Student Success Program
Indiana University School of Nursing Bloomington

2012 – 2013
Congratulations on becoming an Indiana University School of Nursing student! You know that we have a very competitive admission process. Now that you have been admitted the faculty, administration, advisors and staff want to help you grow and succeed as a student, a nurse, and an individual. We have high expectations and high hopes for you.

To help you succeed, the School of Nursing has developed the Student Success Program. This program is a way for you to learn about yourself, track your own progress and assist you to be successful in the program. Take advantage of its tools and resources, including individual tracking and assessment, test-taking and time management tips for every learning style, study logs, stress management support, and mentoring to assist you in being successful. This program will help you know where to find the resources you need to help you be successful.

You have much work ahead of you but there are many people here to help you succeed. Best wishes for a rewarding experience as a student at Indiana University School of Nursing!

Joyce Splann Krothe
Joyce Splann Krothe, PhD, RN
Professor and Assistant Dean
Indiana University School of Nursing
Bloomington Campus
INDIVIDUAL ASSESSMENT and STUDY PLAN

As part of the Student Success Program, the IU School of Nursing has partnered with ATI (Assessment Technologies Institute) to help you track and measure your success and identify and improve areas of challenge. Each semester will present an opportunity to evaluate your knowledge and skills in one or more of the following areas:

• Nursing Fundamentals
• Nutrition
• Pharmacology
• Adult Medical Surgical
• Maternal-Newborn
• Nursing Care of Children
• Mental Health
• Community Health
• Leadership and Management
• NCLEX Comprehensive Predictor

Individual assessments track your personal progress and also act as a performance benchmark for state board success as well as an indication of how you compare with the national average. An ATI representative will provide initial testing orientation as well as semester updates to keep students current with the testing materials.
LEARNING STYLES

Understanding your learning style is like being handed an owner’s manual. Once you understand the way your brain works and the way you most naturally process information, you can prepare and perform in the way that makes the most sense... for you. Every person has strengths and weaknesses in how they learn. If you understand the way you learn best and also learn about the ways that are more challenging for you, you can make adjustments in order to be successful in many different learning environments. This will allow you to identify areas which are weaker and can implement new strategies for success. Understanding learning styles also allows you to identify the learning styles of others and to more effectively study and communicate with them.

To find out what type of style in which you learn best, please take one or both of the following Learning Style Inventories. Each one takes 5 minutes or less - so have fun!

http://ttc.coe.uga.edu/surveys/LearningStyleInv.html

http://www.personal.psu.edu/bxb11/LSI/LSI.htm

Once you have taken these inventories, don’t rigidly classify yourself. Some students learn effectively in more than one way.

TYPES of LEARNING STYLES

Visual Learners

• Visual learners benefit most by using diagrams, photographs, charts or other items to represent verbal material. Ask your instructor if reference books, videotapes/CDs or other visual materials are available for your course. The visual learner may want to create a concept map and a guide in note taking. This uses the central idea as the hub of a wheel with sub-points as the spokes. Color-coding notes or note cards may also help the visual learner.
Verbal Learners

- Verbal learners benefit most by putting notes into their own words. Working with others may be beneficial because you can listen to how others interpret course information and can discuss their interpretation.

Kinesthetic Learners

- Kinesthetic learners are hands-on learners who actually gain concentration and learn more easily when movement is involved. You learn by doing, practicing, and trial-and-error.

STUDY ESSENTIALS

Where you study is almost as important as what you study. Give some thought to your environment and to the distractions that can be avoided, the tips and tools that lead to effective studying, and the short cuts to getting there. Excellent You Tube Videos (there are 5 videos that total about 36 minutes) on study skills in college: http://www.youtube.com/watch?v=RH95h36NChI&list=PL85708E6EA236E3DB&index=1

Creating a Study Area

Where do you study? Stop and ask yourself these questions:

- Are all the materials I might need within reach?
- Does the area have good lighting?
- Is the temperature comfortable?
- Is there a restroom nearby?
- Can I be comfortable without falling asleep?
- Is the area relatively distraction-free during the times I plan to study?
- Do you use the area for other activities (eating, sleeping, letter writing, etc.?)
Making the Adjustments:

- Stock your study area with basics: dictionary, thesaurus, paper, pens, pencils, highlighters, calculator, snacks, water, etc.
- Make sure the area is well-lit and free from distracting glare.
- Find a place that’s comfortable or where you can regulate the temperature to stay comfortable and alert.
- Assess your comfort level: is the chair comfortable? Too comfortable? The right height? Near a draft?
- Eliminate distractions or implement an absolutely no-interruption rule.
- Use an area that’s dedicated to studying. If you can’t, use an object or action to signal to you that it’s time to study. Train your mind to focus on that thing or event before you begin.

Reading the Text Book:

Preview: figure out what is important in the chapter

- Skim
  i. How does the title connect to previous material?
  ii. Pay attention to key ideas in the chapter outlines
  iii. Read the introduction carefully
  iv. Look for bolded headings, key terms, and italics
- Examine diagrams

Read actively: decrease boredom and increase motivation

- Divide reading into small sections
- Devote your full attention to reading
- Use the annotation system (see next page)
- If you find yourself losing focus, take a short break
- Answer review questions
Recall: In 15 minutes or less, most people forget up to 40–50% of what they read

- Read only one paragraph at a time, and then ask yourself questions concerning the material
- Recite the highlights of the material
- Create an outline and prepare a study sheet

Using the Annotation System When Reading

How to spot an idea:

- Definitions
- Examples
- Lists
- Causes / effects
- Characteristics
- Similarities / differences
- Names and dates

What to mark (when reading) and how to mark it

- Definitions: mark *def.* or ( ) in text or margin
- Lists, features, causes, effects, reasons, characteristics: 1, 2, 3 in text or margin
- Names, dates, events: underline or circle
- Examples of illustrations: *ex.* or *ill.* in margin
- Good summaries: stars, asterisks, checks, or *ss* in margin
- Good test questions: *T.Q.* in margin
- Something you don’t understand: ?? in margin
Shortcuts

• Double line: main ideas
• Single line: supporting ideas
• Small circled numbers: a numbered list
• Brackets: highlight a paragraph
• Asterisk: level of importance or relevance
• Circles: key words and terms
• Boxes: transitional words
• Question mark: unclear topic

TEST-TAKING ESSENTIALS
Understandably, we’ve been conditioned to place most of our emphasis on the things we do in preparation for an exam. Through preparation, we have the ability to control the outcome. But by also understanding our mistakes and the logic that leads us to the correct answer, we learn to rethink our approach, sharpen our test-taking abilities, and increase our potential for success on the state board exam and throughout our careers.

Included in this section are valuable test-taking tips for a variety of exam types, test tracking and assessment forms to be used as needed throughout your course of study.

Improving Test Taking Skills
Preparation for tests:

• Be rested and comfortable.
• Know what to expect. Confirm ahead of time the kind of test you’ll be taking, where and when it will be held, and what materials to bring.
• Arrive a few minutes early to find a seat and avoid last minute pressure.
• Expect some anxiety, but avoid worried test-takers. Extreme nervousness or test anxiety will interfere with your work.
Reducing your test anxiety:

• Keep a positive attitude. Decide to do your best.

• Concentrate on the test. Don’t worry about your ability, the behavior of other people, the number of questions, or even short memory lapses. Pay close attention to one question at a time.

• Slow down and breathe. Try to slow down physically by taking several slow, deep breaths, relax, and then start your work.

How to prepare for the most Common Types of Exams

Problem-solving tests: review homework, notes, and the text, then...

• Copy out problems

• Mix them up

• Solve as many as possible in a set amount of time

• Check answers

Short-answer tests: review homework, notes, and the text, then...

• Make a list of all terms relevant to this test

• List definitions as they were used in class

Essay tests: review homework, notes, text and previous essay tests, then...

• Write a thesis statement for each topic

• Write an outline for each thesis

• Repeat this as many times as possible

• Write a sample essay for each thesis

• Complete essays in a set amount of time (same as time allotted for actual test)
• Review everything
• Ask someone to proofread

Objective tests: includes multiple choice, true/false, and matching. Review all pertinent information, then...

• Study concepts and examples
• Study facts
• Study names
• Study precise details
• Study dates
• Study locations
• Review previous test formats

Requesting a Post-Test Review Session

Whether you did not pass an exam or simply performed below your own expectations, meeting with your instructor can be a valuable opportunity to gain insights into how you study and learn. For example, you and your instructor can help you identify missteps in your thought process when answering a specific question, or your instructor may offer tips on how you might manage your study time more effectively for the next exam.

Most faculty request that you meet with the instructor immediately following an exam. This allows both you and the instructor to identify problems while the material is fresh in both of your minds. Contact your instructor via office phone or e-mail as soon as you decide that such a meeting would be helpful.
To get the most out of the meeting with your instructor, spend some time thinking about your performance on this exam. You may use the Personal Test Review form on page 13 to help you identify problem areas, or simply jot down your own specific questions. The more information you are able to share with your instructor about why the exam was challenging for you, the more he/she will be able to give you feedback on how to prepare differently for the next test.

You may also choose to meet with Deb Harmon to discuss your general study skills and test preparation techniques. Deb can also help you process other issues that might be interfering with your ability to prepare effectively for an exam, e.g., test anxiety or low motivation. You can contact her via e-mail at delharmo@indiana.edu.
# PERSONAL TEST REVIEW

<table>
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<tr>
<th>Course:</th>
<th>Semester/session:</th>
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<tr>
<td>Test:</td>
<td>Score/grade:</td>
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How does this score/grade compare with previous test results:
- Lower
- Same
- Higher

Total number of questions missed: ____

Enter the number of questions you missed because you:
- Misunderstood question _____
- Missed important key word _____
- Did not remember subject matter _____
- Did not recognize rationale for answer _____
- Did not read all responses carefully _____
- Marked scan incorrectly _____
- Did not understand subject matter _____
- Guessed wrong _____
- Changed answer _____
- Used incorrect rationale for selecting response _____

Does this differ from past experiences? If so, how? If not, what might you do to ensure that you don’t repeat the same mistakes?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Test Preparations

Describe your study schedule/routine:
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Describe how you prepared for this test:
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Do you study primarily (circle one):      alone      in a group
___________________________________________________________________

Are there any sources of stress impacting your performance (e.g. family, finances, relationship, employment-related, etc.):
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
STRESS MANAGEMENT

Identifying Stress

Stress has been given a bad rap, when in fact, it can be good for us. **Eustress** or “good stress” is considered a low level of stress that is manageable and is thought to be necessary and normal stimulation.

**Eustress:**

- Helps keep us alert
- Motivates us to face challenges
- Drives us to solve problems

On the other hand, “bad stress,” or **Distress**, is based on the fight or flight response. In Distress, our bodies mistakenly respond or overreact to daily activities as if they were life or death situations.

**Distress:**

- May lead to physical and psychological problems, including gastrointestinal conditions, depression, severe headaches, insomnia, heart disease and destructive habits (drinking too much, overeating, smoking, and using drugs). Distress can also cause difficulty concentrating, memory problems, confusion, apathy, anxiety, feelings of being overwhelmed, lack of confidence, anger, and irritation.

Healthy Stress - Busters

Learn to relax

- Take mini breaks
- Sit down and get comfortable
- Slowly take a deep breath, hold it, and exhale very slowly
- Raise your shoulders up, tensing your muscles, then release and repeat
• Get plenty of rest
• Try to accept others without trying to change them
• Yoga, meditation, positive self-reflection

**Conversation with self**

• Ask yourself what real impact the stressful situation will have on you in a day or a week
• Try to let go of negative thoughts
• Approach problems in a calm, firm manner
• Set realistic goals and avoid perfectionism, it’s unattainable

**Get organized**

• Develop a realistic schedule of daily activities including time for work, sleep, relationships, and recreation

• Improve your physical surroundings by cleaning your work area and keeping it organized

• Use your time and energy as efficiently as possible

**Exercise**

• Develop a regular exercise program to help reduce the stressful by-products of work before it turns to distress

• Aim for 30 minutes of aerobic activity at least three to five days a week and try to work in some weight-bearing exercise two to three days each week

• Mix it up to keep from getting bored. Take a walk, play volleyball, jog, swim... do what interests you and allows you to have fun
Reduce time urgency

• Learn to take things a bit slower
• Plan your schedule in advance
• Allow plenty of time to get things done
• Recognize your limitations: you can only do so much in a given period of time
• Remind yourself: “pace, not race”

Disarm yourself

• Remind yourself that every situation does not require you to be competitive
• Adjust your approach based on demands
• You don’t have to raise your voice in a simple discussion
• Leave your “weapons” behind: shouting, having the last word, putting someone else down, and blaming

Quiet time

• Take a quiet stroll
• Soak in a hot bath
• Watch the sun rise or set
• Listen to music

Watch your habits

• Eat sensibly: a balanced diet will provide the energy you need during the day
• Avoid non-prescription drugs and minimize your use of alcohol
• Avoid excessive caffeine and sugar
• Quit smoking: it’s never too late to realize the benefits
Talk to friends

• Schedule time to spend with friends each week
• Find one or more persons you feel comfortable sharing deep thoughts and honest opinions with
• Seek help and advice from Counseling & Psychological Services (CAPS) at IU Bloomington
• Refer yourself to the IUSON Bloomington Student Success Program

STUDENT SUCCESS ACADEMIC SUPPORT GUIDELINES

Even the most gifted students may find themselves in unfamiliar territory as they take on new academic and personal challenges. We are especially proud to offer our students structured and committed support when they encounter these difficulties. We call it the Student Success Program. In the event of falling grades or the beginning of a pattern of low performance, faculty members (with your knowledge) will refer you to the Student Success Team. The team includes a small group of faculty and advisors specializing in individual guidance and support. However, if you feel like you are struggling, you may refer yourself to the Student Success Team, even without the faculty’s knowledge. All consultations are confidential.

Together you will create a plan for success and a regular schedule of follow-up exercises and appointments. The Student Success Team will also be available to refer you to other university and community resources to support you personally and academically. The Student Success Program is designed to help prevent unfavorable results in nursing courses and to promote overall success. You are encouraged to seek assistance from peers, faculty, or a host of other available resources.
PROCESS for REFERRAL

1.) Faculty and staff may refer a student to the Student Success Program via an electronic referral form.

2.) A student may self-refer by emailing Deb Harmon at delharmo@indiana.edu for an evaluation appointment.

3.) You and the Student Success Team will work together to determine what type of assistance you may need to be successful.

4.) You and the Student Success Team will complete an “Individualized Student Success Plan” at the end of your consultation meeting.

5.) Depending on your Individualized Student Success Plan, follow up appointments may be necessary.

Specific Reasons for Referral to the Student Success Program:

If you’re having trouble preparing for an exam:

- Attend class
- Read the textbook, study guides, and course objectives
- Ask questions in class, during office hours, or online (ask for details)
- Set an appointment with your instructor(s) and come prepared with questions and issues
- Identify your learning style and study in a way that’s suited to your style (see page 4)
- Find a study group that has been successful or form one of your own
- Review ATI non-proctored tests
If you’ve failed an exam:

- All of the above in addition to using the Post-test Review Session Request and Personal Test Review forms
- Adjust study habits accordingly
- Review NCLEX review books (check with faculty, the learning resource center, or the library)
- Attend test-taking workshops on and off campus
- Consider using a tutor. For more information, contact Leslie Hobbs-Ramsey hobbsra@indiana.edu.

If you are having trouble with your clinical courses (struggling with critical thinking, clinical judgments, having difficulty organizing care or are feeling stressed):

- Communicate your concerns with your clinical faculty
- Utilize NLRC on a weekly basis to practice skills and assessments
- Find a mentor or coach from your clinical group to work with
- Attend all clinicals and be on time
STUDY SKILLS WEBSITE RESOURCES

Nursing - specific Web Sites


Medi-smart: http://www.medi-smart.com/nursing-resources/studyguides

How to Study.org: http://www.howtostudy.org/resources_subject.php?id=31

Ed4StudentNurses.com: http://www.ed4studentnurses.com/tips.htm

University of Central Florida:

http://www.sarc.sdes.ucf.edu/documents/learning_skills/Study_skills_for_nursing_students.pdf

University of Illinois-Chicago:

http://www.uic.edu/depts/ace/student_tip_nursing.shtml

General Helpful Web Sites

Study Guides and Strategies: http://www.studygs.net/

Purdue University, Writing Lab: http://owl.english.purdue.edu/owl/resource/560/01/

Univ. of W Ontario, Managing Test Anxiety:

http://www.sdc.uwo.ca/learning/mcanx.html

Education Atlas.com: http://www.educationatlas.com/study-skills.html

Virginia Technological University: http://www.ucc.vt.edu/stdyhlp.html

Sweet Briar College: http://www.arc.sbc.edu/study.html
# Student Resource Guide

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<th><strong>Email</strong></th>
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<tr>
<td>Police</td>
<td>9-911 (campus phone); 911 (cell phone); 812-855-4111 (off campus)</td>
<td>non-emergency: <a href="mailto:prepare@indiana.edu">prepare@indiana.edu</a></td>
<td><a href="http://emergency.iu.edu/">http://emergency.iu.edu/</a></td>
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<tr>
<td>Bloomington Police</td>
<td>911; 812-339-4477</td>
<td></td>
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<tr>
<td>Campus Weather</td>
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<td></td>
<td><a href="http://protect.iu.edu/emergency">http://protect.iu.edu/emergency</a></td>
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<td>Safety Escort</td>
<td>812-855-(SAFE)7233</td>
<td><a href="mailto:iusase@indiana.edu">iusase@indiana.edu</a></td>
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<tr>
<td>Health Center</td>
<td>812 - 855-4011; appts: 812-855-7688</td>
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<td><a href="http://healthcenter.indiana.edu/">http://healthcenter.indiana.edu/</a></td>
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<td>CAPS (Counseling &amp; Psychological Services)</td>
<td>812-855-5711</td>
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<td><a href="http://healthcenter.indiana.edu/counseling/index.shtml">http://healthcenter.indiana.edu/counseling/index.shtml</a></td>
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<td>CAPS - walk-in clinic</td>
<td>855-5711 (8AM-4:30PM M-F); 855-5711 option 1 (weekends)</td>
<td></td>
<td><a href="http://healthcenter.indiana.edu/counseling/index.shtml">http://healthcenter.indiana.edu/counseling/index.shtml</a></td>
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<td>CAPS - 24 hour sexual assault crisis line</td>
<td>812-855-8900</td>
<td></td>
<td><a href="http://healthcenter.indiana.edu/counseling/index.shtml">http://healthcenter.indiana.edu/counseling/index.shtml</a></td>
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<td>Health Center - wellness</td>
<td>812-855-7338</td>
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<td><a href="http://healthcenter.indiana.edu/wellness/services/index.shtml">http://healthcenter.indiana.edu/wellness/services/index.shtml</a></td>
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<td>Alcohol/Drug Info Center</td>
<td>812-855-5414</td>
<td><a href="mailto:adic@indiana.edu">adic@indiana.edu</a></td>
<td><a href="http://studentaffairs.iub.edu/adic/">http://studentaffairs.iub.edu/adic/</a></td>
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<td>GLBT</td>
<td>812-855-4252</td>
<td><a href="mailto:gbtserv@indiana.edu">gbtserv@indiana.edu</a></td>
<td><a href="http://www.indiana.edu/~glbt/">http://www.indiana.edu/~glbt/</a></td>
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<td>Bursar</td>
<td>812-855-7535</td>
<td><a href="mailto:bursar@indiana.edu">bursar@indiana.edu</a></td>
<td><a href="http://bursar.indiana.edu/">http://bursar.indiana.edu/</a></td>
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<tr>
<td>Office of Financial Assistance</td>
<td>812-855-0321</td>
<td><a href="mailto:bllfnaid@indiana.edu">bllfnaid@indiana.edu</a></td>
<td><a href="http://www.indiana.edu/~sfa/">http://www.indiana.edu/~sfa/</a></td>
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<td>Student Legal Services</td>
<td>812-855-7867</td>
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<td><a href="https://www.indiana.edu/~sls/">https://www.indiana.edu/~sls/</a></td>
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<tr>
<td>Veterans Support Services</td>
<td>812-856-1985</td>
<td><a href="mailto:vetserv@indiana.edu">vetserv@indiana.edu</a></td>
<td><a href="http://www.indiana.edu/~vetserv/">http://www.indiana.edu/~vetserv/</a></td>
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<th><strong>Web Information</strong></th>
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<tr>
<td>Academic Support Center (Teter, Briscoe, Forest)</td>
<td>812-855-6931</td>
<td><a href="mailto:acadsupp@indiana.edu">acadsupp@indiana.edu</a></td>
<td><a href="http://www.indiana.edu/~acadsupp/info2.shtml">http://www.indiana.edu/~acadsupp/info2.shtml</a></td>
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<td>Writing Tutorial Services</td>
<td>812-855-6738</td>
<td></td>
<td><a href="http://www.indiana.edu/~wts/">http://www.indiana.edu/~wts/</a></td>
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<td>Student Academic Center</td>
<td>812-855-7313</td>
<td></td>
<td><a href="http://sac.indiana.edu/index.php">http://sac.indiana.edu/index.php</a></td>
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<td>SAC - Individual Assistance</td>
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<td><a href="http://sac.indiana.edu/individualizedAssessment">http://sac.indiana.edu/individualizedAssessment</a></td>
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<td>Disability Services for Students</td>
<td>812-855-7578</td>
<td><a href="mailto:iubdss@indiana.edu">iubdss@indiana.edu</a></td>
<td><a href="http://129.79.17.23/dss/">http://129.79.17.23/dss/</a></td>
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<td>English Language Improvement Program (ELIP)</td>
<td>812-855-4974</td>
<td><a href="mailto:abels@indiana.edu">abels@indiana.edu</a></td>
<td><a href="http://www.indiana.edu/~dts/elip/clip.shtml">http://www.indiana.edu/~dts/elip/clip.shtml</a></td>
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<td>Conversation Partners</td>
<td>812-855-9086</td>
<td><a href="mailto:intlcen@indiana.edu">intlcen@indiana.edu</a></td>
<td><a href="http://ois.indiana.edu/ic/programs/language_practice/conversation_partners.php">http://ois.indiana.edu/ic/programs/language_practice/conversation_partners.php</a></td>
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<td>Students Advocate Office</td>
<td>812-855-0761</td>
<td><a href="mailto:advocate@indiana.edu">advocate@indiana.edu</a></td>
<td><a href="http://studentaffairs.iub.edu/advocates/">http://studentaffairs.iub.edu/advocates/</a></td>
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<tr>
<td>Code of Student Rights, Responsibilities and Conduct</td>
<td>812-855-5419</td>
<td><a href="mailto:ethics@indiana.edu">ethics@indiana.edu</a></td>
<td><a href="http://www.indiana.edu/~code/code/index.shtml">http://www.indiana.edu/~code/code/index.shtml</a></td>
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<td>Dean of Students</td>
<td>812-855-8187</td>
<td><a href="mailto:ndgoldms@indiana.edu">ndgoldms@indiana.edu</a></td>
<td><a href="http://studentaffairs.iub.edu/office-of-the-dean-of-students/">http://studentaffairs.iub.edu/office-of-the-dean-of-students/</a></td>
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<td>UITS (University Info Technology Services)</td>
<td>812-855-6789</td>
<td>@<a href="mailto:help@iu.edu">help@iu.edu</a></td>
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