The Cincinnati State Bethesda School of Nursing Student Handbook 2025-2026

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

Reviewed and Revised August 2025
Approved BH; Effective Fall Semester 2025

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Approval and Accreditation

This Nursing Program is approved by:

The Ohio Board of Nursing

8995 East Main Street

Reynoldsburg, Ohio 43068

Telephone (614) 466-3947 http://www.nursing.ohio.gov/

The Associate Degree Nursing Program at Cincinnati

State Technical and Community College

(Clifton Campus in Cincinnati, Ohio) is accredited by the

Accreditation Commission for Education in Nursing (ACEN) 3390

Peachtree Road NE, Suite 1400, Atlanta, GA, 30326.

Phone: (404) 975-5000.

Website: https://www.acenursing.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 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. Your classmates will understand precisely 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 program, you will learn to assess, diagnose, plan, implement, and evaluate nursing care for people with various healthcare 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 have a heavy responsibility to provide appropriate, skilled nursing care. In return, you will have the opportunity to assist people in critical or vulnerable moments of their lives.

Congratulations, and best wishes on your continued success!

The Faculty of the Nursing Program

Nursing Program Faculty and Staff Directory

Name, Credentials, and Role	Office Phone Number	Office Location
Bonnie Smith, PhD., MSN, RN, Dean of Health and Public Safety	513.569.1662	HPS 314
Dr. Beth Hamon, DNP, RN, CNE, Associate Dean – Nursing Program Director	513.569.1291	HPS 318
Sheena Davis, MSN, BSN, RN, PCCN, Professor and Program Chair - ADN	513.569.1674	HPB 332
Dr. Janice Lockett, PhD, MSN, RN, Program Chair – ADN Program/ Professor	513.569.1292	HPS 322
Amberly Schmaltz, MSN, RN, PMH-BC, Clinical Coordinator	513.569.1286	HPS 334
Erlinda Chess, MSN, BSN, RN, (Nursing Lab Manager)	513.569.1687	HPS 202/204
Mishael Appling, MSN, BSN, RN, Instructor	513.569.1538	HPS 303
Lauren Bregel, MSN, BSN, RN, Instructor	513.569.1293	HPS 328
Megan Byrd, MSN, BSN, RN, CNM, Instructor	513.569.1676	HPS 325
Dr. Anne Dean, DNP, MSN-Ed, BSN, RN, Instructor	513.569.5803	HPS 360
Sarah Eickleberry, MSN, BSN, RN, Instructor	513.569.1288	HPS 324
Mary Hughett, MSN, BSN, RN, C-EFM, Instructor	513.569.4229	HPS 330
Artesian Martin, MSN Ed., BSN, RN, Instructor	513.569.1284	HPS 309
Maria Martini, FNP-C, MSN, BSN, RN, Instructor	513.569.4777	HPS 313
Rachael Meier, MSN, RN, Health Simulation Lab Director	513.569.1289	Main Building, room 156
Tina Sicurella, MSN, BSN, RN, Instructor	513.569.4173	HPS 302
Deanna Smock, MSN, BSN, RN, RNC-MNN CNEn, Instructor	513.569.1295	HPS 326
Dr. Caitlyn Visscher, DNP, MSN, BSN, RN, Instructor	513.569.4747	HPS 319
Melissa Wilkes, MSN, BSN, RN, Instructor	513.569.1628	HPS 315
Dr. JoAnne Worthington Groseclose, DNP, MED-SURG, ACUE, Professor	513.569.1290	HPS 338
Adjunct Faculty	Leave Message 513.569.1760	N/A

Where to Turn?

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

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

Transfer Credit ➢ Pre-Nursing Advisor – Prior to admission to the nursing program
➢ Advisor - Vicki Groh, MA, RN
For assistance, you may email HPSadvising@cincinnatistate.edu or call (513)569- 1670

Degree Audits/SAP Appeals for Financial Aid Advisor
➢ Nursing Advisor Office - Vicki Groh, MA, RN
   Email: vicki.groh@cincinnatistate.edu

In-Program Academic Advisor
➢ Professor Sheena Davis – Program Chair. Professor Davis is your advisor after
   entering your first nursing course.
   Office: (513) 569-1674 Email sheena.davis@cincinnatistate.edu

Legal issues related to licensure and background checks
➢ Dr. Beth Hamon - Director of Nursing
   Office: (513) 569- 1291
   Email: beth.hamon@cincinnatistate.edu

Clinical Information
➢ Amberly Schmaltz- Nursing Clinical Coordinator
   Office: (513) 569-1670
   Email: amberly.schmaltz@cincinnatistate.edu

Health Records
➢Anne Millea
   Office: 513-569-5844
   Email: anne.millea@cincinnatistate.edu

Health Excel Services

Purpose:

Health Excel Services provides Cincinnati State Health and Public Safety students with educational support services designed to enhance student success.

Goal:

To assist students in meeting their academic and career goals, students may request an academic mentoring meeting that can explore topics such as:

- Time Management
- Study Skills
- Test Anxiety
- Communication Skills
- Life Balance
- Stress Management
- Choosing the Right Health Career
- Referrals to College Resources
- Encouragement and Support

For more information on Health Excel Services, contact:

Students enrolled in Health & Public Safety certificate or degree programs can request an appointment with the Health Excel Services Coordinator, **Lisa Lucas**. Students can stop by the Health & Public Safety reception desk (HPB 312) or call 513-569-1670. You can also email lisa.lucas@cincinnatistate.edu to request an appointment.

Counseling Services

Purpose:

To promote student learning and development by providing counseling and referral services that address the developmental career and mental health needs of Cincinnati State students. This service is available at no cost.
https://www.cincinnatistate.edu/counseling/

Services:

- *Personal Counseling:* One-on-one short-term counseling that is voluntary and focuses on personal concerns that impair your ability to function in a classroom and clinical setting. Counseling services include but are not limited to mental health counseling and crisis intervention.
- *Career Counseling:* This service is intended to help students clarify interests and values, assess skills, learn about the world of work, and continuing education opportunities.
- *Referrals to Other Resources*: Every concern a student presents is not always served best by Counseling Services. If it is determined that students may be better served by social service agencies, the counselors will refer the student to a related community resource.

Nursing Student Organization (N.S.O.)

All students in the Nursing Program are members of the Nursing Student Organization (NSO). The NSO is a virtual community for students supported by the Faculty-Student Committee of the Nursing Program. Officers are elected annually. The purpose is to encourage students and faculty to share information, program-specific issues, and concerns. The NSO link is located under the College Community tab on the college's Website at MYCSTATE. Please check the website frequently for general nursing student updates, college and community activities and events, employment opportunities, and scholarship information.

Nursing Resource Center

The Nursing Resource Center, located in Rooms 200-204 of the Health Professions Building, is open to all nursing students enrolled in the clinical nursing courses.

Divided into a classroom area and an open lab area, the Center has bedside care stations, computers, a 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 of the Center's open hours. Students can sign up for skills practice on Sign Up Genius; a link will be provided to sign up on a date and time of choice.

The Center is not open for students to use on any holiday recognized by the college. The phone number for the Center is 513-569-1687.

The Center is staffed by the Nursing Skills Lab Director during all of the posted open hours. The Director of the Nursing Skills Lab assists students with practicing patient care skills, answering student questions, and assisting students with using the Center's computers and equipment. The Director does not teach, demonstrate, or do competency-testing of patient care skills unless she is teaching a session during that semester. Time spent in the Center does not substitute for participation in the nursing courses; rather, it provides an opportunity to expand knowledge of classroom content.

The center's computers offer interactive software nursing programs and internet access. Library reference textbooks can also be used in the Center and signed out for short-term periods through the Lab manager. The center's software programs, reference material, videos, tapes, and bulletin board displays are designed to reinforce learning in nursing courses.

The Nursing Skills Lab Director welcomes you to the nursing program and looks forward to assisting you in using the supportive learning resources available within the Center. **Director, Nursing Skills Lab: Erlinda Chess, MSN, BSN, RN   513-569-1687**

Health Simulation Lab

The Health Simulation Lab (HSL) at Cincinnati State is located in the Main Building, room 156. The lab consists of four classrooms and four lab spaces and houses five high-fidelity simulators ranging in age from neonatal to adult. The HSL also contains equipment for student skill practice, including but not limited to Alaris pumps, Medication Carts (Pyxis), Suction, Oxygen, Neonatal Warmer, Fetal Monitoring Equipment, Defibrillator, and Code Carts. The hours of operation for the HSL are Monday through Thursday from 8:00 a.m. to 4:30 p.m. and Friday from 8:00 a.m. to 12:00 p.m., but students must make an appointment to use the space either via Blackboard or email at simlab@cincinnatistate.edu. Open lab hours will vary by semester and will be posted on the Blackboard page for the HSL.

Attendance for the Open Health Simulation Lab does not require an appointment. For questions, please contact us via e-mail at simlab@cincinnatistate.edu or via phone (513) 569-1289. Please also follow our Instagram account for regular updates @healthsimcincystate. **Director Rachael Meier, MSN, RN   513-569-1289**

Student Health Records

Student Health Insurance Requirements

The Cincinnati State Bethesda School of Nursing requires students to obtain personal health insurance coverage. Proof of health insurance is required upon admission to the program and before attending all lab courses. Lack of coverage will impact a student's eligibility to participate in clinical and lab experiences.   Please review your course attendance policy regarding clinical and lab absences.

Student Health Records

A written report from your healthcare provider of a physical exam is **required** before registering for nursing courses. The physical form must include the lab reports to be accepted by **CastleBranch** This exam must have been **within the past six months of admission to the program**. 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 will receive directions to upload health documents to the Health Record Tracking Software through an organization that manages student compliance documents. Students will submit documents to CastleBranch.

Upon entering the program (prior to registering for NUR 101), all students must have a drug screen completed through CastleBranch by the stated deadline.

All health records must be uploaded AND approved by CastleBranch **at least 48 hours prior to clinical**, in order for the student to be considered in compliance. Documents related to health records that are submitted to CastleBranch can take up to 3-5 business days for approval. Drug tests can take up to 5-7 business days to post once the lab receives the specimen. Approval times for health records and completion of drug tests can vary depending on the time of year, so plan accordingly and allow ample time.

Students who do not submit the proper verification of immunizations/vaccines, CPR certification, and tests will not be allowed to register for NUR classes nor attend clinicals.

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 or chest x-ray and questionnaire, and the influenza vaccine are required every year while enrolled in NUR courses.**

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

Questions?
Email to Anne.millea@cincinnatistate.edu

Remember:
You may not register for nursing courses until all health records are completed. You must keep immunizations and tests current 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

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) or a blood test with a lab report, and then proof of a yearly one-step PPD skin test every year thereafter. The most recent skin test must be done 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 twostep 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.
- 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 can obtain the TB symptom questionnaire by emailing 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 **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 *two* vaccinations for chickenpox

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

        Documentation of annual influenza vaccination is due by October 24, fall semester. 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. Note that seasonal flu vaccination is required by all of our clinical facilities on October 24. The clinical coordinator will notify students of any exceptions.

COVID Vaccinations

The Covid-19 vaccinations series is Highly Recommended, not required. Most health insurance plans will cover the COVID-19 vaccine at no cost.

The clinical partners reserve the right to require nursing students on their clinical units to be vaccinated, including COVID-19, at any time during the clinical experience. Failure to follow facility policy will result in the denial of clinical placement and may prevent progression through the nursing program. A clinical partner may also require students to have regular testing to ensure that they are negative for COVID. This testing would not be optional.

Students seeking an **exemption** to required vaccinations should contact the Health Records Compliance officer, Anne Millea, at anne.millea@cincinnatistate.edu to request a vaccination exemption form. The form requires a signed letter from a healthcare provider. The completed form and letter are to be scanned and emailed to Dr. Beth Hamon, the Director of Nursing, at beth.hamon@cincinnatistate.edu, for consideration. Please note that students provided with an exception may still be required to wear additional protective equipment (for example, an N95 or KN95 mask) during clinical experiences, per the requirements of the clinical facilities. Students seeking a vaccine exemption take on these aforementioned risks, as well as the risk of being unvaccinated in the clinical setting.

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 facilities. Call the specific sites for details about eligibility, services, and fees. Note that you may need to provide proof of income or student status in order to receive services on a "sliding scale fee" basis.

Search the Government section under the City of Cincinnati – Health Centers or your local city or county. In some areas, it may be listed under Human Services or the Health Department. You can check with your city or county government for the 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.

    Also consider: Walgreen's Take Care clinics and Kroger's Little Clinic's or your primary care office

Crossroad (OTR) Health Center (513)381-2247 5 East Liberty Street Physical Exam on sliding scale	**Northside Health Center** (513) 357-7200 3917 Spring Grove Must be a resident of Ohio Physical Exam, vaccines, PPD All provided on sliding scale
Bobbie Sterne Health Center (513)357-2700 1525 Elm Street Must be a resident of Ohio Physical Exam, vaccines, PPD All provided on sliding scale	**Hamilton County Disease Prevention Clinic** (513)946-7600 184 East McMillan PPD skin test and CXRs available Provides sliding scale
Hamilton County Health Department (513)946-7882 250 William Howard Taft Rd TB testing, immunizations	**Mount Healthy Family Practice Clinic** (513)522-7500 8146 Hamilton Avenue Physical exam, vaccines & PPD
Price Hill Health Center (513)357-2700 2136 West Eighth Street Must be a resident of Ohio Physical Exam, vaccines, PPD	**University Health Services** 234 Goodman Street (513)584-4505 Physical exam, Hepatitis vaccine, PPD skin test Sliding scale fees
Walnut Street Health Center (513)352-6320 1005 Walnut Street Physical Exam, vaccines, PPD All provided on sliding scale	**WinMed City West** (513)233-7100 1019 Linn Street Physical Exam, vaccines, PPD All Provided on sliding scale
Clermont County Public Health (513)732-7499 2275 Bauer Rd # 300, Batavia Ohio 45103 Call for information	**Warren County Combined Health Districts** (513) 695-1228 416 S East Street, Lebanon, Ohio Physical Exams, vaccines, PPD All Provided on sliding scale
KY Health Point Family Care (859)655-6100 1401 Madison Ave, Covington KY	**KY Health Point Family Care** (859)655-6100 405 Violet Drive, Crittenden, KY
KY Health Point Family Care (859)-655-6100 7607 Dixie Highway, Florence KY	**KY Health Point Family Care** (859)655-6100 215 E. 11th Street, Newport, KY
Dearborn County Health Department 812-537-8826 *Should be resident of Dearborn County, Indiana, or immediate vicinity* Call to set up appointment PPD, MMR, Tetanus vaccines available but Hepatitis series not available	

Ohio Board of Nursing Licensure Issues

Criminal History

All graduates who apply for licensure in Ohio will be completing an application form that requires acknowledgment of any felonies, misdemeanors committed in the course of practice or any misdemeanor drug law violation. For information on this topic, visit https://nursing.ohio.gov/licensing-and-certification/background-check

If you have any questions about licensure issues, contact the Nursing Program Director Beth.hamon@cincinnatistate.edu

Compliance Questions asked at the 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 convicted of, found guilty of, pled guilty to, pled no contest to, pled not guilty by reason of insanity, entered an Alford plea, received treatment or intervention in lieu of conviction, or been found eligible for pretrial diversion or a similar program for any of the following crimes? Including crimes that have been expunged, IF there is a direct and substantial relationship to nursing practice.
   a) A felony in Ohio, another state, commonwealth, territory, province, or country?
   b) A misdemeanor in Ohio, another state, commonwealth, territory, province, or country? (This does not include traffic violations unless they are DUI/OVI)

2. Have you ever been found to be mentally ill or mentally incompetent by a probate court?

   If you answered "Yes" to 1a, 1b, or number 2 above, you are required to provide the Ohio Board of Nursing (the Board) with a written explanation of the events including the date, county, and state in which the events occurred (attach a separate sheet to this application), and a certified copy of the indictment(s) or criminal complaint(s), plea(s), journal entry(s) from the appropriate court. A copy of the court docket or case summary does not meet this requirement.

3. Has any board, bureau, department, agency or other body, including those in Ohio, other than this Board, in any way limited, restricted, suspended, or revoked any professional license, certificate, or registration granted to you; placed you on probation; or imposed a fine, censure, or reprimand against you? Have you ever voluntarily surrendered, resigned, or otherwise forfeited any professional license, certificate, or registration?

4. Have you ever, for any reason, been denied an application, issuance, or renewal for licensure, certification, registration, or the privilege of taking an examination in any state (including Ohio), commonwealth, territory, province, or country?

5. Have you ever entered into an agreement of any kind, whether oral or written, with respect to a professional license, certificate, or registration in lieu of or in order to avoid formal disciplinary action, with any board, bureau, department, agency, or other body, including those in Ohio, other than this Board?

6. 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 body, including those in Ohio, other than this Board, with respect to a professional license, certificate, or registration?

   If you answered "Yes" to questions 3-6, you are required to provide the Board with a written explanation and certified copies of any documents.

7. Have you ever been diagnosed as having, or have you been treated for, pedophilia, exhibitionism, or voyeurism?

8. 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?

9. 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 a bipolar disorder, schizophrenia, paranoia, or any other psychotic disorder?

   If you answered "Yes" to questions 7-9, you are required to provide a written explanation, including the date(s) of diagnosis or treatment and a description of your present condition. Include the name, current mailing address, and telephone number of each person who treated you, as well as each facility where you received treatment and the reason for treatment. Have each treating physician submit a letter detailing the dates of treatment, diagnosis, and prognosis.

10. Are you currently engaged in the illegal use of chemical substances or controlled substances?
    Currently does not mean on the day of, or even weeks or months preceding the completion of this application. It means recently enough that the use of drugs may have an ongoing impact on one's functioning as a certificate holder or licensee or within the past two years. "**Illegal** use of chemical substances or controlled substance" means the use of chemical substances or controlled substances obtained illegally (e.g., heroin, cocaine, or methamphetamine) as well as the use of controlled substances, which are not obtained pursuant to a valid prescription, or not taken in accordance with the direction of a licensed healthcare practitioner. Please note, the use of medical marijuana and/or illicit drugs is not permitted in all healthcare facilities.

    a.   **If you answered "Yes" to question 10,** are you currently participating in a supervised rehabilitation program or professional assistance program which monitors you in order to assure that you are not illegally using chemical substances or controlled substances?
    If you answered "Yes," you are required to provide a written explanation.

    b.   If you are participating in a monitoring program, you are required to notify the respective program to provide information detailing your participation in and compliance with the program.

11. Are you currently listed on the Sexual Civil Child Abuse Registry established by the Ohio attorney general pursuant to section 3797.08 of the Revised Code? Have you been notified of any proceedings to determine whether your name may be listed on the Sexual Civil Child Abuse Registry?

12. Are you required to register under Ohio law, the law of another state, the U.S., or a foreign country, as a sex offender?

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

Background Check at the 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 (BCI&I). Both an FBI and BCI&I fingerprint will be required. More information will be distributed to all students toward the end of the curriculum. The Ohio Board of Nursing Rules and Regulations are available at http://www.nursing.ohio.gov/Law_and_Rule.html

Kentucky

The state of Kentucky requires a background check. Information is available at https://kbn.ky.gov/Licensure/Pages/criminal-background.aspx

Requesting NCLEX Testing Accommodations (Ohio)

Accommodation requests include assistance such as extra time, a separate room, or reading assistance. All accommodation requests must be made in advance to allow sufficient time to secure the required documentation. **Candidates who wear medical devices** that are attached to the body (i.e. insulin pump, TENS Unit, Spinal Cord Stimulator) must contact the Board for further information.

Documentation required must include the following:

1. A letter from the applicant that includes information regarding the specific type of disability involved, the specific type of accommodations requested, and the applicant's contact information. This letter must be uploaded at the time the online application is submitted.

2. A letter submitted directly from the applicant's nursing education program administrator indicating what accommodations, if any were provided to the applicant during the nursing education program, unless the disability occurred after the completion of the program. The documentation from the school must be sent directly to the Board via email at accommodations@nursing.ohio.gov or by fax to (614) 466-0388, Attention: Accommodations.

3. Current documentation (within the past year) submitted directly to the Board from a qualified professional with expertise in the area of the diagnosed disability on the professional's letterhead stating: • the applicant's current disability diagnosis; • recommendations for NCLEX testing accommodations appropriate for the diagnosed disability (i.e. time and a half, private room); and • the professional may include documentation such as recent reports, test results, evaluations and assessments of the applicant's need for accommodations; and may include information regarding the history of the disability and past accommodations granted to the applicant, if any.

Accommodation requests based on anxiety or phobia must be supported by a specific and professionally recognized diagnosis found in the Diagnostic and Statistical Manual of Mental Disorders (DSM). The documentation from the qualified professional must be sent directly to the Board via email at accommodations@nursing.ohio.gov or by fax to (614) 466-0388, Attention:

Accommodations. The recommendation from the qualified professional will be the basis for the recommendation.

Your request will be forwarded to the National Council of State Boards of Nursing for review. You will be notified whether your request is approved, along with your authorization to test (ATT) via an email from Pearson VUE. If you have questions about accommodations, please email accommodations@nursing.ohio.gov .

Clinical Site Requirements

Criminal Background Check

Successful completion of a criminal background check is required for admission and continuation in the nursing program.

Disclaimers

- Successful completion of a criminal background check for the Health and Public Safety (HPS) division does not ensure eligibility for licensure or future employment.
- 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.
- If a student is found to be ineligible for clinical placement at any time during the program, the student cannot meet clinical learning objectives and will be withdrawn pending resolution of the situation.

The use of background checks for individuals working in clinical settings is one of the means agencies use to help protect their 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 (http://www.jointcommission.org/).

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 a criminal record 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 record check of each applicant under final consideration for a position that involves care to a person age 60 and older. The law requires record checks to be requested from the Bureau of Criminal Identification and Investigation (BCII). The law 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 includes nursing students).

3. There have been cases where the 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

All nursing students must complete background checks by the date given to each class before the start of NUR 101. The background check is initiated after the application for Health Program Progression. If a background check was completed more than twelve months before starting this course, it must be repeated every two years while in the nursing program.

Procedure for Submitting Background Checks

All background checks must be submitted through our health record software, an online service that tracks background checks, drug tests, and health records. Instructions on completion after selection to the program will be provided.

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 **Compliance Questions Asked at the time of Licensure Application**

Additionally, any of the following may bar you from clinical:
- Felony convictions
- Violent offenses
- Domestic Violence offenses
- Assault offenses
- Drug offenses
- Theft offenses
- More than one conviction of the same classification or type of misdemeanor/felony offense.

The program director will review the records and the decisions based on Ohio's Criminal Records Check Law. The Dean of the Health & Public Safety Division will review the recommendation to waive admittance to 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 occur, the student will be dismissed from the program.

Any questions about these requirements should be directed to the Nursing Program Director, Dr. Beth Hamon, and Dean of Health and Public Safety, Dr. Bonnie Smith

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.

All students must have a drug screen completed through CastleBranch upon entering the program. Drug screens can be required by clinical sites at any time.

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. A third-party administrator will do the screening. Instructions regarding when and how to complete a drug screen will be issued to students by their faculty members. Students will be responsible for the cost of the drug screen. The results of the drug screen will be forwarded directly to the Health and Public Safety Records Compliance Manager. 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 results indicating "Negative Dilute" must be repeated.

· You must have a NEGATIVE drug screening throughout **the duration** of your enrollment in the nursing program

Essential Functional Abilities

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.

PHYSICAL

Gross Motor Skills
- Move within a confined space
- Sit and maintain balance
- Stand and maintain balance
- Reach above shoulders (IVs)
- Reach below waist (plug-ins

Fine Motor Skills
- Pick up objects with hands
- Grasp small objects with hands
- Write with a pen or pencil
- Key/type (use a computer)
- Pinch/pick or otherwise work with fingers (syringe)
- Twist (turn knobs with hands)
- Squeeze with fingers (eyedropper)

Physical Endurance
- Stand (at client-side during a procedure)
- Sustain repetitive movement (CPR)
- Maintain physical tolerance (work entire shift)

Physical Strength
- Push and Pull 25 pounds (position client)

Mobility
- 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 a combative client
- Carry equipment/supplies
- Use upper body strength (CPR, restrain a client)
- Squeeze with hands (fire extinguisher)
- Twist
- Bend
- Stoop/squat
- Move quickly
- Climb (ladder, stools, stairs)
- Walk

SENSORY

Visual
- 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	•	Feel vibrations (pulses)
	•	Detect temperature
	•	Feel differences in surface characteristics (skin turgor)
	•	Feel differences in sizes, shapes (palpate vein)
	•	Detect environmental temperature
Smell	•	Detect odors from client
	•	Detect smoke
	•	Detect gases or noxious smell
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

COGNITIVE

Reading	•	Read and understand written and electronic documents
Arithmetic	•	Read and understand columns of writing (flow sheets)
Competence	•	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
Analytical	•	Write numbers in records
Thinking Skills	•	Transfer knowledge from one situation to another
	•	Process information
	•	Evaluate outcomes
	•	Problem-solve
	•	Prioritize tasks
	•	Use long term memory
Critical Thinking	•	Use short term memory
Skills	•	Identify cause and effect relationships
	•	Plan/control activities for others Synthesize knowledge and skills
	•	Sequence information

INTERACTIVE

Interpersonal Skills	•	Negotiate interpersonal conflict
	•	Interact respectfully with individuals, families, and groups
	•	Relate to clients, families, and co-workers with caring and sensitivity
Communication		
Skills	•	Communicate in English with accuracy and clarity
	•	Convey oral and written information efficiently
	•	Demonstrate computer literacy

- Establish therapeutic   boundaries
- Provide client(s) with emotional support
- Adapt to changing environment/stress
- Deal with unexpected (crisis)
- Focus attention on the task
- Monitor own emotions
- Perform multiple responsibilities concurrently
- Handle strong emotions (grief)
- Emotional Stability

<u>Prior to beginning NUR 101 or NUR 105</u>, students who perceive that they may have difficulty meeting these requirements will need to:

(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 with the Nursing Program Director to review this plan.

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 to the NCLEX examination procedures. The process to be followed may be found on the Board's web site:
https://nursing.ohio.gov/licensing-and-certification/types-of-applications/licensure-by- examination-nclex
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. https://www.cincinnatistate.edu/disability-services/

Functional ability categories that affect your ability to practice nursing and require accommodation(s) to allow you to perform essential functions fall into four (4) categories: Physical, sensory, cognitive, and interactive

Mission Statement

The Cincinnati State Bethesda School of Nursing program's mission statement is to prepare competent, caring, and culturally sensitive nurses who value lifelong learning. The faculty is committed to providing a student-centered learning environment, preparing graduates for safe, effective nursing care in a complex healthcare system.

Philosophy of the Associate Degree Nursing Program

The philosophy of the nursing 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 students in planned activities that 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 healthcare 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 end-of-program student learning outcomes (EPSLO) of the program are derived from the Quality and Safety Education for Nurses Competencies, which are defined by that agency, and are as follows:

1. **Patient-Centered Care:** Students will apply knowledge related to the physical, psychological, spiritual, and cultural needs, preferences, and values to the care of a diverse population of patients.

2. **Clinical Reasoning**: Utilize critical thinking and clinical reasoning skills to facilitate sound decision-making.

3. **Collaboration:** Apply leadership principles that facilitate interdisciplinary collaboration and teamwork.

4. **Professional Behavior:** Examine own attitudes and behaviors to promote professional values of the nursing discipline and improve the quality and safety of their healthcare system.

5. **Caring:** Create a healing environment that demonstrates caring and respect for the values, preferences, cultural beliefs, and healthcare needs of all individuals.

6. **Evidence-based Practice:** Design, implement, and evaluate a plan of care based on best practices and institutional policies.

7. **Information Technology:** Utilize information technology to enhance communication, manage knowledge, minimize error, and support decision-making.

8. **Safety**: Promote a safe environment for patients by minimizing risk factors and recognizing

Additionally, the development of behaviors consistent with the values of the nursing profession is expected of students completing the program.

The nursing program curriculum recognizes that each person is constantly adapting to an environment that is challenging and constantly changing. The interaction of the individual with her/his internal and external environment results in the state of health for that person. The nurse responds to people's health needs through the utilization of the nursing process.

The Nursing Program utilizes the American Nurses Association (ANA) definitions for the following concepts:

1. **Patient:** Recipient of nursing practice. The term patient is used to provide consistency and brevity, bearing in mind that other terms, such as *client, individual, resident, family, group, community, or population,* might be better choices in some instances. When the patient is an individual, the focus is on the health states, problems, or needs of the individual. When the patient is a family or group, the focus is on the health state of the unit as a whole or the reciprocal effects of the individual's health state on the other members of the unit. When the patient is a community or population, the focus is on personal and environmental health and the health risks of the community or population (ANA, 2004, p 49).

2. **Health:** An experience that is often expressed in terms of wellness and illness, and may occur in the presence or absence of disease or injury (ANA, 2004, p 48).

3. **Nursing:** Nursing practice requires critical thinking and the application of specialized knowledge and skills to promote patient health.
Nursing integrates the art and science of caring and focuses on the protection, promotion, and optimization of health and human functioning; prevention of illness and injury; facilitation of healing; and alleviation of suffering through compassionate presence. Nursing is the diagnosis and treatment of human responses and advocacy in the care of individuals, families, groups, communities, and populations in recognition of the connection of all humanity.
ANA (2021). Nursing: Scope and Standards of Practice, Fourth Edition, p. 1.

Learning is a lifelong process that continues beyond the completion of the formal nursing education program. The nursing faculty supports continued education toward the next professional degree.

The Cincinnati State Bethesda School of Nursing Organizational Framework Concepts and Outcomes

Progression of Learning Outcomes Generic Traditional (NUR)

Semester 1	Semester2	Semester3	Semester 4	Semester5	
NUR 101	**NUR 102**	**NUR 103**	**NUR 201**	**NUR 202**	**End of Program SLO**
Patient-Centered Care					
Identify the components of the health and physical assessment database that are necessary for meeting the individual needs of the patient and family.	Demonstrate therapeutic communication techniques to develop a working relationship that meets the patient and family's health care needs.	Elicit patient values, preferences, and expressed needs as part of the clinical interview, implementation, and evaluation of the plan of care.	Integrate multiple dimensions of patient-centered care, including preferences, values, physical and emotional support, education, and continuity of care for patients/families with diverse needs.	Collaborate with healthcare team members to remove barriers that preclude the engagement of patients or designated surrogates in active partnerships that promote optimal health, self-care management, safety, and well-being.	Apply knowledge related to physical, psychological, spiritual, and cultural needs, preferences, and values to the care of a diverse population of patients.
Clinical Reasoning					
Identify economic, social, and political factors that influence the client's healthcare choices.	Develop clinical reasoning skills to provide individualized nursing care for patients with common health problems.	Incorporate credible evidence-based practices into the care plan for patients with chronic and acute health problems.	Demonstrate clinical reasoning, critical thinking, and effective teaching practices in nursing care for patients with acute and chronic healthcare problems and psychosocial or maternity issues.	Demonstrate sound, evidence-based clinical judgment, teaching practices, and decision-making to provide cost-effective nursing care.	Utilize critical thinking and clinical reasoning skills to facilitate sound decision making.
Collaboration					
Describe the roles and responsibilities of all members of the healthcare team.	Display effective interdisciplinary communication in the healthcare setting.	Communicates effectively with nursing and interdisciplinary teams to meet the needs of individuals, families, and groups.	Facilitate communication within nursing and multidisciplinary teams to achieve quality healthcare outcomes for individuals, families, and groups.	Collaborate effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.	Apply leadership principles that facilitate interdisciplinary collaboration and teamwork
Professional Behavior					

Describes significant rules of agencies that regulate the delivery of health care and demonstrate behavior conducive to the role of a professional nurse.	Demonstrate integrity, personal responsibility, and accountability in the student nurse role	Adheres to standards of professional nursing practice by applying legal, ethical, and regulatory frameworks to nursing care.	Advocates for patients, families, and vulnerable populations.	Applies leadership principles in managing patient care and planning for professional development in nursing.	Examine one's own attitudes and behaviors to promote professional values of the nursing discipline and improve the quality and safety of their healthcare system.

Caring

Analyzes the potential impact of diversity and communication skills in developing a helping, trusting, caring relationship with peers, faculty, clients, and families.	Demonstrates a holistic creative by problem-assisting with basic physical, caring well-demonstrates human needs.	Utilize development one's own solving methods and being, which spiritual diversity and	Analyzes the of environment caring physical, nursing practice. spiritual social, and making. respect	Create a healing for perspective psychosocial, emotional, for decision for human dignity.	Create a healing environment that demonstrates caring and respect for the values, preferences, cultural beliefs, and healthcare needs of all individuals.

Evidence-Based Practice

Identify credibly resources to locate evidence of best practices m nursing.	Demonstrate the use of credible resources and guidelines to provide individualized patient care.	Utilize credible resources and patient/family preferences in the delivery of nursing care.	Applies patient/family preferences and values in the delivery of optimal healthcare based on current evidence-based practice.	Integrates best current evidence with clinical competence and patient/family preferences and values for delivery of optimal health care.	Design, implement, and evaluate a plan of care based on best practices and institutional policies.

Information Technology

Describes principles that guide the use of Client information.	Demonstrate the use of technology to document patient information in a timely manner to support patient care.	Utilizes technology to gather data to document care, promote safety, and support clinical decisions.	Analyze data from technological sources to share information, manage patient care, and Maximize outcomes for patients, families, and groups.	Integrate data and technology to communicate, manage knowledge, prevent error, and support decision-making.	Utilize health information technology to enhance Communication, Manage knowledge, minimize error, and support decision-making.

Safety					
Explains the rationale for mechanisms in place to protect client safety.	Utilize patient safety standards in the planning and delivery of patient care.	Adheres to institutional processes to protect the safety of patients.	Participates in the institutional safety plan while providing nursing care that minimizes risk and protects patients and healthcare personnel.	Prioritize the safety of both patients and health care providers through individual performance within the organizational systems.	Promote a safe environment for patients by minimizing risk factors and recognizing and meeting patient priority needs.

Progression of Learning Outcomes **LPN to RN (NURP)**

Semester I		Semester2	Semester 3	
NUR 105	**NUR 106**	**NUR 201**	**NUR 202**	**End of Program SLO**
Patient-Centered Care				
Demonstrate therapeutic communication techniques to develop a working relationship that meets the patient and family's health care needs.	Elicit patient values, preferences, and expressed needs as part of the clinical interview, implementation, and evaluation of the plan of care.	Integrate multiple dimensions of patient-centered care, including preferences, values, physical and emotional support, education, and continuity of care, for patients/families with diverse needs.	Collaborate with healthcare team members to remove barriers that preclude the engagement of patients or designated surrogates in active partnerships that promote optimal health, self-care management, safety, and well-being.	Apply knowledge related to physical, psychological, spiritual, and cultural needs, preferences, and values to the care of a diverse population of patients.
Clinical Reasoning				

Identify the components of the nursing process and the clinical judgment model used in nursing to plan individualized care for patients.	Incorporate credible evidence-based practices into the care plan for patients with chronic and acute health problems.	Demonstrate clinical reasoning, critical thinking, and effective teaching practices in nursing care for patients with acute and chronic healthcare problems and psychosocial or maternity issues.	Demonstrate sound, evidence-based clinical judgment, teaching practices, and decision-making to provide cost-effective nursing care.	Utilize critical thinking and clinical reasoning skills to facilitate sound decision-making.

Collaboration

Describe the scope of practice and roles of the healthcare team members.	Communicate effectively with nursing and interdisciplinary teams to meet the needs of individuals, families, and groups.	Facilitate communication within nursing and interdisciplinary teams to achieve quality healthcare outcomes for individuals, families, and groups.	Collaborate effectively within nursing and Interdisciplinary teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.	Apply leadership principles that facilitate interdisciplinary collaboration and teamwork.

Professional Behavior

Demonstrate integrity, personal responsibility, and accountability conducive to the role of a professional nurse.	Adhere to the standards of professional nursing practice by applying legal, ethical, and regulatory frameworks to nursing care.	Advocate for patients, families, and vulnerable populations.	Apply leadership principles in managing patient care and planning for professional development in nursing.	Examine your own attitudes and behaviors to promote professional values of the nursing discipline and improve the quality and safety of the Healthcare system.

Caring

Identify the impact of communication skills in developing a helping, trusting relationship with sensitivity and respect for the diversity of human experiences.	Demonstrate a holistic perspective in patient care by assisting with basic physical, emotional, social, and spiritual human needs.	Analyze the development of one's own caring nursing practice.	Create a healing environment for physical, psychosocial, and spiritual well-being, which demonstrates respect for human diversity and dignity.	Create a healing environment that demonstrates caring and respect for the values, preferences, cultural beliefs, and healthcare needs of all individuals.

Evidence-Based Practice				
Demonstrate the use of credible resources and guidelines to plan individualized patient care.	Utilize credible resources and patient/family preferences in the delivery of nursing care.	Apply patient/family preferences and values in the delivery of optimal healthcare based on current evidence-based practice.	Integrate best current evidence with clinical competence and patient/family preferences and values for delivery of optimal health care.	Design, implement, and evaluate a plan of care based on best practices and institutional policies.
Information Technology				
Recognize policies in place to protect patient privacy and confidentiality when using health information technology.	Utilize technology to gather data to document care, promote safety, and support clinical decisions.	Analyze data from technological sources to share information, manage patient care, and maximize outcomes for patients, families, and groups.	Integrate data and technology to communicate, manage knowledge, prevent errors, and support decision-making.	Utilize health information technology to enhance communication. Manage knowledge, minimize errors, and support decision-making.
Safety				
Explain the rationale for procedures in place to protect the patient's safety.	Adheres to institutional processes to protect the safety of patients.	Participates in the institutional safety plan while providing nursing care that minimizes risk and Protects patients and health care personnel.	Prioritize the safety of both patients and health care providers through individual performance within the organizational systems.	Promote a safe environment for patients by minimizing risk factors and recognizing and meeting patient priority needs.

End-of-Program-Student-Learning-Outcomes (EPSLO):

At the completion of the associate degree nursing program, graduates will be able to:

EPSLO (PLO 1)
Patient-Centered Care: Apply knowledge related to physical, psychological, spiritual, and cultural needs, preferences, and values to the care of a diverse population of patients.

EPSLO (PLO 2)
Clinical Reasoning: Utilize critical thinking and clinical reasoning skills to facilitate sound decision-making.

EPSLO (PLO 3)
Collaboration: Apply leadership principles that facilitate interdisciplinary collaboration and teamwork.

EPSLO (PLO 4)
Professional Behavior: Examine own attitudes and behaviors to promote professional values of the nursing discipline and improve the quality and safety of their healthcare system.

EPSLO (PLO 5)
Caring: Create a healing environment that demonstrates caring and respect for the values, preferences, cultural beliefs, and healthcare needs of all individuals.

EPSLO (PLO 6)
Evidence-Based Practice: Design, implement, and evaluate a plan of care based on best practices and institutional policies.

EPSLO (PLO 7)
Informatics: Utilize health information technology to enhance communication, manage knowledge, minimize error, and support decision-making.

EPSLO (PLO 8)
Safety: Promote a safe environment for patients by minimizing risk factors and recognizing and meeting patient priority needs.

Entry/Re-entry, Continuation, Promotion, and Completion Policies

Entry/Reentry Policy (Traditional track)

Students Must Meet the Following Criteria to Enter NUR 101:

1. Receipt of a letter offering admission into NUR 101 from a designated program faculty member or an administrator. Admission will be determined based on the Health Program Progression Policy as implemented by the nursing program (see below).
2. Initiate the health record tracking software account and complete FBI/BCI background checks.
3. Proof of current American Red Cross (Professional Rescuer) or American Heart Association (Healthcare provider) CPR certification received by the designated HPS personnel by the published deadline.
4. Attendance at program orientation.
5. If a student is unsatisfactory in NUR 101, they must reapply to the nursing program. Students who reapply must meet all of the admission requirements and the curriculum requirements effective at the time of readmission.

Entry/Re-entry Policies LPN-to-RN/NURP (Advanced Placement Track)
Students applying for admission to the LPN-to-RN track must have an active, unencumbered Ohio LPN license.

1. Admission will be determined based on the Health Program Progression Policy implemented by the nursing program (see below). The NUR requirement that all students be state-tested nurse aides is waived for the LPN. All other requirements for admission to the NUR technical sequence must be met.
2. Students must successfully complete Semester 1 courses with a 'C' or higher to be eligible for admission to the LPN-to-RN track.
3. Students successfully completing NUR 105 and NUR 106 will join the traditional nursing students in the last two semesters of the nursing program. Students will be granted 10 advance standing credits (NUR 150), which will appear on the academic evaluation within NUR 202.
4. Students may attempt NUR 105 and NUR 106 courses one time. Students who fail or withdraw from NUR 105 or NUR 106 are considered to have attempted the course. Students who unsuccessfully attempt the course may seek admission to the NUR program. Students may not re-enter the LPN-to-RN track.
5. A student in the LPN-to-RN track who is unsuccessful during two semesters (NUR 201 and/or NUR 202) will be dismissed from the nursing program. Review the "Dismissal for Academic Reasons Policy" below.
6. Students who successfully complete NUR 105 but fail NUR 106 may:

    (1) apply for progressive admission to the NUR program. Upon admission to the NUR program, NUR 105 will be substituted for NUR 101, allowing the student to begin the program with the second nursing course, NUR 102. The student will not incur a semester failure for NUR 106.

    (2) Students who successfully complete NUR 105 but fail NUR 106 may request to be placed on the waiting list to enter NUR 102 when space is available. The student will incur one unsuccessful attempt.

7. Licensed Practical Nurses (LPNs) applying to The Cincinnati State Bethesda School of Nursing associate degree nursing program must select either the NUR track or the LPN to RN track.
8. If a student is admitted to the NUR program and switches to the LPN to RN track and is unsuccessful, the student must reapply to the NUR program.

Continuation Policy

A. Grade Point Average

1. A grade point average of at least 2.0 is required in order to remain in and graduate from the nursing program.
2. 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 prefix "NUR."

B. Courses other than NUR courses required in the curriculum

1. Students must complete all courses required in the curriculum with a grade of "C" or "S."
2. Students are not eligible to be placed on the waiting lists for a nursing course until they have completed all prerequisites with a grade of "C" or "S."
3. Co-requisites must be taken either before or in the same term as the nursing course for which they are required.
4. Co-requisites become prerequisites for the next term's nursing course.
5. It is each student's responsibility to review the courses remaining in the curriculum to ensure that they complete general education and science courses before or during the semester they are listed in the curriculum.

C. 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 all modules of nursing courses to achieve a passing grade for the semester.
3. A student can only attempt a specific nursing course twice. Students who receive a "D" or "F" or withdraw are considered to have attempted the course.
4. Throughout the clinical coursework, annual documentation verifying the absence of active pulmonary disease and proof of current certification in CPR must be maintained.

D. Dismissal for Academic Reasons Policy

1. 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.

2. A student who is unsuccessful during two semesters of NUR courses will be dismissed from the nursing program. For example, if a student fails NUR 102, then fails the course when it is repeated, they will be dismissed.

3. If a student fails NUR102 and then Fails NUR103, this constitutes two-semester failures, and the student will also be dismissed.

4. If a student passes NUR 105, fails NUR 106, opts to go directly to the NUR 102 waitlist, and subsequently fails another course (NUR 102, NUR 103, NUR 201, or NUR 202), the student is dismissed from the program for two unsuccessful attempts.

5. Dropping a course after the drop deadline will result in a course withdrawal, which would also constitute an unsuccessful course attempt.

6. A student who has incurred two-semester failures may re-apply for admission to the program no earlier than one year after dismissal occurs. Students in the NURP program can only attempt NUR 105 or NUR 106 one time.

7. Students who withdraw or do not achieve a final course grade of 75% must contact the course coordinator to discuss future plans.

8. If a student is unsuccessful in a course (first unsuccessful attempt) and wishes to be placed on the waiting list, the request for this must be made prior to the start of the next semester. Contact the course's lead instructor for more information regarding the waiting list. The lead instructor will explain the waitlist procedure, and the student is to sign the waitlist form, which is sent to the clinical coordinator. If the student has two unsuccessful semesters in nursing, the student is to contact the Program Chair (since the student is not eligible for the waiting list).

9. When a student has passed the theory and clinical component of the NUR 202 course and has not passed the ATI Comprehensive Predictor Proctored Assessment on the third attempt the student will receive a recommendation to purchase a live review from a reputable company i.e. Kaplan or ATI priced $349-$549, before the Program Completion Letter will be sent to Board Of Nursing.

10. If a student fails the theory or clinical component of the NUR 202 course, they must repeat NUR 202 regardless of their score on the ATI Comprehensive Exit exam.

> *If the student's theory or clinical failure in NUR 202 is a second-semester failure, the student will not be permitted to repeat NUR 202 regardless of her/ his score on the ATI Comprehensive Exit exam.

One-time Exception Due to an Acute Illness or Injury

Nursing students may request a one-time exception for an unsuccessful course attempt due to personal or family medical situations that require a prolonged absence from class. If a student receives an unsuccessful grade for the semester and believes the failure is related to a medical/ traumatic event that impacted course attendance, they must notify the Program Chair as soon as possible after the event to be considered for an exception to this policy. The student will be required to submit documentation from their physician with specific dates that the student or family member was experiencing an acute illness or injury.

E. Dismissal for Non-Academic Reasons Policy

1. Students who have received a notification to enter NUR 101 or NUR 105 and NUR 106 and decide to postpone entry will need to reapply to the nursing program. Students who reapply must meet all of the admission requirements and the curriculum requirements effective at the time of the new application cycle.
2. Students on the waiting lists for re-entry into NUR 102, NUR 103, NUR 201, or NUR 202 may decline re-entry one time. A second declination 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 readmission consideration to the program for five years.
4. Students who test positive for controlled substances on required clinical facility drug screens and have 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 one year after the program is completed. The Program Director will consider each request on an individual basis.
5. Students who fail to obtain the required physicals, immunizations, and medical tests by the 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 do not keep their health records, CPR certification, and health insurance updated will not be permitted to attend clinical. This will result in an unsatisfactory grade for the course if the number of absences stated is exceeded.
8. Students who fail to follow the Student Code of Conduct, as stated in the College Catalog, may be dismissed from the College.

Promotion Policy

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

Completion Policy

The following criteria must be met for program completion:

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

Nursing Program Selective Admission (Progression) Process

Nursing Selective Admission (Progression) Application Packet

- The completed packet must be submitted by the due date and time.
- Incomplete packets will not be considered.
- Please watch the video on NUR organization page for instructions on completing the application.
- Submit via email: RNapplications@cincinnatistate.edu
- **APPLICATIONS MUST BE SUBMITTED FROM YOUR CINCINNATI STATE EMAIL.**

Face Sheet
1. Competed Face Sheet (page 2 of this application)
2. Completed Applicant Ranking Worksheet Checklist:
   - Page 1 checklist (page 3 of this application): All items must be completed, and a "yes" or "not applicable" response next to each item is needed.
   - Page 2 points (page 4 of this application): Attach proof of completion for the criteria listed and indicate the number of points earned. You **MUST** fill out the score sheet.

Documentation
3. Verification of active status on Ohio Nurse Aide Registry (web print-out from https://nurseaideregistry.odh.ohio.gov/Public/PublicNurseAideSearch), or active unencumbered LPN/Practical Nursing licensure (web print-out from https://elicense.ohio.gov/oh_verifylicense).
4. TEAS test results/scoresheet print-out dated within the past two years. Must have scores at the appropriate levels and must show scores for ALL categories, not just the overall score. Do NOT include "Topics to Review" and "Explanation." Printout **MUST** include name, number of times taken, overall, and individual category scores. Please see the NUR organization page for additional instructions.
5. If applying for experiential points:
   a. For health care experience:
      Documentation of 1000 hours of experience as an STNA, PCA, Corpsman, MA, EMT, LPN, Paramedic, or Surgical Technologist or Technician.
      The student must obtain and submit a letter from a supervisor or Human Resources on company letterhead, with a signature and contact information. The letter must verify the position, the minimum of 1000 hours worked within the past three years, and that job performance was at least satisfactory. **A copy of your paystub is NOT acceptable.**
   b. For Honors Program:
      Signed letter from the Honors Program Chair documenting active status.
   c. For Military service:
      Validated by submitting a copy of the honorable discharge papers (DD214).
6. A previous degree can earn points only if an official copy of the college transcript with the degree awarded is on file in the Office of Admissions. An additional transcript is NOT needed.

See the *Selective Admission FAQs document* for details regarding verification on the Ohio Registry, LPN Licensure, or questions regarding the selective admissions process.

Submission

Email: RNapplications@cincinnatistate.edu

Cincinnati State Selective Admission (Progression) Application Packet Face Sheet

PROGRAM (select one):   NUR ☐   LPN-TO-RN ☐

Name: _____

LAST   FIRST   MIDDLE INITIAL

College ID: _____

College Email: _____ **@cincinnatistate.edu**

Mailing Address:

_____

STREET ADDRESS

_____

CITY   STATE   ZIP

Phone Number(s): _____

Note: If your employment was terminated from any of the health care facilities in the region or you were informed that you are not eligible to be re-hired, please contact the Program Chair before submitting your application.

NURSING: SELECTIVE ADMISSION (PROGRESSION) <u>WORKSHEET</u>

Applicant Name:_____   Date of Submission: _____

CHECKLIST CRITERIA	REQUIRED*
Current listing on Ohio Nurse Aide Registry OR Unencumbered LPN license (LPN licensure REQUIRED for LPN-to-RN program) Date of expiration: _____	**Yes** ☐ **No** ☐
Overall GPA 2.750 at Cincinnati State; if no Cincinnati State GPA, please write the GPA of your most recent college attended. Current Cincinnati State GPA/most recent college GPA: _____	**Yes** ☐ **No** ☐
Eligible to take ENG 101 and MAT 105 or completion of ENG 101A and MAT 105A. ***students applying to the NURP (LPN-RN) program must have both courses completed (MAT 105/105A must be completed within the past 5 years)**	**Yes** ☐ **No** ☐
Met with a pre-nursing advisor within the past year.	**Yes** ☐ **No** ☐

Minimum TEAS test scores in **EACH** category at or above "Basic level," as shown here. Place your scores in the space provided.
 	
      Reading Comprehension: 47.6% Reading score _____
      Mathematics: 46.7% Math score   _____
      Science: 33.3% Science score _____
      English language and usage: 40.0% English score _____
	Yes ☐
	
	 No ☐

TEAS **overall** score at or above the "Proficient level" of 58.7%
 Place your scores in the space provided.
                   Overall score_____
         Number of times taken _____
	Yes ☐
	
	 No ☐

You must have one of the following completed: • High school biology and chemistry with a 'C' or better within the past 5 years. • College biology and chemistry with a 'C' or better within the past 5 years. • BIO 100 with a 'C' or better within the past 5 years. • BIO 151 with a 'C' or better within the past 5 years **(students applying to NURP (LPN-RN) must at least have BIO 151 completed)** • BIO 152 with a 'C' or better within the past 5 years.	**Yes** ☐ **No** ☐
If you are receiving financial aid, talk with a financial aid counselor to clarify the amount of assistance left to complete the program and review the Financial Aid Disbursement Policy.	**Yes** ☐ **No** ☐ **Not Applicable** ☐
If there is a charge that may appear on an FBI or BCI criminal background check, the applicant has made an appointment to discuss this with the Director of the Program.	**Yes** ☐ **No** ☐ **Not applicable** ☐

* Applicant must have a "Yes" or "Not Applicable" on ALL criteria above, in order to apply.

CRITERION	POINTS

I.   **TEAS V Assessment Overall score**   Please check the box next the score you received overall.

☐ 58.7% = 0 points

☐ 58.8% - 77.9% = 10 points

☐ 78% - 90.6% = 20 points

☐ 90.7% or above = 25 points   Maximum possible points = 25

II.   **TEAS V Proctored Assessment Scores: Points for each Category***

Please check the box next to the score you received in each category.

	Reading	Mathematics	Science	English and Language Usage
Basic	☐ 0	☐ 0	☐ 0	☐ 0
Proficient	☐ 5	☐ 5	☐ 5	☐ 5
Advanced	☐ 10	☐ 10	☐ 10	☐ 10
Exemplary	☐ 15	☐ 15	☐ 15	☐ 15

Points are awarded based on student's performance in each of the above categories. *See the table below to determine proficiency levels.

ATI TEAS Proctored Assessment		Overall 150 items	Reading (42 items)	Mathematics (30 items)	Science (48 items)	English & Language Usage (30 items)
S C O R E S	Developmental	<41.3%	<47.6%	<46.7%	<33.3%	<40.0%
	Basic	41.3%	47.6%	46.7%	33.3%	40.0%
	Proficient	58.7%	69.0%	63.3%	45.8%	60.0%
	Advanced	78.0%	83.3%	86.7%	66.7%	80.0%
	Exemplary	90.7%	95.2%	96.7%	81.3%	93.3%

Maximum possible points = 60

III.   **Experiential**   Maximum possible points = 25

*See Selective Admission FAQs for details on necessary documentation. CHECK applicable points below.

a. Prior Degree from Accredited College Program = 7 points ☐

b. Health Care Experience, 1000 hours   = 3 points *see FAQs also see comments below** ☐

c. Cincinnati State Honors Program   = 7 points *see FAQs ☐

d. Military Service / honorable discharge = 3 points *see FAQS ☐

e. Active LPN license   = 5 points ☐

In the event the applicants receive the exact same number of total points, the TEAS "overall" score will be used to rank order those students for progression. Comments/Notes from Reviewer(s):	**TOTAL SCORE:** _____

Class and Waiting List Policies

Nursing Course Waiting Lists

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. Students must meet the waiting list criteria as determined by the curriculum committee and the nursing program's *Entry and Continuation Policies* before they are eligible for placement on a specific course waiting list. Students re-entering the program must also meet the curriculum requirements effective at the time of re-entry.

Procedure

1. Students who wish to be placed on course waiting lists must first schedule a counseling session with the course Lead Instructor.
2. The Lead Instructor will verify the student's eligibility for the course waiting list.
3. During the counseling session, the Lead Instructor will inform the student of their eligibility.
   - Students who are not eligible to be placed on waiting lists will be counseled to meet with the Program Chair to discuss options for continuing their academic studies.
   - Students who are eligible to be placed on waiting lists will meet with the Clinical Coordinator to discuss the waiting list process and complete the *Course Waiting List Request Form*.
   - Students re-entering the program must also meet the curriculum requirements effective at the time of re-entry.
4. After completing the Waiting List Request Form, students are responsible for emailing the signed copy to the Clinical Coordinator.
5. When there is space in the course, the Clinical Coordinator contacts the students. Once informed of the opening, the student must accept or reject the offer within 48 hours. 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.
6. Students who are unsuccessful in two semesters of clinical nursing courses are not eligible for the waiting list. After one year, the student may complete the application process for re-entry into the nursing program. The student will be subject to the policies, procedures, and curriculum in effect during the semester they are readmitted.

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.

The final grades for NUR 101, 102, and 103 are weighted. The course syllabi for these courses will explain this in more detail.

Formula for calculating grades for NUR 201 and NUR 202

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

For all courses, no "bonus points" will be awarded.

No rounding of points or percentages will be done.

Nursing Courses with Multiple Components (Modules):

Nursing courses have two or more modules within the same course. Students will be assigned one letter grade for the entire semester course, regardless of the number of modules. The course requirements and grading criteria are listed in the syllabus.

A failing grade in theory, clinical, or college lab constitutes a course failure, regardless of the level achieved in the other modules. The letter grade earned in the failed module will be the student's final grade for the course. If a clinical module is failed, the grade earned is an "F." **College Grade Codes**:

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

If a student believes the grade recorded is incorrect, the student must contact the instructor for the course.

Instructor Feedback:

Students will receive timely feedback about their theory, clinical, and college lab grades. Grades will be posted on the course's Blackboard site. Each clinical instructor will complete the clinical evaluations and share them with students weekly, at the midpoint of a module, and during the final evaluations/ conferences.

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

Grades will be submitted to the Registrar in accordance with the college policy.

The Lead Course Instructor must maintain an up-to-date electronic grade book via Blackboard for each course. A record of clinical absences, make-ups, and the last date of attendance is also to be maintained by the course faculty teaching nursing courses.

The Cincinnati State Bethesda School of Nursing

Testing Policy

I: Testing Administration

1.   Faculty will adhere to the Guidelines for the Promotion of Academic Honesty as published in the Nursing Student Handbook. Students will be directed to place all belongings at the front of the classroom. For paper and pencil testing, students may have a number two pencil, a colored pen, and/or a highlighter for use on the test booklet; no scratch paper is to be used. Only personal items approved by ODS can stay with the student during testing. The faculty will provide a basic calculator.

2.   In NUR 101, NUR 102, NUR 103, and NUR 105/106, faculty will respond to student questions regarding the meaning of a non-medical, non-nursing word. If a student has a question regarding a specific word, the faculty may determine if it is appropriate to define it for the student. A Webster's Non-Medical Dictionary for students to access should be available during testing. Definitions or dictionaries will not be provided for students in 201 and 202 to prepare students for the NCLEX.

3.   Students who request to leave the testing room will be advised to leave their personal belongings, including their cell phones, in the room and to "return quickly."
For **paper and pencil** tests: Students should be informed that they "will not be permitted to change any answers that have already been recorded after they leave the testing room." The faculty will collect the student's Parscore/ testing materials form (#1) when they leave. The Parscore/ testing material form will not be returned to the student; however, it will be maintained by the faculty member. When the student returns, they will receive a new Parscore/ testing material form (#2) with an indication to begin with a specific test item number. Answers marked on the initial Parscore/ testing material form will take precedence over any answers recorded on the second Parscore/ testing material form. The answers from Parscore/ testing material form #1 will be transferred to Parscore/ testing material form #2 at a later time by the faculty member. Both Parscore/ testing materials forms will be maintained for future reference.

4. Faculty will not distribute a test to a student who arrives after another student has completed the test and/or left the room. Students who arrive **after a test has officially started** (this **excludes** time to complete personal information on Parscore/ testing materials for paper and pencil tests and for students to use a multi-authenticator app for electronic tests) **will be unable to take the test**.

5. Faculty may require assigned seating during a test. Students are to abide by this for testing.

Testing Administration – General Information

A. Students will place all belongings, including cell phone(s), non-medical electronic devices, including earphones and smartwatches, and backpacks, in the front or back of the room as the proctor instructs.

B. If a student is expecting an emergency phone call, their phone can be given to the proctor. The student's phone must be placed on silent and given to the proctor to monitor during the test.

C. Students are not permitted to wear brimmed hats or sunglasses.

D. Students are not permitted to eat or drink at their desks during testing.

E. Students may NOT access any personal belongings during the exam.

F. Only calculators provided by the proctor can be used for tests.

G. A student must arrive on time for testing. Any student who arrives late, once the test has begun, they will be unable to take the test. The student will need to reschedule the test and receive an alternate exam.

H. Students are expected to work independently, and no collaboration or coordination between students during testing is allowed. You   may NOT appoint a proxy to take your test.

I. A student whose absence is unavoidable or who is experiencing an extraordinary situation making it inadvisable to take a test must contact the instructor PRIOR to the scheduled test. The student will then be notified of arrangements for a makeup exam. Students must make up their missed test within 24 hours of returning to another nursing class. If these arrangements are not honored, a zero may be given.

J. No more than two tests within a course (excludes ATI- see ATI testing policy) can be made up by a student. A grade of zero will be given for each additional missed test.

K. Fill-in math questions for all first-year courses will each be worth 2 point

L. Fill-in math questions for all second-year courses will each be worth 3 points. Each semester, a math competency test will be given (See the Math Testing Policy).

M. Any discussion of test questions in whole or in part with other students is considered a breach of academic integrity and may result in a failing grade for the test, a failing grade for the course, and the student(s) may be dismissed from the nursing program.

N. Students are NOT permitted to print, copy, scan, take pictures of, or save tests to the computer hard drive portal drives, cloud, or portable devices.

Testing Administration - <u>Online Testing</u>

  I. REQUIREMENTS FOR ONLINE TESTING on campus in courses NUR 201 and NUR 202
- Students must have a photo ID available.
- Faculty may provide a dry-erase board for use during testing. No student-supplied scratch paper is permitted. All dry-erase boards must be returned to the faculty proctoring the test.
- Students are NOT permitted to utilize any textbook, reference book, or electronic resources during online tests.
- The test will be timed. Once logged in, the student cannot log out and re-enter the test. The online format will force completion at a time predetermined by the course faculty. Any question that is not answered will be scored as incorrect.
- Students are responsible for keeping track of their online test time by utilizing the timekeeper within the testing software.
- Students may or may not see results immediately as determined by the course faculty.

FOR ATI PROCTORED ASSESSMENTS ONLY: Bathroom breaks are allowed during ATI Proctored Assessments. The student must press the pause button on the ATI test. It will pause time for 5 minutes. If they go beyond 5 minutes, the clock will restart and deduct from the remaining test time.

  II. Post Exam

A. Test grades will be posted on LMS, Learning Management System such as Brightspace, within seven calendar days of the test's administration. Faculty will provide students with the opportunity for test review up to two weeks after the initial test review. Students will not be able to review multiple tests after the two-week time period.

  III. Test Review
1. Test review will be offered within two class meetings following a test's administration, and the test review will be posted on Blackboard and/or the course calendar**.**
2. Faculty will ensure that all desks are cleared and cell phones and electronic devices are put away before distributing the test for students to review. Students may not write or take notes during the test review.
3. **Paper and Pencil tests**: At the start of the test review, faculty will provide each student with their test and test score report. If a student wishes to see their Parscore/ testing material form, faculty will facilitate and oversee the process.
   LMS **Electronic test review**; faculty will provide an opportunity for review of content, which will be led by faculty after they ensure all students' materials and desks are cleared, electronic devices are put away, and students may not write or take notes during the review.
4. Paper and Pencil tests: Faculty will ensure that all tests and test score reports are collected prior to students leaving the room following test review.
5. Students are permitted to participate in test item appraisal in the following way:
   a. Rebuttal or request for appeal of a test item is only permitted in written format
   b. The rebuttal must be submitted within three business days of test review

c. The request for consideration of a rebuttal must include two documented resources that support the rebuttal. These resources must either be course materials or a resource deemed credible by the course faculty.

6. Faculty will respond to a student's request for test item appraisal within three business days.

IV. 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 the 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. https://www.cincinnatistate.edu/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.

V.   Student Report of Academic Dishonesty

A. In the event a student reports to the faculty the academic dishonesty of another student, the faculty member will schedule a private meeting with the reporting student to clarify the details of the report. For more information see the Academic Integrity Policy on the Cincinnati State Website.-Please see the college catalog for a list of consequences for violating the Academic Integrity Policy of Cincinnati State.

Use of Artificial Intelligence (AI)

The faculty of their courses encourages the responsible use of Artificial Intelligence (AI) tools, such as ChatGPT, Grammarly, and other AI-driven technologies. To support students' learning:

AI should only be used as a tool to enhance understanding, draft ideas, summarize research, and guide in APA writing, not as a substitute for personal analysis, critical thinking, professional development, APA writing, and/or original work.

To use any supportive AI, the following guidelines must be followed and/or observed in student assignments:

1. Proper Citation: Any content generated, modified, or significantly influenced writing by AI must be cited according to APA format. When citing ChatGPT or other AI tools in academic work, students are to use the following format:

a. In-text citation example: (OpenAI, 2025)

b. Reference list example: Open AI (2025) ChatGPT (March 13 version) [Large language model] https://chat.openai.com

2. AI Limitations & Accountability: AI-generated content may contain errors, biases, or outdated information. Students are responsible for verifying the accuracy, relevance, and alignment of their work with nursing standards and evidence-based practice. As well as rubric expectations.

3. Faculty Discretion: Some assignments may explicitly restrict or limit AI use. Students should review the assignment guidelines and syllabus carefully before consulting faculty about AI's appropriate application.

4. Academic Integrity: Submitting AI-generated content without acknowledgment or attempting to pass it off as entirely personal work **constitutes academic dishonesty and results in 0 credit**.

Reference: Open AI (2025) ChatGPT(April 5 version) [Large language model] https://chat.openai.com

The Cincinnati State Bethesda School of Nursing
ATI ASSESSMENT POLICY & REMEDIATION GUIDELINES

The ATI system (Assessment Technology Institute) has been implemented to assist each student in recognizing areas of strength and weakness in mastering nursing content, to remediate those areas that need improvement, and to subsequently demonstrate mastery of nursing content. A supplemental fee attached to the tuition bill each semester covers all associated materials, both text and online. Supplemental books, tutorials, practice, and proctored assessment tests, remediation (focused review), and a ~~virtual~~ NCLEX capstone course will be available to every student.

Details about the ATI requirements for each nursing course will be explained during the first theory class and documented in each course syllabus. ATI testing and remediation (focused review) will comprise a percentage of the total course points as stated in each course syllabus. Students will take the required practice assessment test(s) and complete individualized remediation (focused review) prior to taking the proctored assessments.

Final Program Requirement:
The ATI Comprehensive Predictor Proctored Assessment will be administered during the final semester in the Nursing Program. Students must achieve a predictability score of 90% or above. That score is roughly equivalent to 72% of items correct on the assessment. The predictability score of 90% is highly correlated with a passing grade on the NCLEX exam. There will be two opportunities to pass different versions of the Comprehensive Predictor Proctored Assessment during the final semester. If a student does not achieve the minimal acceptable score during that time, an incomplete grade will be given for the course. Students may take a different version of the ATI Comprehensive Predictor Proctored Assessment a third time during the subsequent semester after working with a Nursing Program Faculty Member and / or ATI coach in the Virtual NCLEX Review Course. If the student does not pass the Comprehensive Predictor Proctored Assessment on the third attempt the student will receive a recommendation to purchase a live review from a reputable company i.e. Kaplan or ATI priced $349-$549, before a Program Completion Letter will be sent to Board Of Nursing.

What is ATI?
- The ATI system (Assessment Technology Institute) has been implemented to assist each student in recognizing areas of strength and weakness in mastering nursing content, to remediate those areas that need improvement, and to then demonstrate mastery of nursing content.
- The comprehensive program offers multiple assessment & remediation activities. These include assessment indicator for academic success, critical thinking, learning styles, Online Videos, online practice testing and proctored testing over the major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare more efficiently, as well as increase confidence and familiarity with nursing content.
- Data from student testing is used for The Cincinnati State Bethesda School of Nursing quality improvement and outcome evaluation.
- ATI information and resources are available by visiting their website at www.atitesting.com

How are ATI materials obtained and purchased?
- A supplemental fee attached to the tuition bill each semester covers all associated materials, both text and online.
- Supplemental books, tutorials, practice and proctored assessments/tests, remediation/focused review, and a virtual NCLEX review course will be available to every student.
- ATI materials will be distributed in designated courses throughout the nursing program. Faculty will distribute materials during the first few weeks of class in each course that utilizes the ATI. Students will not purchase ATI materials from the bookstore or from other sources.
- The student cannot "borrow" or buy ATI materials from former students in the nursing program because this will not register you for the online services available, which are many and required.

What is the TEAS test?

- Students entering the nursing program will complete the Test of Essential Academic Skills (TEAS). The
- TEAS will provide important information about student strengths and weaknesses in the areas of Reading, Math, Science, and English & Language Usage which may affect your performance throughout the nursing program. Your score on the TEAS will not count toward any course grade in the program.

Is ATI part of my course grade?

- YES. Course points may be awarded for ATI assignments as designated on the course syllabus and/or the test blueprint. ATI practice and proctored assignments are required for course completion. If the assignment is missed, it must be completed to receive a satisfactory grade in the course.
- Students will be required to take proctored ATI Mastery Assessments pertaining to each of the major courses /content areas throughout the curriculum. These ATI proctored assessments contribute 5% of your total weighted grade in each nursing course in which ATI proctored assessments are administered.
- ATI 5% percentage points will be awarded based on proctored tests and/or retesting, not remediation
- Students will receive specific dates, times, and locations of the test closer to that time. ATI testing is a mandatory part of this program. **The student with an unexcused absence for the ATI proctored testing will receive 0% of the ATI testing points in that course.**

  The ATI Comprehensive Predictor Proctored Assessment will be given during the final semester in the Nursing Program. There will be two opportunities to pass different versions of the Comprehensive Predictor Proctored Assessment during the final semester. If the student does not pass the Comprehensive Predictor Proctored Assessment on the third attempt, the student will receive a recommendation to purchase a live review from a reputable company, i.e., Kaplan or ATI, priced $349-$549, before a Program Completion Letter will be sent to the Board of Nursing.

- The Comprehensive Predictor Proctored Assessment individual score is not calculated into the weighted course grade; it is a benchmark to complete the program.

What is the typical ATI testing sequence for each NUR course?

- Take the practice Assessment
- Create a focused review; work with this information for a minimum of 2 hours
- Repeat the practice test and review the items missed until the scheduled proctored assessment
- Take a Proctored Assessment as scheduled if a Level 2 or 3 is achieved. No ATI retesting is required.
- If the student scores below a Level 2
  - ✦ No points will be awarded for the achievement of Level 1 or below
  - ✦ Retesting is required if a level 2 is not achieved on the first proctored Assessment
  - ✦ Create a Focused Review
  - ✦ Remediate according to the course guidelines
  - ✦ Take the Proctored Assessment Retake as scheduled

How are ATI scores calculated?

Five percent (5%) of the total weighted course grade will come from ATI Proctored Assessment(s) RN Content Mastery Series.

The following grading rubric will be used in NUR 103, NUR 106, NUR 201, and NUR 202:

First Proctored Assessment	Second Proctored Assessment
Level 3 = 5%	no retest
Level 2 = 4%	Retest optional: if achieve a Level 3 = 5%
Level 1 = 0%	Retest mandatory: if achieve a Level 2 = 4%, Level 3 = 5%
Below Level 1= 0%	Retest mandatory: if achieve a Level 2 = 4%, Level 3 = 5%

o Your ATI practice and proctored assessments will calculate your **Proficiency Level**, which is described below

--Proficiency Level 3: indicates a student is likely to exceed the NCLEX-RN in the content area. Students are encouraged to engage in continuous, focused review to maintain and improve their knowledge of this content.

--Proficiency Level 2: indicates a student is fairly certain to meet NCLEX-RN standards in this content area. Students are encouraged to engage in continuous, focused review in order to improve their knowledge of this content.

--Proficiency Level 1: indicates a student is likely to just meet NCLEX-RN standards in this content area. Students are encouraged to develop and complete a rigorous plan of focused review in order to achieve a firmer grasp of this

--Below Proficiency Level 1: indicates a need for a thorough review of this content area. Students are strongly encouraged to develop and complete an intensive plan for focused review.

ATI assignments and course points will be awarded for the following courses as noted in the syllabi: NUR 101, NUR 102, and NUR 105.

Note: In some courses, the ATI assessments or assignments are requirements for successfully completing the course. Students will need to refer to the course syllabus for successful completion requirements.

How is Remediation using Focused Review done?

o To remediate means to review content in an area that a student did not fully understand.
o Remediation requirements are unique to each course and will be posted in course documents.
o After each assessment, you will have content "topics to review"
o To create a Focused Review, follow these steps:
   -- Log onto www.atitesting.com and sign in
   -- Click the "Improve" tab
   -- Click "begin/continue"
   -- A list of missed content topics will be provided. On the right of the screen is the legend for the symbols.

-- On the left of the screen, next to each resource, build your focused review.
-- The "table of contents" on the left guides you through your weak areas. There are also audio-visual tutorials for some of the content. Open each tab on your Focused Review that is created especially for you. Use your ATI book as you work with your Focused Review.
-- Spend an appropriate amount of time in Focused Review. This time can be broken down into smaller increments; for example, if you scored "Below Level 1" proficiency, you can do a focused review in one-hour increments instead of three hours all at once.

o   The focused review "remediation" is the essential component in this sequence of studying; this is where the real learning occurs because ATI will create a study guide based exactly on your weak areas on the practice tests. The student will then use this focused review (study guide) to go back into the ATI books and other course texts to look up the information missed on the test.

Math Testing Policy

During the program, math competency tests will be given during each nursing (NUR) course. 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. Each student has two opportunities to attain this score. It is mandatory that each student who fails the test must review the material with an instructor before the second attempt. If the student cannot pass the test on the second attempt, he or she 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 semester, meaning one other unsuccessful semester will result in dismissal from the nursing program.

If a student is not present for the first day of class and/or misses the first attempt math competency test, this constitutes the first opportunity to pass this test. Only one attempt will be given to the student. If the student does not meet a score of 90% on their only attempt, they will be unable to participate in clinical experiences and will fail the course.
For all Nursing courses - testing medical math (including mandatory math competency as well as course math testing), students must accurately and correctly include both the correct dose and label.

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 course credits will be assessed on a case-by-case basis using student learning outcomes, course requirements, and the curriculum plan to determine eligibility. The program reserves the right to determine the acceptability of nursing transfer credits in accordance with its mission and goals. **Transfer credit for nursing courses will not be considered for transfer if the student has failed any nursing courses in their previous programs.**

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.

Attendance Policy

Classroom attendance is an expectation for all nursing courses. Course syllabi will indicate the policy for each course.

Theory Attendance:

A student who misses a lecture is responsible for obtaining the handouts distributed in class and for the material presented.

Attendance is mandatory for test dates. Please see the testing policy.

College Laboratory Attendance:

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 and will remain an absence.

1. If a student is unable to attend a college laboratory activity, the student must notify the course instructor according to the procedure stated in the course syllabus.
2. Make-ups for missed laboratory activities must be scheduled with the course instructor according to the procedure stated in the course syllabus.
3. The instructor has the right to prohibit a student from participating 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 college laboratory absence is accrued

4. The maximum number of college laboratory make-ups per course, per student, will not exceed two.

5. The specific course policy for college laboratory make-ups is stated in the course syllabus.

6. Tardiness is defined as up to 15 minutes (after the defined start of class/clinical time). Two tardiness occurrences equal one absence; the maximum allowed is two. Students may be required to make up the material missed in those 15 minutes.

Clinical Attendance:

Attendance at the clinical experiences is mandatory. The maximum number of allowed absences is one (1) per clinical **module.** All missed time for clinical by the student will need to be made up. Please review each course's syllabus for specific course information related to clinical attendance.

Student Illness in the Classroom or Clinical

I. Medical Emergency in the Classroom Setting

When a medical emergency arises

- Report all accidents and medical emergencies immediately by calling 9-1-1 and then campus police, 513-569-1558.
- The reporting person must stay on the phone until he/she is released by the Campus Police Dispatcher.
- Campus Police will provide first aid. If necessary, Campus Police will call the local EMS, who will provide preliminary treatment and transportation to a local medical facility.

II. Illness That Occurs in the Classroom Setting

The instructor will follow the above policy for a medical emergency, depending on the severity of the illness. The student will be asked to leave the classroom setting when an illness (not an emergency) occurs. The instructor will recommend a visit to the student's personal physician. The student will incur an absence according to the Attendance Policy for lab courses and mandatory course requirements (any course testing).

III. Illness That Occurs During 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.

IV. Injury to a Nursing Student in the Clinical Setting

In the event of an injury, the instructor should be notified immediately. The clinical facility policy should 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.

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.

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/catalogacademic-policies/religious-observance-policy).

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

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, and division (F) of section 4723.01 and division (B)(21) of section 4723.28 of the Ohio Revised Code for a practical 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.

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 and plans for self-improvement
Coming unprepared for clinical experience will require that the student leave. The clinical experience will be counted as an absence.

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.

Disclaimer
Instructors have the right to confer with another instructor about a student's clinical performance.

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 student's attire must be clean and professional. 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.

Students must be in full dress code anytime students are at or on a hospital clinical site (including orientation, EPIC training, simulation lab/ experience, and retrieving patient assignments). Failure to comply could result in the student being sent home and receiving an absence for that clinical/ care day.

Uniform

Uniforms consist of a clean, professional in appearance uniform prescribed by the program faculty:

• Hunter Green scrub shirt with embroidered college logo. The shirt may be tucked in or outside of the pants.
• Hunter Green Scrub pants.
• Optional - white lab crew neck jacket embroidered with college logo. No other jacket/sweater is permitted.
• Optional plain short or long-sleeved knit shirt may be worn under the scrub top for warmth/modesty; only in solid green, white, or black color.
• Uniforms are to be consistent with cultural considerations and must not interfere with asepsis, patient exams or therapeutic communication.
• Uniforms should fully cover back and abdomen allowing full range of motion. Uniforms should be loose enough to provide ease of movement in clinical activities. Tight-fitting clothes are not acceptable.
* The scrub pants and tops must be hunter green color with NO contrasting trim. If you have questions, please ask your instructor BEFORE you purchase a uniform to be worn on clinical. Any other uniform is not permitted.

Shoes and Socks

Shoes are to be white or black, neat, and clean. They must be leather or an equivalent, non-permeable material (no cloth/canvas shoes are permitted). A small logo or small colored area is acceptable. Shoestrings must match shoe color: no clogs, sandals, open toes, open heels, or boots. Students must wear socks that should cover at least the ankles.

Undergarments

Undergarments are to be inconspicuous. Undergarments, including trim or outline, should not be visible or call attention to the item.

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 should 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, or you could wear a green, white, or black scrub cap or headband. Beards, mustaches, facial hair, and sideburns are to be neatly trimmed. Extreme hair colors (i.e., blue, green, rainbow or multicolored etc.) are not permitted

Nails

Fingernails are to be natural, 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

No electronic devices (including smartwatches/devices, ear pods, or phones) are permitted on a student. A non-electronic 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 on the earlobe.

No other body piercings/or jewelry should be visible. No visible face or neck tattoos (can be covered with make-up), and all offensive tattoos must be covered. If you have questions, please ask your instructor.

Make-up/Scents

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

Modifications for Mental Health Facilities:

Street clothes are permitted for some clinical experiences or observations (Mental Behavioral Health). Street clothes are used in some settings to create a respectful, dignified, therapeutic environment that provides safety for the student and the client. The course faculty will determine if it is appropriate/expected that a lab jacket is 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.

Additional Modifications for Mental Health Facilities: Scarves, ties, and necklaces are not permitted. Hair must be worn off the collar. No bows, scarves, metal pieces, or wires may be worn in the hair.

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/ ties/ necklaces (chocking safety hazards)
10. clothing with inscribed messages
11. leggings unless covered by dress or skirt
12. tennis shoes or mesh athletic shoes that can absorb fluids
13. baseball caps, skull caps, sun visors or pullover hats, or others that impair vision and hearing,

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Clinical Facilities/ Sites may require modifications to comply with their policies. Any clinical facility may impose more stringent or alternate requirements that must be followed.
See the Blackboard tab for clinical requirements and dress code policy. Refer all questions about the dress code to faculty noted on the syllabus.

Nursing Curriculum and Clinical Placement

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*** ***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 semester to semester, depending on availability, the number of students and faculty, and the specific educational outcomes 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 (maybe three days per week during part of the final semester). Attendance at all scheduled clinical experiences is mandatory, and promptness is expected. Clinical sites are generally within 50 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.

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

Nursing Curriculum [Traditional Track]

The Cincinnati State Bethesda School of Nursing 2025 – 2026 Nursing Program Curriculum Plan NUR- Generic/Traditional Track				
Nursing Course Name	**Theory Clock Hours**	**Lab Clock Hours**	**Clinical Clock Hours**	**Total Course Clock Hours**
NUR 101 Concepts 1 (fundamentals)	30	45	0	75
NUR 102 Concepts 2 (med surg)	45	57	78	180
NUR 103 Concepts 3 (peds / med surg)	90	45	90	225
NUR 201 Concepts 4 (med surg, mental health, maternal newborn)	105	12	168	285
NUR 202 Concepts 5 (med surg)	90	2	120	212
TOTALS	**360**	**161**	**456**	**977**

Academic Year 2025-2026 Semester	Course	Course Title	Lecture/Lab/Credit Hours
First Semester	**NUR 101**	**Nursing Concepts 1**	2-3-3
	BIO 151	**Anatomy & Physiology 1**	3-2-4
	MAT 105	**Quantitative Math**	3-0-3
	ENG 101	**English Composition**	3-0-3
	FYE XXX	**First-Year Experience**	1-0-1
			14
Second Semester	**NUR 102**	**Nursing Concepts 2**	3-9-6
	ENG 10X	**English Composition**	3-0-3
	BIO 152	**Anatomy & Physiology 2**	3-2-4
			13
Third Semester	**NUR 103**	**Nursing Concepts 3**	6-9-9
	BIO 220	**Microbiology**	2-3-3
			12
Fourth Semester	**NUR 201**	**Nursing Concepts 4**	7-12-11
	PSY 110	**Intro to Psychology**	3-0-3
			14
Fifth Semester	**NUR 202**	**Nursing Concepts 5**	6-9-9
	SOC 105	**Introduction to Sociology**	3-0-3
			12
Total Curriculum Credit Hours			**65**

FYE 100 College survival skills 1/FYE 105 College Success Strategies 2 / FYE 110 Community College Experience 3

*HLT 100 Becoming a Health Professional [Pending]

The HLT 100 may be selected, however it is not currently a program requirement.

For the full curriculum information, consult the current college handbook.

Nursing Curriculum [LPN-to-RN Track/NURP]

The Cincinnati State Bethesda School of Nursing 2025 – 2026 Nursing Program Curriculum Plan NURP- LPN to RN Track				
Nursing Course Name	**Theory Clock Hours**	**Lab Clock Hours**	**Clinical Clock Hours**	**Total Course Clock Hours**
NUR 105 Nursing LPN to ADN Transition	45	45	0	90
NUR 106 Nursing LPN/ADN Bridge (peds/med surg)	36	45	38	119
NUR 201 Concepts 4 (med surg, mental health, maternal newborn)	105	12	168	285
NUR 202 Nursing Concepts 5 (med surg)	90	2	120	212
TOTALS	**276**	**104**	**326**	**706**

Academic Year 2025-2026 Semester	Course number	Course Title	Lecture/Lab/Credit
First Semester	**NUR 150**	**Nursing advance Standing LPN to RN**	**10-0-10**
	BIO 151	**Anatomy & Physiology 1**	**3-2-4**
	MAT 105	**Qualitative Math**	**3-0-3**
	ENG 101	**English Composition**	**3-0-3**
	FYE XXX	**First-Year Experience Elective ***	**1-0-1**
			22
Second Semester	**ENG 102**	**English Composition 2: Contemporary issues**	**3-0-3**
	NUR 105	**Nursing LPN to ADN**	**3-3-4**
	NUR 106	**Nursing LPN/ADN Bridge**	**2-6-4**
	BIO 152	**Anatomy & Physiology 2**	**3-2-4**
	BIO 220	**Microbiology**	**2-3-3**
			17
Third Semester	**NUR 201**	**Nursing Concepts 4**	**7-12-11**
	PSY 110	**Introduction to Psychology**	**3-0-3**
			14
Fourth Semester	**NUR 202**	**Nursing Concepts 5**	**6-9-9**
	SOC 105	**Introduction to Sociology**	**3-0-3**
			12
Total Curriculum Credit Hours			**65**

FYE 100 College survival skills 1/FYE 105 College Success Strategies 2 / FYE 110 Community College Experience 3

*HLT 100 Becoming a Health Professional [Pending]

The HLT 100 may be selected, however it is not currently a program requirement.

For the full curriculum information, consult the current college handbook.

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 the 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 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 and Public Safety 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.

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 then brought in as transfer credit).
For example, Cincinnati State requires that 45 quarter credit hours or 30 semester credits 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 six semester hours of written communication (English) for a two-year degree. This is not true in Kentucky. The other Ohio requirements are 3 semester hours of oral communication and six semester 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

Advancing your education to obtain a BSN
Graduates from this program can continue to advance their education by enrolling in Cincinnati State's RN-to-BSN completion program or several other baccalaureate programs in this area. Contact the programs you are considering early to learn their admission requirements. The nursing advisors can tell you which Cincinnati State courses are transferable to specific BSN programs and will help you with contact information.

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, as well as 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 we can, 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.

Student Records Storage and Retention

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.

Changes to Handbook Policy

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.

The Bethesda Heritage

In 1896, seven German-speaking Methodist Deaconesses separated from the Elizabeth Gambel Deaconess Home associated with 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 into the homes of those needing care and did the necessary things 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 beginning of Bethesda Hospital, a name honored in Cincinnati as an example of an institution devoted to the 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.

Alumni Association
History of the Nursing Program Pin
(Picture on handbook cover and below)

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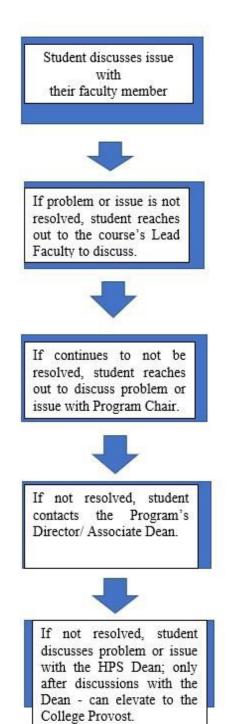
 A committee was formed once again to redesign the pin to its current design. A lamp was selected as the center figure, surrounded by the olive branch and again, the same shape and size was retained. The lamp has a double significance to nursing since it represents both learning, service, and it has connection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

Student Problem Resolution Process

When a problem or issue arises, you have the right to seek assistance and resolution of the problem. Follow the steps below when a problem arises. See the college catalog to determine your rights and responsibilities when making a complaint, initiating an academic appeal, or grievance:

Step 1:
Student identifies
Problem or Issue

Student discusses issue
with
their faculty member

The Nursing Student Organization may be a resource for students; at the first and second level.

Please see page 10 for more information.

If problem or issue is not resolved, student reaches out to the course's Lead Faculty to discuss.

If continues to not be resolved, student reaches out to discuss problem or issue with Program Chair.

If not resolved, student contacts the Program's Director/ Associate Dean.

If not resolved, student discusses problem or issue with the HPS Dean; only after discussions with the Dean - can elevate to the College Provost.