



OREGON COAST  
COMMUNITY COLLEGE

## Nursing Program



## Student Handbook

2019-2020



The Oregon Coast Community College Nursing Program publishes this student handbook to provide nursing students and others current information about our nursing program. Changes sometimes occur after the handbook has been printed which may affect programs, policies, and procedures. The Nursing Program will attempt to post important changes and new information on the College Nursing Program web page. Students should periodically consult with their nursing faculty mentor or the Director of CTE Programs: Health & Human Services for updated information not available at the time of publication. This handbook shall not be construed as a contract between the student and the College.



September 9, 2019

Dear Nursing Student,

Welcome to the 2019-2020 academic period in the OCCC Nursing Program. This Student Handbook will help you understand the policies, procedures and expectations of the program. It is important that you read the handbook thoroughly. Once you have read it, please indicate your understanding of the contents by signing the Handbook Statement that will be distributed at orientation and related forms required by the Nursing Program.

Many of the Nursing Program policies and procedures described in the Handbook are like those that are a part of nursing practice. For instance, nurses at all levels need to be caring and relate well to people of different backgrounds and cultures. As a nurse, you need to be able to adapt to change, think critically, and respond during crises. Personal integrity and ethical behavior are essential for nurses. Abiding by the Handbook policies and procedures will enhance your success in the Nursing Program and prepare you well for practice.

We, the Nursing faculty and staff, look forward to working with you these two years in the Nursing Program. We want to congratulate you on this first step in your nursing career and we wish you success and enjoyment in your courses.

Sincerely,

Faculty and Staff of the OCCC Nursing Program

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OREGON COAST  
COMMUNITY COLLEGE

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## College Vision, Mission, Values, and Core Themes

### Vision

#### Shaping the Future Through Learning

### Mission

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At Oregon Coast Community College, we equip students for success by providing educational pathways and supports in response to the diverse needs of our community. Through accessible and engaging programs, we enrich the economic and civic vitality of Lincoln County and beyond.

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### Values

The Board of Education, administration, faculty, staff and students of Oregon Coast Community College commit to these values:

Accountability: We accept responsibility for our actions and commit to transparent practices.

Collaboration: We purposefully build partnerships to achieve common goals.

Excellence: We hold ourselves to the highest standards and are committed to continuously improving the work we do.

Inspiration: We show curiosity, illuminate new possibilities and ignite the joy of thinking well.

Integrity: We act with honesty and authenticity to foster a culture of ethics and respect that embodies our work and serves the community.

Learning: We celebrate the life-long process of developing valuable knowledge and skills.

Sustainability: We are stewards of our financial, material, natural and human resources.

Equity: We embrace diversity and address the inequities and barriers that prevent people from learning and working to their full potential.

### Core Theme: Student Success

*Objective: OCCC will improve post-secondary educational attainment across Lincoln County and close achievement gaps for underserved populations in our community.*

At Oregon Coast Community College, we equip students for success in college and in life by providing exemplary teaching, student development programs and support services. Students receive customized and relevant advising and enriched supports to maximize completion and success.

In response to the diverse needs and histories of our community we are institutionalizing a philosophy of student success and strengthening the College's policies, processes, and business practices to facilitate access and completion.

## **Core Theme: Educational Pathways**

*Objective: OCCC will offer rigorous and engaging academic programs and educational options comprised of clear pathways to transfer, employment and self-development that enrich individual lives and promote the economic and civic vitality of Lincoln County and beyond.*

At Oregon Coast Community College, we assess the needs of individuals and employers, and respond by designing pathways and partnerships that address community and regional priorities. We create bridges into our pathways from high school, adult education, non-credit, and other feeders. Educational pathways are accessible through place and modality and facilitate transitions to transfer or employment. We strengthen the economy and workforce through our business development, career technical and transfer programs. By narrowing achievement gaps in post-secondary education and raising post-secondary educational attainment, we advance the economic and civic vitality of Lincoln County and beyond.

### **OCCC Nursing Program Mission and Value Statements**

The Oregon Coast Community College nursing program is based on and congruent with the mission and values of the College.

#### **Mission**

Oregon Coast Community College Nursing Education Program equips students through transformative education for success as beginning Registered Nurses who respond effectively to the diverse needs of individuals and communities.

#### **Value Statements:**

The nursing faculty, staff and students have defined and committed to the following values:

**Accountability:** *As guardians of the public, we accept responsibility for our actions in promoting and delivering safe patient care.*

**Collaboration:** *In partnership with others, we utilize innovative solutions to achieve common goals.*

**Excellence:** The program requires and encourages the highest standards of nursing practice.

**Inspiration:** We model competent, caring nursing practice and seek to ignite the joy of nursing

**Integrity:** The American Nursing Association (ANA 2015) Code of Ethics serves as a foundation of our behavior and practice.

**Learning:** The program utilizes evidence-based teaching modalities to facilitate critical thinking and lifelong learning.

**Sustainability:** The Nursing Program direction and growth is guided by ongoing evaluation, redesign and innovation.

**Equity:** We acknowledge the diversity of values, ethics, culture, and ethnicity of others and address the inequities.

### OCCC Nursing Philosophy

Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, facilitation of healing, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, groups, communities, and populations. (American Nursing Association 2017)

The nursing faculty believes education is based on humanistic approaches fostering critical thinking and promoting awareness of social and cultural diversity among individuals.

Learning is enhanced when nurse educators recognize students as individuals, each having unique needs, cultural backgrounds, changing socioeconomic factors and life experiences.

#### **Core Theme**

Equip Students for success in the profession of nursing

Provide educational pathways and supports

### Curriculum Organizing Framework

The framework that organizes the OCCC Nursing curriculum is based upon three main concepts: **Holism, Nursing Process, and Nursing Roles**. Content and performance-based outcomes for the Nursing courses with a clinical and clinical readiness component are selected, developed, and leveled from simple to complex regarding these concepts.

**Holism** is the view of all living things as irreducible wholes that interact interdependently in varying degrees with each other and with their environments. Viewed as holistic, persons are seen as irreducible wholes with physiological, psychological, sociocultural, developmental, and spiritual components that are inextricably interrelated and interdependent. A patient may be an individual, family, or group of persons. Patients may have varying degrees of health along a wellness-illness continuum, with optimum health being the maximum potential of which a patient is capable within the environment where they are functioning.

The interaction between nurses and patients is the core of Nursing practice. Nurses interact with patients using the **Nursing Process** and within **Nursing Roles**.

**Nursing Process** is an organized, systematic, problem-solving approach to meeting the health-related needs of patients. Assessing, analyzing, planning, implementing and evaluating constitute the steps of the Nursing process. The nursing process is the foundation of clinical decision-making. As such, it provides a framework for critical thinking in Nursing practice. Critical thinking

is inherent in the process of making clinical decisions. Nurses use data obtained through a holistic assessment to identify potential and actual alterations in health for patients. Actual and potential alterations are defined through nursing diagnoses, which guide clinical decisions about the selection of outcome criteria, nursing interventions, and evaluation of patient responses.

### **Nursing Roles**

The practice of Nursing is implemented through three **Nursing Roles**. These are: Provider of Care, Manager of Care, and Member within the Discipline of Nursing. The ability to communicate effectively is necessary to the enactment of all these roles. Associate Degree Nurses (ADN's) as registered nurses and Practical Nurses (PN's) as licensed practical nurses implement the nursing roles in providing care to patients within structured healthcare settings.

- **In the Provider of Care role**, ADN's have primary responsibility to apply and to oversee the Nursing Process, which is the basis for identifying, providing, and evaluating the nursing care needed by patients. PN's contribute to the Nursing Process by collecting, recording, and reporting data; by participating under the supervision of a registered nurse in the establishment of nursing diagnoses and in the development and implementation of a plan of nursing care; and by documenting and communicating evaluation data to appropriate healthcare team members.
- **In the Manager of Care role**, ADN's organize and coordinate care for patients using priority setting, collaboration, patient advocacy, and resource management and assign, delegate, and supervise qualified care providers in the provision of Nursing care. ADN's function as first level nurse managers in implementing the Manager of Care role.

As Managers of Care, PN's employ priority setting, collaboration, patient advocacy, and resource management in organizing care for patients. PN's may assign tasks of care to qualified care providers with the responsibility for supervising these providers in the performance of the tasks, thereby retaining accountability for the assigned care.

- **In the Member within the Discipline of Nursing role**, ADN's and PN's practice within their respective scopes of practice and other legal and ethical frameworks of Nursing. Both ADN's and PN's apply standards of nursing care in their practices and display commitments to ensuring high standards of care. Professional development through continued learning and participation in professional organizations is a responsibility of this role for both ADN's and PN's.

## **Nursing Program Performance-Based Outcomes**

### **OCCC Practical Nursing Certificate Program**

Students who complete this certificate will have the resources to:

1. Use a holistic approach in applying the nursing process at the practical nurse level when providing care for individuals and families across the lifespan.
2. Use established guidelines to reinforce teaching of health promotion concepts across lifespan to groups in selected community settings.
3. Communicate effectively with individual patients, families, and members of the healthcare team.
4. Organize and prioritize components of care at the practical nurse level for two to four patients.
5. Make decisions regarding patient care based on professional values while complying with identified legal/ethical standards (scope of practice regulations established by boards of nursing and Code of Practice guidelines established by the American Nurses Association).

### **OCCC Associate Degree Nursing Program**

Students who complete this degree will have the resources to:

1. Use a holistic approach to develop, implement, and evaluate plans of care for patients that apply standard nursing care plans to meet individual needs.
2. Communicate effectively and collaboratively in a self-directed manner with patients, families, and members of the health care team.
3. Use first-level management skills in providing care for individuals and groups of patients.
4. Make decisions regarding patient care based on professional values and responsibilities at the associate degree nurse level while complying with identified legal/ethical standards (scope of practice regulations established by boards of nursing and Code of Practice guidelines established by the American Nurses Association).

## **Nursing Competencies**

Using the regulations of the Oregon State Board of Nursing as a major reference, the Nursing Faculty of OCCC have differentiated practical nursing from associate degree nursing by identifying the competencies of each at entry into practice.

The competencies and complete scope of practice is available at:

<https://www.oregon.gov/OSBN/Pages/laws-rules.aspx>

## OCCC Nursing Program Objectives

Practical Nurse Objectives	ADN Nurse Objectives
<b>Provider of Care</b>	
<ol style="list-style-type: none"> <li>1. Provide safe, clinically competent, culturally sensitive, and patient-centered care for the promotion, restoration and maintenance of wellness or for palliation across the lifespan and settings of care</li> <li>2. Utilize established nursing standards and protocols to provide safe holistic care of patients in a variety of healthcare settings.</li> <li>3. Utilize critical thinking skills, nursing process and evidence-based practice as a guide to assess, plan, implement and evaluate basic patient care across the life span within the practical nurse's scope of practice</li> <li>4. Incorporate therapeutic communication to assist patients of all ages in promoting health and supporting wellness</li> <li>5. Applying basic leadership and management skills to assign, direct and supervise care provided by nursing assistive personnel</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide safe, clinically competent, culturally sensitive, patient-centered and evidence-based care to promote, restore and maintain wellness or for a palliation across the lifespan and settings of care;</li> <li>2. Collect and analyze data from a variety of sources to accurately identify nursing diagnoses requiring independent action, medical problems needing referral, and potential problems requiring nursing preventive action</li> <li>3. Use the nursing process to plan, implement and evaluate holistic nursing care that is based on an understanding of the health-illness continuum, is culturally competent, reflects developmental stage, and incorporates available community resources.</li> <li>4. Communicate therapeutically with patients/patients and families to promote the achievement of patient outcomes in collaboration with healthcare providers across a continuum of healthcare settings.</li> </ol>
<b>Manager of Care</b>	
<ol style="list-style-type: none"> <li>6. Organize and complete a patient care assignment utilizing appropriate priority setting and decision-making skills.</li> <li>7. Communicate and collaborate effectively with other members of the multicultural health care team</li> <li>8. Function effectively as a member of the interdisciplinary healthcare team</li> <li>9. Use technology and both human and material resources in a cost-effective, sustainable, and responsible manner</li> <li>10. Demonstrate professional values, and the responsibilities defined by the Oregon State Board of Nursing for the Standards and Scope of Practice for the Licensed Practical Nurse.</li> </ol>	<ol style="list-style-type: none"> <li>5. Lead a group of nursing personnel in the care of a group of patients through effective interpersonal relationships and the use of skills in teaching, prioritizing, delegating, and supervising.</li> <li>6. Effectively organize and prioritize patient care for complex patents with changing conditions.</li> <li>7. Communicate and collaborate effectively with other members of the multicultural health care team</li> <li>8. Utilize behaviors that promote teamwork while functioning in the role of either a team member or a team leader.</li> <li>9. Use technology and both human and material resources in a cost-effective, sustainable, and responsible manner.</li> </ol>

Practical Nurse Objectives	ADN Nurse Objectives
<b>Member of the Discipline of Nursing</b>	
<p>11. Demonstrate professional, legal, and ethical behavior in nursing practice</p> <p>12. Value self-awareness that leads to life-long learning and self-development in nursing.</p> <p>13. Value nursing as a profession and support the health and well-being of individuals and society through knowledge of issues and trends that affect health care.</p>	<p>10. Demonstrate professional values, and the responsibilities defined by the Oregon State Board of Nursing for the Standards and Scope of Practice for the Registered Nurse.</p> <p>11. Integrate ethical, professional, legal responsibility, and accountability into actions and decisions.</p> <p>12. Value self-awareness that leads to life-long learning, self-development in nursing, and development of the nursing profession through evidence-based practice.</p> <p>13. Value nursing as a profession and support the health and well-being of individuals and society through knowledge of issues and trends that affect health care.</p>

## **Technical Standards for Nursing**

The Oregon Coast Community College Nursing Program has the responsibility to society to educate competent health care providers to care for their patients/clients with clinical judgment, broadly based knowledge and competent technical skills at the entry level.

The program has academic as well as technical standards (non-academic criteria) students must meet to successfully progress in and graduate from the program.

The Technical Standards document is provided to assure that the students who enter the program know and understand the requirements and can make informed decisions regarding the pursuit of this profession.

### **Technical Standards**

Oregon Coast Community College provides the following technical standards with examples of learning activities to inform prospective and enrolled students of the skills required in completing their chosen profession's curriculum and in the provision of health care services. These technical standards reflect the performance abilities and characteristics that are necessary for successful completion of the requirements of clinical based health care programs. These standards are not a requirement of admission into the program. Individuals interested in applying for admission to the program should review these standards to develop a better understanding of the skills, abilities and behavioral characteristics required for successful completion of the program.

Students admitted to the Nursing Program are expected to be able to complete curriculum requirements which include physical, cognitive, and behavioral core competencies that are essential to the functions of the entry level professional nurse. These core competencies are considered to be the minimum and essential skills necessary to protect the public. These abilities are encountered in unique combinations in the provision of safe and effective nursing care.

Progression in the program may be denied if a student is unable to demonstrate the technical standards with or without reasonable accommodations.

Oregon Coast Community College is obliged to provide reasonable accommodations to qualified students with disabilities, which may include academic adjustments, auxiliary aids and or program modifications. Accommodations that fundamentally alter the nature of the academic program, could jeopardize the health and safety of others, or cause an undue burden to the program are not considered reasonable accommodations. Regular consistent attendance and participation is essential to learning, especially for all scheduled clinical experiences.

## **Cognitive**

- Recall, collect, analyze, synthesize, and integrate information from a variety of sources.
- Measure, calculate, reason, analyze and synthesize data.
- Problem-solve and think critically to apply knowledge and skill.
- Communicate verbally, and through reading and writing, with individuals from a variety of social, emotional, cultural, and intellectual backgrounds.
- Relay information in oral and written form effectively, accurately, reliably, and intelligibly, including thorough and accurate use of computers and other tools, to individuals and groups, using the English language.

### ***Examples of learning activities found in the nursing curriculum and related to industry standards:***

- Process information thoroughly and quickly to prioritize and implement nursing care.
- Sequence or cluster data to determine patient needs.
- Develop and implement a nursing plan of care for patients in acute, long term and community settings.
- Discriminate fine/subtle differences in medical word endings.
- Report verbally and in writing patient data to members of the healthcare team.
- Read and comprehend medical orders and patient information found in the medical record.
- Perform math computations for medication dosage calculations both with and without a calculator.
- Apply knowledge/skills gained through completion of program prerequisites, including requirement for computer proficiency.

## **Motor**

- Coordinate fine and gross motor movements.
- Coordinate hand/eye movements.
- Maintain balance from any position.
- Negotiate level surfaces, ramps and stairs.
- Function with both hands free for performing psychomotor tasks.
- Maneuver in small areas.
- Attend to cognitive and psychomotor tasks for up to 7-12 hours.

### ***Examples of learning activities found in the nursing curriculum and related to industry standards:***

- Transfer patients/clients in and out of bed from stretchers and wheelchairs.
- Control a fall by slowly lowering patient to the floor.
- Perform cardiopulmonary resuscitation (CPR)
- Lift or move (turn, position) patients or objects, pull or push objects, weighing up to 35 pounds and maintain a “medium activity level” as defined by the State of Oregon Department of Insurance Index of occupational characteristics.

- Reach to shoulder or higher level to place or access equipment such as intravenous fluid bags, bend or squat to access equipment below bed level.
- Carry equipment and supplies to the patient bedside.
- Manipulate small equipment and containers, such as syringes, vials, ampules, and medication packages, to administer medications.
- Dispose of needles in sharps container.
- Complete assigned periods of clinical practice (7-12-hour shifts, days, evenings, or nights, holidays, weekdays and weekends).
- Complete skills test within assigned time limit.

### **Sensory**

- Acquire information from demonstrations and experiences, including but not limited to information conveyed through online coursework, lecture, small group activities, demonstrations, and application experiences.
- Collect information through observation, listening, touching, and smelling.
- Use and interpret information from diagnostic maneuvers.

### ***Examples of learning activities found in the nursing curriculum and related to industry standards:***

- Detect changes in skin color or condition. (pale, ashen, grey, or bluish)
- Detect a fire in the patient care environment.
- Draw up a prescribed quantity of medication into a syringe.
- Observe patients in a room from 20 feet away.
- Detect sounds related to bodily functions using a stethoscope.
- Detect audible alarms generated by mechanical systems such as those that monitor bodily functions, fire alarms, call bells.
- Observe and collect data from recording equipment and measurement devices used in patient care
- Communicate with patient and members of the healthcare team in person and over the phone in a variety of settings, including isolation and the operating room where health team members are wearing masks and there is background noise.
- Detect foul odors of bodily fluids or spoiled foods.
- Detect smoke from burning materials.
- Detect changes in skin temperature.
- Detect unsafe temperature levels in heat-producing devices used in patient care.
- Detect anatomical abnormalities, such as subcutaneous crepitus, edema, or infiltrated intravenous fluids.
- Feel vibrations such as an arterial pulse

## **Behavioral**

- Demonstrate emotional stability to function effectively under stress and adapt to changing environments.
- Maintain effective, mature, and sensitive relationships with others.
- Examine and modify one's own behavior when it interferes with others or the learning environment.
- Possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility and tolerance.
- Accept responsibility for own actions and communicate in a courteous, assertive, non-aggressive, non-defensive manner with instructors, peers, staff and healthcare team members.
- Integrate feedback into own performance.

### ***Examples of learning activities found in the nursing curriculum and related to industry standards:***

- Exercise judgment, meet acceptable timeframes for patient care delivery (acceptable timeframes are reflected by ability to carry out the usual patient care assignment for a point in the program within the allotted clinical time), work effectively under stress, and adapt to rapidly changing patient care environments.
- Accept accountability for actions that resulted in patient care errors.
- Deal effectively with interpersonal conflict if it arises; maintain effective and harmonious relationships with members of the healthcare team.

(\*revisions approved by Oregon Council of Associate Degree and Practical Nursing Programs 4-24-15)

## OCCC Nursing Department Curriculum Map 2019 - 2020

Courses required for graduation of students who entered the first year of the program in the fall of 2019 are listed on the following page. Nursing courses must be taken in sequence. The classroom, clinical readiness and clinical components of each nursing course must be passed for the course to be passed. Each nursing course is offered only one time each academic year. Students who successfully complete all requirements for the first year of the program will have met the educational requirements to apply to the Oregon State Board of Nursing for CNA-1 licensure and testing or an LPN license. Information regarding application will be provided to students, but the student is responsible for applying and submitting required information and fees.

Safe clinical performance and professional behavior (including integrity and accountability) are described in this Handbook. If a student is dismissed from the program because of serious or multiple breaches of patient safety or professionalism, the student will not have the option of re-entry to the program. If a student fails or withdraws from a course, but is allowed to return the following year, the current advising guide requirements must be met and repeating a course continues to require integration of both theory, clinical readiness and clinical components.

Students must complete all courses in this program with a grade of "C" or better (and an overall GPA of 2.0) to continue in and complete the program, receive their degrees, and be eligible to apply to take the national licensure exam (NCLEX-RN).

Certain required components of a course (clinical and clinical readiness) are graded on a pass/no pass basis only. A grade of "P" for these courses indicates a student earned a "C" or better grade.

### Program and Degree Requirements

Year 1, Term 1			Year 1, Term 2			Year 1, Term 3			
Course	Name	Cr	Course	Name	Cr	Course	Name	Cr	
NUR 141	Fundamentals of Nursing	12	NUR 142	Care of Acutely Ill Pts and Developing Families 1	12	NUR 143	Care of Acutely Ill Pts and Developing Families 2	12	
BI 233	Human Anatomy/ Physiology II	4	BI 234	Microbiology	5	NUR 145	Introduction to Pharmacology & Pathophysiology	1	
<b>Term Total</b>		<b>16</b>	<b>Term Total</b>		<b>17</b>	<b>Term Total</b>		<b>13</b>	
Program Requirement for Practical Nursing Certificate and AAS Degree									
FN 225 Fundamentals of Nutrition								4	
<b>First Year Total</b>		<b>Certificate in Practical Nursing</b>						<b>50</b>	
Year 2, Term 1			Year 2, Term 2			Year 2, Term 3			
Course	Name	Cr	Course	Name	Cr	Course	Name	Cr	
NUR 241	Care of Pts with Complex Health Problems	12	NUR 242	Care of Pts in Crisis and the Community	12	NUR 243	Preparation for Entry into Practice	8	
						NUR 244	Preparation for NCLEX-RN	2	
<b>Term Total</b>		<b>12</b>	<b>Term Total</b>		<b>12</b>	<b>Term Total</b>		<b>10</b>	
<b>Second Year Total</b>								<b>34</b>	
<b>AAS Degree Electives</b>									
Arts & Letters Elective								3	
Social Science Elective								4	
<b>Program Total</b>		<b>Associate Degree in Nursing</b>						<b>91</b>	

#### Program Prerequisites: for Practical Nursing and AAS Degree

Course Number	Name	Credits
MTH 95 or higher	Intermediate Algebra	4
BI 231	Anatomy and Physiology I	4
BI 232	Anatomy and Physiology II	4
MP111	Medical Terminology	4
PSY 201	Introduction to Psychology Part I	4
PSY 215	Human Development	4
WR 121	English Composition	4
WR 122	English Composition or	4
WR 123	English Composition or	4
WR227	Technical & Professional Writing	4

## Nursing Program Policies Admission Policies

### Criminal Background Checks

Applicants and students must demonstrate a personal history compatible with obtaining a license to practice nursing in Oregon. Admission to and graduation from the nursing program does not assure eligibility for licensure. The Oregon State Board of Nursing (OSBN) makes the determination about eligibility for licensure. OSBN may not license persons with certain criminal convictions or with a major mental or physical illness that could affect ability to practice safely. Applicants or students with questions about licensing regulations may want to call OSBN at 971.673.0685.

Please refer to the following links for addition information:

Oregon Department of Human Services criminal history requirements and policies located in Division 7 [https://secure.sos.state.or.us/oard/displayDivisionRules.action;JSESSIONID\\_OARD=6uvulRyE8-Q0Gt\\_fu8WfXjAVrSEu1VO9nmOBGvtT1FD8etvcSQFr!-1969788327?selectedDivision=1626; specifically, OAR 407-007-0200 to 407-007-0640](https://secure.sos.state.or.us/oard/displayDivisionRules.action;JSESSIONID_OARD=6uvulRyE8-Q0Gt_fu8WfXjAVrSEu1VO9nmOBGvtT1FD8etvcSQFr!-1969788327?selectedDivision=1626; specifically, OAR 407-007-0200 to 407-007-0640)

Oregon Board of Nursing's criminal history requirements and policies found in Division 1 of the Nurse Practice Act Division 1 at

[https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=215762."](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=215762.)

- Every Nursing Program applicant/student must answer questions to determine if there is a personal history of
  - conviction for a criminal offense or
  - physical or mental health problems that might interfere with the requirements of nursing practice.

Failure to provide truthful and complete answers to these questions may result in denial of admission for applicants and dismissal for students.

- An applicant may be denied program admission if the Director of CTE Programs: Health and Human Services concludes that the applicant's criminal history would make it unlikely for the applicant to obtain licensure in Oregon. Applicants with criminal records may want to contact the Oregon State Police to determine if their records might be expunged and, if so, to accomplish expungement of their records.
- Prior to the date set forth by the OCCC Nursing Program, all students admitted to the Program are required to pass criminal background checks which fulfill the requirements of the clinical sites. Several clinical sites used for student experiences in the Program reserve the right to deny placements for students with a record of certain criminal offences. If the student is denied placement and if an alternative placement cannot be found for required student experiences, continuation in the program will not be possible. If a student is arrested during the time he/she is enrolled in the Nursing Program, he/she must notify

the Director of CTE Programs: Health and Human Services of the arrest. The student's status in the Program will be reviewed by the Director. A possible outcome of the review may be the student's inability to continue in the Program

### **Drug Screening**

Prior to the date set forth by the OCCC Nursing Program, the nursing program students are required to undergo drug screening. This procedure will be performed by the Occupational Medicine department at Samaritan Pacific Communities Hospital and is at the students' own expense. The drug screening involves a 10- panel urine drug screen. The tested substances include: amphetamines, barbiturates, benzodiazepines, cocaine, methadone, methaqualone, opiates, phencyclidine, propoxyphene, and marijuana.

If a student is denied placement because of this testing and an alternative placement cannot be found for required student experience, continuation in the program will not be possible.

A student admitted to the Program with a history of substance abuse will be monitored for indications of a recurrence of substance abuse per College policy. Any student whose behavior, appearance, or breath odor indicates inappropriate use of alcohol or other drugs will be placed on probation if not dismissed from the Program. Any occurrence of this kind that does not result in dismissal may require the student to undergo substance tests to detect the presence of alcohol or other drugs.

Testing required by the nursing program to corroborate or refute a suspicion of substance use will be arranged for and paid by the program. Payment for any subsequent testing will be the responsibility of the student. The test results will be reported directly to the Director of CTE Programs: Health and Human Services by the testing facility. A positive result will require that the student undergo evaluation by a qualified counselor. Counseling shall be at the student's expense. Failure to follow a counselor-prescribed treatment plan will result in dismissal from the program.

Refusal to provide specimens of body fluids for testing or failure to provide the necessary consents to implement this policy, including consent for direct reporting of test results to the Director will be interpreted as an implied admission of substance use and grounds for dismissal.

### **Policy regarding Medical Marijuana**

While Oregon voters approved a ballot measure in 2014 making Oregon the third state to allow possession and sale of marijuana for recreational use, students' and employees' welfare, as well as teaching and learning are the OCCC Nursing Program's top priorities. As a public institution, the OCCC Nursing Program receives federal funding in the form of grants and financial aid. Therefore, allowing any use of marijuana would be in violation of that law, thus jeopardizing the nursing program's mission and the nursing students' educations. Under federal law, marijuana is designated as a Schedule 1 drug.

Students should note that since medical marijuana is not a federally approved prescription drug and several clinical facilities have a “no tolerance” policy regarding marijuana, its use during the program as evidenced by a positive urine drug screen will result in dismissal from the program.

### **Requirements for Immunization, CPR, and Health Exam**

Oregon state law requires that all persons working in healthcare facilities be screened for tuberculosis (TB). Regulations from the Oregon Occupational Safety and Health Administration require students in healthcare occupations to be immunized for hepatitis B. In addition, clinical facilities require proof of current immunization against tetanus, diphtheria, varicella (chicken pox), rubella, rubeola, and mumps.

All reports of TB screening and immunization status must be on official records, signed by a qualified healthcare professional, and must be complete before you are eligible to register for Nursing courses.

- **TB screening report.** Screening shall consist of a Mantoux PPD Tuberculin skin test **prior to the start of each fall term that the student is in the nursing program.** Those with a positive reaction to the skin test, or with a history of known positive reactions, must submit an annual medical evaluation certifying that they do not have active infectious tuberculosis. **Note: the written report of a TB skin test must include the results of the test as read by a health professional. Be aware that the results take 48 hours to obtain.**

**Proof of current immunizations** shall consist of written documentation of:

- **Tdap-Tetanus, Diphtheria and Pertussis** - - vaccination within the last ten years. Tdap boosters are due in every 10 years.
- **Measles, mumps, and rubella:** two doses of MMR vaccine (reported by month and year of each dose) administered at least 30 days apart with first dose on or after the first birthday, **OR** 2) physician-documented disease, **OR** 3) positive titer.
- **Hepatitis B**—series of three injections. At least the first injection is required before the first day of fall term. Be aware that the recommended minimum timeframe between the second and third injection is six months. The complete series is required before registration for second year.
- **Varicella (chicken pox)** — 1) two doses of the Varicella vaccine **OR** 2) physician-documented disease **OR** 3) positive titer.
- Annual flu vaccines are highly recommended secondary to the nature of exposure of health care practitioners. If you choose **not** to receive a flu vaccine, you may be required to wear a mask during clinical rotation.

- **CPR certification: BLS Healthcare Provider Level from the American Heart Association** must be current while students are enrolled in the program.
- Students requesting accommodations should make an appointment with Cindy Carlson, the Dean of Students (phone: 541-867-8511). Medical evaluations of physical capacity may be necessary to provide information needed to accommodate functional limitations. When needed for this purpose, reports of an examination conducted by a licensed healthcare professional may be required from students.
- Students will be required to obtain a criminal background check through American Databank and a drug screen through Samaritan Health Services Occupational Medicine. Students will also be required to create an account through Complio, which is an online tracking system for all clinical requirements such as immunizations and CPR status.

### **Certificates, Degrees and Licenses**

Applicants who hold a practice certificate or license issued by a State Board of Nursing must submit a copy of their certificate/license to the Director CTE Programs: Health and Human Services on request. Any applicant or student whose nursing assistant certificate or license to practice nursing, at any level in any state, has been suspended or revoked may be denied admission to or dismissed from the Program. Furthermore, if a student certified or licensed by the Oregon State Board of Nursing (OSBN) engages in behavior defined by OSBN as "Conduct Derogatory to the Standards of Nursing," even if she/he does so as a student, the situation may need to be reported to OSBN.

As registered nurses, the Nursing faculty and Director of CTE Programs: Health and Human Services are responsible for the mandatory reporting requirements in OSBN regulations. Please refer to the Nurse Practice Act-Revision 45, Standard 851-045-0070, available at the OSBN website <https://www.oregon.gov/OSBN/pages/index.aspx>

## **Policies Related to Student Conduct**

### **Program Standards**

Accepting responsibility for learning is an essential element of critical thinking and clinical judgment and must exist to allow understanding and knowledge development to occur. In addition to the OCCC "Student Code of Responsible Behavior" found in the college catalog and Student Handbook, students must abide by the following standards.

- Graduates from any nursing program are expected to perform in a manner that reflects the standards defined by the Oregon State Board of Nursing and by the nursing profession.
- Nursing students must learn to function in accordance with the accepted standards of practice mandated by the profession.

For this reason, the expected conduct, outlined as follows, should be viewed as necessary preparation for the ultimate role that the student will assume when entering the profession.

### **General Responsibilities**

- All nursing students must register for all nursing courses prior to the first day of each term or they will not be allowed in the clinical setting.
- Students are expected to check their boxes in the clinical readiness lab, regularly and access their oregoncoastcc.org e-mail and Canvas online mail on a regular basis to monitor for instructor communications.
- Current names, addresses, email addresses, and telephone numbers must be given to the Health and Human Services administrative assistant if any change occurs. It is the responsibility of the student to inform his/her clinical instructor, the Health and Human Service Department's administrative assistant, and the Student Services Office of changes immediately. Students will receive official college notices via their college email.
- Students are to turn cell phones off or in "silent" mode during class, clinical readiness, and clinical.
- Food is not allowed in the classrooms or clinical readiness sessions per OCCC Community College policy.

### **Civility Standards**

Interactions in theory, clinical readiness and clinical are to reflect professionalism and civility as evidenced by caring, fairness, respect, acceptance of responsibility and trustworthiness. Class sessions should be treated as a work setting. Civility standards for the classroom incorporate general respect for the faculty and fellow students in regard to limiting disruptions such as, but not limited to:

- Side conversations
- Argumentative behaviors
- Limited attendance to class and/or repetitive tardiness

- Use of cell phone, computers, tablets and/or other electronic devices for anything other than in class activities, note taking, and audio taping of lecture materials.
- It is courteous to request permission from individual instructors to tape classroom presentations. Neither taping nor note-taking is allowed during exam review sessions, unless agreed upon by instructor.
- No pagers, cell phones, or other devices set for audible alarming are permitted in classrooms

### **Student Faculty Communication**

Students will have the opportunity to impact the program and affect the curriculum through formal and informal evaluation methods (e.g. instructor and course surveys at end of term) and through representation on the Advisory Committee. Individual concerns will be dealt with on an individual basis.

Students with individual concerns are to discuss them directly with the faculty directly involved. Nursing, as many other professions, uses a chain of command approach to problem solving. Problems are to be initially addressed with the faculty member most directly involved in the concern. Students may request the program director or an uninvolved faculty member to be present for the discussion.

### **Faculty Office Hours**

Each full-time nursing instructor is available five office hours per week. These hours are posted each term on the instructor's office door or can be obtained through the nursing department's administrative assistant, and appointments should be made through the instructor or the administrative assistant. Students may make appointments at times other than office hours if the need arises.

Full time instructors will be available to respond to student e-mails or phone messages during business hours (typically Monday through Friday 0900 – 1700) throughout the school term. However, remember your faculty contact may have clinical responsibilities two days a week and is not available for non-clinical issues during those hours. Part-time instructors can be contacted via e-mail or through Canvas throughout the school term. During clinical hours, instructors are available via cell phone unless otherwise determined by individual instructors.

Please remember, instructors do not work 24/7! Use your organizational skills, plan ahead, and allow for a response time that is likely not to be immediate! Planning ahead and starting assignments early will help you avoid unnecessary stress in progressing to your goal of becoming a nurse.

## **Faculty Mentoring**

During a student's enrollment in the Nursing Program, she/he will be assigned a faculty mentor. Students may be required to meet with faculty mentors to review the student's academic status and answer program questions.

Mentors are resources for students to discuss concerns and questions throughout the course of the program. The faculty works diligently to aid you in your successful completion of the program – use the resources at hand before a problem becomes overwhelming. These mentoring appointments do not replace appointments with the student's academic advisor through the Student Services Department.

## **Academic Integrity**

Policy: Learning is built on the fundamental qualities of honesty, fairness, respect and trust. At Oregon Coast Community College, academic integrity is a shared endeavor characterized by truth, personal responsibility, and high academic standards. Any violation of academic integrity devalues the individual and the community as a whole. One important aspect of academic integrity is academic honesty. Violations of academic honesty include:

Plagiarism Collusion/Inappropriate Assistance Cheating  
Fabrication/Falsification/Alteration Unauthorized Multiple Submission  
Sabotage and Tampering

A student who violates academic honesty will be subject to disciplinary action according to Student Rights and Responsibilities.

**Violations** of academic honesty may include:

### **Plagiarism:**

Presenting someone else's words, ideas, artistry, product, or data as one's own.  
Presenting as new and original an idea or product derived from an existing source.

Written assignments in the Nursing Program do not always require citation of sources, but if an instructor requires APA format for an assignment it is obviously time to use paraphrasing, quotations, and citations appropriately. Faculty will check papers for plagiarism. Two excellent sources for student tips to avoid plagiarism can be found at <http://owl.english.purdue.edu/owl/resource/589/02/>

### **Collusion/Inappropriate Assistance:**

Helping another commit an act of academic dishonesty.  
Knowingly or negligently allowing work to be used by others. It is a violation of Oregon State law to create and offer to sell part or all of an educational assignment to another person (ORS 1:65.114).

**Cheating:** An act of deceit, fraud, distortion of truth, or improper use of another person's effort to obtain an educational advantage. This includes but is not limited to; unauthorized access to examination materials prior to the examination.

### **Procedures of Academic Integrity Process**

**Action/Steps by Faculty:** The faculty member observing or investigating an apparent violation of academic honesty meets with the student and shares the Oregon Coast Community College Academic Integrity Policy and Procedures. The faculty member explains to the student the procedures and penalties for violation of academic honesty.

The faculty member provides the student an opportunity to explain the incident. If, after initial investigation and conference with the student, the faculty member resolves the issue informally with the student and determines that there was no violation of academic honesty, the process is concluded and there is no need to complete the Academic Integrity Concern Form if, after initial investigation and conference with the student, the faculty member finds that there has been some violation of academic honesty, the violation is documented, using the Academic Integrity Concern Form.

The faculty member collects evidence by assembling all relevant documentary evidence and creating a paper trail of all that occurs after the alleged act of academic dishonesty. Often the evidence will include various samples of the student's work showing a radical disparity in style or ability.

If the faculty member finds the student to have been dishonest, the faculty member may resolve the matter by determining an appropriate course of action, which may include an oral or written warning; or a grade of "F" or zero on an assignment, project, or examination; or a lower grade or grade of "F" or "No Pass" for the course. The completed Academic Integrity Concern Form is submitted to the Associate Dean of Instruction.

In the event the faculty member's investigation is pending at the time course grades are due, the faculty member may elect to submit a mark of "I" (Incomplete), with the student informed in writing by the faculty the reason for the investigation and the incomplete mark via the Academic Integrity Concern form.

### **Consequences for Violations of Academic Honesty**

#### **Involvement of the Chief Academic Officer**

If the accused student contests the faculty member's decision, a meeting with the Chief Academic Officer may be requested. If the faculty member wishes to assign a grade of "F" or "No Pass" for the course, or initiate further disciplinary action (e.g., place the student on program-based

academic probation), the student is entitled to a meeting with the Chief Academic Officer for the purpose of further inquiry into the incident.

Within ten (10) working days of receiving the Academic Integrity Concern Form, the Chief Academic Officer coordinates a meeting between all parties regarding the alleged incident of academic dishonesty. Official notification of this meeting should be in writing. The purpose of the meeting is for the student to hear the charges and present his/her side of the case.

The Chief Academic Officer will consider any evidence submitted within seven (7) days of the meeting, and interview persons as warranted. The Chief Academic Officer determines if the action recommended by the faculty member is appropriate. If the student misses the meeting, the faculty member and the Chief Academic Officer may proceed with the process to completion.

Within five (5) working days of the meeting, the Chief Academic Officer sends written notification of the results of the inquiry to the student and faculty member. The decision of the Chief Academic Officer is final. Further consequences may be imposed by the Chief Academic Officer in cases of grievous violations of academic honesty or for a continued pattern of violations.

*See the OCCC College Catalog and the OCCC Student Handbook for additional information available on the college website.*

### **Course Requirements and Mandatory Attendance Policies**

Nursing courses include attendance at Theory, Clinical Readiness (skills lab and simulation), and off-campus Clinical experiences. Courses require the completion of assigned readings, computer assignments, group assignments, and written work. Students are responsible for completing the course requirements outlined in the Course Syllabus. Attendance is mandatory for course related activities including: orientation sessions, clinical, alternative clinical experiences, clinical readiness (skills lab instruction, comprehensive assessments, and clinical simulation labs).

Students are expected to meet the scheduled times for classes, exams, and practicum learning activities. Students are expected to adjust personal schedules, including work and childcare, to meet course requirements. Students are expected to have reliable transportation for attendance at community clinical assignments around the college district.

Students should be prepared to be scheduled for off campus learning experiences on day, evening and night shift, and at all clinical locations in Lincoln and Benton County.

We believe Clinical, Clinical Readiness (skills lab and clinical simulation) learning experiences are essential for student success. However, we also understand that in the case of illness it is best that the student remains home. Temporary health problems, including injuries, which produce practicum absences, may interfere with a student's successful completion of course outcomes. If a student is making satisfactory progress towards meeting course outcomes, an absence(s) may not interfere with the successful completion of the course.

Students who miss mandatory practicum experiences, including clinical, community-based or other off-campus experiences, and clinical readiness activities, must bear the consequences of missing out on opportunities to demonstrate their satisfactory performance for the outcomes of the course.

Opportunities to demonstrate a satisfactory level of competence of clinical outcomes are limited to the scheduled clinical and clinical readiness days, thus students are expected to exert a maximum effort to avoid absences and to demonstrate competence with every opportunity that presents in the clinical setting. Nursing faculty must be able to directly observe students in the clinical settings to determine consistent performance in meeting course outcomes.

Evaluation is based solely on the student's ability to meet the course outcomes within the scheduled clinical and clinical readiness sessions. With every absence, the instructor will initiate a plan to identify intervention strategies. The plan may become a permanent part of the student's Nursing Program educational file through initiating an "Alert" if the problem persists. Additional absences may result in a probationary plan and require a meeting with the Clinical Instructor and the Director of CTE Programs: Health & Human Services. There are no allowances built into the course for making up absences from clinical. Furthermore, faculty have no obligation to provide extra clinical days to accommodate students whose excused or unexcused absences result in too few opportunities to demonstrate satisfactory performance of course outcomes.

#### **Procedure for Absences or Lateness**

If an absence/lateness is unavoidable, Students must contact the clinical nursing instructor by phone within one hour before the shift begins to inform the instructor of absence. Students are not allowed to attend clinical if they worked the night shift prior to the scheduled clinical day. Student will call Alternative Clinical Sites if late or absent. For theory or clinical readiness contact the appropriate instructor and/or department administrative assistant.

It is expected that students will have reliable transportation, alarm clocks, work schedules and child care arrangements. Repeat tardiness will result in concerns regarding student progression and reflect poorly on the clinical evaluation tool. This behavior may result in failure.

#### **Absences from Group Projects/Presentations**

Students are expected to attend all scheduled meetings for group-work related projects (faculty or student scheduled). Students that are absent or fail to contribute to the work of the group will be progressed for continuation in the program by the Nursing Faculty. Students who demonstrate a trend of absences from group-work meetings may receive a different grade from the other group members.

If a student must be absent from a group presentation, the student must notify a group member and the appropriate nursing faculty by email prior to the scheduled time and speak to a group

Member and the faculty member by phone or in person as soon as possible, preferably prior to the scheduled activity.

If the student is incapacitated and unable to make email or personal contact with a group member and nursing faculty member, the student is expected to have a designee make email and/or phone contact with the assigned Faculty member or the Director of Nursing and Health Occupations. Students who are absent from a group presentation may receive '0' points or a no pass for the assignment. This may result in the student failing the course. Make-up presentations may be possible but are not guaranteed. Any student failing to properly notify the nursing faculty will automatically be ineligible for a make-up opportunity.

### **Temporary Limits on Physical Capacity**

limits affect the ability to carry out nursing care activities and should estimate Students should provide immediate documentation to their instructor from a healthcare professional of any temporary limits on physical capacity. This documentation should specify how the physical how long the temporary health problem will be present. (See Nursing Program Technical Standards for examples of essential nursing activities.) When making patient assignments and scheduling Clinical Readiness sessions, instructors will consider, to the extent possible, any documented temporary physical limitations students may have.

However, such consideration cannot be offered indefinitely, and students must satisfactorily achieve the course outcomes within the scheduled practicum sessions. Students may need to consider withdrawing from the Program until the problem is resolved. Under no circumstances should a student undertake to give care to a patient whose needs for care exceed her/his physical capacity to meet those needs. It is expected that students with temporary health problems will exercise prudent judgment in not subjecting patients or themselves to risks of harm. Nursing Faculty reserve the right to require documentation from a healthcare professional confirming a student's ability to meet the Technical Standards of the Nursing Program.

## **Student Responsibilities and Expectations of Behavior**

Students who cannot complete course outlines may be dropped from the course in compliance with Oregon Coast Community College policies which provide for advance notification and assistance for students performing unsatisfactorily. Factors that Contribute to Failure to Meet Course Objectives Resulting in Dismissal from the Program are as follows:

### **Excessive Absences**

If a student is unable to successfully complete a course, he/she may be dropped or be given an "F" grade, depending upon:

- the amount of theory content/clinical experience missed.
- inability to proceed due to lack of prerequisite content.

A student who has four or more unresolved absences at the end of the term will be referred to the Director CTE Programs: Health and Human Services for evaluation of the student's ability to makeup those absences at the beginning of the subsequent term.

### **Inability to Meet Course Objectives**

These may include repeated failure to:

- apply theory and principles to clinical practice.
- plan, organize and fulfill the tasks assigned by the instructor.
- communicate effectively with patients, instructors and peers; and inability to
- understand verbal and nonverbal communications.
- attain minimal technical competency in the skills required for safe clinical performance.
- respond appropriately to instruction and suggestions made by those in authority.
- perform in a safe and dexterous manner in relation to self and patients.
- demonstrate ability to assume responsibility for preparing and completing
- clinical assignments made by the instructor.
- demonstrate growth in coping with stressful situations in a calm and dependable manner.
- demonstrate improvement in clinical and clinical readiness performance within a period designated by the instructor.
- attain a passing grade as stated in the course syllabus.

Behaviors relating to responsibility, accountability and meeting time commitments are essential in the professional nurse. These behaviors need to be demonstrated by the student consistently over time across the curriculum.

Because of this fact, any behavior which results in a notice of failing behavior in any one term, if repeated in a subsequent term, can result in immediate exclusion from nursing program activities.

Notice of failing behavior relative to these areas of responsibility, accountability and meeting time commitments will be forwarded from one instructor to the next instructor to ensure that students will be given the encouragement, support and limit-setting to facilitate the learning of these essential professional behaviors.

All college policies regarding ethical and moral behavior apply to all OCCC students. In addition, the following campus-wide policies have been adapted to meet the specific needs of the nursing profession.

**Major Violations:** The attempt to commit, the commission of, or intentional assistance in the commission of any of the following:

- Academic Plagiarism: The intentional submission for evaluation to a nursing instructor of material based, in significant part, on work done by someone other than the submitter without reasonable written indication to the evaluator of the material's true source.
- Academic Cheating: The intentional submission for evaluation to a nursing instructor of material based, in part, on a source or sources forbidden by generally accepted standards or by regulations established by the evaluator and disclosed in a reasonable manner. This includes cheating on exams.
- Furnishing false information to the nursing instructor, nursing department or clinical facility with intent to deceive.
- Forgery, alteration, or misuse of any patient or clinical facility documents or records.
- Any conduct or unsafe behavior that threatens the safety of a patient. This would include failure to disclose information regarding omission of care or error in patient care.
- Theft from a clinical facility. This would include medications and hospital supplies.
- Possession or use of dangerous drugs and narcotics except as legally prescribed.
- Coming to a clinical facility under the influence of mind-altering substances.
- Failure to maintain confidentiality of privileged information: verbal, written and electronic. Students will be required to read, sign, and return agency-related confidentiality agreements prior to attending clinical.
- Malicious gossip or derogatory attacks on any employee, patient, physician or clinical affiliate.
- Sexual harassment, defined as unwanted sexual advances, requests for sexual favors, and other verbal and physical conduct which results in inhibition of unconstrained academic interchange, or creates a hostile or offensive environment for one of the parties.
- Other actions which, in the judgment of the department head, or program coordinator, could result in serious adverse consequences to the hospital, its employees, the department, or the welfare of the patient.

Violation of the above rules of conduct or other OCCC policies outlined within the OCCC Student Handbook, constitutes cause for disciplinary action ranging from a formal warning to immediate expulsion from the Nursing programs at Oregon Coast Community College

## Course and Grading Policies

### General Coursework

- Requirements of the Nursing Program courses include attendance in the theory-based classroom sessions, at clinical readiness (simulation and skills lab) sessions and off-campus clinical, as well as completion of designated readings, computer assignments, and written work. Students are responsible for the course requirements as outlined in the individual course syllabus. Some assignments can only be completed on campus, e.g., computer-based proctored exams and clinical readiness sessions.
- In classrooms, clinical readiness sessions, and off-campus clinical course requirements, students are expected to practice academic honesty as stated in the Code of Behavior in the *College Catalog* and in the Student Manual. (Also, refer to Academic Honesty section.) All assignments must be completed as assigned.
- Canvas Learning Management System: Canvas is an integral part of all nursing courses and access to a computer (at home or at the College) will be required daily. Required quizzes and assignments completed outside the classroom typically utilize the various tools of Canvas. E-mail to faculty will only be through the Canvas tool

### Grading

- The grading system for the Nursing Program courses is based on letter grades. Each nursing course includes theory, clinical and clinical readiness components. All components must be passed to pass the course.
- The clinical component of the course will be graded based on clinical outcomes, assignments, and a weekly clinical grade.
- The nursing final course grade for each term will be based on the cumulative number of points earned. These points will come from quizzes, exams and graded assignments (including certain clinical assignments) and end of the term standardized testing through Kaplan. The final grade will be based on points received divided by points possible and will result in a percentage.

\*Please note: An overall score of 75% on the theory quizzes must be attained prior to inclusion of additional points from assignments (excluding clinical assignment) and standardized integrated testing (Kaplan). Students will not be allowed to participate in end of term Kaplan integrated exams if they have not achieved a 75% on theory quizzes.

A 75% or greater is required in all nursing courses for successful completion and permission to progress to the next term. Each nursing course is a pre-requisite for the next course. If the student receives a theory score of  $\geq 75\%$  and satisfactorily passes all clinical and clinical readiness requirements, then the course grade will be calculated as follows:

A = 89.5-100	C = 75- 81.49
B = 81.5-89.49	F = below 75

**Exam scores and the final course score will not be rounded to the nearest whole number.**

**Exam Policy:** Exams are used to test learning of theory in the Nursing courses. Students are responsible for learning based on textbook assignments, other required reading, required audiovisuals, and lecture content. Exams may include some questions that require math calculations; only approved calculators may be taken into the testing area. Exams are completed using computers.

- Exams are criterion-referenced and knowledge is compared to a set standard, not to how other students perform on the test. Knowledge and comprehension level questions will be the minority of questions on exams. Being able to remember and understand information is a basic way of learning. However, while this type of knowledge is important and the basis for the other levels of knowledge, it alone is not enough to guarantee the provision of safe nursing care. Two-thirds or more of program exams will typically involve application, judgment, and/or evaluation. The ability of the nursing student to make decisions about patient care at these high levels of knowledge is the best indication of thought processes required to meet the needs of patients for the promotion, maintenance, and restoration of health.
- At regular intervals throughout the Nursing Program (approximately once a term) an exam/s from Kaplan Integrated Testing will be administered to determine ongoing comprehensive nursing knowledge to prepare the student for the National Council Licensure Examination (NCLEX exam).
- A standardized benchmark will be identified for each Kaplan based examination. If the student does not meet the benchmark a period of remediation and retesting will be required.
- When a question is removed from the quiz base on faculty analysis of the results, no points will be awarded for that question. Students under no circumstances are to electronically transmit any part of the test. All paper used during the testing session will be put into the recycle bin prior to leaving the testing area.

- Students are required to practice civility while in the testing center. The student may review the exam only after submission and then the student is required to log off and leave the testing area. In no instance, may students keep or copy their exams or test forms.
- If it is determined that you are accessing exams once you have left the proctored setting this, will be considered a violation of academic policy. **Note: All quizzes/exams are electronic and once submitted, the exam submission is final. There will be no exceptions to this rule.**
- Any exam with a score of less than 75% may require the student to meet with their faculty mentor and/or designee.
- Exams will be given as scheduled. Test-taking times will be strictly adhered to; students arriving late will submit their test when time is called. If unable to take an exam or arrive on time, students are required to notify the Nursing instructor giving the exam and the Health and Human Services Department administrative assistant by calling and leaving a voicemail message BEFORE the exam is given.
- It is up to the instructor's discretion as to whether an exam/quiz may be made up due to an absence. All missed quizzes will be taken by appointment in the testing center. If a student is more than five minutes late for an exam, they will incur a 5% penalty for that exam. Retests or extra credit exams or projects are not available in the Nursing courses.

OCCC has adopted the following from the National Council of State Boards of Nursing: "In actual practice, nurses do not have an unlimited amount of time to make decisions in a clinical setting. Therefore, it is inappropriate to give examinees extraordinary amounts of time to make comparable decisions on [an] examination."

### **Computerized testing**

- Students may have a pen or pencil at their desk. All other personal items are to be placed outside the classroom on test days. Scratch paper will be provided.
- Students may use ear plugs that are purchased when they purchase their skills lab kits from "Your College Store".
- No apparel or device is permitted that obscures students' eyes from observation by the test proctor(s) (e.g. brimmed hats, sunglasses).
- If a student needs technical assistance, he/she may signal the test proctor otherwise no questions will be answered during the exam time
- No talking, signaling, or sharing materials with other students is allowed during any test situation unless specifically directed by the instructor as part of the requirements for the exam.

## General standards

- An act of cheating or plagiarism may result in a grade of “0 points” for the assignment or exam as well as a report filed to the Dean of Students. The student is at risk of being dismissed from the program if a second occurrence of plagiarism is documented.
- Students are to work independently to complete assignments unless otherwise directed by the instructor.
- Whether or not the instructor requires APA format for an assignment, at no time is it appropriate for a student to copy large portions of material from any source into any assignment. Students should summarize content in their own words.

## Clinical Grading Policy

Faculty are responsible for keeping students informed of their status in the program when there is any question of the student not maintaining an acceptable or "C" level of performance. Every effort will be made to assist students to identify learning problems and to get appropriate help to solve such problems. It is the student's responsibility to evaluate their own clinical performance and to review the evaluation written by the faculty.

- A student who has demonstrated the inability to perform per stated outcomes in the clinical setting or clinical readiness lab in any other nursing course, and who does not meet the criteria for an incomplete grade in that course, will be given an "F" in the final course grade. This student may not continue in the program regardless of academic performance in other courses.
- A student who is permanently excluded from the clinical or clinical readiness setting for unsafe nursing behaviors shall receive an "F" in that course or may withdraw in accordance with program and college policy. All students who are leaving the program are required to arrange an exit interview with the Director of CTE Programs: Health and Human Services to and the Dean of Students be re-admitted to the Nursing Program. Students are required to sign a withdrawal contract to clarify their readmission status

## Clinical Evaluation Tool

<b>Purpose &amp; Overview</b>	Part of your clinical grade is based on your instructor’s objective observations of your clinical practice. The Clinical Evaluation tool outlines the same objectives as your Quarterly Clinical Outcomes.  During the clinical day, your instructor will observe your clinical skills, behaviors, and interactions and may ask questions about your reasoning or thinking.
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	<p>The purpose of the Clinical Evaluation Tool is to give all instructors the same sets of objectives and a common language to be as objective as possible in evaluating your clinical practice.</p> <p>This evaluation will only be graded for the weeks that your instructor has direct observation of your clinical practice (ACU and Med/Surg rotations).</p>
<b>Student Responsibilities</b>	<p>Your only responsibility for this assignment is to come to the clinical setting prepared and do the best work you are able to do.</p> <p>If you have questions or concerns about the grade on the Clinical Evaluation Tool or you have questions or comments about any feedback you receive, you may also want to follow up with your instructor.</p>
<b>Instructor Responsibilities</b>	<p>Following your ACU or Med/Surg rotation, your instructor will use the Clinical Evaluation Tool in Canvas to provide an evaluation of your performance and any pertinent feedback.</p> <p>If necessary, your instructor will work with you on a remediation plan</p>
<b>Assignment Objectives</b>	<p>By the end of this clinical experience, the student will have objective evaluation and feedback of clinical performance. This will be valuable information for self-reflection and improvement of clinical practice.</p>
<b>Evaluation &amp; Grading</b>	<p>Evaluation will be based on the Clinical Evaluation Tool. A score of &gt;75% is required to pass the assignment</p>

### **Grievance Procedure (adapted for Nursing)**

A student is to follow the college's grievance procedure when grieving any grade. When a student grievance involves a clinical or clinical readiness grade, the timelines of the grievance procedure are shorter than those for a grievance involving a grade for a theory course since a failing clinical grade requires that the student be excluded from the clinical or the clinical readiness area upon receipt of that grade. The Student may continue to participate in the theory component of the Nursing Course.

- It is mandatory that the student discuss the problem with the faculty, staff member, or student directly involved the day of or immediately following the event's occurrence.
- If the problem is not resolved during the discussion, the student must meet with the Director of CTE Programs: Health and Human Services for further discussion.

- If the problem cannot be resolved informally as described in above, the student may file a Formal Grievance as outlined in the OCCC Student Handbook and starts with obtaining a Grievance form from Student Services

### **Incompletes**

Incompletes are assigned **rarely** in nursing courses because of the limitations that are available for a student to complete the course requirements before the next term. According to college policy, students are not allowed to register for the next course in the sequence if the prior course objectives were not met. Therefore, an incomplete will be considered on an individual basis

## General Policies

### Attendance in Bad Weather Conditions

- Students should follow College Policy for campus classes. On mornings when weather may force the College to be closed, or classes delayed, radio and television stations will be notified of the closure by Public Safety, hopefully by 6:00 a.m. and or your clinical instructor.
- Students may access school closure information via local radio and television stations and the main campus telephone number (541-265-2283). Students are encouraged to subscribe to Flash Alert by enrolling on their website at <https://www.flashalert.net> **Note:** There is no clinical even if students and faculty are in-route or have arrived at a clinical site when a decision to close OCCC or to open late is made.
- If OCCC opens late on a campus lecture day, class will begin at the later time providing the campus opening occurs within the usual classroom meeting time.
- When OCCC is open, individual instructors may use their own judgment to make decisions about clinical as follows:
  - Clinical may be canceled at a site within Lincoln County or surrounding area when the weather in that area is bad.
  - Clinical may be canceled when travel to clinical is hazardous for the instructor.
  - Students may be dismissed early from clinical if the weather worsens after faculty and students arrive.
- When clinical is canceled by an individual instructor, this information will be conveyed to students by telephone or text.
- Students need to exercise good judgment regarding their own safety before deciding to drive to either clinical or campus when the weather is bad.

### Children and Pets

Arrangements must be made for children and pets. They **may not** be brought to class, conferences, counseling sessions, clinical readiness, or the clinical environment.

### Tobacco-Free Campus Policy

Oregon Coast Community College Board of Education is committed to providing a safe and healthy environment for its employees, students and visitors by designating and maintaining each OCCC facility as tobacco-free environment.

Based on the U.S. Surgeon General findings, OCCC will communicate to its employees and students that exposure to secondhand tobacco smoke and use of tobacco products are significant health hazards. Consequently, use, distribution, or sale of all tobacco and nicotine products except those approved by the FDA for smoking cessation, in College buildings or on College premises, including in parking lots or outdoor spaces, without exception, or in College-

owned, rented or leased vehicles, is prohibited. For the purpose of this policy, "tobacco" is defined to include any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product; and smokeless or spit tobacco, also known as dip, chew, snuff or snus, in any form, vaporizing, electronic and any other form of device used for the purposes of smoking, vaporizing, dissolving, inhaling or ingesting any form of tobacco or nicotine product not approved by the FDA for smoking cessation.

### **Emergency First Aid**

Oregon Coast Community College does not require, nor does it have the expectation that students in the Nursing Program will provide emergency first aid to staff, students, or visitors on our campuses. If a student administers first aid, he/she assumes the liability for such action.

### **Injury/Illness**

“For any condition, e.g. an illness, injury, prescription medications or surgery that could impact the student’s ability to safely perform client care while maintaining their own safety and that of the client, a statement will be required from a physician/licensed primary health care provider stating the student is medically cleared to perform patient care responsibilities without restriction as spelled out in the program’s Technical Standards. If the physician identifies restrictions are required, faculty will review the medical release form information provided by the physician/licensed health care provider and determine if the student can continue in clinical experiences. The student must share a copy of the program’s “Technical Standards” document with the physician/licensed primary health care provider when requesting the medical release and must provide the program director or faculty designee with a copy of the medical release by the time frame specified by the instructor.”

Students must report all body fluid splashes, needle sticks, and other accidents or events that could endanger their health occurring during clinical training to facility, faculty, program director immediately. The faculty member will assist the student in obtaining treatment, if required, and completing the required forms in accordance with institutional policy and OCCC policy. Worker’s Compensation Insurance covers student injuries in a clinical facility. Worker’s Compensation Insurance does not cover student injuries in the clinical readiness setting and students are responsible for any associated costs.

### **Pregnancy**

“A pregnant student must understand the clinical performance expected of her is the same as that expected of any other student. The student should share a copy of the program’s “Technical Standards” document with her health care provider and must notify (via medical release form) the program director or faculty designee if the physician places any restrictions on clinical performance of those functions. The program director or faculty designee will review the medical release form information provided by the physician/licensed health care provider and determine if the student can continue in clinical experiences and in the program.”

## **Employment While in the Nursing Program**

- When students are employed by an institution or individual, they become an employee of that agency or individual and come under the rules and regulations, liability insurance, etc., of the agency by whom they are employed. During that employment, the student does not come under the jurisdiction of the College and is considered an agent of the institution for which he/she is employed.
- The professional liability insurance for nursing students carried by the College does not cover employment.
- While recognizing that some students may need to work while enrolled in the Program, the Nursing Faculty, nevertheless, cannot adjust classroom clinical readiness, or off-campus clinical requirements to accommodate student work schedules.
- Students may not work a shift immediately preceding a clinical rotation because of the potential impact on safe patient care. Required clinical experiences are assigned during days shifts during the program and patient selection and care preparation takes place typically the day before clinical, e.g. on Sundays when clinical is scheduled on Monday.
- During the final clinical senior rotation of the program (spring, second year), students are assigned to match a staff clinical teaching associate's work schedule for 3-4, 12-hour shifts or 4-5, 8-hour shifts per week which may include nights and weekends.
- Nursing classes, clinical readiness and clinical typically involves 25-30 hours of attendance per week plus an additional 40-60 hours of study, assignments, and preparation for patient care. Meeting these requirements typically means that students will need to adjust employment and family responsibilities.

## **FERPA and Release of Educational information**

In compliance with The Family Educational Rights and Privacy Act (FERPA), Oregon Coast Community College releases only very limited information regarding students. All nursing students should be aware that some confidential information may be posted/shared. Information includes posting of student name with physical location of campus and clinical assignments, and reporting immunization, TB testing, Criminal Background Checks; Drug Screening and CPR certification to some contracted clinical sites. For more information regarding FERPA, contact student services.

The purpose of posting is for scheduling laboratory times and patient assignments. Posting of information occurs on campus in the nursing area of and in the nursing units at clinical sites. Students' social security numbers may be shared with the Oregon State Board of Nursing when providing them information regarding eligibility for testing and licensure. Also, student transcripts are provided to the Oregon State Board of Nursing as part of the process of documenting for them that all requirements have been met and students are eligible to apply for licensure. Every effort is made to limit access to confidential information to those who have a need to know.

## **Insurance**

All students are required to be covered by student nurse liability insurance to complete program objectives in the off campus clinical facilities. This insurance covers claims of malpractice that might be lodged against students. The college supplies the insurance. The cost of the insurance is part of the general College lab fees collected at registration.

Students are not covered by health and accident insurance by the College. The College does provide workers' compensation coverage for student illnesses or injuries that result directly from activities required by course objectives at off campus clinical sites. This coverage is not available for on-campus laboratory activities. Student health insurance is recommended.

## **Non-Discrimination/Non-Harassment**

Oregon Coast Community College is committed to maintaining a learning and working environment that is free of harassment for all persons. It is the policy of OCCC that all its students and employees will be able to learn and work in an environment free from discrimination and harassment. Therefore, it is a violation of College Policy for any student or employee to engage in harassment (including sexual harassment) of any other college student or employee based on personal characteristics, including, but not limited to race, religion, color, gender, sexual orientation, national origin, age, marital status, parental status, veteran status, or disability.

Any student, employee, or organization with a substantiated violation of this policy will be subject to disciplinary action including possible suspension and/or expulsion, or dismissal.

The College has regulations and procedures to disseminate this policy, to train supervisors, to provide channels for complaints, to investigate all complaints promptly and carefully, to develop and enforce appropriate sanctions for offenders, and to develop methods to raise awareness and sensitivity among all concerned.

## **No-Show/Drop**

Oregon Coast Community College has a No-Show/Drop procedure. If a student does not attend orientation and the first-class session or does not contact the instructor prior to missing the first-class session, the student may be dropped at the discretion of the program director. If a student is dropped under this procedure, the student will be mailed a notice informing him/her of the date they were dropped, the course number and name, and the instructor name.

**Note:** This may affect the student's eligibility for tuition assistance if he/she is a veteran, on financial aid, or sponsored by an agency.

## **Sexual Harassment Policy**

It is the policy of Oregon Coast Community College that all students and employees learn and work in an environment free from sexual harassment and discrimination. OCCC will not permit sexual harassment in the academic environment or workplace at any time. Each student and employee is responsible for assuring that the college environment is free from sexual harassment.

As defined in OAR 839-07-550, sexual harassment is a form of discrimination related to or because of, a person's gender. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when the conduct is directed toward an individual because of his/her gender and:

- submission to the conduct is made either explicitly or implicitly a term or condition of his/her student status or employment status, or
- submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting him/her, or
- the conduct has the purpose or effect of unreasonably interfering with an individual's performance as a student or work performance or creating an intimidating, hostile, or offensive working relationship.

Students who have been the subject of sexual harassment from OCCC staff, faculty or fellow students will report the problem to the College's Dean of Students or the Human Resources Specialist. Investigations will be conducted with discretion and concern for the protection of individual privacy. Upon the determination that an act of harassment has occurred, immediate and appropriate corrective action will be taken

Students who instigate or participate in sexual harassment will be subject to disciplinary action up to and including expulsion. Employees who instigate or participate in sexual harassment will be subject to disciplinary action up to and including dismissal.

No student will be expelled, suspended, or otherwise harassed or discriminated against because he/she has filed a complaint, or has objected to, or testified about, a possible violation of the law and/or OCCC policy.

No form of retaliation will be taken against any student or employee who reports an incident of alleged harassment. Students or employees who knowingly bring false or fabricated complaints of sexual harassment will be subject to disciplinary action up to and including expulsion and/or dismissal respectively.

## **Transportation**

Students are responsible for their own transportation to and from school and clinical facilities. Most students will spend some time at clinical agencies requiring 1/2 hour or more traveling time to and from campus.

## Student Suspected of Substance Use Policy

To maintain the integrity of the nursing program and ensure safe patient care, and in accordance with OCCC policy, students must abstain from the use of alcohol or drugs/medications which affect safe and appropriate functioning in the following situations:

- Before and during nursing class and clinical readiness/clinical.
- Before and during assigned time in any clinical facility/site, including the time of patient selection.
- While in student uniform.

State law and clinical facilities require drug screening with negative results of all students before allowing students to practice in their clinical setting. Students will assume the responsibility of the cost to comply with the mandated screening and will complete the process at the designated lab by the deadline identified prior to program entry. Results showing “dilute specimen” will require the student to submit another urine specimen at their own cost by the deadline given by the CTE Director. Results that show “not eligible for a safety sensitive position”, “confirmed positive”, positive for THC or that a urine substitute has been used or “not consistent with human urine” will result in revocation of acceptance or dismissal from the program. If the student is a CNA or LPN, the results will be reported to the OSBN.

Students have a responsibility to notify their instructor if they are taking any medications that may have an adverse effect upon their clinical performance. The instructor will determine if the student’s clinical performance is safe.

Students have a legal and ethical responsibility to report peers who they suspect are substance users. As stated in the college catalog, “Anyone under the influence of alcohol or controlled substances may be removed, dismissed, or suspended from college functions, classes, activities, or responsibilities. The college will impose disciplinary sanctions on students up to and including expulsion...for violation of these policies.”

While other medical conditions may cause some of the following, behaviors and signs suggestive of substance use include:

- slowed thinking processes or very impulsive thinking
- immobilization or panic with resulting inability to think or act
- wildly unpredictable behavior deviant from usual, acceptable behavior; inappropriate or bizarre response/laughter
- irritable, restless manner
- complaints of blurred vision; dilated or constricted pupils; bloodshot eyes
- slurred speech
- emaciated or unusual weight loss
- tremors, especially in the hands and early in the morning; complaints of morning headache; abdominal or muscle cramps; diarrhea;

- diaphoresis; odor of alcohol;
- poor coordination or unstable gait;
- threats to kill or harm oneself or another person;
- possession of a weapon or hazardous object;
- severe psychological distress;
- poor judgment regarding safety issues for self, patients, and coworkers;
- severe physical distress e.g. seizures, chest pain, respiratory distress;
- possessing, using, or transferring any narcotics, hallucinogen, stimulant, sedative or similar drug other than in accordance with licensed health care provider's order.

Any nursing instructor or immediate supervisor who believes that a student is in a clinical setting while under the influence of alcohol or drugs or is for any reason a threat to patient safety will remove the student immediately from the patient care responsibilities. In the event of suspected use in the clinical setting, the instructor has the right to confiscate, in the presence of a witness, the substance(s) for identification.

The behaviors and signs observed by the instructor will be documented by the instructor and validated by another nurse (another OCCC nursing instructor, nursing supervisor on duty, or nurse manager). The instructor will require the student to submit to body fluid collection and testing performed by a laboratory designated by the nursing program. The collection and testing will be performed in a manner which preserves the integrity of the specimen. The student will be escorted to the laboratory by the program director or other college representative soon after the student has been removed from patient care responsibilities. The student will bear the expense of the program mandated testing unless otherwise specified. Following completion of the specimen collection, the CTE Director will make arrangements for the student's safe transportation home.

Failure to give written consent, without qualification, to such alcohol or drug testing and/or release of test results to the director of the Nursing Program, or failure to provide bonafide samples for such testing will be considered implied admission of screened substance use and grounds for appropriate disciplinary action, including the possibility of immediate dismissal from the nursing program. The student involved in the alleged infraction will be temporarily excluded from the Nursing Program until the test results have been received and reviewed by the Director of CTE Programs.

The program director will follow OCCC's procedure for student dismissal/temporary exclusions. Immediately or as soon as reasonably possible after the test has been performed, the Director of CTE Programs, or in her absence, the Lead Clinical Instructor will be informed of the drug test. If the results are negative, the student may return to the program activities. Opportunity for make-up will be provided, and the student will be expected to make up missed time and assignments.

If the test results are positive, the CTE Director will implement appropriate disciplinary action including reporting the results to the Dean of Students, and implement the process of dismissal from the Nursing Program on the grounds of substance use. The student who disagrees with the program's decision can utilize the OCCC student grievance procedure outlined in the college catalog. The student should also note the "OCCC's Statement of Student Rights, Freedoms, and Responsibilities" found in the catalog. Positive findings will be reported to the Oregon State Board of Nursing if the student is a CNA or LPN.

Adapted from Rogue Community College's Policy Regarding Student Suspected of Substance Abuse

## Course Progression and Dismissal Policies

### Progression in the Nursing Program

**Each nursing course must be completed with a “C” or higher in sequence (141, 142, 143, 241, 242, and 243) of course numbering before the student may continue to the next course. The student must achieve a designated level of “C” or higher to progress to the next course**

1. If a student does not achieve an acceptable clinical or clinical readiness pass or theory grade for a reason such as illness, the student must drop out of the program and request to repeat the course the next year. Course repeats may be granted depending on space available. A student may apply for readmission only once. If the student is not re-admitted from a failed or incomplete course within two years of first admission, the student must re-apply to the program repeating all the nursing courses.
2. If NUR 141 is not completed with an acceptable grade, the student must reapply for admission following the usual criteria used to determine student admission to the nursing program.
3. Any leave that a student takes for personal reasons that requires missing the clinical nursing part of the course will make it essential for the student to wait to enter the next sequential course. Usually this requires waiting out until the following year and then course entry depends on space available.
4. In making decisions about the retention and progression of students, the Nursing Faculty reserves the right to dismiss students who do not adhere to the guidelines for personal and professional conduct as addressed in the questions asked of applicants for licensure by the Oregon State Board of Nursing (OSBN) (see items 1-4 under “Conditions Affecting Licensure”) in the back of this handbook. Furthermore, if a nursing student holds a certificate or license issued by the OSBN and engages in behavior defined as “Conduct Derogatory to the Standards of Nursing” (see OSBN Administrative Rules 851-045-0015), even though she/he does so as a student, the situation may need to be reported to OSBN. As Registered Nurses, the Nursing Faculty and Director are responsible for the mandatory reporting requirements in OSBN regulation 851-045-0020.

### Faculty Evaluation of Students

**Student Progress Record:** The Nursing Faculty are committed to promote student success. To this end, faculty assess student progress toward meeting the program-based outcomes of the required courses frequently throughout each term and advise students accordingly. At times, one-on-one sessions may be scheduled in theory, clinical readiness or clinical to evaluate student progress. If problems that may affect student success in required Nursing course are detected, the faculty will inform students and assist them to develop a plan that identifies goals and actions for improved performance.

Students are responsible for implementing the plan, including following up on referrals for help and arranging additional conferences with their instructor as needed to follow up on problems. Faculty informs students about and documents problems per the following:

**Absences or Tardy Expectations**

It is presumed that all students will have reliable transportation, alarm clocks, work schedules, and child care arrangements before attending **theory, clinical or clinical readiness** each term.

**Procedure for Absences or Tardiness**

Sites	Procedure for Absence/Tardy
<b>Theory and Clinical Readiness</b>	<ul style="list-style-type: none"> <li>1-hour prior to event, contact the <b>appropriate</b> Theory/Clinical Instructor and department administrative assistant</li> </ul>
<b>Hospital</b>	<ul style="list-style-type: none"> <li>1- hour prior to event, contact Clinical Instructor</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>1- hour prior to event, contact Clinical Instructor and Community Site. Leave message at site with contact person</li> </ul>

**Note:** Students are not allowed to attend clinical if they worked the night shift prior to the scheduled clinical day.

**Alert Progress Record (APR)**

This document is submitted when theory/clinical or clinical readiness faculty observes a student’s behavior that is not consistent with meeting the program-based competencies. This form is utilized to identify areas of concern and assist the student with a plan to succeed in the nursing program.

During the term, the student may receive an Alert Progress Record which includes, but not limited to: arriving late for the clinical readiness or clinical experience, being unprepared for either and unable to perform a skill previously learned; lack of theory class attendance, identified unprofessional behavior, observed repeated negative actions or issues, or grade average is below the 75% required for all nursing classes.

This documentation will become part of the student’s permanent file, however, if the problem is resolved, then no further action will be taken. If the problem continues to exist, then the theory/clinical instructor and/or nursing mentor will meet the Director of CTE Programs: Health & Human Services about further action that needs to be taken (a probation contract).

**Clinical Performance:** Clinical or Clinical Readiness Instructor will meet with students whose clinical performance indicates a need for problem solving.

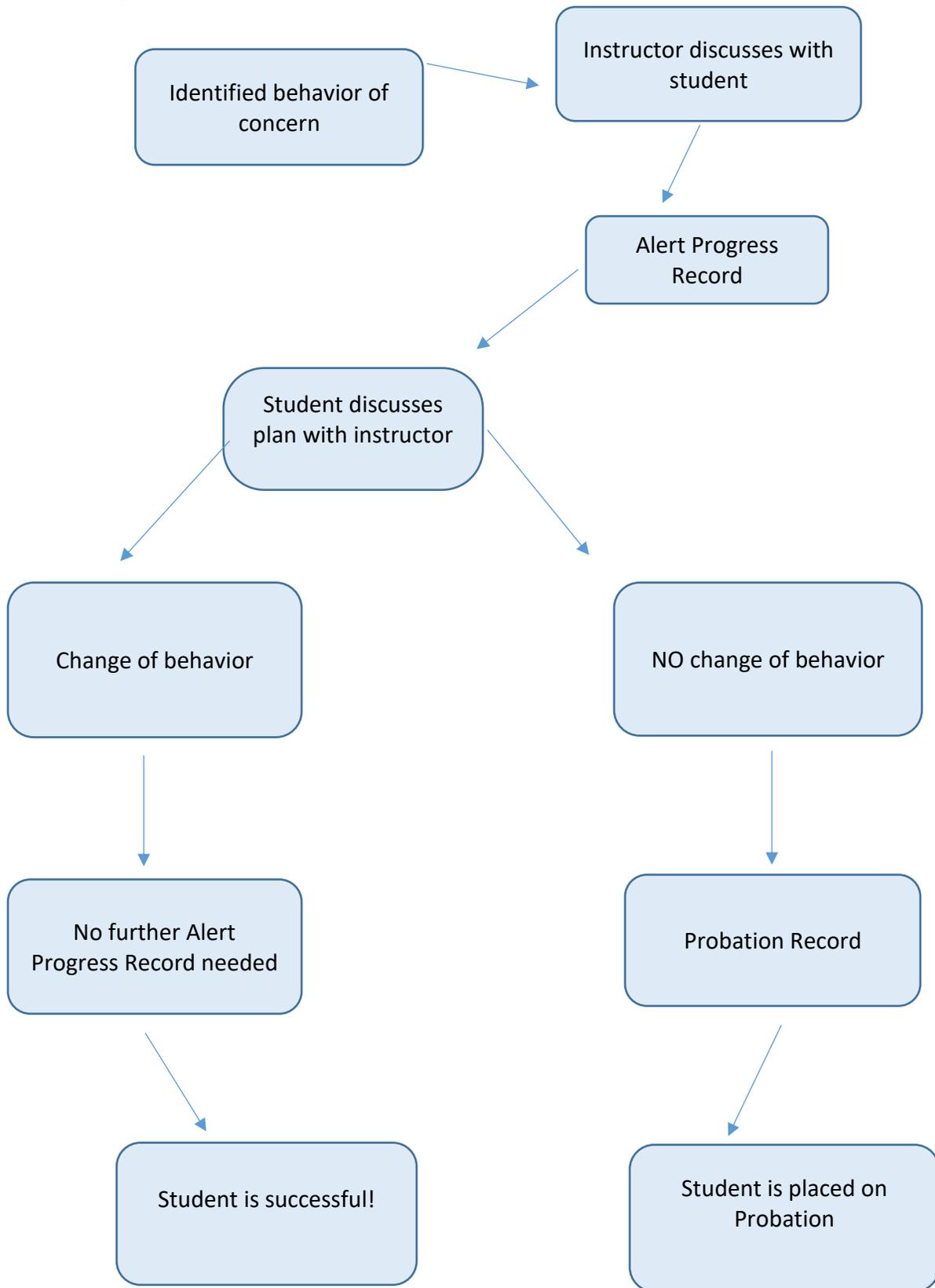
Some examples of such performance are missed skills sessions, “No Pass” on skills competencies, a need for re-mastery of a previously learned skill, missed clinical time, inadequate preparation for clinical assignment, and unsafe practice.

### **Probation Record (PR)**

PR is notice to a student that immediate changes are needed in some behavior(s) to prevent either failure or dismissal from the Program. Subsequent occurrences of problem behavior during a probationary period will result in disciplinary action, which may include dismissal from the program. The instructor identifying the problem behavior informs the student and schedules a three-way conference (or a four-way conference if performance in Clinical Readiness is the issue) among the student, the instructor(s), and the Director of CTE Programs: Health & Human Services or the Director’s delegate. The PR documents the problem and a plan to remedy the problem, specifies the conditions for retention and progression in the Nursing Program, and documents the conference. Students receive a copy of the PR. Dismissed students seeking to re-enter a Nursing course are subject to the guidelines for re-admission (see section on Student Re-admissions).

While the faculty makes every effort to alert students as early as possible to problem situations, there is no implied process that requires that an APR must precede a PR or that either of these must precede dismissal.

### Student Algorithm for Behavior of Concern



### **Program Progression Information**

- Questions and concerns about a specific lecture or classroom presentation should be pursued with the instructor(s) who conducted the class. Instructors facilitate the learning process by formulating objectives to guide students in their study of the defined topics. These objectives are addressed in selected reading assignments, syllabus materials, and classroom activities. Students are individuals with unique learning needs and styles, so instructors will vary in their methods of presentation and classroom management. To clarify or provide additional information, instructors may post supplemental materials for students to copy. Instructor-developed materials, such as class notes or PowerPoint slides, may be shared at the discretion of individual instructors, but this is not an established pattern.
- Students are encouraged to form study groups to enhance their learning and to use other resources to seek out answers to questions they may have. When such independent learning methods have been employed and a need for additional direction or clarification remains, students may contact individual instructors to discuss the topic.
- Questions and concerns related to **clinical or clinical readiness experiences** should be addressed to the assigned instructor.
- Questions and concerns related to **academic matters** (e.g., course selection, graduation review) should be discussed with an academic advisor in Student Services.
- Individual questions, concerns, and comments about the Nursing Program can be discussed with the Director of CTE Programs: Health & Human Services. Students having problems with individual instructors should try first to resolve the issues with those instructors. If a direct approach to solving such problems fails, students may meet with the Director of Nursing and Health Occupations to seek guidance. If the issue involved alleged discrimination or harassment, Student Services should be contacted.

### **Readmission and Transfer Placement Policies**

This policy applies to students who were admitted and attending courses in the OCCC Nursing Program and then left the Program for either personal or academic reasons. Due to high enrollment, a student who leaves the Program is not guaranteed an opportunity to return to the Program. Readmission to any Nursing course is on a space available basis. Any student who seeks readmission to the Program must be deemed eligible and must follow and complete all the readmission procedures and requirements and must meet Program requirements in effect at the time of return. (e.g. prerequisite and co-requisite courses). Students who exit the Nursing Program during NUR 141 are required to reapply to the Nursing Program rather than seek readmission. A student may be readmitted and repeat a Nursing course only once; therefore, a student may be readmitted to the Nursing Program only once.

Nursing Courses are composed of theory, clinical readiness, and clinical components. All components must be passed to achieve a passing grade in a Nursing course. A student that has failed any component of a course is required to repeat the entire course upon readmission, including repeating previously completed coursework.

The opportunity to readmit is subject to revocation by the Director of CTE Programs: Health & Human Services in consultation with the Nursing Faculty. Eligibility for readmission will be revoked if students fail to complete required procedures for readmission or fail to meet conditions set for readmission. Any student seeking readmission who failed to complete the required procedures for readmission may be placed at the bottom of the waiting list following a conference with the Director of CTE Programs: Health & Human Services.

### **Student Initiated Exit**

Students will immediately notify the Director of CTE Programs: Health & Human Services of his/her intent to withdraw from the Nursing Program. Students are to follow College and Program procedures for withdrawal and placement on the readmission list.

### **Procedure**

Placement on the readmission waiting list requires an exit interview with the Director of CTE Programs: Health & Human Services within 30 days of departure from the Program. At this exit interview, students will be informed of their eligibility for readmission and a Readmission Plan will be developed. The plan will be developed by the Nursing Faculty and the Director, outlining any required or suggested activities, and associated deadlines that must be met prior to readmission. This may include, but not be limited to: a physician's release and proof of ability to meet essential functions; work experience in the nursing field; a written plan for problem-solving personal issues interfering with academic success; or a study plan for improving academic performance.

Readmission to any Nursing course is on a space available basis. Students seeking readmission to a specific nursing course are placed on a waiting list. Placement on the list is based on standing in the Program with highest priority given to students who withdraw in good standing, second to those with a failing theory grade, third to those students who failed clinical, and fourth to those students who failed due to unsafe clinical performance or exhibited academic dishonesty, or substance abuse. Decisions about placement on the prioritized readmission list are made by the Director of CTE Programs: Health & Human Services and in consultation with the Nursing Faculty.

### **Eligibility for Readmission**

When considering any application for re-entry, advanced placement or transfer, faculty will discuss and prioritize the request for entry into the available spaces based on the **following criteria**.

Based on the reasons for leaving the Nursing Program, the following guidelines are used in making decisions about placement on the readmission waiting list:

### **Category A**

A student who leaves the Nursing Program in good standing:

- A student who withdraws from the Nursing Program for personal reasons and is passing at the time of withdrawal will be allowed to repeat the Nursing course once, or withdraws at the completion of a nursing sequence course with a grade of C or better, will be allowed to continue the Nursing sequence, pending available space and as long as the absence from the Program is no greater than one year. These students will be placed on the 'A' list for readmission and will be rank ordered per the Final Grade (percentage score) received in the current or previous term's nursing course, whichever is higher. Ties will be broken first by the percentage received on the theory score alone, and then will be determined by a draw.

### **Category B**

A student who leaves the Nursing Program due to a failing grade in the theory component:

- A student who withdraws from the Nursing Program for any reason with a failing grade in theory or fails the course will be allowed to repeat the Nursing sequence course once, pending available space and if the absence from the Program is no greater than one year. These students will be placed on the 'B' list for readmission and will be rank ordered per the Final Grade (percentage score) received in the term prior to leaving the Nursing Program, and the weighted theory exam score at the time of departure from the Program. Ties will be broken first by the percentage received on the theory scores alone for both terms, and then will be determined by a draw.

### **Category C**

A student who leaves the Nursing Program due to a failing clinical grade:

- A student who withdraws from the Nursing Program for any reason who is not making satisfactory progression toward meeting the competencies for the clinical practicum, or fails clinical, will be allowed to repeat the Nursing sequence course once, pending available space and if the absence from the Program is no greater than one year.
- These students will be placed on the 'C' list for readmission and will be ranked per the final theory grade (percentage score) received in the term prior to leaving the Nursing Program, and the weighted theory exam score at the time of departure from the Program. Ties will be broken first by the percentage received on the theory scores alone for both terms, and then will be determined by a draw.

### **Ineligibility for Readmission**

A student will be considered ineligible for readmission or advanced placement into the Nursing Program if:

The student has been dismissed from the Nursing Program for documented acts of dishonesty or unethical behavior and has not been conditionally approved for readmission by the Nursing Faculty.

- The student has been dismissed from the clinical practicum for unsafe clinical behavior and there is no evidence of engaging in and completing a remediation plan.
- The student has been dismissed from the Nursing Program for drug/alcohol offenses (See OSBN's Conduct Derogatory to the Standards of Nursing Defined, OAR 851-045-0070) and there is no evidence of engaging in and completing an appropriate rehabilitation program.
- The student has failed or been dismissed from the Nursing Program due to not meeting the Nursing Course and Program Critical Elements, policies and/or procedures, and there is no evidence of engaging in and completing a remediation plan.

### **Waiting List Placement**

The appropriate position on the A, B or C waiting lists will be determined at the time of the exit interview for all eligible students. Due to a wide variety of individual requirements for readmission, the rank ordering of potential candidates will not be available until the term prior to readmission. Students will be contacted during the term preceding readmission by phone or by mail and offered any available placement for which they are qualified. It is the responsibility of the student to keep the Director of CTE Programs: Health & Human Services and the College informed of any address or telephone number changes.

## Certification, Graduation, and Licensure

### Pinning Ceremony & Reception Guidelines

The following are guidelines followed in planning the Oregon Coast Community College (OCCC) Nursing Program Pinning Ceremony:

- Students will participate in the planning and implementation of the pinning ceremony with the second-year faculty lead for the following:
  - Speakers: identify key note speaker, student speaker, faculty speakers. Key note and student speaker must have class group consensus.
  - Audio Visual: slide show/video, entry / exit music
  - Volunteer Coordinators: refreshments; program distribution; set up/take down
- Students will adhere to the Student Code of Conduct and Procedures as outlined in the OCCC Nursing Program Student Handbook: Behaviors prohibited by the Code of Conduct include but are not limited to: “being under the influence of alcohol, illegal drugs or controlled substances on college property or at college sponsored or supervised functions.”

### Application for Licensure

Applications for and information about the LPN and RN National Council Licensing Examinations (NCLEX) can be obtained from the State Board of Nursing at the following address:

Oregon State Board of Nursing  
17938 SW Boones Ferry Road  
Portland, OR 97224-7012  
Telephone: (971) 673-0685

<https://www.oregon.gov/OSBN/pages/index.aspx>

### Criminal Background Check

Applying for a license or certificate in Oregon involves several steps. One step that can prolong the approval process is the criminal background check (CBC). To promote public safety, the Oregon State Board of Nursing runs all license applications, including renewal applications, through a CBC. CBCs are comprised of [fingerprint checks](#) and/or Oregon Law Enforcement Data System (LEDS) checks. All 'positive hits' are sent to the Investigations department for further review. A 'positive hit' means the background check indicates a person has been arrested or convicted of a crime.

All issues are handled on a case-by-case basis. In addition to thoroughly reading all the mandatory disclosure questions and answering them truthfully and completely, there are a few ways to expedite the process.

For additional questions about Criminal Background, utilize the OSBN website @ <https://www.oregon.gov/osbn/Pages/criminal-history.aspx>

Or contact the OSBN directly with specific questions at : (971) 673-0685

### **Employment References**

**Student Reference Requests** - Students must complete the reference request form (available at the end of this handbook) and submit to their instructor if they want the faculty member to serve as a reference for such things as scholarship applications; BSN school applications and/or employment. Reference requests to be submitted two (2) weeks prior to an identified need. The student will provide all necessary forms, information regarding the receiving agency/person in hard copy to the identified faculty member.

Prior to completion of a reference the student will articulate to the faculty their interest and abilities for the identified role.

### **Advisory Committee**

The advisory committee for the nursing and allied health programs includes representatives from the department, local health care facilities and the community. The primary responsibilities of members are to provide information about current nursing or health care trends and issues, serve as a liaison between the program and community, and make suggestions for program improvement. Meetings are held quarterly.

## **Campus Resources**

OCCC makes available an array of services to assist students. Descriptions of these services are available in the College Catalog and on the OCCC website ([www.oregoncoastcc.org](http://www.oregoncoastcc.org)) under Student Services. Examples of a few of these services follow.

### **Academic Advisement**

OCCC offers academic advising to students through the Student Services Department. All nursing students should meet with an advisor in Student Services on a regular basis to ensure that graduation requirements are being completed in a timely fashion. It is recommended that students meet with an advisor each term before registering for the subsequent term.

### **College Bookstore**

Students may purchase textbooks and supplies at the “Your College Store”. In addition to textbooks and supplies for classes, the College Bookstore has available for purchase Oregon Coast clothing. Each term during finals week, the Bookstore has a used book buy-back for textbooks that are needed for the next term.

### **Career and Transfer Readiness Center**

The Career and Transfer Readiness Center (CTRC) offers several resources to assist students as they transition from OCCC. We offer resume assistance, career goal setting and interview preparation. We also have access to career databases and have connections to almost every four-year university in Oregon. The CTRC is in room 005, next to the answer desk. If you have any questions or would like to set up an appointment, please contact Student Services, at 541-867-8501.

### **Computer Labs**

The computers in the Commons Area are available to nursing students. They may also use the computers in the lab at the North County Campus Center in Lincoln City.

### **Counseling Services**

Student Services is open during regular school hours for students who may need educational and vocational counseling. Appointments are to be scheduled.

### **Disability Services**

The College provides a variety of support services to students with disabilities. All such services are elective and must be requested by the student. Any nursing student who requires accommodation for any type of disability should make an appointment with Student Services.

All information volunteered by students about disabilities is treated in a confidential manner. (See Technical Standards section for more details.)

### **Financial Aid**

Any student needing financial assistance should contact Student Services. Loans, scholarships, and awards specifically designated for nursing students are available through this office.

**Health Insurance:** The Nursing Program recommends that all incoming students carry some type of health insurance. Preventive measures such as immunizations are a student responsibility. Students are not covered by the College for health and accident insurance.

### **Job Search & Placement**

OCCC does not provide job placement services. However, many resource materials are available for resume writing and interviewing techniques in the library. [www.OLMIS.org](http://www.OLMIS.org) lists openings throughout Oregon.

### **Library Services**

The Library contains a collection of onsite materials that focus on courses taught at OCCC as well as an interlibrary loan service capable of locating materials throughout Oregon and the world and having them sent to OCCC. Computers in the Commons are available to access library materials, electronic information resources, the Internet, and word processing programs.

### **Student Clubs**

Several clubs on campus are open to nursing students who desire to be involved in student activities. The Associated Student Government of OCCC is open to all. The Aquanauts focuses on Aquarium Science topics and is also open to all students. Phi Theta Kappa is an honorary society designed for students with a 3.50 or higher-grade point average. The OCCC chapter is Beta Delta Lambda. Membership in this organization can benefit students with the prospect of scholarships and awards.

### **Student Nurses Organization (SNO)**

The Oregon Coast Community College Student Nurses Organization was established in the Fall of 2006 by a group of nursing students who wanted to aid the nursing student's development as a health care professional and to become more active within the community. Available to students enrolled in the OCCC nursing program and pre-nursing students, SNO is a constituent of the Oregon Student Nurse Association (OSNA) and the National Student Nurses' Association, Inc. (NSNA)

- **Get Involved:** Throughout the year, students who are enrolled as nursing majors will receive notification of upcoming student social gatherings, volunteer activities, fundraising events, and scholarship offerings. SNO also maintains a bulletin board as well as blog site.
- SNO is governed by its members through officers elected by students in the spring quarter. Faculty and staff serve as advisors. SNO is a great place to meet people, have fun, and practice your leadership skills.
- **Mission:** The mission is to assume responsibility for contributing to nursing education to provide for the highest quality health care; to provide programs representative of fundamental and current professional interest and concerns; and to provide members with additional support and activities while helping to facilitate success in the nursing program.
- **Function:** is to have direct input into standards of nursing education and influence the education process; to promote and encourage participation in community affairs and activities towards improved health care and the resolution of related social issues; to represent the nursing student to the consumer, to institutions, and other organizations; to promote and encourage students' participation in interdisciplinary activities; and to promote and encourage recruitment efforts, participation in student activities and educational opportunities regardless of the person's race, color, creed, sex, life style, national origin, age, or economic status.
- [www.oregonsna.org](http://www.oregonsna.org): OSNA is the Oregon state chapter of the National Student Nurses' Association (NSNA). [www.nsna.org](http://www.nsna.org): *NSNA's mission is to mentor students preparing for initial licensure as registered nurses, and to convey the standards, ethics, and skills that students will need as responsible and accountable leaders and members of the profession*

### **Tutoring Services**

Tutoring assistance is available. Please complete a Tutor Request form located at Student Services and submit to Student Services.

### **Writing Center**

Assistance with writing is available. Contact your nursing instructor for current contact information.