

***IOWA WESLEYAN COLLEGE***

***NURSING STUDENT***

***HANDBOOK***

***2014-2015***

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

## TABLE OF CONTENTS

<b>Academic Appeals</b>	<b>30</b>
<b>Academic Honesty</b>	<b>30</b>
<b>ANA Standards of Nursing Practice</b>	<b>8</b>
<b>Assignments</b>	<b>28</b>
<b>ATI Examinations Update</b>	<b>26</b>
<b>Attendance</b>	<b>26</b>
<b>Background Check</b>	<b>19,40</b>
<b>Ceremony</b>	
Dedication	38
Pinning	38
<b>Clinicals</b>	
Clinical Evaluation	25
Parameters Governing Clinical Experiences	25
Professional Appearance for Clinical Experiences	29
Travel to Clinical Areas	25
<b>Core Performance Standards</b>	<b>20</b>
<b>Curriculum Distribution</b>	
Pre-Licensure to BSN Program	11
LPN to BSN	14
RN to BSN	17
<b>Division of Nursing Mission Statement</b>	<b>3</b>
<b>Electronic / Communications Policy</b>	<b>37</b>
<b>Employment</b>	<b>37</b>
<b>Essentials of Baccalaureate Education for Professional Nursing Practice</b>	<b>9</b>
<b>Exposure to Blood Bourne and Other Infectious Material</b>	<b>29</b>
<b>Field Trips</b>	<b>36</b>
<b>Grading</b>	
Clinical Grading Criteria	24
GPA	23
Grading	23
<b>Hour Allocation</b>	<b>28</b>
<b>Impaired Student Nurse Policy</b>	<b>32-35</b>
<b>Independent Study</b>	<b>38</b>
<b>Insurance</b>	<b>19</b>
<b>Iowa Criminal Code</b>	<b>39</b>
<b>License Application</b>	<b>41-46</b>
<b>LPN to BSN Program</b>	<b>13</b>
<b>Math Testing</b>	<b>22</b>
<b>Non-Discrimination</b>	<b>19</b>
<b>Nursing Division Philosophy</b>	<b>3-6</b>
<b>Nursing Probation</b>	<b>30</b>
<b>Nursing Student Senate</b>	<b>36</b>
<b>Online RN to BSN Completion Program</b>	<b>16</b>
<b>Plan Of Study</b>	
Pre-Licensure to BSN Program	12
LPN to BSN	15
RN to BSN	18
<b>Professional Accountability</b>	<b>31</b>
<b>Progression Through Nursing Program</b>	<b>21</b>
<b>QSEN</b>	<b>8</b>
<b>Resources</b>	<b>28</b>
<b>Service Learning</b>	<b>37</b>
<b>Simulation Laboratory</b>	<b>36</b>
<b>Special Accommodations</b>	<b>37</b>
<b>Student Learning Outcomes</b>	<b>6-7</b>
<b>Student Nurses' Association</b>	<b>36</b>
<b>Student Records</b>	<b>37</b>
<b>Test Administration Policy</b>	<b>27</b>

**Iowa Wesleyan College**  
**Division of Nursing Mission Statement**

The mission of Iowa Wesleyan College's Division of Nursing is to prepare students to meet the needs of an increasingly globalized and diverse world. Through innovative teaching strategies, the Division of Nursing provides an educational process that empowers students to achieve their potential and to develop the life skills of communication, problem solving, valuing and social interaction across the continuum of nursing care. The Division of Nursing endorses Iowa Wesleyan College's commitment to spiritual values, human to human relationships, and a socially just world.

2001, Revised 3/17/2008, 11/23/09, 06/11/2014

**Nursing Division Philosophy**

The story of Iowa Wesleyan College is a story of *community*; its founding, an *act of community*; its long history, an *affirmation of community*. Its defining vision draws on a *community of memory* even as it forges a dynamic future. A Learning Community is any one of a variety of curricular or co-curricular structures in which students and faculty share responsibility as co-participants in learning. A Learning Community seeks to integrate a wide range of content and experience, drawing upon both academic and applied resources.

The educational process at Iowa Wesleyan College equips students with adaptive life skills, including the ability to communicate clearly, think critically, reason and problem solve, develop consciousness of values, and experience effective social interaction. The teaching function is the shared responsibility of all members of the learning community, though faculty have a primary role in planning, design, logistical support, and format. Learning is not provided by the faculty; however, it is produced by the learning community. The learning community design begins with the student and aims to enhance student learning as the fundamental goal.

The faculty of the Division of Nursing, functioning within the general framework of Iowa Wesleyan College, believe in using an eclectic pedagogy to facilitate this dynamic teaching-learning process. Learning is the continuous, active process of acquiring new knowledge, skills, and values that bring about actual or potential change in behaviors. An array of teaching strategies that promote intellectual engagement, connectedness to the global community, supportive classroom and clinical environments, and recognition of individual differences is implemented across all key curriculum concepts. One of the primary teaching-learning theories integrated into the curriculum is constructivism, and incorporates active and adult learning principles based on the works of Malcolm Knowles (1980), and David Kolb (1984). Operating from this paradigm, learning is student-centered, socially interactive, experiential, and is built on previous knowledge, experience, and in the reality of the learner. Experiential learning theory views learning as a process whereby knowledge is generated through experience. Learning occurs within the individual, is progressively developed, and grows from prior educational, personal, and professional experience as applicable. Besides the classroom, learning takes place in real-world settings and the case-based simulated environment. Self-awareness and thoughtful reflection upon learning experiences is encouraged and students are assisted with becoming expert and accountable learners. In this sense, educators facilitate the learning, and view the adult learner as being internally motivated, self-directed, as well as goal and relevancy oriented. The emphasis on service learning by our college community supports this educational perspective.

Nursing theories also provide a conceptual foundation for the nursing program's philosophy. The adaptation model created by Sister Callista Roy (1976) and the human-to-human relationship proposed by Joyce Travelbee (1971) are two primary themes integrated within the nursing curriculum. In accordance with the institutional mission, the nursing program supports the development of four adaptive life skills; namely, communication, problem-solving, valuing, and effectiveness in social interaction. Instead of simply transmitting knowledge to students, they are being equipped with life skills learning outcomes to promote their successful adaptation and functioning within the global community. In the health-related sense and according to Roy's model, each individual is an adaptive system with physiological, self-concept, role function, and interdependent modes. Effective adaptive responses promote the integrity of the individual. In addition to adaptation, the building of human-to-human relationships is viewed as essential to education and nursing. From Travelbee's nursing perspective, the therapeutic use of self, communication, and finding meaning in relationships are of importance. The creation and experience of therapeutic human-to-human relationships is a goal in the academic and clinical environments.

The American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008), and the National League for Nursing (NLN) 2010 publication, *Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master's, Doctorate, and Research Doctorate Programs in Nursing*, are utilized as a guide to prepare baccalaureate nurses for professional role sets and competencies. Baccalaureate nursing education in a four-year liberal arts college integrates concepts from the arts, humanities, natural, social, and applied sciences with nursing science. Graduates are prepared to provide competent, safe, and contemporary professional nursing service based on theory and research. They utilize critical thinking skills and nursing judgment in their holistic care to individuals, families, aggregates, and communities. Clarification of beliefs and values about the human-to-human relationship and cultural diversity is achieved. They assume accountability for their own nursing practice and accept responsibility for the promotion and management of healthcare as an adaptive system. Likewise, graduates are prepared to perform a leadership role through client advocacy, communication, and collaboration with other health care professionals and communities. Upon entering the nursing profession, graduates will demonstrate social effectiveness and serve as responsible members of society. In order to assist students in attaining these necessary competencies, faculty utilizes a variety of teaching-learning methods and selects diverse clinical environments. The faculty also presents opportunities for students to acquire the knowledge, skill, and attitudes essential to provide holistic nursing care. It is further believed that as students advance through the nursing program they will develop these competencies in a progressive manner. This perspective relates to Patricia Benner's model, *From Novice to Expert* (1984). In this sense, nursing students are viewed as advancing from beginning, to developing, then to more proficient and expert levels of nursing student performance and knowledge level during their educational experience in the nursing program.

In addition to the liberal learning and global perspective gained from a four-year baccalaureate education, the BSN curriculum includes clinical, scientific, decision-making, and humanistic skills, including preparation in community health, patient education, and nursing management and leadership. Such skills are essential for today's professional nurse who must make quick, sometimes life-and-death decisions; design and manage a comprehensive plan of nursing care; understand a patient's treatment, symptoms, and danger signs; supervise other nursing personnel and support staff; master advanced technology; guide patients through the maze of health care resources in a community; and educate patients on health care options and how to adopt healthy lifestyles. "The American Association of Colleges of Nursing (AACN) recognizes the Bachelor of Science degree in nursing as the minimum educational requirement for professional nursing practice." (*American Association of Colleges of Nursing, 2008*).

Further competencies of the baccalaureate level nurse viewed as being essential to contemporary and futuristic nursing practice are identified by the NLN. These core competencies reflect four critical program outcomes in baccalaureate nursing education: human flourishing, nursing judgment, professional identity, and spirit of inquiry. The BSN-prepared nurse will be able to “incorporate the knowledge and skills learned in didactic and clinical courses to help patients, families, and communities continually progress toward fulfillment of human capacities; make judgments in practice, substantiated with evidence, that synthesize nursing science and knowledge from other disciplines in the provision of safe, quality care and promote the health of patients, families, and communities; express one’s identity as a nurse through actions that reflect integrity; a commitment to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients, families, and communities; and a willingness to provide leadership in improving care; and act as an evolving scholar who contributes to the development of the science of nursing practice by identifying questions in need of study, critiquing published research, and using available evidence as a foundation to propose creative, innovative, or evidence-based solutions to clinical practice problems.” (NLN, 2010, p.39).

In conclusion, the faculty holds the following beliefs about the four basic concepts of a nursing theory: person, health, environment, and nursing.

**Person.** Each person is a developing, holistic human being who adapts and interacts continuously with their environment. Both the nurse and the patient are human beings, and can develop a therapeutic human-to-human relationship. A person is a unique, irreplaceable individual who is in the continuous process of becoming and evolving through reflection of physical, psychosocial, cognitive, spiritual, and cultural health dimensions. Persons may be categorized as individuals, families, aggregates, and communities.

**Health.** Health is a dynamic state of wholeness and integrity of the individual. It can best be viewed on a health/illness continuum in which adaptations are made in order to achieve a sense of internal balance, as well as with the environment. More specifically, an individual strives to successfully adapt in their physiological health status, self-concept, role functions, and sense of interdependence. A person can be in a state of wellness in which this balanced state is achieved and their basic holistic needs are met. Health problems may be actual or potential conditions experienced in any one or more of the holistic health dimensions. If the health problem is not prevented, cared for, or resolved, a more serious state of illness, disease, or death could result. Nurses respond to these adaptive health needs and enter into therapeutic human-to-human relationships with patients. Nursing is operationalized through critical thinking and the implementation of a standardized nursing language, with the goal of promoting health of culturally diverse individuals, families, aggregates, and communities.

**Environment.** The environment includes elements affecting the health status of persons, and the global, diverse setting in which health care needs occur. The environment can exist as an internal or external state of the person. When individuals, families, aggregates, or communities interact with and adapt to their environment, varying states of actual or potential health responses can develop. The nurse will be knowledgeable of the untoward effects of the environment and the available community resources, teach preventative measures about health risks, and optimize the environment for patients.

**Nursing.** Nursing is the art and science of caring. It is an interpersonal process whereby the professional nurse assists an individual, family, aggregate, or community to prevent, cope with, or adapt to the experience of altered health states, illness, or suffering, and to find meaning in these experiences. Nursing is involved in assisting patients with health promotion, disease prevention, attaining or maintaining an optimal health state, and /or dying with a sense of peace and dignity. Nurses can function in independent, dependent, and interdependent roles, and are considered strategic players of the healthcare team. Professional nursing practice is based on knowledge, theory, and research. The nurse uses a disciplined, intellectual approach, combined with the therapeutic use of self, to establish helping relationships. The human-to-human relationship is the means through which the purpose of nursing is fulfilled. Nursing must demonstrate professional accountability to self, individuals, and society.

Revised 2008, 2009 Reviewed 7/2013, Revised 1/2014

### **Student Learning Outcomes (SLO)**

At the completion of the Iowa Wesleyan College nursing program, the graduate will demonstrate professional competency by being able to:

1. Synthesize concepts from the liberal arts, natural and social sciences, and nursing to enhance professional nursing practice.
2. Clarify beliefs and values about the human-to-human relationship.
3. Utilize the nursing process in integrating critical thinking into nursing practice for individuals, families, aggregates, and communities.
4. Develop culturally competent human-to-human relationships.
5. Interpret the leadership role in nursing to promote quality health care through communication, collaboration, reasoning, and problem solving with other health care providers and communities.
6. Contribute to professional nursing practice based on increased understanding, appreciation, and utilization of nursing research.
7. Create social effectiveness in diverse situations as responsible members of society.
8. Support healthcare as an environment which assists individuals, families, aggregates, and communities in adapting to a state of wellness on the health-illness continuum.

2001, Revised 11/23/09 Reviewed 7/2013, Revised 9/2013, 1/2014, 06/10/2014

As students advance through the nursing program, they will accomplish these student learning outcomes in a progressive manner; from beginning, to developing, to proficient levels of achievement. Hence, there are three levels of student learning outcomes established within the nursing program. Sophomore nursing student learning outcomes are considered at the introductory, beginning level. The student learning outcomes are increasingly emphasized at the junior level, and nursing students are determined to accomplish a developing level of achievement. Senior nursing students are expected to perform at a more proficient level, and demonstrate mastery of the student learning outcomes by time of graduation from the program. Similarly, nursing students will learn how to progress in their level of nursing care provided in healthcare situations, starting at a basic, then intermediate, and finally more advanced knowledge and skill level. As necessary, this progressive educational experience is adapted for students within the three different nursing program types offered at Iowa Wesleyan College; the pre-licensure, LPN to BSN, and RN to BSN programs.

### **Level I: Sophomore Nursing Student Learning Outcomes (Beginning)**

At the completion of the sophomore year of the nursing program, the student will be able to:

1. Discuss concepts from the liberal arts, natural and social sciences, and nursing.
2. Identify beliefs and values about the human-to-human relationship.
3. Describe the nursing process and critical thinking as it relates to nursing practice.
4. Explain culturally competent human-to-human relationships.
5. Define the leadership role in nursing to promote quality health care through communication, collaboration, reasoning, and problem-solving.
6. Relate nursing research to professional nursing practice.
7. Display social effectiveness in diverse situations as responsible members of society.
8. Recognize healthcare as an environment which assists individuals, families, aggregates, and communities in adapting to a state of wellness on the health-illness continuum.

### **Level II: Junior Nursing Student Learning Outcomes (Developing)**

At the completion of the junior year of the nursing program, the student will be able to:

1. Differentiate the concepts from the liberal arts, natural and social sciences, and nursing to enhance professional nursing practice.
2. Analyze beliefs and values about the human-to-human relationship.
3. Apply the nursing process and critical thinking as it relates to nursing practice.
4. Demonstrate culturally competent human-to-human relationships.
5. Examine the leadership role in nursing to promote quality health care through communication, collaboration, reasoning, and problem-solving with other health care providers and communities.
6. Critique nursing research related to professional nursing practice.
7. Employ social effectiveness in diverse situations as responsible members of society.
8. Examine healthcare as an environment which assists individuals, families, aggregates, and communities in adapting to a state of wellness on the health-illness continuum.

### **Level III: Senior Nursing Student Learning Outcomes (Proficient)**

Upon graduation from the nursing program, the student will be able to:

1. Synthesize concepts from the liberal arts, natural and social sciences, and nursing to enhance professional nursing practice.
2. Clarify beliefs and values about the human-to-human relationship.
3. Utilize the nursing process in integrating critical thinking into nursing practice for individuals, families, aggregates, and communities.
4. Develop culturally competent human-to-human relationships.
5. Interpret the leadership role in nursing to promote quality health care through communication, collaboration, reasoning, and problem solving with other health care providers and communities.
6. Contribute to professional nursing practice based on increased understanding, appreciation, and utilization of nursing research.
7. Create social effectiveness in diverse situations as responsible members of society.
8. Support healthcare as an environment which assists individuals, families, aggregates, and communities in adapting to a state of wellness on the health-illness continuum.

## Quality & Safety Education For Nurses (QSEN)

Patient Centered Care  
Teamwork & Collaboration  
Evidence Based Practice  
Quality Improvement  
Safety  
Informatics

### ANA Standards of Nursing Practice

The Standards of Professional Practice are authoritative statements of the duties that all registered nurses, regardless of role, population, or specialty are expected to perform competently.

#### STANDARDS OF PRACTICE

##### Standard 1. ASSESSMENT

The registered nurse collects comprehensive data pertinent to the patient's health or the situation.

##### Standard 2. DIAGNOSIS

The registered nurse analyzes the assessment data to determine the diagnoses or issues.

##### Standard 3. OUTCOMES IDENTIFICATION

The registered nurse identifies expected outcomes for a plan individualized to the patient or the situation.

##### Standard 4. PLANNING

The registered nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.

##### Standard 5. IMPLEMENTATION

The registered nurse implements the identified plan.

##### Standard 5A: Coordination of Care

##### Standard 5B: Health Teaching and Health Promotion

##### Standard 5C: Consultation (Graduate Prepared Specialty or Advanced Practice Nurse)

##### Standard 5D: Prescriptive Authority and Treatment (Advanced Practice Nurse)

##### Standard 6. EVALUATION

The registered nurse evaluates progress towards attainment of outcomes.

#### ANA STANDARDS OF PROFESSIONAL PERFORMANCE

##### Standard 7. ETHICS

The registered nurse practices ethically.

##### Standard 8. EDUCATION

The registered nurse attains knowledge and competence that reflects current nursing practice.

##### Standard 9. EVIDENCE-BASED PRACTICE AND RESEARCH

The registered nurse integrates evidence and research findings into practice.

##### Standard 10. QUALITY OF PRACTICE

The registered nurse contributes to quality nursing practice.

##### Standard 11. COMMUNICATION

The registered nurse communicates effectively in a variety of formats in all areas of practice.

##### Standard 12. LEADERSHIP

The registered nurse demonstrates leadership in the professional practice setting and the profession.

##### Standard 13. COLLABORATION

The registered nurse collaborates with health care consumer, family, and others in the conduct of nursing practice.

##### Standard 14. PROFESSIONAL PRACTICE EVALUATION

The registered nurse evaluates her or his own practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.

##### Standard 15. RESOURCES

The registered nurse uses appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible.

##### Standard 16. ENVIRONMENTAL HEALTH

The registered nurse practices in an environmentally safe and healthy manner.

**The Essentials of Baccalaureate Education for Professional Nursing Practice  
(American Association of Colleges of Nursing (AACN), 2008)**

**Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice**

- A solid base in liberal education provides the cornerstone for the practice and education of nurses.

**Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety**

- Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

**Essential III: Scholarship for Evidence Based Practice**

- Professional nursing practice is grounded in the translation of current evidence into one's practice.

**Essential IV: Information Management and Application of Patient Care Technology**

- Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

**Essential V: Health Care Policy, Finance, and Regulatory Environments**

- Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

**Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes**

- Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

**Essential VII: Clinical Prevention and Population Health**

- Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

**Essential VIII: Professionalism and Professional Values**

- Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

**Essential IX: Baccalaureate Generalist Nursing Practice**

- The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.
- The baccalaureate graduate understands and respects the variations of care, the increased complexity and the increased use of healthcare resources inherent in caring for patients.

Requirements for admissions, progression, and graduation, outlined in the *IWCCatalog*, apply to all students. This includes an overall GPA of 2.75 and a grade of C or higher in all Nursing support courses. A grade of 80% or greater is required in all courses in the nursing major. The following mandatory requirements must be turned into the Division of Nursing Chair prior to the start of the first NUR course:

- TB skin test, CXR or Health Care Provider documentation = Must have documentation of testing prior to starting Nursing classes, and annually
- Documentation of Health insurance = prior to starting Nursing classes, and annually
- Flu vaccination or waiver from health care provider = prior to starting Nursing classes, and annually
- Physical examination = prior to starting Nursing classes, and annually
- Hepatitis B Immunizations or signed waiver = prior to starting Nursing classes
- MMR (Measles, Mumps, Rubella) Immunizations or signed waiver = prior to starting Nursing classes
- Diphtheria and Tetanus Immunizations or signed waiver = prior to starting Nursing classes
- Cardiopulmonary Resuscitation (CPR) = prior to starting Nursing classes and every two years
- Mandatory Reporting Training (Adult and Child) = prior to starting Nursing classes and every five years
- Infection Control and HIPAA Training = annually

Students must have a criminal background check, a Dependent Adult Abuse and Child Abuse Registry check, a HHS Office of Inspector General Search, and an Excluded Parties List System search prior to admission to the program. A urinalysis for drug screen will be required during the program. Students entering the program as Registered Nurses (RN) must submit proof of licensure prior to admission and maintain licensure throughout the program.

The Division of Nursing will verify the status of each applicant's RN licensure pursuant to Iowa Administrative Code 6552.8(5) for nursing courses with a clinical Component.

The nursing program shall notify students and prospective students in writing that nursing courses with a clinical component may not be taken by a person:

- a. Who has been denied licensure by the board.
- b. Whose license is currently suspended, surrendered or revoked in any United States jurisdiction.
- c. Whose license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.

*Revised- 4/2/13*

**Iowa Wesleyan Division of Nursing  
Curriculum Distribution for Pre Licensure to BSN Program Option beginning 2014-2015**

NAME	<b>Grade required 80% or greater</b>			
<b>Required Courses for Nursing Major:</b>	<b>SH</b>	<b>T</b>	<b>C/L</b>	<b>Grade</b>
NUR 200 Intro to Health Care Terminology	1	1	0	_____
NUR 201 Foundations of Nursing (if not a CNA)	3	2	1	_____
NUR 205 Fundamentals of Nursing I	3	2	1	_____
NUR 206 Fundamentals of Nursing II	4	3	1	_____
NUR 208 Physical Assessment	3	2	1	_____
NUR 213 Basic Concepts of Pathophysiology	4	4	0	_____
NUR 214 Basic Concepts of Pharmacology (SL)	3	3	0	_____
NUR 305 Nursing Care of Adults I (WI)	5	3	2	_____
NUR 306 Nursing Care of Mental Health Clients (SL)	5	3	2	_____
NUR 307 Nursing Care of Childbearing Families	5	3	2	_____
NUR 308 Nursing Care of Children	5	3	2	_____
NUR 405 Nursing Care in the Community	4	2	2	_____
NUR 406 Nursing Care of the Older Adult	3	2	1	_____
NUR 407 Nursing Care of Adults II	6	4	2	_____
NUR 408 Nursing Care of Adults III	6	6	0	_____
NUR 410 Nursing Leadership & Management	2	2	0	_____
NUR 411 Nursing Internship	1	0	1	_____
NUR 412 NCLEX-RN Preparation	1	1	0	_____
NUR 413 Nursing Research (WI)	3	3	0	_____
<b>Total SH</b>	<b>64/67</b>	<b>47/49</b>	<b>17/18</b>	
<b>Required Courses: Required Grade C or greater</b>	<b>SH</b>	<b>T</b>	<b>C/L</b>	<b>Grade</b>
BIO 241 Anatomy and Physiology I	4	3	1	_____
BIO 242 Anatomy and Physiology II	4	3	1	_____
BIO 350 Microbiology	4	3	1	_____
CHEM 105 General Chemistry	4	3	1	_____
MATH 171 Elementary Statistics	4	3	1	_____
PSYC 131 General Psychology	3			_____
PSYC 251 Developmental Psychology	3			_____
SOC 100 Introduction to Sociology	3			_____
<u>Safety &amp; Survival</u> Met by CPR requirement				
<b>Total SH for Required Support Courses</b>		29		
<b>Wesleyan Studies Courses:</b>	<b>SH</b>			<b>Grade</b>
<u>Rhetorical Foundations: 13 Semester Hours Total</u>				
WS 100 Wesleyan Seminar(SL)	3			_____
ENG 105 College Composition and Research (WI)	4			_____
ENG 201 Writing & Research about Literature (WI)	3			_____
COMM 140 Human Communications OR	3			_____
COMM 147 Public Speaking OR				_____
COMM 255 Business Communications				_____
<b>Total SH</b>	13			_____
(WI) Writing Intensive courses required= 4 3 2 1				Completed
<u>Quantitative and Scientific Literacy: 8 SH Total met by required courses</u>				
8 SH: 171 Elementary Statistics (4 SH), 241 Human Anatomy & Physiology I (4 SH)				
<u>Creativity: 6 Semester Hours Total</u>				
		3		_____
*=Must total 3 Hr. *Performance				_____
*Performance				_____
*Performance				_____
<u>Understanding Self &amp; Society 15 SH Total (15 - 6 = 9 Hr.)</u>				
6 hours met by required courses				
6 SH: 101 Introduction to Sociology (3), 251 Developmental Psychology (3)				
Religion/History/Philosophy				
		3		_____
		3		_____
<u>3 SH: GI</u> 300 Global Issues(required) (SL)		3		_____
<b>Elective</b>		4		_____
SL courses required= 4 3 2 1				Completed
<b>All DoN Programs Options require a minimum of 125 semester hours to graduate.</b>				
SH= Semester Hours T= Theory Hours Nursing C/L= Clinical/ Lab Hours				
4/08 Revised 2/10,4/10,8/10,12/10,1/11,1/12,1/13,4/13,2/14,7/14				

Iowa Wesleyan College Division of Nursing Plan of Study

Pre-Licensure to BSN Students Entering Program Option after August 2014

First Year	Fall Semester	SH	T	C/L	Spring Semester	SH	T	C/L	
ENG 105	<u>College Composition &amp; Research</u>	4	4	0	ENG 201	Writing & Research about Literature (WI)	3	3	0
WS 100	Wesleyan Seminar (SL)	3	3	0	MATH 171	<u>Elementary Statistics</u>	4	3	1
BIO 241	<u>Anatomy &amp; Physiology I</u>	4	3	1	BIO 242	<u>Anatomy &amp; Physiology II</u>	4	3	1
CHEM 105	<u>General Chemistry</u>	4	3	1	PSYC 131	<u>General Psychology</u>	3	3	0
SOC 100	<u>Introduction to Sociology</u>	3	3	0	COMM 140	Human Communications OR	3	3	0
					COMM 147	Public Speaking OR			
					COMM 255	Business Communications			
<b>Total Hours</b>		<b>18</b>	<b>16</b>	<b>2</b>			<b>17</b>	<b>15</b>	<b>2</b>

Must earn a C or better in **Bold** to enter Nursing Program

2.75 GPA or higher required to enter Nursing Program

**Must earn 80% or higher in EVERY nursing course to continue in Nursing Program every Semester**

Second Year	Fall Semester	SH	T	C/L	Spring Semester	SH	T	C/L	
NUR 200	<u>Intro to Health Care Terminology</u>	1	1	0	NUR 206	Fundamentals of Nursing II	4	3	1
NUR 201	<b>Foundations of Nursing (if not already a CNA)</b>	3	2	1	NUR 208	Physical Assessment	3	2	1
NUR 205	Fundamentals of Nursing I (M) (WI)	3	2	1	NUR 214	Basic Concepts of Pharmacology (SL) (M)	3	3	0
NUR 213	Basic Concepts of Pathophysiology	4	4	0	BIO 350	<u>Microbiology</u>	4	3	1
PSYC 251	<u>Developmental Psychology</u>	3	3	0		Choose from Creativity Pool- Performance	3	3	0
	Choose from Creativity Pool- Theory	3	3	0					
<b>Total Hours</b>		<b>14-17</b>	<b>13-15</b>	<b>1-2</b>			<b>17</b>	<b>15</b>	<b>2</b>

**Minimum 2.75 GPA required to enter Third Year Nursing Courses**

Third Year	Fall Semester	SH	T	C/L	Spring Semester	SH	T	C/L	
NUR 305	Nursing Care of Adults I (M) (WI)	5	3	2	NUR 306	Nursing Care of Mental Health Clients (SL)	5	3	2
NUR 307	Nursing Care of Childbearing Families	5	3	2	NUR 308	Nursing Care of Children (M)	5	3	2
Understanding Self and Society	Choose From Group: Religion, Philosophy, History	3	3	0		Elective	4	4	0
Understanding Self and Society	Choose From Group: Religion, Philosophy, History	3	3	0	GI 300	Global Issues (SL)	3	3	0
<b>Total Hours</b>		<b>16</b>	<b>12</b>	<b>4</b>			<b>17</b>	<b>13</b>	<b>4</b>

**Minimum 2.75 GPA required to enter Fourth Year Nursing Courses**

Fourth Year	Fall Semester	SH	T	C/L	Spring Semester	SH	T	C/L	
NUR 405	Nursing Care in the Community	4	2	2	NUR 406	Nursing Care of Older Adults	3	2	1
NUR 407	Nursing Care of Adults II (M)	6	4	2	NUR 408	Nursing Care of Adults III (M)	6	6	0
NUR 413	Nursing Research (WI)	3	3	0	NUR 410	Nursing Leadership & Management	2	2	0
					NUR 411	Nursing Internship	1	0	1
					NUR 412	NCLEX - RN Preparation	1	1	0
<b>Total Hours</b>		<b>13</b>	<b>9</b>	<b>4</b>			<b>13</b>	<b>11</b>	<b>2</b>

All DoN Program Options require a minimum of 125 semester hours to graduate.

Ratio of Theory to Clinical Hours 108/17 or 110/18 with CNA course

Rhetorical Foundations 13 Hr.

Theory 110 hours with CNA course

Quantitative & Scientific Literacy 8 Hr. (Met by Nursing Support Courses)

Theory 108 hours if already CNA

Creativity 6 Hr.

Nursing Clinical/Lab = 17 hours or 18 hours with CNA

Understanding Self & Society 15 Hr. (6hr. met by Nursing Support Courses)

Underlined Required Support Courses with a C or Better

T = Theory Hours

SL = Service Learning

M = includes Math testing

Nursing C/L = Clinical or Lab Hours

WI = Writing Intensive

2006, Revised 4/08,3/09,5/09,9/10,12/10,1/11,1/12,1/13,4/13,8/13,6/14

## **LPN to BSN Program**

The LPN to RN program is designed for the Licensed Practical Nurse (LPN) with a current LPN license. The student's transcripts will be evaluated and then placed in the BSN nursing program at the appropriate level. Typically, LPN's are admitted as junior nursing students. NUR 214 Basic Concepts of Pharmacology, NUR 208 Physical Assessment, and NUR 213 Basic Concepts of Pathophysiology must be taken at Iowa Wesleyan College. After the completion of NUR 305 Nursing Care of Adults I, 8 hours of escrow credit may be awarded (NUR 200, NUR 205, NUR 206). The plan of study then follows the Pre-Licensure BSN program option. As a transfer student, transfer credits may apply according to IWC policy. Requirements for admission, progression, and graduation, outlined in the Iowa Wesleyan College Catalog, apply to all students, including the LPN to RN students. An exception is the requirement for a GPA of 2.75 to enter the program and to progress in the program. An 80% or more is required in all the nursing courses. Mandatory requirements (as described in the Nursing Student Handbook) must be met before classes begin.

Pursuant to Iowa Administrative Code 6552.8(5), Nursing courses with a clinical component:

The nursing program shall notify students and prospective students in writing that nursing courses with a clinical component may not be taken by a person:

- a. Who has been denied licensure by the board
- b. Whose license is currently suspended, surrendered or revoking in any United States jurisdiction.
- c. Whose licensure/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.

**Iowa Wesleyan Division of Nursing**  
**Curriculum Distribution for LPN to BSN Program Option beginning 2014-2015**

NAME	Required Courses for Nursing Major:	Grade required 80% or greater			Grade
		SH	T	C/L	
NUR	200 Intro to Health Care Terminology (escrow)	1	1	0	LPN
NUR	205 Fundamentals of Nursing I (escrow)	3	2	1	LPN
NUR	206 Fundamentals of Nursing II (escrow)	4	3	1	LPN
NUR	208 Physical Assessment	3	2	1	_____
NUR	213 Basic Concepts of Pathophysiology	4	4	0	_____
NUR	214 Basic Concepts of Pharmacology (SL)	3	3	0	_____
NUR	305 Nursing Care of Adults I (WI)	5	3	2	_____
NUR	306 Nursing Care of Mental Health Clients (SL)	5	3	2	_____
NUR	307 Nursing Care of Childbearing Families	5	3	2	_____
NUR	308 Nursing Care of Children	5	3	2	_____
NUR	405 Nursing Care in the Community	4	2	2	_____
NUR	406 Nursing Care of the Older Adult	3	2	1	_____
NUR	407 Nursing Care of Adults II	6	4	2	_____
NUR	408 Nursing Care of Adults III	6	6	0	_____
NUR	410 Nursing Leadership & Management	2	2	0	_____
NUR	411 Nursing Internship	1	0	1	_____
NUR	412 NCLEX-RN Preparation	1	1	0	_____
NUR	413 Nursing Research (WI)	3	3	0	_____
		64	47	17	

Required Courses: Required Grade C or greater		SH	T	C/L	Grade
BIO	241 Anatomy and Physiology I	4	3	1	_____
BIO	242 Anatomy and Physiology II	4	3	1	_____
BIO	350 Microbiology	4	3	1	_____
CHEM	105 General Chemistry	4	3	1	_____
MATH	171 Elementary Statistics	4	3	1	_____
PSYC	131 General Psychology	3			_____
PSYC	251 Developmental Psychology	3			_____
SOC	100 Introduction to Sociology	3			_____

Safety & Survival Met by CPR requirement  
 Total SH for Required Support Courses 29

Wesleyan Studies Courses:		SH	Grade
WS	100 Wesleyan Seminar(SL)		N/A
ENG	105 College Composition and Research (WI)	4	_____
ENG	201 Writing & Research about Literature (WI)	3	_____
COMM	140 Human Communications OR	3	_____
COMM	147 Public Speaking OR		_____
COMM	255 Business Communications		_____
Rhetoric Foundation Pool:		3	_____
Total SH		13	

(WI) Writing Intensive courses required= 4 3 2 1  
 Completed

Quantitative and Scientific Literacy: 8 SH Total met by required courses  
 8 SH: 171 Elementary Statistics (4 SH), 241 Human Anatomy & Physiology I (4 SH)

Creativity: 6 Semester Hours Total		SH	Grade
Theory		3	_____
*Performance		_____	_____
*Performance		_____	_____
*Performance		_____	_____

Understanding Self & Society 15 SH Total (15 - 6 = 9 Hr.)  
 6 hours met by required courses  
 6 SH: 101 Introduction to Sociology (3), 251 Developmental Psychology (3)  
 Religion/History/Philosophy

		3	_____
		3	_____
3 SH: GI	300 Global Issues(required) (SL)	3	_____
Elective		4	_____

SL courses required= 4 3 2 1  
 Completed

All DoN Programs Options require a minimum of 125 semester hours to graduate.  
 Theory to Nursing Clinical/Lab = 108/17  
 SH= Semester Hours T= Theory Hours Nursing C/L= Clinical/ Lab Hours  
 4/08 Revised 2/10,4/10,8/10,12/10,1/11,1/12,1/13,4/13,2/14,7/14

Iowa Wesleyan College Division of Nursing Plan of Study

LPN to BSN Students Entering Program Option after August 2014

REQUIRED SUPPORT COURSES NEED TO BE COMPLETED PRIOR TO STARTING NURSING COURSES

Grade Required

Course No	Course	SH	T	C/L	Course No	Course	SH	T	C/L
<u>ENG 105</u>	<u>College Composition &amp; Research *</u>	4	4	0	ENG 201	Writing & Research about Literature (WI) *	3	3	0
<u>BIO 350</u>	<u>Microbiology *</u>	4	3	1	<u>MATH 171</u>	<u>Elementary Statistics *</u>	4	3	1
<u>BIO 241</u>	<u>Anatomy &amp; Physiology I *</u>	4	3	1	<u>BIO 242</u>	<u>Anatomy &amp; Physiology II *</u>	4	3	1
<u>CHEM 105</u>	<u>General Chemistry *</u>	4	3	1	<u>PSYC 131</u>	<u>General Psychology *</u>	3	3	0
<u>SOC 100</u>	<u>Introduction to Sociology *</u>	3	3	0	<u>PSYC 251</u>	<u>Developmental Psychology*</u>	3	3	0
COMM 140	Human Communications * OR	3	3	0	*Transfer credit possible				
COMM 147	Public Speaking * OR				Total Hours = 39 SH plus 8 escrow hours = 47 SH				
COMM 255	Business Communications *								

Must earn a C or better in support courses

2.75 GPA or higher required to enter Nursing Program

Must earn 80% or higher in EVERY nursing course to continue in Nursing Program every Semester

NUR 200, 205 and 206 total 8 SH which are given as credit after passing NUR 305.

First Year	Fall Semester	SH	T	C/L	Spring Semester	SH	T	C/L	
NUR 213	Basic Concepts of Pathophysiology	4	4	0	NUR 208	Physical Assessment	3	2	1
NUR 305	Nursing Care of Adults I (M) (WI)	5	3	2	NUR 214	Basic Concepts of Pharmacology (SL) (M)	3	3	0
NUR 307	Nursing Care of Childbearing Families	5	3	2	NUR 306	Nursing Care of Mental Health Clients (SL)	5	3	2
GI 300	Global Issues (SL)	3	3	0	NUR 308	Nursing Care of Children (M)	5	3	2
					Rhetorical Foundations	Choose From Rhetorical Foundations Pool	3	3	3
<b>Total Hours</b>		<b>17</b>	<b>13</b>	<b>4</b>			<b>19</b>	<b>14</b>	<b>8</b>

All students must petition for permission to enroll in 19 or more hours

Summer	Course	SH	T	C/L	Summer	Course	SH	T	C/L
Creativity	Choose from Creativity Pool-Theory	3	3	0	Understanding Self and Society	Choose From Group: Religion, Philosophy, History	3	3	0
Elective		4	4	0			3	3	0
<b>Total Hours</b>		<b>7</b>	<b>7</b>	<b>0</b>					

Total 10 hours

Second Year	Fall Semester	SH	T	C/L	Spring Semester	SH	T	C/L	
NUR 405	Nursing Care in the Community	4	2	2	NUR 406	Nursing Care of Older Adults	3	2	1
NUR 407	Nursing Care of Adults II (M)	6	4	2	NUR 408	Nursing Care of Adults III (M)	6	6	0
NUR 413	Nursing Research (WI)	3	3	0	NUR 410	Nursing Leadership & Management	2	2	0
Understanding Self and Society	Choose From Group: Religion, Philosophy, History	3	3	0	NUR 411	Nursing Internship	1	0	1
					NUR 412	NCLEX - RN Preparation	1	1	0
					Creativity	Choose from Creativity Pool-Performance	3	3	0
<b>Total Hours</b>		<b>16</b>	<b>12</b>	<b>4</b>			<b>16</b>	<b>14</b>	<b>2</b>

All DoN Program Options require a minimum of 125 semester hours to graduate.

Rhetorical Foundations 13 Hr.

Theory = 108

Quantitative & Scientific Literacy 8 Hr. (Met by Nursing Support Courses)

Nursing Clinical/Lab = 17

Creativity 6 Hr.

Understanding Self & Society 15 Hr. (6hr. met by Nursing Support Courses)

Underlined Required Support Courses with a C or Better

T = Theory Hours

SL = Service Learning

M = includes Math testing

Nursing C/L = Clinical or Lab Hours

WI = Writing Intensive

2006, Revised 4/08,3/09,5/09,9/10,12/10,1/11,1/12,1/13,4/13,8/13,6/14

## Online RN to BSN Completion Program 2014-2015

The BSN program for registered nurses at Iowa Wesleyan College is designed for the practicing nurse. Course work can be completed on a part-time basis with all courses available online. Nurses can earn their BSN in about one to two years.

The Bachelor of Science in Nursing degree is awarded upon satisfactory completion of a minimum 125 semester hour program of study. Credit towards graduation can be gained by a variety of methods through the Iowa Articulation Plan. This may include direct transfer from accredited colleges, Iowa Articulation courses, CLEP examinations, escrow validations and taking courses. Transfer credit from a community or junior college can be included in the first 64 hours of transfer credit. Thereafter, four-year college credit is transferrable. Upon successful completion of the first two IWC Nursing courses, up to 38 credit hours of prior nursing training (held in escrow) will be released to the student's record. A total of 94 hours may be accumulated. The final 31 semester hours must be completed through Iowa Wesleyan College. At least 33 hours of course work at 300-level or higher must be taken through IWC.

The registered nurse submits an application to the Adult and Graduate Studies Office. Transcripts are evaluated individually and information is provided outlining the remaining course work needed to earn the BSN. Mandatory Requirements must be met before classes begin.

### Nursing Courses in the RN to BSN Completion Program:

NUR 301 Bridge to Professional Nursing	5 hours.
NUR 405 Nursing Care in the Community	4 hours.
NUR 406 Nursing Care of Older Adults	3 hours.
NUR 410 Nursing Leadership and Management	2 hours.
NUR 413 Nursing Research	3 hours.
NUR 423 Advanced Concepts of Pathophysiology	4 hours.

NUR 301, NUR 405 and NUR 406 include a clinical/lab component. In addition, all required Nursing support courses must be completed prior to beginning the nursing plan of study. These include:

ENG 105 College Composition and Writing	4 hours.
ENG 201 Writing and Research about Literature	3 hours.
BIO 241 Anatomy and Physiology I	4 hours.
BIO 242 Anatomy and Physiology II	4 hours.
BIO 350 Microbiology	4 hours.
CHEM 105 General Chemistry	4 hours.
MATH 171 Elementary Statistics	4 hours.
PSYC 131 General Psychology	3 hours.
PSYC 251 Developmental Psychology	3 hours.
SOC 100 Introduction to Sociology	3 hours.
COM 140 Human Communication or 147 Introduction to Public Speaking or 255 Business & Professional Speaking	3 hours.

Transfer credit possible for all required nursing support courses.

There are additional courses required by the college not included in this list, but the Bachelor of Science in Nursing requires a minimum of 125 total semester hours to graduate

Requirements for admissions, progression, and graduation, outlined in the *IWC Catalog*, apply to all students including RN to BSN online students with the exception that the Nursing program requires an overall GPA of 2.75 and a grade of C or higher in all Nursing support courses. A grade of 80% or greater is required in all courses in the nursing major.

Pursuant to Iowa Administrative Code 6552.8(5), Nursing courses with a clinical Component:

The nursing program shall notify students and prospective students in writing that nursing courses with a clinical component may not be taken by a person:

- Who has been denied licensure by the board.
- Whose license is currently suspended, surrendered or revoked in any United States jurisdiction.
- Whose license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.

**Iowa Wesleyan Division of Nursing**  
**Curriculum Distribution for RN to BSN Program Option beginning 2014-2015**

NAME	Required Courses for Nursing Major:	Grade required 80% or greater			Grade
		SH	T	C/L	
NUR	200 Intro to Health Care Terminology	1	1	0	RN
NUR	205 Fundamentals of Nursing I	3	2	1	RN
NUR	206 Fundamentals of Nursing II	4	3	1	RN
NUR	208 Physical Assessment	3	2	1	RN
NUR	214 Basic Concepts of Pharmacology (SL)	3	3	0	RN
NUR	301 Bridge to Professional Nursing (WI)	5	3	2	_____
NUR	305 Nursing Care of Adults I (WI)	5	3	2	RN
NUR	306 Nursing Care of Mental Health Clients (SL)	5	3	2	RN
NUR	307 Nursing Care of Childbearing Families	5	3	2	RN
NUR	308 Nursing Care of Children	5	3	2	RN
NUR	405 Nursing Care in the Community	4	2	2	_____
NUR	406 Nursing Care of the Older Adult	3	2	1	_____
NUR	407 Nursing Care of Adults II	6	4	2	RN
NUR	408 Nursing Care of Adults III	6	6	0	RN
NUR	410 Nursing Leadership & Management	2	2	0	_____
NUR	411 Nursing Internship	1	0	1	RN
NUR	412 NCLEX-RN Preparation	1	1	0	RN
NUR	413 Nursing Research (WI)	3	3	0	_____
NUR	423 Advanced Concepts of Pathophysiology	4	4	0	_____

Required Courses:	Required Grade C or greater	SH	T	C/L	Grade
BIO	241 Anatomy and Physiology I	4	3	1	_____
BIO	242 Anatomy and Physiology II	4	3	1	_____
BIO	350 Microbiology	4	3	1	_____
CHEM	105 General Chemistry	4	3	1	_____
MATH	171 Elementary Statistics	4	3	1	_____
PSYC	131 General Psychology	3			_____
PSYC	251 Developmental Psychology	3			_____
SOC	100 Introduction to Sociology	3			_____

Safety & Survival Met by CPR requirement

Total SH for Required Support Courses

Wesleyan Studies Courses:	SH	Grade
<u>Rhetorical Foundations: 13 Semester Hours Total</u>		
WS 100 Wesleyan Seminar(SL)	3	N/A
ENG 105 College Composition and Research (WI)	4	_____
ENG 201 Writing & Research about Literature (WI)	3	_____
COMM 140 Human Communications OR	3	_____
COMM 147 Public Speaking OR		_____
COMM 255 Business Communications		_____

(WI) Writing Intensive courses required= 4 3 2 1 Completed

Quantitative and Scientific Literacy: 8 SH Total met by required courses

8 SH: 171 Elementary Statistics (4 SH), 241 Human Anatomy & Physiology I (4 SH)

Creativity: 6 Semester Hours Total

Theory	3	_____
*=Must total 3 Hr. *Performance	_____	_____
*Performance	_____	_____
*Performance	_____	_____

Understanding Self & Society 15 SH Total (15 - 6 = 9 Hr.)

6 hours met by required courses

6 SH:101 Introduction to Sociology (3), 251 Developmental Psychology (3)

Religion/History/Philosophy

_____	3	_____
_____	3	_____
GI 300 Global Issues(required) (SL)	3	_____

WS 310 Leadership & Service (SL)	3	_____
Elective	4	_____

SL courses required= 4 3 2 1 Completed

**All DoN Programs Options require a minimum of 125 semester hours to graduate.**

SH= Semester Hours T= Theory Hours Nursing C/L= Clinical/ Lab Hours

4/08 Revised 2/10,4/10,8/10,12/10,1/11,1/12,1/13,4/13,2/14,7/14

Iowa Wesleyan College Division of Nursing Plan of Study

RN to BSN Students Entering Program Option after August 2014

**REQUIRED SUPPORT COURSES NEED TO BE COMPLETED PRIOR TO STARTING NURSING COURSES**

**2.75 GPA or higher required to enter Nursing Program**

Course No	Course	SH	T	C/L	Course No	Course	SH	T	C/L
<u>ENG 105</u>	<u>College Composition &amp; Research*</u>	4	4	0	ENG 201	Writing & Research about Literature (WI) *	3	3	0
BIO 350	<u>Microbiology *</u>	4	3	1	MATH 171	<u>Elementary Statistics *</u>	4	3	1
<b>BIO 241</b>	<b><u>Anatomy &amp; Physiology I*</u></b>	4	3	1	<b>BIO 242</b>	<b><u>Anatomy &amp; Physiology II*</u></b>	4	3	1
<u>CHEM 105</u>	<u>General Chemistry *</u>	4	3	1	PSYC 131	<u>General Psychology *</u>	3	3	0
<u>SOC 100</u>	<u>Introduction to Sociology *</u>	3	3	0	PSYC 251	<u>Developmental Psychology*</u>	3	3	0
COMM 140	Human Communications * OR	3	3	0					
COMM 147	Public Speaking * OR								
COMM 255	Business Communications *								

**Must earn 80% or higher in EVERY nursing course to continue in Nursing Program every Semester**

**Must earn a C or better in support courses**

\* Transfer credit possible with ADN, AAS, AA Nursing Credits

**2.75 GPA or higher required to continue Nursing Program**

Combined Maximum of 94 credit hours awarded w/ADN, AAS, AA, Nursing Credit

Required Nursing Courses					SH	T	C/L	SH	T	C/L
NUR 301	Bridge to Professional Nursing	5	3	2	NUR 406	Nursing Care of Older Adults	3	2	1	
NUR 405	Nursing Care in the Community	4	2	2	NUR 410	Nursing Leadership & Management	2	2	0	
NUR 413	Nursing Research (WI)	3	3	0						
NUR 423	Advanced Concepts of Pathophysiology	4	4	0						
<b>Total Hours</b>		<b>16</b>	<b>12</b>	<b>4</b>			<b>5</b>	<b>4</b>	<b>1</b>	

IWC Graduation Requirements					SH	T	C/L	SH	T	C/L
WS 300	Global Issues (SL)	3	3	0	Understanding Self and Society	Religion, Philosophy, History * Choice 6 Hours	6	6	0	
WS 320	Leadership & Service (SL)	3	3	0	Creativity	* : Theory Pool 3 Hr, Performance Pool 3 Hr.	6	6	0	
<b>Total Hours</b>		<b>6</b>	<b>6</b>	<b>0</b>			<b>12</b>	<b>12</b>	<b>0</b>	

**Total Hours**

**All DoN Program Options require a minimum of 125 semester hours to graduate.**

Rhetorical Foundation 13 Hr.

Quantitative & Scientific Literacy 8 Hr. ( Met by Nursing Support Courses)

Theory = 108

Understanding Self & Society 15 Hr. ( 6 hr. met by Nursing Support Courses)

Nursing Clinical/ Lab = 17

Creativity 6 Hr.

Underlined Required Support Courses with a C or Better

T = Theory Hours

SL = Service Learning M = incudes Math testing

Nursing C/L = Clinical or Lab Hours

WI = Writing Intensive

2006, Revised 4/08,3/09,5/09,9/10,12/10,1/11,1/12,1/13,4/13,8/13,6/14

### **Non-Discrimination**

IWC, in compliance with requirements of Title IX of the Education Amendments of 1972, does not discriminate on the basis of sex, race, color, or national origin in the education programs or activities which it operates or in employment for services therein.

Students must have a criminal background check, and a Dependent Adult Abuse and Child Abuse Registry check, a HHS Office of Inspector General Search, and an Excluded Parties List System search completed **prior** to admission to the program. A urinalysis for drug screen will also be required during the program. Faculty may request the student have additional evaluations as listed above at any time throughout the program. Students entering the program as a sophomore must submit proof of Certified Nurses Aid (CNA) certification or take the NUR 201 course and successfully complete CNA testing before the start of the Spring semester. Licensed Practical Nurses (LPN) and Registered Nurses (RN) must submit proof of licensure. These are done at the student's expense.

*\*Hepatitis B: IWC Nursing Program has followed the guidelines of the Iowa Division of Labor in developing its policy concerning protection of persons who have occupational risk of exposure to the Hepatitis B Virus (HBV). If a student chooses to not be immunized, they will be required to sign a waiver indicating that they are aware of the risk of exposure to HBV and have elected to not be immunized.*

### **Background Check**

Healthcare agencies are charged with providing care and protecting the safety of vulnerable populations including children and the aged. Agencies utilized for clinical placement by all programs in the Division of Nursing require students to initiate and undergo a criminal background check, dependent adult/elder abuse and child abuse registry checks and may deny clinical access to those convicted of felonies and certain misdemeanors. Conviction of these offenses may result in a student's denial of admission to or dismissal from the Division of Nursing.

Applicants are required to submit to background checks as identified by the Division of Nursing as a part of the application process. The cost of this and any subsequent screening will be borne by the student. The student is responsible for notifying the Division of any change in the status of this record. Faculty may request the student have additional evaluations as listed above at any time throughout the program. Note that successful completion of a background check does not ensure eligibility for certification, licensure or future employment.

Students will be required to complete drug testing before beginning clinical experiences, and at the discretion of the Division of Nursing. The cost will be borne by the student. Failure to successfully complete this screening may mean the student will be unable to attend clinical and not able to continue in the nursing program.

### **Insurance**

The College purchases professional liability insurance for all students involved in clinical courses. A copy of the policy may be examined by contacting the Business Office.

Clinical facilities require students have adequate health insurance. The student must present a copy of the front and back of their health insurance card prior to the start of each fall semester.

## Core Performance Standards

All nursing students are expected to have the capability to complete the entire nursing curriculum. The nursing curriculum requires demonstrated proficiency in a variety of skills. All students should be able to perform each of the activities with or without reasonable accommodations.

ISSUE	STANDARD	EXAMPLES OF NECESSARY ACTIVITIES (not all inclusive)
Critical thinking	Critical thinking ability sufficient for clinical judgment	Identify cause-effect relationship in nursing clinical and classroom situations. Predict outcomes based on plans of care for clients across life span. Differentiate extraneous data from pertinent data. Synthesize theory and apply to client care situations. Analyze and synthesize information to support or defend a position. Calculate prescribed drugs. Make safe judgments.
Interpersonal abilities	Interpersonal abilities sufficient to interact with peers and faculty.	Function in groups. Establish rapport and therapeutic relationships with clients. Maintain professional boundaries.
Communication	Communication abilities sufficient for interaction with others in verbal and written form.	Express ideas/thoughts and receive those of others in classroom and clinical setting. Explain treatment procedures, initiate health teaching, document and interpret nursing actions and client response.
Mobility	Gross motor abilities to move from room to room, maneuver in small spaces.	Move around in client's room, work spaces, and treatment areas, perform cardiopulmonary procedures, assist in ambulation, lift and transfer clients (suggested minimum of 50 lbs.). Possess sufficient mobility and stamina to function in a clinical setting for a given period of time.
Fine motor skills	Manual dexterity sufficient to provide safe and effective care.	Complete examinations/evaluations by writing, typing, or demonstration. Calibrate and use equipment .
Hearing	Auditory ability sufficient to monitor and assess health needs.	Hear basic conversation, monitor alarms, emergency signals, auscultatory sounds, and cries for help.
Visual	Visual ability sufficient to monitor and assess health needs.	Read documents (charts, lab reports). Read calibrations of syringes, sphygmomanometer, thermometers, equipment output (waves, printouts, digital readings). Observe client behaviors (color changes, nonverbal communication).
Tactile	Tactile ability sufficient for physical assessment	Perform palpation, percussion, functions of physical examination and/or those related to therapeutic intervention, assess temperature changes.
Emotional stability	Emotional stability sufficient to assume responsibility/accountability for actions.	Respond appropriately to suggestions for improvement. Accept criticism.
Health	Characteristics that would not compromise health and safety of clients.	Minimize exposure to and seek appropriate treatment for communicable diseases.
Accountability & Responsibility	Demonstrate accountability and responsibility in all aspects of nursing practice	Able to distinguish right from wrong, legal from illegal and act accordingly Accept responsibility for own actions Able to comprehend ethical standards and agree to abide by them Consider the needs of patients in deference to one's own needs

**Adapted from:**

REB Council on Collegiate Education for Nursing. (March, 1993). The Americans with Disabilities Act: Implications for nursing education. [On-line]. Available: <http://www.sreb.org/programs/nursing/publications/adareport.asp>

The above statement of criteria is not intended as a complete listing of nursing practice behaviors, but is a sampling of the types of abilities needed by the nursing student to meet program objectives and requirements. The Division of Nursing (DON) or its affiliated agencies may identify additional critical behaviors or abilities needed by students to meet program or agency requirements. The DON reserves the right to amend this listing based on the identification of additional standards or criteria for nursing students.

Students who are unable to meet core performance standards cannot meet objectives for clinical courses; therefore, cannot meet course requirements. Students must withdraw from the program and may apply for readmission at such time that he/she is able to meet the core performance standards required for the practice of nursing.

If you are unable to fully meet any criterion, you will need to make an appointment with the Chair of the DON.

I have read and I understand the above Core Performance Standards. To the best of my knowledge, I am able to meet all these criteria.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### **Progression through Nursing Program**

Nursing students must earn a minimum grade of 80% in all nursing courses. If a student fails to earn 80% or greater in a nursing course, he/she will not be allowed to take the next semester's required nursing courses. The student may take courses outside of nursing needed for the major, selected remedial nursing courses, or elective courses.

All nursing courses are expected to be taken in an uninterrupted sequence until completed. If interruptions occur, the student must seek readmission to the nursing major. In order to be considered for readmission to the nursing major following any interruption of progression in the program, the student must have a minimum cumulative grade point average of 2.75 or above and submit in writing to the Division of Nursing the request to re-enter the nursing program. In the following semester, if accepted for readmission, the student would return to the nursing program and repeat the nursing courses in the year in which he/she was unsuccessful. The student must earn 80% or greater in all courses repeated.

The application for readmission is available from the Chair of the Nursing Division. It must be submitted at least two months prior to the beginning of the Fall semester. Faculty will review the application and contact the student if further information is required. The student will be informed of the outcome of the application at least one month before the start date of the Fall semester.

A student may only repeat a course at the discretion of the Nursing faculty based on the student's application for readmission to the major. The student who is academically and/or clinically unsuccessful in a nursing course may repeat the course once; however, **a student may apply only once to the Division for readmission.**

The faculty of the Division of Nursing reserves the right of retaining only those students who in the judgment of the faculty satisfy the requirements of scholarship and health and meet the standards expected of prospective members of the nursing profession.

Revised: 6/2009, 5/2010 Reviewed 7/2013

## **Math Testing**

It is the intention of the Iowa Wesleyan College nursing faculty to provide nursing students with a comprehensive education. One manner in which we endeavor to attain this goal is through the administration of mathematics evaluations that are essential to nursing practice. The Division of Nursing believes that safe medication administration is directly related to competence in mathematics. It pertains to the preparation, measurement and administration of the medications we provide to our clients. Students must complete and pass a math test at 100% in the following courses: NUR 205, NUR 214, NUR 305, NUR 308, NUR 407 and NUR 408.

- Sophomore students are not permitted to use calculators. The Nursing Division will provide calculators when one is permitted.
- Extended Learning RN to BSN completion students are excluded from the math requirement

### **Step One:** Prior to math test #1:

- a. Student completes practice test. If the student attains a score of 100%, the math requirement is met for the semester.
- b. Instructor may conduct a review session during class or outside of class.
- c. Math tutoring with Academic Resource Center (ARC) will be available.

### **Step Two:**

- a. Math test #1 is administered at a time determined by the instructor. Student brings a practice test completed at 100% to participate in the math testing.
- b. Result of student achievement:
  1. 100 %: No further math testing is needed in the semester.
  2. Less than 100%: Student moves to Step Three.

### **Step Three:**

- a. Instructor may conduct a review session outside of class time.
- b. Student participates in a review session, either with instructor or ARC for at least two hours.

### **Step Four:**

- a. Math exam #2 is held. For entry to the test, the student brings 1) documentation of review session(s) and 2) a practice test at 100%.
- b. Result of student achievement:
  1. 100%: No further math testing is needed for the semester.
  2. Less than 100%: Student moves to Step Five.

### **Step Five:**

- a. Student completes four one-hour review sessions with ARC and/or the instructor after the date of test #2.

### **Step Six:**

- a. Math test #3 is held on or prior to the IWC established final exam day for the course. For entry to the test, the student brings 1) documentation of review sessions at ARC/instructor and 2) a practice exam at 100%.
- b. Result of student achievement:
  1. 100 %: Student satisfies math requirement for semester.
  2. Less than 100%: Student earns a "C" for the course.

Effective: Spring, 2007 Revised 6/08, 6/09, 1/12, 7/13, 6/14

## Grades in Support Courses and GPA

Nursing students must earn a minimum grade of a C in all support courses.

The overall GPA that MUST be maintained to continue in the nursing program is 2.75.

### Grading

#### Theory

All theory components require a minimum grade of 80%.

#### Clinical

Clinical components are graded as satisfactory/unsatisfactory and may have three components: 1) clinical performance, 2) written assignments and 3) professional accountability.

To earn a satisfactory grade for clinical performance, students must meet the satisfactory requirements outlined in the clinical grading criteria.

To earn a satisfactory grade for written assignments, students must earn a minimum grade of 80%.

If a student earns a 79.9% or lower in theory OR earns an unsatisfactory in clinical, both components must be repeated. If a student earns a  $\geq 80\%$  in theory BUT earns an unsatisfactory in clinical, the student will be given a grade of "C" for the course and the student must follow the policy for re-admission to the program.

The nursing grading scale is as follows:

<u>Grade Percentage</u>	
A	94 - 100
A-	90 - 93.9
B+	87-89.9
B	84-86.9
<b>B-</b>	<b>80-83.9 (Lowest acceptable grade to continue in Division)</b>
C+	77-79.9
C	74-76.9
C-	70-73.9
D+	67-69.9
D	64-66.9
D-	60-63.9
F	$\leq 60$

Revised: June, 2009 Reviewed 7/2013

## **Clinical Grading Criteria**

### Satisfactory:

- Nursing practice is safe and adequate.
- Demonstrates ability to improve quality of care with minimal amount of guidance.
- Demonstrates growth toward course and program objectives. Demonstrates achievement of parameters of nursing, as described on the clinical evaluation, in a consistent manner. The following attributes are present, in addition to demonstration of the clinical evaluation parameters.
- Relies minimally on use of supports, such as drug cards.
- Needs minimal assistance after demonstration.
- Uses a variety of resources (staff, records, etc.).
- Organizes own activities to meet client needs.
- Consistently accountable (e.g., attends clinical experiences as scheduled; maintains safety measures; maintains confidentiality; practices Universal Precautions; demonstrates compliance with the student dress code).
- Consistently participates in post clinical conference or other clinical related activities.
- Paper work submitted on time.
- Consistently demonstrates professional behavior.

### Unsatisfactory:

- Nursing practice is either unsafe and/or unacceptable with deficient essential information and background knowledge.
- Delivers nursing care in a manner that compromises the client, self, or others.
- Is inconsistent, and continues to need direct guidance.
- Exhibits minimal or no growth toward course and program objectives.
- Relies heavily on use of supports, such as drug cards.
- Continues to need assistance after demonstration.
- Minimally uses resources (staff, records, etc.)
- Has difficulty organizing activities to meet client needs.
- Lacks accountability, requiring frequent reminding.
- Minimally participates in post-clinical conference or other clinical related activities.
- Is inconsistent in demonstrating professional accountability/behavior.

### Theory and Clinical

Unprofessional behavior in academic settings may result in nursing academic probation or dismissal from the program.

### **Parameters Governing Clinical Experiences**

Iowa Wesleyan College enters into contractual relationships with the agencies where nursing students have clinical experiences. These agreements specify that IWC students and faculty function within the parameters and policies for personnel of the agency, as well as conditions outlined in the contract. Each instructor or designee will provide an orientation to the specific clinical areas involved.

Pursuant to Iowa Code 655IAC:

2.8(5) Nursing courses with a clinical component.

The nursing program shall notify students and prospective students in writing that nursing courses with a clinical component may not be taken by a person:

- a.* Who has been denied licensure by the Iowa Board of Nursing.
- b.* Whose license is currently suspended, surrendered or revoked in any United States jurisdiction.
- c.* Whose license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.

### **Travel to Clinical Areas**

All nursing students are required to provide or arrange for their own transportation to and from clinical areas. Every effort will be made to aid the students in setting up car pools. In cases of inclement weather, the faculty will abide by the advice of the Iowa Highway Patrol regarding the feasibility and safety of travel on the roads.

### **Clinical Evaluation**

Students are evaluated in nursing courses by many means (clinical grading criteria, written examinations, papers, oral examinations, professional accountability, etc.). Clinical work is formally evaluated according to established criteria that characterize the objectives of the Division of Nursing. Students will have the opportunity to evaluate themselves according to the same criteria, but the instructors will determine the final grade.

Students taking clinical courses will be formally evaluated at the end of each clinical rotation. Informal conferences are held as often as needed. Each course has a set of behaviors that identify the clinical criteria by which the student will be evaluated. Students are given a copy of these behaviors at the beginning of the clinical course. Students do a self-evaluation for each formal evaluation. Both the student's self-evaluation and faculty's evaluation is filed in the student's folder.

Each course will be evaluated by its course learning outcomes. These include program and college outcomes = life skills.

Revised 06/2014

## **ATI Examination Update: Spring 2014**

The Division of Nursing contracts with Assessment Technologies Institute (ATI) to provide nursing students with a comprehensive testing and review program that enhances the educational process. ATI testing provides assessment data regarding student's level of achievement in fundamental nursing skills along with medical-surgical nursing, pharmacology, maternal-newborn, pediatrics, mental health, community health, and leadership.

After completion of the examination, instructors have access to a detailed report that provides data from which the course and curriculum can be reviewed. A group report provides data on the class as a whole while individual student reports can be used to assist students to remediate.

Faculty members analyze ATI group reports to ensure rigor and currency with the nursing courses. Group scores are compared to standardized ATI proficiency levels. Major content areas or topics to review are reviewed by the faculty member to ensure content is adequately covered in course materials. Students must complete an online assessment with a 90% or higher to be allowed into the proctored assessment. There must be at least 24 hours between attempts to allow students to remediate content before retaking the assessments. A maximum of two attempts is permitted for each proctored assessment. Based on this data analysis, changes may be implemented to courses or curriculum.

The ATI program requires that students be able to use the computer labs on campus. Each student must have a valid Student ID and computer account to use the College computers for testing. Information about computer accounts is available from Information Technology staff or nursing faculty. Please test your ability to use the network at the College at the beginning of each semester.

Revised 06/2014

### **Attendance**

Students are expected to attend all theory classes. **Two**(2) absences will be allowed per student per course with no point reduction. Three (3) absences will result in a 25 point deduction from the total grade, four (4) absences will result in a 75 point deduction from the total grade, five (5) absences will result in a 175 point deduction from the total grade, and six (6) absences will result in a 375 point from the total grade. Roll is taken at the beginning of the class and if you are not in your seat, you will be counted absent. Leaving class early without prior permission will result in your being counted absent for the class session.

In the event of an absence, the student is responsible for obtaining the information from that class. If a student is absent on a test day, he/she must make arrangements for testing on the first day back to class.

If a student misses a clinical day, the time must be made-up. Refer to the syllabus.

### **Test Administration Policy**

Examinations are utilized throughout the nursing curriculum to facilitate formative and summative evaluation of student learning and to foster preparedness for licensure examination following graduation. The following guidelines reflect how examinations are administered, results are disclosed, and students review their accomplishments.

Within the context of the classroom examination:

1. The faculty proctor can arrange seating for exams.
2. Students must bring all food and drink, books, purses, backpacks, etc. to the front of the room prior to the start of the exam.
3. Calculators will be provided by the Division.
4. Students must bring all electronic devices, which need to be turned off (not on vibrate), to the front of the room.
5. Students are not allowed to leave the room during the exam.
6. Students may not ask questions of the proctor, except those related to typographical errors.
7. Students are responsible for checking their answer sheets for accuracy prior to submitting them to the proctor. The test booklets can be written on but will not be utilized by faculty to verify responses.
8. Upon completion of the exam, the proctor will direct the students as to when they may leave the classroom. If students are instructed to exit the room, they should be respectful and remain quiet.
9. If a student arrives late to a test, he/she must complete the test by the announced ending time.
10. If a student arrives late to a quiz, he/she will not be given the quiz and will receive a zero for that quiz.

Students are encouraged to review their unit examinations. Faculty believe that reviewing examinations provides students with opportunities to reinforce learning, identify content areas in need of further study, seek clarification on items missed, and improve study and test taking skills. The exam review will take place with a designated person at a designated location.

1. Unit exams are available for review for a two-week period after all students within the class have completed the exam. If there is a comprehensive examination for the course, exams may be reviewed in the last two weeks of the semester. This is for review only and no grade changes will be made.
2. Exams are reviewed with the designated person in attendance at all times. Highlighting in the text and/or on the test is permissible.
3. Talking and note taking are not permitted while reviewing exams. Students must place all personal items, backpacks, writing utensils except highlighters, etc. in a designated area away from the review area.
4. All electronic devices must be turned off.
5. Test and answer sheets are returned immediately following the review and cannot be taken from the review room.

Reviewed and Revised: 6/09, 5/10, 5/11 Reviewed 7/2013

## Assignments

All assignments are due at the beginning of class on the announced due date. All work must be turned in on time unless arrangements have been made with the instructor 24 hours in advance. Late work will result in a five (5) % reduction in points for that assignment. If a student misses class the day the assignment is due, they must submit the assignment the first day back to class. Individual instructors may vary this policy. Refer to the course syllabus.

## Resources

Contact the Information Technology (1.800.582.2383 M-F 08-1700) if you have questions concerning the CAMS system.

Through IWC's website, you can access many resources. Go to [www.iwc.edu](http://www.iwc.edu) then click on points of interest. One such point of interest should be the library (under Academics). The library site contains access to reference material, search engines, writing guide(APA information) and much more.

The Nursing Student Handbook is online at [www.iwc.edu](http://www.iwc.edu), academics, academic division, nursing, applications, forms and handbooks, then scroll down to find the nursing student handbook under the Division of Nursing.

If you need assistance with nursing skills, the nursing skills lab is available to you. Contact your instructor for information.

## Hour Allocation

Nursing faculty use a variety of ways to assign required course hours. Hours are designated as contact, seminar, clinical, or lab hours.

### Semester Format

#### Per Semester

##### Theory

1 sem hr = 15 contact

2 sem hr = 30 contact

3 sem hr = 45 contact

1 sem hr = 30 seminar

2 sem hr = 60 seminar

3 sem hr = 90 seminar

##### Clinical

1 sem hr = 45 contact

2 sem hr = 90 contact

3 sem hr = 135 contact

##### Lab

1 sem hr = 30 contact

2 sem hr = 60 contact

3 sem hr = 90 contact

Nursing 411 Nursing Internship Hour Allocation

One semester hour equals 120 contact hours for NUR411 – Nursing Internship.

### **Professional Appearance for Clinical Experiences**

The Nursing Program takes a conservative approach to personal appearance. It is our policy that personal appearance is to be conservative and commensurate with the high standards traditionally associated with the profession of nursing.

**Uniforms:** Students are required to purchase scrubs for clinical rotations from the campus bookstore. The scrubs are on display. The Bookstore Manager can inform you of the deadline for ordering. Shoes need to be supportive, cover the entire foot, and be made of a non-porous material. Avoid canvas shoes. The predominate color of the shoe must be white. Attire for other clinical experiences which do not demand a uniform is business casual. No jeans, T-shirts, sweat pants/shirts, scrubs or sleeveless garments may be worn. Conservative attire is business casual in health care, as well as a conservative approach to make-up and jewelry. Each community partner may ask that students cover body art, remove piercings, or ask that the student leave the site if not properly attired according to the standard of dress for that organization.

**Chewing:** The chewing of gum or any other indigestible substance in the clinical area is prohibited.

**Smoking:** Smoking is not allowed during hours a student is working in clinical areas.

**Telephone:** Cellular telephones are not to be carried during clinical experiences. You may check them at authorized breaks. You must follow the cellular phone policy at the clinical agency.

Revised 8/2013, 06/2014

### **Exposure to blood borne and other infectious material**

**Policy:** to keep the Iowa Wesleyan College (IWC) nursing student safe and free from exposure of blood borne and other infectious material. However, in the event of an exposure, the following policy is in place:

**Purpose:** to minimize exposure to blood borne and other infectious material.

**Procedure:**

1. In the event of a blood exposure or other potentially infectious materials in your eyes, nose, mouth, or on broken skin, immediately flood the exposed area with water and clean any wound with soap and water or a skin disinfectant if available.
2. Immediately report to the nursing faculty when available, the Office of Student Life or clinical agency/hospital of exposure. The student must comply with the agency/hospital policies and procedures.

Retrieved on 6/5/2009 Reviewed 6/2014

<http://www.osha.gov/SLTC/bloodbornepathogens/postexposure.html><http://www.osha.gov/SLTC/bloodbornepathogens/postexposure.html>

### **Academic Honesty**

The Division of Nursing concurs with the policy on academic dishonesty outlined in the College Catalog under the IWC Academic Honesty Policy.

More information on the nature of academic dishonesty can be found in the Wikipedia article found at: [http://en.wikipedia.org/wiki/Academic\\_dishonesty](http://en.wikipedia.org/wiki/Academic_dishonesty). It provides concise definitions of many categories of dishonesty.

### **Academic Appeals**

The Division of Nursing concurs with the policy on academic appeals outlined in the College Catalog. Students who have concerns regarding an academic matter, such as procedures in a particular course or a grade received, should first meet with the instructor of the course involved. Nursing students may also file a student complaint. Failing to achieve satisfaction at this level, the student should then meet with the chair of the Nursing Division. Appeals beyond the divisional level should go to the Vice President for Academic Affairs. When appropriate, academic issues will be referred to the Committee on Academic Standards and Review for final decision. The Vice President for Academic Affairs is available to students to discuss academic problems and procedures. The Committee on Academic Standards Student Petition is available from the Division Chair or the Registrar.

### **Nursing Academic Probation**

The cumulative grade point average that must be maintained to continue in the nursing program is 2.75. If a student falls below this requirement, he/she will be placed on nursing academic probation and a plan of action for poor academic performance will be implemented. The student will have **ONE** semester to improve his/her GPA to meet this requirement. If the GPA is not improved, he/she will not be allowed to continue in the Nursing Division.

Unprofessional behavior in academic and/or clinical settings may result in nursing academic probation or dismissal from the program.

## Professional Accountability

As an Iowa Wesleyan College nursing student, and as a future member of the nursing profession, you are expected to demonstrate professional accountability. This policy is designed to develop and positively reinforce professional and accountable behavior. Professional accountability, in both classroom and clinical environments, is based on behavioral standards including, but not limited to:

- \* **Adherence to the IWC and Division of Nursing policy and course/clinical guidelines** (refer to Nursing Student Handbook, College catalog, course syllabus)
- \* **Personal integrity and academic honesty** (i.e. doing own work, truthfulness)
- \* **Punctual and responsible attendance** (i.e. appropriate use of break time)
- \* **Attentive and active course participation** (i.e. relevant contribution to class discussion, staying alert, socializing)
- \* **Respectful and appropriate interactions with faculty, staff, peers** (i.e. courteous communication, balanced teamwork, healthy relationships/boundaries)
- \* **Completion of assignments/taking exams on time** (refer to assignment and testing policy)
- \* **Proper and timely communication regarding course issues/concerns** (i.e. initiating conversations with instructor regarding student performance, alerting instructor about class/clinical concerns)
- \* **Refrain from use of electronic/communication devices during class or clinical unless instructor approved** (i.e. cell phone use, lap tops)
- \* **Promote an adult learning environment** (i.e. refraining from bringing children to class, acting in a mature manner)
- \* **Self-responsibility regarding course expectations** (i.e. organized and prepared for class, self-directed with problem-solving, use of appropriate resources)
- \* **Self-care which is demonstrated by health promotion and maintenance** (i.e. adequate rest, proper hygiene, constructive coping)
- \* **Professional appearance and manner** (refer to Nursing Student Handbook)
- \* **Active Participation in at least three (3) Division of Nursing / Student Nurses' Association meetings or activities each term** (i.e. Division of Nursing meetings, SNA meetings, SNA homecoming events, blood drive, nursing pinning ceremony, Nurse Lobby Day) or attendance at professional meetings. At least two (2) must be SNA or DON activities. Participation cannot be used to satisfy any other course requirement or assignment, including Service Learning hours.

Note: If a nursing student is involved in any incident which severely violates the professional accountability standards, such as plagiarism, cheating, abusive or inappropriate interactions, unsafe practice, or incompleteness of nursing student mandatory requirements by due date, they will not earn professional accountability points for that course. The determination of the level of professional accountability displayed by each nursing student will be based on the nursing professor's assessment in the academic environment.

Aug., 2010 Revised May, 2010; Aug, 2010 Reviewed 7/2013 Revised 06/2014

### **Impaired Student Nurse Policy**

The faculty recognize that all persons of our society, including nursing students, are susceptible to illnesses that may impair their ability to function at an optimal level. When a student develops an illness that impairs the ability to learn and to provide safe nursing care it is of special concern. In the case of chemical dependence, disease development may be facilitated or accelerated by occupational risk factors such as easy drug access and pharmacological model of dealing with high stress, emotional distress and pain.

Given the occupational components of nursing that require safe, effective care, the following policy and procedure for identification, intervention and treatment in situations of actual or potential student impairment has been developed.

Impairment is defined as being under the influence of psychoactive substances and/or evidencing psychological or physical symptoms. This can be episodic or chronic and affects cognitive, interpersonal and psychomotor learning and performance.

Faculty beliefs that underlie this policy are:

That the use of psychoactive substances while performing or learning to perform nursing care is not acceptable.

- That when a student's performance is impaired, safe, effective care is at risk whether it occurs in the classroom, learning skills laboratory or in the clinical setting.
- That alcohol and drug abuse and addiction are primary illnesses as are psychiatric and physical illnesses and each can be successfully treated with rehabilitation and return to optimal function.
- That students who are willing to cooperate with a program of assistance to them and accept treatment, rehabilitations and monitoring should be allowed to continue their nursing education, provided they cooperate fully and comply with requirements for treatment and monitoring of their continued well-being. This applies for any illness causing impairment.
- That habitual impairment is cause for disciplinary procedure, as are those students identified as impaired or potentially impaired who are unwilling to be rehabilitated.
- Legal transgressions such as theft, falsification of records, diversion of drugs for sales or to supply another, or the substitution, alteration or denial of prescribed medications to patients involves the disciplinary process as well as the assistance process.

The purpose of this policy is to:

- Encourage students who self-identify themselves as having physical, cognitive or emotional conditions affecting their performance to seek and receive evaluation, treatment and/or professional licensure.
- Identify and assist students who have not yet recognized signs of potential impairment in themselves or identified themselves as having medical or emotional conditions leading to future impairment.

## **Procedure**

Actual or potential impairment is identified through the recognition of signs of deteriorating performance including but not limited to:

- Problems with lateness, missing clinical, class, laboratory time
- Increasing numbers of incidents and errors with nursing care
- Observed or reported incidence of interpersonal conflict
- Complaints of poor quality nursing care
- Decreased productivity
- Awkward, ineffective, inaccurate psychomotor skills
- Peers and others attempt to compensate for the imbalance of care and learning by overlooking impaired performance, lateness and absenteeism.

## **Self- identification and report**

The student will be referred for professional evaluation and treatment if this is not in process.

A conference will be arranged with the Chair of the Division of Nursing (DON) and the student's advisor to decide the following (with input from counselor or therapist):

- Continued attendance in the DON and any restrictions
- Schedule of reports on progress and rehabilitation
- Plan for relapse prevention (student responsibility)

## **One time incident**

- Faculty observe, assess and document performance and objective data.
- Student faculty conference at which time student is informed of the reasons she/he must leave (symptoms of illness, impairment and lack of required safe, professional behaviors).
- Arrange for someone to drive student home and to give student assignment for make-up work. Set appointment for next conference. Be sure student leaves.
- Inform Chair, Advisor and the Dean of Student Life. Also inform the Course Coordinator if the incident occurs at a clinical site.
- At second student-faculty conference provide follow-up guidance: discuss behavior and/or signs of illness; establish expectations and limits for future behavior of student (designate time period); encourage student to give his/her perception of situation and plans to prevent further unprofessional behaviors; discuss random drug/alcohol testing.
- Record relevant information. Send copy to student and Dean of Student Life.

### **Ongoing pattern**

- Consult with Dean of Student Life.
- Review all documentation of related incidents. (In custody of Chair). If pattern of observable, objectified quantified behaviors identified, arrange for conference with student. Prepare for intervention through collaboration with counseling service.
- At intervention conference, inform student of concern, observed pattern of impairment and need for professional evaluation as a condition of continued professional education. Refer for evaluation with prearranged appointment.
- If student refuses referral, disciplinary procedures may be indicated. May need involuntary withdrawal.
- After evaluation, Chair of the Division of Nursing will request conference with student and their advisor.
  - If illness is not identified, a contract will be established outlining unacceptable behavior and a time frame for improvement including clear consequences if change does not occur.
  - If student identified as chemically dependent or to have any other illness or condition that impairs judgment and/or performance, she/he will be asked to enter treatment and/or withdraw and enter treatment and rehabilitation (depends on the severity of the condition and prognosis). Documentation will be maintained in separate, confidential files in the Chair's office, and will include conditions for continuing in the program, copies of professional evaluation, diagnosis and treatment recommendation. The student will be informed of implications for licensure and given a referral list of NSBON Requirements for maintaining documentation and reports of treatment and rehabilitation will be including possibility of restricted clinical expectations.

July, 2012 Reviewed 7/13, 7/2014

## Signs And Symptoms Of Impairment

**Data indicating need for removal from class, lab and/or clinical, evaluation and documentation.**

- Odor of alcohol
- Unsteady gait
- Rapid or slurred speech
- Blood shot eyes
- Fine motor tremors
- Dilated or pinpoint pupils
- Difficulty with calculations
- Inability to follow directions
- N/V or sweating without known cause

Some of the above may be due to/explained by another cause. If this is found to be true, above should still be documented in clinical notes and observed over time.

The following all indicate possible impairment and should be addressed if not related to a known cause and a pattern of these exist. Look for a pattern and document clearly and accurately.

- Sleepiness, dozes off
- Shuns interaction, long lunches alone
- Avoids eye contact
- Errors in judgment in patient care
- Frequent disappearance from clinical site without explanation
- Tardiness, leaves early, short term absences
- Odor of mouth wash or breath mints
- Lapses in memory, incongruent responses, difficulty in recalling instructions.
- Improbable, elaborate excuses and apologies for behavior
- Prefers to work alone, seeks less supervision or avoids, with draws from other students
- Inconsistent performance, sudden changes in usual behavior
- Direct blame onto others
- Defensive and irritable
- Inconsistent stories and explanations
- Difficulty meeting deadlines and schedules
- Frequent reports of illness accidents or emergencies
- Unusual interest in giving medications or pain medications (i.e., deprives peers of opportunities)

Revised 8/13

### **Simulation Laboratory**

The Simulation Laboratory will be open Monday through Friday from 8:00-3:00 or by appointment. Contact your instructor with procedures that you feel you need extra help with or want to practice in the lab. The Simulation Laboratory is available for instructors for use as part of their clinical instruction. Special sessions may be scheduled during the year to enhance your learning experience.

7/11, Revised 7/12, Revised 8/13

### **Field Trips**

Field trips are sometimes required or recommended, and students generally carry the expense of such trips. College bus transportation may be used. Faculty are responsible for notifying other instructors when students will be absent for a scheduled field trip. It is the responsibility of the faculty member who is in charge of the field trip to send a list of all students participating and the dates and times involved to the Office of Student Life. This list should be submitted at least one week prior to the scheduled field trip.

Students not attending planned field trips should inform the instructor one week prior to the scheduled time and an alternate assignment will be made.

### **Student Nurses' Association**

The Student Nurses Association (SNA) is an autonomous, self-supporting organization open to all classes of nursing students. Locally, it provides access to college activities, service projects, educational opportunities, and scholarships. The state and national SNA organizations prepare the nursing student to participate in the political process, develop valuable network contacts in the highly mobile profession of nursing, and provide insurance and scholarship opportunities. Participation in SNA will meet requirements of the Professional Accountability policy.

### **Nursing Student Senate**

The Nursing Student Senate's (NSS) purpose is to foster communication between students and faculty. Members include the Nursing Division Chair and a student representative from each nursing class (sophomore, junior, senior, and RN to BSN completion program). Student representatives are elected annually by their peers. The NSS shall convene once each semester, and whenever a member requests a meeting.

### **Service Learning**

Please see the IWC web site [www.iwc.edu](http://www.iwc.edu) and the Service Learning Office (319-385-6362) for details on Service Learning. Service Learning components are included in NUR 214 Basic Concepts of Pharmacology and NUR 306 Nursing Care of Mental Health Clients.

### **Special Accommodations**

If any member of this class has a verifiable disability and needs special accommodations of any nature, the instructor will work with you to provide reasonable accommodations to ensure you have a fair opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodations at some point before, during, or immediately after the first scheduled class period.

### **Electronic /Communication Policy**

All communication devices, such as cell phones, iPods are disruptive in a classroom environment. Please turn off them off while you are in class. If you have a special need, such as an ill child, please contact the Nursing Administrative Assistant at 319-385-6345.

Students are not allowed to carry communication devices during clinical activities. Devices such as a PDA must be directly related to clinical activities and approved in advance by the clinical instructor.

Laptops are permitted for classroom related activities only. Use of the Internet during class is prohibited unless approved in advance by the instructor and will result in a deduction from available Professional Accountability points.

### **Employment**

Nursing students engaged in any employment are not allowed to wear the school uniform. Students cannot use IWC-NS after their signature in employment situations. The Division of Nursing assumes no responsibility for activities of any student during their employment.

### **Student Records**

Nursing student educational/advisory records are located in the Nursing Administration office. Records are kept in a locked file cabinet, and the office is locked when the nursing administrative assistant is not there. Information regarding RN to BSN completion students is kept in the Office of Extended Learning in a secured location.

### **Independent Study**

Nursing students may engage in an independent study project/course. Permission and arrangements will be made through the Division Chair and the instructor involved. Students will be required to write course objectives, arrange a study and/or clinical schedule, and to complete required examinations and assignments on a specified schedule. Credits and grades will be recorded by the Registrar's Office in the manner used for all college courses.

Students engaging in an independent study project/course must meet the following criteria:

1. Independent Study projects/courses can be taken by students only in their major or minor fields.
2. Only juniors and seniors will be allowed to take Independent Study projects/courses, except that in unusual cases others might be allowed to do so through a petition to the Committee on Academic Standards and Review.
3. Not more than one three-hour Independent Study project/course can be taken in one semester. Not more than six hours can be taken by any student during his/her undergraduate career (*one semester hour equals 15 contact hours*).
4. Approval by instructor and Division Chair is required. Forms are available in the Registrar's Office.

### **Nursing Pinning Ceremony**

A faculty member will serve as the chair for the student nursing pinning ceremony. Members of the nursing student body may be asked to form a committee to assist with planning of the ceremony.

The program in final form will be submitted to the Chair of the Division of Nursing for approval at least six weeks prior to graduation.

### **Dedication Ceremony**

In the Spring semester, the sophomoreclass will elect three (3) students to serve on a committee to plan the ceremony where they will be dedicated to the nursing profession. The ceremony will be held in the Spring semester. A faculty member, appointed by the Division Chair, will complete the committee.

The program in final form will be submitted to the Chair of the Division of Nursing for approval at least six (6) weeks prior to the ceremony.

**DATE:** May 2009  
**TO:** HEADS OF PROGRAMS  
**FROM:** KATHY WEINBERG & LYNN LINDER  
**SUBJECT:** LAW CHANGE – Iowa Code 147.3

EFFECTIVE JULY 1, 2009

Due to a change in Iowa Code 147.3 professional boards may now consider all criminal records of applicants. The law *previously* read “past felony criminal record.” This change allows for an update to the Exam Application.

The question regarding criminal record on the examination application previously read “Have you been convicted of a felony?” The question now reads “Have you ever pled guilty to, or been convicted of, a criminal offense, other than a minor traffic violation? (Include deferred judgments)” Exam applicants who graduate after July 1, 2009 will need to submit, with the examination application, photocopies of court records; i.e. judgment entry or sentencing order.

The Iowa Board of Nursing staff will NOT answer questions regarding an individual’s criminal record. All convictions MUST be submitted and will be reviewed.

**Notice:**  
**EFFECTIVE: July 1, 2009**

**Initial Examination & Endorsement Applicants**

Iowa Code 147.3 Qualifications:

All applicants who have a criminal conviction(s), other than a minor traffic violation, must submit copy(s) of the sentencing order(s) when submitting application materials.

In order for an individual to become a licensed nurse in Iowa, the person must first graduate from a state board approved nursing program.

Information pertaining to individual criminal records prior to completion of an education program cannot be obtained from the Iowa Board of Nursing. Questions concerning acceptance into a nursing program, due to history of a criminal conviction(s), will need to be addressed by the nursing program.

At the time of application the Iowa Board of Nursing will review each individual application and criminal record. The Board of Nursing will make the final decision regarding licensure.

**Check Type of License  
and Application Applying  
For**

- RN
- LPN

- Examination
- Endorsement
- Reactivation

**Iowa Board of Nursing  
Waiver**

**For Completing Criminal History Background Checks**

I hereby give permission for the Iowa Board of Nursing to conduct both an Iowa criminal history record check with the Division of Criminal Investigation (DCI) and a national check through the Federal Bureau of Investigation (FBI). Any information maintained by the DCI and the FBI may be released as allowed by law.

The authority for the Board of Nursing to conduct criminal history background checks is derived from the Volunteers for Children Act of 1993 Title 42 United States Code Section 5119C.

See Page 2 for Applicant's Rights

PLEASE PRINT

<b>Name:</b> _____		
Last	First	Middle
<b>Other Names Used (Include maiden name):</b> _____		
<b>Street Address:</b> _____		
<b>City:</b> _____	<b>State:</b> _____	<b>Zip:</b> _____
<b>Daytime Phone:</b> _____		
<b>E-mail Address:</b> _____		
<b>Social Security Number:</b> _____		<b>Gender:</b> _____
<b>Date of Birth (Month/Date/Year):</b> _____		

I am aware a license is granted based, in part, on the truthfulness of the information provided on my application and on this waiver. I understand that knowingly providing false information may subject me to criminal prosecution, license denial and/or license discipline. I hereby affirm that all entries on the application and on the waiver are true and correct

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date

**IOWA BOARD OF NURSING**  
 400 SW 8<sup>th</sup> St., Suite B  
 Des Moines, IA 50309-4685



**APPLICATION FOR LICENSE BY EXAMINATION  
 LICENSED PRACTICAL NURSE -  
 REGISTERED NURSE**

**Privacy Act Notice:** Disclosure of your Social Security Number on this license application is required by 42 U.S.C. and the Iowa Code. The number will be used in connection with the collection of child support, college student loans, debts owed to the state of Iowa, and as an internal means to accurately identify licensees. This information will also be shared with taxing authorities as allowed by law. Ref: 42 U.S.C. § 666(a)(13), Iowa Code §§ 252J.8(1), 261.126(1) (2007), § 272D.8(1) (Supp. 2008), § 421.18 (2007).

Information is collected pursuant to Iowa Code 147.10 and Iowa Administrative Code 655-Chapter 3, will be used for workforce projections, and may be disclosed pursuant to IAC 655-Chapter 11. Failure to provide mandatory information will result in license denial.

**SECTION A – APPLICANT INFORMATION**

**IT IS ILLEGAL TO PRACTICE NURSING IN IOWA WITHOUT A CURRENT LICENSE**

I am applying for License by Examination for a:

Registered Nurse

- First Time Tester
- Re-Test within 12 months of original application
- Re-Test 12 months or more after original application

Licensed Practical Nurse

- First Time Tester
- Re-Test within 12 months of original application
- Re-Test 12 months or more after original application

**SECTION B - PERSONAL INFORMATION**

Notification to the Board of name and address changes is mandatory as defined in IAC Section 147.9 (Address changes can be made online. Name changes are required to be submitted in writing.)

1. 1.	Legal Name	First	Middle	Last
		<input type="text"/>	<input type="text"/>	<input type="text"/>
2.	Other Last Name(s)	<input type="text"/>		
3.	Residential Address	<input type="text"/>		
4.	P.O. Box	<input type="text"/>		
5.	City	<input type="text"/>		
6.	State	<input type="text"/>		
7.	Zip Code	<input type="text"/>		
8.	County	<input type="text"/>		
9.	Country	<input type="text"/>		
10.	Primary Phone Number	<input type="text"/>		
11.	Mobile Phone Number	<input type="text"/>		
12.	Other Phone Number	<input type="text"/>		
13.	E-Mail Address	<input type="text"/>		
14.	Social Security #	<input type="text"/>		
15.	Date of Birth	<input type="text"/>		

16. Gender

- Female
- Male

17. Race/Ethnicity  White, Caucasian

- Black, African American
- American Indian or Alaska Native
- Asian
- Hispanic/Latino
- Pacific Islander
- Multi-racial
- Other

18. Have you ever held a Licensed Practical Nurse/Licensed Vocational Nurse license in another state?

Yes      If Yes, State(s)

No

**PRIMARY STATE OF RESIDENCE**

Iowa is a member of the Nurse Licensure Compact Agreement. The nurse licensure compact allows a nurse who resides in a compact state to hold ONE license in the nurse’s primary state of residence and practice in all other states in which the compact is in effect. As a condition of obtaining a license in a compact state, you are REQUIRED to declare your primary State of residence. Primary state of residence is your declared fixed permanent and principal home for legal purposes and is your domicile. Evidence of the nurse’s primary state of residence shall include a declaration signed by the licensee. Further evidence that may be requested may include, but are not limited to, a driver’s license with a home address, voter registration card displaying a home address, Federal income tax return declaring the primary state of residence, Military Form No. 2058 or a W-2 from the U.S. government or any bureau, division or agency thereof indicating the declared state of residence. (IAC 655—16)

- If you declare IOWA as your primary state of residence, you will be issued an Iowa multi-state license, which will allow you to practice in ANY other compact state.
- If you declare ANOTHER compact state as your primary state of residence you cannot be licensed in Iowa unless you are employed by the federal government or in the military.
- If you declare a non-compact state as your primary state of residence, you will be issued an Iowa single-state license which authorizes you to practice only in Iowa.

19. My Current Primary State of Residence is:

4. Are you employed by the federal government or on active military duty?

- Yes
- No

**SECTION C - DEMOGRAPHICS**

1. Graduation from High School or GED?

- Yes
- No

2. Entry Level Education What type of nursing degree/credential qualified you for your first U.S. nursing license? (If applying for RN license choose the entry level education for the RN degree.)

- Vocational/Practical Certificate
- Diploma
- Associate Degree
- Baccalaureate Degree

- Master's Degree
- Doctoral Degree
- Other

3. Highest Level of Education What is your highest level of education?

- Vocational/Practical Certificate-Nursing
- Diploma-Nursing
- Associate Degree-Nursing
- Associate Degree-Non-Nursing
- Baccalaureate Degree-Nursing
- Baccalaureate Degree-Non-Nursing
- Master's Degree-Nursing
- Master's Degree-Non-Nursing
- Doctoral Degree-Nursing (PhD)
- Doctoral Degree-Nursing Practice (DNP)
- Doctoral Degree-Nursing Other
- Doctoral Degree-Non-Nursing

4. Were you educated in a country outside the United States?

- Yes
- No

5. Name of Nursing School Attended

6. School Code

7. School Location (City & State or Country)

8. Have you received certification from the Commission of Graduates of Foreign Nursing Schools?

- Yes
- No
- NA

9. Date of Graduation mm/dd/yyyy

**SECTION D - CRIMINAL OFFENSE OR DISCIPLINED/SURRENDERED LICENSE INFORMATION**

All criminal convictions and/or disciplinary actions taken by another licensing authority **MUST** be reported to the Iowa Board of Nursing within 30 days of the action pursuant to 655 IAC 4.6(3)"d" and "e".

1. Have you ever been convicted of, or entered a plea of guilty, nolo contendere, Alford pleas, or no contest to a crime other than a minor traffic offense, in any jurisdiction? Driving while under the influence or driving while impaired must be reported.

You must include all misdemeanors and felonies, even if adjudication was withheld by the court so that you would not have a record of conviction. (For example, you must answer "Yes" if you received a deferred judgment or if the conviction was expunged.)

Failure to report all criminal history may result in disciplinary action.

- Yes
- No

2. If yes, has the Iowa Board formally reviewed all of these criminal actions?

- Yes
- No If No, submit a copy of the sentencing order with this application (See Exam Instructions)

3. Has your license to practice or privilege to practice nursing, or any health care profession, ever been disciplined, surrendered or denied in this state or any other state(s)?

- Yes
- No

4. If yes, has the Iowa Board formally reviewed this action(s)?

- Yes  
 No If No, list all state(s) and submit board documentation

**SECTION E – EMPLOYMENT**

1. Are you currently employed/self-employed in nursing or in a position that requires an active nursing license?

- Yes  
 No If No, continue to **SECTION F – EMPLOYMENT STATUS**

2. If Yes, in what state(s) will you be employed?

The following questions are referring to your Primary Employer. Primary Employer is defined as where you work the majority number of hours per week.

3. Primary Employer Name

4. Primary Employer State

Zip Code

5. Primary Employer County Name

County Number (if known)

6. Primary Employer Phone Number

7. What will be your primary employment status?

- Full-time  
 Part-time  
 Per diem

8. Average Hours you will work in a nursing position.

- <10  
 10-20  
 21-30  
 31-40  
 41-50  
 >50

In 2001, the legislature passed a law mandating that licensing boards require a person who regularly examines, attends, counsels or treats dependent adults or children in Iowa to accurately document compliance with training requirements on abuse education and/or dependent adult abuse, upon license renewal.

9. In your employment/self-employment as a RN or LPN, will you examine, attend, counsel, or treat children or dependent adults in Iowa on a regular basis?

- Yes  
 No

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**SECTION F - EMPLOYMENT STATUS**

1. What will be your employment status? (If you choose a., b., d. or e., Answer Questions 2 & 3 and continue to **SECTIONS J & K**)

- a.  Actively employed in a healthcare field other than nursing  
b.  Actively employed in a non-healthcare field  
c.  Actively employed in nursing or in a position that requires a nurse license  
d.  Retired  
e.  Unemployed  
f.  Working in nursing as a volunteer

2. Are you seeking nursing employment?

- Yes
- No

3. Please share the primary reason that you are not currently employed in nursing.

- Difficulty in finding a nursing position
- Disabled
- Inadequate Salary
- Other
- School
- Taking care of home and family

### **SECTION G - EMPLOYMENT SETTING**

1. Please identify the type of setting that will most closely correspond to your primary nursing practice position. (Choose only one)

- |  |  |
|--|--|
| <input type="checkbox"/> Academic Setting                                      | <input type="checkbox"/> Occupational Health                         |
| <input type="checkbox"/> Community Health                                      | <input type="checkbox"/> Office/Clinic/Ambulatory Care Setting       |
| <input type="checkbox"/> Correctional Facility                                 | <input type="checkbox"/> Other                                       |
| <input type="checkbox"/> Home Health   | <input type="checkbox"/> Policy/Planning/Regulatory/Licensing Agency |
| <input type="checkbox"/> Hospital  | <input type="checkbox"/> Public Health                               |
| <input type="checkbox"/> Insurance Claims/Benefits                             | <input type="checkbox"/> School Health Service                       |
| <input type="checkbox"/> Long Term Care/Extended Care/Assisted Living Facility |  |

### **SECTION H - EMPLOYMENT POSITION**

1. Please identify the position title that will most closely correspond to your primary nursing practice position. (Choose only one)

- |  |   |
|--|---|
| <input type="checkbox"/> Advanced Practice Nurse       | <input type="checkbox"/> Nurse Researcher         |
| <input type="checkbox"/> Consultant                    | <input type="checkbox"/> Other-Health Related     |
| <input type="checkbox"/> Nurse Director/Manager        | <input type="checkbox"/> Other-Not Health Related |
| <input type="checkbox"/> Nurse Executive/Administrator | <input type="checkbox"/> Staff Nurse              |
| <input type="checkbox"/> Nurse Faculty                 |   |

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### **SECTION I - EMPLOYMENT SPECIALTY**

1. Please identify the employment specialty that will most closely correspond to your primary nursing practice position. (Choose only one)

- Acute Care/Critical Care
- Adult Health/Family Health
- Anesthesia
- Community
- Geriatric/Gerontology
- Home Health
- Maternal-Child Health
- Medical Surgical
- Occupational Health
- Oncology
- Other
- Palliative Care
- Pediatrics/Neonatal
- Public Health
- Psychiatric/Mental Health/Substance Abuse
- Rehabilitation
- School Health
- Trauma
- Women's Health

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**SECTION J – FEES**

1. \$143.00 (First Time Tester)
2. \$ 93.00 (Re-Test - Within 12 months of Original Application)
3. \$143.00 (Re-Test - 12 months or more after Original Application)

(1 & 3 Includes the \$50.00 fee to conduct the DCI and FBI criminal history background check)

5

**SECTION K – SIGNATURE**

**Please read the following statement and confirm agreement by signing this application**

**Signature-**I certify that this complete application and all submitted materials contain no willful misrepresentation and that the information is true and complete to the best of my knowledge. I understand that should an investigation at any time disclose otherwise, my application may be rejected, and I may face legal sanctions if I am already licensed. I also understand that, in compliance with Iowa Code, Chapter 22, information on this application will be public record and may be available to the public upon request, except for applicable laws. Finally, I understand that in submitting this application for licensure, I am consenting to any reasonable inquiry that may be necessary to verify the information I have provided on this form or may provide in conjunction with my application.

Name \_\_\_\_\_  
(Print)

Signature \_\_\_\_\_

Date \_\_\_\_\_