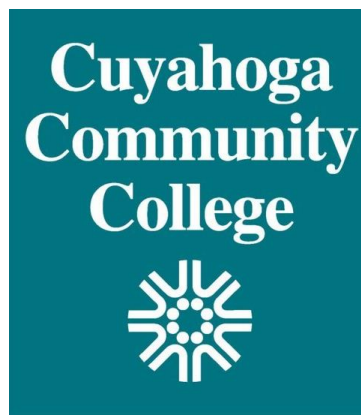


**ASSOCIATE DEGREE  
NURSING EDUCATION PROGRAM  
STUDENT HANDBOOK**



**2015-2016**

**Cuyahoga Community College**

**ASSOCIATE DEGREE  
NURSING EDUCATION PROGRAM STUDENT HANDBOOK**

**2015-2016**

*Disclaimer*

*The contents of this Associate Degree Nursing Education Student Handbook are effective as of May 31<sup>st</sup>, 2015. All information contained herein is subject to change. If you have any questions or wish to confirm information contained herein, please contact the Division of Nursing.*

Upon review of this document, the Letter of Agreement, Chemical Substance Policy Acknowledgement, and Nursing Skills Laboratory Agreement must be electronically signed in Verified Credentials © for admission and progression in the nursing program.

May, 2015

Dear Nursing Student:

On behalf of the faculty and administration, we welcome you to the Cuyahoga Community College Associate Degree Nursing program. The faculty, administration, and support staff are committed to assisting you as you proceed through the program to graduation. Upon successful completion of the program, you will be eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

In addition to the day-to-day interaction with the faculty, many other services are available to you: counseling, tutoring, financial aid, academic advising. As a student you will also have access to the library, technology learning center, recreational facilities, and numerous other resources.

The College as a whole and the Nursing Education Program administration, faculty and staff are here to assist you and to help you achieve your professional goal. Again, welcome to Cuyahoga Community College. We wish you success throughout your course of study.

Sincerely,

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## **Associate of Applied Science Degree in Nursing PROGRAM INFORMATION**

Nursing at the Associate Degree level is concerned with the individual in the context of family and society. We focus our efforts on the promotion, conservation, and restoration of the individual's patterns of health and health-seeking behavior. Nursing seeks to facilitate achievement of an optimum level of physical, social, psychological, and spiritual health.

Since patient-nurse relationships are based upon mutual trust and respect, and since a nurse's professional competence facilitates development of trust and respect, a high level of accountability is required when the nurse assumes patient care responsibilities. The Ohio Board of Nursing assures the public of the graduate nurse's competence through the National Council Licensure Examination for Registered Nurses (NCLEX-RN), taken by all nursing graduates upon completion of the nursing program. Furthermore, the Ohio Board of Nursing continues to monitor the practice of nursing after graduation and upon entry into an employment setting as a registered nurse.

To prepare students for the NCLEX-RN and for the tasks of a Registered Nurse, nursing education at Cuyahoga Community College combines nursing theory and practice with a general education. Students are provided clinical experiences at major facilities in Cuyahoga and adjoining counties, caring for individuals of all ages in medical, surgical, pediatric, obstetric, gerontologic, psychiatric, and community/home settings. Our nursing education program meets the high standards of competence demanded by the nursing profession.

In order to facilitate your successful completion of the nursing program, to assist with your preparation for the NCLEX-RN, and to support your preparation for entry into the practice of nursing, the nursing administration and faculty have developed the Associate Degree Nursing Education Student Handbook. The handbook includes a description of our program and curriculum, along with the policies, procedures, and other related information. Please use this handbook throughout your program to facilitate achievement of academic and professional excellence.

### **Student Responsibility Statement**

The Associate Degree Nursing Education Student is responsible for reading this handbook and adhering to the policies and procedures contained herein. Any information contained herein is subject to modification, deletion, or change. **When there is a change in program or policy, it will be communicated via the student's Tri-C email, along with an announcement on the group site.**

### **Student E-mail Communications Policy**

The Cuyahoga Community College has established e-mail as an official means of communication with students. An official Tri-C e-mail address is issued to each student.

Since e-mail has been adopted as a primary mechanism for sending official communications to students at Tri-C, students must check e-mail regularly in order to read important messages and notifications. Certain communications may be time-sensitive. Failure to read college communications sent to students' official Tri-C e-mail addresses does not absolve students from knowing and complying with the content of those official communications. Students must also ensure that there is sufficient space in their e-mail inboxes to allow for e-mail delivery. To avoid junk or spam filters, students who are forwarding mail should add their Tri-C address to their address book.

## **Non-Discriminatory/Diversity Practices**

### **Diversity:**

At Cuyahoga Community College, we are fortunate to have a diversity of talent and expertise contributing daily to create a magnificent learning environment. The College's position is that diversity enriches not only the institution but society as a whole. We are committed to appreciating diverse perspectives and valuing the collective differences and similarities that make us who we are.

### **Discrimination:**

Discrimination against any individual based upon a person's age, ancestry, color, disability, genetic, information, military status, national origin, race, religion, gender, sexual orientation, or veteran status is prohibited. Any employee, student or other person who wishes to report discrimination or harassment based on any of the aforementioned protected classes, should contact the College's Office of Inclusion, Diversity & Equal Opportunity Compliance at:

Cuyahoga Community College  
700 Carnegie Avenue  
Cleveland, OH 44115  
(216) 987-4772 or 216-987-4773

**In addition, the College's Title IX (related to disability discrimination) and section 504 and Title II of the Americans with Disabilities Act (related to disability discrimination) Coordinator is the director of Inclusion, Diversity, and Equal Opportunity Compliance. The Coordinator can be reached at the above captioned address and telephone number.**



## **Technical Standards for Admission, Progression and Graduation Physical and Mental Qualifications**

The following are the minimal physical and mental qualifications necessary to be considered for admission into and progression through the Cuyahoga Community College Associate Degree Nursing Program.

1. The ability to assist in lifting or moving patients of all age groups and weights.
2. The ability to move around the patient's room and in work areas.
3. Visual acuity sufficient to observe and assess patient behavior, prepare and administer medications, and accurately read monitors.
4. Auditory acuity sufficient to hear instructions, patient requests and monitor alarms; and, to auscultate heart sounds, breath sounds and bowel sounds.
5. Gross and fine motor abilities sufficient to provide safe and effective nursing care. Tactile ability sufficient for physical assessment.
6. The ability to provide effective written, oral and nonverbal communication with patients and their families, colleagues, healthcare providers and the public. The ability to speak, write and comprehend the English language proficiently.
7. Critical thinking ability sufficient for clinical judgment.
8. Interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds.
9. Compassion, integrity, interest and motivation.
10. The ability to adhere to ethical standards of conduct as well as applicable state and federal laws.
11. Emotional maturity and stability to approach highly stressful human situations in a calm and rational manner.

A qualified person with a disability who can perform these essential functions with reasonable accommodation will be considered for admission along with other qualified applicants. It will be the student's responsibility to contact the ACCESS/Disabled Student Services Office for further information and assistance.

The following are the minimal physical and mental qualifications necessary to be considered for admission into and progression through the Cuyahoga Community College Associate Degree Nursing Program.

<u>Performance</u>	<u>Standard</u>	<u>Examples of necessary activities</u> (Not all inclusive)
Physical strength	The ability to assist in lifting or moving patients of all age groups and weights.	Lift up to 35% of recommended body weight
Mobility	The ability to move around the patient's room and in work areas.	Stand and/or walk six to eight hours a day Walk rapidly for a prolonged period from one area to another Bend or squat frequently Provide care for a patient in an elevated hospital bed or stretcher Perform one man CPR when necessary
Visual acuity	The visual acuity sufficient to observe and assess patient behavior, prepares and administers medications, and accurately read monitors.	Observe patient responses at a distance and close at hand Visually perceive three dimensional relationships and spatial relationships of objects Able to differentiate the color spectrum for color coding of charts and monitoring equipment
Auditory acuity	Auditory acuity sufficient to hear instructions, requests and monitoring alarms, and to auscultate heart sounds, breath sounds and bowel sounds.	Hear sufficiently to detect subtle changes in patient's condition Hear sufficiently to interpret various equipment signals
Motor skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care.	Perform physical assessment techniques including: inspection, auscultation, palpation and percussion. Calibrate and use equipment Position and turn patients
Tactile	Tactile ability sufficient for physical assessment.	Perform palpation, auscultation, percussion and functions of physical examination and/or those related to therapeutic intervention

<u>Performance</u>	<u>Standard</u>	<u>Examples of necessary activities</u> (Not all inclusive)
Communication	The ability to provide effective written, oral and nonverbal communication with patients and their families, colleagues, healthcare providers and the public. The ability to speak, write and Comprehend the English language proficiently.	Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient responses. Give oral and written reports to other members of the healthcare team
Critical thinking	Critical thinking ability sufficient for clinical judgment.	Identify cause-effect relationships in critical situations, develop nursing care plans
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds.	Establish rapport with patients and colleagues
Social behavior	Compassion, integrity, interpersonal skills, interest and motivation.	Develop a mature, sensitive and therapeutic relationship with patients
Professionalism	The ability to adhere to ethical standards of conduct as well as applicable state and federal laws.	
Stress management	Emotional maturity and stability to approach highly stressful human situations in a calm and rational manner.	

## Philosophy

The Associate Degree Nursing Education Division is an integral part of Cuyahoga Community College. The Philosophy of the Associate Degree Nursing faculty is consistent with the general mission of the College, which is to provide high quality, accessible, and affordable educational opportunities and services to all members of the community. The educational environment of the College is designed to promote individual development and to improve the overall quality of life in a multicultural community.

The Philosophy of the Associate Degree Nursing Faculty of Cuyahoga Community College encompasses beliefs concerning the individual, society, health, nursing, and teaching / learning. These concepts are an integral part of the Associate Degree Nursing Education Program. We believe:

The Individual is a unique, biopsychosocial, spiritual being who exists within the structure of a family, culture, society, and environment. The individual has human needs and the potential for growth and development along the age continuum. These needs are affected by heredity, culture, socioeconomic, spiritual, and environmental factors. The individual is capable of learning and achievement of their maximum potential. Dynamic external and internal forces influence the individual's ability to regulate factors that promote/maintain life, health, and well-being.

Society is a complex, dynamic structure created by groups of individuals and influenced by diversity of culture and environment. Within society, individuals and groups attempt to maintain health by meeting universal self-care needs, maintaining homeostasis, and achieving maximum potential. Acknowledgment and acceptance of cultural diversity in society adds strength to its structure and function. To promote health in an ever-changing society, individual and societal needs and goals must be recognized and analyzed. This improves the overall quality of life in a multicultural community.

Health is a dynamic interaction among society, environment, and the individual's biopsychosocial and spiritual needs. Health is a progressive movement toward the achievement of maximum potential and is a state of optimal functioning, or wellness, which is unique for each person. Any disturbance in this interrelationship may result in an altered state of health or illness which is influenced by each individual's perception. Disease is an abnormal process which occurs as the result of changes in the individual's biopsychosocial integrity.

Nursing is an art and a science concerned with helping individuals, families, groups and society meet their self-care needs. Through collaborative and independent action, nurses protect, nurture, and facilitate change through patient centered care. Nurses use critical thinking, the process of purposeful self-regulatory judgment, in conjunction with the nursing process, to help people attain, regain, and maintain maximum health and cope with illness and death. Nursing, a deliberate process, involves the utilization of cognitive, affective, and psychomotor skills, in conjunction with communication skills and therapeutic nursing interventions. Nurses respect human dignity and the uniqueness of the individual by providing safe, effective, and evidence-based quality nursing care.

The Associate Degree Nurse is a provider of care, manager of care, and a member of the discipline of nursing. The Associate Degree Nurse uses critical thinking to assess, analyze, plan, implement, and evaluate nursing care for groups of individuals and families in a variety of healthcare settings. As provider and manager of care, the Associate Degree Nurse collaborates and delegates as an independent and interdependent member of the healthcare team to provide technically competent care. The Associate Degree Nurse also practices within the ethical/legal framework of the nursing profession.

Teaching/Learning is an interactive process between teachers and learners which results in change in cognitive, affective, and psychomotor behaviors. Learning is a lifelong process which assists individuals to assimilate, integrate and synthesize information in such a way that it may be applied. Learning is an active process that is enhanced in a supportive environment that recognizes cultural diversity, societal needs and individuals' abilities and learning styles. Based on these individual learning styles and abilities, the Associate Degree Nursing Education Division provides diverse resources to foster the progression of the learner.

Teaching embodies establishing objectives, organizing materials, designing learning strategies, and evaluating student performance. The nursing education process proceeds from simple to complex, and provides essential teaching-learning strategies by which the student may achieve the goals of the program. The teacher's primary role is that of facilitator and motivator in the mutually shared teaching/learning experience.

The Associate Degree Nursing Program at Cuyahoga Community College is a career-oriented program leading to an Associate in Applied Science Degree with a major in nursing. The program provides high quality, accessible, and affordable education. The program is dedicated to providing equal opportunity for all students, promoting individual development, and improving the overall quality of life in a multicultural community.

The Associate Degree Nursing Education Program is committed to extending broad educational opportunities to a non-traditional student body. It is built on nursing concepts and skills that enable the nurse to adapt in a changing society. Based on the cooperative relationship with community agencies, students are provided with opportunities to develop clinical skills in diverse healthcare settings. Upon successful completion of the program, the graduates are prepared for entry-level nursing positions and are eligible to sit for the National Council Licensure Examination for Registered Nurses.

## *Organizing Framework*

The Cuyahoga Community College Associate Degree Nursing Faculty has developed an organizing framework to provide direction for the nursing curriculum and opportunity for optimal student learning. The organizing framework is derived from the philosophy and provides a basis for the content and sequence of courses.

Cuyahoga Community College is located in a large, industrial, urban setting. It serves the residents of the Greater Cleveland area and draws students from this area and other areas. These college students are adult learners from multicultural backgrounds. Opportunities for student learning are diverse and enriched by exposure to community-based and internationally known healthcare facilities. Students' progress through a curriculum designed to increase critical thinking ability and knowledge based **upon** concepts of self-care for individuals, families, groups, and society. Upon completion of the program, graduates are prepared for entry-level positions in nursing and are eligible to sit for the National Council Licensure Examination for Registered Nurses.

The organizing framework is based on Dorothea Orem's Self-Care Deficit Theory of Nursing which states that individuals function and maintain life, health, and well-being through self-care. Nursing focuses on the identification of self-care deficits, analysis, planning, implementation, and evaluation of the individual's ability to meet self-care needs. Care may be provided by family members or others until an individual is able to meet their own self-care needs. Also incorporated into this framework are concepts regarding the individual, society, health, and nursing.

The Individual is viewed as a unique biopsychosocial, spiritual being who exists within the structure of a family, culture, society, and environment. The individual has the potential for growth and development and the ability to meet self-care needs. The individual is capable of thought, learning, reflection, and achievement of maximum potential. Orem not only views the individual as self-reliant but also as responsible for assisting dependents in meeting self-care needs.

Society is a complex ever-changing system composed of groups of individuals and is influenced by cultural diversity and environment. Cultural diversity enriches and strengthens the total society. Cultural beliefs/values influence the way an individual meets self-care needs. A change in either the individual or the environment will affect one's ability to perform self-care.

Health is a dynamic, interactive balanced state among society, environment, and the individual's biopsychosocial and spiritual needs. Health is a progressive movement toward the achievement of maximum individual potential. Illness is the result of an unbalanced state in which individuals are unable to meet all of their self-care needs. To promote health throughout the life span, universal self-care needs, developmental self-care needs, and health deviation self-care needs must be addressed.

Nursing is an art and a science concerned with helping individuals, families, groups and society meet self-care needs. Nurses use critical thinking, the nursing process, communication skills, and therapeutic nursing interventions to help people attain, regain, and maintain optimal health and cope with illness and death. Orem defines nursing as the giving of assistance to individuals when they are unable to meet their own self-care needs.

Six major themes have been identified and incorporated into the curriculum through the organizing framework. These themes are Nursing Process, Critical Thinking, Communication, Human Development, Cultural Diversity, and the Role of the Associate Degree Nurse. These themes are defined as follows:

#### Nursing Process

Nursing Process is central to nursing practice. The five steps of the nursing process: assessment, analysis, planning, implementation, and evaluation provide the framework for delivery of patient care and are the structure for course content in the Nursing Education Program.

#### Critical Thinking

Critical Thinking is the process of purposeful, self-regulatory judgment. This process gives reasoned consideration to practice based on evidence, contexts, conceptualizations, methods, and criteria. Critical thinking, in conjunction with the nursing process, is the basis for making clinical decisions.

#### Communication

Communication is a dynamic, interactive process that encompasses the teaching/learning process. Communication is essential in collaborating with members of the healthcare team to meet the self-care needs of patients. Effective oral, written, and non-verbal communication skills are necessary to apply the nursing process, to promote self-care, and to guide and teach patients. Teaching and learning techniques are incorporated throughout the program. Nursing students use therapeutic communication techniques with individuals, families, and groups to further the goal of self-care.

#### Human Development

All human beings have specialized growth and developmental needs and related tasks to accomplish at various stages of the life span. Individuals differ in their ability to meet self-care needs. The amount of assistance needed to meet self-care needs is affected by developmental stage and adverse effects of illness. Students are provided with opportunities to assist individuals to meet self-care needs at different developmental stages.

#### Cultural Diversity

Cultural and socioeconomic factors influence ability to meet self-care needs. Variations in self-care result from unique life experiences. Cultural norms are learned first in the family and then in societal groups. Students are exposed to the impact of socioeconomic and cultural diversity both in the classroom and in clinical agencies. Knowledge of cultural variation is incorporated when planning and implementing nursing care.

#### Role of the Associate Degree Nurse

Delivers safe, competent, and quality patient centered nursing care in the roles of: provider of care, manager of care, and member of the discipline of Nursing. The Nurse adheres to ethical and legal standards of the nursing profession. The Nurse applies knowledge of biopsychosocial and scientific principles when providing technically competent care. The Nurse collaborates with and delegates to others to manage the care of groups of individuals and families in a variety of healthcare settings.

## *Educational Outcomes*

Upon completion of the Associate Degree Nursing Program, the graduate will:

- 1) Apply the nursing process in managing care for groups of individuals and families in a variety of healthcare settings.
- 2) Utilize information from multiple sources for managing safe, effective and quality nursing care for groups of individuals and families in a variety of healthcare settings.
- 3) Utilize critical thinking to apply evidence based practice when managing care for groups of individuals and families in a variety of healthcare settings.
- 4) Apply effective communication skills to establish and maintain therapeutic and professional relationships in managing care for groups of individuals and families in a variety of healthcare settings.
- 5) Integrate principles of human development when providing nursing care for groups of individuals and families across the life span.
- 6) Incorporate knowledge of cultural and socioeconomic factors in the management of nursing care for groups of individuals and families in a variety of healthcare settings.
- 7) Deliver safe, competent and quality patient centered nursing care within the role of the Associate Degree Nurse as a:
  - a. Provider of care:
    - i. Integrate biopsychosocial and scientific principles when providing technically competent care for groups of individuals and families in a variety of healthcare settings.
  - b. Manager of care:
    - i. Collaborate as a member of the healthcare team to manage the care of groups of individuals and families in a variety of healthcare settings.
    - ii. Delegate activities to manage the care of groups of individuals and families in a variety of healthcare settings.
  - c. Member of the discipline of nursing:
    - i. Practice within the ethical and legal framework of the nursing profession.
    - ii. Formulate a plan for continuing professional development.
    - iii. Identify resources for continuing professional development.



*Program Outcomes*

LEVEL I OUTCOMES	LEVEL II OUTCOMES
<p><b>Nursing Process</b> Implement an individualized nursing care plan for individuals and families for health maintenance and restoration, based on self-care deficit theory.</p>	<p><b>Nursing Process</b> Apply the nursing process in managing care for groups of individuals and families in a variety of healthcare settings.</p>
<p><b>Critical Thinking</b> Select information from multiple sources for planning safe, effective and quality nursing care for individuals and families.</p> <p>Utilize critical thinking skills to identify evidence based practice principles in the provision of safe, effective quality nursing care for individuals and families.</p> <p>Prioritize nursing responses/actions to patient care situations.</p> <p>Interpret data as to its reliability and relevance to particular patient care situations.</p> <p>Explain reasons for arriving at conclusions when providing quality nursing care for individuals and families.</p>	<p><b>Critical Thinking</b> Utilize information from multiple sources for managing safe, effective and quality nursing care for groups of individuals and families in a variety of healthcare settings.</p> <p>Utilize critical thinking to apply evidence based practice when managing safe, effective and quality nursing care for groups of individuals and families in a variety of healthcare settings.</p>
<p><b>Communication</b> Establish effective professional relationships with individuals and families using therapeutic communication techniques and appropriate teaching strategies.</p>	<p><b>Communication</b> Evaluate effective communication skills to establish and maintain therapeutic and professional relationships in managing care for groups of individuals and families in a variety of health care settings.</p>
<p><b>Human Development</b> Apply knowledge of human development in providing nursing care for individuals and families.</p>	<p><b>Human Development</b> Integrate principles of human development when providing nursing care for groups of individuals and families across the life span</p>
<p><b>Cultural Diversity</b> Recognize the impact of cultural, spiritual and socioeconomic influences affecting individuals with selected health care deviations.</p>	<p><b>Cultural Diversity</b> Incorporate knowledge of cultural and socioeconomic factors in the management of nursing care for groups of individuals and families in a variety of health care settings.</p>

LEVEL I OUTCOMES	LEVEL II OUTCOMES
<p><b>ADN Role</b> Deliver safe, competent and quality patient centered nursing care within the role of the Associate Degree Nurse as a:</p>	<p><b>ADN Role</b> Deliver safe, competent and quality patient centered nursing care within the role of the Associate Degree Nurse as a:</p>
<p><b>Provider of Care</b> Demonstrate technically competent care incorporating biopsychosocial and scientific principles, to meet the self-care needs of individuals and families with selected health care deviations.</p>	<p><b>Provider of Care</b> Integrate biopsychosocial and scientific principles when providing technically competent care for groups of individuals and families in a variety of healthcare settings.</p>
<p><b>Manager of Care</b> Interact with members of the healthcare team to meet patients' needs.</p> <p>Construct a collaborative plan of care to meet the self-care needs of individuals and families based on principles of delegation.</p>	<p><b>Manager of Care</b> Collaborate as a member of the healthcare team to manage the care of groups of individuals and families in a variety of healthcare settings.</p> <p>Delegate activities to manage the care of groups of individuals and families in a variety of healthcare settings.</p>
<p><b>Member of the Discipline of Nursing</b> Practice within the ethical and legal framework of the nursing profession.</p> <p>Demonstrate responsibility for own learning.</p>	<p><b>Member of the Discipline of Nursing</b> Practice within the ethical and legal framework of the nursing profession.</p> <p>Demonstrate responsibility for own learning.</p>

## NURSING PROGRAM TRACKS AND SEQUENCING

The Nursing Program offers three tracks to prospective students:

- The **Generic Track** is offered to new students with classes scheduled in Day or Modified Evening sections.
- The **Accelerated Track** is offered to students with a Bachelor's Degree or higher from an accredited institution. These students enter in the Fall Session Day section.
- The **LPN-to-RN Track** is offered to qualified Licensed Practical Nurses through ACCESS. These students enter in the Spring Semester Modified Evening section. LPN's seeking to advanced standing in the A.D.N. program must have a minimum of one year experience as an LPN prior to applying to the A.D.N. program. Applicants to the LPN-to-RN Track must have a current LPN license **without** restrictions and must maintain non-restricted status throughout the program.

These tracks are an integral part of the Cuyahoga Community College Associate Degree Nursing Program. As such, they are supported by the philosophy, conceptual framework, and guidelines of the Nursing Program. Students complete the Nursing Program following a specific track.

### Request to Move

A student is permitted to request to move from one campus to another, and/or from the Day section to the Modified Evening section or vice versa. Below are the conditions for requesting a move transfer:

- For students currently enrolled in a nursing program the Request to Move form located on the ADN Group site must be completed and submitted to the Division of Nursing office at least six weeks prior to the beginning of the semester.
- For new students accepted into a nursing program the Request to Move form located on the ADN Group site must be completed and submitted on the day of orientation.
- Regardless of the reason, a request shall be granted on a space availability basis.
- In the event space is not available the request will remain on file until space becomes available. If the student no longer wishes to pursue the request they may have it removed by requesting via email to [nursing@tri-c.edu](mailto:nursing@tri-c.edu), or in writing to the Metro Campus Division of Nursing office, 2900 Community College Ave., Cleveland, Ohio 44115.
- **A request to move is only granted to a student ONE TIME within the program.**

### Important Notice about Clinical Experiences

- Clinical experiences in the Modified Evening program may start as early as 2:00 pm.
- Clinical experiences may include evening as well as Saturday and Sunday rotations for both day and evening sections.

## Course Sequence

The course sequence for nursing courses in the Generic Track, the LPN-to-RN Track, and the Accelerated Track follows:

Generic Track	LPN-to-RN Track	Accelerated Track
NURS-1300, 1450	NURS-160A, 160D	NURS-1300, 1450
NURS-1600, 1701	NURS-1701, 2300	NURS-1600, 1701
NURS-2300	NURS-2400, 2501	NURS-2300
NURS-2400, 2501		NURS-2400, 2501

It is the student's responsibility to run a Degree Audit Report (DARS) prior to registration of each semester, in order to register for concurrent course(s) that may be needed. Students should meet with a counselor to register for all co-requisite courses that have not been successfully completed with a grade of "C" or higher.

If co-requisite course(s) are not taken as outlined each semester of the nursing program course sequence the student will be administratively dropped from the program. The co-requisite course(s) may be taken prior to the required semester, **but not after** the scheduled semester.

See the College Catalog for a list of prerequisite and co-requisite courses.

Any deviation from this preferred course sequence must be approved through the Admission and Progression Committee.

**Courses used as pre-requisites or core courses for the Health career and Nursing programs must have a traditional letter grade. The Pass/No Pass grading option for pre-requisites and core courses will not be accepted by the Health Career and Nursing Programs. Students are responsible for consulting with their program manager or counselor to determine P/NP grading options.**

***Students who accept a slot in the nursing program (with a specific starting date for nursing courses) and do not attend orientation, decline a slot after orientation, do not attend the first day of class, do not meet all medical record, health insurance, CPR, and/or background check requirements will be required to re-start the application process. Students admitted for a fall semester may reapply after Sept. 1<sup>st</sup>; students admitted for a spring semester may apply after February 1<sup>st</sup>. Students must meet all current admission requirements at the time of application.***

Generic Track

**Associate Degree Nursing Program  
Nursing Course Sequence**

<b>Prerequisite Courses</b>		<b>Credit Hours</b>
BIO-1100	Introduction to Biological Chemistry <b>OR</b> CHEM-1010 and CHEM 1020*	3
ENG-1010	College Composition I **	3
PSY-1010	General Psychology	3
MATH-1250	Contemporary Mathematics (or higher)	4
	<b>TOTAL</b>	<b>13</b>

Once the prerequisite courses have been successfully completed a request for review can be submitted. The request must be submitted online at <http://www.tri-c.edu/nursing>. **The criteria below must be met prior to submitting the request (Please note, having one of these areas missing could result in a declined review):**

- Transcript(s) from other college(s) filed with the Enrollment Center (if applicable)
- High school diploma/GED or higher degree filed with the Enrollment Center
- Prerequisite courses completed with a grade of “C” or higher
- Cumulative GPA of 3.0 or higher

**Effective with the Fall 2016 cohort** – Admission GPA increased to 3.0 for previous coursework and a grade of C requirement in all prerequisite coursework. The two requirements are not contradictory of each other.

**Effective with the Fall 2016 cohort**

**Regardless of the program track, ONLY ONE SCIENCE COURSE MAY BE REPEATED ONCE** to improve a grade of less than “C”. Science course(s) completed over 7 years prior to the date of application to the Nursing Program will not be considered. These courses must be repeated. This applies to current ADN students who have not successfully completed all science courses.

<b>Associate Degree Nursing Program Generic Track</b>		
<b>First Semester</b>		<b>Credit Hours</b>
BIO-2331	Anatomy and Physiology I (concurrent enrollment)	4
NURS-1300	Health Assessment	2
NURS-1450	Self-Care Needs - Across the Life Span	8

Associate Degree Nursing Program Generic Track		
PSY-2020	Life Span Development (concurrent enrollment)	4
	<b>TOTAL</b>	<b>18</b>
<b>Second Semester</b>		<b>Credit Hours</b>
BIO-2341	Anatomy and Physiology II (concurrent enrollment)	4
BIO-2500	Microbiology (concurrent enrollment)	4
NURS-1600	Health Deviations I ***	8
NURS-1701	Community/Home Nursing	1
	<b>TOTAL</b>	<b>17</b>
<b>Third Semester</b>		<b>Credit Hours</b>
ENG - 1020	College Composition II (concurrent enrollment)	3
NURS-2300	Specialized Health Care	9
	<b>TOTAL</b>	<b>12</b>
<b>Fourth Semester</b>		<b>Credit Hours</b>
NURS-2400	Health Management ****	1
NURS-2501	Health Deviations II ***	8
	<b>TOTAL</b>	<b>9</b>
	<b>PROGRAM TOTAL</b>	<b>69</b>

**Courses as listed satisfy the Associate of Applied Science Degree Requirements.**

\* CHEM-1010 and CHEM-1020 replaces BIO-1100 for students planning to transfer to a Baccalaureate Nursing Program

\*\*Students who transfer credits for ENG-1020 with a grade of “C” or higher and do not have credit for ENG-1010 will have ENG-1010 waived, but the required 6 credit hours in communication must be earned.

\*\*\*Offered in a blended learning format

\*\*\*\*Sections may be offered in a WEB Based format

**Courses used as pre-requisites or core courses for the Health Career and Nursing programs must have a traditional letter grade. The Pass/No Pass grading option for pre-requisites and core courses will not be accepted by the Health Career and Nursing programs. Students are responsible for consulting with their program manager or counselor to determine P/NP grading options.**

The completion of a criminal background check (BCI) is one of the admission requirements to the nursing program. The background check is required in order to (i) ascertain the ability of students to

eventually become licensed in the profession and (ii) the ability of students to attend mandatory clinical rotations at external facilities in accordance with the requirements of the program.

Effective January 12, 2013, the BCI process may begin **no sooner than six months prior to entry into the program.** (Program entry is defined as the first day of class in which the student begins the nursing program.)

The BCI must be completed, reviewed and cleared prior to full acceptance into the program. The BCI will be valid as long as the student is continually enrolled in the nursing program. Students who have left and returned to the program after an absence of two or more years must complete another BCI. Students changing health career programs within two years do not have to repeat the BCI.

Background checks completed by another vendor, employer, or background checks completed while enrolled at another school will not be accepted.

Information on the background check requirement can be found by clicking on the background check information found on the Nursing Home page at <http://www.tri-c.edu/nursing>.

*Accelerated Track*

**Associate Degree Nursing Program  
Nursing Course Sequence**

<b>Prerequisite Courses</b>		<b>Credit Hours</b>
BIO-1100	Introduction to Biological Chemistry <b>OR</b> CHEM-1010 and CHEM 1020*	3
BIO-2331	Anatomy and Physiology I	4
BIO-2341	Anatomy and Physiology II	4
BIO-2500	Microbiology	4
ENG-1010	College Composition I**	3
PSY-1010	General Psychology	3
MATH-1250	Contemporary Mathematics (or higher)	4
	<b>TOTAL</b>	<b>25</b>

Once the prerequisite courses have been successfully completed a request for review can be submitted. The request can be submitted online at <http://www.tri-c.edu/nursing>.

The criteria below must be met prior to submitting the request (Please note, having one of these areas missing could result in a declined review):

- Transcript(s) from other college(s) filed with the Enrollment Center
- Bachelor’s degree or higher filed with the Enrollment Center
- Prerequisite courses completed with a grade of “C” or higher
- Cumulative GPA of 2.5 or higher

**Effective with the Fall 2016 cohort** – Admission GPA increased to 3.0 for previous coursework and a grade of C requirement in all prerequisite coursework. The two requirements are not contradictory of each other.

**Effective with the Fall 2016 cohort**

Regardless of the program track, **ONLY ONE SCIENCE COURSE MAY BE REPEATED ONCE** to improve a grade of less than “C”. Science course(s) completed over 7 years prior to the date of application to the Nursing Program will not be considered. These courses must be repeated. This applies to current ADN students who have not successfully completed all science courses.

Associate Degree Nursing Program Accelerated Track		
<b>First Semester</b>		<b>Credit Hours</b>
NURS-1300	Health Assessment	2
NURS-1450	Self-Care Needs - Across the Life Span	8
PSY-2020	Life Span Development (concurrent enrollment)	4
	<b>TOTAL</b>	<b>14</b>
<b>Second Semester</b>		<b>Credit Hours</b>
NURS-1600	Health Deviations I***	8
NURS-1701	Community/Home Nursing	2
	<b>TOTAL</b>	<b>10</b>
<b>Third Semester</b>		<b>Credit Hours</b>
ENG – 1020	College Composition II (concurrent enrollment)	3
NURS-2300	Specialized Health Care	9
	<b>TOTAL</b>	<b>12</b>
<b>Fourth Semester</b>		<b>Credit Hours</b>
NURS-2400	Health Management****	1
NURS-2501	Health Deviations***	8
	<b>TOTAL</b>	<b>9</b>
	<b>PROGRAM TOTAL</b>	<b>69</b>

**Courses as listed satisfy the Associate of Applied Science Degree Requirements.**

\* CHEM-1010 and CHEM-1020 replaces BIO-1100 for students planning to transfer to a Baccalaureate Nursing Program

\*\*Students who transfer credits for ENG-1020 with a grade of “C” or higher and do not have credit for ENG-1010 will have ENG-1010 waived, but the required 6 credit hours in communication must be earned

\*\*\* Offered in a blended learning format

\*\*\*\* Sections may be offered in a WEB Based format

**Courses used as pre-requisites or core courses for the Health Career and Nursing programs must have a traditional letter grade. The Pass/No Pass grading option for pre-requisites and core courses will not**



**be accepted by the Health Career and Nursing programs. Students are responsible for consulting with their program manager or counselor to determine P/NP grading options.**

The completion of a criminal background check (BCI) is one of the admission requirements to the nursing program. The background check is required in order to (i) ascertain the ability of students to eventually become licensed in the profession and (ii) the ability of students to attend mandatory clinical rotations at external facilities in accordance with the requirements of the program.

Effective January 12, 2013, the BCI process may begin **no sooner than six months prior to entry into the program.** (Program entry is defined as the first day of class in which the student begins the nursing program.) Students **will not be permitted to begin a BCI prior to the six-month guideline.**

The BCI must be completed, reviewed and cleared prior to full acceptance into the program. The BCI will be valid as long as the student is continually enrolled in the nursing program. Students who have left and returned to the program after an absence of two or more years must complete another BCI. Students changing health career programs within two years do not have to repeat the BCI. Background checks completed by another vendor, employer, or background checks completed while enrolled at another school will not be accepted

Information on the background check requirement can be found by clicking on the background check information found on the Nursing Home page at <http://www.tri-c.edu/nursing>

#### *LPN-to-RN Track (ACCESS) Sequence*

### **Associate Degree Nursing Program Achieving Continuing Career Education for Success and Satisfaction**

NURS-160A, Access to Registered Nursing and NURS-160D, Health Deviations I for LPNs were designed to meet the need for advanced placement of Licensed Practical Nurses (LPNs). The LPN to RN Track is offered in the Spring Semester Modified Evening section only. Enrollment is on a space available basis. Students who seek admission to the LPN to RN Track must meet all Nursing Program admission requirements and must have the following credentials for enrollment in NURS-160A and NURS-160D\*:

1. Licensed in Ohio without restrictions.
2. Graduated from an approved Practical Nursing Education Program.
3. Achieved a grade of "C" or better in each Practical Nursing Course completed.
4. Credentialed to administer medications by The Ohio Board of Nursing (OBN).
5. Official LPN transcript.
6. One year – minimum of clinical nursing experience as an L.P.N.

NURS-160A, Access to Registered Nursing, is an 8-week course comprised of lecture and a college lab. Scheduled lecture and lab typically involve two evenings per week; **additional time may be required** to practice and test out of lab skills. Students must successfully complete NURS-160A in order to progress to NURS-160D. **NURS-160A MAY NOT BE REPEATED.**

NURS-160D, Health Deviations I for LPNs, has two components – lecture and a clinical experience. Students can anticipate that two evenings per week will be needed to complete scheduled activities (lecture and clinical)

**STUDENTS MUST COMPLETE ALL PRE-REQUISITE COURSEWORK WITH APPROPRIATE GRADES PRIOR TO PROGRESSION TO NURS-2300.**

\*After successful completion of NURS-160A and **while enrolled in NURS-160D**, students will be required to complete the **Award of Comparable Credit: Assessment of Prior Learning** form requesting By-Passed credit for NURS 1300, 1450 and 1600 (18 credit hours) **or if eligible** apply for transfer of credit for NURS 1300, 1450 and 1600 (18 credit hours) through the Career Technical Assurance Guide (CTAG) process.

Awarded comparable or CTAG credit will not affect a student’s grade point average or quality points. Students **MUST MAINTAIN TERM ENROLLMENT** in order to receive this credit.

**Nursing Course Sequence  
LPN to RN Track  
(Access: Achieving Continuing Career Education for Success and Satisfaction)**

<b>Prerequisite Courses</b>		<b>Credit Hours</b>
BIO-1100	Introduction to Biological Chemistry <b>OR</b> CHEM-1010 and CHEM 1020 *	3
ENG-1010	College Composition I **	3
PSY-1010	General Psychology	3
MATH-1250	Contemporary Mathematics (or higher)	4
	<b>TOTAL</b>	<b>13</b>

Once the prerequisite courses have been successfully completed a request for review can be submitted. The request can be submitted online at <http://www.tri-c.edu/nursing>.

**The criteria below must be met prior to submitting the request (Please note, having one of these areas missing could result in a declined review):**

- Must have at least one year of nursing experience as an LPN prior to applying to the A.D.N. program
- Must have a current LPN license in the state of Ohio without restrictions and must maintain non-restricted status throughout the program.
- Official Transcript from Practical Nursing program filed with the Enrollment Center
- Transcript(s) from other college(s) filed with the Enrollment Center (if applicable)
- High school diploma/GED or higher degree filed with the Enrollment Center
- Prerequisite courses completed with a grade of “C” or higher
- Cumulative GPA of 2.5 or higher

**Effective with the Fall 2016 cohort** – Admission GPA increased to 3.0 for previous coursework and a grade of C requirement in all prerequisite coursework. The two requirements are not contradictory of each other.

**Effective with the Fall 2016 cohort**

Regardless of the program track, **ONLY ONE SCIENCE COURSE MAY BE REPEATED ONCE** to improve a grade of less than "C". Science course(s) completed over 7 years prior to the date of application to the Nursing Program will not be considered. These courses must be repeated. This applies to current ADN students who have not successfully completed all science courses.

**Note: All of the following coursework must be completed prior to progression to NURS-2300**

<b>Course No.</b>		<b>Credit Hours</b>
BIO-2331	Anatomy and Physiology I	4
BIO-2341	Anatomy and Physiology II	4
BIO-2500	Microbiology	4
PSY-2020	Life Span Development	4
	<b>TOTAL</b>	<b>16</b>

Associate Degree Nursing Program LPN-to-RN Track		
<b>First Semester</b>		<b>Credit Hours</b>
BIO-2331	Anatomy and Physiology I	4
NURS-160A	Access to Registered Nursing ***	3
NURS- 160D	Health Deviations I for LPN's****	3
PSY-2020	Life Span Development	4
	<b>TOTAL</b>	<b>14</b>
<b>Second Semester</b>		<b>Credit Hours</b>
ENG - 1020	English Composition II (concurrent enrollment)	3
NURS-1701	Community/Home Nursing	1
NURS-2300	Specialized Health Care	9
	<b>TOTAL</b>	<b>13</b>
<b>Third Semester</b>		<b>Credit Hours</b>
NURS-2400	Health Management*****	1
NURS-2501	Health Deviations II *****	8
	<b>TOTAL</b>	<b>9</b>
	<b>PROGRAM TOTAL</b>	<b>66-70</b>

**Courses as listed satisfy the Associate of Applied Science Degree Requirements.**

\* CHEM-1010 and CHEM-1020 replaces BIO-1100 for students planning to transfer to a Baccalaureate Nursing Program

\*\*Students who transfer credits for ENG-1020 with a grade of "C" or higher and do not have credit for ENG-1010 will have ENG-1010 waived, but the required 6 credit hours in communication must be earned.

\*\*\*After successful completion of NURS-160A and **while enrolled in NURS-160D**, students will be required to complete the **Award of Comparable Credit: Assessment of Prior Learning** form requesting By-Passed credit for NURS 1300, 1450 and 1600 (18 credit hours) **or if eligible** apply for transfer of credit for NURS 1300, 1450 and 1600 (18 credit hours) through the Career Technical Assurance Guide (CTAG) process.

Awarded comparable or CTAG credit will not affect a student's grade point average or quality points. Students **must maintain term enrollment** in order to receive this credit.

\*\*\*\* LPN's accepted into Cuyahoga Community College Nursing Program are required to take NURS – 160D

\*\*\*\*\* Section may be offered in the Web Based learning format

\*\*\*\*\* Offered as a blended learning format

**Courses used as pre-requisites or core courses for the Health Career and Nursing programs must have a traditional letter grade. The P/NP grading option for pre-requisites and core courses will not be accepted by the Health Career and Nursing programs. Students are responsible for consulting with their program manager or counselor to determine Pass/No Pass grading options.**

The completion of a criminal background check (BCI) is one of the admission requirements to the nursing program. The background check is required in order to (i) ascertain the ability of students to eventually become licensed in the profession and (ii) the ability of students to attend mandatory clinical rotations at external facilities in accordance with the requirements of the program.

Effective January 12, 2013, the BCI process may begin **no sooner than six months prior to entry into the program.** (Program entry is defined as the first day of class in which the student begins the nursing program.) Students **will not be permitted to begin a BCI prior to the six-month guideline.**

The BCI must be completed, reviewed and cleared prior to full acceptance into the program. The BCI will be valid as long as the student is continually enrolled in the nursing program. Students who have left and returned to the program after an absence of two or more years must complete another BCI. Students changing health career programs within two years do not have to repeat the BCI.

Background checks completed by another vendor, employer, or background checks completed while enrolled at another school will not be accepted

Information on the background check requirement can be found by clicking on the background check information found on the Nursing Home page at <http://www.tri-c.edu/nursing>

## PROGRESSION, WITHDRAWAL TRANSFER AND READMISSION POLICIES AND PROCEDURES

### *PROGRESSION PROCEDURE*

1. All health, CPR and ACEMAPP requirements must be completed, and maintained throughout the entire program (please refer to pages 40-42).
2. Must have a completed, reviewed and cleared BCI.
3. A cumulative GPA of 2.5 is necessary to begin the nursing program.
  - i) **Effective with the Fall 2016 cohort** – Admission GPA increased to 3.0 for previous coursework and a grade of C requirement in all prerequisite coursework. The two requirements are not contradictory of each other.
  - ii) **Effective with the Fall 2016 cohort** – Only one of the required science courses may be repeated once to improve a grade of less than “C”. A grade of less than “C” received over 7 years ago will not count towards the “one science course” repeat rule. Science course(s) completed over 7 years prior to the date of application to the Nursing Program cannot be used to meet Admission Requirements.
4. A grade of “C” or higher is required for nursing program prerequisites.
5. A cumulative GPA of 2.0 is necessary each semester to progress in the nursing program.
6. A grade of “C” or higher is required for all co-requisite courses (these may be taken prior to the required semester, **but not after** the scheduled semester).
7. Each nursing course, as outlined in the program sequence, must be completed with a grade of “C” or higher in order to progress to the next nursing course.
8. A grade of less than “C” for a nursing course results in automatic dismissal from the nursing program. Once dismissed from the program, a student must apply for readmission.
9. Any withdrawal from a nursing course with a grade of less than “C” after the deadline for withdrawal will be considered equivalent to a final course grade of less than “C” for readmission purposes.
10. For readmission consideration, one clinical nursing course may be repeated one time only to improve a grade of less than “C.” One non-clinical nursing course may be repeated one time only to improve a grade of less a “C.” An exception to this procedure is that LPN to RN students (ACCESS to Nursing) may not repeat Nursing 160A.
  - a. Any student who has been dismissed from the nursing program for any reason, including, but not limited to, unsafe clinical performance, violations of HIPAA or patient confidentiality, ethical violations, violations of the College’s Student Conduct and Academic Honor Code, excessive absences/tardiness, and violations of the social media policy must petition the Admission and Progression Committee when seeking readmission into the nursing program. This procedure must be followed even if a student has not been readmitted previously. In these cases, readmission may or may not be granted by the Admission and Progression Committee. The Committee’s decision is final.
11. Readmission to the nursing program, regardless of the reason for the withdrawal from the nursing program, will only be “**on a space available**” basis (see readmission procedure).
12. A student who has not attended clinical nursing courses for more than two academic years is not eligible for readmission.
13. Once enrolled in the first clinical nursing course, the Generic, and LPN-to-RN track students must complete the nursing program within four calendar years. The Accelerated track students must complete the nursing program within 2½ calendar years.

***Students who accept a slot in the nursing program (with a specific starting date for nursing courses) and do not attend orientation, decline a slot after orientation, do not attend the first day of class, do not meet all medical record, health insurance, CPR, and/or background check requirements will be required to re-start the application process. Students admitted for a fall semester may reapply after Sept. 1<sup>st</sup>; students admitted for a spring semester may apply after February 1<sup>st</sup>. Students must meet all current admission requirements at the time of application.***

#### **TRANSFER PROCEDURE**

Applicants who were enrolled in another college\*, but who have not taken any nursing clinical courses will follow the general transfer process as described in the Catalog. **Note:** Non-nursing courses will be evaluated in accordance with general transfer policies and procedures.

#### *Grade Point Average (GPA) Procedure for Students with Transfer Credit\**

Students transferring into Cuyahoga Community College Nursing Program must meet the GPA requirement of 2.50. Students must meet this requirement, **for purposes of admission**, by one of the following:

1. Transfer **all** prerequisite courses and have a GPA of 2.50 or greater from the transferring accredited institution.
2. Obtain a GPA of 2.50 or greater at Cuyahoga Community College.
3. If the student's Cuyahoga Community College GPA is less than 2.5, the GPA from an **earned** degree from an accredited college/university may be used.

**Effective with the Fall 2016 cohort** – Admission GPA increased to 3.0 for previous coursework and a grade of C requirement in all prerequisite coursework. The two requirements are not contradictory of each other.

#### *Effective with the Fall 2016 cohort*

**Regardless of the program track, ONLY ONE SCIENCE COURSE MAY BE REPEATED ONCE** to improve a grade of less than "C". Science course(s) completed over 7 years prior to the date of application to the Nursing Program will not be considered. These courses must be repeated. This applies to current ADN students who have not successfully completed all science courses.

Note: Courses used as prerequisites or core courses for the Health Careers Programs must have a traditional letter grade. The Pass/No Pass option for prerequisites and core courses will not be accepted by the Health Career and Nursing Programs. Students are responsible for consulting with their program manager or counselor to determine Pass/No Pass grading options.

#### *Transfer Procedure Request for Advanced Standing*

Applicants who were enrolled in nursing courses at another college or school of nursing and now wish to transfer into the Cuyahoga Community College Nursing Program must first apply for general college admission. Only students who are currently in nursing academic good standing at their current/previous nursing school are eligible for transfer status consideration.

Students will not be accepted who have a greater than two year absence from the program of nursing.

Nursing transfer credits will only be granted for credits earned at the most currently attended educational institution.

Once the applicant has met the minimum program admission requirements the student must submit to the Metro Campus Division of Nursing, at least eight weeks prior to the desired semester of entry into the Nursing Program, the following:

1. A letter from the Director/Dean of the current/previous nursing program sent directly to Cuyahoga Community College Division of Nursing. The letter must indicate academic good standing
2. A letter requesting admission as a transfer student
3. A complete syllabus for each nursing course completed at the previous school(s); and,
4. An official transcript from the previous school(s).

These documents will be reviewed by the Nursing Admission & Progression Committee which will then make recommendations regarding the student's transfer status. (The Committee does not meet during Summer Term.)

Admission of transfer students who meet the requirements will be placed on a **space available basis**.

***\*Schools accepted by Cuyahoga Community College***

### **MILITARY CREDIT**

Transfer credit may be awarded for courses earned through the college-level United States Armed Forces Institute (USAFI). For individuals with experience in the armed forces of the United States, or in the National Guard, or in a reserve component:

- Military education skills and training will be reviewed in accordance with the College's transfer policy;
- The individual will be awarded credit for any military education or skills training that is substantially equivalent to the curriculum established in Chapter 4723-5 of the Administrative Code.



### **Withdrawal Procedure**

Students may initiate withdrawal from a nursing course according to the college process. **PLEASE SEE READMISSION PROCEDURE.** Students withdrawing from a nursing course(s) prior to the official college withdrawal date are responsible to:

- Withdraw from the nursing course(s) in accordance with the Cuyahoga Community College withdrawal policy. Students must withdraw online or submit a completed withdrawal form to the Enrollment Center by the official college withdrawal deadline date.
- Schedule a conference with the nursing faculty of record.
- Obtain required faculty signature/date on the **Documentation of Student Status at Time of Withdrawal** form.
- Complete/sign/date the **Withdrawal Form** including a written statement on the form outlining the reasons for withdrawal from any nursing course.

The **Documentation Student Status at Time of Withdrawal** form and the **Withdrawal Form** should be submitted to the **Division of Nursing**. If the student desires they may make an appointment with a Program Manager in the Division of Nursing.

Upon withdrawal from **any** component of a clinical nursing course, the student will have withdrawn from **all** components of that nursing course. **ANY STUDENT WHO CONTINUES TO ACT IN THE ROLE OF A NURSING STUDENT, AFTER WITHDRAWING FROM A CLINICAL NURSING COURSE, WILL BE DISMISSED FROM THE NURSING PROGRAM AND WILL BECOME INELIGIBLE FOR READMISSION TO THE NURSING PROGRAM.**

### **Administrative Withdrawal**

A student will be administratively withdrawn from a nursing course if any of the following circumstance exists:

1. A student has not submitted initial and/or annual health and CPR requirements and completed ACEMAPP requirements. (refer to page 34)
2. A student is enrolled in a nursing course without first satisfactorily completing **ALL** prerequisites.
3. A student is enrolled in a nursing course and does not maintain enrollment throughout the semester in **ALL** co-requisite courses.
4. A student is enrolled in a nursing course and has not completed a General Education co-requisite course(s) with a grade of "C" or higher (as outlined in the program sequence).
5. A student is enrolled in a nursing course and is dropped by the College for non-payment of tuition and fees.
6. Faculty may administratively drop a student who exceeds the maximum absences for lecture, nursing skills lab, or clinical experience.

### **READMISSION PROCEDURE**

Students seeking readmission to the Nursing Education Program must submit a written request on the Readmission Request form to the Division of Nursing, in order to be placed on the readmission list. **Readmitted students must meet the curricular requirements effective at the time of readmission.**

**READMISSION SHALL BE SUBJECT TO THE FOLLOWING REQUIREMENTS AND LIMITATIONS:**

1. Any student, who violates the ANA Code of Ethics and is dismissed from the program due to that violation, will not be readmitted into the program, even if they would otherwise be eligible.
2. **Students who have either failed a clinical nursing course (ADN or PN) or withdrawn from a clinical nursing course (ADN or PN) regardless of the reason are eligible to be readmitted one time only.** This does not including failures based upon the clinical calculation competency examination policy or ACEMAPP. Failures regarding clinical calculations competency examinations shall be governed, and readmission determined, by the Clinical Calculations Competency Examination Procedure. Students noncompliant with ACEMAPP requirements are eligible for re-admittance one time only (please refer to pages 40-42). Readmitted students must meet the curricular requirements effective at the time of readmission.
3. **In addition, students who have failed a non-clinical nursing course or withdrawn from a non-clinical nursing course regardless of the reason are eligible for one additional readmission.**
4. **An exception to # 2 and 3 above:**  
Any student who has been dismissed from the nursing program for any reason, including, but not limited to, unsafe clinical performance, violations of HIPAA or patient confidentiality, ethical violations, violations of the College's Student Conduct Code, excessive absences/tardiness, and violations of the social media policy must petition the Admission and Progression Committee when seeking readmission into the nursing program. This procedure must be followed even if a student has not been readmitted previously. In these cases, readmission may or may not be granted by the Admission and Progression Committee. The Committee's decision is final. Readmitted students must meet the curricular requirements effective at the time of readmission.
5. **Students in the LPN to RN track (ACCESS in Nursing) may not repeat Nursing 160A.**
6. Students who fail a course or withdraw failing are advised to seek assistance through the Academic Counseling Center. Students are also encouraged to seek assistance through Student Support Services.
7. Students seeking readmission must have a minimum of 2.0 cumulative GPA at Cuyahoga Community College, inclusive of all nursing courses.
8. **Subject to the limitations set forth below**, students who have been recommended for a Withdrawal Exception by the Student Affairs department (reserved for severe extenuating circumstances) **shall be subject to the readmission limitations of paragraph 2.**

Students requesting an exception to paragraph 2 must submit to the Nursing Education Division Admission and Progression Committee, a letter of petition that includes a written explanation for the request and **ALL** supporting documentation of extenuating circumstances to substantiate the petition. Readmission to the nursing program for a second time shall be approved only upon demonstration of extenuating circumstances beyond the reasonable control of the student which may include emergency or unanticipated medical condition of the student or a member of the student's immediate family; military service in which the student is called to active duty; court orders impacting the student where the student is not a party to the court action, or other extenuating circumstances beyond the reasonable control of the student which the Committee, upon consideration of the petition and supporting documentation, determine warrants readmission of the student. **DOCUMENTATION**

**SUBMITTED AFTER THE ORIGINAL LETTER OF PETITION IS SUBMITTED WILL NOT BE CONSIDERED.**  
The decision of the Division of Nursing Education Admission & Progression Committee to approve or deny a request for readmission is **final**.

9. Students who have not attended Cuyahoga Community College's nursing education program for two academic years must seek admission to the nursing education program as a new student.
10. Students who were dismissed from the College for academic reasons must petition their Campus Appeals Board for readmission three weeks prior to registration. These students must also see a counselor or faculty advisor to establish goals and objectives, and they must complete an Application for Admission form and a Campus Appeals Board form before being considered for readmission. Readmission to the College does not mean readmission to the nursing education program.
11. **All readmissions, regardless of the reason, shall be on a space available basis.**

*PLACEMENT ON TO READMISSION LIST*

Students who withdraw from a nursing course and are eligible for readmission to the nursing program must submit appropriate forms to the Division of Nursing. All readmissions will be based on the availability of openings.

Students, who withdraw from a nursing course prior to the official college withdrawal date, need to submit the following completed forms. (Form in appendix)

- Division of Nursing Withdrawal Form
- Division of Nursing Documentation of Student Status at Time of Withdrawal (Signed by faculty)
- Division of Nursing Request for Readmission Form

Placement on the readmission list for students that withdraw prior to the withdrawal date will be placed in the order in which the completed forms have been received to the Nursing office.

Students who withdraw from a nursing course after the withdrawal date will be required to submit a request for readmission. Placement onto the existing readmission list will be based upon a random selection through a lottery process of all readmission request forms by the deadline date and time selected for the semester.

Any student submitting a Division of Nursing Request for Readmission Form **after** the deadline date and time will be placed on the readmit list following those students who were part of the lottery process in the order they are received.

**\*Note:** In order to be placed on the readmission list, **all three forms** (withdrawal forms- two pages and readmission form- one page) must be submitted at the same time.

## CLASSROOM, SKILLS LAB AND CLINICAL POLICIES AND PROCEDURES

### EFFECTIVE FALL 2015

The following grading scale will apply to students starting the nursing curriculum Fall 2015

#### GRADING STANDARDS

The grading scale for nursing courses is as follows:

93% to 100%	=	A	=	4.0 quality points
85% to 92%	=	B	=	3.0 quality points
78% to 84%	=	C	=	2.0 quality points
Below 78%	=	F	=	0.0 quality points
Withdrawal	=	W		
Incomplete	=	I		

The final theory grade will be computed on basis of percentages earned. To pass a student must achieve at least a 78%. Scores will not be rounded up to the next whole number. There will be no retakes on examinations. Extra credit will not be awarded.

#### GRADING STANDARDS

The grading scale for nursing courses is as follows:

91% to 100%	=	A	=	4.0 quality points
84% to below 91%	=	B	=	3.0 quality points
75% to below 84%	=	C	=	2.0 quality points
Below 75%	=	F	=	0.0 quality points
Withdrawal	=	W		
Incomplete	=	I		

The final theory grade will be computed on basis of percentages earned. To pass a student must achieve at least a 75%. Scores will not be rounded up to the next whole number. There will be no retakes on examinations. Extra credit will not be awarded.

If a "Satisfactory" evaluation is received in the nursing skills or clinical laboratory, but an "F" grade is received in theory, the grade for the course is an "F".

If a "C" grade or better is achieved in theory, but an "Unsatisfactory" evaluation is received in the nursing skills or clinical laboratory, the grade for the course is an "F".

Unsatisfactory clinical performance which jeopardizes client safety will result in student dismissal from the clinical areas by the instructor with a grade of "F" for the course.

An incomplete grade in any nursing course must be successfully removed with a "C" grade or better and approved by the faculty member prior to progressing to the next nursing course.

In order to remain in, progress through, and graduate from the Nursing Education Program, the student must have a "C" grade or better in all nursing courses. A 2.0 ("C") cumulative grade point average must be maintained in all other courses.

Students who fail a nursing course must retake the specific course in its entirety (both lecture and lab components) in order to obtain credit for the course. The course must be successfully completed with a “C” or better grade before the student can progress to a subsequent nursing course. (See Readmission Procedure).

*STUDENT NOTIFICATION OF PERFORMANCE*

Faculty will appraise students of their performance in lecture, lab, and clinical. Methods of notification include the use of the Student Progress Appraisal Form, anecdotal notes, and a formative (midterm) and final clinical evaluation. When faculty determine the need for additional support, students can be referred for special tutoring and/or remediation in the nursing skills laboratory.

**ATTENDANCE REQUIREMENT**

Attendance to all classes and all nursing skills and clinical laboratories is required as stated in college policy. Since theory, laboratory practice, and actual clinical experience are vital to success in nursing, unexcused absences and lateness are unacceptable in class and clinical laboratories.

**The following attendance and dress code policy will apply to ALL students in the nursing program starting Fall 2015**

**Attendance and Dress Code Deficiency Point System**

<b>Point Value:</b>	<b>Occurrence:</b>
	<b>Tardiness/Leaving early</b>
1	<ul style="list-style-type: none"> <li>• 5-14minutes</li> </ul>
2	<ul style="list-style-type: none"> <li>• 15-29minutes</li> </ul>
3	<ul style="list-style-type: none"> <li>• 30or &gt;minutes *</li> </ul>
	* Student will be considered absent greater than 30 minutes late
	<b>Absence:</b>
3	<ul style="list-style-type: none"> <li>• First occurrence - Absence clinical with notifying instructor at least ½hour prior to scheduled starting time</li> </ul>
6	<ul style="list-style-type: none"> <li>• Second occurrence – Absence from clinical with notifying instructor at least ½hour prior to scheduled starting time</li> </ul>
8	<ul style="list-style-type: none"> <li>• No call prior to start of clinical/no show</li> </ul>
	<b>Dress Code Violations:</b>
2	<ul style="list-style-type: none"> <li>• Breaking of dress code</li> </ul>
6	<ul style="list-style-type: none"> <li>• Refusing to adjust to dress code after instructor addresses violation with the student</li> </ul>
	<b>Consequences:</b>

≥ 3	<ul style="list-style-type: none"> <li>• Student will receive a deficiency notice with a written improvement plan. Faculty member may, at their discretion, implement a written Student Progress Appraisal prior to 3 point accumulation to help ensure student success.</li> </ul>
10 or >	<ul style="list-style-type: none"> <li>• Failure of clinical</li> </ul>
	<ul style="list-style-type: none"> <li>• A student who accumulates 10 or more points will receive an F in the Theory Course associated with the clinical.</li> </ul>

### Attendance and Dress Code Deficiency Point System – 160D only

Point Value:	Occurrence:
	<b>Tardiness/Leaving early</b>
1	<ul style="list-style-type: none"> <li>• 5-14 minutes</li> </ul>
2	<ul style="list-style-type: none"> <li>• 15-29 minutes</li> </ul>
3	<ul style="list-style-type: none"> <li>• 30 or &gt; minutes *</li> </ul>
	* Student will be considered absent greater than 30 minutes late
	<b>Absence:</b>
6	<ul style="list-style-type: none"> <li>• Absence clinical with notifying instructor at least 1/2 hour prior to scheduled starting time</li> </ul>
8	<ul style="list-style-type: none"> <li>• No call prior to start of clinical/no show</li> </ul>
	<b>Dress Code Violations:</b>
2	<ul style="list-style-type: none"> <li>• Breaking of dress code</li> </ul>
6	<ul style="list-style-type: none"> <li>• Refusing to adjust to dress code after instructor addresses violation with the student</li> </ul>
	<b>Consequences:</b>
≥ 3	<ul style="list-style-type: none"> <li>• Student will receive a deficiency notice with a written improvement plan. Faculty member may, at their discretion, implement a written Student Progress Appraisal prior to 3 point accumulation to help ensure student success.</li> </ul>
7 or >	<ul style="list-style-type: none"> <li>• Failure of clinical</li> </ul>
	<ul style="list-style-type: none"> <li>• A student who accumulates 10 or more points will receive an F in the Theory Course associated with the clinical.</li> </ul>

## TESTS

1. Up to 15 percent of total points in the lecture component of class may come from “pop quizzes” and/or activities administered by faculty **at any point during the lecture day**. If a student is not present for a “pop quiz” or activity, **no matter what reason**, the student will not have an opportunity to take a make-up quiz or participate in a make-up activity for those points.
2. On exam days, the door to the classroom will be closed at the start of the exam. Once the door is closed, the door is considered “locked” and a student may not enter the classroom until after the exam has been completed, **no matter what reason** the student was late. If a student misses taking an exam on a scheduled test date, s/he will take a make-up exam **at the end of the semester** on a single date, time, and place to be determined by the faculty of that course. If a student misses taking more than one exam throughout the semester, s/he will take all of their make-up exams on that single established date, time, and place. If a student misses taking their make-up exam(s) on the established date, the student will receive a score of “zero points” for the make-up exam(s). If a student is “no call/no show” to a make-up exam (see definition below), they will not be given another opportunity to take your exam.
3. In addition to the above exam policy (#2), any student who fails to contact their faculty member via telephone or email, **before the exam was scheduled to begin**, will be considered “**no call/no show**” and **will not be permitted** to take the make-up exam on the end-of-semester date referenced above, receiving “zero points” for that exam.
4. Students will continue to be held to the clinical absence policy listed in the Associate Degree Nursing Program Student Handbook. If a student misses a clinical day and is given a written assignment to enhance their learning of a concept, this does not negate the clinical absence and therefore does not replace the time missed.

Students are held accountable for adherence to the College conduct code during test-taking. Disciplinary action for academic dishonesty (cheating and/or breach of confidentiality) may result in a failing grade for the course. Standardized tests may be required throughout the nursing program as course requirements. An NCLEX assessment test is required. Additional tests may be added to meet program course requirements. Students will be expected to pay for the standardized tests.

## GRADE DISPUTE POLICY

Any student with a grievance about a course grade has the option to pursue a grade dispute. The student should first discuss the grievance with the faculty member/course instructor.

Students who wish to formalize the dispute should follow the Grade Dispute Policy and Procedure on Grade Dispute in the Cuyahoga Community College Student Handbook.

## CLINICAL CALCULATION COMPETENCY EXAMINATION PROCEDURE

Clinical calculation competency is defined as the student’s ability to correctly perform clinical computations on material previously taught and learned during the course. The following nursing courses will administer 3 consecutive clinical calculations competency examinations. NURS-1450, NURS-1600, NURS-160D, NURS-2300 and NURS-2501.

The guidelines for the clinical calculations competency examinations are as follows:

1. Each clinical calculations competency examination will be comprised of 10 questions.
2. No multiple choice; that is, the student will be expected to show all work indicating how an answer was derived.
3. Tests are to be administered on appropriate campus and will not be take-home, or open-book.
4. Students may use a non-programmable basic calculator for computation in the following activities: clinical calculations competency examinations, unit tests, laboratory test-outs and final examinations. The term "non-programmable basic calculator" shall mean limited to the following processes: addition, subtraction, multiplication, division and percentages.

A student will be prohibited from using a calculator with other capabilities. Correct test item responses (answers) must include, in writing, all sequential steps to problem-solving and mathematical formulas. No credit will be given for answers that omit problem solving steps and formulas.

5. A score of 9 correct out of 10 possible is necessary to pass the clinical calculation competency examination.
6. A student who does not pass the 1<sup>st</sup> or 2<sup>nd</sup> math competency will meet with faculty regarding a remediation plan.
7. All 3 consecutive clinical calculation competency examinations are to be administered prior to the end of the 6<sup>th</sup> week of each semester for 16-week courses; prior to the end of the 4<sup>th</sup> week for 10-week courses; prior to the end of the 3<sup>rd</sup> week for 8-week courses; and prior to the end of the 2<sup>nd</sup> week for 5-week courses.
8. A maximum of 3 consecutive clinical calculation competency examinations may be administered. If, upon completion of the 3<sup>rd</sup> consecutive clinical calculation competency examination the student is not successful, the student will be withdrawn, failing from the course.
9. Students failing a course, due to failure of a 3<sup>rd</sup> consecutive clinical calculation competency examination, must complete an individualized clinical calculation remediation plan as a condition for re-entry\* into the nursing program.
10. One time, during his/her entire tenure in the Nursing Program, a student may fail 3 consecutive clinical calculation competency examinations; and, will be considered for readmission to the Nursing Program under the same readmission criteria applied to all other students. This one readmission opportunity is based solely on clinical calculation competency failures and is not subject to Criterion #1 of the Readmission Procedure.
11. The clinical calculation competency examination grade will not be calculated as part of the overall course grade.



**STUDENTS WHO ARE NOT PRESENT AT THE DATE AND TIME OF A SCHEDULED MATH TEST WILL RECEIVE A SCORE OF “ZERO” FOR THAT CLINICAL COMPETENCY EXAMINATION, UNLESS THEY CAN SUBMIT SUFFICIENT DOCUMENTATION EXPLAINING THE CAUSE OF ABSENCE.**

\*Refer to readmission procedure

### **NURSING SKILLS LABORATORY**

The Nursing Skills Labs are offered for nursing courses so that students may master technical, psychomotor skills. Each student is required to demonstrate mastery of the skills with minimal supervision. Advanced students are also expected to use the Skills Labs to practice their skills in preparation for nursing practice. It is necessary to practice to gain mastery. Therefore, the Skills Lab on each campus will post open lab hours for individual practice.

Students must be proficient in their skills prior to completing the return demonstration testing in the Skills Lab. The instructor, Nursing Skills Lab Training Specialist, or Nursing Skills Lab Preceptor will sign off the procedure on the student's skill card when the return demonstration is satisfactorily performed. Criteria for evaluation are based on the performance objectives and critical elements identified in each course.

Students are responsible for purchasing and maintaining their own supplies for laboratory practice and test-out (Nursing Totes). Students are required to bring their own supplies for each laboratory class, practice session and skills test out. Additionally, students must wear their lab coat at all times while in the Skills Lab and have the skills card with them when in the Skills Lab.

### **LAB PRACTICE**

It is suggested that students spend a minimum of one hour of practice time in the lab prior to testing out on a new skill. Students are encouraged to utilize their assigned lab time to practice, but this time may not always be sufficient to feel confident or competent about a particular skill(s). Therefore, additional practice outside of assigned lab time may be essential for your success. We encourage you to utilize the open lab hours posted at any of the campuses for extra practice and assistance. It is also important that practice occur 24 hours prior to scheduled test out time, not the day of testing to ensure proficiency of the skills.

### **NURSING SKILLS LAB TESTING**

Competency testing will occur during your scheduled class time. The testing weeks will be identified on the weekly lab schedule. Please review your syllabus/lab schedule for this information. You will have three attempts for your successful completion of skills testing. If you are unsuccessful after the first attempt, you will be placed on a remediation plan that will include additional practice. The second testing attempt will take place during the day and time that you will schedule after your unsuccessful first attempt. You must provide documentation of the additional practice prior to being tested at the scheduled appointment. If further testing is necessary (third attempt), another remediation plan will be put in place that will include a one on one appointment for practice. The final attempt at testing will occur at an appointment time with a Nursing Skills Lab Training Specialist.

### **NURSING SKILLS LABORATORY TEST-OUT PROCEDURE**

A student may not perform a designated skill in the clinical setting until that skill has been successfully completed in the Nursing Skills Laboratory. Successful testing of a designated skill must be completed within the established time guideline of one week. The student will earn a failing grade for the course if the established time guidelines are not met. The Nursing Skills Lab Preceptor will determine if the skill has been demonstrated satisfactorily according to evaluation criteria.

**If unsuccessful in the first skills test-out, the student must:**

Practice a minimum of one hour before retesting. Students must be prepared for an additional skill. Schedule the second skills test-out.

The second attempt must be made at least 24 hours after the practice session.

Select another skills card for testing in addition to the first unsuccessful skill for completion.

**If unsuccessful in the second test-out:**

The student will receive a remediation plan to complete and must practice a minimum of one hour under the supervision of a preceptor or training specialist. The completion date to accomplish the skill test-out will be documented on the remediation plan. The remediation plan may also include videos, tutoring, and readings as applicable and/or additional practice time. A copy of the remediation plan will be given to the student.

**The third skills test out to be completed by a Nursing Skills Lab Training Specialist:**

Must be at least 24 hours following the mandatory practice.

The preceptor and student must agree that the student is ready for the third test-out. The student will make an appointment for testing. The Nursing Skills Lab Training Specialist will determine if the skill has been demonstrated satisfactorily. If the student is not successful on the third attempt the student will earn a failing grade for the course. The student is responsible for completing withdrawal paperwork at this time.

*ATTENDANCE*

Attendance is mandatory for all Skills Laboratory experiences. In the event of an unavoidable absence, students have 10% of class time that can be missed. This allowed time is for emergencies only. Additional independent practice time is required for missed lab time. However, if the missed time includes a missed HPS (human patient simulation) experience, the following will apply:

1. Students will be required to spend a minimum of an hour completing skills cards reflecting the material that was missed in the HPS experience. This will include written and hands on work.
2. The work must be completed within 2 weeks of the absence. An incomplete will be earned for the course if material is not completed.

*ATTENDANCE*

**The following attendance policy will apply to ALL students in the nursing program starting Fall 2015**

Attendance is mandatory for all Skills Laboratory experiences. In the event of an unavoidable absence, students have **one (1) day of scheduled instruction that can be missed**. This allowed time is for emergencies only. Additional independent practice time is required for missed lab time. However, if the missed time includes a missed HPS (human patient simulation) experience, the following will apply:

1. Students will be required to spend a minimum of an hour completing skills cards reflecting the material that was missed in the HPS experience. This will include written and hands on work.
2. The work must be completed within 2 weeks of the absence. An incomplete will be earned for the course if material is not completed.

***Completion of these activities/practice time does not negate the absence.*** Lab experiences are a part of meeting course objectives. Missing these experiences results in a need to complete the material independently.

### **Illness in the Classroom or Nursing Skills Laboratory Setting**

The instructor will follow the campus-wide policy for a Medical Emergency depending on the severity of the illness. The student will be asked to leave the classroom setting when an incapacitating illness (not an emergency) occurs. The instructor will recommend the appropriate assistance and/or a visit to the student's personal physician or other healthcare provider as appropriate. This will count as an absence according to the Attendance Policy.

### **Medical Emergency in the Classroom or Nursing Skills Laboratory Setting**

- Dial extension 4911 to report the injury or illness. Campus Police and appropriate response personnel will provide immediate support.

Please note: All calling instructions in this guide are written for use with College phones.

\* IF YOU MUST USE YOUR CELL PHONE TO REPORT AN EMERGENCY – DIAL 216-987-4325.

A 911 call made from your cell phone – even if you are on campus – goes to an off-campus police dispatcher. That dispatcher has limited knowledge of campus buildings and College response capabilities which may postpone response times.

- Safety services help best when given vital information quickly and clearly. When dialing extension 4325 or 4911 you should:
  1. State your name;
  2. Give the extension from which you are calling. If you are calling from a College phone, look on the label by the handset cradle or on the digital display screen for the extension;
  3. State the type of emergency;
  4. Give the location of the emergency. Start with the District location/Campus, then room number;
  5. Provide assessment of services needed. Share if you think the situation calls for an ambulance, the fire department, the police, etc.;
  6. Unless you must leave, stay on the phone to allow further direct communication.

### *CLINICAL REMEDIATION*

Nursing instructors will refer students for required special tutoring when, in the instructor's judgment, the student needs assistance. Prescriptions will be issued with documentation of what assistance is needed and the time frame for completion. Once the prescription is signed by the student and the clinical instructor, the Director of the Skills Labs is notified. The student **MUST** call the Lab Director to arrange an appointment time for remediation. Attendance for remediation is mandatory. The Nursing Skills Lab Preceptor or Training Specialist will determine if the skills have been demonstrated satisfactorily and will provide documentation to the student. The signed prescription and Skills Lab documentation will be required for the student to return to the clinical setting.

### **NURSING SKILLS LABORATORY RULES**

1. Students are required to attend all scheduled Skills Laboratory sessions (i.e. test outs, lab class, remediation) at assigned times. Punctuality is required. Students absent from a regularly scheduled lab class will complete the missed laboratory material independently during open laboratory hours. The independent time does not negate the lab absence.
2. Students who miss their scheduled test-out time more than twice in a course will earn a failing grade for the course. This includes a class absence during testing and any other scheduled testing appointment.

3. Students are required to schedule/reschedule testing appointments in person. This is to ensure lab staff and student have agreed upon the acceptable date and time. The student's handwriting on the testing sheet will serve as confirmation of the appointment.

**Will apply to ALL students in the nursing program starting Fall 2015-** Students absent greater than one (1) day of scheduled instruction will be withdrawn from the course. An instructor may initiate a student withdrawal if the student misses lab time for the equivalent of one week.

4. All missed lab class work and/or practice must be completed within 2 weeks of the absence. If work is not completed, an incomplete will be earned for the course.
5. Students absent for 10% of scheduled instruction will be withdrawn from the course. An instructor may initiate a student withdrawal if the student misses lab time for the equivalent of one week.
6. Students must sign in and out of the Nursing Skills Lab.
7. Students are expected to follow the dress code at all times as defined in this handbook, including wearing lab coat.
8. Equipment and supplies are to be cleaned, reassembled and replaced in the designated area, by the student, for use by the next person. Students are required to bring their Nursing Tote for all lab classes, practice and testing sessions.

#### **CLINICAL COMPLIANCE REQUIREMENTS**

The hospital/health care agencies establish various clinical requirements prior to attending clinical practice within their facilities. Students **MUST** adhere to these requirements by the designated timeline or attendance is prohibited. These requirements are subject to change based on clinical affiliate policies. See following paragraph regarding ACEMAPP.

#### **ACEMAPP ASSESSMENT TESTING**

ACEMAPP is our current clinical placement system. Clinical assessment testing must be completed through ACEMAPP before students can be placed in clinical rotations. There are 5 clinical assessment exams. Students are allowed to attempt each exam 3 times. After three unsuccessful attempts in the completion of the ACEMAPP assessment exam(s), the student will be required to undergo remediation. Upon completion of the remedial process, the student must submit a signed remediation form to his/her assigned nursing program manager for authorization for a fourth and final attempt. If the student is unsuccessful in the fourth and final attempt, he/she will not be placed in a clinical rotation for that semester; therefore, will be automatically dismissed from the nursing program. Students desiring to re-enter, must do the following: New students must request delayed admission. Progressing students must request readmission and follow the readmission process.

#### **IMMUNIZATIONS**

Please refer to the HEALTH CAREERS AND NURSING PROGRAM HEALTH REQUIREMENTS page for a detailed list of immunization requirements. Please note that the requirements can change depending as the hospital/health care facility agreement necessitate.

**CPR-Effective November 1, 2015:**

A course in cardiopulmonary resuscitation must be completed prior to the scheduled orientation date. Students are required to provide documentation of the current professional level CPR course. The required CPR course MUST be the BLS for Healthcare Providers course earned through the American Heart Association (AHA). **No other course will be accepted.** When submitting documentation of AHA certification a copy of the card or the eCard may be used. The card must be signed. The front and back of the card must be copied. If submitting the eCard certificate of completion, it must show the unique ID and QR code for verification purposes. Letters verifying completion are no longer being accepted. Students who fail to complete the approved course in cardiopulmonary resuscitation will be administratively dropped from the program. Students must maintain current CPR certification throughout the Nursing Program.

**BACKGROUND CHECK (BCI)**

All students enrolled in Health career and Nursing programs requiring off campus clinical experiences are required to complete a background check that includes fingerprinting and a court search. Students returning to a Health career program after one year of absence will need to complete another BCI.

**Students with a BCI record are not guaranteed acceptance into a clinical site, acceptance by their professional licensure/registration board, or employment in a health career field. *Due to the increased rise in patient identity theft, students with a convicted felony for forgery will not be accepted into a health career program.*** Log onto <http://www.tri-c.edu/programs/health-careers/background-check-information-bci.html> for further information. Reports from the background checks will be accessed by the Office of Compliance. Please be assured that this information will be kept confidential.

**MALPRACTICE INSURANCE**

Malpractice (liability) insurance coverage is mandatory for all students throughout the entire Nursing program. Upon registration for a clinical nursing course a fee is assessed for malpractice coverage (this fee appears on tuition bill).

The insurance for LPNs does not carry the coverage necessary for practicing as an Associate Degree nursing student.

**HEALTH INSURANCE**

Students must have a health insurance plan which is in effect throughout the entire semester. Proof of purchase of health insurance is required before admittance to the clinical area. Nursing students must present proof of their health insurance plan.

## HEALTH CAREERS AND NURSING PROGRAM HEALTH REQUIREMENTS

PLEASE CLICK THE FOLLOWING LINK TO FIND THE MOST RECENT REQUIREMENT INFORMATION: <http://www.tri-c.edu/programs/health-careers/documents/Nursing%20Immunization.pdf>

1. **Tdap (tetanus, diphtheria acellular pertussis):** Written documentation of one dose of Tdap – regardless of interval from recent Td vaccination.
2. **MMR (Mumps, Measles, Rubella):** Written documentation of vaccination with 2 doses of MMR vaccine administered at least 28 days apart or;  
Laboratory evidence of immunity (Measles, Mumps and Rubella IgG in serum; equivocal results should be considered negative) or;  
Laboratory confirmation of disease or;  
Birth before 1957.
3. **HEPATITIS B:** Written documentation of vaccination with three (3) doses of Hepatitis B Vaccine. It is recommended that the vaccination series is complete before contact with blood. Minimum intervals between dosing include; 28 days between dose 1 and dose 2, 56 days (2 months) between doses 2 and 3, 112 days (4 months) between dose 1 and 3. All minimum dose rules must be met for dose to be valid. (Depending on the Program/Clinical Site, a student may be able to sign a waiver of declination. **Declination not accepted for Nursing program beginning Spring 2013.**)  
  
NOTE: The Veterinary Technology Program and Health Information Program do not require Hepatitis B injections nor do they require a waiver.
4. **TB 2 Step MANTOUX:** SELF READING IS NOT ACCEPTABLE. If you have a history of a “positive” TB skin test, do not have a skin test done (see #6 Chest X-Ray). The 2 step Mantoux test must be completed within twelve (12) months prior to the start of the clinical experience (or the first day of class for Veterinary Technology). (For Massotherapy, not more than 6 months prior to first day of class; must include date applied, date read, results and provider signature; once completed, annual single Mantoux required for Massotherapy.)  
  
**NOTE – Plan Carefully:** *The MMR and Varicella vaccines are live viruses that can interfere with the results of the Mantoux reading. If either or both vaccines are required, they can be administered at the same time as placement/ reading of the SECOND Mantoux test but CANNOT be administered at the same time as the placement of the first Mantoux test. OR, the 2 step Mantoux test can be administered at any time PRIOR to MMR or Varicella vaccination. If MMR, Varicella and Mantoux testing are needed but are not administered according to the sequence noted above, the Mantoux test must be delayed for 4-6 weeks. Additionally, the MMR and Varicella vaccine must be given on the same day or be separated by a minimum of 28 days. NOTE: An IGRA blood test for TB (e.g. QuantiFERON) may be obtained in place of the double Mantoux test.*
5. **VARICELLA (Chicken Pox, Shingles, [Herpes Zoster])** Written documentation of vaccination of 2 doses of vaccine or;  
Laboratory evidence of immunity or;  
Laboratory confirmation of disease or;  
Diagnosis/history of Varicella disease by healthcare provider or;  
Diagnosis/history of Herpes Zoster by healthcare provider
6. **CHEST X-RAY:** Written documentation of a negative x-ray taken within one (1) year prior to the start of the clinical experience is required for anyone with a history of a positive TB skin test. (For Massotherapy, not more than 6 months prior to first day of class)
7. **FLU VACCINE:** Documentation of annual influenza vaccination. A student may sign the standard influenza declination form (Depending on the Program/Clinical Site, a student may be able to sign a waiver of declination. **Declination not accepted for Nursing program beginning Spring 2013.**)

## **Faculty Supervision of Students in the Clinical Setting**

Students will be supervised for each clinical experience involving the delivery of nursing care to an individual or group of individuals. Supervision is provided by a full-time nursing faculty member or a part-time nursing adjunct faculty member possessing competence in the area of clinical practice. The faculty member functions only as a faculty member during the students' clinical experience. The faculty member is responsible for:

- Providing for/facilitating an orientation for each student to the clinical site including introduction to staff;
- Planning and designing student clinical experiences that are consistent with the stated course objectives and student learning needs;
- Communicating clinical objectives to students and staff at the clinical site;
- Providing appropriate supervision, guidance, direction, and support for all student experiences appropriate to the clinical situation; and
- Evaluating the student clinical performance related to experiences, achievement, and progress in relation to the clinical objectives.

## **CLINICAL PERFORMANCE EXPECTATIONS**

The Cuyahoga Community College Nursing Education Division works with community clinical agencies to provide the experience necessary for nursing education. Students are expected to abide by the policies of the individual clinical agencies while in the agency for learning experiences.

Students are required to obtain their clinical assignment and prepare for clinical experience according to the directions given by their instructors. If the student is not prepared, the instructor will give specific instructions regarding additional preparation required.

Students are expected to maintain honesty and integrity in the learning situation. For example, errors made in the clinical area should be reported so they can be corrected to maintain patient safety and to aid the students' own future learning.

Students are required to adhere to the ANA Code for Nurses, the ANA Standards of Practice and the Student Conduct Policy. Students who fail to adhere to the ANA Code for Nurses, the ANA Standards of Practice or the Student Conduct Policy may be:

1. Dismissed with an earned grade of "F" for the course.
2. Dismissed from the nursing program.

Students are required to follow the dress code as defined in this handbook.

In the event the student is unable to perform satisfactorily in the clinical area, the student may be:

1. Dismissed from the clinical area for the day and given an absence for the day.
2. Sent to the Nursing Skills Lab Director (or designated lab personnel assigned by the Lab Director) with a specific prescription.
3. Given a signed prescription to return to the clinical area after the instructor or Nursing Skills Lab Director (or designated lab personnel assigned by the Lab Director) has observed satisfactory performance.
4. Dismissed with a grade of "F" if the following performance jeopardizes patient safety.

- a. \*patient/facility safety is jeopardized by unsafe clinical performance
- b. the ethical and legal framework of the nursing profession is violated
- c. preparation for clinical assignments are not complete
- d. clinical time is missed
- e. instructor and hospital are not notified of expected tardiness or absence

\*Unsafe clinical performance: when the student's activity/behavior or lack of activity/behavior jeopardizes the patient's physiological or psychosocial integrity, violates principles of asepsis and/or disrupts the clinical facility/unit environment.

#### **OFFICIAL UNIFORM AND DRESS CODE**

An official uniform is required for the clinical setting. Descriptions, model numbers, and supplier contact information for the student nurse uniform is located on the ADN group site. Questions concerning the uniform may be directed to the Division of Nursing Office.

#### **Female (Dress or Pantsuit)**

Uniform	White School Uniform with school insignia (left sleeve) Long sleeve garments can be worn under lab coat as long as it is white
Maternity Smock	White (3/4 length)
Hose	White
Socks	White only with pants
Shoes	All White (Closed toe and heel)
Lab Coat	Plain white, knee-length with school* insignia (left sleeve)
Identification	Name Pin

#### **Males**

Uniform	White Tunic Top with school *insignia (left sleeve) White undershirt underneath White Pant Long sleeve garments can be worn under lab coat as long as it is white
Socks	White
Shoes	All White (Closed toe and heel)
Identification	Name Pin

**\*Insignia is available for purchase at the Campus Bookstores**

A complete uniform includes the following:

- A name pin above the left breast pocket (purchase from uniform shop) with a white background and black lettering, stating status (Ms. or Mr.), first initial, last name, N.S. (for Nursing Student), Cuyahoga Community College.  
Example: Ms. J. Phillips, N.S.  
Cuyahoga Community College
- Bandage scissors, stethoscope, watch with a second hand, and black and red ball point pens, and pen light.



- The student is expected to present a professional appearance in the classroom, skills lab, and clinical care setting:
  - **There should be no gum chewing while in the professional role in any clinical, lab or classroom setting.**
  - Casual business dress is appropriate for the classroom and lab. Lab coats are to be worn to lab, and uniforms for clinical sites.
  - Shorts, cut-offs, exposed cleavage/midriff, clinging tops, tight pants and short skirts may not be worn to lab or clinical.
  - No head gear (caps, decorative scarves, etc.) are acceptable in the classroom, lab, or clinical, except head coverings worn for religious reasons. Jeans worn in lecture or lab must be neat and clean. Shoes worn in the lab should be clean, flat with closed heel and toes. **Sandals will not be permitted in the lab.**
  - At all times for lab, clinical and class, all wearing apparel should be wrinkle free and clean.
  
- **Additional Clinical Setting Guidelines:**
  - Uniform should cover the knee when sitting or standing. Dresses and skirts should be knee length. Pantsuit hems should touch the top of the shoe.
  - Opened toed or heel shoes are not permitted in the clinical area; shoes must be clean, flat and white. No sandals.
  - Under garments must be worn. No visible colored underwear/garment lines, thongs, logos on underwear will be accepted. Shorts, cut-offs, exposed cleavage/midriff, clinging tops, sweat suits, tight pants and short skirts, head gear (caps, headbands, etc.).
  - Hair must be neat and of natural color. Clean, controlled, secured, and off the uniform collar. No decorative ornaments, headbands or hats are to be worn. Facial hair is acceptable if it is neat and trimmed. Head coverings for religious purposes are allowed.
  - A plain wedding band and one pair of small post earrings (one in each earlobe) are the only acceptable jewelry. No visible gauging or ear piercings. All other visible body piercings are not permitted.
  - Tattoos must be covered.
  - Sweaters are to be plain white or navy blue. **Sweaters are not worn in patient care areas.**
  - The uniform of the pregnant student will consist of a 3/4 length white smock with the school insignia on the left sleeve. This will be worn over the pants or the skirt of the uniform during the clinical experience.
  - Fingernails should be clean and **short** (e.g. nails cannot be seen when looking at the palm of the hand.) **Neither nail polish nor artificial nails are permitted.**

## **Nursing Student Illness and Injury Policy**

### **Illness that Occurs in the Clinical Setting**

In the event of a nonemergency illness, the faculty will be notified immediately. The student will be instructed to leave the clinical setting when an illness occurs. The faculty member may recommend a visit to the student's personal physician or other healthcare provider as appropriate. When transportation is needed, the student is responsible to make transportation arrangements. This will count as an absence if more than 50% of the clinical hours are missed. Faculty is responsible to notify the Course Coordinator who will follow up with the Nursing Office.

### **Medical Emergency or Injury to a Nursing Student in the Clinical Setting**

In the event of a medical emergency or injury, the faculty will be notified immediately. Treatment of the injury or medical condition requires consent of the student (as fees may be assessed). The faculty may recommend a visit to the student's personal physician, healthcare provider, or emergency care facility. When transportation is needed, the student is responsible to make transportation arrangements. The clinical facility policy will be followed regarding completion of an Incident Report. A Cuyahoga Community College Incident Form must be completed and forwarded to Risk Management and a copy to the Nursing Office. The copy is to be placed in the student's file. Faculty is responsible to notify the Course Coordinator who will follow up with the Nursing Office as soon possible.

Note: If the student receives treatment at a clinical facility, the student and/or the student's insurance provider is responsible for payment.

### **Student Exposure to Blood or Body Fluids in the Clinical Setting**

Students may come into contact with blood and other body fluids during their clinical learning experiences. In the event an exposure occurs, the faculty should be notified immediately. Clinical institution policies regarding exposure are to be followed. Faculty are responsible to notify the Course Coordinator who will follow up with the Nursing Office. A Cuyahoga Community College Incident Form must be completed and forwarded to Risk Management and a copy to the Nursing Office. The copy is to be placed in the student's file. Faculty are responsible to notify the Course Coordinator who will follow up with the Nursing Office as soon possible.

**Students should be aware they may incur medical expenses in the event of an accident or illness at a clinical site.**

### **Student Evaluation of Nursing Courses and Clinical Sites**

#### **Program Evaluation Committee Procedure**

**Policy Statement:** The student nurse will be given an opportunity to evaluate the nursing courses and clinical sites on a routine basis according to the Standards of Cuyahoga Community College, Associate Degree Nursing Program, Ohio Board of Nursing, and National League for Nursing Accrediting Commission.

Course and clinical evaluations will be completed on-line. The student nurse will be assured of autonomy, privacy and freedom to evaluate the above according to ethical standards.

#### **Procedure**

1. The policy and procedure for evaluating nursing courses and clinical sites will be included in each course syllabus.
2. Students will access the surveys on their My Tri-C Space – in the ADN Program Group Site, by selecting the group tool titled Links.
3. Data will be analyzed by the office of Institutional Planning and Evaluation (IP&E).

4. The Program Evaluation Committee (PE) will review data summaries and the tables containing trended data. A one-page highlight of the findings will be developed. Data summaries and tables will be placed in a notebook at the Metro campus.
5. The tables of trended data and the one-page highlight of findings will be distributed and discussed by faculty at a faculty meeting.
6. Course and clinical results will be discussed in course groups meetings. Course groups will complete the "Course Group Changes Annual Report" form. The completed form will be updated one-year later to assess effectiveness of changes.
7. Copies of the Course Group Changes Annual Report forms will be provided to full faculty, nursing administration and the PE committee.
8. Written comments from each survey form each semester will be compiled in one document and distributed to faculty for review.
9. Comments pertaining to individual faculty will be given to that faculty. A copy will also be given to nursing administration. A summary of the comments (without faculty names) will be compiled, distributed to faculty and discussed for actions as necessary

#### **SUMMATION OF TECHNICAL SKILLS AND REQUIRED BEHAVIORS**

The following grid designates technical skills and required behaviors taught in each nursing course. A satisfactory ("S") identifies the semester in which the skills and required behaviors **must be** performed satisfactorily in either clinical or a clinical simulation after having completed required testing. In subsequent semesters, students must be able to satisfactorily perform these skills and/or critical elements when experiences arise. **Satisfactory performance is defined as requiring no/occasional supportive or directive cues to accomplish the activity.** (See Directions for Completing Clinical Evaluation in Appendices Section of syllabus)

If students require continuous/frequent directive or supportive cues ("spoon feeding", coaching, etc.), the student will:

- a. receive a written remediation plan developed by the instructor
- b. arrange to complete remediation with the laboratory preceptor
- c. provide verification of the completed plan from the laboratory preceptor in the time frame specified by the instructor

If the plan is not completed or the student continues to be unable to perform in the clinical area, the student will earn a failing grade in the course.

**PATIENT SAFETY IS THE FOREMOST CONCERN IN ALL AREAS OF NURSING PRACTICE.**

**REPEATED OR GROSS VIOLATION OF PATIENT SAFETY BY THE STUDENT WILL RESULT IN THE STUDENT EARNING A FAILING GRADE IN THE NURSING COURSE.**

## Technical Skills Summary List

Technical Skills Summary				
COURSE/SKILL	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4
<b>N 1300</b>				
Health history	S			
Mental status assessment	S			
Height and weight/General survey	S			
Head to toe assessment	S			
Vital signs assessment BP, P, R	S			
Temperatures:				
Tympanic	S			
Oral	S			
Rectal	S			
Axillary	S			
Pain	S			
Principles of documentation	S			
Hypo/hyperglycemia assessment /Glucose monitoring	S			
Nutritional assessment	S			
Lung/thorax assessment:	S			
Normal	S			
Adventitious:	S			
Crackles	S			
Wheezes	S			
Sonorous vs sibilant	S			
Pleural friction rub	S			
Heart assessment:				
Normal (S <sub>1</sub> & S <sub>2</sub> )	S			
Abnormal (S <sub>3</sub> & S <sub>4</sub> )	S			
Murmurs	S			
Peripheral vascular assessment /Pulses	S			
Abdominal assessment/Bowel sounds	S			
Neurological assessment:	S			
Neuro check	S			
Glasgow coma scale	S			
Superficial reflexes	S			
Deep tendon reflexes (DTRs)	S			
Cerebellar tests	S			
Cranial nerves	S			
Sensory nerves	S			
Musculo-skeletal strength & ROM	S			
Skin assessment	S			

A satisfactory grade must be achieved in clinical or a clinical simulation the semester the skill is taught.

<b>Technical Skills Summary</b>				
<b>COURSE/SKILL</b>	<b>SEMESTER 1</b>	<b>SEMESTER 2</b>	<b>SEMESTER 3</b>	<b>SEMESTER 4</b>
<b>N 1450</b>				
Ambulation	S			
Baths	S			
Backrubs	S			
Bedmaking	S			
Positioning	S			
Mouthcare	S			
Oral suctioning	S			
Isolation:				
Gowning	S			
Masking	S			
Contaminated waste disposal	S			
Non-sterile gloving	S			
Hand washing	S			
Standard precautions	S			
Restraints	S			
Urinal	S			
Bedpan	S			
Wheelchair	S			
Walker	S			
Feeding	S			
Enemas	S			
Guaiac testing	S			
Canes and crutches	S			
PO medications	S			
Inhalers	S			
Topical medications:				
Transdermal patches	S			
Eye, ear, and nose drops/sprays	S			
Suppository insertion	S			
Vaginal Medication	S			
Bandaging:				
Ace	S			
Abdominal binders	S			
Slings	S			
Transferring	S			
Indwelling urinary catheter systems:				
Drainage	S			
Catheter care	S			
Emptying	S			
Discontinuing	S			
Catheter urine for C&S	S			
Indwelling urinary catheter insertion	S			
Urine Testing, including specific gravity	S			
Clean catch urine	S			
24 hour collection	S			
Empty colostomy bag	S			
Ostomy care	S			
Urinary ostomy	S			
Apply TED hose	S			

Technical Skills Summary				
Alternating pneumatic compression hose	S			
Documentation	S			
Heat application	S			
Cold application	S			

Technical Skills Summary				
COURSE/SKILL	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4
<b>N 1450</b>				
Gastric decompression and lavage	S			
NG insertion and removal	S			
Lopez valves	S			
Tube care:				
PEG tubes	S			
NG tubes	S			
Tube feeding administration	S			
Medication administration via a GT/NG	S			
Sterile gloving	S			
Sterile dressing:				
Simple	S			
Complex with packing	S			
Wound:				
Culture	S			
Irrigation	S			
Surgical drains	S			
Aerosol therapy	S			
O2 therapy	S			
Incentive spirometry	S			
Coughing and deep breathing	S			
Sputum specimen	S			
Nasal-pharyngeal suctioning	S			
Oral suctioning	S			
Tracheostomy suctioning	S			
Tracheostomy care	S			
Injections:	S			
Intradermal	S			
Subcutaneous	S			
Mixing 2 medications in 1 syringe	S			
Intramuscular	S			
Z-track	S			
<b>N 1600</b>				
Change mainline IV		S		
Set up an IV infusion		S		
Change IV tubing		S		
IV pump controllers		S		
IVPB		S		
Convert IV to HL		S		
D/C IV		S		
Starting peripheral IV's		S		
Phlebotomy		S		
Central line dressing change		S		
Blood Transfusion		S		
Line therapies		S		
PICC		S		
Midline		S		
Central line		S		
Chest tubes and chest tube drainage		S		

Technical Skills Summary				
COURSE/SKILL	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4
<b>N 2300</b>				
<b>Obstetric</b>				
Fundal height assessment			S	
Nutritional assessment of a pregnant woman			S	
Leopold's maneuvers			S	
Labor pattern assessment			S	
Labor support			S	
Fetal monitoring			S	
Vaginal examination			S	
APGAR score			S	
Newborn identification			S	
Eye prophylaxis for the newborn			S	
Intramuscular injections for the newborn			S	
Physical assessment of the newborn			S	
Gestational age assessment			S	
Growth assessment			S	
Newborn bath and crease care			S	
Dress and bundle newborn			S	
Umbilical cord care			S	
Nutritional care of the newborn			S	
Circumcision care			S	
Heel stick blood drawing technique			S	
Postpartal physical assessment			S	
Breast exam/care for the postpartal patient			S	
Perineal care			S	
Sitz bath			S	
Transcription of orders			S	
<b>Pediatric</b>				
Physical assessment of the child			S	
Developmental assessment of the child			S	
U-bag			S	
Pediatric restraints			S	
Pediatric medications			S	
Cardio-respiratory monitor			S	
<b>Psychiatric</b>				
Mental status assessment			S	
<b>N 2501</b>				
Mock code				S
Electrocardiogram				S
Monitoring				S
Ventilators				S
Hemodynamic monitoring:				
Pulmonary artery catheters				S
Arterial line				S
Central venous pressure				S



***A satisfactory grade must be achieved in clinical or clinical simulation the semester the element is taught and in subsequent courses.***

<b>Summary of Required Behaviors by Semester First Learned</b>				
<b>BEHAVIOR</b>	<b>SEMESTER 1</b>	<b>SEMESTER 2</b>	<b>SEMESTER 3</b>	<b>SEMESTER 4</b>
Prepare patients for treatments and procedures	S			
Demonstrate proficiency in mathematical computation	S			
Assess patients accurately	S			
Report unusual signs and symptoms or condition changes immediately to instructor & team members	S			
Seek help when situation is beyond own knowledge or experience	S			
Identify drug action, use, desired effects, dose, interactions, contraindications, nursing implications	S			
Maintain good body mechanics	S			
Provide comfort measures for patient(s)	S			
Identify expected and unexpected responses to therapies	S			
Describe patient's pathophysiology	S			
Discuss why patient is receiving each prescribed medication	S			
Discuss rationale for selected diagnostic test on assigned patients		S		
Use therapeutic communication techniques		S		
Refer patient and/or family to appropriate community resources		S		
Use effective teaching strategies		S		
Identify patient(s) effective coping mechanisms			S	
Demonstrate therapeutic interpersonal skills			S	
Describe patient(s) ineffective coping mechanisms			S	
Assist patient to explain the individual meaning of experienced stress			S	
Reduce patient(s)' stress			S	
Recognize psychopathology			S	
Assist the patient and family to adapt to health alteration			S	
Math competency:				
1 <sup>st</sup> semester (with calculator)	S			
2 <sup>nd</sup> semester (with calculator)		S		
3 <sup>rd</sup> semester (with calculator)			S	
4 <sup>th</sup> semester (with calculator)				S
<b>N 1450</b>				
1. Care for both male and female patients	S			
2. 2 patients (1 total care patient and 1 assist care patient 2-3 experiences)	S			
3. P.O. and topical meds for 2 patients	S			

<b>Summary of Required Behaviors by Semester First Learned</b>				
<b>BEHAVIOR</b>	<b>SEMESTER 1</b>	<b>SEMESTER 2</b>	<b>SEMESTER 3</b>	<b>SEMESTER 4</b>
<b>N 1450</b>				
1. 2 elderly patients for 4-6 experiences (1 total care and 1 assist care)	S			
2. Medications for assigned patients (2 experiences)	S			
<b>N 1600</b>				
1. 1 total care and 1 assist care acutely ill patients (3-4 experiences)		S		
2. Community health experience		S		
3. Students to administer medications to assigned patients		S		
<b>N 2300 Obstetric</b>				
1. Two patients- (mother/fetus/neonate)			S	
2. Medications to assigned obstetrical and neonatal patients			S	
3. Establish and maintain therapeutic relationships			S	
4. Teach individuals/families			S	
<b>N 2300 Pediatric</b>				
1. 1-2 acutely ill children (6-8 experiences)			S	
2. Establish and maintain therapeutic relationships			S	
3. Calculate dosage, prepare and administer medications to assigned pediatric patients			S	
4. Teach individuals/families			S	
<b>N2300 Psychiatric</b>				
1. 1 patient for each clinical assignment			S	
2. Therapeutic nurse-patient relationships and communication with patients experiencing a variety of psychiatric diagnoses			S	
3. Assessment of mental status and behavioral findings			S	
4. Utilize the nursing process in providing care			S	
5. Primary emphasis on teaching individuals/families			S	
6. Accountable for correlating effects and side effects of medications for assigned patients			S	
<b>N2501</b>				
1. Multiple patients on multiple occasions				S
2. All medications for a team of patients				S
3. A management experience				S

## STUDENT CONDUCT AND PROFESSIONAL CODE OF ETHICS REGULATIONS AND GUIDELINES

### PERSONAL/PROFESSIONAL CONDUCT EXPECTATIONS

In addition to the rules and regulations contained in this handbook, students are expected to adhere to the policies of Cuyahoga Community College, and the rules, regulations, and policies of any other institution or facility where they may be assigned. Nursing students are expected to adhere to all expectations in the College Student Conduct Code as prescribed in the Cuyahoga Community College Student Handbook available at: <http://www.tri-c.edu/student-resources/documents/student-handbook-2014-2015.pdf>

### STUDENT RESPONSIBILITY STATEMENT

The Associate Degree Nursing Education Student is responsible for receiving this handbook and adhering to the policies and procedures contained herein. Any information contained herein is subject to modification, deletion, or change. **When there is a change in program or policy, it will be communicated via the student's Tri-C email, along with an announcement on the group site.**

### STUDENT E-MAIL COMMUNICATIONS POLICY

The Cuyahoga Community College has established e-mail as an official means of communication with students. An official Tri-C e-mail address is issued to each student.

Since e-mail has been adopted as a primary mechanism for sending official communications to students at Tri-C, students must check e-mail regularly in order to read important messages and notifications. Certain communications may be time-sensitive. Failure to read college communications sent to students' official Tri-C e-mail addresses does not absolve students from knowing and complying with the content of those official communications. Students must also ensure that there is sufficient space in their e-mail inboxes to allow for e-mail delivery. To avoid junk or spam filters, students who are forwarding mail should add their Tri-C address to their address book.

### STUDENT PROBLEMS/CONCERNS

Professional conduct includes following the proper channels when seeking solutions to problems and concerns about scheduling, coursework, or nursing clinicals. Students must first discuss the issue with the faculty member involved. If a satisfactory resolution cannot be achieved, the next step is to meet with the faculty member and the course coordinator. Following this the student should meet with the Program Manager. Only after these individuals have been approached, should students speak with the Associate Dean of Nursing.

### NURSING REGISTRATION

Information regarding start/end dates, times for nursing registration, and requested clinical sites are posted on the ADN Program Group Site (accessible through My-Tri-C space).

Students are responsible for checking the ADN Program Group Site regularly for important registration/clinical information. Failure to access this information does not absolve a student from knowing the content.

Once nursing registration has closed and a clinical, lecture, or lab placement has been assigned to a student, the sale, bartering of services or the offering of an incentive between students to change a clinical or lab placement is prohibited.

If a student(s) has been found to have done so, this will be considered a conduct issue and will be subject to disciplinary action at the discretion of the Dean and/or Associate Dean of Nursing.

Request for clinical, lecture or lab placement changes after the nursing registration process has closed will be considered ONLY under extenuating circumstances by the appropriate Program Manager or Administrator. A written explanation for the request and **ALL** supporting documentation of extenuating circumstances must accompany the request.

#### *USE OF CELL PHONE AND OTHER ELECTRONIC DEVICES*

ALL cell phones must be turned off or placed on vibrate mode (silent) while students are in class. Similarly, other electronic devices – PDAs, pagers, instant message devices, games, other handheld devices, and laptop computers – should be silenced and stowed in a secure place during class.

Faculty members may make exceptions to this policy in cases in which students are using electronic devices for academic purposes related to the class. For example, in many cases, faculty members may permit the use of laptop computers if students are using the computers to take notes or for purposes related to the class. Students should check with their instructors about which devices are permissible in class. This includes use of all recording devices.

Faculty members have the right to instruct students to turn off laptops and other devices, and to stow those devices in secure places, in any class. Students who fail to follow the directions of a faculty member in class may incur disciplinary action up to and including suspension and dismissal from the nursing program.

During tests and exam periods, all cell phones and other electronic devices must be silenced or turned off and kept in a secure location away from the student's immediate view, unless the faculty member has given permission for use of a device during a test or exam. Students who violate this rule will be asked to leave the exam room and will not be allowed to complete the exam, incurring a zero on the exam. Students will also be liable for additional disciplinary sanctions under this policy.

Any student who uses electronic devices in any act of dishonesty will incur full disciplinary sanctions, according to the Cuyahoga Community College Student Handbook. This includes students who participate in the improper sharing of information about tests via electronic devices, e.g., text messaging or posting on social media sites exam questions or answers, emailing information about exams, sending voicemail messages about exams or tests, or any similar use of technology to engage in academic dishonesty.

Adapted from <http://www.trinitydc.edu/policies/electronic-devices-in-the-classroom/>

#### *SOCIAL MEDIA (INCLUDING FACEBOOK AND BLACKBOARD DISCUSSION BOARDS)*

The keys to success in social media are being honest about who you are, being thoughtful before you post, and respecting the purpose of the community where you are posting.

Be "transparent" - Be honest about who you are and what group you represent.

Be respectful - If you join a social network, like a Facebook group or Blackboard discussion group or blog, make sure you are contributing valuable insights. If you are commenting about a class, avoid the use of judgmental words. Students are strongly cautioned to be aware that inappropriate postings on

social media sites may lead to dismissal from the nursing program without the possibility of readmission.

Maintain confidentiality - Do not post confidential or proprietary information about Tri-C or its students. Use good ethical judgment and follow college policies and federal requirements. Students are prohibited from posting, publishing, or distributing any class or course material (including notes, PowerPoint presentations, handouts, or recordings) without written permission from the instructor.

### ***Student Address and Telephone Listing***

Students are responsible for having their current address and telephone number reported to the Enrollment Center at any campus. This can also be updated through My-Tri-C space in the ***My Info*** tab in the ***Student Records*** section.

### **OUTSIDE EMPLOYMENT**

It is the student's responsibility to set their priorities regarding employment and class schedules.

### **DISMISSAL FROM THE NURSING PROGRAM**

Any act which violates or compromises patient safety, legal, or ethical standards, may be grounds for a clinical course failure and/or dismissal from the nursing program.

### **VANDALISM**

Any destruction of property in the nursing skills lab, clinical lab and/or the classroom may result in permanent dismissal from the Nursing Program.

### **FELONY AND SUBSTANCE ABUSE**

#### **CHEMICAL SUBSTANCE POLICY**

The nursing faculty believes that chemical dependency is an illness that is preventable and treatable; it further believes that the issue of chemical use in the classroom, lab and clinical area must be addressed. In addition, it recognizes that use and dependency may interfere with the practice of nursing and nursing education, and may threaten personal welfare, as well as that of other students and patients.

The Chemical Substance Policy was developed to assist nursing students to recognize personal impairment and to seek appropriate treatment and rehabilitation with the intention that impaired students, who are provided such treatment, can be returned to their course of studies in the nursing program.

If at any time a faculty member and/or clinical affiliate employee observes signs of the effects of mood-altering drugs in a nursing student in the classroom, lab, or clinical setting, a drug screen will be required of the student at that time and at the student's expense. These signs may include, but are not limited to the following: altered judgment, impaired motor coordination, inability to concentrate, memory loss, tremors, confusion, anxiety, delusions, agitation, disorientation, profuse diaphoresis, convulsions, slurred speech, emotional instability, delirium, hallucinations, depression, paranoia, hostility, hyperreflexia, and lethargy.

Any violation of this policy will result in one or more of the following actions:

1. Students will be required to sign a release of medical information form.

2. Immediate blood alcohol level testing and/or urine drug screen testing.
3. Suspension from the nursing program.
4. The student will be required to complete a chemical dependency evaluation at their own expense. The treatment and rehabilitation program as recommended by the agency must be followed as a condition for continuance in the nursing program.
5. The student will provide copies of the aftercare plans and the contracts to the Dean of Nursing (in writing) for acceptance or rejection of the recommendation.
6. After the student has completed the treatment plan and met the terms of the contract, and the recommendation of the agency has been obtained, the student will be considered for return to full student status. It should be noted that the student must follow the readmission policy of the Division of Nursing Education.
7. Upon **one repeat** violation of this policy, the student will be permanently dismissed.
8. Any refusal, on the part of the student, to participate in the recommended treatment and rehabilitation program will result in dismissal from the nursing program.

#### **DEFINITION OF TERMS**

*Student:* A person who has been admitted to the nursing program.

*Impairment:* Any condition, regardless of cause, that interferes with an individual's ability to function as expected.

*Chemical Substance:* One or a combination of substances, including alcohol, over-the-counter drugs, prescribed drugs, or illegal drugs.

*Chemical Dependency:* A medically treatable illness, with certain recognizable signs and symptoms, which is characterized by physical and/or psychological dependence on mood-altering drugs and alcohol.

*Chemical Substance Abuse:* Personal use of any chemical substance that is regulated by law; this includes the personal use of any normally legal chemical substance (such as alcohol) in a manner that produces impairment or may lead to the development of impairment. See the Cuyahoga Community College Student Handbook, Drug-Free Schools and Campuses Policy available online at: <http://www.tri-c.edu/student-resources/documents/student-handbook-2014-2015.pdf>

*Regional Liaison Person* (from the Peer Assistance Program): A representative from the Ohio Nurses Association who works with hospitals and other agencies that have nurses or students who are suspected of chemical substance use or abuse.

Approved 1997  
Revised 2005  
Reviewed 2015



## CRIMINAL HISTORY FACT SHEET

Currently, there are eleven offenses that are *automatic bars* to obtaining a nursing license for applicants who entered a prelicensure nursing education program after June 1, 2003. This means that the Board of Nursing (Board) is prohibited from issuing a license to a person who has pled guilty to, been convicted of, or has a judicial finding of guilt for one of the offenses listed below.

•Aggravated Murder • Murder • Voluntary Manslaughter • Felonious Assault •Kidnapping • Rape • Aggravated Robbery • Aggravated Burglary • Sexual Battery • Gross Sexual Imposition • Aggravated Arson • or a substantially similar law of another state.

In addition, the Board may propose to deny an application, or place restrictions on a license granted, for a conviction of, a plea of guilty to, a judicial finding of guilt of, a judicial finding of guilt resulting from a plea of no contest to, or a judicial finding of eligibility for intervention in lieu of conviction for the following: (1) any felony (that is not an absolute bar); (2) a crime involving gross immorality or moral turpitude; (3) a misdemeanor drug law violation; or (4) a misdemeanor in the course of practice. **In regard to these four types of offenses, the Board is unable to advise or give a definitive answer about the effect a criminal history will have on the ability to obtain a nursing license in the State of Ohio.**

The Board does not have the authority to make a determination or adjudication until an application has been filed. If an applicant has a criminal history, the Board conducts a thorough investigation and considers a number of factors, including but not limited to: whether the applicant has made restitution, completed probation and/or otherwise been rehabilitated; the age of the offense; the facts and circumstances underlying the offense; and the total number and pattern of offenses.

Please also be advised that although the Board may grant a license to an applicant who has a criminal offense history, an individual may be restricted from working in certain settings based on his or her criminal history due to federal and state laws, which require criminal records checks prior to employment in certain settings, and which may impose absolute or discretionary bars to employment in certain patient care settings, for example, in facilities or settings involving care provided to older adults, disabled adults, or children. *See, e.g., Ohio Administrative Code Chapters 3701-60-07; 173-9-07; 5101:3-45-11; 5123:2-2-02; 5101:3-45-11.*

Similarly, the Board cannot answer questions regarding one's eligibility to attend nursing school or participate in clinical instruction. Nursing programs vary in regard to enrollment criteria, so it is recommended that you contact the nursing program to determine whether you are eligible to enroll.

## OHIO BOARD OF NURSING MOMENTUM ARTICLE MAY 2012

### ***Criminal History and Effect on Nursing Education Program Enrollment, License Eligibility and Employment***

"Can I go to nursing school if I have a Domestic Violence conviction?" "Am I able to get a nursing license if I have a couple of misdemeanors on my record? . . . What if I have a felony conviction?" "I already have a nursing license and I've recently been convicted of a criminal offense. Will/lose my nursing license?" "How is it that I was able to get my nursing license with a few older misdemeanor convictions, but I can't get a nursing job at a long-term care facility?" These are just some of the questions the Ohio Board of Nursing frequently receives.

Although criminal records are reviewed on a case-by-case basis, the Board has posted general information that may address many of these questions on its website. See the *Criminal History Fact Sheet* at <http://www.nursing.ohio.gov/discipline.htm>.

#### **Attending a nursing program**

The Board will not provide information as to whether a person, because of his or her criminal conviction history, is eligible to enroll in a particular nursing program. This is because nursing education programs, while regulated by the Board, are free to establish individual admissions criteria, which may include consideration of criminal background. Potential students are encouraged to contact the nursing program that they are interested in attending to determine their eligibility. Nursing programs vary in regard to enrollment criteria in part due to the variety of facilities the programs contract with in order for students to perform clinical rotations. If a person has been informed by a particular nursing program that he or she is ineligible to attend/enroll in that program, the person may wish to contact other programs to review eligibility criteria. A complete list of approved programs is posted on the Board's website at [www.nursing.ohio.gov/education.htm](http://www.nursing.ohio.gov/education.htm).

#### **Obtaining a nursing license and/or maintaining current nursing license**

If a person has been convicted of one of eleven felonies, the Board cannot consider an application submitted from that person. These convictions are commonly referred to as "absolute bars" and include the following offenses (or substantially similar offenses in other jurisdictions): Aggravated Murder, Murder, Voluntary Manslaughter, Felonious Assault, Kidnapping, Rape, Sexual Battery, Aggravated Robbery, Aggravated Burglary, Gross Sexual Imposition, and Aggravated Arson. If a person has been issued a nursing license and is later convicted of one of these absolute bars, the Board is required to automatically suspend the nurse's license, effective as of the date of his or her conviction, guilty plea or finding of guilt.

Aside from the above-noted absolute bars, the Board *may* refuse to grant a license, revoke a license or otherwise discipline a license for any felony, any drug-related misdemeanor, any misdemeanor involving gross immorality or moral turpitude, or any misdemeanor occurring in the course of practice. Regarding whether crimes involve gross immorality or moral turpitude, there is no statute or rule describing which crimes meet this legal description. Rather, the Board reviews each case individually based on the underlying acts and circumstances involved, as well as by referring to existing case law.

The Board will not issue a decision (or provide a written or verbal opinion) regarding the effect of a person's criminal history on his or her licensure application before the Board receives an



application and all relevant information is reviewed. This means, for example, that the Board cannot inform a nursing student, or potential nursing student, as to whether the student will receive a nursing license or have discipline imposed on a license granted to him or her because of the student's criminal history. Similarly, the Board cannot inform a nurse as to what, if any, disciplinary action will be taken on his or her license if he or she is convicted of a particular offense.

Before making a determination on a license application or a disciplinary recommendation on an existing license, the Board reviews information including but not limited to court records, police reports, witness statements and any written explanation provided by the applicant or nurse. If a person has submitted a license application, or a nurse has submitted a renewal application, and a plea of guilty, conviction, or grant of intervention in lieu of conviction has been reported, the applicant (or nurse) is requested to provide court documents *and* a written explanation. If these items are not provided, a delay in the processing the application will occur, as Board staff will contact the applicant or nurse requesting that these materials be provided.

Just because an applicant or nurse is required to report a criminal offense does not mean that the applicant's application will be denied, or that the nurse's license will be disciplined. The Board considers a number of factors when determining whether disciplinary action should be taken on an application or nursing license. The factors include, but are not limited to: when the offense occurred in relation to the application date, if the applicant or nurse has had other convictions or disciplinary action, the acts underlying the offenses, and whether restitution has been made and/or probationary terms have been completed.

Sometimes, applicants are confused or frustrated when disciplinary action is proposed or taken on their applications. Applicants may express the belief that because they were able to enroll in and complete a nursing program (with the program's knowledge of the student's criminal conviction), the criminal conviction should have no bearing or effect on the Board's application process. This is simply not true, as the Board has jurisdiction to deny an application or discipline a license based on criminal history as discussed above. As with most, if not all professional licenses, completion of an educational program does not guarantee the professional license sought.

### **Obtaining employment in certain settings**

Sometimes a person who has been convicted of one or more criminal offenses and who has been granted a nursing license finds that he or she is precluded from working in certain settings, such as elder or pediatric care. This is because Ohio law, enacted pursuant to Senate Bill 38 (in 1993) and Senate Bill 160 (in 1997), not only requires background checks for potential employees in certain settings, but also establishes "disqualifying offenses." For example, a person who has two misdemeanor theft convictions that occurred ten years prior to the date of submitting a nursing license application *may*, after review by the Board, be granted a nursing license without disciplinary action. Yet based on the convictions the individual may be disqualified according to SB 38 or SB 160 from working in a facility and providing direct care to older adults. The issuance of a nursing license does not guarantee nursing employment. For more information regarding disqualifying offenses, please see Section 3701.881, ORC and Chapter 3701-13, OAC. In addition to Ohio law, federal law mandates criminal records checks with respect to work in facilities or settings that receive federal funding. For example, the 2010 Patient Protection and Affordable Care Act (P.L. 111-148), Section 6201, requires the Secretary of Health & Human

Services to carry out a nationwide program for states to conduct national and statewide criminal background checks for direct patient access employees of nursing facilities and other providers.

Because the state and federal laws related to criminal backgrounds apply to any employment in certain settings, and not just nursing employment, and because the Board does not enforce these laws and has no jurisdiction regarding employability in these settings, Board staff will not provide information or advice as to whether a person, given his or her criminal background, is hireable or eligible for employment with a particular facility or agency.

**The informed approach**

Because a criminal history can have different effects at the educational, licensure, and employment levels, when a person is considering pursuing a nursing career, it is best to have as much information as possible prior to deciding to enroll in a nursing program. The Board encourages individuals who have criminal histories and who are interested in pursuing a nursing career to: (1) Contact approved nursing education programs and ask about the programs' enrollment criteria with respect to criminal convictions; (2) Review the criminal history information available on the Board's website ([www.nursing.ohio.gov](http://www.nursing.ohio.gov)); and (3) Contact healthcare facilities and inquire about hiring criteria with respect to criminal convictions.

Taken from:

<http://www.nursing.ohio.gov/discipline.htm>

**OHIO BOARD OF NURSING: STUDENT CONDUCT 11.2012**

**(Excerpt from Ohio Administrative Code 4723-5)**

<http://codes.ohio.gov/oac/4723-5-12>

(A) The administrator of the program and the faculty shall establish and implement written policies for the following:

- (1) Student admission;
- (2) Student readmission, including a requirement that the readmitted student meet the curriculum requirements effective at the time of readmission;
- (3) The process for determining the amount of credit to be granted to an applicant for advanced standing in a program;

For individuals with experience in the armed forces of the United States, or in the national guard or in a reserve component, the program shall have a process in place to:

- (a) Review the individual's military education and skills training;
- (b) Determine whether any of the military education or skills training is substantially equivalent to the curriculum established in Chapter 4723-5 of the Administrative Code;
- (c) Award credit to the individual for any substantially equivalent military education or skills training;

(4) Student progression, which shall include the following:

- (a) The level of achievement a student must maintain in order to remain in the program or to progress from one level to another; and
- (b) The requirements for satisfactory completion of each course required in the nursing curriculum;

(5) Requirements for completion of the program;

(6) Payment of fees, expenses, and refunds associated with the program;

(7) Procedures for student illness in the classroom and clinical settings;

(8) Availability of student guidance and counseling services;

(9) Process for students filing grievances and appeals;

(10) A description of faculty responsibilities related to the supervision of students in accordance with section [4723.32](#) of the Revised Code and rule [4723-5-20](#) of the Administrative Code;

(11) Periodic evaluation by the faculty of each nursing student's progress in each course and in the program; and

(12) Procedures for notifying students of changes in program policies.

(B) The program shall not implement changes to policies for student progression, or requirements for completion of the program, regarding students enrolled in the program at the time the changes are adopted.

(C) In addition to the policies required in paragraph (A) of this rule, the program administrator and faculty shall implement policies related to student conduct that incorporate the standards for safe nursing care set forth in Chapter 4723. of the Revised Code and the rules adopted under that chapter, including, but not limited to the following:

(1) A student shall, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the patient, and the patient's response to that care.

(2) A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.

(3) A student shall not falsify any patient record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports, time records or reports, and other documents related to billing for nursing services.

(4) A student shall implement measures to promote a safe environment for each patient.

(5) A student shall delineate, establish, and maintain professional boundaries with each patient.

(6) At all times when a student is providing direct nursing care to a patient the student shall:

(a) Provide privacy during examination or treatment and in the care of personal or bodily needs; and

(b) Treat each patient with courtesy, respect, and with full recognition of dignity and individuality.

(7) A student shall practice within the appropriate scope of practice as set forth in division (B) of section [4723.01](#) and division (B)(20) of section [4723.28](#) of the Revised Code for a registered nurse, and division (F) of section [4723.01](#) and division (B)(21) of section [4723.28](#) of the Revised Code for a practical nurse;

(8) A student shall use universal and standard precautions established by Chapter 4723-20 of the Administrative Code;

(9) A student shall not:

(a) Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a patient;

(b) Engage in behavior toward a patient that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.

(10) A student shall not misappropriate a patient's property or:

(a) Engage in behavior to seek or obtain personal gain at the patient's expense;

(b) Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient's expense;

(c) Engage in behavior that constitutes inappropriate involvement in the patient's personal relationships; or

(d) Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationships.

For the purpose of this paragraph, the patient is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph.

(11) A student shall not:

(a) Engage in sexual conduct with a patient;

(b) Engage in conduct in the course of practice that may reasonably be interpreted as sexual;

(c) Engage in any verbal behavior that is seductive or sexually demeaning to a patient;

(d) Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a patient.

For the purpose of this paragraph, the patient is always presumed incapable of giving free, full, or informed consent to sexual activity with the student.

(12) A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient other than the spouse of the student in any of the following:

(a) Sexual contact, as defined in section [2907.01](#) of the Revised Code;

(b) Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.

(13) A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section [4729.01](#) of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student, or self-administer or otherwise take into the body any drug that is a schedule I controlled substance.

(14) A student shall not habitually or excessively use controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.

(15) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of the use of drugs, alcohol, or other chemical substances .

(16) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability .

(17) A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance .

(18) A student shall not misappropriate or attempt to misappropriate money or anything of value by intentional misrepresentation or material deception in the course of practice .

(19) A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.

(20) A student shall not aid and abet a person in that person's practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.

(21) A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion .

(22) A student shall not assist suicide as defined in section [3795.01](#) of the Revised Code.

(23) A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its administrators, faculty, teaching assistants, preceptors, or to the board.

(24) A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only, shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.

(25) To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.

(26) For purposes of paragraphs (C)(5), (C)(6), (C)(9), (C)(10), (C)(11) and (C)(12) of this rule, a student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-health care purposes or for purposes other than fulfilling the student's assigned clinical responsibilities.

Effective:	02/01/2014
R.C. <a href="#">119.032</a> review	dates: 10/15/2016
Promulgated	Under: <a href="#">119.03</a>
Statutory	Authority: <a href="#">4723.07</a>
Rule	Amplifies: <a href="#">4723.06</a>
Prior Effective Dates: 02/01/1996, 04/01/1997, 02/01/2002, 02/01/2004, 02/01/2007, 02/01/2008, 02/01/2012	

***Division of Nursing***



## **STUDENT SUPPORT SERVICES**

### **ORIENTATION**

Prior to the beginning the Nursing Education Program, a mandatory orientation will be held to inform new students (also ACCESS and transfer students) about the Nursing Education Program and the support services available. Students who do not attend this orientation will lose the reserved seat.

***Students who accept a slot in the nursing program (with a specific starting date for nursing courses) and do not attend orientation, decline a slot after orientation, do not attend the first day of class, do not meet all medical record, health insurance, CPR, and/or background check requirements will be required to re-start the application process. Students admitted for a fall semester may reapply after Sept. 1<sup>st</sup>; students admitted for a spring semester may apply after February 1<sup>st</sup>. Students must meet all current admission requirements at the time of application.***

### **STUDENT NURSE ASSOCIATION**

Cuyahoga Community College Chapter of the National Student Nurses Association  
The National Student Nurses Association (NSNA) has several missions. The first being "to organize, represent, and mentor students preparing for initial licensure as registered nurses as well as those nurses enrolled in baccalaureate completion programs." NSNA has a direct influence into the standards of nursing education.

Another mission of NSNA is "to promote and encourage participation in community affairs and activities toward improved health care as well as being advocates for high quality health care". NSNA is the precursor to your professional society. Some of the benefits of NSNA membership include discounts on professional journals, uniforms, Barnes and Noble purchases, and eligibility for scholarships. Perhaps the most significant reason to belong is that NSNA membership translates into a professional commitment.

Lastly, "NSNA promotes development of skills needed to be a responsible and accountable member of the nursing profession". Participation in NSNA reflects an interest in the nursing career and informs future employers that NSNA member's value professionalism. Regardless of the effort put forth, be it large or small, your involvement will influence the course of the future of the nursing profession as well as your education. So join today and be a part of the Cuyahoga Community College Nursing Tradition. As a member of the NSNA, you are automatically a member of the Cuyahoga Community College SNA.

Please view the National Student Nurses' Association website at the following link for membership application, NSNA by-laws, chapter officer responsibilities, and further information -

<http://www.nsna.org>.

### **COUNSELING**

A fully staffed counseling and academic advising department is available on all three campuses. Services offered are academic, career, psychological, personal, and social adjustment counseling.

An academic counselor should be consulted upon entry in the program for assistance in choosing course offerings. Students should seek counseling services on the campus where their records **are located**.

**OFFICES ARE OPEN DAYS AND EVENINGS MONDAY THROUGH THURSDAY, DAYS ON FRIDAY, AND ON SATURDAY MORNINGS. APPOINTMENTS ARE ENCOURAGED. A COUNSELING BROCHURE AND A WELCOME BOOK ARE AVAILABLE IN THE COUNSELING OFFICE ON EACH CAMPUS.**

**DISABILITY SERVICES FOR STUDENTS – ACCESS PROGRAM**

The Access Program provides classroom accommodations and support for students with disabilities who are enrolled at Tri-C. To receive services, students must make an appointment to meet with an Access Student Advisor and present documentation of disability. The Access Office recommends scheduling the appointment at least eight weeks prior to the start of classes; some services may require additional time. Services are individualized and may include advising, test proctoring, support groups, books in alternate format, assistive technology, and sign language interpreting. The Access Program is funded by the U.S. Department of Education, the state of Ohio and Tri-C. Please visit our website under Student Services at

<http://www.tri-c.edu/access/> or call for additional information or to schedule an appointment.

Campus	Voice	TTY
East	216-987-2052	216-987-2230
Metro	216-987-4344	216-987-4048
Westshore	216-987-5079	216-987-5117

**FACULTY ADVISING**

Nursing faculty is available during regularly scheduled office hours to assist students as they progress through the program. Students and faculty cooperatively develop strategies to enhance clinical, classroom, and laboratory performance. The student may be referred to appropriate college resources as indicated. It is the student's responsibility to seek assistance before serious problems arise.

**NURSING AND ALLIED HEALTH CAREERS STUDENT SUCCESS CENTER**

The Nursing and Allied Health Careers Student Success Center is located on Metro Campus MHCS #332, phone 987-4308. Resource materials and tutoring for Nursing and the Health Sciences is available in the Success Center.

**NURSING TUTORING**

Nursing tutoring is available on Metro Campus through the Student Success Center. Tutoring for off-campus and other campus sites is available. Students are to check the ADN Program Group Site for posted tutoring schedules for times and locations.

**SUPPORT COURSES TUTORING**

Tutoring for support courses is available at each campus Learning Developmental Center. East Campus: 987-2280; Metro Campus: 987-4600 and West Campus: 987-5200.

**NCLEX-RN PREPARATION**

Cuyahoga Community College provides the graduating student with a list of various methods and courses for preparation for the NCLEX-RN. NCLEX-RN review books can be purchased at the campus bookstores, local bookstores and online sites. A limited number of NCLEX review materials are available at each campus library/nursing lab.

## SCHOLARSHIP INFORMATION

### Foundation Scholarships for Health Career Students:

Visit the **Cuyahoga Community College web site** for scholarship information at <http://www.tri-c.edu/paying-for-college/financial-aid-and-scholarships/apply-for-scholarships.html>

## GRADUATION AND LICENSING PROCEDURES

### GRADUATION REQUIREMENTS

Students must satisfactorily complete all of the prescribed program sequence requirements with a grade of "C" or better in each nursing course and with a cumulative "C" average in all other courses to qualify for graduation. An Associate of Applied Science in Nursing degree will be granted to students who have completed all of the college requirements. (See the College Catalog)

It is the **student's responsibility to petition for graduation** at the Admissions and Records Department at their campus of record, following the time and procedure requirements set by the college. **Students are responsible to meet a counselor to review the Degree Audit Report (DARS) and make any provisions to meet all degree requirements (including the appropriate completion of any Petition for Course Substitution or Waiver Form).**

### *NCLEX EXAMINATION*

In April 1994, nurse licensure candidates began taking the National Council Licensure Examination (NCLEX) on a computer at any one of the many conveniently located test centers across the United States and its territories. The change to computerized adaptive testing (CAT) for the nurse licensure examination came about as a result of a decision made in August 1991 by the National Council of State Boards of Nursing (National Council). Beginning August 16, 2002, test administration services for the NCLEX examinations will be provided by VUE.

There are fees for taking the NCLEX and for licensure as required by state boards of nursing. Contact the appropriate board of nursing to find out about these costs.

In April 2003, the National Council now requires potential candidates to complete a form regarding their citizenship, which is a mandate based upon a federal government requirement. The citizenship form must be submitted with the candidate bulletin or it will delay the graduate's paperwork from being processed.

Students are advised to prepare financially for submission of NCLEX fees at the beginning of the final semester of enrollment.

During the last semester of nursing, a Department representative will discuss the NCLEX application process.

## **APPENDIX**

## Division of Nursing

### ADMINISTRATION

Dr. Vivian Yates, PhD, RN, CNS  
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Kimberly Edwards, DNP, RN  
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KIMBERLY.EDWARDS@TRI-C.EDU

# FORMS

**LETTER OF AGREEMENT**

I have read, understand and agree to abide by the Rules, Regulations, and Guidelines regarding the Nursing Education Program as approved by the nursing administration and faculty and published in the Associate Degree Nursing Education Student Handbook.

I am responsible for checking the Nursing Program Web Site and adhering to posted revisions and changes to the rules, regulations and guidelines published for the Nursing Education Student Handbook.

I understand that this signed statement is a requirement for continuation in the Nursing Education Program and that it will be filed in my student record.

Check appropriate year:

First-Year Student \_\_\_\_\_ Second-Year Student \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Printed Name \_\_\_\_\_ Student ID \_\_\_\_\_

**COMMENTS**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The student will sign the form above and below and return the statement to the Division of Nursing Education.

**Chemical Substance Policy**

I have received a copy of the Chemical Substance Policy. I have read the policy and agree to comply with the terms.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student ID

\_\_\_\_\_  
Print Your Name

**CUYAHOGA COMMUNITY COLLEGE  
DIVISION OF NURSING  
DEGREE AUDIT REPORT (DARS) AGREEMENT**

I am responsible for running a Degree Audit Report (DARS) report prior to registration every semester in order to register for concurrent course(s) that may be needed. I understand I am responsible to meet with counseling and register for all co-requisite course(s) that have not been successfully completed with a grade of "C" or higher. I am aware that if co-requisite course(s) are not taken as outlined each semester in the Program Course Sequence (found in Associate Degree Nursing Education Student Handbook) I will be administratively dropped from the nursing program. I am aware the co-requisite course(s) may be taken prior to the required semester, **but not after** the scheduled semester.

I understand I am responsible for meeting the posted deadlines to Petition for Graduation. The deadlines can be found in the Academic Calendar located on the My Info Tab on My Tri-C Space as well as the Credit Class Schedule Book. In order to prepare for graduation I understand I am responsible to meet with counseling to review my Degree Audit Report (DARS) and make any provisions to meet all degree requirements.

Date: \_\_\_\_\_

Student ID: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Date: \_\_\_\_\_



**CUYAHOGA COMMUNITY COLLEGE**  
**Division of Nursing**  
**WITHDRAWAL FORM\***

Name \_\_\_\_\_ Campus of Record \_\_\_\_\_

Student ID \_\_\_\_\_ Date of Withdrawal \_\_\_\_\_

Reason(s) for Withdrawal

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I understand that:

**Students that have either failed a clinical nursing course or withdrawn from a clinical nursing course regardless of the reason are eligible to be readmitted one time only.**

Submit this completed form to the Metro Campus Division of Nursing office.

\*The **Documentation of Student Status at Time of Withdrawal** form must be attached to this document.

\*Students who are eligible for readmission to the nursing program need to submit the completed **Request for Readmission** form.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

**NOTE:** IN CONJUNCTION WITH COMPLETION OF THE DIVISION OF NURSING WITHDRAWAL FORMS, STUDENTS **MUST ALSO** WITHDRAW FROM THE COURSE(S) IN ACCORDANCE WITH THE COLLEGE WITHDRAWAL PROCESS. FOR THE COLLEGE WITHDRAWAL POLICY REGARDING NON-NURSING COURSES, REFER TO THE ACADEMIC & STUDENT SUPPORT INFORMATION IN THE CCC CATALOG.

*CUYAHOGA COMMUNITY COLLEGE*  
**Division of Nursing**  
**DOCUMENTATION OF STUDENT STATUS AT TIME OF WITHDRAWAL**

Student Name \_\_\_\_\_ Withdrawal Date \_\_\_\_\_

Student ID \_\_\_\_\_

Course Withdrawn From:  Days  Modified Evening

Program/Track Enrolled in:

**A.D.N. Program:**

- Generic Track
- 
- LPN-to-RN Track
- Accelerated Track

**P.N. Program:**

- P.N.

At the time of the withdrawal, the student was:

- Passing the course
- Failing the course (Must also choose appropriate box below)
  - Theory <75%
  - Clinical failure
  - Math competency failure
  - Nursing Skills lab failure

Additional Information \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_

**CUYAHOGA COMMUNITY COLLEGE**  
**DIVISION OF NURSING**  
**REQUEST FOR READMISSION TO THE NURSING EDUCATION PROGRAM**

Check current  
program:

**A.D.N.**

**P.N.**

Date: \_\_\_\_\_

NAME: \_\_\_\_\_ Student ID \_\_\_\_\_

Please consider my request for readmission to the Nursing Program

Course requesting readmission to: \_\_\_\_\_

Requested semester of return: \_\_\_\_\_

Request Re-Admission to:

Days:

Modified

Evenings:

I understand that readmission to the Nursing Program will be contingent upon:

1. Eligibility for readmission will be per current Division of Nursing policies and procedures.
2. **All readmissions, regardless of the reason, shall be on a space available basis.**
3. I accept the policies that are in effect at the time of my readmission.

Student Signature: \_\_\_\_\_

IT IS THE STUDENT'S RESPONSIBILITY TO SUBMIT ALL REQUIRED HEALTH CARE AND BACKGROUND CHECK AND CPR REQUIREMENTS. IF ALL RECORDS ARE NOT UP TO DATE AND APPROPRIATELY SUBMITTED, THE STUDENT WILL NOT BE AUTHORIZED TO REGISTER FOR NURSING COURSES.

**IT IS THE STUDENT'S RESPONSIBILITY TO MAINTAIN CURRENT CONTACT INFORMATION WITH CUYAHOGA COMMUNITY COLLEGE'S DEPARTMENT OF ADMISSIONS AND RECORDS.**

**CUYAHOGA COMMUNITY COLLEGE**

**DIVISION OF NURSING EDUCATION**

**CURRENT NURSING STUDENT: REQUEST FORM FOR CAMPUS, TIME, OR PROGRAM CHANGE**

This form is to be used by students that are **currently registered** in a nursing course. The form is to be completed and submitted to the Nursing Office **prior to registration**. Regardless of reason, a request shall be granted on a **space available basis**. If a space is not available, the request will be maintained on file. A request may be granted **only one time** while in the Nursing program.

Name: (Print) \_\_\_\_\_ S# \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Time and/or Campus Change**

Current Status	Change Request
Semester: <input type="checkbox"/> Fall , year: _____ <input type="checkbox"/> Spring , year: _____	Semester for Change: <input type="checkbox"/> Fall , year: _____ <input type="checkbox"/> Spring , year: _____ <input type="checkbox"/> Summer ( <b>PNs only</b> ), year: _____
Enrolled Nursing Course/s: _____	Nursing Course/s: _____
Campus: <input type="checkbox"/> Metro <input type="checkbox"/> Eastern <input type="checkbox"/> West Shore	Campus: <input type="checkbox"/> Metro <input type="checkbox"/> Eastern <input type="checkbox"/> West Shore
Section: <input type="checkbox"/> Days <input type="checkbox"/> Modified Evenings	Section: <input type="checkbox"/> Days <input type="checkbox"/> Modified Evenings

**Change: ADN to PN Program**

Yes, I am requesting to be considered for admission into the Practical Nursing Program.

ADN Courses successfully completed

- NURS 1300
- NURS 1450
- NURS 1600
- NURS 1701
- NURS 2300

**CUYAHOGA COMMUNITY COLLEGE**  
**DIVISION OF NURSING**  
**CLINICAL ABSENCE FORM**

The instructor and student must complete an absence report within one week of the absence. Documentation will be placed in student's file.

Course:

Name:

Student ID:

Instructor:

Date of absence(s):

Absence reported to agency:

Nature of clinical experience missed:

Summary of reason for absence (attach appropriate documentation):

Comments by instructor:

Comments by student:

Instructor signature: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

**CUYAHOGA COMMUNITY COLLEGE HEALTH CAREERS AND NURSING PROGRAMS  
PHYSICAL EXAM AND IMMUNIZATION DOCUMENTATION FORM**

For most current Information: <http://www.tri-c.edu/programs/nursing/health-care-cpr-requirements.html>

## ***CAMPUS LOCATIONS***

### **METRO CAMPUS**

2900 Community College Avenue  
Cleveland, Ohio 44115

### **EASTERN CAMPUS**

4250 Richmond Road  
Highland Hills Village, Ohio 44122

### **WESTERN CAMPUS**

11000 Pleasant Valley Road  
Parma, OH 44130

### **WESTSHORE CAMPUS**

31001 Clemens Road  
Westlake, Ohio 44145

*Revised August, 2015*