The Cincinnati State Bethesda School of Nursing

RN-BSN Completion Program

Student Handbook

2025-2026

CINCINNATI STATE TECHNICAL & COMMUNITY COLLEGE
3520 CENTRAL PARKWAY, CINCINNATI, OH 45223

Approval and Accreditation

Effective December 9, 2024, this program is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy status expires on December 9, 2026.

Accreditation Commission for Education in Nursing (ACEN)

3390 Peachtree Road NE, Suite 1400

Atlanta, GA 30326

(404) 975-5000

https://www.acenursing.org/acen-programs-05202024/cincinnati-state-technical-and-community-collegebsn

Note: Upon granting of initial accreditation by the ACEN Board of Commissioners, the effective date of initial accreditation is the date on which the nursing program was approved by the ACEN as a candidate program that concluded in the Board of Commissioners granting initial accreditation.

Welcome to the RN-BSN Completion Program

Dear RN- BSN Student:

Welcome to the RN-BSN completion program at Cincinnati State! We are glad that you have chosen to expand your educational goals by completing your Bachelor of Science in Nursing (BSN) degree. Earning your BSN can help you move your career forward in today's complex healthcare environment. The RN-BSN program will build upon your foundational nursing knowledge, expand your ability to lead change, positively affect the delivery of healthcare and prepare you for graduate school.

This program is 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. Your classmates will understand precisely what you are going through.

The faculty, staff and advisors are here to help you be successful. We are committed to providing you with quality educational experiences. We stand ready to assist you and to cheer you on. Let us help you! This Handbook is intended to provide information regarding the RN-BSN completion program. You are responsible for this information; please use it as a reference.

Congratulations, and best wishes as you continue your educational journey!

Dean Bonnie Smith, Director of Nursing Beth Hamon and the Faculty, Staff and Advisors of the Nursing Program
Health and Public Safety Division

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RN-BSN Program Faculty and Staff Directory

Faculty/Staff		Phone	Room
Dr. Bonnie Smith, PhD, MSN, RN	Dean of Health & Public Safety	513-569-1662	318
Dr. Denise Rohr EdD, MSN, RN	Associate Provost /Professor	513-569-4972	ATLC
Dr. Beth Hamon, DNP, RN, CNE	Director / Associate Dean	513-569-1291	319
Dr. Leanne Buschmeier DNP, APRN, CPNP-PC	Program Chair	513-569-1787	311
Dr. Antoinette Dean, DNP, RN	Instructor	513-569-5802	360
Dr. Nikki Howard, DNP, RN	Professor	513-569-5803	331
Dr. Janice Lockett, PhD, MSN, RN	Professor	513-569-1292	322
Dr. Connie Rose, DNP, Med Surg-BC, RN, CNE	Professor / Clinical Coordinator	513-569-1229	340
Dr. Jennifer Tyler, DNP, RN	Professor	513-569-5787	329
Dr. JoAnne Worthington, DNP, RN-BC, OCN	Professor	513-569-1290	338
Vicki Groh MA, RN	Lead Nursing Advisor	513-569-1670	306
Anne Millea BSN, RN	Health Records Coordinator	513-569-5844	333
Adjunct Faculty		513-569-1670	312

Purpose of the Handbook

This handbook has been prepared to assist students with the policies, procedures, and other information specific to the RN-BSN program. It does not replace the Health and Public Safety Division Handbook and the Academic Policies and Student Code of Conduct as published in the College Catalog. Students will be notified of any program changes impacting on students. Changes to policies noted in this handbook will be vetted through the Nursing Faculty and Administration and shared with students by announcement on the Course Learning Management System within 14 work days.

Nursing Mission Statement

The Cincinnati State Bethesda School of Nursing's RN-BSN Completion Program's mission is to build upon the mission of the Associate Degree Nursing Program while providing a high-touch option for nurses to obtain a Bachelor's of Science in Nursing Degree. The faculty is committed to providing a student-centered learning environment, preparing graduates for increased responsibility in the provision of safe, effective nursing care in a complex healthcare system.

Nursing Philosophy

The philosophy of the RN-BSN program is consistent with the mission statements of the Cincinnati State Technical and Community College. Nursing education is an interactive process by which the learner, upon successful completion of the program, is prepared to apply nursing knowledge and skills in the care of patients. The teaching and learning process involves joint participation between faculty and student in planned activities which utilize the cognitive, psychomotor, and affective domains.

Students are adult learners with various learning styles. Learning is motivated by the individual's own needs and goals and is evaluated by both the learner and the teacher. 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. The educational program is responsive to changing health care issues and to the changing needs of the community and students. The program relies upon the use of specific objectives and outcome-based evaluation. The outcomes of the program are derived from the Essentials: Core Competencies for Professional Nursing Education (AACN, 2021). These Essentials introduce 10 domains that represent the essence of professional nursing practice and the expected competencies for each domain (AACN, 2021, p.26).

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The AACN (2021) document identifies the domains as:

Domain 1: Knowledge for Nursing Practice

> ➢ Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

Domain 2: Person-Centered Care

> ➢ Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

Domain 3: Population Health

> ➢ Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.

Domain 4: Scholarship for Nursing Discipline

> ➢ Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

Domain 5: Quality and Safety

> ➢ Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Domain 6: Interprofessional Partnerships

> ➢ Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

Domain 7: Systems-Based Practice

> ➢ Descriptor: Responding to and leading within complex systems of health care. Nurses

effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.

Domain 8: Informatics and Healthcare Technologies

> Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

Domain 9: Professionalism

> Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.

Domain 10: Personal, Professional, and Leadership Development

> Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

The Essentials also includes the following featured concepts:

Clinical Judgment

> Descriptor: As one of the key attributes of professional nursing, clinical judgment refers to the process by which nurses make decisions based on nursing knowledge (evidence, theories, ways/patterns of knowing), other disciplinary knowledge, critical thinking, and clinical reasoning (Manetti, 2019). This process is used to understand and interpret information in the delivery of care. Clinical decision making based on clinical judgment is directly related to care outcomes.

Communication

> Descriptor: Communication, informed by nursing and other theories, is a central component in all areas of nursing practice. Communication is defined as an exchange of information, thoughts, and feelings through a variety of mechanisms. The definition encompasses the various ways people interact with each other, including verbal, written, behavioral body language, touch, and emotion. Communication also includes intentionality,

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mutuality, partnerships, trust, and presence. Effective communication between nurses and individuals and between nurses and other health professionals is necessary for the delivery of high quality, individualized nursing care. With increasing frequency, communication is delivered through technological modalities. Communication also is a core component of team-based, interprofessional care and closely interrelated with the concept Social Determinants of Health.

Diversity

- ➤ Descriptor: Diversity references a broad range of individual, population, and social characteristics, including but not limited to age; sex; race; ethnicity; sexual orientation; gender identity; family structures; geographic locations; national origin; immigrants and refugees; language; any impairment that substantially limits a major life activity; religious beliefs; and socioeconomic status. Inclusion represents environmental and organizational cultures in which faculty, students, staff, and administrators with diverse characteristics thrive. Inclusive environments require intentionality and embrace differences, not merely tolerate them (AACN, 2017; Bloomberg, 2019). Everyone works to ensure the perspectives and experiences of others are invited, welcomed, acknowledged, and respected in inclusive environments. Equity is the ability to recognize the differences in the resources or knowledge needed to allow individuals to fully participate in society, including access to higher education, with the goal of overcoming obstacles to ensure fairness (Kranich, 2001). To have equitable systems, all people should be treated fairly, unhampered by artificial barriers, stereotypes, or prejudices (Cooper, 2016).

Ethics

- ➤ Descriptor: Core to professional nursing practice, ethics refers to principles that guide person's behavior. Ethics is closely tied to moral philosophy involving the study of or examination of morality through a variety of different approaches (Tubbs, 2009). There are commonly accepted principles in bioethics that include autonomy, beneficence, non-maleficence, and justice (ANA 2015; ACNM, 2015; AANA, 2018; ICN, 2012).

Evidence-Based Practice

- ➤ Descriptor: The delivery of optimal health care requires the integration of current evidence and clinical expertise with individual and family preferences. Evidence-based practice is a problem-solving approach to the delivery of health care that integrates best evidence from studies and patient care data with clinician expertise and patient preferences

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and values (Melnyk, Fineout-Overhold, Stillwell, & Williamson, 2010). In addition there is a need to consider those scientific studies that ask: whose perspectives are solicited, who creates the evidence, how is that evidence created, what questions remain unanswered, and what harm may be created? Answers to these questions are paramount to incorporating meaningful, culturally safe, evidence-based practice (Nursing Mutual Aid, 2020).

Health Policy

➢ Descriptor: Health policy involves goal directed decision-making about health that is the result of an authorized public decision-making process (Keller & Ridenour, 2021). Nurses play critical roles in advocating for policy that impacts patients and the profession, especially when speaking with a united voice on issues that affect nursing practice and health outcomes. Nurses can have a profound influence on health policy by becoming engaged in the policy process on many levels, which includes interpreting, evaluating, and leading policy change.

Social Determinants of Health

➢ Descriptor: Determinants of health, a broader term, include personal, social, economic, and environmental factors that impact health. Social determinants of health, a primary component of determinants of health "are the conditions in the environment where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality of life outcomes and risks."

The social determinants of health contribute to wide health disparities and inequities in areas such as economic stability, education quality and access, healthcare quality and access, neighborhood and built environment, and social and community context (Healthy People, 2030). Nursing practices such as assessment, health promotion, access to care, and patient teaching support improvements in health outcomes. The social determinants of health are closely interrelated with the concepts of diversity, equity, and inclusion, health policy, and communication.

Cincinnati State RN-BSN   End of Program Student Learning Outcomes (EPSLO)

End of Program Student Learning Outcomes are grounded in the mission, vision, values and philosophy of Cincinnati State and developed utilizing the conceptual framework of the American Association of Colleges of Nursing Domains for Professional Nursing Education and the Essentials of Baccalaureate Education for Professional Nursing Practice.

1. **Integrate knowledge from the arts and sciences, nursing theory, and evidence-based practice into the design, implementation, and evaluation of patient – centered care for individuals, families, groups, communities, and populations across the continuum of healthcare.**

    Domain 1: Knowledge for Nursing Practice
    Domain 2: Patient Centered Care
    Domain 4: Scholarship for Nursing Discipline

    Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
    - A solid base in liberal education provides the cornerstone for the practice and education of nurses.

    Essential III: Scholarship for Evidence Based Practice
    - Professional nursing practice is grounded in the translation of current evidence into one's practice.

2. **Utilize information systems and technology in conjunction with written, verbal, and nonverbal methods, to communicate about, collaborate on, and improve care decisions.**

    Domain 8: Informatics and Healthcare Technologies

    Essential IV: Information Management and Application of Patient Care Technology
    - Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care. ·

3. **Apply collaborative leadership and systems management skills when leading teams and when functioning as a member of health care interdisciplinary teams to achieve safe and cost-effective care and quality outcomes.**

    Domain 5: Quality and Safety
    Domain 6: Interprofessional Partnerships
    Domain 7: Systems Based Practice
    Domain 10: Personal, Professional, and Leadership Development

    Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
    - Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

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

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

Essential V: Health Care Policy, Finance, and Regulatory Environments
- Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

4. **Demonstrate a commitment to ethical practice by promoting the well-being of others, respecting individual rights, upholding dignity and integrity and advocating for social justice in their professional conduct.**

Domain 2: Patient Centered Care
Domain 7: Systems Based Practice
Domain 9: Professionalism

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

5. **Integrate the concepts of population-based nursing to manage alterations in health, promote wellness, and reduce health disparities for individuals, families, groups, communities, and populations**

Domain 2: Patient Centered Care
Domain 3: Population Health
Domain 7: Systems Based Practice

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

Essential IX: Baccalaureate Generalist Nursing Practice
- The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.

RN-BSN Program Admission

RN-BSN Program Application is a 2-step process:

1. **Apply to the College**: New students will apply to the college and choose the NURB.BS major. Current students in their final semester of the NUR program will be asked to add the NURB.BS major.

To be admitted to the College the student will submit:

- Application to Cincinnati State Technical and Community College
- Official transcripts of previous college coursework
- Documented completion of an associate degree or diploma in nursing for RN licensure with a minimum GPA of 2.0
- Proof of Active RN license in the United States of America
- You may take the required general education courses at any time, even prior to applying to the RN-BSN nursing course sequence. Please see an advisor for general course requirements.

2. **Complete an E-form RN-BSN Program Application:** Applications to join the Fall Cohort open April 1st with a priority deadline of August 1. Sign in to MyCState to complete e-form "RN-BSN Program Application". Here you will again confirm and upload your active RN license and select a part time or full-time intention.

Upon approval of the E-form application, the program chair will grant students permission to register for the nursing course. An email with registration instructions will be sent to your Cincinnati State account. *PLEASE NOTE: There is limited space in the RN-BSN nursing course sequence. To secure your spot, please register as soon as possible. Your spot is not secure until your registration is complete.*

Online Program Requirements

You MUST notify the director of nursing if your state of residence is outside of Ohio. Each state has unique educational and board of nursing requirements and therefore must be considered **prior** to program admission. Your state requirements may inhibit Cincinnati State's ability to provide instruction.

The RN-BSN nursing courses are primarily asynchronous online. The only face to face requirement is during clinical experiential learning Spring semester NUR 410 Population Health ~45 hours on site. Students must have access to a computer, tablet, or other processing device with a Webcam, microphone and reliable fast internet connection. Students are required to have computer access that will accommodate large amounts of graphics and audio-video materials.

- Desktop or laptop computer (no iPads, tablets or phones are to be used)
- Microphone: any microphone, either internal or external
- Webcam: 320 x 240 VGA resolution (minimum) internal or external
- High-speed reliable internet
- Students may google "check internet speed" if they are curious for their Wi-Fi

Best Practice / Evidenced Based

Faculty will review and update student resources such as journal articles and textbooks to reflect best practices in nursing care. The standard for current citations in evaluating resources will be ~ within 5 years of publication.

RN- BSN Credit Transfer

- The RN- BSN Program accepts previously completed general education coursework from regionally accredited institutions.

- The RN -BSN program does not require RNs to have completed certain courses before they are admitted and begin the program; however, RNs who have not completed one or more of the general education courses as part of their associate degree must complete the course(s) before taking the Nursing courses in the BSN degree.

- Students are required to have transfer credit or complete the following group of 26 credit hours of general education courses at Cincinnati State:

BIO 151	Anatomy and Physiology I
BIO 152	Anatomy and Physiology II
BIO 220	Microbiology
MAT 105	Quantitative Reasoning
PSY 110	Introduction to Psychology

SOC 105	Introduction to Sociology
ENG 101	English Composition I
ENG 102	English Composition II: Contemporary Issues
or	
ENG 103	English Composition II: Writing about Literature
ENG 104	English Composition II: Technical Communication
ENG 105	English Composition II: Business Communication

- Many of these general education courses are offered in both a face -to- face and online format. Substitutions may be made if a course with similar outcomes was taken but is not a direct transfer equivalent to the above courses, as long as Ohio Department of Higher Education general education requirements for Associates of Applied Science degrees was met.

- Students interested in transferring RN-BSN nursing course work from another institution must submit course syllabi and request in writing to Program Director. Decisions will be made on an individual basis as faculty and program chair must compare Course Student Learning Outcomes from each course.

Credit for Prior Learning

NUR 300 Pre-Licensure Nursing General Education Advanced Standing

- Students complete general education courses in English Composition, Mathematics, Natural and Physical Sciences, and Behavioral and Social Sciences, and may receive up to 26 credit hours for these courses.

NUR 310 Pre-BSN Nursing Program Technical Advanced Standing

- Students complete an associate degree Nursing program with grades of C or higher for each nursing course and may receive up to 39 credit hours for these courses.

NUR 350 Nursing RN-BSN Technical Advanced Standing

- Students successfully complete the NCLEX-RN Licensing Examination and receive 13 credit hours for the NCLEX-RN credential. Students also may earn up to 26 additional credit hours for successful completion of professional nursing certifications, continuing nursing education credits accrued within two years of admission to the BSN program, and/or workplace training activities.

- Students receive 39 credits for blanket transfer of nursing courses from their Associate Degree in Nursing program. Students must have received a C or better for each nursing course within their ADN curriculum for this blanket transfer to be effective. Students may also demonstrate prior learning and receive 13 credits through successful completion of the NCLEX-RN Licensing Examination. If additional credit is needed, professional nursing certifications, continuing nursing education credits accrued within two years of admission, and workplace training may be considered.

Transfer/Military Credit Policy

- Credits from other institutions will transfer based on the policies and procedures documented in the College catalog.

- The transfer of nursing credits will be assessed on a case-by-case basis using student learning outcomes. Course requirements and the curriculum plan to determine eligibility. A course syllabus must be provided to facilitate this assessment. The program reserves the right to determine the acceptability of nursing credit in accordance with its mission and outcomes.

- Military credit will transfer if appropriate to the requirements of the curriculum plan for the program. The Joint Services Transcript will be used to determine transfer credit eligibility.

Progression Policy

- A grade point average of at least 2.0 is required to remain in and graduate from the program.

- Students with less than a 2.0 GPA may not register for nursing courses. They cannot register for nursing courses until their GPA is greater than 2.0. A "nursing course" is defined as any course that appears in the catalog beginning with the prefix "NUR".

- Minimum grades of "C" or "S" are required in all courses.

- Students must complete NUR 400 Transition to BSN role in the first semester of the nursing RN-BSN program and the Capstone courses NUR 435 and NUR 440 in the final semester of the nursing RN-BSN courses.

- If a student does not register for nursing courses for 3 or more semesters, they will need to apply for readmission to the program.

- Students in the RN - BSN completion program 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 published in the College Catalog and Division Handbook.

Readmission

- RN-BSN Completion Program students who were admitted to the program but have not enrolled in classes for more than three semesters must complete a readmission application. Depending on the length of time from the last semester of enrollment activity, they may also need to re-apply to the college.

- Students are encouraged to notify the program chair of any intention to pause, defer or withdrawal from the RN-BSN program.

Student Files

- Student files are stored in HPB 333 Compliance Office behind lock and key. Clinical Progress Evaluations, Skills Competency Check offs and Handbook signature documents are maintained for five years on site. The compliance officer is the keeper of file cabinet key and the office HPB 333 door.

- Student health records are maintained on a secure, online platform maintained by Castlebranch. Health records are retained for the duration of the nursing program. Students create and maintain their personal Castlebranch accounts. The responsibility of maintaining current student health records is on the student however the compliance officer and Castlebranch will send reminder prompts. The Compliance Officer ensures records are complete and up to date and meeting the requirements of program clinical affiliates.

- Health records must be submitted to CastleBranch and confirmation of approval must be received prior to participating in any clinical experience. Castlebranch will retain online health records for duration of the nursing program. Students create and maintain their own Castlebranch accounts. Questions about health records can be directed to Anne Millea at (anne.millea@cincinnatistate.edu)

- A written report of a physical exam is required for clinical nursing courses. This exam must have been within the past twelve (12) months and submitted on the health form provided by the College. 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 NUR 410 Population-Based Community Healthcare. Experiential learning placements will be denied. Some of the immunizations and tests listed here will require periodic updates while the student is in school. For instance, a tetanus booster is required every ten years. A PPD skin test or TB questionnaire, and the influenza vaccine are required every year while enrolled in NUR courses.

- Students who do not maintain current health records and who do not follow through with required periodic updates for immunizations or tests are not eligible for clinical placement. You may <u>NOT</u> participate in clinical experiences with incomplete health records. Clinical experiential learning is a required component of NUR 410: Population-Based Community Healthcare.

<u>Required: IMMUNIZATIONS and TESTS</u>

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 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

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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 the dates that this has been done, you will need to obtain a new two-step PPD skin test.

➤ 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 (completed within the past year) to rule out active disease. TB questionnaires are required yearly and Chest X-rays are required every 3 years.

➤ Individuals who have received the 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) and complete the TB symptom questionnaire. Students must obtain the TB symptom questionnaire from Anne Millea at anne.millea@cincinnatistate.edu

Hepatitis B

➤ Documentation of the completion of the series of three (3) Hepatitis vaccine injections, given over six months, as recommended by the Center for Disease Control (CDC), or documentation of or have a Hepatitis titer (blood test) to determine the level of antibodies. A lab value of 10 IU indicates the titer is positive.

➤ 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.

➤ The third injection must be obtained as recommended (within six months from the first injection), to remain in the program. Written documentation must be submitted that includes the dates of all three Hepatitis injections.

➤ 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 prior to clinical rotation.

Chicken Pox

➤ Proof of documented of *two* vaccinations for chickenpox.

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- 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 chickenpox vaccination is required.

Influenza Vaccine

- The seasonal flu vaccination is required annually by all of our clinical facilities by November 1.
- Acceptable documentation would be the Cincinnati State Influenza Form or other valid forms from the agency administering the vaccine.

Other Vaccinations:

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

Health Insurance

- Proof of Medical / Health Insurance Coverage is required prior to clinical experience in NUR 410 (Spring Semester).

Criminal Background Checks

- Successful completion of an FBI and BCI background check through the Ohio Attorney General's Office is required prior to clinical experience in NUR 410 (Spring Semester). PLEASE NOTE: This takes 4-8 weeks to receive results.
- These background checks are required by our contracts with experiential learning partners.
- This background check should have been completed and within two years prior to the start of NUR 410 Population-Based Community Healthcare course. If a student has completed a background check for another agency within one year of the start of NUR courses, they can contact the Attorney General's office to request copies sent to Cincinnati State.

All background checks should be sent directly to the college at the following address:
HPS Dean Bonnie Smith / RN-BSN Program Admissions
Cincinnati State Technical and Community College
3520 Central Parkway
Cincinnati, OH 45223

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- Clinical agencies can establish more stringent standards, if they so desire, to meet regulatory requirements for their facility.
- Clinical agencies can conduct additional background checks at their discretion.

Drug and Alcohol Screening Policy

- Students enrolled in any Health and Public Safety program have placed themselves into a relationship where there is a special concern relative to the possession or use of drugs, alcohol, or controlled substances.
- If a student in a Health and Public Safety program appears to be functioning in an impaired manner, exhibiting inappropriate behavior in the classroom or clinical setting, or demonstrating any unprofessional conduct or negligence, the faculty or clinical affiliate representative responsible for that student, using professional judgment, will remove the student, document the circumstances and report the alleged violation immediately to the Dean of Student Enrollment Services and the Dean of the Health and Public Safety Division.
- Clinical facilities may require Health and Public Safety Division students to undergo drug and alcohol screening prior to placement.
- Refusal to submit to screening when requested will result in dismissal from the Health and Public Safety Division program due to the inability to progress in the curriculum. The screening will be done by a third-party administrator. Instructions regarding when and how to complete a drug screen will be issued to students by their faculty member. Students will be responsible for the cost of the drug screen. Results of the drug screen will be forwarded directly to the Director.
- Confirmation of a positive drug screen will result in the student being immediately withdrawn from the clinical course and may result in dismissal from the program of study

Medical Marijuana Policy

- Even though recreational marijuana use is legal in Ohio, it is still illegal from a federal perspective.
- The use of marijuana and/or illicit drugs is not permitted in all healthcare facilities
- All clinical affiliates/partners require a NEGATIVE drug screening. Any result of Negative Dilute must be repeated.
- You must have a NEGATIVE drug screening throughout the duration of your enrollment in the nursing program

Full-Time Curriculum Plan: Nursing Courses are offered in ~8 -week sessions (EXCEPT NUR 410)

Placement	Course #	Course Title	Credits
Prerequisites/ AAS Credit			
	300	General Education Block from AAS	26
	310	Pre-BSN Nursing Program Technical Credit	39
	350	RN-BSN Advance Standing	13
First Semester			
FIRST SESSION	NUR 400	Transition to the Role of the Baccalaureate Nurse (must be taken in first semester)	3
SECOND SESSION	NUR 405	Healthcare Informatics for Clinical Decision Making	3
SECOND SESSION	NUR 430	Healthcare Outcome Measures, Quality Improvement Processes & Interdisciplinary Collaboration	3
	MAT 131	Statistics	3
	XXXXXX	Cultural Diversity Elective	3
Second Semester			
FULL 15 WEEK SESSION	NUR 410	Population-Based Community Healthcare: Theory and Concepts	4
FIRST SESSION	NUR 415	Evidence-Based Practice, Research, Scholarship and Clinical Decision Making	3
SECOND SESSION	NUR 420	Health Care Policy and Ethical and Legal Issues	3
	XXXXXX	Humanities/Fine Arts Elective	3
Third Semester			
FIRST SESSION	NUR 425	Nursing Leadership and Management for Professional Practice	4
FIRST SESSION	NUR 435	BSN Capstone Seminar (must be taken in final semester)	3
SECOND SESSION	NUR 440	BSN Capstone Project (must be taken in final semester)	4
	HIST XXX	History Elective	3
Total Credits			**120**

Part-Time (2 year) Curriculum Plan (suggested plan)

Placement	Course #	Course Title	Credits
Prerequisites/ AAS Credit			
	300	General Education Block from AAS	26
	310	Pre-BSN Nursing Program Technical Credit	39
	350	RN-BSN Advance Standing	13
First Semester			
FIRST SESSION	NUR 400	Transition to the Role of the Baccalaureate Nurse (must be taken in first semester)	3
	MAT 131	Statistics	3
	XXXXXX	Cultural Diversity Elective	3
Second Semester			
FULL SESSION	NUR 410	Population-Based Community Healthcare: Theory and Concepts	4
	XXXXXX	Humanities/Fine Arts Elective	3
Third Semester			
FIRST SESSION	NUR 425	Nursing Leadership and Management for Professional Nursing Practice	4
	HIST XXX	History Elective	3
Fourth Semester			
SECOND SESSION	NUR 405	Healthcare Informatics for Clinical Decision Making	3
SECOND SESSION	NUR 430	Healthcare Outcome Measures, Quality Improvement Processes & Interdisciplinary Collaboration	3
Fifth Semester			
FIRST SESSION	NUR 415	Evidence-Based Practice, Research, Scholarship and Clinical Decision Making	3
SECOND SESSION	NUR 420	Healthcare Policy and Ethical and Legal Issues	3
Sixth Semester			
FIRST SESSION	NUR 435	BSN Capstone Seminar(must be taken in final semester)	3
SECOND SESSION	NUR 440	BSN Capstone Project(must be taken in final semester)	4
Total Credits			**120**

Part-Time (3 year) Curriculum Plan (suggested plan)

Placement	Course #	Course Title	Credits
Prerequisites/ AAS Credit			
	300	General Education Block from AAS	26
	310	Pre-BSN Nursing Program Technical Credit	39
	350	RN-BSN Advance Standing	13
First Semester			
FIRST SESSION	NUR 400	Transition to the Role of the Baccalaureate Nurse (must be taken in first semester)	3
	MAT 131	Statistics	3
Second Semester			
FULL SESSION	NUR 410	Population-Based Community Healthcare: Theory and Concepts	4
Third Semester			
	XXXXXX	Humanities/Fine Arts Elective	3
	HIST XXX	History Elective	3
Fourth Semester			
SECOND SESSION	NUR 405	Healthcare Informatics for Clinical Decision Making	3
Fifth Semester			
SECOND SESSION	NUR 420	Healthcare Policy and Ethical and Legal Issues	3
Sixth Semester			
FIRST SESSION	NUR 425	Nursing Leadership and Management for Professional Nursing Practice	4
	XXXXXX	Cultural Diversity Elective	3
Seventh Semester	NUR		
SECOND SESSION	NUR 430	Healthcare Outcome Measures, Quality Improvement Processes & Interdisciplinary Collaboration	3
Eighth Semester			
FIRST SESSION	NUR 415	Evidence-Based Practice, Research, Scholarship and Clinical Decision Making	3
Ninth Semester			
FIRST SESSION	NUR 435	BSN Capstone Seminar (must be taken in final semester)	3
SECOND SESSION	NUR 440	BSN Capstone Project (must be taken in final semester)	4
Total Credits			**120**

RN-BSN Course Descriptions

NUR 400: Transition to the Bachelor Degree Nursing Role
Asynchronous Online   Credit Hours: 3   Lead Faculty: Dr. Connie Rose

A course on essential concepts and theories for the registered nurse transitioning to the baccalaureate-prepared nurse role. Topics include: preparing an academic and professional portfolio using skills and resources such as professional writing style, library services, and computer applications.

NUR 405: Healthcare Informatics for Clinical Decision Making
Asynchronous Online   Credit Hours: 3   Lead Faculty: Dr. Connie Rose

A course that examines advances in computer technology and information sciences and their impact on the culture of safety within healthcare environments. Topics include: the impact of technology and information sciences on cost-effectiveness, safety, quality, and outcomes of care.

NUR 410: Population-Based Community Healthcare
Hybrid Lecture Asynchronous Online
Experiential Clinical Lab Hours: 1 credit (45 total hours)   Credit Hours: 4
Lead Faculty: Dr. JoAnne Worthington-Groseclose

A course on theory and concepts of community health nursing with an emphasis on social determinants of health. Topics include: the effect of social determinants on health, wellness, and disease management in a community; and strategies for working with special populations. Students plan and complete a community-based health promotion project. The course includes community based experiential learning.

NUR 415: Evidence-Based Practice, Research, Scholarship and Clinical Decision Making
Asynchronous Online   Credit Hours: 3   Lead Faculty: Dr. Janice Lockett

A course on the processes used to translate evidence to practice. Topics include: identifying practice issues; developing an answerable research question; evaluating the evidence for validity, impact, and applicability; and identifying ethical considerations associated with research.

NUR 420: Health Care Policy and Ethical and Legal Issues
Asynchronous Online   Credit Hours: 3   Lead Faculty: Dr. Denise Rohr

A course that examines the impact of healthcare policy and legal and ethical issues on healthcare decision making and delivery of care. Topics include: the effect of policies and issues on healthcare disparities in diverse and vulnerable groups, communities, and populations.

NUR 425: Nursing Leadership and Management for Professional Practice
Asynchronous Online   **Credit Hours: 4**   **Lead Faculty: Dr. Anne Dean**

A course on knowledge and skills needed to effectively lead and manage teams in constantly changing healthcare systems. Topics include: change and innovation, self-knowledge and leader development, communication and conflict skills, resource management, value-based care, and budgeting.

NUR 430: Healthcare Outcome Measures and Quality Improvement Processes
Asynchronous Online   **Credit Hours: 3**   **Lead Faculty: Dr. Jennifer Tyler**

A course on health outcome measures that enhance patient experiences, improve population health, reduce costs, and improve the work-life balance of health care providers. Topics include: optimizing health outcomes and system performance through quality improvement processes and interdisciplinary collaboration.

NUR 435: Bachelor Degree Nursing Capstone Seminar
Asynchronous Online   **Credit Hours: 3**   **Lead Faculty: Dr. Nikki Howard**

Students complete their academic and professional portfolios by engaging in reflective activities and describing how their academic learning experiences affected their current and future practice roles, and describing their professional pathway for the next three to five years.

NUR 440: Bachelor Degree Nursing Capstone Project
Asynchronous Online   **Credit Hours: 4**   **Lead Faculty: Dr. Leanne Buschmeier**

Students synthesize knowledge and skills acquired throughout the RN-BSN curriculum to develop-and present a capstone research or quality improvement project that focuses on community needs, bedside nursing issues, or organizational leadership issues. Project topics must be approved by faculty.

Required General Education Courses

There are four required general courses in the RN-BSN Program

- **MAT 131 (statistics 1) 3 credit is required**. If you have already taken MAT 131, you can take MAT 132 (Statistics 2) **OR** another math course listed on the Ohio transfer 36 page (see link). If you have completed MAT 131 and another three-credit math course, you should not need another math course.
- **Cultural Diversity 3 credit course**: Click on link below for the NURB (RN to BSN completion program) webpage and scroll to the bottom of the page for a full list of courses that satisfy this requirement: https://www.cincinnatistate.edu/academics/degree-certificate/RN-BSN-completion-program-nurb/
- **History 3 credit course**: You may take any course listed under the history category on the Ohio transfer module (OT36) (see link)
- **Arts/Humanities 3 credit course** : You may take any course listed under "Arts/Humanities" from the Ohio transfer module (OT36) (see link)

Click here for the **Ohio Transfer 36 page** to see lists of specific courses.

Completion/Graduation

The following criteria must be met for program completion:

- All required courses within the curriculum must be completed with a minimum grade of "C" or "S".
- A minimum overall GPA of 2.0

Grading Policy for Nursing (NUR) Courses

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

Grading Scale:
A = 90.00% - 100%
B = 81.00% - 89.99%
C = 75.00% - 80.99%
D = 70.00% - 74.99%
F = below 70.00%

S = at least 75.00% achievement of total course points and 100% achievement of clinical or contract objectives.

U = less than 75.00% achievement of total course points and less than 100% achievement of clinical or contract objectives.

Online Course Attendance Policy:

Students must log in to the course website during the first two weeks of the term and participate in an online activity.

Participation in an online activity includes, but is not limited to, submitting an academic assignment; taking an exam, an interactive tutorial, or computer-assisted instruction; participating in an online discussion about academic matters; and initiating contact with a faculty member to ask a question about the academic subject studied in the course.

A student who is enrolled in the course but does not log into the website during the first two weeks of the term is to be designated a No Show (NS) by the instructor. All other policies described in the catalog section on "Non-Attendance" apply to students in WEB and HYB courses also.

Administrative Withdrawal: Participation in weekly activities is required. Students who fail to participate in course work for more than 3 consecutive weeks (21 days since submission of work) may be subject to an administrative withdrawal by the instructor.

Clinical and Experiential Learning

In person clinical learning experiences (45 hours flexibly scheduled in Spring semester) are a required component of the Population-Based Community Healthcare course (NUR 410). You must have an active RN license in the State which you will be completing your experience.

Additional in person Experiential Learning activities may be required in NUR 425: Nursing Leadership and Management for Professional Practice. These activities (~15 hours) include in person attendance at a professional meeting and shadowing a nurse leader. The final course, NUR 440: Bachelor Degree Nursing Capstone Project, involves professional presentation of the student's research or change project.

See course syllabus for details on satisfactory and unsatisfactory clinical and experiential learning attendance requirements

RN-BSN Program Dress Code for Clinical and Experiential Learning

- 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 student's attire must be clean and pressed. 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.

- Students may wear a white lab coat during experiential learning activities. The hem of the lab coat should fall at or just below the level of the hips.

Not permitted:

- Denim jeans of any color

    - knee pants, shorts, capris

    - low cut clothing

    - net or see-through clothing

    - tight-fitting clothing

    - short skirts or dresses

    - tank tops, halter or midriff tops

    - sleeveless t-shirts/sundress

    - scarves

    - clothing with inscribed messages

    - leggings unless covered by dress or skirt

    - tennis shoes

    - baseball caps, skull caps, sun visors or pullover hats, or others that impair vision and hearing.

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/colored scarves are not permitted. Hair must be of a natural color.

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

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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. 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. If tattoos are visible then lab coat is required.

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.

- Some scents can trigger nausea or asthma attacks in susceptible individuals.

Clinical Experiential Learning

Clinical experiences are a required part of the educational experience within the RN-BSN Nursing curriculum. These clinical experiences may be held in community, public health and clinical settings so that students can be a part of the interdisciplinary team, collaborating, advocating for and interacting with actual clients.

Clinical sites must be approved by the program faculty. All clinical sites utilized require a formal written agreement of affiliation with the College. Preceptors must be licensed healthcare workers working in an approved setting. A preceptor contract must be signed by licensed healthcare preceptor, student and faculty member. The preceptor document and the formal written agreement must be submitted by the student and approved by the Program Chair of the RN-BSN program prior to any clinical experience.

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

Expectations for Student Behavior in all Clinical Experiences

Section A

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

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

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

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

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

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

    A. Provide privacy during examination or treatment and in the care of personal or bodily needs; and

    B. Treat each patient with courtesy, respect, and with full recognition of dignity and individuality.

7. A student shall practice within the appropriate scope of practice as set forth in division (B) of section 4723.01 and division (B)(20) of section 4723.28 of the Ohio Revised Code for a registered nurse

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

9. A student shall not:

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

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

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

    A. Engage in behavior to seek or obtain personal gain at the patient's expense;

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

C. Engage in behavior that constitutes inappropriate involvement in the patient's personal relationships; or

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

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

11. A student shall not:

A. Engage in sexual conduct with a patient;

B. Engage in conduct in the course of practice that may reasonably be interpreted as sexual;

C. Engage in any verbal behavior that is seductive or sexually demeaning to a patient;

D. Engage in verbal behavior that may reasonably be interpreted as seductive or sexually demeaning to a patient.

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

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

A. Sexual contact, as defined in section 2907.01 of the Revised Code;

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

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

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

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

16. A student shall not have an 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.

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

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

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

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

22. A student shall not assist suicide as defined in section 3795.01 of the Revised Code.

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

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

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

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

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 health excel mediation meeting .

2. These violations may be considered grounds for dismissal and/or unsatisfactory rating from the clinical course and/or nursing program.

Section B

Expectations for behavior in All Clinical Experiences –as set forth by The Cincinnati State Bethesda School of Nursing Program

1. Arrive on time to all clinical activities and do not leave until dismissed

2. Ask for assistance appropriately

3. Meet all criteria required for clinical lab and/or clinical 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

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 health excel mediation meeting.

2. These violations may be considered grounds for dismissal and/or unsatisfactory rating from the clinical course and/or nursing program.

Student Illness in the Clinical setting

The student will be instructed to leave the clinical setting when an incapacitating illness occurs. The instructor will recommend a visit to the student's personal physician. This will count as an absence, according to the Attendance Policy.

In the event of an injury, the instructor should be notified immediately. The clinical facility policy may be followed regarding the completion of an Incident Report. The injury may require treatment with the consent of the student (as fees may be assessed). A report of the incident should be completed and placed in the student file.

The program director should be notified of the student's injury as soon as possible. Clinical facilities should not file student claims under Workman's Compensation as students are not considered employees.

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PLEASE NOTE: If the student receives treatment at the clinical facility, the student's private insurance company should be billed. If the student has fees above that by the student's health insurance, the student, or instructor, may obtain an insurance claim form in the Health and Public Safety office. The student must complete this form and return it to the Health and Public Safety Office as soon as possible after the incident occurs.

Title IX

- Cincinnati State is dedicated to the advancement of knowledge and learning and to the development of ethically responsible individuals. Cincinnati State students are expected to uphold appropriate standards of behavior and to respect the rights and privileges of others. Student conduct is expected to be in accordance with all federal, state, and local laws, and Board of Trustees and College rules, regulations, and policies. As a result, Cincinnati State has a Student Code of Conduct for which all students are held accountable.

- Please use this form to report violations of the Student Code of Conduct, Title IX violations, Academic Integrity violations, and general student behavior concerns. https://publicdocs.maxient.com/incidentreport.php?CincinnatiState

- While we want you to feel comfortable coming to us with issues you may be struggling with or concerns you may be having; please be aware that there are some reporting requirements that are part of our job at Cincinnati State. For example, if you inform us of an issue of sexual harassment, sexual violence, and/or other forms of prohibited discrimination, we will keep the information as private as possible, but we are *required* to bring it to the attention of the college's Title IX Coordinator, Falonda Rodgers.

- If you or someone you know has experienced prohibited discrimination, sexual harassment, or violence (including assault, domestic or dating violence, and gender or sex-based bullying and stalking), we encourage you to tell someone promptly. Help and support are available. For more information, please contact Falonda Rodgers directly at 513-569-1759. She can also be reached by email at Falonda.Rodgers@cincinnatistate.edu.

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Absence for Religious Observance

Students are permitted to request up to three days each semester for an excused absence from class for observance of a religious holiday (or to take part in organized activities conducted under the auspices of a religious or spiritual belief system) that is part of the student's sincerely held religious beliefs and practices.

It is the student's responsibility to provide written notice to each faculty member of the specific dates requested for religious observance. The written notice must be provided within fourteen (14) days of the first day of instruction for each course where accommodation is requested.

It is also the student's responsibility to talk to their instructor about making up required work through a process and on a schedule to be determined by the course instructor.

Additional information about this policy is on the College website:

https://www.cincinnatistate.edu/catalog-academic-policies/religious-observance-policy

Students with questions about this policy should contact the Provost's Office by email: www.provostoffice@cincinnatistate.edu

Office of Disability Services

- Pursuant to the Americans with Disabilities Act, each testing institution must provide reasonable accommodations to individuals with a documented disability that hinders their ability to take any assessment under standard conditions. It is the responsibility of each administering institution to determine how the disability will be reasonably accommodated in the testing process and for the proctor to ensure that the approved accommodation is in place.

- Please contact the office of disability services (see course syllabus) when ADA accommodations are indicated. The office of disability services will notify faculty of

required online testing accommodations. Faculty are unable to make any accommodations to online testing unless instructions are received from the office of disability services.

- Examples of requests for testing accommodations that may be provided include, but are not limited to, the following: • Use of an electronic reader. • Providing for a reasonable extension of testing time. Please note that, while time extensions may be permitted, the total allocated time must never be split over more than one day. No accommodation should be provided that would compromise the security or integrity of the exam or require the testing institution or proctor to violate any of the test administration requirements.

Prohibited Accommodations

The following accommodations are prohibited:

> • Use of a camera or any other recording device.
>
> • Providing verbal or other clues or prompts.
>
> • Permitting the use of any electronic device (no phones, iPads, etc.).

Note: The exam is written and administered in the English language, and a lack of facility with the English language is not considered a disability. Interpreters should not be permitted inside the exam room for purposes of translating the test text from English into another language for an examinee.

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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. The Alumni Association has a rich and colorful history and members are proud to welcome the graduates of Cincinnati State Bethesda School of Nursing to their ranks.

Cincinnati State Bethesda School of Nursing
RN-BSN Completion Program
Student Acknowledgement and Understanding of the RN-BSN Handbook

Please acknowledge receipt and understanding of the handbook digitally via Learning

Management System posted in each nursing course by clicking "reviewed" status.

By selecting "reviewed" you are stating that you have read and understand the student

expectations and requirements outlined in the 2025-2026 RN-BSN Student Handbook for the RN

to Bachelor of Science in Nursing Completion Program