



2011-2012
Student Handbook

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This Nursing Program is **approved** by:

The Ohio Board of Nursing
17 South High Street, Suite 400
Columbus, Ohio 43215-3413
Telephone (614) 466-3947
<http://www.nursing.ohio.gov/>

This Nursing Program is **accredited** by:

The National League for Nursing Accrediting Commission
3343 Peachtree Road NE Suite 850
Atlanta, Georgia 30326
Telephone (404) 975-5000
<http://www.nlnac.org/>

Dear Students:

Welcome to the nursing program! We are glad you have decided to begin the clinical courses. Stay in the program, do well, and you will graduate in seven terms, ready to take the national board exam (NCLEX) and become an RN.

This program is demanding and challenging. To do well, you will need the help of family and friends. And you will *really* need the support of others who are going through the program with you. Take a chance! Reach out and get to know other students. No one else will understand exactly what you are going through.

The faculty and advisors are here to help you be successful. Let us help you! When you have questions or concerns, **TALK TO US!** Use the resources available to you, which are listed on the next few pages.

During the next seven terms, you will learn to assess, diagnose, plan, implement, and evaluate nursing care for people with a variety of health care concerns. You will build upon the principles and theories you have been learning in science and humanities courses, as you learn the art and science of nursing. You will carry a heavy responsibility to provide appropriate, skilled nursing care. And in return, you will have the opportunity to assist people in critical or vulnerable moments of their lives.

Congratulations, welcome, and best wishes as you join our student body!

The Faculty of the Nursing Program

Nursing Program Faculty and Staff

Individual	Phone Number (All start with 513-569-)	Office Number
Bacher, Susan.....	1231.....	348
Coleman, Piper.....	5735.....	332
Curry, Janice.....	1285.....	313
Donohue, Florence.....	1288.....	338
Faessler, Judy.....	1294.....	340
Guntzelman, Sue.....	1290.....	334
Hancox, Jeri (Program Chair, NURP).....	1289.....	336
Heck, Brenda.....	1432.....	319
Hamon, Beth.....	1291.....	362
Hochmuth, Roberta.....	1293.....	328
Hying, Debra.....	1282.....	311
Johnson, Joanne (Program Assistant Director/Coordinator).....	1295.....	326
Lipscomb, Sherri.....	1287.....	213
Lockett, Janice.....	1292.....	322
Lozier, Dan.....	1284.....	304
Mathew, Alice.....	1674.....	347
Palmer, Alice.....	1476.....	330
Rohr, Denise (Program Director/Associate Dean).....	4972.....	318
Rose, Connie.....	1229.....	315
Varchol, Dottie.....	1286.....	360
Zellner, Suzanne.....	1280.....	324
Adjunct faculty.....	1670 (to leave a message)	
Learning Resource Center Coordinators..... Sharon Sawicki, Marianne Conroy	1687.....	202/204

*Everyone needs a little help from time to time.
Here is a list that might give you an idea where to turn.*

Transfer Credit, Advising Prior to the First Clinical Term, and Degree Audits for Financial Aid Appeals

Joanne Johnson, Program Assistant Director/Coordinator

Legal Issues Related to Licensure and Background Checks

Denise Rohr, Program Director/Associate Dean

Clinical Course Information- NUR:

Level 2	4930s courses	Sherrri Lipscomb or Dan Lozier
Level 3	4940s courses	Janice Lockett
Level 4	4950s/60's and summer elective	Beth Hamon
Level 5	4973	Sue Guntzelman
Level 6	4980s courses	Piper Coleman

Course Information – NURP program:

Jeri Hancox, NURP Program Chair

If you are in doubt where to turn, just ask an instructor.

Health Excel Services

Purpose:

Health Excel Services is a *free* student support service available to *all* students enrolled in a Health and Public Safety Division program

Goal:

To assist students in meeting their academic and career goals

Services:

- Academic, Career, and Personal Advising
- Tutoring: Individual and group tutorial provided by qualified instructors or peers
- Time Management, Stress Management and Study Skills
- Scholarship Information

Getting Started Is Easy:

- Students need to be enrolled in a degree or certificate program in the Health and Public Safety Division.
- Students need to complete a Health Excel Application and schedule an appointment with a Health Excel Advisor. Appointments can be made by stopping at the Health and Public Safety reception desk (HPB 312) or by calling 513-569-1670

For more information on Health Excel Services contact:

Lisa Lucas 569-1224

Nursing Student Organization

All students in the Nursing Program are members of the Nursing Student Organization. N.S.O. is a virtual community for students run by the Student Committee of the Nursing Program to encourage students and faculty to share information, questions or concerns. The site is located under the College Community tab on the college's Web site at MYCSTATE. Please check the site frequently for general nursing student updates and please use this site to share and discuss any student issues.

THE NURSING RESOURCE CENTER

The Nursing Resource Center, located in Room 202-204 of the Health Professions Building, is open to all nursing students enrolled in the technical nursing courses. Divided into a classroom area and an open lab area, the Center has bedside care stations, computers, nursing reference library and interactive bulletin display boards. Student access to the classroom area is limited as nursing courses are scheduled in this portion of the Center. The open lab area, however, is available to all nursing students during all the Center's open hours. Scheduled open hours for the Center are posted on the entry door and will typically include weekday hours, early evening hours and Saturday hours. The Center is not open for student use on any Holiday recognized by the College. Phone number for the Center is 569-1687.

The Center is staffed by a Coordinator during all of the posted open hours. Center Coordinators assist students with practicing patient care skills, answer student questions and assist students with using the Center's computers. The Coordinators do not teach, demonstrate or competency nursing students in their patient care skills. Time spent in the Center does not substitute for your participation in the nursing courses, but rather it provides you with an opportunity to expand your knowledge of classroom content.

Both interactive software nursing programs and Internet access are available through the Center's computers. Library reference textbooks can be used in the Center and can also be signed out for short-term periods through the Center's Coordinators. All software programs, reference material, videos, tapes and bulletin board displays, located in the Center, are designed to reinforce your learning in the nursing courses.

The Center's Coordinators welcome you to the nursing program. We look forward to assisting you to use all the supportive learning resources available within the Center.

Nursing Resource Center Coordinators,

Sharon Sawicki
Marianne Conroy

Ohio Board of Nursing Licensure Issues

Criminal History

All graduates who apply for licensure in Ohio will be completing an application form that requires acknowledgement of any felonies, misdemeanors committed in the course of practice, or any misdemeanor drug law violation. Below is the letter that is sent to anyone seeking legal advice from the Board of Nursing. Please read it carefully.

May 12, 2003

Dear Mr./Ms.:

You have requested information from the Ohio Board of Nursing regarding attending nursing school and/or obtaining a nursing license when you have a criminal history.

Please be advised that the following crimes are automatic bars to licensure for applicants who entered a prelicensure education program on or after June 1, 2003:

**AGGRAVATED MURDER;
MURDER;
VOLUNTARY MANSLAUGHTER;
FELONIOUS ASSAULT;
KIDNAPPING;
RAPE;
AGGRAVATED ROBBERY;
AGGRAVATED BURGLARY;
SEXUAL BATTERY;
GROSS SEXUAL IMPOSITION; and
AGGRAVATED ARSON.**

Further, the Board may propose to deny an application for the following:

**ANY FELONY;
A CRIME INVOLVING GROSS IMMORALITY OR MORAL TURPITUDE;
A MISDEMEANOR DRUG LAW VIOLATION; and
A MISDEMEANOR COMMITTED IN THE COURSE OF PRACTICE.**

Other than the automatic licensure bars described above, the Board is unable to give definitive answers regarding licensure prior to entry into or during participation in a nursing education program. The Board does not have the authority to make a determination or adjudication until an application has been filed. In addition, the Board is unable to advise, speculate, or give informal answers to the question of licensure prior to the time that the application is filed.

If an applicant has a criminal history, the Board conducts a thorough investigation of any grounds that may exist for licensure denial at the time that the application is filed. The Board may consider whether the applicant has made restitution and/or has been rehabilitated. However, the Board's primary mission is protection of the public so the Board must determine an applicant's risk to the public as a licensed nurse.

There may be additional considerations for individuals interested in attending nursing school that include but are not limited to Senate Bill 160. This bill sets forth automatic and discretionary bars to employment of those providing direct care to older adults and children for certain crimes. SB 160 is separate from the Nurse Practice Act. A copy of a worksheet regarding SB 160 has been included for your reference.

I hope that the information provided will be of assistance to you.

Very truly yours,
Lisa Ferguson-Ramos, R.N., J.D.
Compliance Manager

***If you have any questions about licensure issues, contact the Program Director,
Denise Rohr, as soon as possible***

Compliance Questions Asked at time of Licensure Application

The following questions will be asked of all applicants for licensure in the state of Ohio:

1. Have you ever been licensed to practice nursing in Ohio?
2. Have you ever been licensed to practice nursing in any state (other than Ohio), commonwealth, territory, province, or country?
3. Have you ever been convicted of, found guilty of, pled guilty to, pled no contest to, entered an Alford plea, received treatment or intervention in lieu of conviction, or received diversion for any of the following crimes (this includes crimes that have been expunged if the crime has a direct and substantial relationship to nursing practice)?
 - a. A misdemeanor committed in the course of practice in Ohio, another state, commonwealth, territory, province, or country?
 - b. A felony in Ohio, another state, commonwealth, territory, province, or country?
 - c. A crime involving gross immorality or moral turpitude in Ohio, another state, commonwealth, territory, province, or country?
 - d. A violation of any municipal, country, state, commonwealth, or federal drug law.
This does not include alcohol related offences.
4. Has any board, bureau, department, agency or other public body, including those in Ohio, in any way limited, restricted, suspended, or revoked any professional license or certificate granted to you; placed you on probation; imposed a fine, censure or reprimand against you? Have you ever voluntarily surrendered, resigned, or otherwise forfeited any professional license, certificate or registration?
5. Have you ever, for any reason, been denied licensure or relicensure, application for licensure or relicensure, or the privilege of taking an examination in any state (including Ohio), commonwealth, territory, province, or country?
6. Have you ever entered into an agreement of any kind, whether oral or written, with respect to a professional license in lieu of or in order to avoid formal disciplinary action with any board, bureau, department, agency, or other public body, including those in Ohio?
7. Have you been notified of any current investigation of you, or have you ever been notified of any formal charges, allegations, or complaints filed against you by any board, bureau, department, agency or other public body, including those in Ohio, with respect to a professional license?
8. Have you ever been diagnosed as having, or have you been treated for pedophilia, exhibitionism, or voyeurism?
9. Within the last five years, have you been diagnosed with or have you been treated for bipolar disorder, schizophrenia, paranoia, or any other psychotic disorder?
10. Have you, since attaining the age of eighteen or within the last five years, whichever period is shorter, been admitted to a hospital or other facility for the treatment of bipolar disorder, schizophrenia, paranoia, or any other psychotic disorder?
11. Are you currently engaged in the illegal use of chemical substances or controlled substances?

Note: for full information visit www.nursing.ohio.gov

Background Check at time of Licensure Application

Ohio

Candidates who wish to sit for the NCLEX-RN examination will be required to submit their fingerprints to the Bureau of Criminal Identification and Investigation (BC&I). More information will be distributed to all students towards the end of the curriculum.

The Ohio Board of Nursing Rules and Regulations are available at http://www.nursing.ohio.gov/Law_and_Rule.htm

Kentucky

A background check is required by the state of Kentucky. Information is available at <http://kbn.ky.gov/license/>.

Requesting NCLEX Testing Accommodations (Ohio)

For candidates with disabilities as defined by the American Disabilities Act (ADA), accommodations are made only by the Ohio Board of Nursing (OBN) and the National Council of State Boards of Nursing authorization. The OBN recommends that the applicant notify the OBN, in writing, six months prior to program completion. The applicant is required to submit documentation:

1. Letter from the applicant
2. Letter from the program director
3. Diagnostic report from an appropriate professional practitioner (evaluation must have taken place within three years prior to application)

Contact the OBN and request “Process for Obtaining Accommodations in the NCLEX Examination Administration Procedures” for detailed information. You may download the information from <http://www.state.oh.us/nur/LicensureInformation.htm>.

Special Needs:

Any student with a disability necessitating accommodations prescribed by the Americans with Disabilities Act or Section 504 of the Rehabilitation Act must meet with Mr. David Cover, Special Needs Counselor, prior to participating in classroom or laboratory activities. He will be the primary resource to determine what accommodations are necessary to provide the appropriate learning opportunity for the student. Mr. Cover may be contacted at 569-1613.

STUDENT HEALTH RECORDS

A written report of a physical exam is **required** in order to enter or re-enter a Health Technologies program. This exam must have been **within the past six months**. The written documentation on the immunizations and the tests listed here must include the actual dates for each immunization or test. Please note that all immunizations and tests listed on the report are required by clinical facilities where clinical laboratory experiences are scheduled.

Students who do not submit the proper verification of immunizations / vaccines and tests will not be allowed to register for technical classes as clinical placement will be denied.

Some of the immunizations and tests listed here will require **periodic updates** while the student is in school. For instance, the series of Hepatitis vaccines takes six months to complete, and a tetanus booster is required every ten years. A PPD skin test is required **every year** while enrolled in technical courses.

Students who do not maintain current health records and / or who do not follow through with required periodic updates for immunizations or tests are not eligible for clinical placement.

Call the Nursing Learning Lab Coordinators for clarification: (569-1687)

Remember:

You cannot register for clinical nursing courses until all health records are completed.

You must keep immunizations and tests current to be able to continue in the program.

IMMUNIZATIONS and TESTS

Diphtheria/Tetanus

Documentation of Tdap after 2005

Documentation of booster **within last 10 years**

A repeat booster will be required if the ten-year expiration date occurs while you are taking technical courses.

Measles, Mumps, Rubella

Documentation of specific illness (dates it occurred) diagnosed by physician

or proof of 2 doses (dates received) of MMR (measles, mumps, rubella) vaccine.

The 1st dose must have been given after the age of 12 months,

and at least one dose must have been given after 1967.

or titers (blood tests) to demonstrate immunity to each specific illness (measles, mumps, and rubella).

Tuberculin (PPD) Test

Documentation is required of an initial 2-step PPD skin test (two separate injections, 1-2 weeks apart), and then proof of a yearly one-step PPD skin test every year thereafter. The most recent skin test must be within 12 months of starting the clinical courses. If you cannot verify dates that this has been done, you will need to obtain a new two-step PPD skin test within six months of starting the clinical portion of the program.

******A 1-step PPD skin test must be repeated each year to remain in the program. Written documentation with dates and results is required.

Individuals with a **positive** PPD skin test result are required to have a chest X-ray (done within the past year) to rule out active disease.

Individuals who have received BCG vaccine in the past should not take a PPD skin test. They are required to have a chest x-ray (within the past year).

*******These individuals (with positive reaction to PPD skin test OR inability to take PPD skin test)) must also complete a TB symptom questionnaire yearly while in technical courses (students should obtain this from the Lab Manager).

Hepatitis B

Documentation of the completion of the series of three (3) Hepatitis vaccine injections, given over six months, as recommended by the CDC (Center for Disease Control). **or** a titer (blood test) demonstrating immunity (10 IU).

For students beginning the injection series, completion of the **first two injections** (given one month apart) is **required prior to being allowed to register for technical courses**. To remain in the program, the third injection must be obtained as recommended (within the six month time period), and written documentation must be submitted at that time.

Students who do not complete the Hepatitis injection series correctly (three injections over a six month period) will be required to have a titer (blood test) done in order to demonstrate immunity status.

Chicken Pox

Proof of documented physician-diagnosed illness (dates of occurrence) **or** proof of **two** vaccinations for chicken pox

If the individual's immune status is unknown, a titer (blood test) is required to demonstrate immunity.

If the titer does not demonstrate immunity, the chicken pox vaccination is required.

Flu Vaccine

Documentation of annual influenza vaccination.

OTHER

Students may be required to receive other vaccinations at the digression of our clinical partners. Failure to follow facility policy will result in denial of clinical placement and may prevent progression through the nursing program.

Potential Sites for Physical Exams and Immunizations

If you do not have a primary care provider or health insurance, you may want to consider these sites. Call specific sites for details about eligibility, services, and fees. Note that you may need to provide proof of income or of student status in order to receive services on a “sliding scale fee” basis.

For additional sites, you can look in the Yellow Pages under “clinics,” “public health,” or “health department.” Try the Government section under City of Cincinnati – Health Centers, or your local city or county. In some areas, it may be listed under Human Services or under Health Department. You can check with your city or county government for availability of a local public health department.

Information provided here is subject to change at any time. Cincinnati State College is not connected to any of these organizations, and is not responsible for any services provided by any of these sites.

Cross Roads Clinic 381-2247 5 East Liberty Street Physical Exam on sliding scale	Drake Center – West Mitchell 641-2010 64 West Mitchell Avenue
Elm Street Clinic 352-3092 Cincinnati Health Dept (must be city resident) 1525 Elm Street Physical exam on sliding scale	Hamilton County Dept. of Tuberculosis Control 184 East McMillan 946-7600 PPD skin test and CXRs available
Hamilton County Health Department 946-7882 Offers monthly clinic in <i>Harrison, Ohio</i> <i>Call for dates and times</i>	Mt. Auburn Health Center 241-4949 2415 Auburn Avenue Physical Exam, vaccines, PPD all provided on sliding scale
Mount Healthy Family Practice Clinic 8146 Hamilton Avenue 522-7500 Physical Exam Vaccines and PPD	Northside Health Center 357-7600 Cincinnati Health Dept (must be city resident) 3917 Spring Grove MMR, Tetanus vaccine, PPD Hepatitis vaccine
Price Hill Health Center 357-2700 Cincinnati Health Dept (must be city resident) 2136 West Eighth Street Physical Exam, vaccines, PPD all provided on sliding scale	University Health Services 584-4505 University of Cincinnati Hospital Medical Clinic Must schedule an appointment Physical exam, Hepatitis vaccine, PPD skin test Sliding scale fees
Walnut Hills-Evanston Medical Center 3036 Woodburn Avenue 281-4116 Physical Exam, vaccines, PPD all provided on sliding scale	West End Health Center 621-2726 1413 Linn Street Physical Exam, vaccines, PPD all provided on sliding scale
Clermont County Public Health 732-7449 Call for information	Warren County Health Clinic 925-1228 416 South East Street Lebanon – <i>must be Warren County resident for services</i> Physical r sliding scale, PPD Hepatitis, Tetanus, MMR
KY Covington Family Health Center 859-491-7616 1132 Greenup Street, Covington, KY	KY Dayton Family Health Center 859-291-8515 615 6 th Street, Dayton, KY
KY Dixie Pike Family Health Center 859-655-8900m 1100 Pike Street, Covington, KY	KY Newport Family Health Center 859-431-0779 741 Central Ave, Newport, KY
Dearborn County Health Department 812-537-8826 <i>Should be resident of Dearborn County, Indiana, or immediate vicinity</i> Call to set up appointment PPD, MMR, Tetanus vaccines available but Hepatitis series not available	

Clinical Site Requirements: Background Checks and Urine Drug Testing

The use of background checks for individuals working in clinical settings is one of the means agencies use to help protect their clients/patients. While obtaining background checks is not new for clinical agencies, The Joint Commission has recently added to their Human Resources standards (HR.1.20) a section related to criminal background checks. The Joint Commission standard requires agencies to include nursing students in criminal background checks when required by state law, regulation or hospital policy. (www.jcaho.com)

Ohio is one of the many states in the country to mandate criminal background Checks for employment. In 1993, Senate Bill 38 (SB 38) was passed and codified in Section 3701 of the Ohio Revised Code (ORC). SB 38 requires criminal records check for potential employees working in positions of responsibility for the care, control or custody of children. Senate Bill 160 (SB160), effective January 27, 1997, requires entities to request a criminal records check of each applicant under final consideration for a position that involves care to a person age 60 and older. The law requires the record checks be requested from the Bureau of Criminal Identification and Investigation (BCII) and prohibits hiring an applicant who has been convicted of certain offenses or who fails to provide the information necessary for a records check.

There are three primary reasons for performing these checks:

1. A criminal record may prevent you from receiving a professional license upon completion of an educational program. Most state licensing boards perform a criminal background search as part of the licensure process, and it would be unfortunate to complete an education, yet be unable to be granted a license.
2. Hospitals in which you work as part of your clinical rotations are required to have a background check report on file for all providers of hands-on care, whether they are employees of the hospital or not (this included nursing students)
3. It may be the case that a person may have a criminal record and is not aware of it. For instance, an old conviction that is eligible to be purged from the student's record must be expunged following a written request; if the student does not submit the written request, then the conviction will remain on the student's record even though it is eligible for removal. Such a conviction could prevent licensure or future employment. Finding out now allows the student to take the necessary steps to make proper amends. Also, if it is not possible to remove a conviction at present, it is recommended that the conviction be disclosed so that employment or licensure is not denied for providing false information.

Timing of Background Check Completion

Background checks will be completed on all nursing students when they are placed on the class list. If the background check was completed greater than six months prior to starting clinicals, the background check must be repeated one month before the start of the term the clinical experience begins.

Procedure for Obtaining Background Checks.

1. Determine the hours during which the Cincinnati State Public Safety Office is currently completing background checks.
2. Go to cashier and pay \$60 (cash only) for the BCII and FBI Background Checks and take your receipt to the Public Safety Office in the lower level of the Main Building.
3. Give your receipt to the officer in the Public Safety Office and complete the process. Have your background check sent to:

Denise Rohr
Cincinnati State Technical and Community College
Health and Public Safety Division
3520 Central Parkway
Cincinnati, OH 45223

Types of Convictions that Would Make the Student Ineligible for Clinical Experiences:

Any conviction that would bar you from licensure will exclude you from the nursing program. (Refer to page 10 of this handbook.) Additionally any:

Felony convictions

Violent offenses

Drug offenses

Theft offenses

Domestic Violence offenses

More than one conviction of the same misdemeanor offense may bar you from clinicals. The program director will review the record and the decision made based on **The Criminal Records Check Law in Ohio**. (Refer to www.nursing.ohio.gov/pdfs/OHCRC.pdf to review a summary of the criteria set forth by the Ohio revised code on The Criminal Records Check Law in Ohio.) The decision will be reviewed by the Assistant Dean of the division responsible for the nursing program.

The clinical sites to which you will be going have the right to require additional background checks and urine drug testing. A felony or a repeated misdemeanor may prevent clinical placement. A positive urine test will prevent clinical placement. If either or both of these occur, the student will be dismissed from the program.

Any questions about these requirements should be addressed to the Program Director, Denise Rohr

Nursing Skills and Activities

The National Council of State Boards of Nursing has identified the following skills and activities as common to all practicing nurses. The Cincinnati State nursing faculty believes that student nurses should be able to perform these core skills and activities, with or without reasonable and appropriate accommodations.

Prior to beginning clinical courses (Level 2 of the nursing curriculum), students who perceive that they may have difficulty meeting these requirements will:

- (1) Submit documentation to the Office for Disability Services regarding:
 - Medical and other factors related to the disability.
 - Specification of the reasonable and appropriate accommodations needed
- (2) Develop a disability accommodation plan in conjunction with the college's Counselor/Special Needs.
- (3) Schedule an appointment to review this plan with the Nursing Program Chair/Director.

In the event that a student currently in clinical courses becomes permanently disabled and unable to perform core skills and activities, the same process outlined above must be followed.

All students are reminded that the Ohio Board of Nursing has very specific requirements for anyone seeking modifications of the NCLEX examination procedures. The process to be followed may be found on the Board's web site at <http://www.nursing.ohio.gov/> .

Any student who has questions about whether disability services might be appropriate is encouraged to work with the Office for Disability Services personnel as soon as possible.

Functional Ability	Core Performance Standard
Gross Motor Skills	<ul style="list-style-type: none">• Move within confined space• Sit and maintain balance• Stand and maintain balance• Reach above shoulders (IVs)• Reach below waist (plug-ins)
Fine Motor Skills	<ul style="list-style-type: none">• Pick up objects with hands• Grasp small objects with hands• Write with pen or pencil• Key/type (use a computer)• Pinch/pick or otherwise work with fingers (syringe)• Twist (turn knobs with hands)• Squeeze with finger (eye dropper)

Functional Ability

Core Performance Standards

Physical Endurance	<ul style="list-style-type: none">• Stand (at client side during procedure)• Sustain repetitive movement (CPR)• Maintain physical tolerance (work entire shift)
Physical Strength	<ul style="list-style-type: none">• Push and pull 25 pounds (position clients)• Support 25 pounds of weight (ambulate client)• Lift 25 pounds (transfer client)• Move light objects up to 10 pounds• Move heavy objects weighing from 10 to 50 pounds• Defend self against combative client• Carry equipment/supplies• Use upper body strength (CPR, restrain a client)• Squeeze with hands (fire extinguisher)
Visual	<ul style="list-style-type: none">• See objects up to 20 inches away• See objects up to 20 feet away• See objects more than 20 feet away• Use depth perception• Use peripheral vision• Distinguish color• Distinguish color intensity
Tactile	<ul style="list-style-type: none">• Feel vibrations (pulses)• Detect temperature• Feel differences in surface characteristics (skin turgor)• Feel differences in sizes, shapes (palpate vein)• Detect environmental temperature
Smell	<ul style="list-style-type: none">• Detect odors from client• Detect smoke• Detect gases or noxious smell
Reading	<ul style="list-style-type: none">• Read and understand written documents
Arithmetic Competence	<ul style="list-style-type: none">• Read and understand columns of writing (flow sheets)• Read digital displays• Read graphic printouts (I&O)• Calibrate equipment• Covert numbers to/from metric• Read graphs (vital sign sheets)• Tell time• Measure time (duration)• Count rates (pulse rate)

- Use measuring tools (thermometer)
 - Read measurement marks (scales)
 - Add, subtract, multiply, divide
 - Compute fractions (medication dosages)
 - Use a calculator
 - Write number in records
- Mobility
- Twist
 - Bend
 - Stoop/squat
 - Move quickly
 - Climb (ladder, stools, stairs)
 - Walk
- Hearing
- Hear normal speaking level sound
 - Hear faint voices
 - Hear faint body sounds (BP)
 - Hear in situations not able to see lips (when using masks)
 - Hear sound alarms
- Emotional Stability
- Establish therapeutic boundaries
 - Provide client with emotional support
 - Adapt to changing environment/stress
 - Deal with unexpected (crisis)
 - Focus attention on task
 - Monitor own emotions
 - Perform multiple responsibilities concurrently
 - Handle strong emotions (grief)
- Analytical Thinking Skills
- Transfer knowledge from one situation to another
 - Process information
 - Evaluate outcomes
 - Problem solve
 - Prioritize tasks
 - Use long term memory
 - Use short term memory
- Critical Thinking Skills
- Identify cause and effect relationships
 - Plan/control activities for others
 - Synthesize knowledge and skills
 - Sequence information
- Interpersonal Skills
- Negotiate interpersonal conflict
 - Respect differences in clients
 - Establish rapport with clients
 - Establish rapport with co-workers

Adopted June 2002
Revised December 2003

Mission Statement of the Nursing Program

The program provides a quality nursing education to a diverse group of students in an environment of respect and support.

Philosophy of the Nursing Program

The philosophy of the faculty of the program in nursing is consistent with the mission statements of the Cincinnati State Technical and Community College. In implementing the total program of studies to prepare the associate degree nurse, accomplishment of the objectives and purposes of this educational program are guided by beliefs which the faculty hold about nursing, health, people, environment, and nursing education.

Health

Health is a complex and dynamic state of physical and psychosocial well-being. The level of health of individuals, families, groups, and communities is influenced by perceptions of wellness or illness. Each individual's and group's perception of health must be acknowledged and respected

Person

Each person has inherent dignity, worth, and uniqueness, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems. Each person has human needs, individual rights and responsibilities. The freedom to exercise rights is subject to the just limitations imposed by society. The person evolves developmentally throughout the life span and exists interdependently within a social environment.

The Environment

The environment is an open system composed of multiple subsystems including family, community, and society. Through interaction with these subsystems, the individual acquires cultural patterns, values and beliefs. Cultural patterns are responses that an individual has to the political, ethnic, socioeconomic, spiritual and religious milieu encountered through interaction with these subsystems. Individuals have the primary responsibility for meeting their own needs within this open system. When an individual cannot take responsibility for self, it becomes the responsibility of members of the family, community, or society to assist the individual in meeting those needs.

Nursing

Nursing is both an art and a science. The art is caring, which we define as the provision of care in a responsible, respectful, sensitive manner. The science is the application of current concepts, principles, and theories from biological, physical, behavioral, and nursing sciences to client care. Both the art and science of nursing merge to assist to clients promote, protect, and enhance their health.

The associate degree nurse is an integral member of the discipline of nursing. The AD nurse provides care to clients in a variety of settings. This nurse delivers and delegates care for individuals, families, and groups of clients at all points on the wellness-illness continuum.

The associate degree nurse is a care provider, leader, and manager. In order to accomplish these roles, the following skills need to be developed:

- Communication
- Advocacy
- Critical thinking/ clinical reasoning
- Management of information
- Sensitivity to diverse populations
- Collaboration

The associate degree nurse acts in a caring, professional manner within the legal and ethical boundaries of nursing. The associate degree nurse demonstrates a commitment to professional growth and self-development.

Associate Degree Nursing Education

Associate degree nursing education is an interactive process by which the learner is prepared to apply a common core of nursing knowledge and skills supported by the biological and behavioral sciences, in order to assume nursing responsibilities for the care of clients. The program relies upon the use of specific objectives and outcome-based evaluation. The educational program is responsive to changing health care issues and to the changing needs of the community and student.

Teaching and Learning

Students and educators bring to the educational experience their own unique knowledge and experiences. A positive exchange of ideas between students and educators is facilitated by mutual respect which enhances the teaching-learning process.

Teaching is the provision of supportive and instructional factors within an environment conducive to learning. The teacher facilitates the learning process by assisting and supporting the learner in many ways. These facilitating behaviors assist students to:

- acquire and develop knowledge
- practice and apply technical skills
- identify changes in attitudes and behaviors
- communicate well
- function effectively within a team
- practice independent thinking and decision-making skills
- seek out logical and tested conclusions
- self-evaluate and make plans for growth

The teacher serves as a positive role model for the learner, exemplifying the application of that which has been or shall be learned. The student has the responsibility to be an active participant in the learning process.

Learning occurs throughout the life span of an individual. Learning occurs best when it follows an organizing framework. Learning takes place in the cognitive, affective and psychomotor domains. It is motivated by the individual's own needs and goals and is evaluated by both the learner and the teacher.

ORGANIZING FRAMEWORK: THREADS AND LEVEL OBJECTIVES

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6 (Terminal)
OBJECTIVES						
Scientific Basis of Nursing Care	Acquires basic scientific principles and theoretical concepts.	Applies basic scientific principles and theoretical concepts to assist individuals to choose health-promoting behaviors.	Applies knowledge from the biological, physical, behavioral, and nursing sciences to meet the basic needs of individuals with common health problems.	Analyzes knowledge from the biological, physical, behavioral, and nursing sciences to provide nursing care for selected client populations.	Analyzes knowledge from the biological, physical, behavioral, and nursing sciences to provide nursing care for clients with complex health needs.	Integrates knowledge from the biological, physical, behavioral, and nursing sciences to provide nursing care in a variety of health care settings.
Professional Behavior of the Nurse* *A. for all courses: Demonstrates expected behaviors as defined by the nursing program's policies and procedures.	Identifies the basic components of human and group behavior.	Demonstrates accountability in the student nurse role.	Demonstrates professional nursing behaviors when providing nursing care for individuals with common health problems	Exhibits professional nursing behaviors when providing nursing care for a selected client populations.	Exhibits professional nursing behaviors when providing nursing care for clients with complex health needs.	Exhibits professional nursing behaviors.
Sensitivity to Diversity	Recognizes the importance of values and beliefs of individuals and groups.	Demonstrates knowledge of values and beliefs of groups within the community.	Recognizes the impact of values and beliefs when providing care to clients with common health problems.	Incorporates sensitivity to diverse values and beliefs when providing nursing care to selected client populations.	Incorporates sensitivity to diverse values and beliefs when providing nursing care to clients with complex health needs.	Models behavior sensitive to diverse values and beliefs..
Provision of Nursing Care	Develops critical thinking skills for academic success.	Uses critical thinking skills to promote health for individuals.	Provides competent nursing care to clients with common health problems.	Practices competent nursing that demonstrates caring and effective clinical reasoning for selected client populations.	Practices competent nursing that demonstrates caring and effective clinical reasoning for clients with complex health needs.	Practices competent nursing care that integrates caring and effective clinical reasoning.
Communication - therapeutic - professional - electronic	Demonstrates clear and effective written communication.	Utilizes basic communication techniques.	Utilizes communication principles appropriately with clients and other health care professionals.	Facilitates communication to meet the needs of selected client populations.	Facilitates communication to meet the needs of individuals, families, and groups.	Modifies communication to meet the needs of individuals, families, and groups.

Revised 4/19/04

Bethesda School of Nursing
Entry, Continuation, Promotion and Completion Policies

I. Entry Policy

A. All Students Must Meet the Following Criteria to Enter the Technical Sequence of the Nursing Program:

1. Admission into one of the nursing technology tracks (NUR or NURP)
2. An overall grade point average (GPA) of at least 2.75 in courses attempted at the college
3. An overall grade point average of at least 2.5 for courses required in the first two terms of the nursing curriculum
4. A letter offering placement from the Nursing Program Director/Chair, the Nursing Program Assistant Director/Coordinator or the NURP Program Chair.
5. Registered for the nursing clinical courses through the Program Assistant Director/Coordinator or the NURP Program Chair.
6. Completed health records, tests and immunizations prior to registering for the first clinical course.
7. Current American Red Cross (Professional Rescuer) or American Heart Association (Healthcare provider) CPR certification
8. Attendance at program orientation

B. Re-entry – Students re-entering any or all of the first term technical courses must still meet the criteria listed in A.

C. Students who do not meet all criteria for admission into the technical sequence will not be permitted entry.

II. Continuation Policy

A. Grade Point Average

1. An overall grade point average of at least 2.75 is required to enter the program or reenter the nursing program at level 2.
2. A grade point average of at least 2.0 is required in order to remain in and graduate from the nursing program.
3. Students with less than a 2.0 GPA may not remain in or register for nursing courses. Neither can they be placed on waiting lists to re-enter nursing courses until their GPA improves to at least a 2.0. (A "nursing course" is defined as those courses listed in the college catalog beginning with the numbers 49XX as well as the nursing cooperative education experience 9372)

B. Pre-requisites

1. All courses required in the curriculum must be completed with at least grades of "C" or "S"
2. Students are not eligible to be placed on waiting lists for a nursing course or 9372 until all pre-requisites are completed with at least grades of "C" or "S"

C. Co-requisites (Non-technical Nursing Courses)

1. Co-requisites must be taken either before or in the same term as the nursing course for which they are required.
2. A grade of at least a "C" is required for all co-requisites.
3. Co-requisites become pre-requisites for the next term's nursing course.

D. Nursing Courses

All students:

1. Minimum grades of "C" or "S" are required to successfully pass all nursing courses. Although a grade of "D" may be given, it is not considered a passing grade.
2. Students must pass both components of nursing courses which have both lab and theory components to achieve a passing grade for these courses.
3. A specific nursing course can only be attempted twice by a student. Students who fail or withdraw are considered to have attempted the course.
4. Annual documentation verifying absence of active pulmonary disease and proof of current certification in CPR must be maintained throughout the clinical coursework.

NURP students only:

5. NURP course 4918 may only be attempted one time. Students who fail or withdraw are considered to have attempted this course. Students who unsuccessfully attempt the course may seek admission to the NUR program. Students may not re-enter the NURP tract. The NUR requirement that all students be state tested nurse aides is waived for LPNs and credit for the biology prerequisite and pharmacology will be honored. All other requirements for admission to the NUR technical sequence must be met.
6. NURP students who fail 4922 (Term 4) may retake that course and remain in the NURP program. Registration is pending clinical placement.
7. Students who are unsuccessful in any other NURP technical courses may request to be placed on the waiting list to take that course(s) in the NUR program. Registration for NUR courses is pending clinical placement. Upon satisfactory completion of the NUR course(s), the student may petition faculty to return to the NURP tract.
8. As the college transitions to semesters and the nursing curriculum is completely revised, students who fail a nursing course that is not offered again as a regular or bridge course will have an individualized education plan created by the faculty under the NUR curriculum. Due to the curriculum changes, some courses may have content that was part of a course which a student has taken and passed.

NUR students only:

9. For students who are repeating level 2 courses a special opportunity exists. If both NUR 4931 and 4933 are repeated, and successfully passed, the student will be "forgiven" the previous Level 2 failures. If the student is unsuccessful in either

course, this will be counted as a second unsuccessful term and will result in dismissal from the program. A student who chooses to repeat only a single course that was unsuccessfully attempted in Level 2 is cautioned that any further unsuccessful term will result in dismissal from the program (see Dismissal for Academic Reasons Policy below). This opportunity may only be used once.

III. Dismissal for Academic Reasons Policy

1. Two unsuccessful terms of nursing courses (NUR or NURP) will result in dismissal from the program. A grade of “D”, “F”, “U”, or “W” is considered an unsuccessful attempt. The student is eligible to reapply to the program after one year. If readmitted, the student will be placed on the waiting list to begin the technical sequence anew. If it has been longer than seven years since the required sciences, including pharmacology, were taken, the course or courses must be repeated.
2. Students admitted to the program, even if not currently enrolled in nursing courses, can be dismissed from the program and the college for not complying with the Academic Policies and Student Code of Conduct of the College and/or Division as stated in the College Catalog and Division Handbook.

IV. Dismissal for Non-Academic Reasons Policy

1. Students waiting to enter the technical sequence may decline entry one time with permission of either the Program Director/Chair or Program Assistant Director/Coordinator. If permission is not granted, the student may request to be placed at the end of the waiting list.
2. Students on nursing course waiting lists may decline re-entry one time. A second decline will result in the student being dismissed from the program.
3. Students admitted to the program, who are convicted of possession and/or distribution of controlled substances will be automatically dismissed from the program. These students are not eligible for re-admission consideration to the program for five years.
4. Students who test positive for controlled substances on required co-op employer or clinical facility drug screens, for which there is no reasonable explanation for the results, will automatically be dismissed from the program. If these students enter and successfully complete a chemical dependency rehabilitation program, they may request readmission to the program one year after the rehabilitation program is completed. The Program Director/Chair will consider each request on an individual basis.
5. Students who have not complied with obtaining required physicals, immunizations and medical tests by stated deadlines will be dismissed from the program.
6. Students who fail to keep their certification current in CPR will be dismissed from the program.
7. Students who fail to follow the Student Code of Conduct, as stated in the College Catalog can be dismissed from the College.

VI. Promotion Policy

Students are promoted from one curriculum level to the next curriculum level when they have achieved completion of all level requirements with a grade of at least a "C" or "S" in all required courses and have maintained the required grade point average to enter into, remain in and graduate from the program.

VII. Completion Policy

To be eligible for program completion the following criteria must be met:

1. All required courses within the curriculum must be completed with at least grades of "C" or "S".
2. The minimum overall GPA must be at least a 2.0.

Policy Revised June, 2011

Policy Revised November 2010

Policy Revised November 2009

Policy revised June 2004

Supersedes June 2003 policy

Edited June 2006

Cincinnati State Technical & Community College
Bethesda School of Nursing
Class and Waiting List Policies

(The college is in the process of transitioning to a semester based curriculum in 2012. The faculty is in the process of determining out how the calendar, and subsequently the curriculum, will be changed when this happens. Until the new curriculum is established and approved, it is unclear how admission and class list criteria will be affected. Students admitted to the college in September, 2011 and thereafter will be subject to a selective admission process which will be published at that time. Contact a nursing advisor with questions.)

I. Program Class List

The program class list includes all students who have met admission requirements and are ready to begin the technical sequence. In the event that the next class is full, students will be added to the list for the following start date.

A. Eligibility and Placement- NUR

1. Students are placed on the class list to begin the nursing program technical sequence when they have met all of the following criteria:
 - a. admission to the nursing program
 - b. successful completion of all the program prerequisites (i.e. Developmental Education including Math, Chemistry, Biology)
 - c. current listing on the Ohio Nurse Aide Registry
 - d. an overall grade point average (GPA) of at least 2.75
 - e. completion of all Level I courses with a GPA of at least 2.5 and no grade below "C".
 - f. completion of FYE 9002

NOTE: Students are expected to remain in the day or evening portion of the program in which the technical sequence is begun. A request to change must be submitted in writing for consideration by the appropriate Level Coordinator. Decisions will be based upon class, lab and/or clinical placement availability.

Eligibility and Placement – NURP

Students are placed on the class list to begin the NURP Program technical sequence when they have met all of the following criteria:

- a. Admission to the NURP Program
- b. Successful completion of all required conditions (i.e. Developmental Education including Math, and Chemistry.)
- c. Current unrestricted LPN license
- d. Proof of a minimum of 1000 hours of recent direct care experience as an LPN. The nursing manager or supervisor must document satisfactory performance evaluation at the clinical site.
- e. Completion of Level One courses with a minimum specific GPA (grade point average) of 2.5 and no grade below C. The specific GPA is based upon all courses in the first two terms of the curriculum.

- f. An overall Cincinnati State GPA of at least 2.75
 - g. Completion of FYE 9002
2. A student who meets eligibility requirements is placed on the program class list according to the date when the student meets the last of the above criteria. In the event that more than one student meets the requirements on the same day, the date of admission to the nursing program will be used to determine the order that names are placed on the program class list.

B. Involuntary Removal from the Program Class List

- 1. Students are removed from the list for the following reasons:
 - a. failure to comply with the academic policies or Student Code of Conduct of the College and Division Handbook
 - b. failure to begin the technical sequence of the program when offered, unless a one time delay is granted by either the Program Director/Chair or Program Assistant Director/Coordinator.
 - c. failure to maintain current listing on the Ohio Nurse Aide Registry
 - d. failure to maintain an overall GPA of at least 2.75 at entry into the first nursing course
 - e. failure to respond to offer of entry by the deadline date
 - f. conviction of possession and/or distribution of controlled substances or any crime of moral turpitude

II. Special Nursing Course Waiting Lists

A. Eligibility

- 1. Students must meet the criteria of the Continuation Policy to be eligible for placement on a specific course waiting list.
- 2. Students requesting nursing transfer credit or nursing advanced standing credit must be unconditionally admitted to the program, have placement determined by the Curriculum Committee, and meet the criteria for Entry and Continuation Policies before they are eligible for placement on a specific course waiting list

B. Procedure

- 1. Students who wish to be placed on course waiting lists must first schedule a counseling session with the appropriate Coordinator
- 2. The Coordinator will verify student eligibility prior to the counseling session
- 3. During the counseling session the Coordinator will inform the student of his/her eligibility.
 - a. students who are not eligible to be placed on waiting lists will be counseled as to what options are available to them

- b. students who are eligible to be placed on waiting lists will complete a Course Waiting List Request form at the time of the counseling session
- 4. When an opening occurs, the Coordinator contacts the student at the top of the course waiting list. Once informed of the opening, the student must accept or reject the offer at the time of initial contact. As most openings occur due to course failure, the student often has less than one week's notice before placement. Therefore, a student may decline entry one time. A second decline results in dismissal from the program.
- 5. Students who fail two terms of clinical nursing courses are not eligible for a waiting list unless an Exception to the Academic Dismissal Policy is granted. The student may request readmission to the program after one year if an exception is not granted. Readmission will result in the student being placed on the waiting list to begin the technical sequence anew

This policy/procedure is effective February 4, 1997.

Reviewed and edited 6/06

Revised 11/06 (GPA)

Reviewed and edited 7/10

Cincinnati State Technical & Community College
Bethesda School of Nursing
Grading Policy for Nursing Courses

I. Minimum Passing Grades: A minimum grade of “C” or “S” must be earned in all nursing courses.

II. Grading Scale:

A = 90% - 100%

B = 81% - 89%

C = 75% - 80%

D = 70% - 74%

F = below 70%

S = at least 75% achievement of total course points; AND/OR 100% achievement of clinical or contract objectives.

U = less than 75% achievement of total course points; AND/OR less than 100% achievement of clinical or contract objectives.

Formula for calculating grades

$$\frac{\text{Achieved Points}}{\text{Possible Course Points}} = \% = \text{Grade}$$

No “bonus points” will be awarded.

III. Nursing Courses with Both Classroom and Clinical Components:

When classroom and clinical achievement are evaluated separately only one letter grade is earned for a student.

In combined courses, a failing grade in either the classroom component or the clinical component constitutes a course failure, regardless of the level achievement in the other.

Passing Grades:

A passing grade in combined courses is given if the classroom component grade is "C" or better and the clinical component grade is "S". The letter grade of the classroom component will be recorded.

A passing grade is given in courses which issue grades of "S" or "U" if both the classroom and clinical components are evaluated as "S". The passing grade recorded is "S".

IV. College Grade Codes:

Refer to "Other Academic Policies", in the current college catalog.

In the event that a student believes the grade of record to be erroneous it is the student's responsibility to contact the instructor.

VI. Instructor Feedback:

Students are provided with feedback about their classroom and clinical achievement in a timely manner. Clinical evaluations are completed by the instructors and shared with students at midterm and final conferences.

VII. Faculty Responsibilities:

Instructors are responsible for consistent application of the grading policy and for following grading procedures. Course instructors who wish to change grading policy or deviate from it in any way must submit proposed changes with documentation to the Curriculum Committee. Any proposed change or deviation in this policy must be recommended by the Curriculum Committee and presented to Faculty for approval.

Students must be informed of how they will be evaluated at the beginning of each course via the course document. A portion of each first class of each course will be used to verbally explain evaluation methods stated in the course document.

Grades are to be submitted to the Registrar in accordance with college policy. Final grade sheets must be delivered to the Dean's Administrative Assistant by the posted deadline.

The Lead Instructor must maintain a grade book for each course. A record of clinical absences, make-ups, and last date of attendance is also to be maintained by the Lead Instructor of each course.

This policy is effective February 4, 1997.

Revised Edition 8/00

Supersedes: 8/9/93

Rules for Use of Calculators by Students during Tests

A simple calculator may be used when taking a test in nursing classes. This includes “math tests,” written skills lab tests, as well as other tests (unit tests and exams) that contain math problems.

A “simple” calculator is a non-programmable, solar- or battery-powered calculator that can generally be obtained for less than ten dollars. A scientific calculator is NOT acceptable, and a palm-held or laptop computer is NOT acceptable. Any device that requires a plug and cord to an electric outlet is NOT acceptable.

Course faculty have the final word in determining whether a particular calculator is acceptable or not. In order for this determination to be made prior to the start of the test, students must be on time to the test session. The student must show the calculator to the faculty member prior to receiving a test.

For a test or exam scheduled during a regular class period (not a written skills lab test), a student who arrives after the test has been distributed may not be able to use a calculator, as there will be reduced opportunity for faculty to inspect the calculator.

Course faculty may clear the calculator memory when inspecting the calculator for appropriateness prior to the beginning of each test.

Only one student may use the calculator –there is to be no sharing of calculators during the test, or passing of the calculator to another student who is taking the test.

The calculator must be removed from any case or holder, and placed on the desk at the beginning of the test. No written or printed directions for use of the calculator are permitted, and no notes or directions may be affixed to the calculator.

The calculator must be positioned and held in a manner that does not allow other students to the side or the back of the student using it to have a view of the answer screen.

Answers from the calculator must be immediately transcribed onto the test paper, so that the answer can also be “cleared” from the screen immediately.

Students are responsible for following test directions for “rounding” answers to the appropriate place.

When a “standardized” or commercially available test is used (such as MEDS 2000, NLN, HESI, Sylvestri, Mosby AssessTest, Kaplan, etc) it is possible that calculator use may NOT be allowed, according to the publisher’s directions for administering the test. Faculty will provide clarification to students whenever such a test is scheduled.

Cincinnati State Technical & Community College
Bethesda School of Nursing
Attendance Policy

Classroom attendance is an expectation for all nursing courses, and, can be made mandatory by course faculty. Course documents will indicate the policy for each course.

I. Classroom Attendance:

A. Lecture:

1. If attendance is expected rather than mandatory, the student who misses lecture is responsible for obtaining the handouts distributed in class and for the material presented.
2. If attendance is mandatory, the procedure for obtaining excuse for absence and/or make-up activity is outlined in course document.
3. Students who arrive late to a lecture may not be able to enter the class until a break time. If a student is late, the student must follow the course procedure for entry stated in the course document.

B. Tests:

1. Attendance is always required for test dates.
2. If a student is unable to take a test on the scheduled date, the student must notify the course instructor according to the procedure stated in the course document.
3. Make-up tests are scheduled according to the procedure stated in the course document.
4. The course faculty have the right to administer an alternative test as a make-up, and/or change the format of the test.
5. No more than two tests within a course can be made up by a student. A grade of zero will be given for each additional missed test.

II. Laboratory Experiences:

A. Student attendance for all laboratory experiences is mandatory. However, extenuating circumstances may prevent the student from attending a scheduled activity. All missed laboratory experiences must be made up.

1. If a student is unable to attend a laboratory activity, the student must notify the course instructor according to the procedure stated in the course document.
2. Make-ups for missed laboratory activities must be scheduled with the course instructor according to the procedure stated in the course document.

3. The instructor has the right to prohibit a student from participation in a laboratory activity if, in the instructor's opinion, the student is too ill to participate or is unprepared for the activity. In these situations a laboratory absence is counted.
- B. Instructors in each nursing course will determine the maximum number of laboratory absences that they will permit students to make-up.
1. The maximum number of laboratory make-ups per course, per student, will not exceed three.
 2. The specific course policy for laboratory make-ups is stated in the course document.
- C. Students whose laboratory absences near the course limit may be referred to the Health Division Clinical Practice Committee for disciplinary action.
1. The course instructors will make a recommendation for action to the Committee. This recommendation will be based on whether or not the student has the ability or sufficient opportunity to meet laboratory objectives for the course.
 2. The student's Lead Instructor will contact the Dean to request a hearing. The student's Lead Instructor will inform the student of the date and time of the hearing.

The effective date of this policy is February 4, 1997.

Reviewed 8/00

Supersedes: 9/8/93

Guidelines for the Promotion of Academic Honesty

To promote academic honesty in the classroom, these procedures will be implemented before and during test taking. Exceptions to this policy may be made under special circumstances at the faculty's discretion.

Faculty will:

- determine seating for each test
- provide calculators
- proctor each test actively
- assure that all belongings are placed on either side of the room or secured under desks/tables in the classroom
- respond to any student who has a question at the student's seat
- provide scratch paper for the test as needed
- remain in the classroom during a test
- use different versions of a test at their discretion
- determine whether students stay quietly at their desks or leave the room after completing their tests

Students will:

- turn off all electronic devices
- take only 2 pencils & purse/wallet to seat
- remain quiet during test distribution until exiting the room
- follow the Academic Integrity Policy as stated in the college catalog
- remain in their seats until their test is completed

Students will not:

- wear sunglasses, ball caps, headphones
- share anything with other students
- eat at the desk
- leave the room during a test until their test is completed
- expose their test booklet or answer sheet
- reenter the room until the test is completed

Please see the college catalog for a list of consequences for violating the Academic Integrity Policy of Cincinnati State.

2004; revised 2007

Bethesda School of Nursing
Expectations for Student Behavior in all Clinical Experiences

Section A

- Part I** (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 client, and the client'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 client 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 or time records, reports, and other documents related to billing for nursing services.
- (4) A student shall implement measures to promote a safe environment for each client.
- (5) A student shall delineate, establish, and maintain professional boundaries with each client.
- (6) At all times when a student is providing direct nursing care to a client the student shall:
- (a) Provide privacy during examination or treatment and in the care of personal or bodily needs; and
- (b) Treat each client with courtesy, respect, and with full recognition of dignity and individuality
- (7) A student shall practice within the appropriate scope of practices 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
- (8) A student shall use universal blood and body fluid 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 client;
- (b) Engage in behavior toward a client that may reasonably be interpreted as physical, verbal, mental, or emotional abuse
- (10) A student shall not misappropriate a client's property or:
- (a) Engage in behavior to seek or obtain personal gain at the client's expense;
- (b) Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the client's expense;
- (c) Engage in behavior that constitutes inappropriate involvement in the client's personal relationships; or
- (d) Engage in behavior that may reasonably be interpreted as inappropriate involvement in the client's personal relationships.

For the purpose of this paragraph, the client 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 client;
 - (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 client;
 - (d) Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a client.

For the purpose of this paragraph, the client 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.
- (14) A student shall not habitually indulge in the use of 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 habitual or excessive use of drugs, alcohol, or other chemical substances that impair the ability to practice.
- (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 obtain or attempt to obtain 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 documents to the nursing program, its faculty or preceptors, or to the board.

Part II Violation of Behaviors in Section A

1. Any violation of the behavior in Section A of the Expectations for Student Behavior in all Clinical Experiences may result in a hearing with the clinical practice committee. 2. These violations may be considered grounds for dismissal and/or unsatisfactory rating from the clinical course and/or nursing program.

Section B

Part I Expectations for behavior in All Clinical Experiences –as set forth by the Bethesda School of Nursing Program

1. Arrive on time to all clinical activities
2. Ask for assistance appropriately
3. Meet all criteria required for clinical lab preparation*
4. Complete and turn in assignments on time
5. Utilize feedback from instructors and other sources to improve performance
6. Exhibit personal appearance in accordance with dress code policy
7. Use self-evaluation to identify own strengths and areas that need change
8. Set goals and plans for self-improvement

* Coming unprepared for clinical experience will require that the student leave lab. The clinical experience will be counted as an absence

Part II Violations of Behaviors in Section B

1. Any violation of the behavior in Section B of the Expectations for Student Behavior in all Clinical Experiences may result in a hearing with the clinical practice committee.
2. These violations may be considered grounds for dismissal and/or unsatisfactory rating from the clinical course and/or nursing program.

Adopted by faculty June 2007

Nursing Program Dress Code

Students should be aware that they are representatives of the program at any time they are identifiable as our students; therefore, the dress code applies at any time they appear in the uniform, not only while on the clinical unit.

At all times the attire must be clean and pressed. It is expected that items will be laundered after each use.

Adherence to the dress code is part of the course objectives throughout the curriculum. Failure to comply may result in an unsatisfactory rating for the clinical course.

Uniform

Uniforms consist of a clean, pressed professional uniform prescribed by the program faculty*:

- Hunter Green scrub shirt with embroidered college logo. The shirt may be tucked in or outside of pants
- Hunter Green Scrub pants.
- White lab crew neck jacket embroidered with college logo.
- Optional plain white short sleeved knit shirt with appropriate collar may be worn under scrub top for warmth/modesty.
- It is permissible to wear a plain white crew neck T-shirt under the green shirt. However, the white sleeves may not extend beyond the sleeves of the green shirt

* Students who are currently enrolled in level 4 or higher courses may continue to wear the previously purchased uniform

Not Permitted

Any other uniform is not permitted. Tight fitting clothes are not acceptable.

Shoes and Socks

Shoes are to be white or black, neat, clean, and polished. A small logo or small colored area is acceptable. Shoestrings must match shoe color. No clogs, sandals, open toes, heels or boots. Students must wear solid white, black or hunter green socks which cover the ankles.

Undergarments

Undergarments are to be inconspicuous. Undergarments should be a neutral color. Their outline or trim should never call attention to them.

Name Badge

The nursing program identification name badge is to be worn, picture upright and visible, at all times while at the clinical site. Some clinical facilities require additional ID that must also be worn.

Hair

Hair is to be clean and neatly groomed at all times. Hair must be pulled back away from the face, and secured in such a way that it does not fall forward. Small combs, simple barrettes and elastic bands in neutral colors are acceptable. Hair ornaments and colored scarves are not appropriate.

Beards, moustaches, facial hair and sideburns are to be neatly trimmed.

Nails

Fingernails are to be short and well groomed. Clear, unchipped nail polish only is permitted. Nail polish may not be worn in certain clinical areas. No artificial nails, including acrylic overlays, may be worn at any time on clinical. Please note that many clinical facilities define “short” as 1/4 inch or less.

Jewelry/Tattoos

A watch is permitted to monitor patient vital signs. A single ring/set on one finger may be worn. Rings must be removed in certain clinical areas. A thin, simple necklace that remains within the neckline of the uniform is permissible. A single pair of small, simple, stud-type earrings may be worn. No other body piercings or tattoos should be visible.

Make-up/Scents

Makeup should reflect a natural look and be subtle. No perfume, cologne, or after-shave should be worn. The scent of tobacco is not permitted. Scents can trigger nausea or asthma attacks in susceptible individuals.

Street Clothes

Street clothes are permitted for some clinical experiences or observations. Street clothes are used in some settings to create a respectful, dignified, therapeutic environment that provides safety for the student and the client. Course faculty will determine if it is appropriate/expected that a lab jacket be worn in these instances.

The previous information concerning hair, name badge, nails, jewelry/tattoos and make-up/scents still applies.

Appropriate clothes are “business casual.” Tops or blouses should cover all of the chest area back and shoulders. Dresses, skirts and split skirts shall be no more than two inches above the knee.

Not permitted:

1. jeans of any color
2. knee pants, shorts, capris
3. low cut clothing
4. net or see through clothing
5. tight fitting clothing
6. short skirts or dresses
7. tank tops, halter or midriff tops
8. sleeveless t-shirts/sundress
9. scarves
10. clothing with inscribed messages
11. leggings unless covered by dress or skirt
12. tennis shoes
13. baseball caps, skull caps, sun visors or pullover hats or others that impair vision and hearing.

Modifications for Mental Health Facilities

No jewelry is permitted.

Hair must be worn off the collar. No bows, scarves, metal pieces or wires may be worn in the hair.

Modifications for other Clinical Facilities

All modifications will be explained at the beginning of the relevant term. Any clinical facility may impose more stringent or alternate requirements which must be followed.

Refer all questions about the dress code to your the clinical instructor.

Revised 12/09

Bethesda School of Nursing Standardized Testing Policy

During the program, standardized (HESI) tests will be given in most terms. In those courses in which one of the tests is used, five (5) percent of the course points will be assigned to the test. These are NOT bonus (extra credit) points. The points will be awarded as follows:

<u>HESI Test Score</u>	<u>Percentage of Course Points Earned</u>
800 and above	5%
700-799	4%
600-699	3%
500-599	2%
400-499	1%

Levels 4 and 5

850 or >	3%
800 – 849	2%
750 – 799	1%

In the Level 3 Courses, the five percent of the course points will be divided between the HESI test and assignments to promote use of the remediation package offered by HESI to test takers.

Nursing students must obtain an acceptable score on the HESI Exit Exam in order to complete program requirements for graduation. An acceptable score is based upon the national standardized scores as distributed by Health Education Systems (HESI) as described below:

<u>Predicted Outcome on NCLEX-RN</u>	<u>HESI Test Score</u>
Outstanding probability of passing the NCLEX-RN	= >950
Excellent probability of passing NCLEX-RN	= 900 to 949
Average probability of passing the NCLEX- RN	= 850 to 899
Below average probability of passing the NCLEX-RN	= 800 to 849
Additional preparation needed	= 750 to 799
Serious preparation needed	= 700 to 749
Grave danger of failing	= 650 to 699
Poor performance expected	= <649

Based upon the national standardized scores, an acceptable score is defined as a HESI test score of at least 850. A student may take the HESI exit exam two times to obtain an acceptable score. The student is required to pay for the second exam, if needed. The cost is approximately \$35.00. Testing times and dates are established by course faculty. All arrangements must be requested at least two weeks in advance of the scheduled testing dates.

Students who score less than 850 on the second attempt will have an “Incomplete” recorded for NUR 4982 or 4927. These students are required to meet with the Program Director/Chair to initiate a one credit hour special studies course. The special study course will require the student to engage in systematic review of nursing content, complete an NCLEX Review Course approved by the special studies course instructor, and to attain a score of at least 850 on a repeat HESI exam. This course must be completed in the term following the incomplete course. The

student can take the HESI exam multiple times, but must pay for each HESI exam taken in the special studies course.

Successful completion of the special studies course (HESI score of at least 850) will result in a grade change for the nursing course NUR 4982 or 4927. The grade will be changed to that earned by the student without the HESI failure. If the student has not successfully completed the special studies course, the student will receive a grade of “U” and will be required to enroll in the special studies course in the next term. The student may take a special studies course no more than 5 terms or one calendar year.

If the 850 score has not been attained after multiple attempts over the course of one year from the failure in NUR 4981 or 4927, a failing grade will be earned in NUR 4981 or 4927. The student will then be dismissed from the program.

Under current college policies, students may participate in the graduation ceremony if the student can complete degree requirements in the following term. Therefore, a student registered for the special studies course may participate in the graduation ceremony while that course is still outstanding.

A new Exit Exam Policy will be available in September 2011 for all students entering the clinical portion of the nursing program in the 2011-2012 Academic year. The program will be switching from HESI to ATI standardized testing. All students will be provided with the new policy at that time.

Revised June 2011
Revised, November, 2009

Bethesda School of Nursing Math Testing Policy

During the program, math tests will be given in the nursing courses having a clinical component. A score of 90% on the math test is required before the student will be permitted to participate in patient care during the clinical experience. If the student does not receive a 90% on the first attempt, they will have one more opportunity to pass. Each student has two opportunities to attain this score. It is mandatory that each students who must take the test a second time review with an instructor before making another attempt at passing. If the student cannot pass the test on the second attempt, they will not be allowed to participate in the clinical experience, and will fail the course. Even if this failure occurs during the drop period, it will be considered an unsuccessful term, meaning one other unsuccessful term will result in dismissal from the nursing program.

September, 2009

Cincinnati State Technical and Community College
Bethesda School of Nursing
Transfer and/or Advanced Standing Credit Policy and Procedures
For Technical Nursing Courses

Policy

- Transfer students must meet the same grade point average requirements as are required of all students beginning the technical nursing courses: at least 2.75 cumulative GPA and at least a 2.5 GPA specific to Level One. Students must meet all of the admission criteria for the college and the program.
- Students must have earned at least 12 quarter credit hours (or 8 semester hours) of nursing clinical courses from the previous program.
- Each of these nursing courses must have been passed with a grade of “C” or better. Only nursing courses earned less than two years prior to admission to our program will be considered.
- Students who have failed (F, D, Unsatisfactory, Withdrawal/failing) two or more nursing courses in another program are not eligible for advanced placement.

Procedures

- The first step is to become a matriculated student at this college. Once you have completed the admission process, we can help you determine what required, non-nursing courses must be completed prior to beginning the technical courses. As part of the admission process, you must have an official transcript sent to the college from each nursing program and/or college from which you want to transfer credit. Refer to the Transfer of Credit policy in the current college catalog for more information.
- Make an appointment to see the Nursing Program Coordinator (LPNs see the NURP Program Chair) by calling 569-1440. Bring to your appointment the course materials for each nursing course you want to transfer. These materials include the course syllabus and objectives, as well as the content outline.
- The Program Coordinator or NURP Program Chair will answer any questions you may have and ensure that all of your materials are complete. Your materials will be presented to the nursing program’s Curriculum Committee Chair. The Program Coordinator or NURP Program Chair and Curriculum Committee Chair, in consultation with other faculty as needed, will determine the credit you will be awarded.
- No more than 26 quarter credit hours of nursing courses will be transferred for any student.
- A fee equivalent to 1 credit hour must be paid before the advanced standing credit for courses from a diploma nursing program can be awarded.
- All transfer students must take a 1 credit hour special studies course prior to enrolling in any nursing course.
- Transfer credit for nursing courses in Level Four must be demonstrated by obtaining at least an 85% probability score on the HESI specialty exam for the specific course if you earned less than a B in the course (3.0/4.0 scale). Cost of the HESI exam will be at the expense of the student. Contact the Program Chair for current cost and scheduling information.
- If you think you have the skills required in both of the nursing skills lab courses (4931 and 4941), you may demonstrate competency in these classes in one of two ways:
 - Pass all portions of the competency tests. A fee equivalent to 1 credit hour per course will be charged for testing. Challenge testing is offered at the convenience of the program faculty. If you pass the challenge test, advanced standing will be awarded upon payment of the advanced standing credit fee.
 - Submit course documents for review by the Program Coordinator and Coordinators for Levels 2 and 3 that demonstrate these skills were included.

Revised April 29, 2002

Reviewed and edited 00/EF

November, 1997; replaces December 6, 1994

Typical Schedules for Clinical Nursing Courses-NUR

Clinical experiences are a required part of the educational experience within the Nursing curriculum. These clinical experiences are held in actual clinical facilities, so that students can be a part of the interdisciplinary team, interacting with actual clients or patients. Clinical sites are selected by the program faculty, in order to meet the specific course objectives. All clinical sites utilized require a formal written agreement of affiliation with the College. The clinical facility has the right to require proof of certain immunizations, proof of CPR certification, random drug screens, and/or a criminal background check of all students seeking clinical placement. Placement may be denied to particular students based on the results of such checks. A placement denial would limit the student's ability to complete a particular course or program.

Students are assigned to a clinical section, at a particular clinical facility, *at the discretion of the Clinical Coordinator and course faculty*. Although students may be asked to provide information about their clinical site/time preferences, the placement of students in clinical groups is the decision of the nursing faculty. The clinical site will vary from term to term, depending on availability, number of students and faculty, and in order to meet the specific educational needs related to the course. During the clinical experience, the student is supervised by a nursing faculty member (clinical instructor), who is a Registered Nurse with advanced education and credentials.

Clinical experiences occur on a weekly basis, for one or two days per week (may be three days per week during part of the final term), depending on course or term. Attendance at all scheduled clinical experiences is mandatory, and promptness is expected. Clinical sites are generally within 25 miles of the College. Clinical experiences may involve evening and weekend hours as well as daytime hours. Students are responsible for transportation to and from the clinical site, and for any related parking expenses. Any meals desired during a clinical experience are the responsibility of the student. Because the purpose is education, clinical experiences do not involve the payment of wages, salary, or other benefits or compensation.

Here is a projection of the days and times courses typically meet. *Please note that changes may occur.* For the latest information, please check with the course faculty.

Note that this is the typical schedule for nursing clinical courses only. You must also complete any general education courses as listed in the curriculum plan.

Typical Day Schedule

Level Two 4930's courses (EF term or WI term)

Class from 1:30 – 3:30 PM two afternoons per week (Tuesday/Thursday, or Wednesday/Friday)

Skills lab from 9 – Noon one morning per week

Clinical lab from 9- Noon one morning per week (8 AM twice during the term)

You will know which mornings and afternoons at orientation.

For the courses marked with *, you will be going to the clinical facility the day before to prepare for the clinical experience. This is usually in the afternoon or evening. Specific information is available from the course faculty.

Level Three 4940's courses (LF term or SP term)

Lecture from 8:30 – 12:30 Tuesday and 10 – 12 P OR 12:30 – 2:30 PM Thursday

*Clinical from 7 AM – 1 PM one morning a week, either Wednesday, Friday or Saturday

Skills lab from 9 – Noon one morning a week (Monday, Wednesday, or Friday)

Health Assessment Lecture 9 – 10 AM Thursday

Health Assessment Lab for two hours on Thursday (10 – Noon, 12:30 – 2:30 PM, OR 3 – 5 PM)

Level Four 4950's and 4960's courses

**This level extends over three terms: WI, SP, and SU
or SU, EF, and LF**

One term you will take three courses:

Mental Health Nursing lecture on Monday 9 – Noon and clinical 9-3:30 Wed or Thursday or 3 P – 9:30 P Thursday.

Gerontological Nursing lecture on Tuesday 9 – Noon and clinical 7 AM – 1 PM Wed, Thurs, Friday or Saturday

Health Assessment Lecture and Lab 1-4 PM Tuesday

One term you will take two courses:

Perinatal Nursing and Women's Health on Monday 9 – Noon and clinical 7 AM – 1 PM Wed or Thursday

*Nursing of Children lecture on Tuesday 9 – Noon and clinical 7 AM – 3 PM Wednesday, Thursday, or Friday. At times an evening (3 PM – 11 PM) or Saturday clinical section is available.

During the summer term, you will take a nursing elective. The times and days depend upon which course you choose. You may also have the opportunity to take Health Assessment 2. This will be a relatively light term; it is a good time to finish your general education courses and enjoy your family!

Level Five 4973 (EF or WI term)

Lecture Monday and Friday 9 – Noon

*Day clinical is on Wednesday and Thursday for a total of 12 hours. Times change a bit before and after midterm, but Wednesday 6:30 AM – 3 PM and Thursday 7 AM – Noon is typical. This includes some preparation time.

An evening clinical is available for a total of 12 hours, starting at 1 PM on Tuesdays and 2 PM on Wednesdays, including prep time. Occasionally a 12 hour section is offered on a single day.

Level Six 4980s (SP or LF term)

Lecture is on Wednesdays You will work with a preceptor, on her/his schedule to complete the clinical hours required in this course.

Typical Evening/Saturday Schedule

Level Two 4930's (WI term)

Courses are scheduled Tuesday, Wednesday, and Thursday evenings starting at 4 PM and ending by 10 PM

Level Three 4940's (SP term)

4943 Lecture Monday 4-8 PM 4 – 6 PM Wednesday. Clinical Thursday 4 – 10 PM OR Saturday 7 AM -1 PM

Health Assessment 5 – 8:30 PM Tuesday

Skills lab 6:30 – 9:30 Wednesday

Level Four This level covers 3 terms SU, EF, and LF):

Summer Term

Health Assessment Tuesdays and Thursdays for 5 weeks

Elective course- days and times vary

Early Fall Term

Perinatal Nursing & Woman's Health Lecture Tuesday 4-7 PM; Clinicals Wednesday and Thursday 1- 7:30 PM or Saturday 7 AM-1:30 PM

Nursing of Children lecture Monday 4:30-7:30PM; Clinicals 3-11 PM Wednesday, Thursday, Friday or, 7-3 PM Saturday

Late Fall Term

Mental Health lecture Monday 4:30-7:30PM

Gerontology lecture Wednesday 4-7 PM

Clinicals Tuesday and Thursday 2-8:30 PM or 4 – 10:30 PM

Level Five (Winter Term) 4973

Lecture 4-7 PM Monday and Tuesday; a few conferences will require day hours

Clinical Wednesdays and Thursdays for a total of 12 hours, starting at 1 PM on Wednesdays and 2 PM on Thursdays. At times a one day 12 hour clinical may be available.

Level Six (Spring Term 4980's

Lecture is on Wednesdays and may include daytime hours so that all day and evening students can hear guest speakers present. You will work with a preceptor, on her/his schedule to complete the clinical hours required in this course.

Typical Schedule for NURP Clinical Nursing Courses

Here is a projection of the days and times courses *typically* meet. **Please note that changes may occur.** For the latest information, check with the course faculty.

This is the typical schedule for nursing clinical courses only. You must also complete any general education courses as listed in the curriculum plan.

Third Term 4918 course (EF term or WI term)

Class 4-8 PM (M and W)

Fourth Term 4922 (LF term or SP term)

Class 4-8 PM (T)

Clinical 3-9 PM (W or R)

Fifth Term (Summer Term)

*****Note if you are taking 4922 in LF, you will progress to Sixth Term for WI Term**

If you have already taken your Speech and English Elective, this will be a term off.

Sixth Term 4923 and 4928 (EF or WI term)

Class 3-5:30 and 6-8 PM (M)

Clinical 7-3 or 3-9 PM (T)

Seventh Term 4924 and 4925 (LF or SP)

Class 3-5:30 and 6-8:30 PM (T)

Clinical 1-8 PM (W and R)

Eighth Term 4926 (WI or EF)

Class 4-7 PM (M and T)

Clinical 3-11 PM (W or R)

Ninth Term 4927 (SP or LF)

Class 3- 8 PM (M) + 2 evening labs T, dates TBA)

Clinical hours individually scheduled with preceptor

Curriculum

For all technical courses:

Class Hour is defined as 50 minutes. Clinical Hour is defined as 60 minutes. One credit hour is defined as 1 class hour OR 3 clinical lab hours for all required nursing clinical courses. Biology courses are two clock hours per credit hour for lab except Microbiology, which is three clock hours/ credit hour of lab.

For full curriculum information, consult the current college handbook.

NURSING (NUR)

Term	Term Text	Course	Course Title	Lec. Hrs.	Lab Hrs.	Credit Hrs.
1	FIRST TERM	-XXXX	Non-Technical Elective	2.0	0.0	2.0
1	FIRST TERM	BIO-4014	Anatomy and Physiology 1	3.0	2.0	4.0
1	FIRST TERM	ENG-1001	English Composition 1	3.0	0.0	3.0
1	FIRST TERM	PSY-1505	Introduction to Psychology 1	3.0	0.0	3.0
1	FIRST TERM	SOC-1521	Introduction to Sociology 1	3.0	0.0	3.0
Tech Total						0.00
NonTech Total						15.00
Total						15.00

Term	Term Text	Course	Course Title	Lec. Hrs.	Lab Hrs.	Credit Hrs.
2	SECOND TERM	BIO-4009	General Microbiology	3.0	3.0	4.0
2	SECOND TERM	BIO-4015	Anatomy and Physiology 2	3.0	2.0	4.0
2	SECOND TERM	ENG-1002	English Composition 2	3.0	0.0	3.0
2	SECOND TERM	PSY-1506	Introduction to Psychology 2	3.0	0.0	3.0
Tech Total						0.00
NonTech Total						14.00
Total						14.00

Term	Term Text	Course	Course Title	Lec. Hrs.	Lab Hrs.	Credit Hrs.
3	THIRD TERM	BIO-4016	Anatomy and Physiology 3	3.0	2.0	4.0
3	THIRD TERM	NUR-4931	Nursing Skills Laboratory 1	0.0	3.0	1.0
3	THIRD TERM	NUR-4933	Introduction to Nursing	4.0	3.0	5.0
3	THIRD TERM	PSY-1508	Psychology: Child Development	3.0	0.0	3.0
Tech Total						6.00
NonTech Total						7.00
Total						13.00

Term	Term Text	Course	Course Title	Lec. Hrs.	Lab Hrs.	Credit Hrs.
4	FOURTH TERM	BIO-4018	Pharmacology	3.0	0.0	3.0
4	FOURTH TERM	NUR-4941	Nursing Skills Laboratory 2	0.0	3.0	1.0
4	FOURTH TERM	NUR-4943	Common Health Problems in Nursing	6.0	6.0	8.0
4	FOURTH TERM	NUR-4946	Health Assessment in Nursing 1	1.0	3.0	2.0
Tech Total						11.00
NonTech Total						3.00
Total						14.00

Term	Term Text	Course	Course Title	Lec. Hrs.	Lab Hrs.	Credit Hrs.
5	FIFTH TERM	NUR-49XX	Fifth Term Nursing Elective	1.0	16.0	2.0
Tech Total						2.00
NonTech Total						0.00
Total						2.00

Term	Term	Course	Course Title	Lec. Hrs.	Lab Hrs.	Credit Hrs.
6	SIXTH TERM	NUR-4953	Mental Health Nursing	3.0	6.0	5.0
6	SIXTH TERM	NUR-4954	Gerontological Nursing	3.0	6.0	5.0
6	SIXTH TERM	NUR-4956	Health Assessment in Nursing 2	1.0	3.0	2.0
Tech Total						12.00
NonTech Total						0.00
Total						12.00

Term	Term Text	Course	Course Title	Lec. Hrs.	Lab Hrs.	Credit Hrs.
7	SEVENTH TERM	NUR-4963	Perinatal Nursing and Women's Health Issues	3.0	6.0	5.0
7	SEVENTH TERM	NUR-4964	Nursing Care of Children	3.0	6.0	5.0
7	SEVENTH TERM	COMM-102X	Speech Elective	3.0	0.0	3.0
Tech Total						10.00
NonTech Total						3.00
Total						13.00

Term	Term Text	Course	Course Title	Lec. Hrs.	Lab Hrs.	Credit Hrs.
8	EIGHTH TERM	ENG-10XX	English Elective	3.0	0.0	3.0
8	EIGHTH TERM	NUR-4973	Adult Nursing	6.0	12.0	10.0
Tech Total						10.00
NonTech Total						3.00
Total						13.00

Term	Term Text	Course	Course Title	Lec. Hrs.	Lab Hrs.	Credit Hrs.
9	NINTH TERM	NUR-4981	Transitional Clinical Experience	0.0	18.0	6.0
9	NINTH TERM	NUR-4982	Management of Client Care	6.0	0.0	6.0
Tech Total						12.00
NonTech Total						0.00
Total						12.00

Curriculum Tech Total	65.00
Curriculum NonTech Total	43.00
Curriculum Total	108.00

First Term Non-Technical Elective: Choose one of the following courses for a minimum of two credit hours: MCH 4816, MCH 4001, MCH 4002, MCH 4808, HFT 4818, MCH 4819, MCH 4870, DT 1202, PHI 1620, PHI 1625, PHI 1630, or SPN 1090.

Fifth Term Nursing Elective: Choose one of the following courses for a minimum of two credit hours: NUR 4937, NUR 4993, or NUR 9372

Speech Elective: COMM 1020, 1023, 1024 or 1027

English Elective: ENG 1010, ENG 1003

Students must complete all courses within a level with minimum grades of C or Pass before progressing to the next curriculum level

Students entering Term 3 in September 2011 will take a bridge course combining Terms 8-9 as the college converts to a semester calendar. All content and clinical hours will be part of this bridge course.

NURSING – LPN to RN ALTERNATIVE (NURP)

Curriculum Lines

Term	Term Text	Course	Course Title	Lec. Hrs.	Lab Hrs.	Credit Hrs.
1	FIRST TERM	BIO-4014	Anatomy and Physiology 1	3.0	2.0	4.0
1	FIRST TERM	ENG-1001	English Composition 1	3.0	0.0	3.0
1	FIRST TERM	MCH-4002	Informatics in Health Care	1.0	2.0	2.0
1	FIRST TERM	PSY-1505	Introduction to Psychology 1	3.0	0.0	3.0
1	FIRST TERM	SOC-1521	Introduction to Sociology 1	3.0	0.0	3.0
Tech Total						0.00
NonTech Total						15.00
Total						15.00

Term	Term Text	Course	Course Title	Lec. Hrs.	Lab Hrs.	Credit Hrs.
2	SECOND TERM	BIO-4009	General Microbiology	3.0	3.0	4.0
2	SECOND TERM	BIO-4015	Anatomy and Physiology 2	3.0	2.0	4.0
2	SECOND TERM	ENG-1002	English Composition 2	3.0	0.0	3.0
2	SECOND TERM	PSY-1506	Introduction to Psychology 2	3.0	0.0	3.0
Tech Total						0.00
NonTech Total						14.00
Total						14.00

Term	Term Text	Course	Course Title	Lec. Hrs.	Lab Hrs.	Credit Hrs.
3	THIRD TERM	BIO-4016	Anatomy and Physiology 3	3.0	2.0	4.0
3	THIRD TERM	NUR-4918	Ohio Nursing Articulation Model Transitions Course	3.0	4.5	4.5
Tech Total						4.50
NonTech Total						4.00
Total						8.50

Term	Term Text	Course	Course Title	Lec. Hrs.	Lab Hrs.	Credit Hrs.
4	FOURTH TERM	NUR-4922	Role Transition in Nursing 1	4.5	4.5	6
Tech Total						6
NonTech Total						0.00
Total						6

Term	Term Text	Course	Course Title	Lec. Hrs.	Lab Hrs.	Credit Hrs.
5	FIFTH TERM	NUR-4923	Mental Health Nursing (NURP)	2.5	6.0	4.5
5	FIFTH TERM	NUR-4928	Gerontological Nursing	2.0	0.0	2.0
5	FIFTH TERM	PSY-1508	Psychology: Child Development	3.0	0.0	3.0
Tech Total						6.50
NonTech Total						3.00
Total						9.50

Term	Term Text	Course	Course Title	Lec. Hrs.	Lab Hrs.	Credit Hrs.
6	SIXTH TERM	NUR-4924	Nursing of Children (NURP)	2.5	6.0	4.5
6	SIXTH TERM	NUR-4925	Perinatal Nursing and Health Issues of Women (NURP)	2.5	6.0	4.5
Tech Total						9.00
NonTech Total						0.00
Total						9.00

Term	Term Text	Course	Course Title	Lec. Hrs.	Lab Hrs.	Credit Hrs.
7	SEVENTH TERM	ENG-10XX	English Elective	3.0	0.0	3.0
7	SEVENTH TERM	COMM-102X	Speech Elective	3.0	0.0	3.0
Tech Total						0.00
NonTech Total						6.00
Total						6.00

Term	Term Text	Course	Course Title	Lec. Hrs.	Lab Hrs.	Credit Hrs.
8	EIGHTH TERM	NUR-4926	Adult Nursing (NURP)	6.0	7.5	8.5
Tech Total						8.50
NonTech Total						0.00
Total						8.50

Term	Term Text	Course	Course Title	Lec. Hrs.	Lab Hrs.	Credit Hrs.
9	NINTH TERM	NUR-4927	Role Transition in Nursing 2	5.5	12.0	9.5
Tech Total						9.5
NonTech Total						0.00
Total						9.5

Curriculum Tech Total	44.00
Curriculum NonTech Total	42.00
Curriculum Total	86.00

Footer

Speech Elective: COMM 1020, 1023, 1024 or 1027; ENG 1010, ENG 1003 Upon successful completion of NUR 4926 with a grade of C or higher, students must apply for 19 credit hours of advanced standing for nursing and 3 credit hours for BIO 4018. Required Course Credits: 86 Advanced Standing Credits: 22 Total Credits Required: 108 All courses within a level must be completed with a minimum grade of C or Pass before progressing to the next curriculum level.

Students entering Term 3 in September 2011 will take a bridge course combining Terms 8-9 as the college converts to a semester calendar. All content and clinical hours will be part of this bridge course

Articulation Information

At some point in the future you may consider enrolling in another school to further your education. You can facilitate the process of transferring credit to another institution by keeping good records of your work at Cincinnati State. Here are some suggestions:

- Save the **College Catalog** for the time you are in school
It provides information about school and program accreditation, course descriptions, curriculum components, and degree requirements
- Save **all course documents, classroom objectives, outlines, and handouts**
This is especially important for nursing courses

These materials will help you to prove to another institution that the courses that you successfully completed did contain particular information, and should be transferred.

Note that when you attempt this process several years from now, the school will not be able to provide you with specific course handouts, other than the catalog course description.

Transferring General Education Courses

It is fairly easy to transfer passing credits (grade of C or better) in general education and science courses. The difference or difficulty may be in the number of credits required, whether or not there was a lab, or perhaps how long ago the credits were earned. For example, in the Health Technologies Division, we will not accept science credits that are more than five years old, and we will not give credit for an Anatomy & Physiology course that does not include a lab.

Quarter Credits vs. Semester Credits

Completing one semester is NOT necessarily the same as completing two quarters. A 3-semester hour course is equivalent to 4.5-quarter hours. If the requirement is for 6-quarter hours, the student may well need to do additional work to earn the other 1.5-quarter hours. This may be true even though some of the content may seem repetitious, and even though ultimately the student may have more than the required hours. For example, a 3-semester hour course in Introductory Psychology does not fulfill our requirement for PSY 1505 and 1506, since it transfers as only 4.5 hours. There are no 1.5-hour courses to make up the difference. The student must take the 3-hr PSY 1506, even though content may be repeated, and will end up with a total of 7.5 hours, rather than the needed 6 hours. A 4-semester hour course will transfer as 6-quarter hours.

Residency Requirements

In awarding a degree, the school will have “residency” requirements, signifying the number of credits that must be earned on that campus (rather than brought in as transfer credit).

For example, Cincinnati State requires that 45 credit hours must be earned on this campus to be eligible for a degree.

Regional Requirements

Each state Board of Regents or Board of Education may impose degree requirements. For example, Ohio requires nine hours of written communication (English) for a two-year degree. This is not true in Kentucky. The other Ohio requirements are 3 hours of oral communication and nine hours of social/behavioral sciences (which must be from at least two subject areas). The nursing curriculum meets all Ohio and North Central Accreditation requirements.

Transferring Nursing Credit Without Completing the Program

It is very difficult to transfer nursing courses from school to school. There is no universal curriculum in nursing, even within the same state. That is, the content of Nursing 101 at one school is *not necessarily* the same as the content of the first term of Nursing at another school.

Additionally, most nursing schools have policies regarding:

- how many transfer credits may be awarded in nursing
- whether transfer credits in nursing can be given to a student who has failed a nursing course at another school
- how many nursing credits must be taken “in residence” in order to earn the degree from that school

Moving on to a BSN

Graduates from this program are well received by baccalaureate programs in this area. Be sure to contact the programs you are considering early to learn their admission requirements as well as which general education Cincinnati State courses are acceptable. The nursing advisors here can tell you which Cincinnati State courses are transferable to specific BSN programs as well as help you with contact information.

The Bethesda Heritage

In 1896 seven German speaking Methodist Deaconesses separated from the Elizabeth Gambel Deaconess Home associated with the Christ Hospital, to form the German Deaconess Association under the direction of Dr. Christian Golder. His sister, Louise Golder, became the Superintendent of the Deaconesses and the Founder of the Nursing School. The name Bethesda Hospital and Deaconess Association was adapted in 1898. These changes came about in response to a need created in Cincinnati by the influx of German immigrants whose health needs were not being adequately addressed.

At first, the deaconess nurses moved in to the homes of those needing care and did the things that were necessary to care for the family and the sick. Resources were stretched to the limit. Eventually, Dr. Golder was able to arrange the purchase of a private hospital at the corner of Oak Street and Reading Road that was to become the beginnings of Bethesda Hospital, a name honored in Cincinnati as an example of an institution devoted to pursuit of excellence and commitment to community service.

By 1908, non-deaconess applicants were being admitted to the nursing school and by 1914 the graduates formed an association that had the title "The Nightingale Club", later changed to the "Alumni Association". The objectives of the group, as originally adopted, were "To promote Nursing Education" and "To promote fellowship among the members." While the methods of achieving them have changed down through the years, the objectives have not. Our organization has a rich and colorful history that is far too long to discuss in this note. Suffice it to say our membership is proud to welcome the graduates of Cincinnati State Bethesda School of Nursing to our ranks.

History of the Nursing Program Pin (pictured on handbook cover)

In 1915, a committee consisting of Louise Golder, Minnie Draher, and Amanda Krauter designed the original pin for Bethesda Hospital School of Nursing. The center was a Maltese Cross, a symbol of hope and safety adapted by the Knights Hospitallers during the crusades. The outer circle was an olive branch, a symbol of peace, goodwill and healing. These values represented in the symbolism of the pin were deemed

appropriate to represent the school of nursing. Essentially no changes were made in the design of the pin until 1989, when a merger between Bethesda Hospital School of Nursing and Cincinnati Technical College took place. At that time, a committee of Alumni members and representatives of the school redesigned the pin to reflect the “new” program. The Maltese Cross was replaced with the logo of Cincinnati Technical College, and the shape, size, and olive branch were retained. Just a few years later, the name of the college was changed to Cincinnati State Technical and Community College, making the center logo of the pin obsolete.

A committee was formed once again to redesign the pin to its current design. A lamp was selected as the center figure, surrounded by the olive branch and again, the same shape and size was retained. The lamp has a double significance to nursing since it represents both learning, service, and it has connection to Florence Nightingale, the founder of Modern Western Nursing.