior to enrollment in the program. Students will be provided with necessary information to complete these activities from the campus nursing dean/designee following completion of Manual Selection. Please see the Criminal Background Check and Drug Screening (ASOM 4.14) policy for additional information.

College Progression and Readmission Policy

Please refer to the Academic Support and Operations Manual for policies related to academic standards, withdrawals, and readmission following dismissal from the College for violations of rules of conduct and/or failure to meet and maintain academic standards. Students enrolled in the School of Nursing must be in good academic standing according to College policy.

Progression in Nursing Courses:
Nursing courses are offered in 8-week sessions, referenced in this handbook as "terms" (two in fall semester, two in spring semester, and one in summer). In order to progress into the final term and complete the nursing program, students will need to achieve a cumulative GPA of 2.0 by the start of the final term of nursing courses (before beginning the NSGA 220 Transition to RN Practice or NSGP 134 Transition to LPN Practice courses).

Students who withdraw or do not successfully complete a course with a minimum grade of "C" in a required program course will not be allowed to progress to any subsequent courses for which that course is a prerequisite until the course is successfully completed with a grade of "C" or higher. (ISBN 848 IAC 1-2-21). In order to satisfy the requirements of the college, IVYT 1XX must be completed with a grade of "D" or higher. All general education and nursing requirements must be completed with a grade of "C" or higher. See ASOM 3.2 Course Repeat, Drop, Add) for information related to repeating courses.

For ASN program students, the MATH requirement must be completed with a grade of C or higher by the end of the second 8-week term of nursing classes in order to continue in nursing (NSGA) courses.

For PN program students, in order to progress in NSGP courses, ENGL 111 must be completed with a grade of C or higher by the end of term one, APHY 101 must be completed with a grade of C or higher by the end of term one, APHY 102 must be completed with a grade of C or higher by the end of term two, PSYC 101 must be completed with a grade of C or higher by the end of term three.

Maximum Time Frame for Nursing Program Completion
The goal of the nursing programs is to prepare students with the knowledge, skills, and attitudes/behaviors necessary to provide professional, competent, safe, quality patient care. Students are required to complete their nursing program in the maximum time frame listed below. To ensure patient safety, student knowledge, and currency in practice, students who do not complete their program within

the maximum time frame will not be allowed to re-apply to any nursing program for one (1) year following leaving the program (based on end of final term of attendance in nursing). Once the one-year mark is met and the student re-applies to the nursing program, no previous nursing course work will apply toward degree or certificate attainment.

- The maximum time for completion of the Practical Nursing program is six (6) semesters (12 terms) beginning with enrollment in the first nursing course (NSGP)
- The maximum time for completion of the traditional ASN program is eight (8) semesters (16 terms) beginning with enrollment in the first nursing course (NSGA)
- The maximum time for the completion of the Military Medic to ASN, LPN to ASN and Paramedic to ASN Transition tracks is six (6) semesters (12 terms) beginning with the first nursing course (NSGA)
- NOTE: Maximum time for completion does not include semesters/terms in which campus nursing courses are not scheduled.
- Students who leave the program and desire re-enrollment in nursing must contact their campus nursing dean for guidance regarding maximum time frame eligibility.
- Students who drop all nursing courses for the first term prior to the 10-day drop date are required to reapply to the program of choice during a later application period.
- Students may not use re-enrollment requests as a method to complete the program on an accelerated schedule. Program time frames are approved by the Indiana State Board of Nursing and national accrediting bodies and may not be accelerated or shortened.

Re-Enrollment in Nursing Courses Following a Period of Non-Enrollment
First semester courses must be completed successfully prior to request for re-enrollment/transfer. The student must remain in continuous enrollment in nursing courses. Continuous enrollment is defined as enrollment in each semester in which nursing courses are offered according to the predetermined campus curricular sequence.

Any student who is not able to maintain continuous enrollment must complete and submit the *Application for Nursing Re-enrollment or Transfer Within Ivy Tech* form (obtained from the campus School of Nursing) to the School of Nursing Department or Program Chair, or Dean, requesting permission to re-enroll in Nursing courses. The following criteria will be utilized for granting permission to re-enroll in nursing courses:
- Nursing program seats are not transferable. The campus of initial acceptance/admission is the campus at which students are expected to complete the program.
- Re-enrollment will be granted only on a space-available basis.
- If the number of requests for re-enrollment exceeds course space availability, selection will be based on highest to lowest admission scores to fill available seats with priority given to home campus students.
- Re-enrollment may not be used as a method to complete the nursing program on an accelerated schedule.
- Students requesting re-enrollment in companion courses must complete both courses at the same campus/service area. Companion courses include co-requisite theory and clinical or theory/clinical/lab (example NSGA 150/151).
- A returning student is subject to the program policies in effect at the time of re-enrollment.

- Students will be held accountable for knowledge and skills learned in previously completed nursing and general education coursework. It is the student's responsibility to seek remediation as needed prior to resuming progression in the program.

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

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

If you are currently enrolled in the nursing program and have successfully completed the first semester nursing courses with a "C" or higher, you may be eligible for the CNA evaluation.

- For the CNA exam:
  - ASN Students - NSGA 140 Intro to Nursing Concepts and Clinical Judgment; NSGA 142 Health and Wellness Across the Lifespan, NSGA 143 Health and Wellness Across the Lifespan Lab, NSGA 144 Foundations of Nursing Practice, NSGA 145 Foundations of Nursing Practice Lab and Clinical
  - PN Students - NSGP 104 Essentials of Nursing Concepts and Clinical Judgment, NSGP 108 Essentials of Nursing Practice 1, NSGP 109 Essentials of Nursing Practice I Lab and Clinical

Students currently enrolled in the nursing program and have successfully completed all nursing courses prior to the final term courses with a "C" or higher may be eligible to take QMA written competency evaluation after completion of 40 hours of supervised medication practicum completed outside of the nursing program.

- For the QMA exam:
  - ASN Students - All NSGA courses except NSGA 220 Transition to RN Practice and NSGA 221 Transition to RN Practice Clinical; must complete the 40 hours of supervised medication practicum at a site pre approved by IDOH
  - PN Students - All NSGP courses except NSGP 132 Essentials of Nursing Practice III, NSGP 133 Essentials of Nursing Practice III Clinical, NSGP 134 Transition to LPN Practice; must complete the 40 hours of supervised medication practicum at a site pre approved by IDOH

For more information, please visit
https://www.ivytech.edu/student-services/support-services/testing-services/cna-qma-testing/

Graduation

The Indiana State Board of Nursing regulations require that all courses in the nursing curriculum must be passed with a minimum grade of "C" (ISBN 848 IAC 1-2-21). In order to satisfy requirement of the college, IVYT 1XX must be completed with a grade of "D" or higher. All other general education and nursing requirements must be completed with a grade of "C" or higher. Please refer to Section 4 of the

College Academic Support and Operations Manual for more information regarding graduation requirements at the following: ASOM 4.25.

Midterm Completions and Degree Conferment
Ivy Tech Community College confers degrees three times per year. This takes place after the conclusion of the fall (December), spring (May) and summer (August) semesters. A student meeting the program requirements outside of the usual time period, (for example: completing in October) may request a letter from the Office of the Registrar but will not have a degree conferred until the conclusion of that semester. The transcript if reviewed will show courses have been completed but will not note a completed degree. The nursing dean will complete and submit the Certificate of Completion to the Indiana State Board of Nursing. States outside of Indiana may require a completed transcript reflecting a date of graduation. Please note this will not be available until completion of the periods in which the college confers degrees (May, August, and December). Employers requesting a degree transcript will not have access to this until the periods designated by college practice. Students may be able to present the transcript showing courses completed or the letter provided by the Office of the Registrar. Individual agency policies relating to transcript requirements will vary by location.

Attendance Policies

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

Absences may be considered by instructors in awarding grades. Students who must interrupt their Ivy Tech education to fulfill Reserve and National Guard annual tour requirements should refer to ASOM policy 4.08.01 for information regarding options for continued enrollment.

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

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

Clinical Attendance Policy
Clinical courses require that the student be present to effectively evaluate successful achievement of clinical course objectives and concepts, as clinical course objectives cannot be accomplished or evaluated outside the clinical setting. Therefore, regular clinical attendance is mandatory for successful clinical course and program completion.
- Attendance issues will be reflected in the clinical evaluation grade.

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

Tardiness: to clinical experiences jeopardizes continuity of patient care.
- Tardy is defined as not arriving at the designated clinical unit at the assigned start time.
- Tardiness will be counted as absence time accumulating toward the maximum 20% allowable.
- Students who are habitually tardy or leave early (three or more episodes) will receive a student status warning and a mandatory reduction in the final clinical course grade of 10%.
- The maximum grade reduction for absence/tardy is 20%.

Exclusion from Clinicals: Clinical faculty have the authority to exclude a student from a clinical experience. The following is a list of possible reasons for exclusion from clinicals and is not meant to be all inclusive:
- tardiness greater than 30 minutes
- student's lack of preparation for the clinical experience
- student illness
- impairment of the student to perform safely
- failure of a student to follow clinical affiliating agency and Nursing Program policies

If a student is excluded from the clinical day, the student will be counted absent for the total contact hours assigned for the day. Students must remain at the clinical site until dismissed by the clinical instructor. Leaving the clinical site early will be counted in the student's total absence time. Students are not allowed to leave and then return to clinical. Students are responsible for tracking their own absences/tardiness times. Illness, family deaths, accidents, emergencies etc. will not be treated as exceptions. Students are encouraged to conserve absences to cover unforeseen occurrences.

Clinical Absence Times by Course

	15% =	20% =
NSGA 145	7.2 hr	9.6 hr
NSGA 151	10.8 hr	14.4 hr
NSGA 153	10.8 hr	14.4 hr
NSGA 155	10.8 hr	14.4 hr
NSGA 215	10.8 hr	14.4 hr
NSGA 217	10.8 hr	14.4 hr
NSGA 221	10.8 hr	14.4 hr
NSGA 181	10.8 hr	14.4 hr
NSGP 109	7.2 hr	9.6 hr
NSGP 119	14.4 hr	19.2 hr

| NSGP 131 | 14.4 hr | 19.2 hr |
| NSGP 133 | 14.4 hr | 19.2 hr |

Statewide School of Nursing Dress Code For Clinical Courses

Note – Guidelines for clinical appearance are intended as a guide. Clinical agencies may employ additional restrictions and requirements. Clinical facilities may deny student clinical participation. The attendance policy of Ivy Tech Community College School of Nursing will apply. Faculty reserve the right to send a student home from the clinical day for not adhering to the dress code, attendance policies will apply.

- UNIFORM – The official school uniform for clinical experiences is determined by the home campus and must be worn at all times in the clinical setting. If skirts are worn, the length must be at or below the knee. Pant legs must not drag along the floor. Uniforms should be clean and wrinkle free. Undergarments must be worn and non-visible. Mental health dress code requirements may vary per campus.

- SHOES – Shoes must be leather (leather-like or non-porous), clean and in good repair. Laces must be laundered frequently. No open toed, moccasins, canvas, or backless shoes are allowed. Facilities may limit the use of certain types of footwear. Socks and shoes must be matching in color (black or white) as determined by the service area.

- HAIR – Should be clean and neat, secured away from the face to prevent it from falling in front of shoulders during work activities. If hair is secured using bands, pins or barrettes the color must be neutral in color, black, or consistent with the color of the hair. Students must be clean shaven, or beards and mustaches must be clean and neatly trimmed. Head coverings must be addressed with the Department Chair or designee.

- JEWELRY – A watch with a second hand may be required. No smart watches are allowed. One plain ring may be worn. No necklaces are allowed. Only one stud earring (gold, silver, or gemstone) per lobe is allowed. Multiple pierced earrings are not acceptable. Gauged ears or other piercings require flesh or clear-colored plugs to be worn. No other jewelry is to be worn.

- COSMETICS – should be used in moderation and with discretion. Scented products (examples – scented perfume and lotion) are NOT permitted in the clinical setting. Arrival to the clinical site with strong odors will result in exclusion from the day's clinical experience.

- PERSONAL HYGIENE – Daily bathing, frequent shampooing, oral hygiene, and use of deodorants are essential practices. Presenting to the clinical site with an offensive body odor will result in being sent home from the clinical site.

- FINGERNAILS – are to be kept well-manicured, clean, and short enough to avoid injury to patients. A reasonable length can be measured by viewing the nail from the palm side of hand. Natural nails should not be visible beyond fingertips when viewed from the palm. Nail polish is not allowed. Acrylic/sculpted nails are not allowed.

- TATTOOS – Tattoos are permitted; however, tattoos that contain inappropriate language, inappropriate symbols, or symbols or phrases that may be offensive (such as profanity, nudity, or

violence) to any segment of our associate or patient population are not permitted. In these circumstances, the tattoos will be required to be covered. If tattoos are required to be covered, supplies utilized must be provided by the student. Some tattoos may not be permitted by some agencies or may be required to be covered.

- IDENTIFICATION – Student identification/facility ID will be determined by the campus program based upon clinical affiliate requirements.

- TOBACCO PRODUCTS – Tobacco products of any kind are not allowed in or on the premises of the clinical setting. This includes smokeless tobacco, e-cigarettes and vaping. Students may not smell of any tobacco products. Arrival to the clinical site with tobacco odors will result in exclusion from the day's clinical experience.

- ALCOHOL - NO Consumption OF ALCOHOL IN ANY FORM WHILE IN UNIFORM.

- EQUIPMENT- All required equipment (such as bandage scissors, stethoscope, penlight) should be brought to clinical every day.

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

The student appeal process provides the College an appropriate mechanism to deal with violations of student rules of conduct and conversely allows a student with a disagreement to appeal against a College employee's decision affecting that student. The College encourages students to resolve their complaints informally. The informal appeal procedures are designed to accomplish a quick resolution that is most expeditious and effective. Whenever the informal process does not result in a satisfactory resolution, the College formal appeal procedure is also available.

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

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

Guidelines for Professional Conduct

Purpose

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

The student must comply with the Code of Student Rights and Responsibilities as established by the College, in addition to providing quality, safe, non-discriminatory, legal (scope of practice) and ethical patient care, while demonstrating a high level of professional conduct. Clinical and/or related health care agency affiliates have the right to prohibit students from participating in clinical experiences based on unsafe patient care and unprofessional behavior, whether intentional or unintentional. Non-compliance with College policies, professional nursing standards, clinical agency/affiliate policies and procedures, professional guidelines and expectations during college-related nursing activities/events and simulation activities, and the Guidelines for Professional Conduct listed below will be reported to the appropriate individuals and subsequent disciplinary action may be taken. Issues of non-compliance may impact the students' ability to progress in the nursing program, lead to failure of a course, and/or result in dismissal from the nursing program.

The Guidelines for Professional Conduct are divided into three main groups, which are outlined below. Please discuss any questions you may regarding these and any other policies or guidelines with your nursing faculty.

> Disclosure of confidential patient information, clinical facilities (including clinical locations), staff and provider information, and any related information and experiences is **STRICTLY PROHIBITED.** Information disclosed through email, any form of social media, verbally, or via texting may be considered a HIPAA violation and carry penalties up to $1.5 million.

Group I

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

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

1. The student will adhere to state and federal confidentiality laws, including but not limited to Health Insurance Portability and Accountability Act of 1996 **(**HIPAA) and clinical affiliate confidentiality policies and procedures. The student will maintain confidentiality about all aspects of the clinical experience: this includes confidentiality for all patients, fellow students, clinical affiliate employees, physicians, and operations of the clinical affiliating agency. If a

situation arises requiring disclosure of information by law, the student must seek out guidance from the clinical faculty member.

    a. The student will only discuss confidential information in secure and appropriate locations and with those individuals who have a need/right to know.

    b. The student will not remove or photocopy any part of the patient or clinical records.

    c. The student will not use any patient identifiers, as defined by HIPAA, in written assignments.

    d. The student will destroy any notes that were taken to provide care for the patient according to the clinical affiliate policy and will not carry those notes outside of the clinical.

    e. The student is expected to follow guidelines in the School of Nursing Student Handbook with regard to social media, cell phones, email or other electronic media.

    f. The student will not discuss any patient, clinical experience with patients, or clinical site on social media. Postings on social media sites are not considered private nor are they ever truly deleted, regardless of privacy settings.

    g. Students are prohibited from taking photos or videos of patients or their health record on personal electronic devices, even if the patient or hospital staff gives you permission to do so.

    h. The student will not access HIPAA protected information for patients/families not directly related to assigned patient care unless authorized by the clinical faculty, preceptor, or clinical agency staff.

2. The student will ensure that any communication of patient information is performed in a timely, accurate and truthful manner. Falsification of any component of the written, electronic, or oral patient record is prohibited.

3. The student will exhibit behaviors that respect the dignity and rights of the patient regardless of socioeconomic status, sexual orientation, race, religion, age, disability, marital status, gender, cultural practices or beliefs, or nature of the health problem.

4. The student must provide for patient safety at all times, including, but not limited to adherence to Standard Precaution Guidelines, safety rules and regulations, use of safety equipment and following written protocol for all diagnostic procedures and policies in the clinical setting.

5. The student will not abandon or neglect patients requiring health care.

6. The student will not leave the assigned clinical unit during assigned clinical hours without permission and without providing for safe patient hand-off.

7. The student will not perform any technique or procedure, including administration of medication, for which they are not approved and/or are unprepared by their formal Ivy Tech Community College School of Nursing education and experience. In some instances **AND with faculty and/or preceptor approval,** students may be allowed to perform techniques or procedures with other licensed personnel. All clinical practice policies are subject to campus and/or statewide affiliation agreements.

8. The student will refrain from knowingly withholding action or information that creates unnecessary risk to the patient, self, or others including facility staff, peers, or faculty.

Group II

This Category Relates to General Protocol and Guidelines:
1. The student is expected to follow program guidelines regarding the attendance policy and notification of intended absence.
2. The student **must comply** with **ALL** rules, regulations, and policies of the occupational area and/or clinical agency/affiliate.
3. The student must refrain from smoking or using other tobacco products (including vapor or e-cigarettes) while in uniform, at clinical sites, or during school related events.
4. The student will not accept gratuities from patients; this includes both monetary and non-monetary gifts.
5. The student will adhere to all professional guidelines as outlined in the Code of Student Rights and Responsibilities with regard to patients, peers, faculty, and staff in all educational settings.

Group III

This Category Is Specific To Medication Administration:
Note: Administration of medication without faculty and/or preceptor approval is addressed in Group I and will be subject to the ACTIONS described for that Group.
1. A potential medication error that is prevented by the clinical faculty and/or preceptor, designated staff nurse, or the electronic medication administration system, will still be considered a medication error on the part of the student.
2. The student will ensure that medications are administered on time and in accordance with the patient's plan of care.
3. The student will follow correct medication procedures as summarized in the "Six Rights of Medication Administration" listed below:
   > **SIX RIGHTS**
   > Right Patient
   > Right Medication
   > Right Dose
   > Right Time/Date
   > Right Route
   > Right Documentation
4. The student will be prepared to verbalize knowledge of medication uses, side effects, adverse reactions, interactions with other patient medications, and the relationship to the patient and one or more diagnosis.
5. The student will calculate proper medication dosage or safe dosage in the clinical learning environments.
6. The student will report any medication error to their Ivy Tech clinical faculty member and/or preceptor, and clinical agency staff nurse immediately in order that appropriate action may be taken to care for the involved patient and so that appropriate clinical agency policies are followed.

Any behavior not meeting the expectations listed above will result in a meeting with respective faculty member and documentation in an incident report (Maxient) and/or the Clinical Evaluation Tool. Subsequent disciplinary action may be taken.

Grading Practices

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

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

Standardized Testing Policy

Nursing ATI Assessment Policy

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

All students are required to purchase ATI's Basic Package. Students will automatically be assessed the fee for the Basic Package upon admission to the nursing program. Students should not purchase used Basic Package materials, as these materials do not include access to required program assessments.

The ATI content assessments are comprehensive knowledge-based assessments that are administered each semester to the students enrolled in the nursing programs. The purpose of these assessments is to provide the students with an understanding of their knowledge strengths and weaknesses in relation to particular content areas within the curriculum. Students are expected to fully engage in the resources made available by ATI including review modules, dynamic quizzing, assessments, and resources to support programmatic and NCLEX success.

Nurse Logic Assignments
- Nurse Logic is a requirement for the nursing programs. Students must complete individual modules and corresponding tests. Evidence of module and test completion will be provided to instructors.
- Students in NSGP 104, NSGA 140, and NSGA 180 must log on and complete the following modules and beginning student tests:
  - Knowledge and Clinical Judgment
  - Nursing Concepts
  - Priority Setting Frameworks
  - Testing and Remediation
- Students in NSGP 134 and NSGA 220 must log on and complete the following modules and advanced student tests:
  - Knowledge and Clinical judgment
  - Nursing Concepts
  - Priority Setting Frameworks
  - Testing and Remediation

Proctored Assessment Requirements and Scoring

Preparation and Scoring

- Students are required to take proctored assessments as outlined in this document, which includes all students repeating a course. Each required ATI proctored assessment will be weighted as 5% of the final course grade. Courses having multiple ATI assessments (NSGP 118, NSGP 132, NSGA 214, NSGA 216) will have a total of 10% of the course grade reflected from ATI assessments.
- Proctored assessments are recommended to be administered after at least 60% of the course content has been covered.
- Students will be required to complete practice assessment version A and remediate their results as outlined in the course syllabus prior to completing the proctored assessment. In addition, potential assignments to be completed prior to completing the proctored assessment may include but are not limited to the following:
    - o Completion of Learning System quiz and final quiz relevant to content areas in proctored assessment
    - o Completion of Focused Review for practice assessment A
    - o Completion of practice assessment version B
    - o Completion of Focused Review for practice assessment B
    - o Completion of questions in Dynamic Quizzing relevant to content areas in proctored assessment
    - o Completion of Active Learning Templates relevant to student's individualized Topics to Review of practice assessment A/B
- A student who does not complete the practice assessment version A, remediation, and/or other preparation assignments per the course syllabus will be permitted to take the proctored assessment but will receive a zero for the ATI proctored assessment portion of the course grade.
- Student performance on each proctored assessment will be weighted in the final course grade as follows:
    - o Level 3: 5%
    - o Level 2: 3%
    - o Level 1: 1%
    - o Below level 1: 0%

Mandatory Remediation

- Any student whose proctored assessment proficiency level is below Level 3 will be assigned to complete remediation.
- Remediation expectations will be defined in the course syllabus. Potential remediation assignments after completion of a proctored assessment may include but are not limited to the following:
    - o Completion of Focused Review of proctored assessment
    - o Completion of questions in Dynamic Quizzing relevant to student's individualized Topics to Review
    - o Completion of Active Learning Templates relevant to the student's individualized Topics to Review
    - o Completion of Proctored Assessment Retake 1
- Students who earn a Level 2 and complete remediation by the date listed in the course syllabus will earn 2% toward the final course grade.

- Students who earn Level 1 or Below Level 1 and complete remediation by the date listed in the course syllabus will earn 2% toward the final course grade.
- Students who complete remediation after the date listed in the course syllabus will **NOT** be eligible for remediation points.
- Student performance on each proctored assessment **AND** completion of remediation will be reflected in the final course grade as follows:
  - Level 3: 5%
  - Level 2: 3% + 2% = 5%
  - Level 1: 1% + 2% = 3%
  - Below level 1: 0% + 2% = 2%

ATI Live Review Policy

Students enrolled in NSGA 220 Transition to RN Practice, NSGP 134 Transition to LPN Practice,will complete the ATI Live Review. Students who attend all days of the ATI Live Review are offered guaranteed support from ATI. A student who does not pass NCLEX on the first attempt after attending an ATI Live Review, is eligible for enrollment in ATI Virtual Review (VATI) at no cost. Failure to attend the ATI Live Review in its entirety voids the eligibility for no-cost VATI enrollment. (Exception: cohorts of less than 10 students may be directed to take the ATI Virtual Review or Live Review Webinar).

ATI Comprehensive Predictor

- Students enrolled in NSGA 220 Transition to RN Practice and NSGP 134 Transition to LPN Practice will prepare for and complete the Comprehensive Predictor proctored assessment; if performance is below expectations as defined in the course syllabus, students will be assigned to complete remediation.
- The Comprehensive Predictor is an assessment of a student's mastery of nursing content and readiness to take the NCLEX. Upon completion, the student will have access to a score report that includes their adjusted individual total score, predicted probability of passing NCLEX on the first attempt, and topics to review per NCLEX Client Need categories.
- The course instructor will define assignments to be completed before the proctored assessment, remediation expectations, and the impact of performance on the course grade in the syllabus.
- Potential assignments to be completed before the Comprehensive Predictor Proctored Assessment may include but are not limited to the following:
  - Completion of the Learning System Comprehensive Final
  - Completion of practice assessment A
  - Completion of the Focused Review for practice assessment A
  - Completion of practice assessment B
  - Completion of the Focused Review for practice assessment B
  - Completion of PN Management / RN Leadership practice assessments and/or proctored assessment if not previously completed
- Potential remediation assignments after the Comprehensive Predictor Proctored Assessment may include but are not limited to the following:
  - Completion of the Focused Review for the proctored assessment
  - Completion of questions in Dynamic Quizzing relevant to the student's individualized Topics to Review
  - Completion of questions in Board Vitals relevant to the student's individualized Topics to Review

- Completion of Active Learning Templates relevant to the student's individualized Topics to Review
- Completion of Proctored Assessment Comprehensive Predictor Retake 1
- Development of an individualized NCLEX preparation plan

ATI Assessment Plan

The Nursing ATI assessment plan is as follows:

Practical Nursing

ATI Assessment	Administered During
PN Fundamentals	NSGP 108 Essentials of Nursing Practice I
PN Pharmacology	NSGP 132 Essentials of Nursing Practice III
PN Maternal Newborn	NSGP 130 Essentials of Nursing Practice: Family & Community Health
PN Pediatric Nursing*	Term 4: NSGP 118 Essentials of Nursing Practice II or NSGP 130 Essentials of Nursing Practice: Family & Community Health
PN Adult Medical-Surgical	NSGP 132 Essentials of Nursing Practice III
PN Mental Health	NSGP 118 Essentials of Nursing Practice II
PN Comprehensive Predictor	NSGP 134 Transition to LPN Practice

*The PN Pediatric Nursing exam will be administered in Term 4. Due to course flipability and campus-specific scheduling, students may be in NSGP 118 or NSGP 130 in Term 4.

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

PN Management	NSGP 134 Transition to LPN Practice

Traditional ASN

ATI Assessment	Administered During
RN Fundamentals	NSGA 144 Foundations of Nursing Practice
RN Pharmacology	NSGA 216 Advanced Health Concepts
RN Mental Health	NSGA 154 Psychosocial & Community Health Concepts
RN Medical-Surgical	NSGA 216 Advanced Health Concepts
RN Maternal Newborn	NSGA 214 Family & Community Health Concepts
RN Pediatric Nursing	NSGA 214 Family & Community Health Concepts
RN Comprehensive Predictor	NSGA 220 Transition to RN Practice

The following non-proctored and/or proctored assessments are recommended as course assignments:

RN Nutrition	NSGA 144 Foundations of Nursing Practice
RN Community Health	NSGA 154 Psychosocial & Community Health Concepts
RN Leadership	NSGA 220 Transition to RN Practice

ASN Transition

ATI Assessment	Administered During
RN Pharmacology	NSGA 216 Advanced Health Concepts
RN Fundamentals	NSGA 180 Bridge to ADN Concepts & Clinical Judgment
RN Mental Health	NSGA 154 Psychosocial & Community Health Concepts
RN Medical-Surgical	NSGA 216 Advanced Health Concepts
RN Maternal Newborn	NSGA 214 Family & Community Health Concepts
RN Pediatric Nursing	NSGA 214 Family & Community Health Concepts
RN Comprehensive Predictor	NSGA 220 Transition to RN Practice

The following assessments are recommended as course assignments:

RN Community Health	NSGA 154 Psychosocial & Community Health Concepts
RN Nutrition	NSGA 180 Bridge to ADN Concepts & Clinical Judgment
RN Leadership	NSGA 220 Transition to RN Practice

Dosage Calculation Policy

ASN Traditional

Course	Dosage to be taught and tested
NSGA 140 Intro to Nursing Concepts and Clinical Judgment	N/A
NSGA 142 Health and Wellness NSGA 143 Health and Wellness Lab NSGA 144 Foundations of Nursing Practice	Simple Intake and Output Basic Conversions *Converting oz to mL* *Tsp/tbsp to mL* *Liter to mL* *lbs to kgs* **No meds**
NSGA 149 Intro to Pharmacological Concepts* *Majority of dosage calculations are introduced here*	Med conversions (tablets, liquids, IM, SC, IV) IV rate calculations Reconstitution Dosage based on body weight (mg/kg) Reading labels Dilutions Bolus problems Loading vs. maintenance doses
NSGA 150 Metabolic Health Concepts	*All above* + Complex I+O

NSGA 154 Psychosocial and Community Health	
NSGA 152 Regulatory Health Concepts	
NSGA 214 Family and Community Health Concepts NSGA 216 Advanced Health Concepts NSGA 220 Transition to RN Practice	*All above +* Complex Conversions (mcg/kg/min; units/kg/hour; etc.) Titrations

Transition to ASN

Course	Dosage to be taught and tested
NSGA 180 Bridge to ADN Concepts & Clinical Judgment	Review: Intake and Output (simple and complex) Basic Conversions Med conversions (tablets, liquids, IM, SC, IV) IV rate calculations Reconstitution Dosage based on body weight (mg/kg) Reading labels Dilutions Bolus problems Loading vs. maintenance doses

Practical Nursing

Course	Dosage to be taught and tested
NSGP 104 Essentials of Nursing Concepts and Clinical Judgment	N/A
NSGP 108 Essentials of Nursing Practice I	Simple Intake and Output Basic Conversions *Converting oz to mL* *Tsp/tbsp to mL* *Liter to mL* *lbs to kgs* **No meds**
NSGP 118 Essentials of Nursing Practice II NSGP 121 Pharmacology and Dosage Calculation Lab **Majority of dosage calculations are introduced here*	Med conversions (tablets, liquids, IM, SC, IV) IV rate calculations Reconstitution Dosage based on body weight (mg/kg) Reading labels

	Dilutions Bolus problems Loading vs. maintenance doses
NSGP 130 Essentials of Nursing Practice: Family and Community NSGP 132 Essentials of Nursing Practice III NSGP 134 Transition to LPN Practice	*All of the above* + Complex I+O Complex Conversions (mcg/kg/min; units/kg/hour; etc.) Titrations

Testing Recommendations:

Dosage calculations will be tested in all courses except NSGA 140 and NSGP 104. Five to ten percent (5-10%) of course exams will be dosage questions. Each question should include specific directions, similar to NCLEX (i.e round to nearest tenth, answer in whole number, etc.)

Calculating medication dosages and intravenous rates accurately are necessary competencies to ensure patient safety and are required skills in the Ivy Tech Community College (Ivy Tech) Practical Nursing and Associate of Science in Nursing Programs.
- Dosage calculations will be incorporated into each exam and integrated in lab and clinical courses.
  - Resources include addition of ATI modules, templates, and other items related to pharmacology and dosage calculations.
- **Students should be demonstrated the various methods of dosage calculations; students may choose their preferred method (i.e. ratio/proportion, dimensional analysis, formulas, etc.).**

Dosage Calculation Test Items **will include**:
- Metric and household measuring systems and other systems as necessary
- Decimals and rounding
- Equivalents/conversions among the measuring systems
- How to read drug labels
- Dosage calculations based on body weight (mg/kg)
- Reconstitution of powdered medications
- IV rates and times
- IV drug titration calculations
- Story problems
- Intake and output (I & O) – simple (basic) to complex problems
- Medication bolus calculations
- Loading vs. maintenance dose

Course Examinations
- Students are allowed to use non-programmable calculators for the dosage calculations test items or the calculator available in testing software.
- Question type: Correct answers will be consistent with actual dosage recommendations for the specific drug.

○ Labels: Questions may be accompanied by a drug label.

Dosage Calculations Instructions

Although practices at facilities vary, for the purpose of this exam the following rules will apply:
- Equivalents:
    - Knowledge of equivalents is needed for calculation.
- Dosage calculation safety considerations:
    - To promote safety, a zero must be placed to the left of the decimal point in answers that are less than one. No zero is allowed to the right of the decimal point in answers that are whole numbers. Responses that do not follow these safety considerations will be marked incorrect.
        - Examples: .5 mg must be answered as 0.5 mg.

            5.0 mg must be answered as 5 mg.
- Labeling:
    - o All answers must be labeled correctly. No label or an incorrect label makes the answer incorrect. Computerized testing may provide label.

U.S. Immigration and Nationality Act

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

U.S Social Security Number Requirements by ISBN

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

NCLEX-RN Candidates:
Notice - In compliance with Indiana Code 4-1-6, this agency is notifying you that you must provide the requested information or your application will not be processed. You have the right to challenge, correct, or explain information maintained by this agency. The information you provide will become public record. Your examination scores and grade transcripts are confidential except in circumstances where their release is required by law, in which case you will be notified. Your social security number is being requested by this state agency in accordance with Indiana Code 4-1-8-1. Disclosure is mandatory, and this record cannot be processed without it.

NCLEX-PN Candidates:
Notice - In compliance with Indiana Code 4-1-6, this agency is notifying you that you must provide the

requested information or your application will not be processed. You have the right to challenge, correct, or explain information maintained by this agency. The information you provide will become public record. Your examination scores and grade transcripts are confidential except in circumstances where their release is required by law, in which case you will be notified. Your social security number is being requested by this state agency in accordance with Indiana Code 4-1-8-1. Disclosure is mandatory, and this record cannot be processed without it.

Indiana State Board of Nursing Licensure Eligibility

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

Students are to review the questions asked by the Indiana State Board of Nursing (ISBN) in the application to take the examination. Similar questions are found on other state board of nursing applications.

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

Student Requirements Associated with Clinical Affiliation Agreements

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

COVID-19 Testing
Some clinical affiliates require COVID-19 testing. The college does not provide COVID-19 testing. If testing is required by a clinical affiliate, the testing is at the expense of the student.

Criminal Background Checks and Drug Screening

Students are responsible for reviewing the Criminal Background Checks and Drug Screening policy (ASOM 4.14). Requiring criminal background checks and drug screenings ensures students meet the same standards as health care facility employees. This will also provide consistency for Ivy Tech School of Health Sciences and School of Nursing programs. Health care facilities are obligated to document that any individual authorized to provide such care does not have a criminal history of mistreatment, neglect, violence, defrauding the public, or otherwise taking advantage of another person and has no record of illegal use of pharmaceuticals or use of any illegal substances.

Criminal Background Checks – Fingerprinting

CastleBranch conducts Indiana Statewide Criminal searches using name and date of birth identifiers through the Indiana State Police Limited Criminal History check system. Some searches result in a response that the applicant must complete a fingerprint submission. This occurs when there are multiple individuals that have the same identifying information and the State Police are unable to determine which records match the individual in question. In order to ensure accuracy, the State Police will respond to CastleBranch that the applicant must complete a fingerprint submission in order to correctly identify the applicant and provide a response. When fingerprints are required by the State Police, CastleBranch will send you an alert via the online order system.

Drug Screening – CBD oil
Drug screen results will not be overturned based on claims of use of CBD containing products.

Drug Screening – Non-negative results
Non-negative results (includes positive, dilute, dilute positive, and dilute negative specimens) will be reported to the affiliating clinical sites per affiliation agreements. Sites may choose to deny clinical placement. Repeat testing is at the expense of the student.

Reasonable Suspicion Drug and Alcohol Policy and Testing Guidelines

Students are responsible for reviewing the [Reasonable Suspicion Drug and Alcohol Policy and Testing Guidelines (ASOM 4.14.1)](). The purposes of the School of Nursing Drug Screen Policy are to comply with regulations of area health care agencies, to provide optimal care to patients, and to maintain the policies set forth by the ASOM 4.14, and Ivy Tech's Code of Students Rights and Responsibilities.

Bloodborne and Airborne Pathogens Exposure Protocol

What Are Bloodborne Pathogens?

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

What to Do When a Bloodborne Pathogen Exposure Occurs:

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

- Wash needle sticks and cuts with soap and water
- Flush splashes to the nose, mouth, or skin with water
- Irrigate eyes with clean water, saline, or sterile irrigates
- Report the incident to your Ivy Tech instructor and clinical supervisor
- Immediately seek medical evaluation and treatment by a medical professional. Do not wait.

- Source testing of blood to determine infectious disease status is preferred whenever possible where consent has been obtained. When an exposure occurs at a clinical facility, you should follow that facility's policy as they will handle notice and consent with the source. When an exposure occurs at an Ivy Tech facility, the instructor should advise the source following an incident and ask if the source will consent to testing at a medical provider of his or her choosing.
- Review these suggested resources:
  - *Exposure to Blood: What Healthcare Personnel Need to Know* (CDC): http://www.cdc.gov/HAI/pdfs/bbp/Exp_to_Blood.pdf
  - *Emergency Needle Stick Information (CDC):* http://www.cdc.gov/niosh/topics/bbp/emergnedl.html
  - Post-Exposure Prophylaxis (PEP) Resources: *http://nccc.ucsf.edu/clinical-resources/pep-resources/pep-quick-guide/*

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

Where to Seek Treatment:

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

What Happens Next?

A health care provider will provide an evaluation, diagnostic testing (if necessary), and treatment (if necessary). Diagnostic testing may include testing the source of the exposure, with his or her consent, and baseline testing of the exposed person. Testing for HIV, HBV, and HCV is typically included, along with other blood tests or diagnostic examinations the health care provider recommends. If post-exposure prophylaxis (PEP) is indicated, efficacy is time sensitive. The first dose should be given as soon as possible. Optimal time to start PEP is within hours of exposure, rather than days[1].

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

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

Additional resources:

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

What Are Airborne Pathogens?

Airborne Pathogens are infectious microorganisms which can be transmitted through air and could cause disease. The discharged microbes may remain suspended in the air on dust particles, respiratory and water droplets.
Airborne pathogens are spread through the air from one person to another. The microorganisms are put into the air when a person with disease of the lungs or throat coughs, sneezes, speaks, or sings. People nearby may breathe in these microorganisms and become infected.

What to Do When an Airborne Pathogens Exposure Occurs:

If you think you have been exposed to an airborne pathogen (i.e. tuberculosis, COVID-19, influenza) without appropriate Personal Protective Equipment (PPE), you should immediately contact your Ivy Tech instructor and clinical supervisor and seek testing at an urgent care clinic, emergency room, or physician office. Be prepared to tell the doctor or nurse when you were exposed to the airborne pathogen, what type of exposure you think occurred (contaminated air with or without respiratory tract droplets, mucus, or blood), and if the source patient of the contamination is being tested for airborne pathogens.

Additional resources:

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

Universal Precautions

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

Caring for patients with communicable diseases and opportunistic parasites increases the possibility of student susceptibility for acquiring these infections/infestations. All students who are enrolled in clinical or laboratory courses accept responsibility for consistent and correct use of Universal Standard Precautions at all times.

Essential Functions of Nursing Students

Qualified applicants are expected to meet all admission criteria and matriculating students are expected to meet all progression criteria, as well as the items and functions on the School of Nursing Vaccination and Physical Exam Form in order to participate in lab, simulation, and clinical activities. A completed copy of the School of Nursing Vaccination and Physical Exam Form, signed by the student and health care provider, is required prior to engaging in clinical, lab, and simulation activities. Annual Influenza and COVID-19 vaccinations among other immunizations are required of nursing students. **Failure to comply with the vaccination policy may result in inability to continue in and complete the nursing program (See ASOM 4.15).** In addition, students must be capable of undertaking the full list of Essentials Functions outlined below. Students with documented need for accommodations are to meet with the campus Disabilities Support Services Representative. See ASOM 5.3: Accommodations for Admitted Students

In addition to the Essential Functions, students are expected to be in compliance with clinical agency requirements at all times (See ASOM 4.14 and 4.15) and provide proof of the following items which may include, but are not limited to:
- annual criminal background and sex offender registry checks
- annual drug screens
- annual flu shots
- up-to-date immunizations or titers (must include titer values with reference ranges) including Hepatitis B series, MMR, Varicella, Tdap, Diphtheria, Pertussis; (Tetanus must be updated every 10 years); COVID-19 (titers not accepted for COVID-19)

- o annual TB skin testing or other documentation for positive tests per CDC guidelines (http://www.cdc.gov/tb/publications/factsheets/default.htm)
- o documentation of current Basic Life Support (BLS) for Healthcare Providers certification (accept only American Heart Association (HeartSaver) with hands-on skill assessment or American Red Cross Provider with hands-on skill assessment
- o Proof of ongoing active, unencumbered Indiana licenses for LPN to ASN and Paramedic to ASN students

Essential Functions

Functional Ability/Category	Standard	Representative Activity/Attribute
Motor Abilities	● Physical abilities and mobility sufficient to execute gross motor skills, physical endurance, and strength, to provide patient care.	● Mobility sufficient to carry out patient care procedures such as assisting with ambulation of patients, administering CPR, assisting with turning and lifting patients, providing care in confined spaces, such as treatment room or operating suite. ● Move within confined spaces, sit and maintain balance, reach above shoulders (e.g., IV poles), and reach below waist. ● Twist, bend, stoop/squat, move quickly (e.g. response to an emergency), climb (e.g., ladders/stools/stairs), and walk. ● Push and pull 25 pounds (e.g., position patients), support 25 pounds (e.g., ambulate patient), lift 25 pounds (e.g., pick up a child, transfer a patient), move light object weighing up to 10 pounds, move heavy objects, defend self against combative patient, carry equipment/supplies, use upper body strength (e.g., perform CPR, restrain a patient), and squeeze with hands (e.g., operate fire extinguisher).
Manual Dexterity	● Demonstrate fine motor skills sufficient for providing safe nursing care.	● Pick up objects with hands, grasp small objects with hands, write with pen or pencil, key/type using computer, pinch/pick or otherwise work with fingers (e.g., manipulate syringe), twist or turn knobs or objects using hands, squeeze with finger(s).
Perceptual/ Sensory Ability	● Sensory/perceptual ability to monitor and assess patients.	● Sensory abilities sufficient to hear alarms, auscultate sounds, and hear cries for help, etc.

		- Visual acuity to read calibrations on 1 cc syringe, assess color (e.g., cyanosis, pallor, identify color of body fluids, etc.). - Tactile ability to palpate pulses, feel skin temperature, palpation veins, etc. - Olfactory ability to detect smoke or noxious odors
Behavioral/ Interpersonal/ Emotional	- Ability to relate to colleagues, staff and patients with honesty, civility, integrity and nondiscrimination. - Capacity for development of mature, sensitive and effective therapeutic relationships. - Interpersonal abilities sufficient for interaction with individuals, families and groups from various social, emotional, cultural and intellectual backgrounds. - Ability to work constructively in stressful and changing environments. - Modify behavior in response to constructive criticism. - Capacity to demonstrate ethical behavior, including adherence to the professional nursing *Code of Ethics for Nurses* as identified by the American Nurses Association (ANA).	- Establishes rapport with patients and colleagues. - Works with teams and workgroups. - Demonstrates emotional skills sufficient to remain calm in an emergency situation. - Demonstrates behavioral skills sufficient to the exercise of good judgment and prompt completion of all responsibilities attendant to the diagnosis and care of patients. - Adapts rapidly to environmental changes and multiple task demands. - Maintains behavioral decorum in stressful situations. - Establishes therapeutic boundaries, provides patient with emotional support, adapts to changing environment/stress, deals with the unexpected, focuses attention on task, controls own emotions, performs multiple responsibilities concurrently, responds appropriately. - Represents the nursing profession in manner, dress, and behavior.
Safe environment for patients, families and co-workers	- Ability to accurately identify patients. - Ability to effectively communicate with other caregivers.	- Prioritizes tasks to ensure patient safety and standard of care. - Maintains adequate concentration and attention in patient care settings.

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	- Ability to administer medications safely and accurately. - Ability to operate equipment safely in the clinical area. - Ability to recognize and minimize hazards that could increase healthcare associated infections. - Ability to recognize and minimize accident hazards in the clinical setting including hazards that contribute to patient, family and co-worker falls.	- Seeks assistance when a clinical situation requires a higher level or expertise/experience. - Responds to monitor alarms, emergency signals, call lights from patients, and orders in a rapid and effective manner. - Negotiates interpersonal conflict, respects differences in patients, and establishes rapport with co-workers
Communication	- Ability to communicate in English with accuracy, clarity and efficiency with patients, their families and other members of the health care team (including spoken and nonverbal communication, such as interpretation of facial expressions, affect and body language). - Required communication abilities, including speech, hearing, reading, writing, language skills and computer literacy. - Communicate professionally and civilly to the healthcare team including peers, instructors, and preceptors.	- Gives verbal directions to or follows verbal directions from other members of the healthcare team and participates in health care team discussions of patient care. - Elicits and records information about health history, current health state and responses to treatment from patients or family members. - Conveys information to patients and others as necessary to teach, direct and counsel individuals in an accurate, effective and timely manner. - Establishes and maintains effective working relations with patients and co-workers. - Recognizes and reports critical patient information to other caregivers. - Teaches (e.g., patient/family about health care), explains procedures, gives oral reports (e.g., reports on patient's condition to others), interacts with others (e.g., health care workers), speaks on the telephone, influences people, and directs activities of others. - Conveys information through writing (e.g., nursing documentation).
Cognitive/ Conceptual/ Quantitative Abilities	Ability to read and understand written documents in English and solve problems involving measurement,	- Calculates appropriate medication dosage given specific patient parameters. - Analyzes and synthesizes data and develops an appropriate plan of care.

	calculation, reasoning, analysis and synthesis. ● Ability to gather data, to develop a plan of action, establish priorities, monitor, and evaluate treatment plans and modalities. ● Ability to comprehend three-dimensional and spatial relationships. ● Ability to react effectively in an emergency situation. ● Demonstrate critical thinking. ● Analytical thinking.	● Collects data, prioritizes needs and anticipates reactions. ● Comprehends spatial relationships adequate to properly administer injections, starts intravenous lines or assesses wounds of varying depths. ● Recognizes an emergency situation and responds effectively to safeguard the patient and other caregivers. ● Transfers knowledge from one situation to another. ● Accurately processes information on medication labels, and physicians' orders, safely monitors equipment calibrations, printed documents, flow sheets, graphic sheets, medication administration records, other medical records for patient safety and understands current policies and procedures. ● Identifies cause-effect relationships, plans/controls activities for others, synthesizes knowledge and skills, sequences information ● Transfers knowledge from one situation to another, processes information, evaluates outcomes, problem solves, prioritizes tasks, uses long term memory, uses short term memory ● Reads and understands columns of writing, reads digital displays, reads graphic printouts, calibrates equipment, converts numbers to and/or from metric system, reads graphs, tells time, measures time, counts rates, uses measuring tools, reads measurement marks, adds, subtracts, multiplies, divides whole numbers, computes fractions, uses a calculator, writes number in records.
Punctuality/ work habits	● Ability to adhere to Ivy Tech policies, procedures and requirements as described in the *School of Nursing Student Handbook*, and course syllabus. ● Ability to complete classroom, lab, and clinical assignments	● Attends class and clinical assignments punctually. ● Reads, understands and adheres to all policies related to classroom, lab, and clinical experiences. ● Contact the instructor in advance of any absence or late arrival. ● Understands and completes classroom, lab, and clinical assignments by due date and time.

	and submit assignments at the required time. ● Ability to adhere to classroom and clinical schedules.	

Social Networking and Class Recording Guidelines

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

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

Class Recording Guidelines:
Recorded conversations may lack the clarity of the "live" event and information may not have the same context and portions of the conversations may not be captured on the tape due to technical difficulties. Students are reminded that recorded lectures are a tool best used in conjunction with other study and preparations methods. Recording of lectures is intended for personal use only. Students may NOT record lecture for electronic distribution/posting. Students may only use cell phones or other electronic devices if their instructor has provided prior approval.

- Students shall not use online social networking to harass, threaten or discriminate against other students, faculty, staff, patients, clinical facilities and/or operations or any member of the public.
- Text, photos, emails or videos that are demeaning or insulting to others may not be used and/or posted.
- Some clinical affiliation agencies prohibit the use of cell phones and other electronic devices.
- Personal information about students, faculty, staff, patients, clinical sites and/or operations may NOT be shared on networking sites, cell phones, or through other electronic media without written permission from all parties involved.
- Computers and cell phones are not to be used during class or clinical time for social networking, texting, emailing or other recreational use.

- **All students are required to view the National Council of State Boards of Nursing video on "Social Media Guidelines for Nurses" located at https://www.ncsbn.org/347.htm**
- Students are expected to follow and remain in compliance with the nursing "Guidelines for Professional Conduct"

Students should be aware that information posted on any social media or website that violates College Policies (ASOM 9.02.00), Student Code of Rights and Responsibilities, or Guidelines for Professional Conduct outlined in this handbook, may result in disciplinary action up to and including termination from the program. Furthermore, such violations can place the student at risk for civil and criminal penalties.

Program Curricula

Students are encouraged to review the Program Curricula to review the courses they will take in their program.

Nursing Course Contact Hours

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

Practical Nursing Courses: Credit & Contact Hours

Course No.	Course Name	Credits	Total Contact Hours		
			Lecture	Lab	Clinical
NSGP 104	Essentials of Nursing Concepts and Clinical Judgment	3	48		
NSGP 108	Essentials of Nursing Practice I	3	48		
NSGP 109	Essentials of Nursing Practice I Lab & Clinical	2		32	48
NSGP 118	Essentials of Nursing Practice II	5	80		
NSGP 119	Essentials of Nursing Practice II Clinical	2			96
NSGP 121	Pharmacology & Dosage Calculations Lab	1		32	
NSGP 130	Essentials of Nursing Practice: Family & Community	5	80		
NSGP 131	Essentials of Nursing Practice: Family & Community Clinical	2			96
NSGP 132	Essentials of Nursing Practice III	5	80		
NSGP 133	Essentials of Nursing Practice III Lab & Clinical	2			96
NSGP 134	Transition to LPN Practice	2	16	32	
	Total Nursing Course Contact Hours	**32**	**352**	**96**	**336**

ASN Traditional Track Courses: Credit & Contact Hours

Course No.	Course Name	Credits	Total Contact Hours		
			Lecture	Lab	Clinical
NSGA 140	Intro to Nursing Concepts and Clinical Judgment	2	32		
NSGA 142	Health and Wellness Across the Lifespan	2	32		
NSGA 143	Health and Wellness Across the Lifespan Lab	1		32	
NSGA 144	Foundations of Nursing Practice	3	48		
NSGA 145	Foundations of Nursing Practice Lab and Clinical	2		32	48
NSGA 149	Introduction to Pharmacological Concepts	1		32	
NSGA 150	Metabolic Health Concepts	3	48		
NSGA 151	Metabolic Health Concepts Clinical	1.5			72
NSGA 152	Regulatory Health Concepts	3	48		
NSGA 153	Regulatory Health Concepts Clinical	1.5			72
NSGA 154	Psychosocial and Community Health Concepts	3	48		
NSGA 155	Psychosocial and Community Health Concepts Clinical	1.5			72
NSGA 214	Family and Community Health Concepts	3	48		
NSGA 215	Family and Community Health Concepts Clinical	1.5			72
NSGA 216	Advanced Health Concepts	3	48		
NSGA 217	Advanced Health Concepts Clinical	1.5			72
NSGA 220	Transition to RN Practice	2	16	32	
NSGA 221	Transition to RN Practice Clinical	1.5			72
	Total Nursing Course Contact Hours	**37**	**368**	**128**	**480**

Spring 2025 Transitional Track Courses: Credit & Contact Hours

Course No.	Course Name	Credits	Total Contact Hours/Semester		
			Lecture	Lab	Clinical
NRSA 180	Bridge to ADN Concepts & Clinical Judgment	5	80		
NSGA 181	Bridge to ADN Lab & Clinical	3		48	72
NSGA 214	Family and Community Health Concepts	3	48		
NSGA 215	Family and Community Health Concepts Clinical	1.5			72
NSGA 154	Psychosocial and Community Health Concepts	3	48		
NSGA 155	Psychosocial and Community Health Concepts Clinical	1.5			72
NSGA 216	Advanced Health Concepts	3	48		
NSGA 217	Advanced Health Concepts Clinical	1.5			72
NSGA 220	Transition to RN Practice	2	16	32	
NSGA 221	Transition to RN Practice Clinical	1.5			72
	Total Nursing Course Contact Hours				

Nursing Course Descriptions
http://www.ivytech.edu/academics/courses-curriculum.html
NOTE: Courses and curriculum are under continual review and revision. For the most current information, please go to http://ivytech.edu/nursing/.

Academic Year 2024-2025 <u>Estimated</u> Program Costs

Item	PN Program 3 Semesters - 45 Total Credit Hours	ASN Traditional Program 5 semesters - 69 Total Credit Hours	Transition Track 3 semesters - 57 Total Credit Hours#
IN-STATE Tuition for 12 credits or more per semester @$2,577.11	$7,731.33	$12,885.55	$7,731.33
*IN-STATE Tuition ($178.38 per credit hour)	$8,027.10	$12,308.22+	$10,167.66+
OUT OF STATE Tuition for 12 credits or more @ $4.967.51	$14,902.53	$24,837.55	$14,902.53
OUT OF STATE Tuition ($348.97 per credit hour)	$15,703.65	$24,078.93+	$19,891.29+
Books (estimate for entire program with Ivy+)	*$17 per credit hour ($765)*	*$17 per credit hour ($1173)*	*$17 per credit hour ($969)*
ATI Basic Package (non-refundable)	*$630*	*$750*	*$750*
Capstone Course Fee-ATI NCLEX Live Review (non-refundable)	*$362*	*NA*	*NA*
CapstoneCourse Fee-ATI NCLEX Live Review (non-refundable)	*NA*	*$362*	*$362*
Nursing Fee ($125 per semester throughout <u>enrollment in nursing program</u>)	*$375 (x 3 nursing course semesters - estimate only)*	*$500 (x 4 nursing course semesters - estimate only)*	*$375 (x 3 nursing course semesters - estimate only)*
Physical Exam, Immunizations, & Fit Testing	*Varies*	*Varies*	*Varies*
CPR (BLS) Certification for the Health Care Provider	*Varies*	*Varies*	*Varies*
Background Check & Drug Screen	*$96*	*$96*	*$96*
Background Check & Drug Screen Annual Recheck	*$70*	*$70*	*$70*
Clinical Document/Clinical Placement Manager	*$70 (estimate)*	*$140 (estimate)*	*$70 (estimate)*
Uniforms & Other Supplies	*$300*	*$300*	*$300*
*IN-STATE Total Estimated Program Costs (if full time each semester with Ivy+ tuition)	*$10,399.33+*	*$16,276.55+*	*$10,723.33*
OUT OF STATE Total Estimated Program Costs (If Full time each semester with Ivy+ Tuition)	*$17,570.53*	*$28,228.55+*	*$17,894.53*

#ASN Transition Track includes an additional 20 credit hours of verified credit (at no charge) awarded after successful completion of NRSA 180 and NSGA 181.

Expected Nursing License & Application Fees

GRADUATE LPN or RN License Fees =$289.45-$314.45
NCLEX exam fee ($200); Indiana State Board of Nursing (ISBN) background check fee ($39.45); ISBN License Application Fee ($50-$75)

NOTE: Costs are estimates only and may be subject to change; costs for nursing pins vary. Costs may vary depending on program progression. The License Application Fee is required to be submitted to the ISBN in early February for any May graduates.

*These are estimates only. Please visit https://www.ivytech.edu/tuition/ for detailed information about tuition and fees and textbooks.