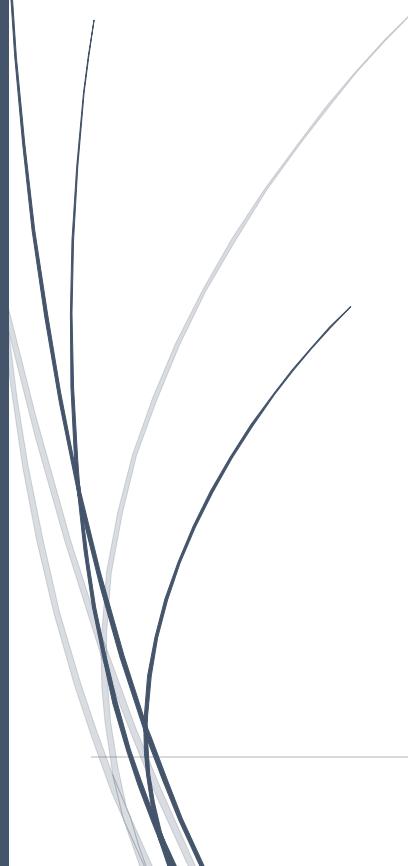# Methodist College

Nursing Student Handbook

Effective Spring 2026

Undergraduate and Graduate Programs

Welcome to the Methodist College Nursing Program

Dear Methodist College Nursing Student,

Welcome to the Nursing Programs at Methodist College! We are delighted that you are continuing your education with us and are excited to grow with you as you contribute to our learning community at Methodist. This is a time to reflect, grow, and excel! Learning is driven by you own curiosity, desire for achievement, and commitment to personal growth.

Our dedicated nursing faculty at Methodist College are invested in your success and view you as a partner in your own learning. We encourage you take advantage of your opportunity to learn from, and with, these scholars. Studying nursing is a growth producing experience; what you receive will be commensurate with the effort you invest.

Opportunities after graduation with your nursing degree may take you on a variety of exciting paths. You may find yourself practicing in a hospital, within a community, school, or clinic setting. You may advance into a leadership position in a healthcare organization, or you may continue your studies! Your nursing degree is your passport to a new level of opportunity, and we are thrilled you are at Methodist College!

The faculty, staff, and administration of Methodist College welcome you on your academic journey. We wish you the best as you develop your knowledge and experience in becoming a healthcare professional in the diverse population of people we serve.

Sincerely,

Dr. Blanca Miller, Ph.D., RN
Dean of Nursing
bmiller@methodistcol.edu
(309) 671-2909

Mr. Mark Dabbs, Ph.D.(c)., RN
Graduate Program Director
mdabbs@methodistcol.edu
(309)-671-2562

Ms. Lisa Gillespie, MSN, RN
Chair of Nursing Programs
lgillespie@methodistcol.edu
(309)-6712996-7801

Our Accreditation
Methodist College

7600 N. Academic Drive
Peoria, IL 61615
Phone: 309-672-5513
http://www.methodistcol.edu

Accredited by:
THE HIGHER LEARNING COMMISSION
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
Phone: 800-621-7440 / 312-263-0456
http://www.hlcomission.org/

The Baccalaureate degree in Nursing Program and
Master's Degree in Nursing Program at Methodist College are accredited by:

THE COMMISSION ON COLLEGIATE NURSING EDUCATION
655 K Street NW Suite 750
Washington, DC 20001
Phone: 202-887-6791
http://www.ccneaccreditation.org

ILLINOIS BOARD OF HIGHER EDUCATION
1 N. Old State Capitol Plaza, Suite 333
Springfield, IL 62701-1377
Phone: 217-782-2551
www.ibhe.org
How to Register a complaint with IBHE

ILLINOIS DEPARTMENT OF FINANCIAL AND PROFESSIONAL REGULATION
320 West Washington, 3rd Floor
Springfield, IL 62786
Phone: 1-888-473-4858
www.idfpr.com

Methodist College Nursing Philosophy and Outcomes

NURSING PROGRAM PHILOSOPHY FOR ALL GRADUATES

Methodist College prepares the graduate to practice as a professional nurse generalist, independently and collaboratively with other health professionals, to promote health, prevent disease, and to attain, maintain, or restore wellness. The comprehensive education program serves as a foundation for both holistic nursing practice and lifelong learning.

Members of Methodist College are guided by the values that enhance nursing care and nursing practice: Social Justice, Inquiry, Human Dignity, and Integrity. The philosophy guides faculty and nursing students in beliefs about major concepts in nursing and nursing education, the complexity of the healthcare environment, and the influence of external and internal systems on human functioning. The conceptual basis of the philosophy is further defined to provide clarity and to promote understanding as a cognitive model for educating professional nurses in the 21st century.

PERSON

The person is made up of knowledge, skills, specialties, prior experiences and learned characteristics within five dimensions of being: Physiological, psychological, sociocultural, developmental, and spiritual. Person is defined over the course of the lifespan. The person is a holistic system consisting of interrelationships of all five dimensions interacting with the internal and external environments. Person also includes the family, friends, and groups in which the person is involved. The person participates in the coordination and performance of healthcare and healthcare education.

ENVIRONMENT

Florence Nightingale first established the significance of environmental factors in relation to health in the 1860's. The environment constitutes all internal and external conditions, circumstances and influences surrounding and affecting a person. The relationship between the person and the environment is ongoing and reciprocal. A client's interaction within a specific environment may have either positive or negative effects on the client's health and healthcare needs. Nursing takes place in a variety of settings: home care, community care, acute care and within the context of global healthcare concerns. Nursing professionals must understand the significance of internal and external environmental diversity as they care for each unique client and prioritize the client's needs for care. This may be accomplished through observation of cues, formulation, and evaluation of hypotheses, taking action, and evaluating the outcomes of nursing care.

HEALTH

Health is a dynamic state of well-being experience on a continuum ranging from optimal health to death. A reciprocal interaction exists between a person (family and associated groups) and the internal and external environments to produce a state of health. Health fluctuates across the person's lifespan from a state of optimal wellness when all needs are met to an alteration in health with unmet needs. Alterations in health are manifested within the five dimensions (physical, psychological, spiritual, developmental, and sociocultural).

NURSING

The faculty at Methodist College recognize nursing is both a caring and learned profession that is an art and a science in which nurses recognize and analyze cues to prioritize client needs in order to make clinical decisions and evaluate outcomes (NCSBN Clinical Judgment Model, 2019).

The professional nurse is guided by a code of ethics and professional standards of practice. The roles for the nurse are derived from the discipline of nursing and include:
1. Provider of Care
2. Designer/Manager/Coordinator of Care
3. Member of the Profession
4. Lifelong Learner

Within these roles, professional nursing includes being an educator, a communicator, and an advocate. Professional nursing development involves a commitment toward advancement of the body of knowledge within nursing and healthcare.

NURSING EDUCATION

Nursing education is a dynamic process that focuses on safe and effective culturally appropriate, and evidence-based client care. Critical analysis enables the learner to recognize meaningful cues to take appropriate actions in a variety of situations and to evaluate the outcomes. The student is a self-directed adult learner that is provided the opportunity to build knowledge, skills, and attitudes. The nursing curriculum at Methodist College prepares the professional nurse generalist to be a successful leader in providing holistic care, understanding the healthcare environment, and adapting to meeting the challenges of the world. The faculty serve as resources, facilitators, and mentors. Faculty feel that learning is best fostered in a discovery-based environment with collaboration between faculty and students that promotes mutual respect.

UNDERGRADUATE NURSING PROGRAM OUTCOMES

Upon completion of a Bachelor of Science in Nursing degree at Methodist College, students have mastered these four learning areas and associated key themes as defined in *The Essentials" Core Competencies for Professional Nursing Education®.*

1. Enact the Professional Role in Nursing: Formation & cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition & comportment that reflects nursing's characteristics, norms & values (AACN Entry Level Essentials, 2021).
2. Integrate evidence-based practice in providing safe, effective, and culturally appropriate nursing care in partnership with a diverse clientele in order to promote health, prevent disease, and to attain, maintain, or restore wellness. Promotion of optimal client outcomes is best accomplished within an environment of respect, caring, and compassion (AACN Entry Level Essentials, 2021).
3. Practice professional nursing in a variety of healthcare systems and contexts, responding to influences and determinants that impact delivery and outcomes of care within institutions, organizations, and agencies (AACN Entry Level Essentials, 2021).
4. Practice professional nursing that embodies a spirit of, and commitment to, inquiry and community to continually improve nursing practice, client care, and health delivery systems (AACN Entry Level Essentials, 2021).

Upon completion of the Master of Science in Nursing-Nurse Educator, the graduate will be able to:

1. **Professional Development** (Disciplinary Excellence)
   - Integrate theories from nursing, health care, education, leadership and related fields to the care of individuals, communities, education of students and patients and the practice of leadership (AACN Advanced-Level Nursing Education, 2021).
   - Critically assess, plan, implement, and evaluate educational experiences of learners (nursing students, staff, and clients) to improve learning and health outcomes (AACN Advanced-Level Nursing Education, 2021).
   - Demonstrate collaborative and inter-professional approaches in advanced clinical practice roles, research, and nursing education (AACN Advanced-Level Nursing Education, 2021).

2. **Intellectual Development** (Critical and creative thinking; engages in research and scholarship)
   - Utilize the process of scientific inquiry, evidence-based research, and information technology to validate and refine knowledge relevant to nursing and nursing education (AACN Advanced-Level Nursing Education, 2021).
   - Translate current evidence in the practice setting through problem identification, systematic inquiry, and continuous improvement processes (AACN Advanced-Level Nursing Education, 2021).
   - Analyze trends in healthcare and nursing education and their impact on the profession of nursing, nursing education, and the delivery of patient care (AACN Advanced-Level Nursing Education, 2021).

3. **Social and Ethical Responsibility**
   - Demonstrate a commitment to social justice and advocacy for all clients (patients and students), families and communities, including the most vulnerable populations (AACN Advanced-Level Nursing Education, 2021).
   - Analyze differences in cultural norms and health care practices when providing education and health care for aggregates of varied racial, ethnic, and socioeconomic groups (AACN Advanced-Level Nursing Education, 2021).
   - Incorporate knowledge of population based global health variants in provision of health promotion, maintenance and restoration and in comprehensive care (AACN Advanced-Level Nursing Education, 2021).
   - Maintains an environment of academic integrity (AACN Advanced-Level Nursing Education, 2021).

Upon completion of the Master of Science in Nursing-Nurse Generalist, the graduate will be able to:

1. Professional Development (Disciplinary Excellence)
- Develop and facilitate interdisciplinary teams using effective group dynamics to coordinate, foster, and evaluate safe patient care (AACN Advanced-Level Nursing Education, 2021).
- Collaborate with a variety of individuals using effective team dynamics to manage teamwork effectively and appropriately (AACN Advanced-Level Nursing Education, 2021).
- Create meaningful community partnerships to provide holistic care to disparate populations (AACN Advanced-Level Nursing Education, 2021).

2. Intellectual Development (Critical and creative thinking; engages in research and scholarship)
- Utilize evidence to engage in validating knowledge relevant to nursing (AACN Advanced-Level Nursing Education, 2021).
- Translate current evidence to practice setting (AACN Advanced-Level Nursing Education, 2021).
- Analyzes trends in health care and organizational functions as they impact the profession of nursing and patient care (AACN Advanced-Level Nursing Education, 2021).
-

3. Social and Ethical Responsibility
- Demonstrates commitment to social justice and advocacy for clients (individuals, communities, and families (AACN Advanced-Level Nursing Education, 2021).
- Analyze differences in cultural norms and healthcare practices (AACN Advanced-Level Nursing Education, 2021).
- Provides culturally competent care for ALL patients in a variety of healthcare systems (AACN Advanced-Level Nursing Education, 2021).

Upon completion of the Master of Science in Nursing-Prelicensure, the graduate will be able to:

1. Professional Development (Disciplinary Excellence)
- Obtain the knowledge, skills and attitudes required to successfully practice as a registered nurse (AACN Advanced-Level Nursing Education, 2021 & AACN Entry Level Essentials, 2021).
- Develop communication skills to effectively and safely provide and guide collaborative intra and interdisciplinary health care (AACN Advanced-Level Nursing Education, 2021 & AACN Entry Level Essentials, 2021).
- Integrate concepts from theoretical research from multiple fields to appropriate healthcare interventions (AACN Advanced-Level Nursing Education, 2021 & AACN Entry Level Essentials, 2021).

2. Intellectual Development (Critical and creative thinking; engages in research and scholarship)

- Analyze trends in healthcare and nursing education and their impact on the profession of nursing, nursing education, and the systematic delivery of patient care intellectual (AACN Advanced-Level Nursing Education, 2021 & AACN Entry Level Essentials, 2021).

3. Social and Ethical Responsibility

- Demonstrate a commitment to social justice and advocacy for all clients (patients and students), families and communities, including the most vulnerable populations (AACN Advanced-Level Nursing Education, 2021 & AACN Entry Level Essentials, 2021).
- Analyze differences in cultural norms and health care practices when providing education and health care for aggregates of varied racial, ethnic, and socioeconomic groups (AACN Advanced-Level Nursing Education, 2021 & AACN Entry Level Essentials, 2021).

TECHNICAL STANDARDS FOR NURSING STUDENTS

Methodist College has academic as well as technical standards that must be met by students to successfully progress in and graduate from its programs. The technical standards are applied with other policies of the college, including academic policies, academic standards established by the faculty, and student conduct policies. Prospective students must demonstrate they can meet these technical standards with or without reasonable accommodations and continue to do so throughout their program.

In preparation for the practice of nursing, students will engage in theory and didactic content, supported by clinical practicum experiences and learning based skills supported by the education program they are participating in.

Key areas for technical nursing standards include having abilities and skills in the areas of:

Technical Areas	Standard	Examples of Activities
Standards of Behavior	Students must: Present a professional appearance and demeanor with a commitment and desire to become a professional, respectful nurse. Comply with the Student Code of Conduct/Handbook/Course Catalog, Nursing Handbook, Simulation Center and Clinical Practice Center Handbook, and all clinical and classroom policies/procedures.	Engage in behaviors and activities consistent with professional nurses and safe nursing practices. Demonstrate interpersonal skills for professional interactions with faculty, staff, and students by promoting a positive culture and team environment. Exhibit strong emotional skills to remain calm and maintain professional decorum during a stressful or emergency situation. Focus attention on tasks and demonstrate ability to perform multiple responsibilities concurrently.

	Exercise sound professional judgement in an ethical manor. Utilize Emotional Intelligence skill such as empathy, compassion, integrity, accountability, interest, tolerance, and motivation in becoming an emerging healthcare professional. Accept responsibility, accountability, and ownership of one's actions.	Follow all documented policies and procedures for student expectations, patient care, privacy, and record documentation. Establish rapport and maintain sensitive, interpersonal relationships with clients, individuals, families, and groups from a variety of social, cultural, diverse, and intellectual backgrounds. Follow the chain of command.
Communication	Students must: Effectively read, write, and comprehend the English language. Communicate accurately and effectively verbally and in writing. Practice active listening. Discern and interpret verbal and non-verbal communication.	Communicate to elicit, translate, and deliver information with students, faculty, staff, and clients in a respectful and logical manor. Follow approved methods of communication when interacting with students, faculty, staff, and clients.
Critical Thinking and Cognition	Students must: Demonstrate the ability to learn, seek knowledge, and adapt to classroom expectations. Demonstrate strong problem-solving skills, critical thinking, and decision-making abilities in multitude of situations.	Accurately follow classroom and clinical instructions, course syllabi, assignment rubrics, patient protocols, college and clinical policies, and action plans or programs of study. Ability to calculate, analyze, measure, prioritize, reason, and integrate knowledge to make informed judgements. Act with emotional intelligence and integrity in the classroom, during clinical experiences, and while delivering client care.

Interpreting Data and Observations	Students must: Demonstrate the ability to make, record, and act upon observations. Utilize sufficient auditory and visual abilities to observe, monitor, assess, and respond to client health and illness. Demonstrate computational thinking.	Obtain and interpret information from assessment maneuvers such as assessing respiratory and cardiac function, blood pressure, blood glucose, neurological status, etc. Visually assess, observe, identify, and interpret clients' health status, such as: non-verbal behaviors, dermatological conditions, and changes in signs and symptoms of health deterioration or improvements. Ability to hear or utilize a hearing device, that allows measurement through a stethoscope to determine specific body sounds, monitor equipment alarms, and to determine between telephone and alarm systems. Ability to hear client voices or use assistive technology to hear and interpret patient speech. Use and interpret data to assess and monitor heath needs of the client.
Tactical Sense and Olfactory Perception	Students must: Possess and utilize tactile ability sufficient for physical assessment. Detect significant environmental and patient odors through the olfactory function.	Physically feel vibrations, palpitations, detect temperature changes in the client, feel for differences in surface characteristics– sizes and shapes. Ability to detect anatomical abnormalities like edema, infiltrated IV fluids, etc. Detect gas, foul discharge, fire, or various odors.

Functional Mobility	Students must be able to: • Sit for 2-3 hours • Stand /walk for 8-12 hours • Bend at the waist to touch the floor • Reach above the shoulders • Twist at the waist • Kneel or squat at the knees • Lift -10 to 75 pounds for client care and medical equipment • Carry- up to 50 pounds of equipment or supplies • Pulling/Pushing – up to 250 pounds Manually administer CPR to resuscitate clients in emergency situations.	Perform nursing skills utilizing strength, dexterity, and mobility to move quickly and adequately in confined spaces. Render care without obstructing the position of other team members or equipment. Possess physical stamina sufficient to remain continuously on task for up to a 12- hour clinical shift while standing, sitting, moving, lifting, and bending to perform client care activities such as turning, transferring, and moving clients. Safely transfer clients in and out of bed and assist them with ambulation.
Motor Skills	Students must: Utilize gross and fine motor skills to provide safe and effective client care.	Ability to manipulate small objects with fingers such as insulin syringe, pills, and tubbing using a pinching motion, provide suction to clients, administer medication, perform skilled procedures, and use small equipment.

Methodist College wishes to ensure that access to its facilities, programs, and services is available to all students, including students with disabilities (as defined by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008) and all students can study and practice with or without reasonable accommodation. Methodist College provides reasonable accommodations to all students on a nondiscriminatory basis consistent with legal requirements as outlined in the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008.

A reasonable accommodation is a modification or adjustment to an instructional activity, equipment, facility, program, or service that enables a qualified student with a disability to have an equal opportunity to fulfill the requirements necessary for graduation from the program.

To be eligible for accommodations, a student must have a documented disability of (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such impairment; or (c) be regarded as having such a condition accommodation.

This commitment extends to Methodist College services, facilities, and privileges. Reasonable accommodations will be made for qualified students unless they impose an undue hardship on the College or fundamentally alter the academic program.

Honor Code and Civility

Methodist College
Department of Nursing
Honor Code

As a nursing student at Methodist College, I will
- *Follow and honor the code of conduct as expressed in the Methodist Student Handbook.*
- *Be honest and trustworthy in all my interactions.*
- *Respect myself, instructors, colleagues, peers, and community members in all I do and speak.*
- *Act rationally and responsibility in all my educational endeavors and actions.*
- *Be accountable for my studies, clinical experiences, and outcomes.*

CIVILITY STATEMENT

Provision 6.2 The Environment and Ethical Obligation: Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses. American Nursing Association. 2025 Codes of Ethics for Nurses. Washington, D.C., DC: American Nurses Publishing. 2025 Code of Ethics for Nurses | American Nurses Enterprise

The nurse creates an ethical environment and culture of civility and kindness treating colleagues, coworkers, employees, faculty, staff, students and others with dignity and respect. **Failure to comply with the civility statement will result in a Code of Conduct violation.**

Guidelines The following Code of Ethics for Nurses was developed by the ANA as a guide for carrying out nursing responsibilities in a manner consistent with quality in nursing care and the ethical obligations of the profession.

Provision 1
The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2
A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.

Provision 3
The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.

Provision 4
Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.

Provision 5
The nurse has moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.

Provision 6
Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.

Provision 7
Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.

Provision 8
Nurses build collaborative relationships and networks with nurses, other healthcare and non-healthcare disciplines, and the public to achieve greater ends.

Provision 9
Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.

Provision 10
Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

Retrieved June 30, 2025, https://codeofethics.ana.org/home

Mission, Vision, Values and Behavior Standards

OUR MISSION
To be your trusted partner in all healthcare decisions.

OUR VISION
Improve health by providing highly accessible, world-class care and service.

VALUES
Our Values are the beliefs that define our culture.

BEHAVIOR STANDARDS
On the journey to living our Values, we consistently demonstrate these behaviors and more.

EXCELLENCE
We're committed to being the very best in all we do.

We believe in EXCELLENCE, therefore we...
- Work collaboratively for the best outcomes.
- Suggest a resolution when identifying problems.
- Learn from experiences and seek new knowledge and skills.
- Explain what to expect and provide timely updates.
- Identify and embrace process improvements.

INTEGRITY
We're grateful for the trust placed in us by those we serve, and we always strive to do the right thing.

We believe in INTEGRITY, therefore we...
- Take responsibility for our actions.
- Resolve conflicts promptly and respectfully, and stop gossip.
- Speak up when something doesn't seem right; avoid acts of omission.
- Acknowledge and recognize the contributions of others.
- Communicate openly and honestly.

INCLUSIVITY
We welcome, respect and value every individual.

We believe in INCLUSIVITY, therefore we...
- Create a welcoming and supportive environment.
- Communicate in a way that others understand and listen to understand others.
- Respect and value the individual knowledge, skills, experience and ideas of others.
- Seek input from others when making decisions.
- Recognize that others' perspectives may be different from our own and diversity is a strength.
- Refrain from making assumptions.

COMPASSION
We seek to understand and empathize with others.

We believe in COMPASSION, therefore we...
- Actively listen and communicate with empathy.
- Make human connections with others.
- Be aware of nonverbal actions, tone of voice and choice of words in all interactions.
- Provide the kind of service we'd want for ourselves or family members.
- Be kind and considerate of others.
- Give people the benefit of the doubt.

ACCOUNTABILITY
We take ownership of everything we do in a way people can count on.

We believe in ACCOUNTABILITY, therefore we...
- Represent Carle Health professionally through our actions and words.
- Respond to others in a timely, respectful manner.
- Follow through on commitments.
- Actively address concerns when raised.
- Recognize and engage in service recovery opportunities.

CARLE POLICY - STANDARDS OF PROFESSIONAL CONDUCT

Statement of Policy

All employees, physicians, students, contracted staff, and vendors will conduct themselves in a professional manner and extend common courtesies to one another with dignity and tact. It is the responsibility of each person to assure their interactions with others are in accordance with our Values and mirror the Carle Behavior Standards: Excellence, Integrity, Inclusivity, Compassion, and Accountability. These behaviors/qualities are demonstrated through truthfulness, open communication, the ability to give and receive instructive feedback in appropriate settings, valuing diversity, resolving conflicts in a prompt yet sensitive manner, being responsible for one's own actions and/or behaviors and encouraging and celebrating the talents of others. Acting with honor is the responsibility of everyone regardless of job, facility, or location. At the Carle Foundation (Carle) we will:

1. Engage in collaborative teamwork, recognizing and acknowledging the value of each team member.
2. Perform our jobs to the best of our ability.
3. Treat others with respect and dignity.
4. Remain open-minded and actively listen to others' point of view.
5. Display common courtesy toward each other.
6. Handle disagreements with professionalism and with discretion.
7. Be honest and forthcoming.
8. Uphold the Carle Foundation mission, vision, values, and behavior standards.
9. All focus on "Doing the right thing for our patients every time".

B. All employees, physicians, students, contracted staff, and vendors will refrain from behaviors that are intimidating, hostile, or harassing. Conduct that falls into these categories will not be tolerated.

1. These behaviors/qualities are exemplified through, but not limited to harassment, discrimination, coercion, use of foul or intemperate language, belittling others, being unnecessarily judgmental, conducting or participating in nonproductive communications, or any other inappropriately disruptive actions or behaviors.

C. Any employee, physician, student, contracted staff, and vendor encountering unprofessional conduct should attempt to resolve or address their concerns with the person or persons involved.

Methodist College students should follow the chain of command and contact their instructor, department chair/director, and Dean of Nursing in that order.

Organizations and Honor Society

STUDENT NURSING ORGANIZATIONS STUDENT NURSES' ASSOCIATION (SNA)

Methodist College SNA serves as the local chapter of the National Student Nurses' Association. There are a variety of opportunities for students to develop themselves as both leaders and future professional nurses. The SNA meets regularly throughout the academic year and invites new students to attend a meeting for an introduction to the SNA.

SIGMA HONOR SOCIETY

Sigma is the only worldwide International Honor Society of Nursing. Sigma promotes global health through nursing knowledge, scholarship, and a commitment to professional development. The Methodist College Phi Phi chapter is one of 540 existing Sigma chapters with members in more than 90 countries.

It is both an honor and a privilege to be a member of an organization that represents excellence in nursing. Membership is by invitation and is extended to nursing students as they near program completion based on individual achievement and leadership abilities. For more about this outstanding organization and its support of the advancement of nursing, visit the website at http://www.nursingsociety.org.

Academics

ADVISING MEETINGS

All students are encouraged to meet with the academic advisor regarding scheduling and changes to plans of study. These meetings can be done virtually, in person, over teams, or by telephone. All email communication will be done through the student's Methodist College email.

ASSESSMENT TECHNOLOGIES INSTITUTE (ATI) IN THE PRELICENSURE BSN AND MSNPL NURSING CURRICULUM

Methodist College uses a variety of the ATI® tutorials, quizzes, practice exams, and proctored exams to help students prepare for the NCLEX-RN examination. The integration of these products continues throughout the prelicensure nursing curriculum to facilitate student learning and contribute to assessment of student mastery of the content. Methodist College has an ATI® Integration Plan, approved by Faculty, which is developed and revised as needed to be closely associated with the content of specified courses. The ATI® testing program incrementally evaluates content mastery throughout the curriculum, and Methodist College Faculty believes content mastery predicts NCLEX® success and the ATI® products and tests are valuable tools to prepare students for NCLEX® success and future practice. Students can assess their own knowledge and tailor their further review of content areas by completing ATI® assignments and taking ATI® examinations. **Consistent** use of ATI® tutorials and testing integrated throughout nursing courses is expected to provide the student with the most benefit. Students are expected to complete assigned ATI® tutorials and learning modules as outlined in nursing course syllabus and course information. Students are required to take all ATI® practice and proctored test(s) associated with nursing courses. In preparation for required ATI® proctored tests associated with specific clinical nursing courses, students will be required to complete non-proctored practice tests, consistent with instructions provided within the course syllabus. Documentation of achievement and remediation on the practice tests will be required, as per course syllabus instructions, prior to taking the required proctored ATI® test. All practice tests may be taken more than once to gain more insight into the content, but only the first score will count towards the ATI® grade (consistent with instructions provided within the course instructions). Remediation is the key to assuring you have gained all the content knowledge needed to be successful on your NCLEX licensing exam. Please review the rubric below. Following the guidelines provided, you are increasing your chances of success on the future NCLEX.

Grading Rubric Practice Assessments

Practice Assessments (total points based on completion of Prac. A and B with remediation)	6-point total= must complete all parts (practice assessment, remediation) or 0 zero points given*
Complete Practice Assessment A Remediation: • Minimum 1 hour in focused review • After reviewing individual performance major content areas, an active learning template must be completed for ==each topic less than 70%.== Each template must be handwritten. ==You cannot reuse templates from prior semesters.== • ** • Take post study quiz ==after the templates are submitted== (if one required)	Complete Practice Assessment B Remediation: • Minimum 1 hour in focused review • After reviewing individual performance major content areas, an active learning template must be completed for ==each topic less than 70%.== Each template must be handwritten. • ==You cannot reuse templates from prior semesters.== • ** • Take post study quiz ==after the templates are submitted== (if one required)

*As stated above, the whole remediation plan must be completed, or the students lose all the points for the practice assessments. ==If there are no templates required for your score, you will be required to complete 5 templates (1 in each of the categories). You must upload the actual Practice test from your "my results" page, no screenshots.==

Categories for NCLEX-RN
1. **Safe and Effective Care Management**
   - **Management of Care**
   - **Safety and Infection Control**
2. **Health Promotion and Maintenance**
3. **Psychosocial Integrity**
4. **Physiological Integrity**
   - **Basic Care and Comfort**
   - **Pharmacological: Parenteral Therapies**
   - **Reduction of Risk Potential**
   - **Physiological Adaptation**
5. **Clinical Judgement**
   - **Generate Solutions**
   - **Evaluate Outcomes**
   - **Recognize Cues**
   - **Analyze Cues**
   - **Take Action**

Grading Rubric for Proctored Assessments

Level 3= 6 points	Level 2=4 points	Level 1= 2 point	Below level 1=0 points
Remediation=3 points • Minimum 1-hour focused review • Complete 1 learning template for each content area less than 70%	Remediation=3 points • Minimum 2-hour focused review • Complete 1 learning template for each content area less than 70%	Remediation=3 points • Minimum 3-hour focused review • Complete 1 learning template for each content area less than 70%	Remediation=3 points • Minimum 4-hour focused review • Complete 1 learning template for each content area less than 70%
15/15 Total	13/15 Total	11/15 Total	9/15 Total

The proctor assessment totals will be added to the practice assessment points for a total of 15 points for ATI. **Note: All proctored ATI exams are 15% of total course grade. This includes 8 week courses.

- When completing the ATI remediation, start with reviewing the focused review main page (Individual Performance Profile).
- Look at the Individual Performance in the Major Content Areas.
- Show all topics to review: Turn on.
- Under each category is the topics to review. These are the templates you will be completing for each topic found beneath all those content areas under 70%. If you click on the + sign, it will show you the template title and the type of template to use. This is where you start. After you copy those titles on the templates, go to the top right and click review.
- This is where you find the content to fill out the templates. Each Category is there with your score. Look for the < 70%. They are in order from the lowest to highest score.
- The circle in front of the item shows what you are addressing in your topic. The red box is where the material is for the template in the E book. Each listing under that is more information for the template in the E book.
- Each circle is a new topic in that category, so a new template.
- If you scroll to the bottom of the page where you are reading, there are many times helpful hints for your templates.
- Templates are meant as one page study guides to help you obtain information that you have not mastered in the course and will need to know for NCLEX.

ATI COMPLETION REQUIREMENT AND NCLEX-RN® TESTING RELEASE

Methodist College is deeply invested in ensuring that all graduates from the Pre-Licensure programs attain their goal of becoming licensed registered nurses. Because of this core interest in supporting our students and the demonstrated link between ATI® completion and passing the NCLEX-RN licensure exam, students are required to complete the following to obtain the College's release for NCLEX-RN testing. These requirements include:

- Students must complete the ATI **Capstone Modules, enroll in Virtual ATI (VATI), and complete any VATI course requirements as stipulated in the N4417/N6316/N6402 syllabus.**

- Students are required to attend the ATI NCLEX Live Review during their senior year.
- After degree conferral, students must continue to complete VATI until the ATI "green light" is obtained.

Once the green light is obtained, the student will be released (by form or other notification) to take the NCLEX-RN by the Dean of the Division of Nursing to the State Board of Nursing. **Students will not be released to take the NCLEX-RN without obtaining the green light in VATI.**

CLASS ATTENDANCE
Students are expected to attend class and clinical which are based on the assumption that academic success is the main goal. Students are expected to participate in class activities, class discussions, clinical activities, and clinical discussions. Students are expected to complete all course and clinical assignments by due dates. Students unable to fulfill class and/or clinical requirements are encouraged to contact their assigned academic advisor and the director of academic advising.

Attendance, a positive attitude, respect, and active participation are expected of our nursing students. Consistent, reliable attendance provides all students with the opportunity to practice nursing concepts and interact with faculty.

COURSE/CLINICAL PROGRESS REPORTS
The Course/Clinical Progress Report is used to enable the student to seek remedies to improve their academic success.

A student will receive a course/clinical progress report if there is any indication that successful progress in a course or clinical is not being made. Course/Clinical Progress Reports are helpful for a student to understand the seriousness of their academic situation. The course/clinical progress report allows a student to identify strategies for improving their grades or clinical performance with the input of faculty and/or support of academic resources. This report gives faculty the opportunity to review performance and resources with a student to ensure academic success.

Course/Clinical Form Initiation:

The Course/Clinical Progress Report is completed when a student:
- Scores less than a 77% on any nursing exam.
- Has 77% percent or less in a course or cumulative exam average.
- Demonstrates unsatisfactory clinical performance/a pattern of behavior not consistent with clinical expectations.
- Anytime a faculty member has a concern regarding academic performance or behaviors.

Process:
1. Faculty initiates course/clinical progress report based on student performance.
2. Faculty completes report and sends to student via email.
3. Student reviews report and responds via email to faculty.
4. Student contacts faculty and schedules an appointment time within one week of receiving report.
5. Faculty and Student meet to discuss report and determine the next steps for academic support. Faculty can make a referral to the OASIS, Center for Student Success, or apply other academic recommendations.

Review of Course/Clinical Report:
Based upon student performance, the recommendations and performance should be reviewed after the next test or clinical experience. If performance has increased, enforcement of recommended actions should occur until faculty determines the report and recommendations have been effective. If student performance decreases, faculty is encouraged to send the student for referral to the Director of the Student Success Center depending upon course/clinical.

Course/Clinical Progress Reports will be available for review by appropriate faculty members and administration employed by Methodist College. Student concerns about dispositions and functions may be discussed with appropriate faculty members and administration. Any report that is the result of a clinical suspension or serious conduct may result in program dismissal.

EXAMSOFT
All course exams will be given using ExamSoft. This product provides a secure testing environment which allows for monitoring and assessing the students in the classroom. Students will be required to purchase this product every semester for a nominal cost prior to their first exam. Examplify is the product that will be downloaded to your computer to house the downloaded tests until they are taken by the student. **All students are required to have an active camera and microphone on their computers while taking tests in ExamSoft.**

FACULTY COURSE/CLINICAL AND LAB EVALUATIONS
Toward the end of each semester and 8-week courses, students will be asked to complete an online faculty course, clinical or lab evaluation form. These evaluations are sent to faculty for review and planning for the next semester after final semester grades are submitted to the office of records management and registration. Constructive feedback is expected and will be used to improve learning in the classroom, clinical, and lab experiences.

LAPTOP RECOMMENDATIONS AND REQUIREMENTS FOR STUDENTS
- Students must meet the minimum laptop requirements and are encouraged to ensure their laptop meets the minimum requirements before the start of the semester. See the Information Technology Department for laptop recommendation and requirements.
- Off campus internet connection should not be below 8mbps upload and download
- Working webcam (minimum resolution of 320x240 VGA) and microphone (internal or external) are required with a laptop or desktop. ExamSoft requires you have a working camera and microphone.
- A working USB port.
- MS Office 365 which can be attained by logging into office.com with your student email address.
- Please make sure all drivers are up to date prior to any exam. Prior to updating any operating system (OS) be sure to verify that ExamSoft has a software release supporting the new OS. Most Surface Pro, Surface Books, and Surface Laptop devices are supported, provided they have a CPU that meets requirements.
- The following are NOT supported devices for the nursing program:
  - Non-Pro Surface
  - Chromebooks

o   iPads or Android Tablets

PRESCRIBED PLANS OF STUDY

Upon admission to the nursing program, students are expected to follow the prescribed plan of study under which the students were admitted. Deviation from the plan of study requires prior approval from the Dean of Nursing, Chair of Nursing Programs, or Graduate Program Director. Methodist College will not be held responsible for issues relating to time to degree completion or course availability for students who choose to deviate from their prescribed plan of study independently.

PROGRESS IN THE NURSING MAJOR

If a student does not pass a course with a C or higher and has not met the criteria for program dismissal the student's graduation date will be delayed. When this occurs, additional measures are required to assist the student with the goal of being successful in the program. Students will be required to meet one-on-one with the academic advisor each semester prior to registration. Students will also be required to meet with the Director of the Student Success Center either before or at the first week of the following semester to develop a plan for success. The Director of the Student Success Center will follow up with students as needed. Students are expected to meet with the Director of the Student Success Center as required.

Students out of sequence should be aware that due to course schedules and prerequisite restrictions, graduation will be delayed by one semester and in some cases by one year. Requests to complete nursing clinical courses that are blocked for other students in the nursing program that need it for the following semester will not be accommodated unless permission is granted from the Dean of Nursing and the prerequisite is met and there are available resources and space. Students requesting to complete a non-clinical nursing theory course will not be accommodated unless permission is granted from the Dean of Nursing and the prerequisite is met and there are available resources and space.

REQUESTS FOR LETTERS OF RECOMMENDATION

Students requesting a letter of recommendation from a faculty member must sign a FERPA waiver when requesting any verbal or written recommendation (even after graduation).

STUDENT EMPLOYMENT

Methodist College recognizes the need for students to be employed while in the nursing program. It is recommended that students are aware of the rigorous demands of the nursing program. Students are encouraged to consider the number of hours committed to employment and the number of credit hours registered for each semester. The nursing program does not schedule anything around work schedules.

STUDENT RESPONSIBILITY STATEMENT

It is the student's responsibility to engage in professional and ethical behavior and to know the requirements to complete his or her degree, including—but not limited to—required courses, prerequisites courses, policies, procedures, payment, and payment arrangements, awarding of financial aid, and catalog and handbook requirements. Methodist College faculty and staff will provide as much assistance as possible to help assure the students are able to complete their chosen degree program efficiently and in a timely manner. However, it is ultimately the student who is responsible for earning the degree. All policies and procedures can be found in the student handbook or college catalog.

Nursing students are particularly impacted by legal judgments given state licensure requirements, and clinical site and employment disclosures. To assist in navigating challenges and ensuring compliance with clinic teaching site requirements, nursing students are required to provide written notice to the Dean of Nursing of any alleged violations of federal, state, and local laws that occur after the initial background check at time of enrollment. Based on the alleged violation, a student may not be able to attend clinical until they have been "cleared" of the violation. The clinical absence policy will be applied. Students will be responsible for an additional background check per their expense if required. Students not allowed to return to clinical will be unable to continue in the Nursing Program. Students who fail to report an alleged violation may be subject to the Code of Conduct Policy and could result in interim suspension from the College.

Nursing students will be required to complete an additional background check which includes submitting fingerprints in the last semester of the nursing program to apply for state licensure as a registered nurse.

CLINICAL EXPECTATIONS AND EVALUATIONS

Nurses are expected to have a professional appearance and behavior. It is the student's responsibility to develop and maintain a professional appearance and behavior in all professional, clinical, and classroom settings. Personal appearance and behaviors reflect the student, Methodist College, and the nursing profession.

We are fortunate to have many clinical sites and experiences to offer each student. Please ensure while you are in a clinical experience you serve as a learner and ambassador for Methodist College.

ATTENDANCE POLICY

Attendance, a positive attitude, respect, and active participation are expected of our nursing students. Consistent, reliable attendance provides all students with the opportunity to practice nursing concepts and interact with faculty.

- **Clinical attendance is mandatory**. The student's ability to learn and practice the standards of client care in the clinical setting demonstrates the understanding of the learning outcomes for the clinical course.
- **Absenteeism** – **A maximum of one clinical absence is allowed per clinical course**. A second absence will result in failure of the course. *See absence definitions below.
- **All clinical absences must be made up during the week of finals.**
- Time management is a necessary skill for a professional nurse and is expected in the workplace. The student will practice this skill by arriving promptly and fully prepared for instruction in client care during each clinical experience.
- Students are required to be on time for clinical and to stay for the entire time of the scheduled clinical experience.
- **Tardiness,** if a student is more than 15 minutes late for a clinical experience, the student will be sent home and will receive an absence for the clinical day.
- **Clinical Make Up** - If a student misses a clinical day, the student will be required to make up the missed clinical day at the end of the semester.

- Client safety is the responsibility of the clinical faculty. Any student who is unable to fully participate in the clinical experience by providing safe and effective care to clients will be dismissed from the clinical day and it will be recorded as a clinical absence.

ABSENCE DEFINITIONS

Clinical Absence – missing a scheduled clinical day per a clinical nursing course.

Approved Absence – an approved absence from clinical that DOES NOT count as a clinical absence as listed above (**ALL ABSENSES MUST FOLLOW THE MAKEUP POLICY**):

- Military Duty
- Death of an immediate family member (See Bereavement Policy in Student Handbook)
- Mandatory Court Appearance
- College Policies
- Religious Holidays

BEREAVEMENT ABSENCE IN CLINICAL

Absences related to the Bereavement policy will not count toward clinical absences, although they will need to be made up. Please refer to the Bereavement policy in the student handbook for information on completion of missed coursework and clinical.

RECORDING OF CLINICAL ABSENCE OR TARDINESS

Any clinical time missed WILL be documented on the student's clinical evaluation tool regardless of assignment completion. The missed clinical time will be counted towards an absence.

The faculty recognize that, although each course builds upon the previous course, the clinical experiences may differ. Therefore, absences within each semester stand alone and do not accumulate during the program.

It is the responsibility of the student to inform the instructor as soon as possible if an emergency arises or if they become ill on the clinical unit.

PROPER NOTIFICATION FOR CLINICAL LATENESS/ABSENCE

Failing to use proper notification procedures ("no call – no show") for clinical absence/tardiness will be cause for administrative action. A pattern of this unprofessional behavior may result in course failure.

Note: Asking a classmate to inform the instructor that you will be late or absent does NOT constitute proper notification.

CLINICAL COMPETENCIES

All students entering internship will need to successfully complete competency on skills prior to the first internship session of the semester. Students will have the opportunity to practice skills during the Skills Blitz, which is scheduled two weeks before the start of the semester. Students will schedule all competency appointments through the Bookings App on the Simulation Center D2L Homepage. Skills competencies will continue to follow the checklists that can be found under the Simulation Center in D2L, Learning Materials. **Students who do not successfully complete competency will not be able to**

go to the clinical floor until all competencies are completed. Each clinical day missed will count as a clinical absence. Refer to the Simulation Center Handbook.

CARLE POLICY – ROLE OF NURSING STUDENTS AND STAFF NURSE RESPONSIBILITIES
Purpose To delineate the role of nursing students working with patients in acute and ambulatory patient care settings and establish expectations for how nursing school instructors, students and Carle employees should interact for safe patient care. Clinical students are responsible for complying with all requirements in PC129. Students are expected to follow the behavior standards of Carle and employment laws as indicated in the policies of Carle Health regarding policies – *Employee Disciple and Misconduct, – Alcohol and Drug Misuse, and - Workplace Harassment including Sexual Harassment*. If a student violates any laws, policies, scope of their position summary, or job description they can be coached, disciplined, or terminated. Students will also be subject to the Methodist College Code of Conduct and policies and procedures.

Statement of Policy
Role of Nursing Students in Ambulatory and Inpatient Nursing Departments & Specifics not included in the School Contract:
A. Adhering to Carle policies and procedures at all times.
B. Adhering to the dress code: Nursing students will follow Carle Health *Patient Care Nursing Professional Attire (Dress Code)* and the dress code of the academic institution. The dress code will be observed any time students are in any Carle facility. Nursing students will be properly identified with academic institution ID badge and Carle student ID badge. Students will not be wearing Carle student ID badge during patient clinical prep time.
C. Adequately preparing to care for their patient assignments – Students are required to attend change of shift report and are responsible for acquiring the information shared in the report. Basic research should include knowledge of the patient's primary diagnosis, medications, and treatments. This is most frequently accomplished by getting a report from the staff nurse responsible for their patient or from the instructor who has attended the report.
D. Informing unit staff of the patient's status – In addition to keeping staff informed of the patient's status, students must inform unit staff of patient status (including medication, assessment, and intervention information), if they leave the unit for break, and at the end of the clinical experience.
E. Seeking appropriate direction – Students are responsible for knowing their limitations and for seeking support and direction from their instructor.
F. Provide patient education – Education and any materials given to patient should be provided by Carle and given with the approval of the patient's nurse or the clinical instructor.
G. Administering medications and IVs within the scope and/or limitations of the student and the instructor.
   a. Students are not permitted to administer any medication requiring a dual RN signature. *(See Carle Health Policy on Administration of Medications)*
H. Students are permitted to administer medications with staff nurses following instructor approval.
I. Providing and accessing emergency basic life support – Basic life support includes establishing an airway, breathing, chest compressions and accessing Carle's emergency systems (i.e. Medical Code, Fire, etc.)
 J. Documenting the nursing process as well as all medical and nursing orders implemented – Students are responsible for following Carle's documentation guidelines when charting.

K. Verifying appropriateness of assignment: Student nurses and/or nursing instructor will verify appropriateness of patient assignment and anticipated involvement in care giving with assigned staff nurse, charge nurse, resource nurse or Unit Nurse Leader before initiating care with patient.

Role of Staff Members on the Nursing Units

A. RN as primary care provider – Staff members are assigned as primary care providers to a designated number of patients per shift. The staff member assigned as the primary patient care provider has responsibility for the safety and well-being of the patient population assigned to him/her during his/her shift.

B. LPN as the primary care provider – If the primary care provider is a Licensed Practical Nurse (LPN), there will be an RN assigned with oversight responsibility for the LPN's patient population, to provide care that the LPN is not licensed to provide and to provide supervision and assistance at the registered nurse level, as needed. Students in the Internship course will be assigned to an RN as a preceptor to meet clinical objectives.

C. For those patients to whom students have been assigned:

1. The patient's primary care provider will retain responsibility for supervising the student in the student's delivery of care, treatment, and services to the patient. It is understood that the student will follow the instructions of the student's academic preceptor/instructor; however, the overall responsibility of the patient rests with the patient's primary care provider (or supervising RN should the primary care provider be an LPN).

2. Should patient care, treatment and service instructions differ between those offered by the staff primary care provider and the academic preceptor/instructor, the student is to follow the instructions of the staff primary care provider. In an instance of disagreement between the staff primary care provider and academic preceptor/instructor the preceptor/instructor may seek guidance from the primary care provider's charge nurse or nurse manager of the unit in which the patient is housed. However, the preceptor/instructor must follow the instructions of the staff primary care provider until resolution from the staff nurse manager, charge nurse, resource nurse or Unit Nurse Leader is obtained.

3. The assignment of students to patient care may be considered in the scheduling of staff patient care responsibilities (i.e. staff to patient ratio), however at no time is care provided by students to preclude scheduling of a staff member to the patient population, as the staff member retains responsibility of patient care and safety.

STUDENT DRESS CODE

CLINICAL SCRUBS AND COMMUNITY EXPERIENCES

Scrubs are to be worn during all clinical, lab, and community experiences. Scrubs are required when attending the Simulation Center and Clinical Practice Center for clinical/laboratory purposes. **No sweatshirts, hoodies, shorts, jeans, or open sandals, crocs, or flip-flops in any clinical settings.**

Scrubs should be light gray in color. Scrubs must be embroidered with the Methodist College logo on the top left side of the scrub top. BSN and MSN students may also wear a lab coat with the MC emblem.

Students can purchase scrubs, including a lab coat from the campus store, near the entrance of Methodist College.

For clinical and community experiences not requiring scrubs; students must wear clean, pressed, professional, and modest attire. Modest attire covers cleavage and midriff. Business casual may be required at the discretion of the clinical instructor.

CARLE POLICY - PATIENT CARE NURSING PROFESSIONAL ATTIRE DRESS CODE

Statement of Policy

A. All employees/students are responsible for adhering to the general principles of safety and infection control. Additionally, each person will be considerate of dress issues which may be offensive to the patient and the public.

B. Each individual is accountable for her/his appearance.

C. Employees will be instructed during orientation regarding the dress code for their position by the manager/preceptor.

Procedure

A. Personal Hygiene

  1. Personal hygiene practices must be followed.

    a. Daily attention to personal hygiene is expected.

    b. Regular bathing, oral hygiene, and use of deodorant as often as necessary.

    c. Makeup, if worn, should be applied in moderation.

    d. Perfume/aftershave, cologne, and scented lotions will not be worn.

  2. Hair:

    a. Must not interfere in the administration of patient care duties.

    b. Beards and mustaches must be clean and neatly trimmed except for medical, religious, or cultural reasons.

    c. Hats, caps, or other head coverings will not be permitted except for medical, religious, or cultural reasons.

  3. Fingernails:

    a. Will be carefully filed or trimmed at a length of no more than ¼" and will not be visible when viewed from the palm side of the hand to prevent injury to patients.

    b. Artificial nails or fingernail jewelry will not be worn by those employees who provide any direct patient care, directly supervise patient care or have contact with patient care supplies, equipment, medications, or food (refer to Hand Hygiene policy).

    c. Personnel may wear polish if not chipped.

  4. Jewelry:

    a. Dangling jewelry will not be permitted in direct patient care including long necklaces or earrings. Large rings will not be worn. Rings will be restricted to one ring per hand, with the wedding set counted as one, or removed based on infection control risk.

    b. A single piercing of the nostril will be allowed. A piercing may have either a tiny stud or a spacer in place. No hoops are permitted for safety.

    c. Visible body and facial piercings, other than pierced ears and the single nostril piercing, are not considered appropriate from the perspective of our patients and customers, and therefore will not be allowed (includes tongue, eyebrows, etc.) while on Carle campus.

    d. Jewelry will be contained or removed during sterile and/or invasive procedures.

  e. All personnel participating as a member of the sterile scrub team will remove all jewelry and confine earrings in their hat or remove them per guidelines.
 5. Tattoos:
  a. May be visible if the images or words do not convey violence, discrimination, profanity or sexually explicit content. Tattoos containing such messages must be covered with bandages, clothing, or cosmetics. Carle reserves the right to judge the appearance of visible tattoos.
  b. Facial tattoos will not be allowed.
  c. Any tattoo that is deemed offensive, at the manager's discretion and in consultation with Human Resources, will be covered at all times while on Carle's campus.
B. Personal Clothing
 1. Hose or socks MUST be worn.
 2. Shoes will be closed toe, clean, soft-soled, and in good repair. Shoes should be of a material that is easily cleaned when soiled. Croc-like shoes with holes are not allowed for any role. Backless shoes are an OSHA violation and may not be worn.
 3. Undergarments must be worn and will not be visible through the uniform.
 4. Clothing should fit appropriately so as not to be tight or excessively baggy.
 5. Clothing style/cut will be worn that will allow for full skin coverage when bending, reaching, or lifting.
 6. Clothing will be laundered daily, unwrinkled, not visibly soiled/stained, and in good repair.
 7. Uniforms that become soiled with blood or body fluids must be changed. Contact the Storeroom for paper scrubs.
C. Slacks/Scrub pants
 1. Slacks will be full length.
 2. No cropped pants or shorts.
 3. No denim or denim-looking material.
 4. No pants with rivets.
 5. Pant hems must be neatly hemmed and will not drag the floor.
D. Jackets/Tops
 1. Fleece jackets and track jackets must not be worn in clinical areas.
E. Equipment Worn
 1. ID Badge – Must be always worn above the waist with full face and name visible:
  a. Safety: ID badges provide access to the hospital and security clearance.
  b. Patient Considerations: ID badges identify the caregiver's name and their title for patients and visitors.
  c. The ID badge is the property of Carle and will not be altered by the employee.
 2. Stethoscopes
  a. Cloth stethoscope covers are not allowed.
  b. Other patient items: like rolls of tape, are not allowed to be attached to the stethoscope.
G. Protective Barriers and Surgical Attire
 1. Universal precautions will be followed (*refer to IC101 - Standard Precautions*).

CELL PHONES

- Cell phones are not part of the dress code (required uniform). Cell phones will not be used for personal communication whether it is by texting or conversation during any clinical activity

where students are representing Methodist College, except when students are on break or lunch/dinner break.

- Cell phones will be kept on silent mode in backpacks and stored in the designated break room area until clinical is completed.
- If a family emergency arises the student is responsible for discussing a communication plan for a family member to reach the student with the faculty member and preceptor. The exception to this policy is in internship or mental health and population health clinical experiences because students are not on the same unit or at the same clinical site as faculty.
- Faculty and students may need to reach each other throughout the clinical day. Clinical site cell phone policies must be adhered to.
- Students will not use the cell phone camera or other application without faculty approval. (*Refer to EVS137 – Personal Cell Phone Usage.*)

REQUIRED EQUIPMENT
- Watch with a second hand
- Stethoscope
- Blood Pressure Cuff
- Pen Light
- Scissors

CLINICAL EVALUATION TOOL: STUDENTS IN THE TRADITIONAL PRELICENSURE, ACCELERATED PRELICENSURE, SECOND-DEGREE PRELICENSURE AND MASTER OF SCIENCE IN NURSING PRELICENSURE PROGRAMS

Students will be evaluated in all clinical courses at midterm and at the end of the semester according to the course objectives and the QSEN competencies of the knowledge, skills and attitudes that are associated with the objectives. The clinical evaluation tool is used by clinical faculty to provide feedback to students on their clinical progress. During the midterm evaluation clinical faculty will provide students with feedback on what course objectives and knowledge, skills and attitudes students need to improve on and develop a plan with the student. Students must receive a satisfactory in all areas of the clinical evaluation tool during their final evaluation. Clinical faculty will provide feedback on areas students need to continue to work on in the next clinical rotation. The Graduate Program Director or the Chair of Nursing Programs will be notified by clinical faculty if a student is at risk for failing clinical so a plan can be made with the student.

Each clinical evaluation tool is course specific. Faculty will orient students to the clinical evaluation tool for the course students are enrolled in at the beginning of the semester. Clinical faculty will provide a final copy of the clinical evaluation tool to students at the end of the semester once the final evaluations are completed. **Students must make a copy of the final evaluation comments** and give it to their assigned clinical faculty the following semester so an individual plan can be made to continue working on goals and areas that need improvement. **A copy of the final evaluation will be placed in the student's academic file.**

MEDICATION ERROR OR STUDENT INJURY
Students who have incurred an incident, medication error, or needle stick exposure will be treated according to clinical agency policies and the college protocol.

STUDENT MEDICATION ERROR

If a student commits a medication error, the student shall notify the instructor. The instructor will assist the student in completing the appropriate paperwork necessary to report the nature of the error. The student and instructor will complete the agency paperwork per agency policy. Failure to notify the instructor of a medication error may result in the student's dismissal from the program. The faculty member should notify the Dean of Nursing immediately if the incident/error is a sentinel event. The student and faculty member will complete the Methodist College Student Incident/ Medication Error form. The form should be given to the Dean of Nursing within 24 hours.

STUDENT INJURY

Students who sustain an injury during class or clinical time shall report the injury to their instructor. Students who sustain a needle stick will be given the option to report to the Emergency Department of the hospital within two hours of the injury (as per hospital protocol). Medical expenses related to treatment of injury, including needle stick injuries, are the financial obligation of the student. The instructor will assist the student in completing the appropriate paperwork necessary to report the nature of the error. The faculty member should notify the Chair of Nursing Programs or Graduate Program Director immediately if the incident/error is a sentinel event.

The student and faculty member will complete the Methodist College Student Incident/ Medication Error form in duplicate. The form should be given to the Chair of Nursing Programs or Graduate Program Director within 24 hours.

Additional Nursing Policies

ADMINISTRATION OF EXAMS

- Students will download the exam before the start of the exam. Failure to do so may result in a possible essay exam. Continued patterned of not downloading the exams, will result in a meeting with the Chair of Nursing Programs or Graduate Program Director.
- Exams are scheduled to start on time. No late entry.
- Missed exams will be taken in the testing center and may be in the form of an essay.
- Students must provide documentation for missing a scheduled exam.
- It is the responsibility of the student to notify the instructor if they will miss the exam prior to the start of the exam. Failure to do so may result in a zero.

HIPAA COMPLIANCE AND CONFIDENTIALITY

Provision 3.1 Protection of the Rights of Privacy and Confidentiality: Nurses safeguard the right to privacy for individuals, families, and communities. Confidentiality pertains to the nondisclosure of personal information that has been communicated within the nurse-patient relationship. Central to that relationship is an element of trust and an expectation that personal information will not be divulged without consent. The nurse has a duty to maintain confidentiality of all patient information, both personal and clinical in the work setting and off duty in all venues, including social media or any other means of communication. Because of rapidly evolving communication technology and the porous nature of social media, nurses must maintain vigilance regarding postings, images, recordings, or

commentary that intentionally or unintentionally breaches their obligation to maintain and protect patients' right to privacy and confidentiality. American Nursing Association. 2025 Code of Ethics for Nurses. Washington, D.C., DC: American Nurses Publishing. [Code of Ethics for Nurses With Interpretive Statements (View Only for Members and Non-Members) (nursingworld.org)](#)

Health Insurance Portability and Accountability Act (HIPAA) is a federal law that helps ensure protected health information (PHI) remains private and secure. PHI includes a patient's personal, financial, and medical information in any form – spoken, written, electronic, video, and more.

Students and staff are expected to follow the policies regarding patient and student privacy. As a student at Methodist College, you are required to sign the HIPAA confidentiality agreement to ensure compliance and safeguard patient privacy and data. Please read below about PHI, the types of PHI, and HIPAA violations below before you sign the agreement.

WHAT IS PHI?

Protected Health Information ("PHI") under HIPAA is defined as information that is received from, created, or received on behalf of Methodist College or its affiliated health care organizations and is information about an individual which relates to past, present, or future physical or mental health or condition of an individual; the provision of health care to an individual; or the past, present, or future payment for the provision of health care to an individual.

PHI includes medical records, student records, and financial or billing information relating to a patient's or student's past, present, or future mental or physical condition; or past, present, or future provision of healthcare; or past present or future payment for provision of healthcare and contains any of the following identifiers that may be used to identify the patient or student in relation to PHI:

- Names
- Social Security Numbers
- Telephone Numbers
- All specific geographic location information such as subdivisions smaller than a State, including street address, city, county, precinct, zip code, and their equivalent geocodes.
- All elements of dates (except year) for dates directly related to an individual, including birth date, admission date, discharge date, date of death; and all ages over 89 and all elements of dates (including year) indicative of such age, except that such ages and elements may be aggregated in a single category of age 90 or older.
- Fax Numbers
- Electronic Mail Addresses
- Medical Record Numbers
- Health Plan Beneficiary Numbers
- Account Numbers
- Certificate/License Numbers
- Vehicle Identifiers, Serial Numbers, License Plate Numbers
- Device Identifiers and Serial Numbers

- Web Universal Resource Locators (URLs)
- Internet Protocol (IP) Address Numbers
- Biometric Identifiers (finger and voice prints)
- Full Face Photographic Images
- Any other unique Identifying Number, Characteristic, or Code
- In addition to recognizing what information is to be protected under HIPAA, it is the responsibility of each individual student to recognize and refrain from any violation of the HIPAA compliance policy and report any observed violations to a faculty member, Department Chair/Director, Dean of Nursing or by completing the Code of Conduct Initiation Form located online in the student handbook.

BELOW ARE EXAMPLES OF VIOLATIONS OF THE HIPAA POLICY:
- Use of patient identifiers in presentations or papers.
- Copying patient records.
- Leaving EPIC or other patient tracking systems open and unlocked.
- Faxing information to an incorrect number.
- Using electronic devices to capture, record, or share patient data or photos.
- Talking about patients in inappropriate areas such as elevator, cafeteria, hallways, etc.
- Sharing of passwords and usernames.
- Accessing patient records without reason.
- Inappropriate disclosure or sale of confidential information or PHI.
- Discussing patient confidential information with unauthorized individuals.
- Any person may report an alleged violation to the Vice Chancellor of Academic Affairs using Code of Conduct Initiation Form (located online in the student handbook). The form must be filed within a reasonable period, defined as five (5) business days of the occurrence of, or becoming aware of the occurrence, of the alleged violation. All allegations will be treated as confidential.

TESTING GUIDELINES FOR STUDENTS IN THE TRADITIONAL PRELICENSURE, ACCELERATED PRELICENSURE, SECOND DEGREE PRELICENSURE AND MASTER OF SCIENCE GENERALIST PRELICENSURE

Methodist College follows the National Council of State Boards of Nursing (NCSBN) Examination Candidate Rules which allows students to prepare for the NCLEX-RN exam by testing an environment consistent with the NCLEX-RN exam. Students must abide by the following guidelines:

- **All electronic devices (cell/mobile/smart phones, smart watches, MP3 players, fitness bands, jump drives, cameras, etc.) must be turned off or be on silent (not vibrate) mode** and placed in student bag/backpack, bags/purses/wallets/watches (smart watches must be placed in student bag/backpack, coats/hats, medical aids/devices.
- Students wearing hoodies must keep the hoodie down.
- Food or drink, gum/candy, lip balm, and scarves/gloves must be placed in student bag/backpack. Mints are allowed.
- All student bags/backpacks will be placed in the front of the classroom. Students can retrieve their bag/backpack once their instructor checks to ensure their exam has been uploaded.

- Blank paper will be provided when necessary. If a student wishes to use a blank piece of paper, prior permission must be given by the instructor at least 24 hours prior to the exam.
- Students who refuse to follow the guidelines will not be allowed to test and will meet with the chair of nursing programs or graduate program coordinator.
  https://www.ncsbn.org/publications/2025-nclex-candidate-bulletin

Faculty will provide exam reviews following exams in a timely manner. Faculty will let students know at the beginning of the semester whether exam reviews will be in class or by individual or appointment. Students have two weeks after the exam to schedule an individual review with a faculty member unless other arrangements have been made.

During exam reviews desk/tabletop will be cleared of any items other than the student computer if applicable. Faculty may allow a single blank piece of paper and pen/pencil, which will be communicated to students by faculty. The paper will be collected by the faculty before a student leaves the room after completing an exam. Students may not reproduce exams in any way. Students are allowed to write down concepts if faculty provide paper during the review and faculty will check what is written down before the student leaves the classroom. No cell phones or other electronic devices are allowed during exam reviews. Exam reviews to prepare for exams including the final exam are at the discretion of faculty.

If faculty allow students to review exams to prepare for the final exam faculty will directly monitor the review sessions. Students and faculty are expected to be civil during exam reviews; incivility will not be tolerated.

Faculty will terminate exam reviews at any time or ask disruptive students to leave the review. Students who are disruptive may not be allowed to attend future exam reviews, which will be at the discretion of faculty.

Additional Carle Policies

CARLE POLICY – ADMINISTRATION OF MEDICATIONS
CARLE POLICY – ALCOHOL AND DRUG MISUSE
CARLE POLICY - WORKPLACE HARASSMENT INCLUDING SEXUAL HARASSMENT
CARLE POLICY – STANDARD PRECAUTIONS
CARLE POLICY – HAND HYGIENE
CARLE POLICY – PERSONAL CELL PHONE USAGE

DISCLAIMER
This handbook is presented as informational only and is not a contract between Methodist College and our nursing students. The information, policies, and procedures contained in this handbook are subject to change at any time with or without notice.   Please note all students are responsible for reviewing and understanding the information provided in the Methodist College Student Handbook, Methodist College Catalog, Simulation Center and Clinical Practice Center Handbook, and the Methodist College Nursing Handbook.

All handbooks and catalogs are housed on the Methodist College website.

SIGNATURE SHEET – NURSING STUDENT HANDBOOK

Methodist College
Nursing Student Handbook Signature Page

By my signature, I certify that I have read and understand the Methodist College Undergraduate Nursing Handbook and the Code of Conduct located in the Methodist College Student Handbook. I am committed to demonstrating the skills and abilities detailed within.

Printed Student Name: _____

Student Signature: _____

Date: _____

Methodist College
HIPAA Compliance Signature Page

I have read and understand the HIPAA Compliance Statement in the Nursing Student Handbook and the HIPAA Regulations as it applies to patient/client privacy issues.

I understand that Methodist College and its affiliated health care organizations have a legal and ethical responsibility to maintain and protect the privacy and confidentiality of protected health information (PHI) and to safeguard the privacy of patient, student, Methodist College, and its affiliated health care organizations' information.

I understand that violation of this Agreement may result in disciplinary action up to and including termination of my affiliation with Methodist College and/or suspension, restriction, or loss of privileges in accordance with college policies and procedures in accordance with the Code of Conduct process, as well as potential personal civil and criminal legal penalties.

I am aware that Methodist College and its affiliated health care organizations reserves and intends to exercise the right to review, audit, intercept, access, and act upon inappropriate use of computer systems at any time, with or without user notice.

I am aware that I am not to photograph a patient or share patient data identifiers on any phone, email, electronic device, flash drives, or social media platforms.

I understand I am to report any observed violations to my faculty, department chair, Dean of Nursing, or by completing the Code of Conduct Initiation Form located online in the student handbook.

I have read the above agreement and agree to comply with all its terms as a condition of my affiliation with Methodist College.

Student Name: _____

Student Signature: _____

Date: _____

Clinical Expectations and Consequences

Clinical Experiences are arranged and available through our affiliation with the hospital, contractual agreements with our community partners, and within our simulation labs. As future nurses, it is imperative these clinical experiences are utilized to the fullest and you demonstrate the expectations of a professional nurse.

	Expectation	Consequence
Attendance	Clinical attendance is mandatory. A maximum of one absence is allowed and you must make up your missed clinical. You are not to leave a clinical experience without checking in with your faculty member. You are expected to be in clinical the entire time.	Missing more than one clinical day will result in a failure of the clinical course. * Leaving a clinical early will be recorded as a missed absence.
Arriving Late	Arriving more than 15 minutes late counts as a missed absence. Students need to arrive to clinical early to ensure they are present for client reports.	Arriving late will be recorded as a clinical absence.
Clinical Behavior	Students are to serve as ambassadors of Methodist College by being professional and adhering to all policies and procedures of the clinical site, simulation center, and Methodist College.	Students who exhibit poor clinical behavior and who violate policies and procedure are subject to the Code of Conduct. **
No Cell Phones	Cell Phones are not allowed in any clinical setting. Please secure your cell phone in your belongings or leave it in your car.	Using your cell phone while in clinical will result in an unsatisfactory for the day. *
Dress Code	Students are expected to abide by the dress code outlined in the Nursing Student Handbook. Reinders: • Name badges should always be worn above your waist and visible with your name and photo showing. • SCRUBS are required in the Carle/OSF setting. • Sweatshirts and hoodies are not allowed.	Dress code violations will be recorded as a clinical absence if the student is sent home. Continual dress code violations are subject to Prohibited Conduct and will be handled through the Code of Conduct** process.
Performance	Students are expected to engage in their clinical experience. This means interacting with clients, responding to call lights, observing treatments and procedures, and capitalizing the clinical experience by learning from the nurses and staff.	Students who are not meeting performance expectations will be marked unsatisfactory on their clinical evaluation tool. Poor performance will result in a failure of the clinical course.

Client Safety	Client safety is the utmost priority. Students are expected to ensure they are demonstrating safe patient/client care.	Students who are not adhering to client safety protocols and procedures will be dismissed from the clinical course and in some instances maybe subject to the Code of Conduct. **

*Please refer to the Nursing Student Handbook for further information. **Please refer to the Methodist College Student Handbook for more information on the Code of Conduct.

I understand it is my obligation to be familiar with the Methodist College Code of Conduct, student handbook, simulation center handbook, and nursing handbook. I am expected to follow all the process and procedures of the clinical site and conduct myself as a professional student.

SIGNATURE SHEET – CLINICAL EXPECTATIONS & CONSEQUENCES

Student Name: _____

Student Signature: _____

Date: _____