

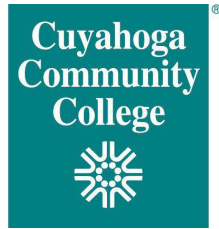
Cuyahoga Community College
Nursing Center of Excellence
Nursing Program
NURSING STUDENT HANDBOOK

AY 22-23

Disclaimer

The contents of this Nursing Student Handbook are effective as of December 9, 2022. The purpose of this handbook is to inform and guide students on program specific requirements and expectations. Information contained herein is subject to change. If you have any questions or wish to confirm information contained herein, please contact the Nursing Center of Excellence.

Upon review of this document, the Letter of Agreement, Chemical Substance Policy Acknowledgement, Degree Audit Agreement, and Nursing Skills Laboratory Agreement must be electronically signed within the designated background screening and compliance tracking database currently being used by the program for admission and progression within the nursing program.



Dear Nursing Student:

On behalf of the faculty and administration, we welcome you to the Cuyahoga Community College Nursing Program. Upon successful completion of the program, you will meet the educational requirements for eligibility to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

The nursing curriculum at Cuyahoga Community College is challenging and rewarding, and requires significant outside time commitments in order to be successful. We understand that many students must continue to work as they seek to advance themselves academically, but it is critical that you take time to make the appropriate lifestyle adjustments prior to beginning the program and utilize the numerous resources available here at the College in order to ensure your success.

The faculty and administrative staff are eager to help you throughout this program. We have developed this Student Handbook to facilitate the successful completion of the Nursing Program, and to assist you with preparation for the National Council Licensure Examination for Registered Nurses. The handbook includes a description of the program, the curriculum, and policies and procedures specific to the Nursing Program.

You are encouraged to carefully read the handbook and keep it for future reference. If you have questions regarding content in the handbook, please feel free to clarify them with faculty or direct your questions to the Nursing Office staff.

We wish you much success in your pursuit of a career in nursing!

Sincerely,

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Dean, Nursing Center of Excellence

Talisha Cottingham, DNP, RN
Associate Dean, Nursing Center of Excellence

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ASSOCIATE OF APPLIED SCIENCE DEGREE IN NURSING

PROGRAM INFORMATION

History of the Nursing Programs at Cuyahoga Community College

In 1964, Cuyahoga Community College offered the first Associate Degree Nursing Program (ADN) in the state of Ohio with the first class graduating in 1966. In 1968, the Ohio Board of Nursing approved a separate program at the interim Western Campus in Parma. These two programs served two different community profiles and held separate certifications, accreditations, curricula, advisory committees, and admission criteria.

In 1977, the College Board of Trustees conducted an extensive review, analysis, and evaluation of the two programs. As an outcome of this process, one college-wide program was established in 1978. Since that time, the Cuyahoga Community College Associate Degree Nursing Program has remained a single entity.

The Practical Nursing Program was a vocational program prior to 1977. The Program was under the auspices of the Cleveland Public Schools as The Jane Addams School of Practical Nursing. Cuyahoga Community College took over the program in 1997, and the program was converted to a college credit-bearing program where students earn a Certificate of Proficiency. This program was officially phased out Fall of 2019.

The Ohio Board of Nursing has continued to approve the nursing programs since their establishment. Accreditation from the National League for Nursing was achieved in 1982 for the Associate Degree Nursing Program, and has been maintained by the Accreditation Commission for Education in Nursing since that time.

Accreditation

The Nursing Program at Cuyahoga Community College located in Cleveland, Ohio is accredited by the:
Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326
(404) 975-5000

Status: Accredited. The most recent accreditation decision made by the ACEN Board of Commissioners for the Nursing Program is Continuing Accreditation. The last evaluation visit was in March 2022.

View the public information disclosed by the ACEN regarding this program at:

[Search ACEN Accredited Nursing Programs \(acenursing.com\)](https://www.acenursing.com)

Nursing Program

The Nursing Program is a two-year program that admits students twice a year in a day or modified evening/weekend section. Although the course of study is designed to be completed in four semesters (2 years), most students, due to time constraints, complete the requirements in 3 to 4 years. Students' progress through a curriculum based on nursing concepts and skills that enable the nurse to adapt in a changing society. Opportunities for student learning are diverse and enriched by exposure to various clinical agencies throughout Northeast Ohio. Students also have the opportunity to care for individuals of all ages in medical, surgical, pediatric, obstetric and geriatric settings. The program prepares

graduates to be able to provide nursing care to patients or groups of patients at home or in institutions, at the direction of a licensed physician, advanced practice nurse, dentist, optometrist or podiatrist. In consideration of the various stages of students' education levels and experiences, there are two entry tracks into the nursing program. These entry tracks are:

Generic Track: offered to students with classes scheduled in Day or Modified Evening sections at the Eastern, Metropolitan, Western, and Westshore campuses. Our one-plus-one curriculum is presented as a career ladder, designed to improve nursing career mobility and provide seamless progression from nurse aide certification to practical nurse certification to the Associate of Applied Science in Nursing degree. All students are admitted using a common admission criteria.

LPN-to-RN Track (ACCESS): offered to qualified Licensed Practical Nurses through ACCESS. These students enter in the Spring modified evening section at the Eastern Campus only. This track offers advanced standing, in our concept-based curriculum, to practicing licensed practical nurses graduating from a nursing program other than the Cuyahoga Community College Practical Nursing Program or those completing the practical nursing program at Cuyahoga Community College prior to the spring semester of 2021. All students are admitted using a common admission criteria.

STUDENT RESPONSIBILITY STATEMENT

The Nursing Student is responsible for receiving this Handbook and adhering to the standards and procedures contained herein. Any information contained herein is subject to modification, deletion, or change. The program shall not implement changes to policies for student progression, or requirements for completion of the program, regarding students enrolled in the program at the time the changes are adopted. When there is a change in program or policy, the Handbook will be updated, and it will be communicated via the student's Tri-C email along with an announcement on the nursing group blackboard site.

Students are also responsible for having their current address and telephone number reported to the Enrollment Center at any campus. This information can also be updated through My Tri-C space.

STUDENT E-MAIL COMMUNICATIONS POLICY

Cuyahoga Community College (CCC) has established email as an official and primary means of communication with students. An official Cuyahoga Community email address is required for all students.

The college expects that every student will receive email at his or her CCC email address and will read email on a frequent and consistent basis. A student's failure to receive and read college communications in a timely manner does not absolve that student from knowing and complying with the content of such communications.

Students may elect to redirect (auto-forward) email sent to their CCC email address. Students who redirect email from their official CCC email address to another address do so at their own risk. If email is lost as a result of forwarding, it does not absolve the student from the responsibilities associated with communications sent to their official CCC email address.

NON-DISCRIMINATORY/DIVERSITY PRACTICES

To successfully fulfill the mission and vision, Cuyahoga Community College is consciously committed to diversity, integrity, academic excellence, and achievement of individual and institutional goals. We are dedicated to building trust, respect, and confidence among our colleagues, students, and the community.

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

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

College's Office of Inclusion and Diversity
Cuyahoga Community College
2500 East 22nd Street
Cleveland, Ohio 44115
[216-987-0204](tel:216-987-0204).

Additionally, the College's [Title IX](#) (related to sex discrimination) Coordinator is housed at the above address and can be reached at [216-987-3949](tel:216-987-3949).

3354:1-42-01 College Policy on affirmative action, inclusive excellence, equal opportunity, discrimination, and harassment.

<http://www.tri-c.edu/policies-and-procedures/documents/3354-1-42-01-college-policy-on-affirmative-action-inclusive-excellence-equal-opportunity-discrimination-and-harassment.pdf>

NURSING PROGRAM MISSION

The Cuyahoga Community College Nursing Program endorses the mission of Cuyahoga Community College by providing a high quality, affordable, accessible educational program that promotes lifelong learning. The program prepares a diverse student population of nurses who deliver safe, quality, evidence-based nursing care in a multicultural community.

NURSING PROGRAM PHILOSOPHY/ORGANIZING FRAMEWORK

The Nursing program at Cuyahoga Community College is a career-oriented program that leads to a Certificate of Practical Nursing after completion of the first year, and then an Associate in Applied Science Degree in Nursing after completion of the second year. The nursing program is formulated in accordance with the standards outlined in the National League for Nursing (NLN) Competency Model, The Institute of Medicine's Quality and Safety Education Competencies (QSEN), The Ohio Board of Nursing (OBN), and the Accreditation Commission for Education in Nursing (ACEN). Specifically, the Faculty believe that the competencies outlined within NLN are central to the organizing framework that builds the curriculum. Furthermore, the Faculty believe that the QSEN competencies define the knowledge, skills and attitudes that the graduate nurse should possess to continuously improve the quality and safety of the healthcare systems within which they work (QSEN, 2018). The NLN and QSEN competencies are fundamental to the success of every graduate and serve as the basis of the Student Learning Outcomes (SLOs) for the first and second year of the nursing program.

Student achievement of the program SLOs depends on a learning environment built on educational theory that supports the mission and structure of the program, addresses the needs of the students, accomplishes the course SLOs, and achieves the program SLOs at the levels established by Faculty.

The underpinning of the philosophy stems from the work of educational and nursing theories such as adult cognitive learning theories and Benner's Theory of Novice to Expert to accomplish the goals outlined in each program's SLOs. Cognitive learning theory refers to an active, goal-oriented, meaningful learning environment. As current content is taught it relates to, and builds on, the learner's prior knowledge base. Learning builds, moving from simple concepts and thinking to higher order thinking when applied to more complex patient situations. The Adult learning theory addresses the characteristics of the students in the nursing program. Aspects of adult learning theory used include the adult as a self-directed, actively engaged, problem-centered learner who needs and wants useful information that is readily adaptable to the learning situation. Faculty understand novice learners are rule-driven. Students are challenged to apply all the cognitive thinking skills that make up the concept of clinical judgment. As they progress through the program and enter the stage of Advance Beginner, they can apply higher order thinking in complex patient situations. Application of Benner's theory is helpful when teaching clinical judgment. The Faculty believe that the use of a concept-based curriculum provides the learning environment and tools to support this active engagement in life-long learning.

PROGRAM STUDENT LEARNING OUTCOMES

The Nursing Program uses ACEN's definition of Student Learning Outcomes to formulate the program student learning outcomes (SLOs) which are statements of expectations that express what a student will know, do, or think at the end of a learning experience (ACEN, 2013, p. 5). The program student learning outcomes represent the characteristics of the student at the completion of the program and are designed to meet the expectations noted in the program mission.

When developing the SLOs, the faculty used current standards, guidelines, and competencies as the basis for the nursing curriculum. As stated in the mission, the program prepares students for current nursing practice. To this end, a rigorous and thorough examination of the current literature on Registered and Practical Nursing practice, review of the Ohio Board of Nursing Rules, and nursing education was conducted. These findings guided the development of each program's SLOs. Additionally, faculty examined the current healthcare environment in the college's service area.

This is also compliant with the Ohio Board Rules, section 4723-5-13 B, which states, "The curriculum shall be derived from a philosophy, conceptual framework, or organizing theme that is consistently evident throughout the curriculum." These program SLOs, along with their related competencies, reflect the expected behaviors of the graduates of the practical and registered nursing programs. These program SLOs were then used to organize the curriculum and the program courses, develop the course outcomes, and guide all activities related to the teaching/learning process, including delivery of instruction and evaluation of student progress.

Additionally, all degree programs offered by Cuyahoga Community College include general education courses that serve to address the Essential Learning Outcomes (ELOs) of the college. These ELOs are important to the nursing program because the general education courses provide support knowledge and information important to the nursing courses. For this reason, the nursing program SLOs reinforce the college ELOs and general education courses. Alignment of the nursing program SLOs with the college ELOs is as follows for the practical and registered nursing programs.

The program SLOs and ELOs for the Practical Nurse Program are as follows:

Human Flourishing:

1. Promote the human dignity, integrity, self-determination, and personal growth of patients, oneself, and members of the health care team. (NLN)
2. Advocate for the patient and family in the provision of compassionate and coordinated care to support the health, safety, and well-being of patients and families. (QSEN)

Aligns with ELO:

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values and practices of individuals of cultures within and beyond the United States.

Professional Identity:

1. Assess how one's personal strength and values affect one's identity as a nurse, and one's contribution as a member of the health care team. (NLN)
2. Function competently within own scope of practice to support safe processes. (QSEN)

Aligns with ELOs:

Civic Responsibility: Analyze the results of actions and inactions with the likely effects on the larger local and/or global communities.

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Nursing Judgement:

1. Provide a rationale for judgements used in the provision of safe, quality care, and for decisions that promote the health of patients within a family context. (NLN)
2. Demonstrate the effective use of strategies to reduce risk of harm to self or others. (QSEN)

Aligns with ELOs:

Critical Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Quantitative Reasoning: Analyze problems, including real-world scenarios, through the application of mathematical and numerical concepts and skills, including the interpretation of data tables, charts, or graphs.

Spirit of Inquiry:

1. Question the basis of nursing actions, considering research, evidence, tradition, and patient preferences. (NLN)
2. Implement evidence-based practice in the provision of individualized health care. (QSEN)
3. Utilize various sources of information to review outcomes of care identifying potential areas for improvement of the quality and safety of care. (QSEN)
4. Incorporate information and technology within own scope of practice to support safe processes of care. (QSEN)

Aligns with ELOs:

Written Communication: Demonstrate effective written communication that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Information Literacy: Determine where and how to acquire, evaluate, and ethically use information from multiple sources for academic success and life-long learning.

The program SLOs and ELOs for the Registered Nurse Program are:

Human Flourishing:

1. Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings. (NLN)
2. Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs. (QSEN)

Aligns with ELO:

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values and practices of individuals of cultures within and beyond the United States.

Professional Identity:

1. Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and evolving identity as a nurse committed to evidence base practice, caring, advocacy, and safe, quality care for diverse patients within the family and community context. (NLN)
2. Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care. (QSEN)

Aligns with ELOs:

Civic Responsibility: Analyze the results of actions and inactions with the likely effects on the larger local and/or global communities.

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Nursing Judgement:

1. Make judgements in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context. (NLN)
2. Minimize risk of harm to patients and providers through both system effectiveness and individual performance. (QSEN)

Aligns with ELOs:

Critical Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Quantitative Reasoning: Analyze problems, including real-world scenarios, through the application of mathematical and numerical concepts and skills, including the interpretation of data tables, charts, or graphs.

Spirit of Inquiry:

1. Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insight to improve the quality of care for patients, families, and communities. (NLN)
2. Use information management (informatics) principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making. (QSEN)
3. Use data to monitor the outcomes of care processes and use improvement methods to design and

- test changes to continuously improve the quality and safety of health care systems. (QSEN)
4. Integrate best evidence-based practice with clinical expertise, patient/family preferences, and values for the delivery of optimal health care. (QSEN)

Aligns with ELOs:

Written Communication: Demonstrate effective written communication that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Information Literacy: Determine where and how to acquire, evaluate, and ethically use information from multiple sources for academic success and life-long learning.

ORIENTATION, REGISTRATION, COURSE SEQUENCE, PROGRAM TRACKS, MOVE REQUESTS, PROGRESSION, COURSE EVALUATION, WITHDRAWAL, AND READMISSION PROCEDURES

ORIENTATION

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

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

NURSING REGISTRATION

Students will be administratively placed into all lecture, clinical and laboratory CRNs. Placement information (CRNs for which students are eligible to register) will be released after the June 15th and November 15th compliance deadlines. In order to receive placement information and be authorized to register, students must be current and up to date with all requirements, as established by the Nursing Center of Excellence, in Complio and ACEMAPP.

Clinical locations will not be provided at the time of registration. Clinical locations will be released after registration closes. Once nursing registration has closed and a clinical, lecture, or lab placement has been assigned to a student, students are not permitted to change their selections. Requests for clinical, lecture or lab placement changes after registration has closed will only be considered for extenuating circumstances. A written explanation for the request and ALL supporting documentation of extenuating circumstances must accompany the request. Requests will be reviewed by the appropriate Program Director or Administrator and will be granted on space available basis, if deemed appropriate.

***The sale, bartering of services or the offering of an incentive between students to change a lecture, clinical, or lab placement is prohibited. If a student(s) has been found to have done so, this will be considered a conduct issue and will be subject to disciplinary action at the discretion of the Dean and/or Associate Dean of Nursing.

PROGRAM TRACKS

Prerequisite Course Work Nursing Generic Track

Course	Program Admission Requirements	Credit Hours
BIO 2331*	Anatomy and Physiology, I	4
MATH 1240**	Contemporary Mathematics	3
PSY 1010 or PSY 101 H	General Psychology or Honors General Psychology	3
NURS 1000	Introduction to Health Care and Professional Nursing Concepts	1
NURS 1010***	Introduction to Patient Care Concepts	4
TOTAL		15

All prerequisite course work except Bio 2331 must be completed at a C or higher.

*BIO 2331 must be completed with a B or higher.

**Math 1240 or higher will be accepted.

*****Applicants must successfully pass the HESI A2 or have a documented degree transcript on file before registering for course. Applicants must begin the nursing program within one year of completion of NURS 1010 or will have to retake NURS 1010.**

Students who successfully complete the two prerequisite nursing courses are eligible to sit for the ODH STNA (Ohio Department of Health State Tested Nurse Aide) examination and progress to the nursing program after meeting all admission requirements.

Nursing Program		
First Semester		Credit Hours
BIO-2341*	Anatomy and Physiology II	4
NURS 1200	Fundamentals of Nursing Concepts (First 8 weeks)	4
NURS 1210	Concepts of Nursing Care for Patients within the Community and Behavioral Health Settings (Second 8 weeks)	2
PSY-2020	Life Span Development	4
TOTAL		14
Second Semester		Credit Hours
NURS 1220	Concepts of Nursing Care for Patients with Acute and Chronic Conditions I (8 weeks)	5
NURS 1230	Fundamentals of Nursing Care of Childbearing Families and Children (8 weeks)	4
NURS 1240	Role Transitions	1
ENG 1010 or ENG 101 H****	College Composition or Honors College Composition I	3
TOTAL		13

PRACTICAL NURSING CERTIFICATE AWARDED	TOTAL FOR PRACTICAL NURSING CERTIFICATE	42
Third Semester		
ENG - 1020	College Composition II	3
BIO 2500*	Microbiology	4
NURS 2000	Concepts of Nursing Care for Patients with Acute and Chronic Conditions II	6
	TOTAL	13
Fourth Semester		Credit Hours
NURS 2010	Concepts of Nursing Care for Patients with Complex Conditions	6
	TOTAL	6
ASSOCIATE OF APPLIED SCIENCE DEGREE AWARDED	NURSING PROGRAM TOTAL	61

Students who transfer in credits for ENG-1020 with a grade of C or higher, without having credit for ENG-1010 will have ENG-1010 waived, but the required 6 hours in Communication must be earned.

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

AP credit accepted by the college can be used to meet prerequisite requirements. Please refer to <https://www.tri-c.edu/get-started/credit-for-prior-learning/advanced-placement-credit.html> for additional information about the College's policy regarding AP credit.

MILITARY CREDIT

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

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

***BIO 2341 must be completed with a grade of B or higher

****BIO 2500 must be completed with a grade of B or higher

Students who successfully complete the first year of the program will be awarded a certificate of proficiency in practical nursing and are eligible to sit for the NCLEX- PN. Students who successfully complete the second year of the nursing program will be awarded an associate degree in applied science and are eligible to sit for the NCLEX-RN.

**Prerequisite Course Work Advanced Placement for LPN to RN (ACCESS) Track
(individuals who already have LPN license)**

Course	Program Admission Requirements	Credit Hours
BIO-2331*	Anatomy and Physiology, I	4
MATH 1240**	Contemporary Mathematics	3
PSY 1010 or PSY 101 H	General Psychology or Honors General Psychology	3
ENG 1010 or ENG 101H	College Composition or Honors College Composition I	3
NURS 1250***	LPN to RN Transitions I, Introduction to HealthCare Concepts	3
TOTAL		16

All prerequisite course work *except* Bio 2331 must be completed at a C or higher.

*BIO 2331 must be completed with a B or higher.

**Math 1240 or higher will be accepted.

*** *NURS 1250 may not be repeated*

*** **Applicants must complete the HESI LPN to RN Mobility Exam before admission to the program. Applicants scoring below 850 on the exam, are required to remediate after the exam according to the prescribed plan of study that accompanies the HESI feedback as outlined by the Nursing Center of Excellence. Applicants must retake the exam before applying for program admission.**

LPN-to-RN applicants must have these additional requirements:

- Licensed in Ohio without restriction (Student must maintain a license without restriction during program attendance)
- Graduated from an approved practical nursing program
- Credentialed to administer medication by the Ohio Board of Nursing (OBN)
- Submit an official transcript from Practical Nursing Program.
- Transcript(s) from other college(s) must be filed with the Office of the Registrar as required under general admission requirements. All transcripts should be mailed to:

Office of the Registrar

P.O. Box 5966

Cleveland, OH 44101-0966 (for all Advanced Placement LPN-to-RN applicants)

AP credit accepted by the college can be used to meet prerequisite requirements. Please refer to:

<https://www.tri-c.edu/get-started/credit-for-prior-learning/advanced-placement-credit.html> for

additional information about the College's policy regarding AP credit.

MILITARY CREDIT

Associate Degree Nursing Program (ACCESS)		
First Semester		Credit Hours
NURS 1260	LPN to RN Transitions II	6
BIO-2341*	Anatomy and Physiology II	4
PSY-2020	Life Span Development	4

	TOTAL	14
Second Semester		Credit Hours
NURS 1230 (First 8 weeks)	Fundamentals of Nursing Care of Childbearing Families and Children	4
NURS 1210 (Second 8 weeks)	Concepts of Nursing Care for Patients within the Community and Behavioral Health Settings	2
ENG – 1020	College Composition II	3
	TOTAL	9
Third Semester		Credit Hours
BIO 2500*	Microbiology	4
NURS 2000	Concepts of Nursing Care for Patients with Acute and Chronic Conditions II	6
	TOTAL	10
Fourth Semester		Credit Hours
NURS 2010	Concepts of Nursing Care for Patients with Complex Conditions	6
	TOTAL	6
ASSOCIATE OF APPLIED SCIENCE DEGREE AWARDED	NURSING PROGRAM TOTAL	55

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

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

**BIO 2341 must be completed with a grade of B or higher

***BIO 2500 must be completed with a grade of B or higher

TECHNICAL STANDARDS FOR ADMISSION, PROGRESSION, AND GRADUATION

Physical and Mental Qualifications

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

<u>Performance</u>	<u>Standard</u>	<u>Examples of necessary activities</u> (Not all inclusive)
Physical strength	The ability to assist in lifting or moving patients of all age groups and weights.	Lift up to 35% of recommended body weight.

Mobility	The ability to move around the patient's room and in work areas.	Stand and/or walk six to eight hours a day. Walk rapidly for a prolonged period from one area to another. Bend or squat frequently. Provide care for a patient in an elevated hospital bed or stretcher. Perform one-man CPR when necessary.
Auditory acuity	Auditory acuity sufficient to hear instructions, requests and monitoring alarms, and to auscultate heart sounds, breath sounds and bowel sounds.	Hear sufficiently to detect subtle changes in patient's condition. Hear sufficiently to interpret various equipment signals.
Motor skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care.	Perform physical assessment techniques including: inspection, auscultation, palpation and percussion. Calibrate and use equipment. Position and turn patients.
Tactile	Tactile ability sufficient for physical assessment.	Perform palpation, auscultation, percussion and functions of physical examination and/or those related to therapeutic intervention
Communication	The ability to provide effective written, oral and nonverbal communication with patients and their families, colleagues, healthcare providers and the public.	Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient responses. Give oral and written reports to other members of the healthcare team
Critical thinking	The ability to speak, write and Comprehend the English language proficiently. Critical thinking ability sufficient for clinical judgment.	Identify cause-effect relationships in critical situations, develop nursing care plans
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds.	Establish rapport with patients and colleagues

Social behavior	Compassion, integrity, interpersonal skills, interest and motivation.	Develop a mature, sensitive and therapeutic relationship with patients
Professionalism	The ability to adhere to ethical standards of conduct as well as applicable state and federal laws.	
Stress management	Emotional maturity and stability to approach highly stressful human situations in a calm and rational manner.	

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

PROGRESSION

1. All health, CPR and ACEMAPP requirements must be completed, and maintained throughout the entire program.
2. Must have a current, completed, reviewed and cleared BCI.
3. A cumulative GPA of 2.0 is necessary each semester to progress through the nursing program.
4. A grade of "C" or better is required for all NURS courses: NURS 1200, NURS 1210, NURS 1220, NURS 1230, NURS 1240, NURS1250, NURS 1260, NURS 2000, NURS 2010.
5. A grade of less than "C" for a nursing course results in a failure for that course.
6. Students must receive a satisfactory evaluation within all nursing skills lab and clinical experiences. Failure to obtain a satisfactory evaluation within the skills lab and/or clinical will result in failure of the course even if the student is passing the theory portion of the course.
7. One clinical nursing course may be repeated one time only to improve a grade of less than "C."
8. Students who fail a nursing course must retake the specific course in its entirety (lecture, lab and clinical components) in order to obtain credit for the course. The course must be successfully completed with a "C" or better grade before the student can progress to a subsequent nursing course.
9. Students retaking a course must apply for readmission. To apply for readmission, students must complete the **Readmission Form** located on the ADN student blackboard site.
10. Students who have either failed a clinical nursing course or withdrawn from a clinical nursing course regardless of the reason are eligible to be readmitted one time. This does not include failures based upon the clinical calculation competency examination policy or ACEMAPP requirements. Readmission due to failures related to the clinical calculations' competency examinations will be determined by the Clinical Calculations Competency Examination Procedure. Students noncompliant with ACEMAPP requirements are eligible for re-admittance one time only.

11. Concurrent Courses: Each semester concurrent courses have been assigned and must be taken as scheduled or prior to the designated semester as outlined in the nursing course sequences. Concurrent courses are to be completed with a grade of “C” or better except for BIO 2341 and BIO 2500 which must be completed with a grade of “B” or better. If a concurrent course was not taken prior to the designated semester then the student must be registered in the course(s) the first day of the term; any student not registered in a concurrent course will be administratively withdrawn from the program. If a student withdraws from, fails, or does not earn the required grade any concurrent course during the designated semester, then they must withdraw from the nursing program as well. Failure to do so will result in the student being administratively withdrawn from the program.
12. HESI Remediation (*see Appendix B*): All students enrolled in NURS 1240, NURS 1260, and NURS 2010 are required to take a HESI exam (NURS 1240- HESI- PN-NCLEX, NURS 1260- HESI LPN-to-ADN Mobility, and NURS 2010- HESI- RN-NCLEX). Research demonstrates that scores 850 and higher are predictive of success in associate degree nursing programs. To prepare for success in the nursing program, those students scoring below 850 are required to remediate after the exam as outlined in the course schedule/syllabus to progress to the next nursing course or graduate.
 - Regardless, of previous completion of HESI remediation, students enrolled in NURS 1260 who score less than 850 on the second attempt of the HESI LPN-to-ADN Mobility Exam required for program admission, will still be required to complete additional remediation.
13. An incomplete grade in any nursing course must be successfully replaced with a “C” grade or better and approved by the faculty member, prior to progressing to the next nursing course.
14. Any withdrawal from a nursing course no matter the reason will be considered equivalent to a final course grade of less than “C” for readmission purposes.
15. Nursing students that have not withdrawn by the official withdrawal date will receive a failing course grade per College policy.
16. Once enrolled in the first clinical nursing course, students must complete the nursing program within four calendar years.

STUDENT EVALUATION OF NURSING COURSES AND CLINICAL SITES

The student nurse will be given an opportunity to evaluate the nursing courses and clinical sites on a routine basis according to the Standards of Cuyahoga Community College, Nursing Program, Ohio Board of Nursing, and Accreditation Commission for Education in Nursing. The student nurse will be assured of autonomy, privacy and freedom to evaluate the above according to ethical standards. Students are required to complete these evaluations each semester.

WITHDRAWAL PROCEDURE

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

1. Withdraw from the nursing course(s) in accordance with the Cuyahoga Community College withdrawal policy. Students must withdraw online or submit a completed withdrawal form to the Enrollment Center by the official college withdrawal deadline date.

2. Schedule a conference with the nursing faculty of record.
3. Complete the nursing **Readmission Form** located on the ADN student blackboard site.
4. If the student desires they may make an appointment with a Program Director in the Nursing Center of Excellence to discuss their program options.
5. Upon withdrawal from any component of a clinical nursing course, the student will be withdrawn from all components of that nursing course. Any student who continues to act in the role of a nursing student after withdrawing from a clinical course, will be dismissed from the nursing program and be ineligible for readmission.

Administrative Withdrawal

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

1. A student has not submitted initial and/or annual health and CPR requirements and/or completed ACEMAPP requirements.
2. A student is enrolled in a nursing course without first satisfactorily completing all prerequisites.
3. A student is enrolled in a nursing course and does not maintain enrollment throughout the semester in all General Education co-requisite courses.
4. A student is enrolled in a nursing course and has not completed a General Education co-requisite course(s) with the required grade (as outlined in the program sequence).
5. A student is enrolled in a nursing course and is dropped by the College for non-payment of tuition and fees.
6. A student who exceeds the maximum absences for lecture, nursing skills lab, or clinical experience.
7. A student who fails any component of a nursing course and does not independently withdraw within 24 business hours.

READMISSION PROCEDURE

Students seeking readmission into the Nursing Program must submit a **Readmission Form** in order to be placed on the readmission list. Readmission shall be subject to the following requirements and limitations:

1. Students who fail a course or withdraw due to failing are advised to seek assistance through the Academic Counseling Center. Students are also encouraged to seek assistance through Student Support Services.
2. Readmitted students must meet the program admission requirements effective at the time of readmission.
3. Students must have a minimum of 2.0 cumulative GPA at Cuyahoga Community College, inclusive of all nursing courses.
4. Students requesting their first readmission to the program, must adhere to the following steps for readmission:
 - a) Complete the nursing **Readmission Form** located on the ADN student blackboard site. After the request is completed, the student will be placed on the readmission list in the order in which the form is received.
 - b) Complete an additional BCI check with finger prints. Guidance will be given to each student by the nursing compliance specialist depending on the length of time out of the program.
 - c) NURS 1220 and NURS 1230 are taken in the same semester but are separate courses. Students

who are not successful in NURS 1220 or 1230 for the first time, may choose to:

- Continue to the subsequent course, NURS 1220 or 1230, during the same semester. This counts as the first readmission attempt. If the student is unsuccessful in the next course, NURS 1220 or 1230, within the same semester, this is considered the second failed course. As a result, students will then be required to follow the process detailed in #5 below before being re-enrolled in NURS 1220 and/or NURS 1230.

OR

- Withdraw from the subsequent course, NURS 1220 or 1230, during the same semester and NURS 1240. Students would follow the procedure in #4 above and take NURS 1220, NURS 1230, and NURS 1240 when readmitted, on a space available basis. This counts as the first attempt for program readmission.

5. Students seeking readmission to the nursing program for a second time must submit a letter of petition to the Admission and Progression Committee requesting an exception to the readmission policy.
 - a) Readmission for a second time shall be approved only upon demonstration of extenuating circumstances beyond the reasonable control of the student which may include:
 - emergency or unanticipated medical condition of the student or a member of the student's immediate family;
 - military service in which the student is called to active duty;
 - court orders impacting the student where the student is not a party to the court action;
 - other extenuating circumstances beyond the reasonable control of the student.
 - b) The letter of petition should include a written explanation for the request to be readmitted, and all supporting documentation of extenuating circumstances to substantiate the petition.
 - c) Documentation submitted after the original letter of petition has been submitted will not be considered.
 - d) The Committee will review all submitted documentation, and make a decision regarding readmission. The Admission and Progression Committee's decision is final.
 - e) Students granted a second attempt for readmission by the committee must complete the nursing **Readmission Form** located on the ADN student blackboard site after the acceptance letter is received.
 - After the request is completed, the student will be placed on the readmission list in the order in which the form is received.
 - Guidance will be given to each student by the nursing compliance administrator regarding the need to complete an additional BCI background check with fingerprints.
 - Remediation is required for all readmitted students that have been granted a second attempt for readmission.
6. Students granted readmission for a second and final time, who withdraw or fail any subsequent nursing course, are ineligible to remain in the nursing program.
7. Students may only submit a letter of petition to the Admission and Progression Committee requesting an exception to the readmission policy one time, regardless of the circumstance. No further appeal is allowed or will be granted.
8. All students readmitted to NURS 1260 are required to complete a remediation plan based on their HESI LPN-to-ADN Mobility HESI score. *See Appendix A*

- a) Regardless, of previous completion of HESI remediation or HESI exam score above 850, the readmittance into NURS 1260 requires completion of the readmission remediation plan.
 - b) The NURS 1260 Readmission Remediation Plan must be developed, initiated, and completed successfully before the end of week 3 of NURS 1260 to progress to the next nursing course.
9. Admission to Generic Track from Access LPN to RN track.
- a) Students who withdrew or were unsuccessful in the ACCESS LPN to RN track may request one-time admission into the generic track.
 - b) The student will receive bypass credit for NURS 1000 and NURS 1010. The student will complete the program sequence from NURS 1200.
 - c) The student must follow the readmission procedure as stated as stated above.
 - d) Once granted admission to the generic track, the student may not be readmitted into Access LPN to RN track unless reapplying to the program as a new student.
10. Students who have not attended clinical nursing courses for more than two academic years are not eligible for readmission, and must seek admission to the nursing education program as a new student.
11. Any student who has been dismissed from the nursing program for any reason, including, but not limited to, unsafe clinical performance, violations of HIPAA or patient confidentiality, ANA ethical violations, violations of the Ohio Board of Nursing Student Conduct rules, violations of the College's Student Conduct Code, excessive absences/tardiness, violations of policies and procedures of any institution or facility, and violations of the social media policy must petition the Admission and Progression Committee when seeking readmission into the nursing program. This procedure must be followed even if a student has not been readmitted previously. In these cases, the Admission and Progression Committee will make the decision for readmission. The Admission and Progression Committees readmission decision is final.
12. Students who have been recommended for a Withdrawal Exception by the Student Affairs Department (reserved for severe extenuating circumstances) are still subject to the readmission policy.
13. Students who were dismissed from the College for academic reasons must petition their Campus Appeals Board for readmission three weeks prior to registration. These students must also see a counselor or faculty advisor to establish goals and objectives, and they must complete an Application for Admission form and a Campus Appeals Board form before being considered for readmission. Readmission to the College does not mean readmission to the nursing program.
14. All readmissions, regardless of the reason, will be placed on the readmission list and shall be on a space available basis.

REQUEST TO MOVE

A student is permitted to request to move from one campus to another, and/or from the day section to the modified evening section or vice versa **one time** while in the nursing program. Below are the conditions for requesting a move transfer:

- 1. For Generic and ACCESS students please submit the **Campus or Time Change Request Form**.
- 2. Regardless of the reason, a request shall be granted on a space available basis.
- 3. In the event space is not available the request will remain on file until space becomes available. If the student no longer wishes to pursue the request they may have it removed by requesting via email to nursing@tri-c.edu.

***All forms are located on the Nursing Blackboard Group site.

PROGRAM COMPLETION AND LICENSING PROCEDURES

Program Completion Requirements

Students must satisfactorily complete all of the course requirements, nursing and college, to be qualified to complete the program and receive an “Associate of Applied Science in Nursing,” as well as achieve a passing score on the standardized comprehensive HESI nursing exam taken in NURS 2010. It is the student’s responsibility to petition for a “Associate of Applied Science in Nursing” online through MyTri-C space, following the time and procedure requirements set by the College. Students need to consult a counselor as well as run a Degree Works Report to ensure completion of all the requirements. Additionally, all obligations to the College must be reconciled before a degree will be awarded.

Once confirmation has been received from the registrar that a student has meet all requirements and the degree has been conferred, and the student has attended an on campus NCLEX review course, a program completion letter from the Office of the Dean will be sent to the board of nursing of choice. Once the letter has been received, a student can then begin to apply for licensure and the NCLEX examination.

NCLEX-RN Examination

The National Council Licensure Examinations for Registered Nurses (NCLEX-RN) provides year-round testing via computerized adaptive testing (CAT) in Ohio as well as every other state and territory. The fee* for taking the NCLEX-RN examination is currently \$200.00, and information regarding application/registration information can be located at <https://www.ncsbn.org/nclex.htm> . The Tri-C program is: US20403900. Students are advised to prepare financially for submission for the NCLEX-RN fees at the beginning of the final session of enrollment. Students are solely responsible for paying all licensing/examination fees.

The student will also need to apply for licensure with the Board of Nursing in the jurisdiction in which applying. The student must check with the specific Board of Nursing to find out about requirements and costs.

For Ohio applicants please refer to Ohio House Bill 327 – Felony Preclusion Bill. The fee* for the Ohio Board of Nursing licensing application is currently \$75.00. Students are solely responsible for paying all licensing/examination fees.

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

*** Please Note: The Requirements/Fees as Listed Are Subject To Change Without Notice.** For the most current information on the NCLEX-RN visit <https://www.ncsbn.org/nclex.htm> and <http://www.nursing.ohio.gov/>

POLICIES AND PROCEDURES: CLASSROOM, SKILLS LAB, AND CLINICAL GRADING STANDARDS

The grading scale for the Nursing Program is as follows:

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

The final theory grade will be computed on the basis of total points earned within the course and determining the corresponding percentage. To pass a student must achieve at least a 78%. Scores nor percentages will not be rounded up to the next whole number. No exams will be retaken nor will extra credit will be awarded.

STUDENT NOTIFICATION OF UNSATISFACTORY PERFORMANCE

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

EXAMINATIONS

1. Up to 15 percent of total points in the lecture component of class may come from “pop quizzes” and/or activities administered by faculty at any point during the lecture day. If a student is not present for a “pop quiz” or activity, no matter what reason, the student will not have an opportunity to take a make-up quiz or participate in a make-up activity for those points.
2. On exam days, the door to the classroom will be closed at the start of the exam. Once the door is closed, the door is considered “locked” and a student may not enter the classroom until after the exam has been completed no matter the reason.
3. Any student who fails to contact their faculty member via telephone or email, prior to the exam, will be considered a “no call/no show” and will not be permitted to take the make-up exam on the end-of-semester date referenced below; receiving “zero points” for that exam.
4. If a student misses taking an exam on a scheduled test date and has notified the instructor prior to the exam, then they will be allowed to take a make-up exam at the end of the semester on a date and time determined by the faculty of that course.
5. If a student misses taking more than one exam throughout the semester, they will take all of their make-up exams on a single date and time determined by the faculty.
6. If a student misses taking their make-up exam(s) on the established date, the student will receive a score of “zero points” for the exam(s). If a student is “no call/no show” to a make-up exam(s), the student will receive a score of “zero points” for the exam(s).
7. Examinations taken will not be repeated.
8. During test taking, no electronic equipment (cell phones, smart watches, and tape recorders including ear devices, etc.) may be used, and may not be kept on the desk top. During tests and exam periods, all cell phones and other electronic devices must be secured in a location away from the students’ immediate view, and silenced or turned off. If any device causes disruption to the testing

environment, the student may be dismissed from the exam or test. Scheduling of any make-up exam is at discretion of faculty if the student is dismissed for this reason.

9. Students may use a non-programmable basic calculator for computation in the following activities: clinical calculations competency examinations, unit tests, laboratory test-outs and final examinations. The term “non-programmable basic calculator” shall mean limited to the following processes: addition, subtraction, multiplication, division and percentages. A student will be prohibited from using a calculator with other capabilities.
10. Standardized tests may be required throughout the nursing program as course requirements. An NCLEX assessment test is required during the final semester of the program. Additional tests may be added to meet program course requirements. Students will be expected to pay for the standardized tests.
11. Students are held accountable for adherence to the College conduct code during test-taking. Disciplinary action for academic dishonesty (cheating and/or breach of confidentiality) may result in a failing grade for the course.

CLINICAL COMPETENCY EXAMINATION

Clinical calculation competency is defined as the student’s ability to correctly perform clinical computations on material previously taught and learned during the course. The following nursing courses will administer clinical calculations competency examinations: (NURS-1200, NURS-1210, NURS-1220, NURS-1260, NURS 2000, and NURS 2010)

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

1. Each clinical calculation competency examination will be comprised of 10 questions.
2. The exams will consist of no multiple-choice questions, and the student will be expected to show all work indicating how an answer was derived. Correct test item responses (answers) must include, in writing, all sequential steps to problem-solving and mathematical formulas. No credit will be given for answers that omit problem solving steps and formulas.
 - Please read all instructions. Credit will not be given for answers with incorrect rounding.
3. Tests are to be administered in class, and will not be take-home, or open-book.
4. Students may use a non-programmable basic calculator (as defined under examinations above) for computation.
5. A score of 9 correct out of 10 possible is necessary to pass the clinical calculation competency examinations.
6. Students who are not present at the date and time of a scheduled math test will receive a score of “zero” for that clinical competency examination.
7. A student who does not pass the 1ST or 2ND math competency will meet with faculty regarding a remediation plan.
8. A maximum of 3 consecutive clinical calculation competency examinations may be administered. If, upon completion of the 3RD consecutive clinical calculation competency examination the student is not successful, the student will be withdrawn failing from the course.

9. Students failing a course, due to failure of a 3RD consecutive clinical calculation competency examination, must complete an individualized clinical calculation remediation plan as a condition for re-entry* into the nursing program. One time, during his/her entire tenure in the Nursing Program, a student may fail 3 consecutive clinical calculation competency examinations; and, will be considered for readmission to the Nursing Program under the same readmission criteria applied to all other students. This one readmission opportunity is based solely on clinical calculation competency failures.

*Refer to readmission procedure

10. The clinical calculation competency examination grade will not be calculated as part of the overall course grade.
11. All 3 consecutive clinical calculation competency examinations are to be administered prior to the end of the 6th week of each semester for 16-week courses and prior to the end of the 3rd week for 8-week courses.

GRADE DISPUTE & PROGRAM COMPLAINT POLICY

The College and Nursing Center of Excellence strive to provide every student with a successful and positive educational experience. As part of an effort to continuously improve the College, while also resolving legitimate student concerns, the College and Nursing Center of Excellence maintain a student complaint and grade dispute procedure.

Grade Dispute

Any student with a grievance about a course grade has the option to pursue a grade dispute. The student should first discuss the grievance with the faculty member/course instructor. If resolution cannot be achieved after this first meeting, students are to follow the Procedure on Student Grade Disputes ([Tri-C Grade Dispute: Cleveland Ohio](#)) located in the Cuyahoga Community College Student Handbook ([Tri-C Student Handbook: Cleveland Oh](#)). This process cannot begin until the final grade is posted.

Program Complaint

Any student who is dissatisfied with an aspect of his or her collegiate experience involving a faculty member or other employee may seek resolution of the matter with the College, and initiate the complaint process as outlined within the Procedure on Student Complaints and Concerns ([General Complaint or Concern Tri-C: Cleveland Ohio](#)) located in the Cuyahoga Community College Student Handbook ([Tri-C Student Handbook: Cleveland Oh](#)).

** The student complaint and grade dispute processes are distinct and separate. Please refer to the Procedure on Student Complaints and Grade Disputes located in the Cuyahoga Community College Student Handbook for additional information.

ATTENDANCE

Attendance in all classes, nursing skills laboratories, and clinicals is required. Since theory, laboratory practice, and clinical experience are vital to success in nursing, unexcused absences and lateness are unacceptable in all instances. It is the student's responsibility to notify his/her instructor before class, nursing skills lab, or clinical of an absence. If a student does not notify his/her instructor within this time frame, it will be considered a no-call-no-show resulting in a failure for that day.

Important Notice about Classroom, Laboratory and Clinical Experiences

1. Classroom and Laboratory Experiences in the Modified Evening program may start as early as 3:00 p.m.
2. Clinical experiences in the Modified Evening program may start as early as 2:00 p.m.
3. Clinical experiences may include evening as well as Saturday and Sunday rotations for both day and evening students.

NURSING SKILLS LABORATORY

The nursing skills labs are offered with select nursing courses, so that students may master technical and psychomotor skills. Each student is required to demonstrate mastery of the skills with minimal supervision. Students are also expected to use the skill lab to practice their skills in preparation for nursing practice. Therefore, the skills lab on each campus will post open lab hours for individual practice.

Nursing Skills Laboratory Rules

1. Students must sign in and out of the Nursing Skills Lab when they enter the lab for open lab practice, retests, or remediations. Students will sign in on the attendance sheet for their skills or HPS lab upon arrival.
2. Students are responsible for purchasing and maintaining their own supplies for laboratory class, practice, and test-out, as well as, have the skills card with them.
3. Lab equipment and supplies are to be cleaned, reassembled and replaced in the designated area, by the student, for use by the next person.
4. Students are expected to follow the dress code at all times as defined in this handbook and wear their nursing uniform at all times while in the skills lab. Students who do not adhere to the dress code, will not be able to attend lab. The attendance policy for lab will be adhered to related to any absences due to dress code violations.
5. Attendance is mandatory for all skills laboratory experiences. Punctuality is required. In the event of an unavoidable absence, students have **one (1) day of scheduled instruction that can be missed**. This allowed time is for emergencies only. Students more than 10 minutes late to a scheduled lab class will have time documented and will count towards time missed. Additional independent practice time is required for missed lab time. However, if the missed time includes an HPS (human patient simulation) experience, the following will apply:
 - a. If a student is absent or more than 10 minutes late to an HPS lab, they will be required to spend a minimum of an hour in the skills lab completing hands-on skills practice of missed HPS material in addition to written and online assignments.
 - b. The work must be completed within 2 weeks of the absence. An incomplete will be earned for the course if material is not completed.
 - c. Completion of these activities/practice time does not negate the absence. Lab experiences are a part of meeting course objectives. Missing these experiences results in a need to complete the material independently.
6. All missed lab class work and/or practice must be completed within 2 weeks of the absence. If work is not completed, an incomplete will be earned for the course.
7. Students absent greater than one (1) day of scheduled instruction will be withdrawn from the course. An instructor may initiate a student withdrawal if the student misses lab time for the equivalent of one week.

8. Students are required to schedule/reschedule testing appointments in person. This is to ensure lab staff and student have agreed upon the acceptable date and time. The student's handwriting on the testing sheet will serve as confirmation of the appointment.
9. Students who miss their scheduled test-out time more than twice in a course will earn a failing grade for the course. This includes a lab absence during testing and any other scheduled testing appointment.
10. Students may be dismissed from lab due to any of the following: violations of HIPAA or patient confidentiality, ANA ethical violations, violations of the Ohio Board of Nursing Student Conduct rules, violations of the College's Student Conduct Code, excessive absences/tardiness, and violations of the social media policy. Any dismissal related to any of the above violations can result in automatic lab failure.

Lab Practice

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

Nursing Skills Lab Testing Procedure

Competency testing will occur during scheduled lab time. The testing weeks will be identified on the weekly lab schedule. Students are to review the syllabus/lab schedule for this information. Students must be proficient in their skills prior to completing the return demonstration testing in the skills lab. The Instructor, Nursing Skills Lab Training Specialist, or Nursing Skills Lab Preceptor will sign off the procedure on the student's skill card when the return demonstration is satisfactorily performed. Criteria for evaluation are based on the performance objectives and critical elements identified in each course.

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

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

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

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

If unsuccessful in the second test-out:

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

The third skills test out must be at least 24 hours following the mandatory practice. The preceptor or training specialist and student must agree that the student is ready for the third test-out. The student will make an appointment for testing.

The third skills test out to be completed by a Preceptor or Nursing Skills Lab Training Specialist (required for NURS 1200 and 1250):

The Preceptor or Nursing Skills Lab Training Specialist will determine if the skill has been demonstrated satisfactorily. If the student is not successful on the third attempt the student will earn a failing grade for the course. The student is responsible for completing withdrawal paperwork at that time. Students who do not withdraw within 24 business hours will be administratively withdrawn from the course.

CLINICAL

Clinical Performance Expectations

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

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

Faculty Supervision of Students in the Clinical Setting

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

1. Providing for/facilitating an orientation for each student to the clinical site including introduction to staff.
2. Planning and designing student clinical experiences that are consistent with the stated course objectives and student learning needs.
3. Students are required to obtain their clinical assignment and prepare for clinical experience according to the directions given by their instructors. If the student is not prepared, the instructor will give specific instructions regarding additional preparation required.
4. Communicating clinical objectives to students and staff at the clinical site.
5. Providing appropriate supervision, guidance, direction, and support for all student experiences appropriate to the clinical situation.
6. Evaluating the student clinical performance related to experiences, achievement, and progress in relation to the clinical objectives.

Clinical Rules

1. Attendance is mandatory for all clinical experiences. Punctuality is required. In the event of an unavoidable absence or tardiness please refer to the clinical attendance policy below.
2. Students are expected to follow the dress code for clinical at all times as defined in this handbook. Students who do not adhere to the dress code, will not be able to attend clinical. The attendance

policy for clinical will be adhered to related to any absences due to dress code violations.

3. Students are required to adhere to the ANA Code of Ethics for Nurses, the ANA Standards of Practice, HIPAA/Patient Confidentiality Act, Ohio Board of Nursing Student Conduct rules, the Cuyahoga Community College Student Conduct Policy, policies and procedures of any institution or facility where they may be assigned, and the Social Media Policy. Students who fail to adhere to any of the above listed policies will be:

Dismissed with an earned grade of “F” for the course.

4. In the event the student is unable to perform satisfactorily in the clinical area, the student maybe:
 - a. Dismissed from the clinical area for the day and given an absence for the day. The attendance policy will be adhered too.
 - b. Sent to the Nursing Skills Lab Director (or designated lab personnel assigned by the Lab Director) with a specific prescription.
 - c. Given a signed prescription to return to the clinical area after the instructor or Nursing Skills Lab Director (or designated lab personnel assigned by the Lab Director) has observed satisfactory performance.
 - d. Dismissed with a grade of “F” if the following performance jeopardizes patient safety.
 - a. *Patient/facility safety is jeopardized by unsafe clinical performance
 - b. The ethical and legal framework of the nursing profession is violated
 - c. Preparation for clinical assignments are not complete
 - d. Clinical time is missed
 - e. Instructor and hospital are not notified of expected tardiness or absence
 - f. Administers medications without the clinical instructor present
5. Must maintain all required clinical compliance requirements. Students that have lapsed records may not attend clinical until all requirements are current. The attendance policy will be adhered to regarding any missed days due to lapsed clinical compliance requirements.

Clinical Remediation

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

Clinical Hours

The Nursing Program is committed to providing the clinical hours listed in the syllabus. To meet this obligation should the college, Nursing program, or clinical instructor cancel clinical time, every effort will be made to provide the required clinical hours. This standard does not change the Student Attendance policy as outlined in the Nursing Student Handbook. Therefore, the time is not to be used as

clinical makeup time for student absence nor any other purpose.

Important Notice about Clinical Experiences

1. Clinical experiences in the Modified Evening program may start as early as 2:00 p.m.
2. Clinical experiences may include evening as well as Saturday and Sunday rotations for both day and evening students.

Students will continue to be held to the clinical absence policy listed in the Nursing Program Student Handbook. If a student misses a clinical day and is given a written assignment to enhance their learning of a concept, this does not negate the clinical absence and therefore does not replace the time missed.

ATTENDANCE AND DRESS CODE DEFICIENCY POINT SYSTEM 10/22

Student Name: _____ S number: _____
 Course: _____ Clinical CRN: _____
 Instructor: _____ Semester: _____

The following attendance and dress code system will apply to students during the clinical components of **NURS 1200, NURS 1210, NURS 1220, NURS 1260, NURS 2000, and NURS 2010**

Point Value:	Occurrence:
	Tardiness/Leaving early
3	<ul style="list-style-type: none"> • 1-29 minutes
4	<ul style="list-style-type: none"> • 30 or > minutes *
	* Student will be considered absent greater than 30minutes late
	Attendance: must notify instructor ½ hour prior to the start time
4	Scheduled clinical < 12 hrs. duration, 1 st occurrence
6	Scheduled clinical < 12 hrs. duration, 2 nd occurrence
6	Scheduled clinical 12 hrs. duration, 1 st occurrence
8	No call prior to start of clinical/no show
	Dress Code Violations:
2	<ul style="list-style-type: none"> • Breaking of dress code
6	<ul style="list-style-type: none"> • Refusing to adjust to dress code after instructor addresses the violation with the student
	Consequences:
≥ 3	<ul style="list-style-type: none"> • Student will receive a deficiency notice with a written improvement plan. Faculty member may, at their discretion, implement a written Student Progress Appraisal prior to 3-point accumulation to help ensure student success.
10 or >	<ul style="list-style-type: none"> • Failure of clinical – a student who accumulate 10 or more points will receive an F in the Theory Course associated with the clinical.

Total Points: _____
 Student signature _____ Date: _____
 Instructor signature _____ Date: _____

Student Name _____

Clinical CRNs- OB: _____

Semester _____ S# _____

Peds: _____

N1230 Clinical Attendance and Dress Code Deficiency Report

(8/22)

Point Value:	Occurrence:	Peds	OB
	Tardiness/Leaving early		
3	<ul style="list-style-type: none"> 1-29 minutes 		
4	<ul style="list-style-type: none"> 30 or >minutes * 		
	* Student will be considered absent greater than 30 minutes late		
	Absence:		
4	<ul style="list-style-type: none"> First occurrence – mandatory requirement to notify instructor at least ½hour prior to scheduled starting time for clinical less than 12 hours of practice 		
6	<ul style="list-style-type: none"> First occurrence – mandatory requirement to notify instructor at least ½hour prior to scheduled starting time for clinical practice of 12 hours 		
6	<ul style="list-style-type: none"> Second occurrence – mandatory requirement to notify instructor at least ½hour prior to scheduled starting time 		
8	<ul style="list-style-type: none"> No call prior to start of clinical or no show to clinical practice 		
	Dress Code Violations:		
2	<ul style="list-style-type: none"> Breaking of dress code 		
6	<ul style="list-style-type: none"> Refusing to adjust to dress code after instructor addresses violation with the student 		
	Consequences:		
≥ 3	<ul style="list-style-type: none"> Student may receive a deficiency notice with a written improvement plan. Faculty member may also, at their discretion, implement a written Student Progress Appraisal prior to 3-point accumulation to help ensure student success. 		
10 or >	<ul style="list-style-type: none"> Failure of clinical: A student who accumulates 10 (ten) or more points will receive an F in the Theory Course associated with the clinical. 		
	Total Points		
	Student Signature		
	Instructor Signature		

Total Cumulative Points: OB + Peds: _____

CLINICAL COMPLIANCE REQUIREMENTS

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

ACEMAPP

ACEMAPP is the current clinical placement system. Clinical assessment testing must be completed through ACEMAPP before students can be placed in clinical rotations. There are 5 clinical assessment exams. Students are allowed to attempt each exam 3 times. After three unsuccessful attempts in the completion of the ACEMAPP assessment exam(s), the student will be required to undergo remediation. Upon completion of the remedial process, the student must submit a signed remediation form to the Nursing Center of Excellence for authorization for a fourth and final attempt. If the student is unsuccessful in the fourth and final attempt, he/she will not be placed in a clinical rotation for that semester; therefore, will be automatically dismissed from the nursing program.

Students desiring to re- enter, must do the following: New students must request delayed admission. Progressing students must request readmission and follow the readmission process.

Immunizations

For the most current immunization requirements please visit: [Health Careers and Nursing Immunization and Health Requirement Completion Guide \(tri-c.edu\)](#)

Compliance with health requirements will include any required immunizations per current CDC and Ohio Department of Health guidelines. Please note, each clinical site may have additional or varying immunization requirements, including COVID-19 or other novel virus-related vaccinations and/or testing. Clinical facilities will not allow students into the facility without appropriate documentation of required immunizations.

The inability of a student to obtain one or more required immunization(s) and/or testing for personal, religious, medical and/or other reasons may prevent them from participating in the required internship/clinical/practicum experience at one or more facilities and therefore may result in the inability to complete the nursing program.

CPR

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

Background Check (BCI)

All students enrolled in Health Career and Nursing programs requiring off campus clinical experiences are required to complete a background check that includes fingerprinting and a court search. Students with delayed program entry or students readmitting to the Nursing program may need to repeat the background check/BCI. **Students with a BCI record are not guaranteed acceptance into a clinical**

site, acceptance by their professional licensure/registration board, or employment in a health career field. Due to the increased rise in patient identity theft, students with a convicted felony for forgery will not be accepted into a health career program.

Log onto <http://www.tri-c.edu/programs/health-careers/background-check-information-bci.html> for further information. Reports from the background checks will be accessed by the Clinical Compliancy Program Manager. Please be assured that this information will be kept confidential.

Malpractice Insurance

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

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

Health Insurance

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

***Sliding scale is not insurance and will not meet the requirements for a health career program admission.

Documents or copies of materials including medical records/evaluations submitted to the Nursing Center of Excellence will not be returned. Students should make and retain copies of all documents before submission.

DRESS CODE AND UNIFORM

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

Female (Dress or Pantsuit)

Uniform	White Tunic Top with school *insignia (left sleeve); White undershirt underneath; Navy Pants; Long sleeve garments may be worn under tunic top as long as it is white. White Jacket with school *insignia (left sleeve).
Socks	White or Navy, may wear white hose
Shoes	All White (Closed toe and heel)
Identification	Name Pin

The uniform of the pregnant student will consist of a 3/4 length white smock with the school insignia on the left sleeve. This will be worn over the pants or the skirt of the uniform during the clinical experience.

Male

Uniform	White Tunic Top with school *insignia (left sleeve); White undershirt underneath; Navy Pants; Long sleeve garments may be worn under tunic top as long as it is white. White Jacket with school *insignia (left sleeve).
Socks	White or Navy
Shoes	All White (Closed toe and heel)
Identification	Name Pin

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

A complete uniform includes the following:

1. A name pin above the left breast pocket (purchase from uniform shop) with a white background and black lettering, stating status (Ms. or Mr.), first initial, last name, N.S. (for Nursing Student), Cuyahoga Community College.
Example: Ms. J. Phillips, N.S. Cuyahoga Community College
2. Bandage scissors, stethoscope, watch with a second hand, and black and red ball point pens, and pen light.
3. The student is expected to present a professional appearance in the classroom, skills lab, and clinical care setting:
 - a. Casual business dress is appropriate for the classroom. Jeans worn in lecture must be neat and clean.
 - b. Clinical uniforms are to be worn to lab.
 - c. Shorts, cut-offs, exposed cleavage/midriff, clinging tops, tight pants and short skirts may not be worn to lab or clinical.
 - d. No head gear (caps, decorative scarves, etc.) is acceptable in the classroom, lab, or clinical, except head coverings worn for religious reasons.
 - e. At all times for lab, clinical, and class, all apparel should be wrinkle free and clean.
 - f. Shoes worn in the lab should be according to the clinical dress code. Sandals will not be permitted in the lab.
4. Additional Clinical Setting Guidelines:
 - a. Dresses and skirts should be knee length. Pant hems should touch the top of the shoe.
 - b. No sandals, opened toed or heel shoes, or clogs are permitted in the clinical area; shoes must be clean, flat and white.
 - c. Under garments must be worn. No visible colored underwear/garment lines, thongs, logos on underwear will be accepted.
 - d. Hair must be neat and of natural color. Clean, controlled, secured, and off the uniform collar. No decorative ornaments, headbands or hats are to be worn. Facial hair is acceptable if it is neat and trimmed. Head coverings for religious purposes are allowed.
 - e. A plain wedding band and one pair of small post earrings (one in each earlobe) are the only acceptable jewelry. No visible gauging or ear piercings. All other visible body piercings are not permitted.

- f. Tattoos must be covered
- g. Gum chewing is not permitted.
- h. Only approved uniform jackets may be worn in clinical areas.
- i. Fingernails should be clean and short (e.g. nails cannot be seen when looking at the palm of the hand.) Neither nail polish nor artificial nails are permitted.
- j. Wearing of false eyelashes is prohibited.

STUDENT ILLNESS AND INJURY PROCEDURE

Illness in the Classroom or Nursing Skills Laboratory Setting

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

Medical Emergency in the Classroom or Nursing Skills Laboratory Setting

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

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

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

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

Safety services help best when given vital information quickly and clearly. When dialing extension 4325 or 4911 you should:

State your name;

Give the extension from which you are calling. If you are calling from a College phone, look on the label by the handset cradle or on the digital display screen for the extension;

State the type of emergency;

Give the location of the emergency. Start with the District location/Campus, then room number;

Provide assessment of services needed. Share if you think the situation calls for an ambulance, the fire department, the police, etc.;

Unless you must leave, stay on the phone to allow further direct communication.

Illness that Occurs in the Clinical Setting

In the event of a non-emergency illness, the faculty will be notified immediately. The student will be instructed to leave the clinical setting when an illness occurs. The faculty member may recommend a visit to the student's personal physician or other healthcare provider as appropriate.

Transportation will be the responsibility of the student to arrange. Faculty is responsible to notify the Course and/or Adjunct Faculty Coordinator who will follow up with the Nursing Office. Any missed time in the clinical setting will accrue points according to the attendance/dress code policy

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

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

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

Student Exposure to Blood or Body Fluids in the Clinical Setting

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

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

STUDENT CONDUCT AND PROFESSIONAL CODE OF ETHICS REGULATIONS AND GUIDELINES

Academic Honor Code

Any student found to have committed or to have attempted to commit any act of dishonesty, including cheating, plagiarism, or other forms of academic dishonesty, is subject to the disciplinary sanctions outlined in the Student Judicial System.

Refer to the [Student Conduct Code 3354:1-30-03.5](#) and [Student Judicial System 3354:1-30-03.6](#) for more information about violations and College disciplinary procedures. The Student Conduct and Academic Honor code can be accessed via My Tri-C Space on the Student Services tab. The policies are located in the College Guidelines channel located near the bottom of the page.

Penalties for Academic Dishonesty are defined in the [Student Judicial System 3354:1-30-03.6](#) – (D) Sanctions.

Plagiarism as Academic Dishonesty is defined in **Tri-C Student Handbook** via My Tri-C Space on the *Student Services* tab under *College Guidelines*.

*****NOTICE OF FACULTY COPYRIGHT AND INTELLECTUAL PROPERTY RIGHTS.**

Any intellectual property displayed or distributed to students during or after a course (including but not limited to Power points, notes, quizzes, examinations) by any professor(s) remains the intellectual property of the professor(s). This means that the student may not distribute, publish or provide such intellectual property to any other person or entity for any reason, commercial or otherwise, without the express written permission of the professor(s).

Use of Cell Phones and Other Electronic Devices

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

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

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

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

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

Social Media

Social media are defined as, but not limited to, web-based or mobile technologies used for interactive communication. Examples of social media include but are not limited to collaborative projects (e.g., Wikipedia), blogs and microblogs (e.g., Twitter), content communities (e.g., YouTube), social networking sites (e.g., Facebook, Snapchat, Instagram), virtual game worlds (e.g., World of Warcraft), and virtual social worlds (e.g., Second Life). Regardless of how these forms of media are used students are responsible for the content they post or promote.

Social media as a form of communication can be an effective way to promote nursing and improve the health and well-being of patients and their families. However, appropriate use of social media is essential to protect the student, patients, faculty, and the program.

Anything posted to a social media site is potentially open to public viewing creating potential unintended outcomes. Deleting content never removes the material from potential internet access. Additionally, inappropriate content may affect your professional reputation for years to come; as many employers and academic institutions routinely search potential candidate's online reputations. Therefore, nursing students must maintain strict adherence to standards of professionalism when posting to social media sites.

Postings on social networking sites are subject to the same professional standards as any other personal interactions. Students are prohibited from disclosing any of the following through social media:

1. Protected Health Information, as defined by the Health Insurance Portability and Accountability Act (HIPAA). This includes posting information where patient identifiers have been removed.
2. Confidential, non-public or proprietary information about patients and families, clinical facility staff or clinical institutions; of the School, its employees and students;
3. Copyrighted or intellectual property*** belonging to the faculty or college.
4. Comments that express or imply sponsorship or endorsement by the College, unless the individual is officially authorized to act in this capacity for this purpose on behalf of the College.
5. Taking and displaying photos/videos of patients, or photos depicting the body parts of patients.

Students in violation of this policy will be considered as having violated the Cuyahoga Community Student Conduct Code and Ohio Board of Nursing Student Conduct Code, and will be dismissed from the nursing program and/or college.

Vandalism

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

Chemical Substance Abuse

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

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

1. Students will be required to sign a release of medical information form.
2. Immediate blood alcohol level testing and/or urine drug screen testing.
3. Suspension from the nursing program.
4. The student will be required to complete a chemical dependency evaluation at their own expense. The treatment and rehabilitation program as recommended by the agency must be followed as a condition for continuance in the nursing program.
5. The student will provide copies of the aftercare plan and contract to the Dean of Nursing (in writing) for acceptance or rejection of the recommendation.
6. After the student has completed the treatment plan and met the terms of the contract, and the recommendation of the agency has been obtained, the student will be considered for return to full student status. It should be noted that the student must follow the readmission policy of the Nursing Center of Excellence.

7. Upon **one repeat** violation of this policy, the student will be permanently dismissed.
8. Any refusal, on the part of the student, to participate in the recommended treatment and rehabilitation program will result in dismissal from the nursing program.

Criminal History

Students who are charged or convicted of a crime of any type, other than a minor traffic violation, must report the offense to the applicable program manager in writing within thirty (30) days of conviction (conviction includes plea arrangements, guilty pleas, pleas of no contest, findings of guilt, etc.).

For the most recent information regarding criminal history and nursing please visit the Ohio Board of Nursing website at - <http://nursing.ohio.gov/wp-content/uploads/2019/09/92719-DISQUALIFYING-OFFENSES-CRIMINAL-HISTORY-FACT-SHEET.pdf>



Ohio Board of Nursing

www.nursing.ohio.gov

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DISQUALIFYING OFFENSES CRIMINAL HISTORY FACT SHEET

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

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

The Board is also prohibited from issuing a license to a person who is required to register as a sex offender.

In addition, the Board may propose to deny an application, or place restrictions on a license granted, for a conviction of, a plea of guilty to, a judicial finding of guilt of, a judicial finding of guilt resulting from a plea of no contest to, or a judicial finding of eligibility for intervention in lieu of conviction or pretrial diversion for the following: (1) any felony; (2) a crime involving gross immorality or moral turpitude; (3) a misdemeanor drug law violation; or (4) a misdemeanor in the course of practice. **In regard to these four types of offenses, the offenses are not automatically disqualifying. The Board reviews the facts of each case on an individual basis. The offense may or may not result in a proposed action to deny licensure.**

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

Please also be advised that although the Board may grant a license to an applicant who has a criminal offense history, an individual may be restricted from working in certain settings based on his or her criminal history due to federal

and state laws, which require criminal records checks prior to employment in certain settings, and which may impose absolute or discretionary bars to employment in certain patient care settings, for example, in facilities or settings involving care provided to older adults or children. *See, e.g., Ohio Administrative Code 173-9-07; 370160-07; 5123:2-2-02; 5160-45-07.*

Similarly, the Board cannot answer questions regarding one's eligibility to attend nursing school or participate in clinical instruction. Nursing programs vary in regard to enrollment criteria, so it is recommended that you contact the nursing program to determine whether you are eligible to enroll. Note that it is fraudulent for a third party, such as a nursing program faculty member, to submit a license application attesting to be the license applicant. (March 2019)

OHIO BOARD OF NURSING: STUDENT CONDUCT 11.2012
(Excerpt from Ohio Administrative Code 4723-5)

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

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

1. A student shall, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the patient, and the patient's response to that care.
2. A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.
3. A student shall not falsify any patient record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports, time records or reports, and other documents related to billing for nursing services.
4. A student shall implement measures to promote a safe environment for each patient.
5. A student shall delineate, establish, and maintain professional boundaries with each patient.
6. At all times when a student is providing direct nursing care to a patient the student shall:
 - a. Provide privacy during examination or treatment and in the care of personal or bodily needs; and
 - b. Treat each patient with courtesy, respect, and with full recognition of dignity and individuality.
7. A student shall practice within the appropriate scope of practice as set forth in division (B) of section 4723.01 and division (B)(20) of section 4723.28 of the Revised Code for a registered nurse, and division (F) of section 4723.01 and division (B)(21) of section 4723.28 of the Revised Code for a practical nurse;
8. A student shall use universal and standard precautions established by Chapter 4723-20 of the Administrative Code;
9. A student shall not:
 - a. Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a patient;
 - b. Engage in behavior toward a patient that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.
10. A student shall not misappropriate a patient's property or:
 - a. Engage in behavior to seek or obtain personal gain at the patient's expense;
 - b. Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient's expense;
 - c. Engage in behavior that constitutes inappropriate involvement in the patient's personal

- relationships; or
- d. Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationships.

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

11. A student shall not:
 - a. Engage in sexual conduct with a patient;
 - b. Engage in conduct in the course of practice that may reasonably be interpreted as sexual;
 - c. Engage in any verbal behavior that is seductive or sexually demeaning to a patient;
 - d. Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a patient.

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

12. A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient other than the spouse of the student in any of the following:
 - a. Sexual contact, as defined in section 2907.01 of the Revised Code;
 - b. Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.
13. A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section 4729.01 of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student, or self-administer or otherwise take into the body any drug that is a schedule I controlled substance.
14. A student shall not habitually or excessively use controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.
15. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of the use of drugs, alcohol, or other chemical substances.
16. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability.
17. A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance.
18. A student shall not misappropriate or attempt to misappropriate money or anything of value by intentional misrepresentation or material deception in the course of practice.
19. A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.
20. A student shall not aid and abet a person in that person's practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.
21. A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion.
22. A student shall not assist suicide as defined in section 3795.01 of the Revised Code.
23. A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its administrators, faculty, teaching assistants, preceptors, or to the board.
24. A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only, shall access patient information only for purposes of patient care or for otherwise fulfilling the student's

assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.

25. To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.
26. For purposes of paragraphs (C)(5), (C)(6), (C)(9), (C)(10), (C)(11) and (C)(12) of this rule, a student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-health care purposes or for purposes other than fulfilling the student's assigned clinical responsibilities.

Supplemental Information

Authorized By: [4723.07](#)

Amplifies: [4723.06](#)

Five Year Review Date: 12/19/2021

Prior Effective Dates: 2/1/1996, 4/1/1997, 2/1/2002, 2/1/2004, 2/1/2007, 2/1/2008, 2/1/2012

STUDENT SUPPORT SERVICES/RESOURCES

Nursing Blackboard Group Site

The Nursing Blackboard Group Site is a self-enroll blackboard site that contains various information relevant to the Nursing Program. Students are responsible for checking the Nursing Program Group Site regularly for important program information. Failure to access this information does not absolve a student from knowing the content.

Student Nurse Association

Cuyahoga Community College Chapter of the National Student Nurses Association

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

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

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

Please view the National Student Nurses' Association website at the following link for membership

application, NSNA by-laws, chapter officer responsibilities, and further information - <http://www.nсна.org>.

Counseling

A fully staffed counseling and academic advising department is available on all three campuses. Services offered are academic, career, psychological, personal, and social adjustment counseling. An academic counselor should be consulted upon entry in the program for assistance in choosing course offerings.

Students should seek counseling services on the campus where their records are located. Offices are open days and evenings Monday through Thursday, days on Friday, and on Saturday mornings. Appointments are encouraged. A counseling brochure and a welcome book are available in the counseling office on each campus.

Disability Services – ACCESS Program

The Access Program provides classroom accommodations and support for students with disabilities who are enrolled at Tri-C. To receive services, students must make an appointment to meet with an Access Student Advisor and present documentation of disability. The Access Office recommends scheduling the appointment at least eight weeks prior to the start of classes; some services may require additional time.

Services are individualized and may include advising, test proctoring, support groups, books in alternate format, assistive technology, and sign language interpreting. The Access Program is funded by the U.S. Department of Education, the state of Ohio and Tri-C. Please the Student Services website for further information or to schedule an appointment. [Tri-C ACCESS - Students with Disabilities: Cleveland](#)

Faculty Advising

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

Tutoring - General

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

Tutoring - Nursing

Nursing tutoring is available on campus and virtually. Students are to check the TutorOcean for posted tutoring schedules for times and locations. Available days and times vary each semester.

Scholarship Information

Visit the Cuyahoga Community College web site for scholarship information at [Apply for Scholarships at Tri-C: Cleveland oh](#)

Websites

ACEN: <http://www.acenursing.org/>

Cuyahoga Community College Nursing: <http://www.tri-c.edu/programs/nursing/>

NCSBN: <https://www.ncsbn.org/nclex.htm>

Ohio Board of Nursing: <http://www.nursing.ohio.gov/>

Coronavirus / Covid-19 Statement

Follow the link below to the college's COVID information

[Coronavirus: Tri-C Cleveland Ohio \(tri-c.edu\)](https://www.tri-c.edu/coronavirus)

Nursing Program COVID POLICY

In the event that a student/the students' dependent contracts COVID-19 during the nursing school semester:

1. The student must present the school with a valid positive COVID test result that includes the patient's name, administrating provider/clinic and the test administration date. Home test results are not accepted unless accompanied by a PAXLOVID prescription that includes the patient's name, prescribing provider/clinic, and the date. Information may be emailed to: talisha.cottingham@tri-c.edu
2. Notify and work with Risk Management to facilitate contact tracing. Email risk.management@tri-c.edu for further guidance.
3. **INDIVIDUALS WITH A CONFIRMED DIAGNOSIS OF COVID-19 MUST ISOLATE**
 - Follow physician's orders and CDC-recommended steps. Do not return on-ground until you:
 - Are free from fever for at least 24 hours (without use of fever reducers); and
 - Other symptoms (e.g., cough, runny nose, shortness of breath) have subsided.
Note: Loss of taste and/or smell may persist for weeks or months after recovery and need not delay the end of isolation.
 - Regardless of vaccination status:
 - Stay home for 5 days. Day 0 is the first day of symptoms.
 - You may leave your house after 5 days if you have no symptoms.
 - Continue to wear a mask around others for 5 additional days.
 - Isolate if you continue to show symptoms.
4. **INDIVIDUALS WHO WERE EXPOSED TO SOMEONE WITH COVID-19:**
 - **Quarantine is no longer required if you are exposed to, or suspect exposure to, an infected person. If exposure is confirmed or suspected:**
 1. Wear a mask for 10 days when indoors in public spaces. Exposure date is Day 0; mask-free date is Day 11.
 2. Test five days after exposure (sooner if symptomatic).
5. If the student is able to continue with the current schedule/track of the nursing program, they may be offered a Sim Chart or another faculty approved clinical and lab alternative to doing their clinicals on-line, as well as, the continuation of the online lecture component.
6. If the student is hospitalized, or too ill to continue with the current nursing school schedule, the student may need to withdraw. This withdraw will fall under the COVID- 19/pandemic policy, the student will not be "penalized" for this academic withdraw.
7. A student may not return to any in-person format – clinical, lecture or lab - until 5 days has passed or after the CDC suggested quarantine has taken place.
8. Once a student is asymptomatic and cleared by risk management, the student may return to the

nursing program. If this occurs before the end of the semester and the student has met all the course's objectives, the student may complete missing work at that time. All missed work must be completed within 7 calendar days unless otherwise agreed upon, in writing, with the instructor of record.

9. If a student is not able to return, in the set 5 days or as CDC guidelines suggest, to complete course work and meet objectives, it may be necessary for the student to withdraw academically and return to the program in a future semester.

- Please note that these policies may be fluid, as we may need to take each student and situation on a case-by-case basis, as each occurrence may be unique. Current college policies regarding COVID-19 can be found here: [Coronavirus: Tri-C Cleveland Ohio \(tri-c.edu\)](https://www.tri-c.edu/coronavirus)
- **Students should be tested if they are symptomatic**
- Students must comply with all Ohio Board of Nursing standards for clinical hour requirements and satisfactory completion of clinical objectives.
- *This emergency COVID-19 policy does not replace the current lab/clinical attendance point system.*

<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/isolation.html>

Appendix A
Cuyahoga Community College
Nursing Division
HESI Remediation Plan

All students enrolled in NURS 1240 and NURS 2010 are required to take a HESI exam (NURS 1240- HESI- PN-NCLEX and NURS 2010- HESI- RN-NCLEX). Research demonstrates that scores 850 and higher are predictive of success in associate degree nursing programs. Due to this, the benchmark students should achieve a score of 850 or higher. To prepare for success in the nursing program, those students scoring below 850 are required to remediate after the exam according to the prescribed plan of study that accompanies the HESI feedback.

Purpose: The purpose of remediation is to improve the student’s critical thinking, reasoning skills, and test taking strategies to be success in the nursing program which ultimately leads to NCLEX success.

Following the HESI exam, students are required to remediate. The remediation requirements are depended on each individual student’s HESI exam score and areas of deficiency. HESI Exam Scores can be indicative of the student’s level of risk for success in the program and on NCLEX-PN and NCLEX-RN. Students with lower HESI scores require more intense remediation.

Procedure: Students, faculty and appropriate staff will use the following guidelines for all testing remediation. Students receive their HESI Exam reports and correlating online remediation within 48 hours of the exam being closed. From their HESI Exam student report, students receive a score and an online remediation plan for each question missed. Remediation for each question has multiple content items and may include practice questions. Students can develop their personal plan for remediation using the following guidelines unless otherwise instructed.

The HESI Remediation Plan must be developed, initiated, and completed successfully before the date set by the course faculty in the course schedule/syllabus to progress to the next nursing course or graduate. Students will also complete a HESI Remediation Plan contract that will outline their individual plan. This document will be signed and submitted by the student by a date set by the course faculty. The course faculty must approve the remediation plan before the student starts.

Student Remediation Plans based on HESI scores are as follows:

HESI SCORE	REMEDICATION PLAN
HESI Score: 850 and above (optional)	<p>Remediation is optional, although highly recommended.</p> <ol style="list-style-type: none"> 1. Complete all Essential Packets of HESI Remediation. A minimum of one hours of study is required. 2. Develop two, 15 question custom quizzes in Evolve Adaptive Quizzing in <i>minimum two content areas of weakness</i> based on your HESI Exam Student Report. Continue to take quizzes in that content area until 80% correct is achieved. * 3. Complete all assigned Case Study in HESI Remediation.
HESI score: 800-849 (required)	<ol style="list-style-type: none"> 1. Complete all Essential Packets of HESI Remediation. A minimum of one hours of study is required. 2. Develop three, 15 question custom quizzes in Evolve Adaptive Quizzing in <i>minimum three content areas of weakness</i> based on your HESI Exam Student Report. Continue to take quizzes in that content area until 80% correct is achieved. * 3. Complete all assigned Case Study in HESI Remediation.

<p>HESI score: 700-799 (required)</p>	<ol style="list-style-type: none"> 1. Complete all Essential Packets of HESI Remediation. A minimum of two hours of study is required. 2. Develop five, 15 question custom quizzes in Evolve Adaptive Quizzing in <i>minimum four content areas of weakness</i> based on your HESI Exam Student Report. Continue to take quizzes in that content area until 80% correct is achieved. * 3. Complete all assigned Case Study in HESI Remediation.
<p>HESI Score: 699 or below (required)</p>	<ol style="list-style-type: none"> 1. Complete all Essential Packets of HESI Remediation. A minimum of three hours of study is required. 2. Develop seven, 15 question custom quizzes in Evolve Adaptive Quizzing in <i>minimum five content areas of weakness</i> based on your HESI Exam Student Report. Continue to take quizzes in that content area until 80% correct is achieved. * 3. Complete all assigned Case Study in HESI Remediation.

*When using Adaptive Quizzing as remediation after HESI exams, use Custom Exams and not Mastery Exams. Additionally, it is advised that **only one content area** be selected for each weakness area as opposed to combining multiple topic areas into a quiz with more questions.

HESI Remediation Plan Contract

Directions:

1. Within one week of completing the HESI exam, students are required to create their individualized remediation plan.
2. Students will upload the contract to Blackboard for the course faculty to review and sign by _____. Students may be required to complete additional remediation as deemed necessary by the course faculty.
3. Students will complete the remediation requirements as agreed upon in the signed contract.
4. Student will upload the completed contract to Blackboard by _____.

Student Name: _____ Date: _____

HESI Exam Score: _____

Hours of HESI online post exam remediation required based on score: _____

Remediation Plan:

Subjects: Based on the lowest scores in the 3 categories: <i>Client needs; Nursing process; Nursing concepts</i>	HESI score <850
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Remediation Plan reviewed/approved by: _____ Date: _____

HESI Remediation Plan Contract: Completion

Subjects: Based on the lowest scores in the 3 categories: <i>Client needs; Nursing process; Nursing concepts</i>	Action performed: # dedicated hours	Action performed: # adaptive quizzing questions	Date completed
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
Total			

Number of Adaptive Quizzing Topic(s) (15 question custom quizzes) completed: _____ (Must achieve 80%)

Number of Case Studies completed: _____

I, _____ (Student Name), verify that I have completed the above remediation plan by _____ (Date).

Appendix B
Cuyahoga Community College
Nursing Center of Excellence
NURS 1260 Readmission Remediation Plan

All students readmitted to NURS 1260 are required to complete a remediation plan based on their HESI LPN-to-ADN Mobility HESI score. To prepare for success in the nursing program, those students being readmitted into NURS 1260 are required to remediate according to the prescribed plan of study that accompanies the HESI feedback.

Purpose: The purpose of remediation is to improve the student's critical thinking, reasoning skills, and test taking strategies to be successful in the nursing program which ultimately leads to NCLEX success.

Regardless, of previous completion of HESI remediation or HESI exam score above 850, the readmittance into NURS 1260 requires completion of the readmission remediation plan.

Procedure: Students, faculty and appropriate staff will use the following guidelines for all testing remediation. Students receive their HESI Exam reports and correlating online remediation within 48 hours of the exam being closed. From their HESI Exam student report, students receive a score and an online remediation plan for each question missed. Remediation for each question has multiple content items and may include practice questions. Students can develop their personal plan for remediation using the following guidelines unless otherwise instructed.

The NURS 1260 Readmission Remediation Plan must be developed, initiated, and completed successfully before the end of week 3 of NURS 1260 to progress to the next nursing course. Students will also complete a Readmission Remediation Plan contract that will outline their individual plan. This document will be signed and submitted to Blackboard by the student before the end of week 1. The course faculty must approve the remediation plan before the student starts.

Students must spend the amount of time listed below in online remediation. Students may also add the content area reviews to their individual study plans for future remediation; However, evidence of remediation and **hours spent must be tracked in the online content areas.**

Student Remediation Plans based on HESI scores are as follows:

HESI SCORE	REMEDICATION PLAN
HESI Score: 850 and above	<ol style="list-style-type: none"> 1. Complete online remediation provided in HESI Student Access specific to the Exam. A suggested minimum of four hours of study.* 2. Develop four, 15 question custom quizzes in Evolve Adaptive Quizzing in <i>minimum two content areas of weakness</i> based on your HESI Exam Student Report. Continue to take quizzes in that content area until 80% correct is achieved. **
HESI score: 800-849	<ol style="list-style-type: none"> 1. Complete online remediation provided in HESI Student Access specific to the Exam. A minimum of six hours of study is required.* 2. Develop six, 15 question custom quizzes in Evolve Adaptive Quizzing in <i>minimum three content areas of weakness</i> based on your HESI Exam Student Report. Continue to take quizzes in that content area until 80% correct is achieved. **
HESI score: 700-799	<ol style="list-style-type: none"> 1. Complete online remediation provided in HESI Student Access specific to the Exam. A minimum of seven hours of study is required.* 2. Develop seven, 15 question custom quizzes in Evolve Adaptive Quizzing in <i>minimum four content areas of weakness</i> based on your HESI Exam Student Report. Continue to take quizzes in that content area until 80% correct is achieved. **
HESI Score: 699 or below	<ol style="list-style-type: none"> 1. Complete online remediation provided in HESI Student Access specific to the Exam. A minimum of eight hours of study is required.* 2. Develop eight, 15 question custom quizzes in Evolve Adaptive Quizzing in <i>minimum five content areas of weakness</i> based on your HESI Exam Student Report. Continue to take quizzes in that content area until 80% correct is achieved. **

*Students must be logged into their HESI Student Access account and the online test specific remediation content for the number of hours specified. Time spent in remediation content is monitored and students can break up the required remediation hours into multiple sessions. Do not print and log out of HESI remediation to study.

When using Adaptive Quizzing as remediation after HESI exams, use Custom Exams and not Mastery Exams. Additionally, it is advised that **only one content area be selected for each weakness area as opposed to combining multiple topic areas into a quiz with more questions.

Readmission Remediation Plan Contract

Directions:

1. Within one week of the beginning NURS 1260, students are required to create his/her individualized remediation plan.
2. Students will upload the contract to Blackboard for the course faculty to review and sign by end of week 1. Students may be required to complete additional remediation as deemed necessary by the course faculty.
3. Students will complete the remediation requirements as agreed upon in the signed contract.
4. Student will upload the completed contract to Blackboard before the end of week 3 of NURS 1260.

Student Name: _____ Date: _____

HESI LPN-to-ADN Mobility Exam Score: _____

Hours of HESI online post exam remediation required based on score: _____

Remediation Plan:

Subjects: Based on the lowest scores in the 3 categories: <i>Client needs; Nursing process; Nursing concepts</i>	HESI score <850
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

Remediation Plan reviewed/approved by: _____ Date: _____

Readmission Remediation Plan Contract: Completion

Subjects: Based on the lowest scores in the 3 categories: <i>Client needs; Nursing process; Nursing concepts</i>	Action performed: # dedicated hours	Action performed: # adaptive quizzing questions	Date completed
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
Total			

Number of Adaptive Quizzing Topic(s) (15 question custom quizzes) completed:
 _____ (Must achieve 80%)

I, _____ (Student Name), verify that I have completed the above remediation plan by _____ (Date).

Appendix C
Cuyahoga Community College
Nursing Center of Excellence
NURS 1260 HESI Remediation Plan

All students enrolled in NURS 1260 are required to take the HESI LPN-to-ADN Mobility exam. Research demonstrates that scores 850 and higher are predictive of success in associate degree nursing programs. Due to this, the benchmark students should achieve a score of 850 or higher. To prepare for success in the nursing program, those students scoring below 850 are required to remediate after the exam according to the prescribed plan of study that accompanies the HESI feedback.

Purpose: The purpose of remediation is to improve the student's critical thinking, reasoning skills, and test taking strategies to be success in the nursing program which ultimately leads to NCLEX success.

Following the HESI exam, students are required to remediate. The remediation requirements are depended on each individual student's HESI exam score and areas of deficiency. HESI Exam Scores can be indicative of the student's level of risk for success in the program and on NCLEX-RN. Students with lower HESI scores require more intense remediation.

Procedure: Students, faculty and appropriate staff will use the following guidelines for all testing remediation. Students receive their HESI Exam reports and correlating online remediation within 48 hours of the exam being closed. From their HESI Exam student report, students receive a score and an online remediation plan for each question missed. Remediation for each question has multiple content items and may include practice questions. Students can develop their personal plan for remediation using the following guidelines unless otherwise instructed. The HESI Remediation Plan must be developed, initiated, and completed successfully before the date set by the course faculty in the course schedule/syllabus to progress to the next nursing course or graduate. Students will also complete a HESI Remediation Plan contract that will outline their individual plan. This document will be signed and submitted by the student by a date set by the course faculty. The course faculty must approve the remediation plan before the student starts.

Students must spend the amount of time listed below in online remediation. Students may also add the content area reviews to their individual study plans for future remediation; However, evidence of remediation and **hours spent must be tracked in the online content areas.**

Student Remediation Plans based on HESI scores are as follows:

HESI SCORE	REMEDIATION PLAN
HESI Score: 850 and above	<p>Remediation is optional, although highly recommended.</p> <ol style="list-style-type: none"> 1. Complete online remediation provided in HESI Student Access specific to the Exam. A suggested minimum of two hours of study.* 2. Develop two, 15 question custom quizzes in Evolve Adaptive Quizzing in <i>minimum two content areas of weakness</i> based on your HESI Exam Student Report. Continue to take quizzes in that content area until 80% correct is achieved. **
HESI score: 800-849	<ol style="list-style-type: none"> 1. Complete online remediation provided in HESI Student Access specific to the Exam. A minimum of four hours of study is required.* 2. Develop three, 15 question custom quizzes in Evolve Adaptive Quizzing in <i>minimum three content areas of weakness</i> based on your HESI Exam Student Report. Continue to take quizzes in that content area until 80% correct is achieved. **
HESI score: 700-799	<ol style="list-style-type: none"> 1. Complete online remediation provided in HESI Student Access specific to the Exam. A minimum of five hours of study is required.* 2. Develop four, 15 question custom quizzes in Evolve Adaptive Quizzing in <i>minimum four content areas of weakness</i> based on your HESI Exam Student Report. Continue to take quizzes in that content area until 80% correct is achieved. **
HESI Score: 699 or below	<ol style="list-style-type: none"> 1. Complete online remediation provided in HESI Student Access specific to the Exam. A minimum of six hours of study is required.* 2. Develop five, 15 question custom quizzes in Evolve Adaptive Quizzing in <i>minimum five content areas of weakness</i> based on your HESI Exam Student Report. Continue to take quizzes in that content area until 80% correct is achieved. **

*Students must be logged into their HESI Student Access account and the online test specific remediation content for the number of hours specified. Time spent in remediation content is monitored and students can break up the required remediation hours into multiple sessions. Do not print and log out of HESI remediation to study.

When using Adaptive Quizzing as remediation after HESI exams, use Custom Exams and not Mastery Exams. Additionally, it is advised that **only one content area be selected for each weakness area as opposed to combining multiple topic areas into a quiz with more questions.

HESI Remediation Plan Contract

Directions:

1. Within one week of completing the HESI exam or entering NURS 1260, students are required to create their individualized remediation plan.
2. Students will upload the contract to Blackboard for the course faculty to review and sign by _____. Students may be required to complete additional remediation as deemed necessary by the course faculty.
3. Students will complete the remediation requirements as agreed upon in the signed contract.
4. Student will upload the completed contract to Blackboard by _____.

Student Name: _____ Date: _____

HESI Exam Score: _____

Hours of HESI online post exam remediation required based on score: _____

Remediation Plan:

Subjects: Based on the lowest scores in the 3 categories: <i>Client needs; Nursing process; Nursing concepts</i>	HESI score <850
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Remediation Plan reviewed/approved by: _____ Date: _____

HESI Remediation Plan Contract: Completion

Subjects: Based on the lowest scores in the 3 categories: <i>Client needs; Nursing process; Nursing concepts</i>	Action performed: # dedicated hours	Action performed: # adaptive quizzing questions	Date completed
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
Total			

Number of Adaptive Quizzing Topic(s) (15 question custom quizzes) completed:
 _____ (Must achieve 80%)

I, _____ (Student Name), verify that I have completed the above remediation plan by _____ (Date).