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OKLAHOMA CITY COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM

PREFACE

Information, guidelines and policies relating to all Oklahoma City Community College (OCCC) students are included in the OCCC Catalog and the OCCC Student Handbook. The Associate Degree Nursing Program Student Handbook (Handbook) contains additional information, guidelines, policies, and procedures for all students in the OCCC nursing program. This Handbook is a revision of prior nursing student handbooks and supersedes any previous nursing program student handbooks. It is applicable for all OCCC nursing students. Although commonly asked questions from nursing students are addressed, nursing faculty and staff remain ready and willing to provide additional information and clarification about the program.
INTRODUCTION

The associate degree nursing program admitted its first class in the fall of 1973. The program has grown from the original class size of 25 students to an enrollment capacity of over 400 students. The program has three pathways as outlined below:

The Traditional Pathway is primarily (but not exclusively) for students who are not previously licensed as a practical nurse or paramedic or who have not earned a baccalaureate degree in another discipline. The traditional pathway is the primary educational pathway for the majority of OCCC students who declare nursing as their major. Traditional students may enter the program either in fall or spring. The fall entry is the day cycle offering, and the spring entry is the flex schedule cycle offering.

The Career Ladder Pathway (CLP) offers advance standing opportunities for students who are Oklahoma licensed practical nurses or Oklahoma licensed paramedics. Career ladder pathway students have a fall entry for the program.

The Baccalaureate to Associate Degree Nurse Accelerated Pathway (BADNAP) is an accelerated option for students who have a baccalaureate degree in a discipline other than nursing from an accredited institution of higher education. BADNAP students have a summer and spring entry for the program.

More information on each of the above pathways can be obtained at http://www.occc.edu/Health/Nursing.html.

The OCCC nursing program has continued full approval by the Oklahoma Board of Nursing for five years. The most recent review by the Board of Nursing was February 2014. The next approval visit will occur in 2019. The program has continuing accreditation by the Accreditation Commission for Education in Nursing (ACEN), Inc. (3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; phone (404) 975-5000; Web site: www.acenursing.org). The most recent review by ACEN was February 2014. The next re-accreditation visit will occur in spring 2022.

The nursing program is a comprehensive program of learning which prepares the nursing student (each pathway) for practice as an entry level registered nurse. All graduates are given the tools to assume the roles of the beginning level practitioner who is prepared for success on the NCLEX-RN licensure exam as well as for immediate employment. Graduates are also well prepared for articulation with a baccalaureate and/or master’s level nursing program. The nursing program is further provided to aid in meeting the community’s need for nurses committed to high-quality practice and lifelong learning.

The College subscribes to a competency-based instructional philosophy. The ultimate goal of the instructional program is to enable each student to attain the highest possible level of learning. Competency-based instruction is characterized by predetermined competencies shared with students in the form of observable and measurable learning objectives for each course. Assessment occurs through test items matched to specific objectives in terms of content and level. Student evaluations are based upon a student’s achievement of predetermined competency levels rather than on a comparison to other students’ performance. Each student is presented a course syllabus containing learning objectives, guidelines for assignments, forms for assignments, course schedule including theory, campus, simulation and clinical labs, and the procedure for determining final grades in the course.

Revised: July, 2017
**ADMINISTRATION/NURSING FACULTY AND STAFF**

Dean, Division of Health Professions  
Deborah Myers, MS, RNC

**Nursing Program Director**  
Shelley Miller, MSN, RN

**Nursing Program Associate Director**  
Donna Chambers, MS, RN

**HPC Simulation/Lab Director**  
Cindy Milam, MS, RN

**Health Professions Lab Assistant**  
Harvey Parker A.A.S

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Shelly Tevis, M.Ed.

**HP Program Support Assistant**  
Martie Collin, BS

**Division Assistant**  
Debby Martinez, A.A.S.

**Health Professions Division Secretary**  
Rosa Reyes, A.A.S
**Full Time Faculty**

Traci Boren, MS, RN, CNOR  
Deanne Branch, MS, RN  
Sarah Brown, MS, RNC  
Jennifer Brumley, MSN, RN  
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Kelia Crabbe, MS, RN  
Merette Dean, MS, RN  
Tiffany Jackson, MSN, RN  
Jacqueline Frock, MSN, RN  
Robin McMurry, PhD, RNC  
Jennifer Peters, MS, RN, CNE  
Randa Pospisil, MS, RN  
Beverly Schaeffer, MSN, RN  
Karla Schenk, MSN, RN  
Natalie Tapley, MS, RN  
Stephanie Wallace, MS, RN  
Jimmie Kay Wetmore, MS, RN

**Adjunct Faculty**

Juliet Baker, BSN, RN  
Kaci Bynum, BSN, RN  
Ashley Caldwell, BSN, RN  
Sharla Cannon, MSN, RN  
Yvonne Chambers, MS, RN  
Shelly Clay, BSN, RN  
Becky Cunningham, BSN, RN  
Jamie DeLay, BSN, RN  
Carol Downey, BSN, RN  
Jennifer Downing, MS, RN  
Clara Edwards, MS, RN  
Genie Ford, MSN, RN  
Roxanne Frymire, BS, RN  
Marcy Tanner-Garrett Ed.D, MSN, RN  
Joyce Geb, MSN, RN  
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Kristin Grellner, BSN, RN  
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Sandy Hudson, MS, RN  
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Erin Poole, BS, RN  
Stephanie Potts-Nash, DNP, RN  
Patricia Pruden, BS, RN  
Barbara Reilley-Schmidt, APRN, MSN  
Bobby Robnett, BSN, RN  
Wendy Rogers, MS, RN  
Traci Schaeffer, BSN, RN  
Amanda Shatwell, BSN, RN  
Dylan Shockley, BSN, RN  
Michael Unsell, BSN, RN  
Jennifer Vasquez, MSN, APRN-CNP  
Anrea Winston, MS, RN

*Current as of date of publication.  
Changes in faculty appointments may occur.*
SECTION ONE
The Nursing Program is one of six programs within the Health Professions Division. The Dean of the Health Professions Division is Deborah Myers, MS, RNC. The program directors for Emergency Medical Sciences, Nursing, Occupational Therapy Assistants, Physical Therapist Assistants, Respiratory Care Therapist and Speech/Language Pathologists Assistants all report directly to the Dean of Health Professions for direction and implementation of the academic programs.

The director of the nursing program is Shelley Miller, MSN, RN. The nursing program associate director is Donna Chambers, MS, RN. The nursing program faculty is organized into six teaching teams.

The Nursing Process I teaching team consists of Sarah Brown, MS, RN, team leader, and team members Beverly Schaeffer, MSN, RN and TBA. Other faculty assist, including adjunct clinical instructors, and will be identified in course introductions/orientation.

The Nursing Process II teaching team consists of Jennifer Peters, MS, RN, CNE, team leader and team members Michaele Cole, MS, MHR, RN, and TBA. Other faculty assist, including adjunct clinical instructors, and will be identified in course introductions/orientation.

The Nursing Process III teaching team consists of Kelia Crabbe, MS, RN, team leader and team members Jacqueline Frock, MS, RN, and Natalie Tapley, MS, RN. Other faculty assist, including adjunct clinical instructors, and will be identified in course introductions/orientation.

The Nursing Process IV teaching team consists of Karla Schenk, MSN, RN, team leader, and team members Deanne Branch, MS, RN and Tiffany Jackson, MSN, RN.

The Career Ladder Pathway teaching team consists of Randa Pospisil, MS, RN, team leader, and Nursing Process II course coordinator, Jennifer Brumley, MSN, CCRN, and team members Stephanie Wallace, MS, RN, and Merette Dean, MSN, RN. Other faculty assist, including adjunct clinical instructors, and will be identified in course introductions/orientation.

The Baccalaureate to Associate Degree Nurse Accelerated Pathway teaching team consists of team leaders, Robin McMurry, PhD, RNC, Jimmie Kay Wetmore, MS, RN, Traci Boren, MS, RN, CNOR and team member Jennifer Brumley, MSN, RN, CCRN. Other faculty assist, including adjunct clinical instructors, and will be identified in course introductions/orientation.

Cindy Milam, MS, RN is the HPC Simulation/Lab Director and provides instructional support and guidance for students in the campus laboratory settings, including the simulation labs. Other faculty assist, including adjunct campus clinical lab instructors, and will be identified by the lab coordinator.

The Health Professions Division also includes Shelly Tevis, M.Ed. Clinical Affiliation Compliance Administrator; Martie Collin, B.A., Rosa Reyes A.S. Division Secretary; and Debby Martinez, A.S., Division Assistant. Each of these individuals may be helpful to students for information or assistance related to the Nursing Program.
It is important for students to take questions or concerns about course matters (e.g., course assignments, grades, clinical assignments) first to course faculty member(s) or the team leader. Additional clarification or assistance may be provided by the program associate director or the program director. If questions or concerns are not addressed at these levels, the Division Dean may be consulted.

Revised: July 2017

Oklahoma City Community College Nursing Program
Mission and Philosophy

MISSION
The Associate Degree Nursing program supports the mission, vision, values, and ends statements of Oklahoma City Community College. The nursing program is committed to providing accessible and quality nursing education to meet the community's needs for entry level registered nurses who are prepared to succeed in an ever-changing healthcare environment within an increasingly diverse global society. The program recognizes that quality nursing education incorporates innovation, integrity and diversity to facilitate learner acquisition of the knowledge, skills, and attitudes necessary for entry level nursing roles. The nursing program achieves its mission through the wise and efficient use of resources while relying on data-driven evidence to validate program success.

PHILOSOPHY
The Oklahoma City Community College nursing program philosophy is a collective representation of the basic assumptions and beliefs of the nursing faculty and serves as the foundation of the nursing curriculum.

Client
The client is viewed as a complex but unified whole with bio-physical, psychological, sociocultural, spiritual, and developmental needs that contribute to health, quality of life, and achievement of potential. The faculty recognizes the intrinsic value and worth of human life and the individual's right to respect and dignity, which includes the right to participate actively in healthcare decisions so that the highest level of wellness can be attained. Importantly, the faculty believes that the term client can be expanded to include family, group, and/or community with similar needs, rights, and characteristics as those outlined for the individual client.

Environment
Environment is the combination of all external factors and conditions that affect the life, health, and development of the client. Environment includes multiple influences and forces which may impact the well-being of both individuals and larger communities or groups of clients.

Health
Faculty believes that health is an individual's perception of his/her well-being and the ability to engage in life experiences. Faculty recognizes that health is a dynamic state that spans a continuum from wellness to illness. The client possesses values, strengths, and limitations that influence his/her position on the continuum. Health goals are best achieved through a client-centered approach and through a comprehensive and accessible healthcare system.
Nursing
The faculty accepts the American Nurses Association definition of nursing: *Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations (American Nurses Association, 2003).*

Nursing knowledge integrates principles from the biological sciences, physical sciences, and social sciences as well as from the growing body of nursing research and evidence-based healthcare practices. Nursing practice is given structure and organization through clinical reasoning and decision-making which are underscored by the nursing process, nursing’s regulatory framework, and established standards of practice. The framework and standards are derived from nursing/health organizations such as American Nurses Association, the National League for Nursing, the Oklahoma Board of Nursing, the National Council for State Boards of Nursing, and the Quality and Safety Education for Nurses initiative.

The primary goal of the nurse is to promote optimal health for each client and to do so in a way that the client remains the center of all nursing activities and interactions. Caring is central to the practice of nursing, with caring considered to be concern for the growth and well-being of another. Within the caring context, nurses collaborate with other members of the inter-professional healthcare team to provide safe, quality healthcare based upon respect for client choices related to culture, values, beliefs and lifestyle.

Nursing Education
Nursing education promotes student acquisition of clinical reasoning, ethical decision-making skills, and other nursing skills, including informatics, which are necessary for safe, quality practice in contemporary healthcare environments. Learning is a lifelong process achieved through multiple approaches and is dependent upon active learner participation in the process. Nursing faculty serve as resources and role models, foster a climate of intellectual inquiry, and plan, implement, and evaluate varied learning experiences that facilitate student learning. The diversity of students enriches the learning environment and reflects the society nursing graduates will serve.

Nursing education belongs within the higher education system and incorporates evidence-based nursing theory and practice, general education, and the bio-physical and social sciences. Associate degree nursing education is responsive to the needs of the local community and its rapidly changing healthcare delivery systems. Nursing education also collaborates with its agency partners to shape nursing practice in response to consumer needs. The program regularly updates its plan of study based on advances in evidence-based practices in nursing, healthcare and education, and systematic evaluation. The graduates of the Oklahoma City Community College nursing program are well-prepared for upward mobility in nursing through articulation with baccalaureate and master’s degree nursing education programs.

PURPOSE
The overall purpose of the program is to prepare graduates who are prepared to assume entry level nursing practice roles and responsibilities as defined by the Oklahoma Nurse Practice Act and other professional regulatory bodies.

The nursing program offers a comprehensive program of study preparing students for college success and entry level nursing practice as associate degree graduates. The program is accessible to qualified, traditional students and offers advanced placement to LPN's and paramedics. To further support workforce needs, the
program includes an accelerated pathway for students with baccalaureate (or higher) degrees in other disciplines.

OUTCOMES

Student Learning Outcomes (Program Educational Outcomes)
Graduates of this program will be skilled practitioners who:

1. Apply the nursing process in practice using clinical reasoning and decision-making competencies, communication competencies, and nursing skills which include technology and informatics necessary for safe, quality, and evidence-based practice in contemporary healthcare systems.

2. Collaborate effectively with others in assessing, analyzing, planning, providing, and evaluating client-centered care within complex healthcare systems.

3. Practice safe, quality nursing care within healthcare teams in a caring manner to meet the multi-dimensional needs of clients, whether individual, family, groups, or community.

4. Act in accordance with an understanding of and commitment to professional role expectations, which include the values, ethics, legalities, and standards for entry-level nursing practice.

Program Achievement Outcomes

In addition, certain outcomes are minimal expected levels of achievement for the nursing program. These outcomes address ACEN criteria for pass rates, program completion, program satisfaction of graduates, employers' satisfaction, and job placement.

1. Seventy percent (70%) or greater of students will complete the program within a period of six semesters (traditional program and baccalaureate to associate degree nurse accelerated pathways) and four semesters (career ladder pathway).

2. The program's three-year mean for the licensure exam pass rate will be at or above the national mean for the same three-year period.

3. Eighty percent (80%) or greater of graduates seeking employment will obtain an entry-level position within six (6) months after graduation.

4. Ninety percent (90%) or greater of graduates responding to graduate surveys will report overall satisfaction with the program.

5. Ninety percent (90%) or greater of employers responding to employer surveys will report that graduates are adequately prepared for entry level practice.
The organizing framework for the nursing program's curriculum is depicted by the (included) model which represents the dynamic relationships of the concepts. The framework's major concepts are derived from the program's Mission and Philosophy and include: Client; Environment; Health; Nursing; and Nursing Education.

The framework's model maintains central focus on the client, defined as individual, family, or group. The major concepts of health, nursing, and environment provide the context for the program's curriculum. The primary goal of the nurse is to promote optimal health for each client, ensuring that the client remains at the center of all nursing care. Additionally, the nurse must recognize the multiple influences of environment upon the client's health and collaborate effectively with both the client and other members of the healthcare team to promote optimal health and provide safe, quality care.

The concepts of caring, clinical reasoning, and communication are viewed as core components of all nursing practice. Caring is considered to be concern for the growth and well-being of the client and is viewed as central to the practice of nursing. The caring nurse is committed to promoting the optimal health of each client, which requires a personal commitment to ongoing practice improvement as well as keeping the client at the center of all care.

Clinical reasoning is the ability to reason as a clinical situation changes, taking into account the context and concerns of the client and family. Clinical reasoning includes the use of the nursing process, evidence-based practices, and multiple ways of thinking to support effective decision-making and provide safe, quality care.

Communication is the process of sending and receiving messages in ways that promote optimal well-being of the client. Communication is a process that conveys both information and meaning through human interactions. The ability to communicate effectively, proficiently, and in a caring manner, is essential for safe, quality healthcare. Communication is also a practice component that demands ongoing reflection and commitment to improvement.

The curriculum is planned to ensure that graduates develop the essential knowledge, skills, and attitudes to meet professional role expectations in order to provide safe, quality nursing care within complex healthcare systems. Quality and safety competencies are incorporated into the curriculum as are the four major client needs utilized to organize the NCLEX-RN test plan as delineated below:

1. **Safe and Effective Care Environment**
   - a. Management and coordination of care within complex healthcare systems
   - b. Teamwork and collaboration
   - c. Safety
   - d. Infection control

2. **Health Promotion and Maintenance**
   - a. Growth and development
   - b. Self-care and support systems
   - c. Prevention and early treatment
   - d. Teaching and learning
e. **Physiological Integrity**
   a. Physiological responses and adaptations
   b. Client-centered care and comfort
   c. Caring interventions

f. **Psychosocial Integrity**
   a. Psychosocial adaptation and coping
   b. Client-centered care and comfort
   c. Caring interventions

g. **Professional Role Expectations**
   a. Accountability
   b. Advocacy
   c. Regulatory frameworks
   d. Legal and ethical parameters
   e. Standards of practice
   f. Evidence based practice
   g. Quality improvement
   h. Informatics
   i. Life-long learning
   j. Nursing skills
The dotted lines within the model represent the inter-relationship of the major concepts and client needs and the reciprocal impact that all have on the client. Change in one area impacts functioning (positively and negatively) in all areas.

The major concepts depicted by the model provide the framework which guides the nursing curriculum. The inter-relationship of the concepts and client needs and their reciprocal impact on the care of the client is apparent. Concepts of client care are organized within the client needs categories of 1) Safe and Effective Care Environment; 2) Health Promotion and Maintenance; 3) Physiological Integrity; 4) Psychosocial Integrity; and the additional category of 5) Professional Role Expectations and include the competencies inherent to safe, quality, client-centered care. The concepts of client care determine the sequence and scope of the content and guide the teaching/learning experiences.
**Concepts of Client Care: Physiological Integrity**

<table>
<thead>
<tr>
<th>Concept of Client Care</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Activity/Mobility</td>
<td>Activity and mobility allows the client to function autonomously within his/her environment and contributes to optimal functioning of all body systems. Conversely, alterations in activity and mobility have a negative impact on body system functioning. Activity is necessary to develop maximum strength in muscles, joints, and bones and allows the circulatory, respiratory, and neurological systems to develop fully and be available as reserves during periods of stress. To maintain physical mobility, the musculoskeletal, and the nervous systems, of the body must be intact and functioning.</td>
</tr>
<tr>
<td>Urinary Elimination</td>
<td>Urinary elimination is a function of the urinary system, which helps the body, rid itself of excess fluid, waste products, and materials that exceed the client's bodily needs. Alterations in the urinary system that prevent optimal functioning threaten homeostasis and survival.</td>
</tr>
<tr>
<td>Bowel Elimination</td>
<td>Bowel elimination is a function of the gastrointestinal system, in which the body eliminates digestive waste products. Alterations in the gastrointestinal system that prevent optimal functioning threaten homeostasis and survival.</td>
</tr>
<tr>
<td>Fluid/Electrolytes</td>
<td>Fluids, electrolytes and acid-base maintain fluid balance, regulate acidity and alkalinity in body fluids and are important in muscle contraction, energy generation, and almost every major biochemical reaction in the body. Balance is dependent upon multiple physiological processes. Alterations in these processes contribute to imbalances that threaten the body's equilibrium and survival.</td>
</tr>
<tr>
<td>Circulation/Perfusion</td>
<td>Circulation of body fluids in the cardiovascular and lymphatic systems is necessary to carry nutrients to body tissues and to carry waste products away. Perfusion is the circulation of body fluids within the tissues to supply the tissues with oxygen and nutrients. When blood flow to tissue decreases, it causes reduced nutritional supply to the cells. The need for effective circulation must be met as it affects all other body needs. Altered tissue perfusion can cause a reduction in oxygen supply to the affected tissues.</td>
</tr>
<tr>
<td>Metabolic Function</td>
<td>Metabolic function encompasses all physical and chemical processes that take place to sustain life. To maintain these processes, the body must have the ability to regulate metabolic function in order to provide the fuel used as energy for cellular metabolism and repair, organ function, growth, and body movement.</td>
</tr>
<tr>
<td>Oxygenation</td>
<td>To survive, all living cells in the body require oxygen. The cardiac, circulatory and pulmonary systems function together to supply the</td>
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### Concept of Client Care

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<tr>
<td><strong>Neurological Function</strong></td>
<td>The neurological system is the body's information processor. Without this highly advanced information and communication system, the body cannot function. Disruption to neurological function can manifest as sensory, motor, cognitive, thermoregulation and/or emotional liability deficits.</td>
</tr>
<tr>
<td><strong>Cellular Regulation</strong></td>
<td>Cellular regulation encompasses all the functions cells carry out to maintain homeostasis; a biological process by which a cell adjusts to changed conditions. An alteration to this process may cause abnormal reproduction, proliferation, and cellular growth.</td>
</tr>
<tr>
<td><strong>Comfort</strong></td>
<td>Comfort is an experience of emotional, spiritual, psychological and physical well-being; a state of ease and satisfaction of bodily wants, with freedom from pain and/or transcendence, in which one rises above pain.</td>
</tr>
<tr>
<td><strong>Rest/Sleep</strong></td>
<td>Rest restores an individual's energy, allowing them to resume optimal functioning. Sleep is an altered state of consciousness in which the individual's perception of and reaction to the environment are decreased. Sleep is a cyclical process that influences and regulates physiological functions and behavioral responses. Rest and sleep are essential for health and basic to survival.</td>
</tr>
<tr>
<td><strong>Reproduction</strong></td>
<td>Reproduction is the propagation of life preceded by sexual maturation of both sexes. The sex drive is instinctual motivation to meet this physiological need.</td>
</tr>
<tr>
<td><strong>Tissue Integrity</strong></td>
<td>Tissue Integrity is the structural intactness and normal physiologic function of skin and mucous membranes. Mechanisms that impair tissue integrity can lead to loss of function, limb, or life.</td>
</tr>
<tr>
<td><strong>Sensory/Perception</strong></td>
<td>Sensory/Perception is the receipt and interpretation of environmental stimuli using the sense organs and the factors contributing to impaired response.</td>
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### Concepts of Client Care: Psychosocial Integrity

<table>
<thead>
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<th>Concept of Client Care</th>
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<tr>
<td><strong>Sexuality</strong></td>
<td>Sexuality is the sum of physical and psychological attributes that comprise the experience and expression of the self as a sexual being. Sexuality is influenced by health, culture, attitude, emotions and appearance. Sexual expression is a vital component of an individual's basic being.</td>
</tr>
<tr>
<td><strong>Culture/Diversity/Spirituality</strong></td>
<td>Diverse cultural, ethnic and social backgrounds function as sources of client, family, and community values. Spirituality is the meaning the client places on life's purpose and/or a higher power. Nurses provide care that incorporates an individual's cultural values,</td>
</tr>
<tr>
<td>Concept of Client Care</td>
<td>Definition</td>
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<tr>
<td>beliefs, and practices including sensitivity to the environment from which the individual comes and to which the individual may ultimately return. Undesired outcomes may result when a client's cultural, diversity and spiritual needs are not met.</td>
<td></td>
</tr>
</tbody>
</table>

| Self-Concept/Self-Esteem | Self-concept is the individual's personal image of the self. Self-concept encompasses self-knowledge, self-expectations and self-evaluation. Self-esteem is a component of self-concept and combines both personal view of self and how others view the self. Positive self-concept and self-esteem are necessary for healthy emotional development and interpersonal relationships. |

| Coping | Coping refers to patterns of behavior which promote adaptive or maladaptive adjustment/response to internal or external stressors. Coping behaviors are conscious or unconscious attempts to restore equilibrium. |

| Violence | Communications or behaviors which threaten or demonstrate harm to self or others, intentional or unintentional. |

**Concepts of Client Care: Health Promotion and Maintenance**

<table>
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<tr>
<th>Concept of Client Care</th>
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<tbody>
<tr>
<td>Health Promotion and Maintenance</td>
<td>Health Promotion and Maintenance are attitudes and behaviors that facilitate healthy functioning through identification and reduction of health risks, prevention of illness and injury and the promotion and maintenance of a sense of well-being.</td>
</tr>
</tbody>
</table>

| Teaching and Learning | Teaching and Learning are a shared responsibility between faculty and students where faculty serve as facilitators of learning. The successful teaching-learning process requires an environment that promotes learning, considers the needs of the individual, and provides opportunities for student participation and educational goal attainment. The learning process is based on principles of critical thinking and is enhanced by the presentation of information from simple to complex. Learning is achieved when there is evidence of a change in behavior within the cognitive, affective, and/or psychomotor domains. Individuals have the right to achieve self-actualization and society provides educational opportunities. |

| Developmental and Age-Related Changes | Developmental considerations are generalizations in the physical, intellectual, and emotional realms that can be anticipated by healthcare workers. Understanding typical developmental characteristics is required by the nurse to provide holistic and individualized care, and recognize those clients needing assistance to attain expected developmental goals. |
### Concepts of Client Care: Safe and Effective Care Environment

<table>
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<tr>
<td><strong>Clinical Reasoning Skills</strong></td>
<td>Clinical reasoning skills use the nursing process and knowledge of pathophysiology to analyze and synthesize assessment data to make judgments, solve problems and set health outcomes.</td>
</tr>
<tr>
<td><strong>Collaborative Communications</strong></td>
<td>Collaborative Communication involves verbal and nonverbal interactions with others including clients, families and communities, in which it forms a therapeutic relationship, and within nursing and inter-professional teams supportive of and essential to nursing assessment, interventions and evaluation; and to function effectively fostering open communication, mutual respect, and shared decision-making to achieve quality client care.</td>
</tr>
<tr>
<td><strong>Pharmacology</strong></td>
<td>Pharmacology is knowledge of medications that enables the nurse to better understand how medications affect clients. Without a sound understanding of basic principles of pharmacology, the nurse cannot appreciate the therapeutic benefits and potential toxicity of medications.</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td>Safety minimizes the risk of harm to clients, families, groups, communities, populations and providers through both system effectiveness and individual performance based on knowledge, skills and attitudes.</td>
</tr>
<tr>
<td><strong>Health Care Policy/Systems</strong></td>
<td>Health Care Policy / Systems is knowledge of the organizations and environments in which nursing and health care are provided and is integral to providing access to quality nursing care within the constraints of the realities of cost; now and in the future.</td>
</tr>
</tbody>
</table>

### Concepts of Client Care: Professional Role Expectations

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<tr>
<td><strong>Ethical Parameters</strong></td>
<td>Ethical parameters are the principles that provide justification of particular behavior or actions so that human dignity is preserved. Professional ethical conduct is required in nursing practice to promote caring and advocacy, as well as desired client outcomes.</td>
</tr>
<tr>
<td><strong>Legal Parameters</strong></td>
<td>Legal parameters are based upon both legal and professional standards set by society and the profession. Standards function to protect clients from unsafe practice and to evaluate care. Nurses must adhere to both legal and professional standards while providing care to clients. Nurse practice acts exist to assist nurses to practice safely within designated boundaries so that the client is protected and quality care attained.</td>
</tr>
<tr>
<td><strong>Evidence-Based Practice</strong></td>
<td>Evidence-based practice is the integration of the best current evidence with clinical expertise, client/family preferences and values, and professional standards for delivery of optimal health care.</td>
</tr>
<tr>
<td>Concept of Client Care</td>
<td>Definition</td>
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<tr>
<td>Quality Improvement</td>
<td>Quality Improvement is the use of 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.</td>
</tr>
<tr>
<td>Informatics/Technology</td>
<td>Informatics/Technology includes information technology and technologies that aid assessment and support human function and are the cores to the delivery and language of care. Nurses use informatics/technology to communicate, manage knowledge, mitigate error, and support decision making.</td>
</tr>
<tr>
<td>Accountability</td>
<td>Accountability is the behavior supportive of effective relationships intra-professionally and with other communities of interest and an effective nurse-client relationship including respect, dependability, appearance, demeanor, and responsibility for one's actions.</td>
</tr>
<tr>
<td>Advocacy</td>
<td>Advocacy is the protection and advancement of the legal, human and service rights of clients and families and their health care needs.</td>
</tr>
<tr>
<td>Nursing Skills</td>
<td>Nursing Skills include the psycho-motor, communication, and cognitive skills essential to the performance of health assessment and nursing interventions as well as teaching, delegating and supervising the performance of skilled tasks by others.</td>
</tr>
</tbody>
</table>

The Associate Degree Nursing Curriculum is based on Adult Learning Theory. Adults are considered to be persons with a self-concept of being self-directing and being responsible for their own life. Adult learners are persons who do best when asked to use their experience and apply new knowledge to solve real-life problems. (Knowles 1980, 1990). The responsibility of the faculty of Oklahoma City Community College Nursing Program is to facilitate learning within the context of a collaborative learning environment whereby students can develop the competencies required for entry level nursing practice. The nursing student is responsible for actively participating in learning experiences and the development of the knowledge, skills, and attitudes necessary for safe, quality, client-centered care.

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**SUGGESTED COURSE SEQUENCE**

<table>
<thead>
<tr>
<th>Entry Semester</th>
<th>Credit Hours</th>
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<tr>
<td><strong>CHEM 1123</strong></td>
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<tr>
<td><strong>CHEM 1131</strong></td>
<td>Principles of Lab Chemistry OR 1</td>
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<tr>
<td><strong>CHEM 1115</strong></td>
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<tr>
<td><strong>BIO 1023</strong></td>
<td>Introductory Nutrition 4</td>
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<td><strong>ENGL 1113</strong></td>
<td>English Composition I 3</td>
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<td><strong>PSY 1113</strong></td>
<td>Introduction to Psychology 3</td>
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<th>Second Semester</th>
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<td><strong>BIO 1414</strong></td>
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<td><strong>ENGL 1213</strong></td>
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**Total Semester Hours Required** 71-72
*Must be completed prior to beginning NUR 1519

**Selective admissions required.

+All Nursing major courses have pre- and co-requisite courses which are listed with the Course Descriptions in the OCCC Catalog. These courses also have clinical components which require purchase of liability insurance, immunizations and health records, registration and payment for the Clinical Hub, a clinical uniform, and transportation to clinical sites.

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**All applicants to the nursing program who hold a nursing license or AUA certification must be unencumbered for admission and progression in the program.**

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ASSOCIATE DEGREE IN NURSING PROGRAM CURRICULUM  
CAREER LADDER PATHWAY

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SUGGESTED COURSE SEQUENCE

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<tr>
<th>Entry Semester – Spring</th>
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**Total Semester Hours Required** (includes 13 hours by Advanced Standing Credit) **71-72**
*Must be completed prior to beginning NUR 1415
**Selective admissions required. Requirements include completion of 13 hours Advanced Standing Credit for NUR 1519 (9 credit hours) and NUR 1524 (1 credit hour), and NUR 1525 (3 credit hours).

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ASSOCIATE DEGREE IN NURSING PROGRAM CURRICULUM
BACCALAUREATE TO ASSOCIATE DEGREE NURSE ACCELERATED PATHWAY

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<tbody>
<tr>
<td>**+NUR 1519 Nursing Process I</td>
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<td>+NUR 1525 Nursing Process II – Medical Surgical Nursing II</td>
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<th>Total Semester Hours Required</th>
<th>71-72</th>
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<td>*Must be completed prior to start of NUR 1519.</td>
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24
Selective admissions required.

All students must pass the Test of Essential Academic Skills (ATI TEAS) with a score of 70% for application eligibility.

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Nursing Course Information

The nursing curriculum includes opportunities to apply theoretical nursing knowledge and develop nursing skills, attitudes and behaviors in all course learning situations whether in the classroom, online, campus laboratory, or clinical setting. The four nursing courses are sequential with each being pre-requisite for the next.

NURSING PROCESS I – NUR 1519: 9 credit hours
6 credit hours of theory (96 total clock hours of theory)
3 credit hours of lab (144 total clock hours of campus lab and clinical)

Traditional Program Pre-Requisite Courses:
CHEM 1123 and CHEM 1131 or CHEM 1115; BIO 1023; ENGL 1113; PSY 1113; BIO 1314

Traditional Program Co-Requisite Courses
BIO 1414; ENGL 1213

Baccalaureate to ADN Accelerated Pathway Pre-Requisite Courses:
CHEM 1123 and CHEM 1131 or CHEM 1115; BIO 1023; BIO 1314; BIO 1414; BIO 2125; PSY 1113; ENGL 1113; ENGL 1213; HIST 1483 or HIST 1493

Course Description
Nursing Process I introduces the learner to nursing knowledge, including the nursing process, clinical reasoning skills, and the components of safe, quality nursing care. The learner will begin to apply nursing knowledge to meet clients' basic needs and to promote clients' optimal health within complex healthcare systems. Each learner will be expected to accept accountability for personal learning and performance of nursing care which reflects basic understanding and commitment to professional nursing role expectations, including the values, ethics, legalities, and standards for nursing practice.

NUR 1519 includes theory, campus laboratory and clinical learning experiences. Online learning experiences are integrated components of the course.

Course Student Learning Outcomes
Upon completion of NUR 1519 Nursing Process I, the learner will demonstrate beginning competencies in Associate Degree Nursing. To do so, the learner will be able to:
1. Use the nursing process and beginning level clinical reasoning skills which include basic skills in informatics to provide safe and quality basic care for clients in assigned healthcare systems.
2. Use basic therapeutic communication and collaborative techniques to promote optimal health for each assigned client.
3. Perform safely and effectively all nursing skills in the course, including integration of technology.
4. Act in accordance with a developing awareness of professional role expectations, values, ethics, legalities and standards for nursing practice in all course learning situations, whether classroom, online, campus laboratory settings, or clinical agencies.
Course Objectives

The following objectives serve to communicate the learning expectations of the course and the essential knowledge required to meet course outcomes.

1. Explain how basic assumptions and beliefs about the following concepts serve as the foundation of nursing practice:
   a. Client
   b. Environment
   c. Health
   d. Nursing
   e. Nursing Education

2. Examine how active involvement of the client, family or significant other(s) can impact the provision of safe, quality and cost-effective health care.

3. Determine how diverse cultural, ethnic, and social backgrounds influence client response to acute and chronic illness.

4. Utilize the nursing process and beginning level clinical reasoning to meet the client's basic needs in assigned complex healthcare systems.

5. Apply principles of therapeutic communications when providing safe, quality client-centered care.

6. Employ teaching and learning skills and techniques to promote optimal client health.

7. Apply knowledge of growth and development when providing safe, quality client-centered care.

8. Relate knowledge of health promotion and maintenance to the delivery of safe, quality, client-centered care.

9. Identify the roles and impact of all members of the interdisciplinary healthcare team in the delivery of safe, quality, client-centered care.


11. Identify the importance of using information and technology to support safe, quality client-centered care.

12. Discuss potential and actual impact of national client safety resources, initiatives, and regulations.

13. Demonstrate competency in conversions and calculating medication dosages as specified in the NUR 1519 Medication Administration Competency Plan.

14. Distinguish basic information regarding uses, considerations, and clinical safety implications for appropriate pharmacological therapies.

15. Provide safe, quality basic nursing care that promotes and supports optimal physiological and psychosocial integrity for clients experiencing specified health alterations.

16. Perform basic nursing skills safely and effectively, utilizing best practice.

17. Provide safe nursing care to clients while demonstrating a basic understanding of and commitment to professional role expectations which include the values, ethics, legalities, and standards for nursing practice.
NURSING PROCESS II Medical Surgical Nursing II – NUR 1525: 5 credit hours
3 credit hours of theory (48 total clock hours of theory)
2 credit hours of lab (96 total clock hours of campus lab and clinical)

Traditional Program Pre-Requisite Courses:
NUR 1519; BIO 1414; ENGL 1213

Traditional Program Co-Requisite Courses:
BIO 2125

Baccalaureate to ADN Accelerated Pathway Pre-Requisite Courses:
NUR 1519

Course Description
NUR 1525 is designed to promote learner development of additional nursing knowledge and skills, including clinical reasoning, while meeting the multi-dimensional needs of clients across the lifespan within complex healthcare systems. NUR 1525 focuses on safe, quality nursing care of clients with common medical-surgical health alterations. Learners will be expected to use communication competencies, including technological competencies, while participating with the healthcare team to provide client-centered care. Each learner will also be expected to act in accordance with an increasing understanding of personal accountability for compliance with professional role expectations, consistent with the values, ethics, legalities, and standards for nursing practice.

NUR 1525 includes theory, campus laboratory and clinical learning experiences. Online learning experiences are integrated components of the course.

Course Student Learning Outcomes
Upon completion of NUR 1525 Nursing Process II, the learner will demonstrate increasing competencies in Associate Degree Nursing. To do so, the learner will be able to:
1. Apply the nursing process with increasing effectiveness in the areas of clinical reasoning and decision-making skills, communication competencies, and nursing skills which include technology and basic informatics to provide safe and quality care for clients in assigned healthcare systems.
2. Use therapeutic communication techniques with increasing effectiveness to provide client-centered and collaborative care in assigned complex healthcare systems.
3. Practice safe, quality nursing care in a caring manner to meet the multi-dimensional needs of clients in assigned complex healthcare systems.
4. Act in accordance with an increasing understanding of personal accountability for compliance with professional role expectations consistent with the values, ethics, legalities and standards for nursing.
Course Objectives

The following objectives serve to communicate the learning expectations of the course and the essential knowledge required to meet course outcomes.

1. Analyze how the organizing framework for the curriculum underscores safe, quality care for clients with common medical-surgical health alterations.
2. Examine the importance of partnered relationships with clients to safe, cost-effective and coordinated care.
3. Recognize the influences of client culture, ethnicity, values and preferences when providing client-centered care for those with common medical-surgical health alterations.
4. Utilize the nursing process and clinical reasoning with increasing proficiency to meet the multi-dimensional needs of clients in assigned complex healthcare systems.
5. Utilize effective communication skills/techniques to promote safe, quality client-centered care in assigned clinical experiences.
6. Incorporate teaching and learning skills and techniques to meet the multi-dimensional needs of clients in assigned healthcare systems.
7. Develop appropriate health promotion and maintenance nursing interventions for clients at risk for or experiencing the specified health alterations and the child-bearing family.
8. Discover strategies for improving teamwork and collaboration when providing care for clients in assigned complex healthcare systems.
10. Identify nursing roles and responsibilities which contribute to continuous quality improvement within complex healthcare systems, including technological resources.
11. Discover nursing roles and responsibilities that contribute to a culture of safety in complex healthcare systems.
12. Demonstrate competency in conversions and calculating medication dosages as specified in the NUR 1525 Medication Administration Competency Plan.
13. Distinguish basic information regarding uses, considerations, and clinical safety implications for pharmacological therapies appropriate for specified physiological and psychosocial health alterations.
14. Provide safe, quality nursing care that promotes and supports optimal physiological and psychosocial integrity for clients experiencing specified health alterations and for the childbearing family.
15. Perform safely and effectively, according to given standards, all specified nursing skills as well as those included in the previous nursing course.
16. Act in accordance with an increasing understanding of professional role expectations, incorporating the values, ethics, legalities, and standards for safe, quality nursing care.
17. Analyze how the organizing framework for the curriculum underscores safe, quality care for clients with common medical-surgical health alterations.
NURSING PROCESS II Care of the Childbearing Family – NUR 1524: 4 credit hours
3 credit hours of theory (48 total clock hours of theory; 6 total clock hours; 12 hours/week in BADNAP)
1 credit hours of lab (48 total clock hours of campus lab and clinical)

Traditional Program Pre-Requisite Courses:
NUR 1519; BIO 1414; ENGL 1213

Traditional Program Co-Requisite Courses:
BIO 2125

Baccalaureate to ADN Accelerated Pathway Pre-Requisite Courses:
NUR 1519

Course Description
NUR 1524 is designed to promote learner development of additional nursing knowledge and skills, including clinical reasoning, while meeting the multi-dimensional needs of clients across the lifespan within complex healthcare systems. NUR 1524 focuses on safe, quality nursing care of the childbearing family. Learners will be expected to use communication competencies, including technological competencies, while participating with the healthcare team to provide client-centered care. Each learner will also be expected to act in accordance with an increasing understanding of personal accountability for compliance with professional role expectations, consistent with the values, ethics, legalities, and standards for nursing practice.

NUR 1524 includes theory, campus laboratory and clinical learning experiences. Online learning experiences are integrated components of the course.

Course Student Learning Outcomes
Upon completion of NUR 1524 Nursing Process II Care of Childbearing Families, the learner will demonstrate increasing competencies in Associate Degree Nursing. To do so, the learner will be able to:
   1. Apply the nursing process with increasing effectiveness in the areas of clinical reasoning and decision-making skills, communication competencies, and nursing skills which include technology and basic informatics to provide safe and quality care for clients in assigned healthcare systems.
   2. Use therapeutic communication techniques with increasing effectiveness to provide client-centered and collaborative care in assigned complex healthcare systems.
   3. Practice safe, quality nursing care in a caring manner to meet the multi-dimensional needs of clients in assigned complex healthcare systems.
   4. Act in accordance with an increasing understanding of personal accountability for compliance with professional role expectations consistent with the values, ethics, legalities and standards for nursing.

Course Objectives
The following objectives serve to communicate the learning expectations of the course and the essential knowledge required to meet course outcomes.
   1. Analyze how the organizing framework for the curriculum underscores safe, quality care for clients with common health alterations of the childbearing family.
   2. Examine the importance of partnered relationships with clients to safe, cost-effective and coordinated care.
3. Recognize the influences of client culture, ethnicity, values and preferences when providing client-centered care for those with common health alterations of the childbearing family.
4. Utilize the nursing process and clinical reasoning with increasing proficiency to meet the multi-dimensional needs of clients in assigned complex healthcare systems.
5. Utilize effective communication skills/techniques to promote safe, quality client-centered care in assigned clinical experiences.
6. Incorporate teaching and learning skills and techniques to meet the multi-dimensional needs of clients in assigned healthcare systems.
7. Develop appropriate health promotion and maintenance nursing interventions for clients at risk for or experiencing the specified health alterations of the child-bearing family.
8. Discover strategies for improving teamwork and collaboration when providing care for clients in assigned complex healthcare systems.
10. Identify nursing roles and responsibilities which contribute to continuous quality improvement within complex healthcare systems, including technological resources.
11. Discover nursing roles and responsibilities that contribute to a culture of safety in complex healthcare systems.
12. Demonstrate competency in conversions and calculating medication dosages as specified in the NUR 1524 Medication Administration Competency Plan.
13. Distinguish basic information regarding uses, considerations, and clinical safety implications for pharmacological therapies appropriate for specified physiological and psychosocial health alterations.
14. Provide safe, quality nursing care that promotes and supports optimal physiological and psychosocial integrity for clients experiencing specified health alterations for the childbearing family.
15. Perform safely and effectively, according to given standards, all specified nursing skills as well as those included in the previous nursing course.
16. Act in accordance with an increasing understanding of professional role expectations, incorporating the values, ethics, legalities, and standards for safe, quality nursing care.
17. Analyze how the organizing framework for the curriculum underscores safe, quality care for clients with common health alterations of the childbearing family.
NURSING PROCESS III Mental Health Nursing – NUR 2534: 4 credit hours
3 credit hours of theory (48 total clock hours; 6 clock hours/week; 12 clock hours/week in BADNAP)
1 credit hour of lab (48 clock hours of campus and clinical)

Traditional Program Pre-Requisite Courses:
NUR 1525; NUR 1524; BIO 2125

Traditional Program Co-Requisite Courses:
POLSC 1113

Career Ladder Pathway Pre-Requisite Courses:
NUR 1415; CHEM 1123 and CHEM 1131 or CHEM 1115; BIO 1023; BIO 1314; BIO 1414; PSY 1113;
ENGL 1113; ENGL 1213; NUR 1415

Career Ladder Pathway Co-Requisite Courses:
POLSC 1113

Baccalaureate to ADN Accelerated Pathway Pre-Requisite Courses:
NUR 1525; NUR 1524

Course Description
NUR 2534 is designed for the learner to build upon nursing knowledge, skills, and clinical reasoning abilities acquired in previous nursing courses while meeting the multi-dimensional needs of clients across the lifespan within complex healthcare systems. NUR 2534 focuses on safe, quality nursing care of clients with psychiatric/mental health alterations. Learners will be expected to use communication competencies, including technological and informatics competencies, while functioning with increasing effectiveness as a healthcare team member to provide client-centered care. The course is also designed to assist the learner to apply principles of teaching/learning necessary to meet the more complex needs of assigned clients. Each learner will be expected to act with an increasing level of personal accountability for compliance with professional role expectations to include the values, ethics, legalities, and standards for nursing practice.

NUR 2534 includes theory, campus laboratory and clinical learning experiences. Online learning experiences are integrated components of the course.

Course Student Learning Outcomes
Upon completion of NUR 2534 Nursing Process III Mental Health Nursing, the learner will demonstrate increasing competencies in Associate Degree Nursing. To do so, the learner will be able to:

1. Apply the nursing process with increasing effectiveness in the areas of clinical reasoning and decision-making skills, communication competencies, and nursing skills which include technology and basic informatics to provide safe and quality care for clients in assigned healthcare systems.
2. Collaborate effectively with others in assessing, analyzing, planning, providing, and evaluating client-centered care within the assigned complex healthcare systems.
3. Practice safe, quality nursing care within healthcare teams in a caring manner to meet the multi-dimensional needs of clients in the assigned complex healthcare systems.
4. Act in accordance with an increasing level of personal accountability for compliance with professional role expectations consistent with the values, ethics, legalities, and standards for nursing practice.
Course Objectives
The following objectives serve to communicate the learning expectations of the course and the essential knowledge required to meet course outcomes.

1. Examine how the program's basic assumptions and beliefs about client, environment, health, and nursing relate to client-centered care for clients with more complex medical-surgical and psychiatric/mental health alterations.
2. Explore barriers to involvement of the client, families and significant others in providing client-centered care.
3. Analyze the influences of client culture, ethnicity, values and preferences when providing client-centered care for those experiencing more complex medical-surgical and psychiatric/mental health alterations.
4. Utilize the nursing process and clinical reasoning with increasing proficiency to meet the multidimensional needs of clients in assigned complex healthcare systems.
5. Integrate effective communication and teaching skills/techniques to contribute to safe, quality client-centered care in assigned clinical experiences.
6. Formulate appropriate health promotion and maintenance nursing interventions for clients at risk for or experiencing the specified health alterations.
7. Propose strategies for improving teamwork and collaboration when providing care for clients in the assigned complex healthcare systems.
8. Utilize evidence-based clinical practice principles when providing care for clients experiencing the specified health alterations.
9. Examine nursing roles and responsibilities which contribute to continuous quality improvement within complex healthcare systems, including technological enhancements.
10. Analyze nursing roles and responsibilities that contribute to a culture of safety in complex medical-surgical and psychiatric/mental health care systems, including safety enhancing technologies.
11. Demonstrate competency in conversions and calculating medication dosages as specified in the NUR 2534 Medication Administration Competency Plan.
12. Distinguish basic information regarding uses, considerations, and clinical safety implications for pharmacological therapies appropriate for specified physiological and psychosocial health alterations.
13. Provide safe, quality nursing care that promotes and supports optimal physiological and psychosocial integrity for clients experiencing specified health alterations.
14. Perform safely and effectively, according to given standards, all specified nursing skills as well as those included in previous nursing courses.
15. Act in accordance with an increasing level of personal accountability for compliance with professional role expectations, incorporating appropriate values, ethics, legalities and standards for safe, quality nursing care.
NURSING PROCESS III Medical Surgical Nursing III – NUR 2535: 5 credit hours

3 credit hours of theory (48 total clock hours; 6 clock hours/week; 12 clock hours/week in BADNAP)
2 credit hour of lab (96 clock hours of campus and clinical)

Traditional Program Pre-Requisite Courses:
NUR 1525; NUR 1524; BIO 2125

Traditional Program Co-Requisite Courses:
POLSC 1113

Career Ladder Pathway Pre-Requisite Courses:
NUR 1415; CHEM 1123 and CHEM 1131 or CHEM 1115; BIO 1023; BIO 1314; BIO 1414; PSY 1113;
ENGL 1113; ENGL 1213; NUR 1415

Career Ladder Pathway Co-Requisite Courses:
POLSC 1113

Baccalaureate to ADN Accelerated Pathway Pre-Requisite Courses:
NUR 1525; NUR 1524

Course Description
NUR 2535 is designed for the learner to build upon nursing knowledge, skills, and clinical reasoning abilities acquired in previous nursing courses while meeting the multi-dimensional needs of clients across the lifespan within complex healthcare systems. NUR 2535 focuses on safe, quality nursing care of clients with more complex medical-surgical health alterations. Learners will be expected to use communication competencies, including technological and informatics competencies, while functioning with increasing effectiveness as a healthcare team member to provide client-centered care. The course is also designed to assist the learner to apply principles of teaching/learning necessary to meet the more complex needs of assigned clients. Each learner will be expected to act with an increasing level of personal accountability for compliance with professional role expectations to include the values, ethics, legalities, and standards for nursing practice.

NUR 2535 includes theory, campus laboratory and clinical learning experiences. Online learning experiences are integrated components of the course.

Course Student Learning Outcomes
Upon completion of NUR 2535 Nursing Process III Medical Surgical Nursing, the learner will demonstrate increasing competencies in Associate Degree Nursing. To do so, the learner will be able to:

1. Apply the nursing process with increasing effectiveness in the areas of clinical reasoning and decision-making skills, communication competencies, and nursing skills which include technology and basic informatics to provide safe and quality care for clients in assigned healthcare systems.
2. Collaborate effectively with others in assessing, analyzing, planning, providing, and evaluating client-centered care within the assigned complex healthcare systems.
3. Practice safe, quality nursing care within healthcare teams in a caring manner to meet the multi-dimensional needs of clients in the assigned complex healthcare systems.
4. Act in accordance with an increasing level of personal accountability for compliance with professional role expectations consistent with the values, ethics, legalities, and standards for nursing practice.
Course Objectives
The following objectives serve to communicate the learning expectations of the course and the essential knowledge required to meet course outcomes.

1. Examine how the program's basic assumptions and beliefs about client, environment, health, and nursing relate to client-centered care for clients with more complex medical surgical health alterations.
2. Explore barriers to involvement of the client, families and significant others in providing client-centered care.
3. Analyze the influences of client culture, ethnicity, values and preferences when providing client-centered care for those experiencing more complex medical surgical health alterations.
4. Utilize the nursing process and clinical reasoning with increasing proficiency to meet the multidimensional needs of clients in assigned complex healthcare systems.
5. Integrate effective communication and teaching skills/techniques to contribute to safe, quality client-centered care in assigned clinical experiences.
6. Formulate appropriate health promotion and maintenance nursing interventions for clients at risk for or experiencing the specified health alterations.
7. Propose strategies for improving teamwork and collaboration when providing care for clients in the assigned complex healthcare systems.
8. Utilize evidence-based clinical practice principles when providing care for clients experiencing the specified health alterations.
9. Examine nursing roles and responsibilities which contribute to continuous quality improvement within complex healthcare systems, including technological enhancements.
10. Analyze nursing roles and responsibilities that contribute to a culture of safety in complex psychiatric/mental health care systems, including safety enhancing technologies.
11. Demonstrate competency in conversions and calculating medication dosages as specified in the NUR 2535 Medication Administration Competency Plan.
12. Distinguish basic information regarding uses, considerations, and clinical safety implications for pharmacological therapies appropriate for specified physiological and psychosocial health alterations.
13. Provide safe, quality nursing care that promotes and supports optimal physiological and psychosocial integrity for clients experiencing specified health alterations.
14. Perform safely and effectively, according to given standards, all specified nursing skills as well as those included in previous nursing courses.
15. Act in accordance with an increasing level of personal accountability for compliance with professional role expectations, incorporating appropriate values, ethics, legalities and standards for safe, quality nursing care.
NURSING PROCESS IV – NUR 2549: 9 credit hours
6 credit hours of (96 total clock hours; 6 clock hours/week; 12 clock hours/week in BADNAP)
3 credit hours of lab (144 clock hours of clinical and campus)

Traditional Program Pre-Requisite Courses:
NUR 2534; NUR 2535; POLSC 1113

Traditional Program Co-Requisite Courses:
HIST 1483 or HIST 1493

Career Ladder Pathway Pre-Requisite Courses:
NUR 2534; NUR 2535; POLSC 1113

Career Ladder Pathway Co-Requisite Courses:
HIST 1483 or HIST 1493

Baccalaureate to ADN Accelerated Pathway Pre-Requisite Courses:
NUR 2534; NUR 2535

Baccalaureate to ADN Accelerated Pathway Co-Requisite Courses:
POLSC 1113

Course Description
Nursing Process IV is designed for the learner to build upon nursing knowledge and skills acquired in previous nursing courses, including higher levels of clinical reasoning abilities. Each learner will independently use the nursing process and clinical reasoning to meet the multi-dimensional needs of a variety of clients, whether individual, family, group, or community. Client-centered care will be provided in settings within complex healthcare systems, including critical care. The learner will use a collaborative approach involving the client, family, significant others, and members of the healthcare team to manage responsibilities for groups of clients. Each learner will be expected to act in accordance with professional role expectations, including the values, ethics, legalities, and standards for entry-level nursing practice.

NUR 2549 includes theory, campus laboratory and clinical learning experiences. Online learning experiences are integrated components of the course.

Course Student Learning Outcomes
Upon completion of NUR 2549 Nursing Process IV, the learner will demonstrate increasing competencies in Associate Degree Nursing. To do so, the learner will be able to:

1. Apply the nursing process in practice using clinical reasoning and decision-making skills, communication competencies, and nursing skills which include the technological and informatics competencies necessary for safe, quality practice in contemporary healthcare systems.

2. Collaborate effectively with others in assessing, analyzing, planning, providing, and evaluating client-centered care within complex healthcare systems.

3. Practice safe, quality nursing care within healthcare teams in a caring manner to meet the multi-dimensional needs of clients, whether individual, family, group, or community.

4. Act in accordance with professional role expectations to include the values, ethics, legalities, and standards for nursing practice.
Course Objectives
The following objectives serve to communicate the learning expectations of the course and the essential knowledge required to meet course outcomes.

1. Synthesize the program's basic assumptions and beliefs and about nursing and how each relates to the preparation of graduates who will act in accordance with professional entry level role expectations.
2. Propose strategies for empower clients and families as partners in their healthcare including conflict resolution.
3. Recognize the client or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for client choices related to culture, values, beliefs and lifestyle.
4. Utilize the nursing process in practice using clinical reasoning and decision-making skills necessary for safe, quality practice in complex healthcare systems.
5. Incorporate teaching and learning strategies to client care, leadership, and managerial roles in complex healthcare systems.
6. Demonstrate proficient communication and conflict management skills in all client care, including leadership and managerial roles.
7. Synthesize health promotion and maintenance nursing interventions for safe, quality practice in complex healthcare systems.
8. Integrate the concepts of management and coordination of care, complex healthcare systems, teamwork and collaboration while providing a safe and effective care environment.
9. Integrate evidence based practice, clinical expertise, and client preferences and values for delivery of optimal healthcare.
10. Use information and technology to support clinical decision-making and quality improvement strategies.
11. Examine essential knowledge, skills, and attitudes necessary for a culture of safety in complex healthcare systems.
12. Demonstrate competency in conversions and calculating medication dosages as specified in the NUR 2549 Medication Administration Competency Plan.
13. Distinguish basic information regarding uses, considerations, and clinical safety implications for pharmacological therapies appropriate for specified physiological and psychosocial health alterations.
14. Provide safe, quality nursing care that promotes and supports optimal physiological and psychosocial integrity for clients experiencing specified health alterations.
15. Perform safely and effectively, according to given standards, all specified nursing skills as well as those included in previous nursing courses.
16. Act consistently in accordance with professional role expectations to include the values, ethics, legalities, and standards for nursing practice.
SECTION TWO
ADMISSIONS INFORMATION

- Applicants must first qualify for admission to Oklahoma City Community College according to the criteria for admission as stated in the current College Catalog. Applications may be obtained from the Information Desk of the Office of Recruitment and Admissions in the Main Building lobby or downloaded from [http://www.occc.edu/Admissions/ApplicationRequirements.html](http://www.occc.edu/Admissions/ApplicationRequirements.html).

- It is very important that individuals interested in applying begin by meeting with an academic counselor/advisor in Office of Academic Advising on a walk-in basis, or an appointment with an advisor in the Office of Academic Advising may be made by phone: 405-682-7535.

- Application periods are twice per year for the traditional program, and baccalaureate to associate degree nurse accelerated pathway (BADNAP), and once a year for the career ladder pathway (CLP). Applications for admission may be obtained during application periods from the Information Desk of the Office of Recruitment and Admissions in the Main Building lobby or downloaded from [http://www.occc.edu/admissions/health.html](http://www.occc.edu/admissions/health.html).

- All applicants to the nursing program who hold a nursing license LPN or AUA certification must be unencumbered for admission and progression in the program.

- Course substitution forms must be filed with the Office of Records and Graduations Services for all courses which are to be applied toward the Associate of Applied Science in Nursing and are different from those in the Curriculum Plan included in this Handbook. The appropriate form (Degree Advisement Worksheet) may be obtained from the Health Professions Division office. Submit the completed Degree Advisement Worksheet to the nursing program director, with copies of the transcript documenting the course grade and the course description of the (possible) course to be substituted. The nursing program director may request course syllabus for further clarification. The nursing program director must approve prior to forwarding to the Health Professions Dean for approval. Only appropriate requests are approved.

- Students are encouraged to seek information about available financial aid from the OCCC Office of Student Financial Support Services early in the educational process. The website for Financial Support Services is [http://www.occc.edu/FinancialAid/](http://www.occc.edu/FinancialAid/).

- Students who wish to transfer to OCCC from another nursing program must comply with the Transfer Policies and Procedures included in this Handbook. Additional information on the transfer process can be found at [http://www.occc.edu/nccl/transfer.html](http://www.occc.edu/nccl/transfer.html).

- Students are responsible for purchasing liability insurance, uniforms, equipment, books, electronic resources, and supplies for all nursing courses. Students are responsible for the costs of the clinical hub, background checks, drug testing, immunizations and health records. Estimated expenditures are included in the Handbook. Students are responsible for transportation to all clinical facility sites.

- Criminal background checks and drug testing are required of all nursing students. More information is included in the Handbook.
• Nurses must possess the knowledge, skills, and functional abilities to provide safe and effective client care. The standards and functional abilities for safe nursing practice as defined by the OCCC Nursing Program are included in the following policy:

Nursing Student Standards and Functional Ability Policy

Purpose
Nurses must possess the knowledge, skills, and functional abilities to provide safe and effective client care. The standards and functional abilities for safe nursing practice include: fine and gross motor coordination; physical endurance and strength; mobility; intact senses; reading and arithmetic competence; emotional stability; critical and analytical thinking; and interpersonal/communication skills.

Some limitations in ability can be accommodated with special devices or special circumstances; others cannot. The ultimate determination regarding the reasonableness of accommodations will be based upon the preservation of client safety and the resources of the Nursing Program. This policy covers the pre-existing conditions as well as conditions that may arise subsequent to acceptance to the Nursing Program. Temporary or newly diagnosed interruptions in abilities (e.g., casted arm) will require individual evaluation. Oklahoma City Community College and the Nursing Program will consider reasonable and appropriate accommodations for the student to participate fully in the program. Students will be informed of the Nursing Student Standards and Functional Abilities Policy during orientation to the Nursing Program and required to complete the Functional Abilities Release Form (Section Six, Nursing Student Handbook).

Procedure
• Nursing faculty will initiate discussion of needed functional abilities with students at an early orientation session.
• The student will identify his/her capacity to meet the functional abilities.
• If limitations in functional abilities are identified, the student is responsible for consulting with a qualified practitioner for further evaluation.
• If a limitation is verified by the practitioner, the student must present suggested accommodations in writing to the Nursing Program Director for consideration.
• The Nursing Program Director in consultation with the office of Student Support Services, will determine which accommodations are reasonable, available, and preserve client safety.
• Students may place a copy of their accommodation recommendation in their program file for faculty review. Such action is not required.

The following standards and functional abilities are necessary for participation in the Nursing Program

Standards
• Critical Thinking: ability sufficient for clinical judgment.
• Reading: ability sufficient to comprehend the written word.
• Arithmetic: ability sufficient to perform computations at least at the tenth grade level.
• Hearing: ability sufficient for physical and environmental monitoring.
• Visual: ability sufficient for accurate observation and assessment.
• Smell: ability sufficient to detect environmental and client odors.
• Physical Strength/Endurance: ability sufficient to perform full range of client care activities.
• Motor Skills: ability sufficient to provide safe and effective nursing care.
• Mobility: ability sufficient to move from room to room and within confined space.
• Tactile: ability sufficient for physical monitoring and assessment
• Communication: ability sufficient for interaction with others, in both the verbal and written English language.
• Interpersonal Skills: ability sufficient to interact with others.

**Functional Abilities**

• Identify cause-effect relationship; problem-solve; predict/evaluate outcomes; sequence information.
• Read written documents, graphs, policies, protocols, etc.
• Measure time; compute medication dosage; count rates; use measuring tools; add, subtract, multiply, divide whole numbers; compute fractions.
• Auscultate faint body sounds, voices; hear auditory monitor alarms, emergency signals.
• Observe client response/condition: distinguish color and color intensity; prepare medication; see graphs, and computer screens.
• Detect foul odors; detect smoke/gases.
• Stand for long periods of time at bedside; perform nursing care duties for entire shift; push/pull/support light and heavy objects; carry equipment; support clients in ambulation, turning, standing.
• Position clients; obtain specimens; calibrate instruments/equipment; prepare and administer medication; reach and bend with ease; pick up objects with hands; grasp small objects, write, fine motor skills.
• Move about in populated or confined areas; twist, stoop, squat; move quickly, administer repetitive movements (CPR).
• Perform palpation; detect hot/cold; detect differences in skin surface; shapes and sizes.
• Teach; explain procedures; give oral report; speak on the telephone; document and interpret nursing actions and client responses, and convey information through writing.
• Establish rapport with client, family and coworkers; respect differences, negotiate interpersonal conflict, remain calm in crisis situations.

**Functional Abilities Listed Per Skill/Activity (NCSBN)**

• **Gross Motor Skills**
  ❖ Move within confined spaces
  ❖ Sit and maintain balance
  ❖ Stand and maintain balance
  ❖ Reach above shoulders (e.g., IV poles)
  ❖ Reach below waist (e.g., plug electrical appliances into wall outlets)

• **Fine Motor Skills**
  ❖ Pick up objects with hands
  ❖ Grasp small objects with hands (e.g., IV tubing, pencil)
  ❖ Write with pen or pencil
  ❖ Key/type (e.g., use a computer)
  ❖ Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe)
- **Twist** (e.g., turn objects/knobs using hands)
  - **Squeeze with finger** (e.g., eye dropper)

- **Physical Endurance**
  - **Stand** (e.g., at client side during surgical or therapeutic procedure)
  - **Sustain repetitive movements** (e.g., CPR)
  - **Maintain physical tolerance** (e.g., work entire shift)
  - **Push and pull 25 pounds** (e.g., position clients)
  - **Support 25 pounds of weight** (e.g., ambulate client)
  - **Lift 25 pounds** (e.g., pick up a child, transfer client)
  - **Move light objects weighing up to 10 pounds** (e.g., IV poles)
  - **Move heavy objects weighing from 11 to 25 pounds**
  - **Use upper body strength** (e.g., perform CPR)
  - **Squeeze with hands** (e.g., operate fire extinguisher)

- **Mobility**
  - **Twist**
  - **Bend**
  - **Stoop/squat**
  - **Move quickly** (e.g., response to an emergency)
  - **Climb** (e.g., ladders/stools/stairs)

- **Hearing**
  - **Walk Hear normal speaking level sounds** (e.g., person-to-person report)
  - **Hear faint voices**
  - **Hear faint body sounds** (e.g., blood pressure sounds, assess placement of tubes)
  - **Hear in situations when not able to see lips** (e.g., when masks are used)
  - **Hear auditory alarms** (e.g., monitors, fire alarms, call bells)

- **Visual**
  - **See objects up to 20 inches away** (e.g., information on a computer screen, skin conditions)
  - **See objects up to 20 feet away** (e.g., client in a room)
  - **See objects more than 20 feet away** (e.g., client at end of hall)
  - **Use depth perception**
  - **Use peripheral vision**
  - **Distinguish color** (e.g., color codes on supplies, charts, bed)
  - **Distinguish color intensity** (e.g., flushed skin, skin paleness)
  - **Visual acuity to read calibrations on 1 ml syringe**
  - **Comprehends spatial relationships adequate to properly administer injections, start intravenous lines, or assess wounds of varying depths**

- **Tactile**
  - **Ability to feel pulses, temperature, palpate veins, etc.**

- **Smell**
  - **Detect odors from client** (e.g., foul smelling drainage, alcohol breath, etc.)
  - **Detect smoke**
  - **Detect gases or noxious smells**
• Arithmetic Competence
  ❖ Read and understand columns of writing (flow sheet, charts
  ❖ Read digital displays
  ❖ Read graphic printouts (e.g., EKG)
  ❖ Calibrate equipment
  ❖ Convert numbers to and/or from the Metric System
  ❖ Read graphs (e.g., vital sign sheets)
  ❖ Measure time (e.g., count duration of contractions, etc.)
  ❖ Count rates (e.g., drips/minute, pulse)
  ❖ Use measuring tools (e.g., thermometer)
  ❖ Read measurement marks (e.g., measurement tapes, scales, etc.)
  ❖ Add, subtract, multiply, and/or divide whole numbers and fractions

• Behavioral/Interpersonal/Emotional Stability
  ❖ Establish rapport with clients, colleagues, faculty and staff
  ❖ Work with teams and workgroups
  ❖ Establish therapeutic boundaries
  ❖ Provide client with emotional support
  ❖ Adapt to changing environment/stress
  ❖ Deal with the unexpected (e.g., client going bad, crisis)
  ❖ Focus attention on task, including in distracting/chaotic environment
  ❖ Monitor own emotions and maintain behavioral decorum in stressful situations
  ❖ Perform multiple responsibilities concurrently

• Analytical Thinking
  ❖ Transfer knowledge from one situation to another
  ❖ Process information
  ❖ Evaluate outcomes
  ❖ Problem solve
  ❖ Prioritize tasks
  ❖ Use long term and short term memory

• Critical Thinking
  ❖ Identify cause-effect relationships
  ❖ Plan/control activities for others
  ❖ Synthesize knowledge and skills
  ❖ Sequence information

• Interpersonal Skills
  ❖ Negotiate conflict
  ❖ Respect differences in clients
  ❖ Establish rapport with clients and co-workers
  ❖ Teach (e.g., client/family about health care)
  ❖ Explain procedures
  ❖ Give oral reports (e.g., report on client's condition to others)
  ❖ Convey information through writing (e.g., progress notes)
**Background Checks**

Due to clinical agency requirements, the Division of Health Professions requires an extensive nationwide Background Report which includes, but is not limited to, Oklahoma State Bureau of Investigation (OSBI) background searches for sex offender, violent offender, and criminal history. The student is responsible for the cost of the Background Report, which must be paid by credit card or money order only. Clinical agency representative(s) review the reports that have any criminal history (or “hits on the designated areas of concern”). The agency alone can accept or deny clinical access to a student. **If a student is denied access to clinical sites, he/she will be unable to successfully complete the course or the program.** Any break in continuous enrollment will require another complete Background Report.

The Oklahoma Board of Nursing requires advanced unlicensed assistants and licensed practical nurses who have a criminal history to meet with the program director.

**Drug Testing**

Drug testing is required for all students in the Division of Health Professions. Each student must have a random drug test prior to the first clinical assignment. The fee is an additional one which will be paid with tuition and other fees for the semester in the program where actual clinical assignments begin. Positive drug test results must be cleared by the Medical Review Officer before the student can attend clinical.

Failure of the drug test, as confirmed by the Medical Review Officer will require the student to withdraw from the course. Students may apply for readmission based on the application procedure for the nursing program, but readmission is not guaranteed. Failure of a second drug test will result in dismissal from the program with no opportunity for readmission to any of the Health Professions Division's programs. Any break in continuous enrollment will require an additional random drug test.

Advanced unlicensed assistants and licensed practical nurses with positive drug screen results must be reported to the Oklahoma Board of Nursing.

*See Section Three, Professional Behavior in this Handbook for the complete Drug Testing Policy.

**Clinical Hub**

The Clinical Hub Website is provided to facilitate the cooperative scheduling, coordination and arrangement of clinical rotation schedules and opportunities among hospitals, schools and students. Information available on the HUB includes the student's weekly clinical assignment, clinical requirements, and facility orientation materials. To serve this end, the student is **required** to create an account with the Clinical HUB, which will be accessible to coordinators, staff and other administrators (who have access to the Website) at your school and at the various hospitals where you are scheduled for clinical rotations.

The cost to students for the Clinical HUB is $20.00 per year due at the time of registration. Students must update their account yearly, if necessary. Failure to register will result in the student being unable to attend clinical, which may affect progression in the nursing program. Students may register for the Clinical HUB at [https://www.theclinicalhub.net](https://www.theclinicalhub.net).

Reviewed: July 2017
Additional information for applicants to the program from the Oklahoma Board of Nursing:

- The Oklahoma City Community College nursing program is approved by the Oklahoma Board of Nursing. Graduates of this state-approved program are eligible to apply to write the National Council Licensure Examination (NCLEX-RN) for registered nurses. Applicants for Oklahoma licensure must meet all state and federal requirements to hold an Oklahoma license to practice nursing. In addition to completing a state-approved nursing education program that meets educational requirements and successfully passing the licensure examination, requirements include submission of an application for licensure, a criminal history records search, and evidence of citizenship or qualified alien status. To be granted a license an applicant must have the legal right to be in the United States (United States Code Chapter 8, Section 1621). In addition, Oklahoma law only allows a license to be issued to U.S. citizens, U.S. nationals, and legal permanent resident aliens. Other qualified aliens may be issued a temporary license that is valid until the expiration of their visa status, or if there is no expiration date, for one year. Applicants who are qualified aliens must present to the Board office, in person, valid documentary evidence of:
  
  o A valid, unexpired immigrant or nonimmigrant visa status for admission into the U.S.;
  o A pending or approved application for asylum in the U.S.;
  o Admission into the U.S. in refugee status;
  o A pending or approved application for temporary protected status in the U.S.;
  o Approved deferred action status; or
  o A pending application for adjustment of status to legal permanent resident status or conditional resident status.

Applicants in the above six categories will only be eligible to receive a license card that is valid for the time period of their authorized stay in the U.S., or if there is not date of end to the time period of their authorized stay, for one year. The license card is required to indicate that it is temporary. The information will be verified through the Systematic Alien Verification for Entitlements (SAVE) Program, operated by the U.S. Department of Homeland Security.

The Oklahoma Board of Nursing has the right to deny a license to an individual with a history of criminal background, disciplinary action on any professional or occupational license or certification, or judicial declaration of mental incompetence. These cases are considered on an individual basis at the time application for licensure is made, with the exception of felony convictions. An individual with a felony conviction cannot apply for licensure for at least five years after completion of all sentencing terms, including probation and suspended sentences, unless a presidential or gubernatorial pardon is received. Additional information may be obtained at www.ok.gov/nursing.

It is recommended that you submit your application to the Oklahoma Board of Nursing approximately two months (but no more than four months) before graduation. This will ensure adequate time for processing. Instructions for completion of the application and submission of required documents can be found at www.ok.gov/nursing.

Reviewed: June 2017
Procedure for Advanced Standing Credit: Career Ladder Pathway

1. Prior to enrollment in Nursing Process III (NUR 2534 and NUR 2535), three Advanced Standing Examination Enrollment forms must be completed according to guidelines. One form will be for Nursing Process I (NUR 1519) for 9 credit hours at $5.00/hour (total of $45.00*). The second form will be for Nursing Process II Care of the Childbearing Family (NUR 1524) for 1 credit hour at $5.00/hour, and the third form will be for Nursing Process II Medical Surgical Nursing II (NUR 1525) for 3 credit hours at $5.00/hour (total of $15.00 *).

2. The team leader for the CLP will distribute enrollment forms to all students following the successful completion of Nursing Role Transition (NUR 1415).

3. Complete the required information on the Advanced Standing Examination Enrollment forms and take to the Registrar's office for signatures.

4. Take the signed forms to the Bursar's office for payment.

5. Return the pink copy of the enrollment forms plus a receipt from the Bursar's office to the health profession's division secretary. Both will be maintained in the student file.

6. All students must complete each step of the procedure regardless of funding source.

7. All Advanced Standing Credit requirements must be completed prior to enrollment in Nursing Process III (NUR 2534 and NUR 2535).

*Please note: Copies of the advanced standing form and the Bursar receipt for payment of advanced standing must be sent to the Director of Graduation Services before the course will be posted to student's transcript.

Revised: June 2017

Progression in the Nursing Program

A minimum grade of "C" must be achieved in each required course of the nursing program (with the exception of History and Political Science, a grade of "D" is minimum accepted) to progress in the program. All nursing courses must be taken in the order indicated in the curriculum plan.

GRADING SYSTEM

1. To progress from the Nursing Process I course (NUR 1519), the student must achieve a “C” minimum of 740 total points.

2. To progress from the Nursing Process II courses (NUR 1525 and NUR 1524), the student must achieve a “C” minimum of 370 total points in the medical-surgical and childbearing family nursing courses independently.
3. To progress from the Nursing Process III courses (NUR 2534 and NUR 2535), the student must achieve a “C” minimum of 370 total points in the medical-surgical and psychiatric/mental health nursing courses independently.

4. To progress from the Nursing Process IV course (NUR 2549), the student must achieve a “C” minimum of 740 total points.

5. A passing grade in the clinical component of each course is required to receive a passing course grade.

6. A passing grade in the campus lab component of each course is required to receive a passing grade in the clinical component for that course.

7. A passing grade on all skills evaluations is required to receive a passing grade in the clinical component for that course.

8. A passing grade on the dosage calculation test as specified in the Medication Administration Competency Plan for each course is required to receive a passing grade in the clinical component for that course.

9. The following grading scale is used for NUR 1519 and NUR 2549 nursing courses:

10. The following grade scale is used for NUR 1519 and NUR 2549 nursing courses:

A=900-1000 points including at least 666 exam points AND a passing grade in clinical, campus lab, dosage calculation, and a minimum of 74 activity points,

B=800-899 points including at least 666 exam points AND a passing grade in clinical, campus lab, dosage calculation, and a minimum of 74 activity points

C=740-799 points including at least 666 exam points AND a passing grade in clinical, campus lab, dosage calculation, and a minimum of 74 activity points

D = 585-665 total exam points

F = Less than 585 total exam points

Note: If a student earns at least 666 exam points but receives a failing grade in clinical, lab, dosage calculation, and/or less than 74 activity points, the student’s final grade will be a D.

There is no rounding of points.

The following grade scale is used for NUR 1525, NUR 1524, NUR 2534, and NUR 2535 nursing courses:

A=450-500 points including at least 333 exam points AND a passing grade in clinical, campus lab, dosage calculation, and a minimum of 37 activity points
B=400-449 points including at least 333 exam points-**AND** a passing grade in clinical, campus lab, dosage calculation, and a minimum of 37 activity points

C=370-399 points including at least 333 exam points-**AND** a passing grade in clinical, campus lab, dosage calculation, and a minimum of 37 activity points

D = 292-332 total exam points

F = less than 291 total exam points

Note: If a student earns at least 333 exam points but receives a failing grade in clinical, lab, dosage calculation, and/or less than 37 activity points, the student's final grade will be a D.

There is no rounding of points.

Additional specific information on how course grades are assigned is found in each nursing course syllabus.

Revised: July, 2016
Program Exit

A student may exit the program either voluntarily or involuntarily as follows:

**Voluntary Withdrawal**
A student may voluntarily withdraw from the program at any time but must follow policies and procedures as defined in the current College Catalog to receive a grade of “W” for the course in which he/she is currently enrolled. **It is the student’s responsibility to officially withdraw from the course (and all other college courses).** Failure to withdraw from a course will result in a failing grade for that course. Also, a student may voluntarily withdraw from the program after successfully completing a course.

**Involuntary Withdrawal**
A student is not eligible to progress who: a) does not achieve the objectives of the course (as evidenced by academic or clinical performance evaluation with a failing grade), b) is in violation of the College Student Conduct Code (see the current College Student Handbook), or c) is in violation of the Standards for Student Conduct during Clinical Placements.

**Exit interview**
An exit interview is required to be considered for readmission to the program. In the event the student exits the program, the course faculty will discuss the precipitating factors with the student and will initiate an exit interview form. This form is to be submitted to the nursing program director or nursing program associate director. The completed exit interview form will be part of the student's file.

The student is responsible for scheduling an exit interview with the nursing program director or nursing program associate director. **The deadline for scheduling an exit interview will be no later than two weeks after the student withdraws.** Students who receive a failing grade in a course and wish to be considered for the next academic term must schedule the exit interview prior to the next admissions committee meeting which may be a very short time span (two to three days). If the student does not meet the two-week deadline (or fails to schedule the interview prior to the admissions committee meeting), he/she may not be considered for readmission. Exceptions are subject to the approval of the nursing program director.

Reviewed: July 2017
Readmission Policies and Procedures

TRADITIONAL PATHWAY

Students who have withdrawn for academic or personal reasons from NUR 1525, NUR 1524, NUR 2534, NUR 2535, or NUR 2549 may be considered for readmission. Only students who have withdrawn for personal reasons may be considered for readmission to NUR 1519. Students withdrawing for academic reasons from NUR 1519 must complete another application to the program and will be considered along with all other applicants, following the program selection process. Students who fail any nursing course are not eligible to apply for the BADNAP nursing pathway.

To be considered for readmission, the student must complete a nursing program exit interview and a petition for readmission form (see appendices). Students may re-enter the nursing program one (1) time for academic reasons and one (1) time for personal reasons. To withdraw for personal reasons, the student must be in good academic standing (defined as a grade of 74% or higher on unit exams and a passing clinical performance evaluation). The student must finish the program within four (4) calendar years of the starting semester. Students requesting readmission into courses which have reached maximum enrollment may be denied the opportunity to re-enter that semester. Readmission is not guaranteed and is based on available space.

The nursing program admissions committee will review the Petition for Readmission along with supporting documents and make a recommendation to the nursing program director. A student who withdraws from the program before successfully completing either NUR 1525, NUR 1524, NUR 2534, NUR 2535, or NUR 2549 and remains out of the program less than one (1) calendar year may apply for readmission. A student who withdraws from the program after successfully completing one or more courses and remains out of the program for one (1) calendar year but less than two (2) calendar years, must demonstrate readiness for the next course by written testing and evaluation of clinical performance. This testing will evaluate student knowledge and need for review. Students who remain out of the nursing program for more than two (2) calendar years will not be considered for readmission.

Readmission Procedure:

1. An exit interview form and Petition for Readmission must be completed during the exit interview. The deadline for scheduling an exit interview will be no later than two weeks after the student withdraws from a course. Students who receive a failing grade in a course and wish to be considered for the next academic term must schedule the exit interview prior to the next admissions committee meeting, which may be a very short time framework (two to three days). If the student does not meet the two-week deadline (or fails to schedule the interview prior to the admissions committee meeting), he/she may not be considered for readmission. Exceptions are subject to the approval of the nursing program director.

2. The admissions committee will review the Petition for Readmission and make recommendations to the nursing program director, based on the following:
   a) Reason for withdrawal from the program
   b) Space availability: If there are more applicants for readmission than space available in that course, the admissions committee will rank the applicants according to the following criteria:
      i. Students who have withdrawn for personal reasons and are in good academic standing will be ranked first, according to retention grade point average.
ii. Students who have withdrawn for academic reasons will be ranked next, according to retention grade point average at the beginning of the course they failed.

iii. Students who have been dropped from the program due to infractions of school policy will be considered on an individual basis.

c) Length of time since the student withdrew from the program

1. Students will be notified of readmission status by official OCCC email. Students will be required to accept or decline their selection through this email process.

2. Students who receive notification of readmission opportunity must return the accept/decline form to indicate plans for reenrollment. The completed form is to be received in the Health Professions Division office within ten (10) business days from student's receipt of the notification.

3. The nursing program associate director or team leader will assist readmitted students with enrollment. It is expected that a student will enroll within a reasonable time period (no longer than two weeks) after indicating acceptance of the readmission opportunity. Failure to do so may result in offering that readmission opportunity to another student.

Revised: August, 2016

**CAREER LADDER PATHWAY**

Students who have withdrawn for academic or personal reasons from NUR 2534, NUR 2535, or NUR 2549 may be considered for readmission. To be considered for readmission, the student must complete a nursing program exit interview and a petition for readmission form (see appendices). Students may re-enter the nursing program one (1) time for academic reasons and one (1) time for personal reasons. To withdraw for personal reasons, the student must be in good academic standing (defined as a grade of “C” or higher on unit exams and a passing clinical performance evaluation). The student must finish the program within three (3) calendar years of the starting semester. Students requesting readmission into courses which have reached maximum enrollment may be denied the opportunity to re-enter that semester. Readmission is not guaranteed and is based on available space. Students who fail any nursing course are not eligible to apply for the BADNAP nursing pathway.

The nursing program admissions committee will review the Petition for Readmission along with supporting documents and make a recommendation to the nursing program director. A student who withdraws from the program before successfully completing either NUR 2534, NUR 2535, or NUR 2549, and remains out of the program less than one (1) calendar year may apply for readmission. A student who withdraws from the program before successfully completing either NUR 2534, NUR 2535, or NUR 2549, and remains out of the program for more than one (1) calendar year, must demonstrate readiness by written testing and evaluation of clinical performance. This testing will evaluate student knowledge and need for review. Students who remain out of the nursing program for more than two (2) calendar years will not be considered for readmission.
**Readmission Procedure:**

1. An Exit interview form and Petition for Readmission must be completed during the exit interview. **The deadline for scheduling an exit interview will be no later than two weeks after the student withdraws from a course.** Students who receive a failing grade in a course and wish to be considered for the next academic term must schedule the exit interview prior to the next admissions committee meeting, which may be a very short time framework (two to three days). If the student does not meet the two-week deadline (or fails to schedule the interview prior to the admissions committee meeting), he/she may not be considered for readmission. Exceptions are subject to the approval of the nursing program director.

2. The admissions committee will review the Petition for Readmission and make recommendations to the nursing program director, based on the following:
   a) Reason for withdrawal from the program.
   b) Space availability. If there are more applicants than space available, the admissions committee will rank the applicants according to the following criteria:
      i. Students who have withdrawn for personal reasons will be ranked first, according to retention grade point average.
      ii. Students who have withdrawn for academic reasons will be ranked next, according to retention grade point average at the beginning of the course they failed.
      iii. Students who have dropped from the program due to infractions of school policy will be considered on an individual basis.
   c) Length of time since the student exited the program.

3. To be eligible for readmission, the CLP student must maintain an unencumbered license or certification.

4. All CLP students applying for readmission to the nursing program must attend the appropriate transition class to guarantee consideration of readmission.

5. Students will be notified of readmission status by official OCCC email. Students will be required to accept or decline their selection through this email process.

6. Students who receive notification of readmission opportunity must return the accept / decline form to indicate plans for reenrollment. **The completed form is to be received in the Health Professions Division office within ten (10) business days from student's receipt of the notification.**

7. The nursing program associate director or team leader will assist readmitted students with enrollment. It is expected that a student will enroll within a reasonable time period (no longer than two weeks) after indicating acceptance of the readmission opportunity. Failure to do so may result in offering that readmission opportunity to another student.

8. Students in the Traditional and BADNAP pathways may re-admit to CLP NUR 2534 and/or NUR 2535 if he/she has successfully completed Nursing Process II courses NUR 1524 and NUR 1525.
IMPORTANT INFORMATION FOR ALL

CAREER LADDER PATHWAY APPLICANTS

Final enrollment in NUR 2534 and NUR 2535 is contingent upon providing evidence of a current unencumbered license as a licensed practical nurse in Oklahoma or as an Oklahoma licensed paramedic. There are no exceptions to this requirement. In addition, all Career Ladder Pathway students must maintain a current and unencumbered license (LPN or Oklahoma paramedic) to progress within the program.

Revised: June, 2016

BACCALAUREATE TO ASSOCIATE DEGREE NURSE ACCELERATED PATHWAY

Students who have withdrawn for academic reasons from Nursing Process I (NUR 1519) are not eligible for readmission into the Baccalaureate to Associate Degree Nurse Accelerated Pathway (BADNAP). The student may enter the Traditional pathway but must complete another application to the program and will be considered along with all other applicants, following the program selection procedure. Only NUR 1519 students who have withdrawn for personal reasons may be considered for readmission to the BADNAP pathway. To qualify for a personal withdrawal, the student must be in good academic standing, which is defined as a grade of 74% or higher on course exams and a passing clinical performance evaluation.

Students who have withdrawn for academic reasons from Nursing Process II (NUR 1525 and NUR 1524), Nursing Process III (NUR 2534 and NUR 2535), or Nursing Process IV (NUR 2549) will not be considered for readmission into the BADNAP pathway but may be considered for readmission through the traditional pathway. Students who have withdrawn from Nursing Process III (NUR 2534 and NUR 2535), or Nursing Process IV (NUR 2549) may be considered for readmission into the Career Ladder Pathway Nursing Process III (NUR 2534 and NUR 2535) and Nursing Process IV (NUR 2549).

In order to be considered for readmission, the student must complete a nursing program exit interview and a petition for readmission form (see appendices). Students may re-enter the nursing program one (1) time for academic reasons (except for NUR 1519) and one (1) time for personal reasons. Please note: students who are academically unsuccessful may not repeat courses in the BADNAP program but are referred to the traditional or career ladder pathway program for readmission. Students must finish the program within two (2) calendar years of the starting semester. Students requesting readmission into courses which have reached maximum enrollment may be denied the opportunity to re-enter that academic term. Readmission is not guaranteed.

The nursing program admissions committee will review the petition for readmission along with supporting documents and make a recommendation to the nursing program director. A student who withdraws from the program before successfully completing either NUR 1525, NUR 1524, NUR 2534, NUR 2535, or NUR 2549 and remains out of the program less than one (1) calendar year may apply for readmission. A student who withdraws from the program after successfully completing one or more courses and remains out of the program for more than one (1) calendar year will be required to demonstrate readiness for the next course by written testing and evaluation of clinical performance. This testing will evaluate student knowledge and
need for review. Students who remain out of the nursing program for more than two (2) calendar years will not be considered for readmission.

**Readmission Procedure:**

1. An exit interview form and petition for readmission must be completed during the exit interview. The deadline for scheduling an exit interview will be no later than two weeks after the student withdraws from a course. Students who receive a failing grade in a course and wish to be considered for the next academic term must schedule the exit interview prior to the next admissions committee meeting, which may be a very short time framework (two to three days). If the student does not meet the two-week deadline (or fails to schedule the interview prior to the admissions committee meeting), he/she may not be considered for readmission. Exceptions are subject to the approval of the nursing program director.

2. The admissions committee will review the petition for readmission and make recommendations to the nursing program director, based on the following:
   a) Reason for withdrawal from the program
   b) Space availability; if there are more applicants for readmission than space available in that course, the admissions committee will rank the applicants according to the following criteria:
      i. Students who have withdrawn for personal reasons and are in good academic standing will be ranked first, according to retention grade point average.
      ii. Students who have withdrawn for academic reasons will be ranked next, according to retention grade point average at the beginning of the course they failed.
      iii. Students who have been dropped from the program due to infractions of school policy will be considered on an individual basis.
   c) Length of time since the student withdrew from the program.

3. All students applying for readmission to the nursing program must attend the appropriate transition class to guarantee consideration of readmission.

4. Students will be notified of readmission status by official OCCC email. Students will be required to accept or decline their selection through this email process.

5. Students who receive notification of readmission opportunity must return the accept /decline form to indicate plans for reenrollment. **The completed form is to be received in the Health Professions Division office within ten (10) business days from student's receipt of the notification.**

6. The nursing program associate director or team leader will assist readmitted students with enrollment. It is expected that a student will enroll within a reasonable time period (no longer than two weeks) after indicating acceptance of the readmission opportunity. Failure to do so may result in offering that readmission opportunity to another student.

Revised: June, 2016
Nursing Transfer Student Policies and Procedures

Students who provide evidence of academic credit in nursing course work from other accredited colleges or universities may be eligible for advanced placement in Oklahoma City Community College (OCCC) nursing program if the following policies are met and contingent upon space availability. Applicants are considered for transfer into Nursing Process II (NUR 1525 and NUR 1524) and Nursing Process III (NUR 2534 and NUR 2535) traditional pathway only. Applicants who do not meet the specified requirements for transfer may apply for admission to NUR 1519 in the traditional pathway.

Advanced Placement Policies for Transferring Nursing Students

1. Thoroughly review all information concerning nursing student transfer on the OCCC campus laboratory webpage at: http://www.occc.edu/nccl/transfer.html

2. Students transferring from other accredited colleges or universities must meet the curricular requirements specified in the OCCC Catalogue. Information on the requirements is available in the Office of Academic Advising. Students must have official copies of transcripts from all colleges attended on file in the Office of Records and Graduation Services before applying for admission to the nursing program.

3. Transferring students must also meet the curricular requirements of the nursing program, including all pre-requisite and co-requisite courses for the nursing major courses for which the student is seeking transfer credit. Transferring students must have an overall college grade point average (retention) of 2.50. In addition, only nursing courses completed within two (2) calendar years prior to the date the nursing transfer student application is signed will be considered.

4. When eligible for admission to the College, the student must obtain a nursing transfer student application from the Office of Recruitment and Admissions. When all components of placement testing have been successfully completed, the nursing transfer student application will be signed by the nursing program director. The signed application is then submitted to the Office of Recruitment and Admissions. Official copies of transcripts from all colleges attended must be submitted with the completed application.

5. Two letters of recommendation from the nursing program in which the student was previously enrolled must be mailed directly to the director of the OCCC nursing program. One letter must be from the (previous) nursing program dean or director, and one must be from a (previous) nursing faculty member. Both letters must include statements of recommendation for the student to continue progression in another nursing program.

6. Transferring students must successfully complete proficiency testing to demonstrate knowledge and skills. Proficiency testing will include:
   a) Theory testing equivalent to the final examination(s) in the course for which transfer credit is sought. The decision score is 74%. Each theory test can be taken one time only.
   b) Skills demonstration equivalent to the skills taught in the course(s) for which transfer credit is sought.

7. The application deadline date will be six weeks prior to the beginning of the semester.
in which the student is requesting admission. Requirements which must be met by the deadline date are:

a) Admission to the College
b) Letters of recommendation on file
c) Meeting with the OCCC nursing program director for determination of placement
d) Successful demonstration of knowledge and skills as specified
e) Completed nursing transfer student application on file in Office of Recruitment and Admissions.

8. The nursing program director and/or admissions committee members will review completed applications and documents. Students who qualify for admission into the program as transfer students will be admitted if space is available. Preference will be given to OCCC students qualified for readmission to the nursing program. If there are more qualified transfer applicants than there is space available, they will be ranked according to retention grade point average. If space is not available for the semester of first choice, the qualified student may be considered for the next semester the course is offered. Proficiency testing results will be considered valid for one year from the date of the initial test.

9. Students who are eligible for admission must complete required paperwork (obtained from the Health Professions Division office) for advanced placement. The fee of $5.00 per credit hour of nursing coursework for which advanced placement is awarded must be paid in the Bursar's office (fees are subject to change).

10. Applicants who are not admitted through transfer credit may apply to the OCCC traditional nursing program.

11. Transfer students whom have failed another nursing program are not eligible to transfer into the BADNAP nursing pathway.

Procedure for Transferring Nursing Students

Step 1: Request the required letters of recommendation from the previous nursing program dean or director and one faculty member to be emailed or mailed directly from the nursing administrator and faculty member.

Step 2: Complete the online application process for Oklahoma City Community College at this link under “Application for Admission” [http://www.occc.edu/Admissions/ApplicationRequirements.html](http://www.occc.edu/Admissions/ApplicationRequirements.html)

Step 3: Schedule an appointment with the Nursing Program Director (after recommendation letters have been received) to review transcripts and determine correct course placement.

Step 4: Obtain the nursing student transfer application from the Office of Recruitment and Admissions or Nursing Program Director.

Step 5: Schedule proficiency testing and skills demonstrations with the Nursing Program Director. The theory exam will be administered in the testing center. Study packet link: [http://www.occc.edu/ncc/transfer.html](http://www.occc.edu/ncc/transfer.html)

Step 6: Submit the completed application to the Office of Recruitment and Admissions which has been signed by the nursing program director. The completed and signed application must be received by the Office of Recruitment and Admissions no later than six weeks prior to the beginning of the term in which enrollment is
sought. If space is not available in the nursing program for that term, the completed application may be considered for the next term that the course is offered.

Step 7: Complete enrollment forms and turn in copies of immunizations and other clinical requirements to the Health Profession Division office.

Step 8: Complete the advanced standing credit process (see below).

**Procedure for Advanced Standing Credit**

1. Prior to enrollment in the nursing program, obtain advanced standing examination enrollment form(s) from the Health Professions Division office and complete according to guidelines. One form will be required for each nursing process course that will be awarded advanced standing (by transfer) credit. The fee for advanced standing credit will be $5.00/hour of credit awarded. (e.g., NUR 1519 is a 9 credit hour course; the fee is $45.00 - subject to change).

2. Take the completed enrollment form(s) signed by the nursing program director to the Registrar's office for signatures.

3. Take the signed forms to the Bursar's office for payment.

4. Return the pink copy of the enrollment form(s) plus a receipt from the Bursar's office to the Health Professions Division office. Both will be maintained in the student file.

5. Contact the appropriate team leader to complete enrollment and orientation requirements.

6. The nursing program director will submit grade change request after steps 1-5 have been completed.

Revised: July 2017

**Transferring Pathway Options within the Nursing Program**

Students currently enrolled in the Nursing Program at OCCC may petition the Nursing Program Director to enter a different pathway option within the nursing program. Students must meet the admission requirements of the pathway he/she wishes to transfer. For example, a student who has just completed Nursing Process I NUR 1519 in the Traditional Pathway must have a minimum of a bachelor's degree or above to be eligible to move into the BADNAP pathway. Transferring to a different pathway option within the OCCC nursing program is contingent upon the discretion of the Nursing Program Director and Admissions Committee based upon the following criteria (but is not limited to): space availability and grade of A or B in all previous and current nursing courses.
# Program Estimated Costs

## Nursing Traditional Pathway Estimated Costs

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<thead>
<tr>
<th></th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>3rd Semester</th>
<th>4th Semester</th>
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<td>In-state resident tuition: ($130.29/credit hour)</td>
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</tr>
<tr>
<td>Drug Testing Fee (included with tuition and other fees.)</td>
<td>$ 40.00</td>
<td></td>
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<tr>
<td>Background Check</td>
<td>$ 65.00</td>
<td></td>
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</tr>
<tr>
<td>Student Liability Insurance</td>
<td>$ 31.02</td>
<td>$ 31.02</td>
<td></td>
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</tr>
<tr>
<td>Clinical Hub Fee</td>
<td>$ 20.00</td>
<td></td>
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</tr>
<tr>
<td><strong>Miscellaneous:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uniforms, Shoes</td>
<td>$ 225.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment: scissors, stethoscope, pen light, patches, name tag.</td>
<td>$ 100.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Nurses Association Membership</td>
<td>$ 66.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resident</td>
<td>$3,499.08</td>
<td>$1,441.56</td>
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<tr>
<td>Non-Resident</td>
<td>$5,333.95</td>
<td>$3,286.43</td>
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<td>$3,194.43</td>
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<tr>
<td><strong>Total: Resident</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total: Non-Resident</strong></td>
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</tr>
</tbody>
</table>

The above cost estimate is for the Nursing courses ONLY and does not include expenses attached to the general education and support courses.

*Students repeating any course will be required to purchase only those supplies needed to complete their lab kit.

## Graduation Expenses

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing School Pin...............</td>
<td>$ 40.00</td>
</tr>
<tr>
<td>Cap and Gown.....................</td>
<td>$ 36.00</td>
</tr>
<tr>
<td>Application for Licensure Exam</td>
<td>$ 85.00</td>
</tr>
<tr>
<td>NCLEX Registration..............</td>
<td>$ 200.00</td>
</tr>
<tr>
<td>Fingerprinting...................</td>
<td>$ 53.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$ 414.00</td>
</tr>
</tbody>
</table>
## Nursing Career Ladder Pathway
### Estimated Costs

<table>
<thead>
<tr>
<th>Tuition and Fees:</th>
<th>Nursing Role Transition</th>
<th>Nursing Process III</th>
<th>Nursing Process IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-state resident tuition: ($130.29/credit hour)</td>
<td>$ 651.45</td>
<td>$1,172.61</td>
<td>$ 1,172.61</td>
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<tr>
<td>Non-resident tuition: ($314.72/credit hour)</td>
<td>$ 1,573.60</td>
<td>$2,832.48</td>
<td>$ 2,832.48</td>
</tr>
<tr>
<td>Lab Fee</td>
<td>$ 155.00</td>
<td>$ 105.00</td>
<td>$ 30.00</td>
</tr>
<tr>
<td>Advanced Standing ($5 /credit hour)</td>
<td>$ 65.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Online Program Access:
- Standardized Testing (ATI) | $ 211.00 | $ 181.00 | $ 181.00
- ExamSoft-Online Testing | $ 35.00 | $ 35.00 | $ 35.00
- SafeMedicate | $ 55.00 |           | $ 35.00
- SimChart Access | $ 139.00 | | |

### Textbooks:
- Required | $ 552.90 | $ 141.90 |
- Optional | $ 307.70 | $ 154.95 |

### Clinical Requirements:
- Immunizations and/or Blood Tests | $ 250.00 |
- CPR Certification | $ 50.00 |
- Drug Testing Fee (included with tuition and other fees.) | $ 40.00 |
- Background Check | $ 65.00 |
- Student Liability Insurance | $ 31.02 |
- Clinical Hub Fee | $ 20.00 |

### Miscellaneous:
- Uniforms, Shoes | $ 225.00 |
- Equipment: scissors, stethoscope, pen light, patches, name tag. | $ 100.00 |
- Student Nurses Association Membership | $ 66.00 |

<table>
<thead>
<tr>
<th></th>
<th>Resident</th>
<th>Non-Resident</th>
<th>Total: Resident</th>
<th>Total: Non-Resident</th>
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<tbody>
<tr>
<td></td>
<td>$ 2,033.05</td>
<td>$ 2,621.53</td>
<td>$ 1,578.56</td>
<td>$ 4,281.40</td>
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</tbody>
</table>

**The above cost estimate is for the Nursing courses ONLY and does not include expenses attached to the general education and support courses.**

*Students repeating any course will be required to purchase only those supplies needed to complete their lab kit.*

### Graduation Expenses
- Nursing School Pin | $ 40.00 |
- Cap and Gown | $ 36.00 |
- Application for Licensure Exam | $ 85.00 |
- NCLEX Registration | $ 200.00 |
- Fingerprinting | $ 53.00 |

<table>
<thead>
<tr>
<th></th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$ 414.00</td>
</tr>
</tbody>
</table>
# Nursing BADNAP Pathway Estimated Costs

<table>
<thead>
<tr>
<th>Tuition and Fees:</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>3rd Semester</th>
<th>4th Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-state resident tuition: ($130.29/credit hour)</td>
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<td>$1,172.61</td>
<td>$1,172.61</td>
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<td>$2,832.48</td>
<td>$2,832.48</td>
</tr>
<tr>
<td>Lab Fee</td>
<td>$175.00</td>
<td>$185.00</td>
<td>$105.00</td>
<td>$30.00</td>
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</table>

<table>
<thead>
<tr>
<th>Online Program Access:</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>3rd Semester</th>
<th>4th Semester</th>
</tr>
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<tbody>
<tr>
<td>Standardized Testing (ATI)</td>
<td>$172.00</td>
<td>$142.00</td>
<td>$142.00</td>
<td>$142.00</td>
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<tr>
<td>ExamSoft-Online Testing</td>
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</tr>
<tr>
<td>SafeMedicate</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SimChart Access</td>
<td>$139.00</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Textbooks:</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>3rd Semester</th>
<th>4th Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>$557.00</td>
<td>$91.95</td>
<td>$141.90</td>
<td>$-</td>
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<tr>
<td>Optional</td>
<td>$470.55</td>
<td>$-</td>
<td>$141.90</td>
<td>$154.95</td>
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</table>

<table>
<thead>
<tr>
<th>Clinical Requirements:</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>3rd Semester</th>
<th>4th Semester</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Miscellaneous:</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>3rd Semester</th>
<th>4th Semester</th>
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<td>Student Nurses Association Membership</td>
<td>$66.00</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Resident: $3,448.18  $1,441.56  $1,456.51  $1,504.56
Non-Resident: $5,283.05  $3,286.43  $3,221.38  $3,194.43
Total: Resident: $7,850.81
Total: Non-Resident: $14,985.29

The above cost estimate is for the Nursing courses ONLY and does not include expenses attached to the general education and support courses.

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# Graduation Expenses

<table>
<thead>
<tr>
<th>Expense</th>
<th>Cost</th>
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<tbody>
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<td>$53.00</td>
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</table>

$414.00
SECTION THREE
GENERAL EXPECTATIONS

Nursing students are expected to adhere to:

1. All college policies and expectations specified in the most recent OCCC catalog and OCCC student handbook.

2. Oklahoma City Community College (OCCC) nursing program’s philosophy and purposes, objectives, and outcomes as well as all policies and procedures as presented in the current nursing program student handbook.

3. “Guidelines for new nursing students” in the traditional, career ladder pathway, and baccalaureate to associate degree nurse accelerated pathway, which includes submission of:
   a) An extensive, nationwide background report which includes, but is not limited to, Oklahoma State Bureau of Investigation (OSBI) searches for sex offender, violent offender, and criminal history. The background report must occur within 3 months prior to the first day of class.
   b) Note: A history of a felony conviction or having ever been judicially declared incompetent may exclude an individual from applying for licensure in the state of Oklahoma. Refer to the Oklahoma Board of Nursing website http://www.ok.gov/nursing for more detailed information related to arrests and/or convictions.
   c) Drug testing is required for all students (following procedures outlined by division policies).
   d) Receipt for payment of clinical program student insurance (liability) fee each year in the nursing program.
   e) Immunization and health records (PPD or other TB records; varicella immunization or titer; MMR or rubeola/rubella/mumps titers; Hepatitis B (verification or declination) flu immunization).
   f) A current CPR card from the American Heart Association for Healthcare Provider, Level C. (Must be current for the entire semester in which the student is enrolling).
   g) Satisfactory completion of all clinical agency requirements (including NESA exams) as they are specified at the time of student enrollment.
   h) Satisfactory completion of all college requirements (including Sexual Harassment training).

4. Expectation that a student is responsible for providing his/her own transportation to campus and clinical sites.

Integrity Policies:

Nursing students are expected to demonstrate high moral character, professional behaviors, and integrity worthy of the public's trust. Behaviors that do not comply with those expectations will be subject to disciplinary action which may include dismissal from the program. Examples of behaviors that do not comply are:

1. Students who fail to observe national, state and local laws as well as College rules, internal operating policies and administrative procedures.
2. All forms of dishonesty such as cheating, plagiarism, misrepresentation, providing false information, forgery, alteration or misuse of college, division, program, or clinical documents or records.
3. Reporting to class, laboratories, or clinical learning experiences in a state of impairment as a result of drugs, alcohol, sleep deprivation or stress significant enough to interfere with professional performance or with the learning of other students.

The examples provided do not exclude or replace all other requirements and policies included in the college student conduct code. They are included in the nursing student handbook to provide further direction for nursing students which are in line with professional codes of ethics and legal requirements including those specified by the Oklahoma Board of Nursing.

**Attendance and Tardiness Policies**

1. **Theory Class Attendance:** The student is responsible for all material and information provided during theory times. Since theory periods are used to clarify objectives and reading materials as well as to provide new material not available in preparation activities, it is considered essential to student success to attend every theory period. Announcements are also given in theory for which the student will be held responsible (e.g., schedule changes, clarification of assignments, etc.).

2. **Exam Attendance:** Exams must be taken at the designated time. Makeup exams will only be given for emergency reasons, usually within 24 hours of the originally scheduled date and time. The student must notify the faculty prior to the exam if absence is necessary. The faculty may require proof of the emergency prior to granting permission for a makeup exam. The makeup exam may be different from the original exam given on the exam date. Faculty will evaluate requests for makeup exams on an individual basis. Faculty must be notified at the earliest possible time of the need for the makeup.

3. **Campus Lab and Clinical Attendance:** Attendance and tardiness policies are essential to developing professional behaviors, for maximizing learning opportunities, and must be followed.
   a) It is always required that a student:
      i. Notify faculty of absence prior to any required campus lab experience.
      ii. Notify faculty and the clinical facility by telephone (or as directed by the clinical instructor) in the event of a clinical absence or tardiness. **Failure to notify faculty prior to a clinical absence/tardiness may be grounds for dismissal from the program.**
      iii. Complete and submit to the course team leader the “student documentation of clinical/lab absence form”, including any supporting documentation, within two business days of the absence (see appendices).
      iv. Obtain materials missed due to absences.
      v. Coordinate and complete makeup experiences with team leader and HPS/nursing lab coordinator within one week from the date of the absence.
      vi. Schedule a clinical makeup as directed by the clinical instructor and team leader. Preparatory activities will be required.

   b) Students are required to attend all clinical and campus lab experiences. Failure to do so will require documentation from the student and a review of circumstances by a nursing faculty group. The student may be allowed to make up the missed experience as determined by the faculty group; otherwise, the student may be dismissed from the nursing program for failure to meet clinical requirements.
c) Any early departure from clinical or campus lab must be approved, prior to leaving, by the clinical/lab faculty.

d) The student must report to the instructor by the designated time. Arrival after the designated time is considered tardy up to 30 minutes.

e) If a student is 30 minutes or later to clinical, it will be considered a clinical absence.

f) Three (3) tardies to either campus lab or clinical experiences will equal an absence.

g) Opportunities for clinical or campus lab make-ups may not be available. If missed clinical hours cannot be rescheduled, approved by the clinical facility and completed prior to the end of the course, the student will be given an Incomplete (I) grade and a deadline for completion. A passing final grade will be submitted if the student successfully completes the course by the assigned deadline. The inability to successfully complete the course by the assigned deadline will result in course failure.

h) A no call/no show to clinical or campus lab may be grounds for dismissal from the nursing program.

Revised: June, 2010; December, 2011; May, 2012; May, 2013; May, 2016; August, 2016

Health Related Policies

1. Students with health concerns or limitations which may affect academic or clinical performance must consult with the student’s physician. The student and physician will decide whether to notify faculty. A statement from the student’s physician indicating the student’s ability to continue with class or clinical may be requested by faculty. Non-participation in clinical learning opportunities may prohibit the student from meeting course requirements.

2. Students with chronic health problems are expected to follow necessary precautions related to the safety of self and others. Clinical agencies may also limit/exclude student participation in clinical learning opportunities. Non-participation in clinical learning opportunities may prohibit the student from meeting course requirements.

3. OCCC and clinical affiliate agencies are not responsible for any injury or communicable diseases that may occur or be contracted while the student is enrolled in the nursing program.

Change of Information
Students who have a name, telephone or address change must give written notice to the Office of Admissions and Records and the Health Professions Division office immediately. It is crucial that OCCC be able to locate students due to emergencies or inclement weather.

Evaluation Procedure
Students will be evaluated on acquisition of knowledge of theory content (exam scores), as well as application of knowledge through group activities, service learning, written assignments, and in the campus laboratory and clinical settings. Theory exams include primarily multiple choice items developed to assess
knowledge related to course and unit objectives. Campus lab and clinical performance are evaluated by the behaviors described in the clinical evaluation tool. Completion of identified clinical activities and objectives are considered in the clinical grade. Importantly:

- No partial credit is granted for the course.
- There will be no re-examinations provided for theory content.
- Clinical evaluations are based on a pass/fail system according to criteria presented in the course Clinical Evaluation Tool. Each learner must receive a final clinical grade of “pass” to receive a passing grade in the course.

Learning agreements may be used when a learner, the student, needs additional opportunities to demonstrate mastery of critical concepts or skills in the classroom or campus laboratory setting. Learning agreements do not provide opportunities to acquire additional course points. When needed, faculty will develop a plan for student development, discuss the plan with the student, and monitor progress towards fulfillment of the agreement. A student may have multiple learning agreements per semester which are designed to assist the student to achieve mastery in the identified area(s) of weakness.

A behavioral agreement may be used when a student does not demonstrate mastery of critical behaviors. Behavioral agreements do not provide opportunities to acquire additional course points. When needed, faculty will develop a plan for student development, discuss the plan with the student, and monitor progress towards fulfillment of the agreement. A student may have no more than two (2) behavioral agreements per semester. If additional behavioral agreements are required, the student will not receive a passing grade in the course and must apply for readmission according to the readmission policies as outlined in the Nursing Student Handbook.

Note:
Any student behavior that is in violation of the OCCC Student Conduct Code and/or violates nursing student policies related to integrity, safety, attendance, confidentiality, or clinical placement will be addressed on an individual basis according to the guidelines outlined in the OCCC Student Handbook or the OCCC Nursing Student Handbook.

Revised: 8/09; 12/11; 11/14

**Appeal Procedure**
Students appealing grievances are advised to follow the College standards and procedures for appeal as outlined in the OCCC college student handbook.

**Nursing Textbooks**
Each course syllabus lists required and supplemental textbooks for that specific course. All efforts are made to maintain as much consistency as possible regarding textbook selection. Newer and improved editions of textbooks that may bring additional benefit to the program are selected as necessary. Textbooks are evaluated annually by nursing faculty and are changed as necessary to ensure current standards and information.

**Student Activities**
Students are given the opportunity to join the OCCC Nursing Student Association (without charge), the Oklahoma Nursing Student Association and the National Student Nurses’ Association (currently $66.00 for
two years). Membership fees are subject to change. These organizations are valuable to nursing students by providing current trends, issues and legislation relevant to nursing. Organizations are beneficial to the personal development of the individual student and provide opportunities to develop leadership skills. Other benefits include scholarship monies and discounts for various nursing journals and seminars/workshops.

Nursing students have opportunities to participate in governance and decision-making through the Nursing Faculty Organization (NFO) as well as NFO committees and team meetings. Students may self-select meetings to attend by means of a committee calendar posted on the campus laboratory Moodle course. In addition, students have opportunities to share input and suggestions through multiple surveys and evaluation tools. Input and requests may also be shared with nursing faculty, including the nursing program director or nursing program associate director.

**Student Confidentiality Requirements**

Nursing students participating in clinical have access to confidential information about clients, families, and the clinical facilities. The federal government has given strict guidelines, including the Health Insurance Portability and Accountability Act (HIPAA), regarding client confidentiality. It is an absolute requirement that students maintain confidentiality of all verbal, written or electronic information.

Confidential information is only to be used to provide client care and treatment during the student's clinical experience. During all clinical activities the student must follow each agency's established procedures related to maintaining confidentiality. Violation of these rules may result in dismissal from the nursing program.

If a student witnesses any violation of confidentiality in clinical facilities, the same should be reported as required by facility guidelines.

**IMPORTANT:** Under no circumstances are students to make any patient information or information obtained about patients from clinical records available in a way or format that it may be accessible to other persons unauthorized to access the client's information (e.g. a family member at home who uses same computer). At NO time will students save clinical assignments or forms to the desktop of any college computer. Deleting forms/documents from the desktop does not constitute safe removal of client information. Disciplinary action may be taken against students who do disclose private information. All clinical forms and assignments must be secured on password protected devices.

**Services to Students Requiring Accommodations**

Oklahoma City Community College Complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek academic adjustments/accommodations must make their request by contacting the Office of Student Support Services located on the first floor of the main building near SEM entry 3 or by calling 682-7520. All academic adjustments/accommodations must be approved by the Student Support Services.

Reviewed: July, 2017
Standards for Student Conduct

THEORY CLASS

a. Class attendance is vital to the successful completion of the course. Students are encouraged to participate in all theory classes.

b. Active participation in class activities is expected of all students. Students will benefit most from advanced reading and preparation, which will facilitate the application and synthesis of course material during the class period.

c. Proficiency using American Psychological Association (APA) format in written assignments may be required. Information on APA format can be obtained from the Communications Lab or on the APA website.

d. Assignments will be submitted by the due date and time. In extenuating circumstances (personal illness or injury, family illness, injury or crisis), students are encouraged to negotiate a new due date or contract for an “Incomplete” in the course.

e. The faculty of the nursing program endorses the Student Conduct Code and the Family Educational Rights and Privacy Act (FERPA) and expects students to abide by their provisions.

f. Students are required to keep their course and clinical materials from each course throughout their program of study, as well as copies of all immunizations and other clinical requirements. Information from the portfolio may be valuable in seeking certification and employment after graduation. Information that may be useful to keep is course syllabi, evaluations from instructors and preceptors, logs, projects, major papers, and case studies. The OCCC Nursing Program personnel are not responsible for providing this information after graduation.

g. All General Expectations and Integrity Policies specified previously in the handbook are applicable.

CAMPUS/CLINICAL LAB

1. Attendance/tardiness policies are outlined in each course syllabus and in the nursing student handbook.

2. Prior preparation is vital to the successful acquisition and application of knowledge in the campus and clinical lab settings. Failure to adequately prepare for campus or clinical lab will result in dismissal from the class/clinical and will necessitate the arrangement of a make-up campus or clinical lab experience. Students must recognize that limited make-up experiences are available and may not be the same time/day of week as missed clinical/labs.

3. Campus and clinical labs require a high degree of student activity and the ability to formulate critical thinking skills. Therefore, students suffering from sleep deprivation, excessive stress, or the inability to concentrate will not be allowed to remain in the campus or clinical lab settings and will necessitate the arrangement of a make-up campus or clinical lab (limited opportunities are available).

4. Students are prohibited from smoking regular or electronic cigarettes during any clinical experience, at any time.

5. All general expectations and integrity policies specified previously in the handbook are applicable.

CLINICAL PLACEMENTS

Assignment of students to clinical facilities is dependent on the willingness of the facility to accept a student at a specified time. Clinical placement is not guaranteed with enrollment. No student will be eligible for clinical placement until the $20.00 annual Clinical Hub fee is paid (online). It is the student’s responsibility to
check their clinical status at least once weekly and also to review the clinical site information and orientation materials available on the Clinical Hub. **A student is a guest in the facility to which he/she is assigned; consequently, if the student's behavior or performance in any way disrupts client services at the facility, the staff or faculty may immediately terminate the student's placement.** The standard agreement between Oklahoma City Community College and the clinical facility states:

“**While the Agency has the right to require the College to withdraw any student whose work, conduct, demeanor, or willingness to cooperate with co-workers or to serve clients or the public is unsatisfactory to the Agency, the agreement also grants and recognizes the right of an Agency department head, in an emergency as interpreted by that department head, in his or her discretion, to summarily relieve that student from a specific assignment or to summarily request a student to leave the department pending final determination of the student's future assignment by the Agency and the College.**”

One or more of the following actions or like actions by a student may be grounds for immediate termination by the college of the clinical assignment or termination from the program.

- Behavior that creates a threat to the welfare of the client
- Behavior that creates a threat to the facility to which the student is assigned
- Behavior that threatens the continued relationship between the College and the facility
- Violation of client confidentiality
- Failure to adhere to facility policy and/or procedures
- Failure to seek direct supervision in procedures not previously performed, unless otherwise directed by instructor
- Failure to carry out clinical assignment
- Repeated failure to follow instructions
- Arguing with the supervisor
- Use of profane, abusive, or vulgar language
- Failure to follow attendance procedures
- Misrepresentation of personal competency level
- Misrepresentation of information regarding the client
- Failure to alter behavior after constructive feedback from supervisor
- Reporting to clinical learning experiences in a state of impairment as a result of drugs, alcohol, sleep deprivation or stress significant enough to interfere with professional performance in the clinical setting.

If a faculty requests the withdrawal of a student from a clinical, the following actions will occur:

1. The clinical faculty will notify the course team leader of the problems in student performance and indicate at what date he/she wishes the student's placement to be terminated. The course team leader will inform the nursing program director of the details surrounding the request.

2. As soon as possible, the faculty, the student, and the nursing program director will meet to attempt to resolve the problem(s) in question. At this point the final decision on continuation or discontinuation of that placement will be determined. If a facility requests withdrawal of a student from a clinical placement, the student cannot return to that facility for any future clinical nor shall the student in any way harass employees of that facility.
3. If, in the judgment of the nursing program director, the student should continue in the clinical, but be placed in another facility, attempts will be made by the faculty to secure another site following the normal procedures for site procurement.

4. If the student's behavior indicates additional learning experiences will be necessary to facilitate a successful placement, the student will be prescribed additional learning activities by the faculty (such as one to one instruction in the nursing clinical campus lab by the lab faculty). The student will be reviewed for continuation in the nursing program following successful completion of the prescribed activities.

5. All General Expectations and Integrity Policies specified previously in the handbook are applicable.

Professional Behavior

Nursing requires professional behaviors from its members. Oklahoma City Community College nursing students are required to demonstrate professional behaviors throughout the nursing education program. This requirement provides opportunities for practice and development of positive behaviors consistent with work setting and professional expectations. Behaviors expected include courtesy and respect of others in all teaching/learning activities, including interactions with College, Division, and Program faculty, staff, students, as well as clinical agency staff and representatives. Students are also expected to demonstrate reliability, punctuality, honesty and personal accountability in all teaching/learning activities. Faculty are available to explain, clarify, or to consult with students who have questions or concerns related to these expectations. In addition, the Health Professions Division has policies related to both Background Checks and Drug Testing, as follows.

Background Checks: Due to clinical agency requirements, the Division of Health Professions requires an extensive nationwide Background Report which includes, but is not limited to, Oklahoma State Bureau of Investigation (OSBI) background searches for sex offender, violent offender, and criminal history. The student is responsible for the $65.00 cost of the Background Report, which must be paid by credit card or money order only. Clinical agency representative(s) review the reports that have any criminal history (or “hits on the designated areas of concern”). The facility alone can accept or deny clinical access to a student. If a student is denied access to clinical sites, he/she will be unable to successfully complete the course or the program. Any break in continuous enrollment will require another complete Background Report.

Reviewed: July 2017
Health Professions Student Drug Testing Policy

Purposes:
- Promote and Protect Patient/Client Safety
- Comply with Clinical Affiliates Drug Testing Requirements
- Detect Illegal Drug Use
- Emphasize Professional and Appropriate Behavior

Definitions:
- **Confirmed Positive Drug Test**: A drug test processed at a SAMHSA certified laboratory using GC/MC (see definition below) confirmation on all non-negative specimens. The ONLY person who can make a final determination regarding the results is the Medical Review Officer.
- **Drug Testing for Reasonable Cause**: A drug test required due to the suspicion that reasonable cause exists that the student is not free of illegal drugs.
- **GC/MS**: Gas chromatography/mass spectrometry will confirm all non-negative specimens.
- **Illegal Drugs**: Illegal drugs include those drugs made illegal to possess, consume, or sell by Oklahoma and Federal statutes. An illegal drug also includes those drugs taken by an individual which exceed the prescribed limits of a lawful prescription or the taking of a prescription drug without a valid prescription.
- **Initial Random Drug Test**: A drug test administered prior to the beginning of the first clinical assignment. Date and time of the random drug test will be scheduled solely by the College.
- **Medical Review Officer (MRO)**: A medical doctor who is certified as a MRO. The MRO is independent of the College, the collection process, and the SAMHSA certified laboratory. The MRO is the ONLY person who will determine the final result of a non-negative specimen.
- **Substance Abuse and Mental Health Services Administration (SAMHSA) Laboratory**: SAMHSA Laboratory Certification is the highest standard available and ensures the most accurate processing. The laboratory confirms all non-negative/positive drug screen samples by GC/MS testing. This is the gold standard in drug testing.

Initial Drug Testing:
Each student will provide a sample for a random drug test prior to the first clinical assignment. Any student receiving a confirmed positive drug test from the MRO, one time, will not be eligible to continue in the program at that time but may reapply to any of the Division Programs for a future semester. In order to be eligible to reapply/reenter the student must meet with his/her Program Director and the Clinical Affiliation Compliance Administrator (primary)/Division Assistant (secondary) to present documentation that he/she has satisfactorily completed drug counseling or treatment. If that documentation is provided, the student may re-apply. In order to be considered for entry into a program the student must have a **negative drug test** at the time and place set by the Clinical Affiliation Compliance Administrator/Division Assistant, current

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background check and be current on required immunizations and other health records required. The student is responsible for these expenses.

The results of the initial drug test are generally accepted for the duration of the student’s continuous enrollment in the Program unless there is suspicion leading to reasonable cause that the student is not free of illegal drug use.

**Continuous Enrollment:** A student will be considered to have maintained “continuous enrollment” for purposes of nationwide background reports and drug testing if, since the date of the student’s last nationwide background report or drug test, the student has participated in a minimum of one eight or sixteen-week Health Professions course during each intervening sixteen-week semester by remaining enrolled in the course beyond the College withdrawal deadline. The College withdrawal deadline is defined as the end of the third quarter of a semester (through the twelfth week of a sixteen-week semester or the sixth week of an eight-week semester). In the event a student does not maintain continuous enrollment as defined in this paragraph, the student will be required to repeat, at his/her expense, both the nationwide background report and drug testing. Additional nationwide background reports and/or drug testing may be warranted for reasonable cause as set forth in the Health Professions Student Drug Testing Policy and/or Health Professions Nationwide Background Policy.

Unless appealed, the initial drug test result(s) reported by the independent MRO is final. A student can request to have his/her original specimen retested. The request must be submitted in writing to the Clinical Affiliation Compliance Administrator /Division Assistant, along with a money order for $150 made out to “University Services” to cover the payment for the MRO, within 10 days of the incident. Cost for reevaluation of the specimen is the student’s responsibility. If the final results are negative, the student will receive a refund.

If there is a second confirmed positive result due to a second test on the original sample, the student is required to withdraw from the clinical course, or academic course with clinical component, and all concurrent Health Professions Program related courses. There will be no additional opportunities to enroll in OCCC Health Professions Division Programs.

**Drug Testing for Reasonable Cause:**

"For-cause testing: A public or private employer/school may request or require an employee/student to undergo drug or alcohol testing at any time it reasonably believes that the employee/student may be under the influence of drugs or alcohol, including, but not limited to, the following circumstances:

a. drugs or alcohol on or about the employee’s person or in the employee’s vicinity,
b. conduct on the employee’s part that suggests impairment or influence of drugs or alcohol,
c. a report of drug or alcohol use while at work or on duty,
d. information that an employee has tampered with drug or alcohol testing at any time,
e. negative performance patterns, or
f. excessive or unexplained absenteeism or tardiness;” If reasonable cause exists to suspect a student is not free of illegal drugs, he/she will be required to complete a new drug test at that time.

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This test will be at a SAMHSA certified lab designated by the Clinical Affiliation Compliance Administrator/Division Assistant. The College will pay the fee for the test. Any student receiving a confirmed positive drug test from the MRO, one time, will not be eligible to continue in the program at that time but may reapply to any of the Division Programs for a future semester. If the student has had a previous confirmed positive drug test, a second confirmed positive for reasonable cause will result in no additional opportunities for the student to enroll in OCCC Health Professions Division Programs. The student will not return to class/lab/clinical until/unless a negative result is obtained.

The Program Director, Dean, or Clinical Affiliation Compliance Administrator/Division Assistant must request a test if reasonable cause exists. The student must complete the drug test at a time and place designated by the College. The student is required to complete a release directing the company/agency conducting the drug test to send the results directly to the HP Clinical Affiliation Compliance Administrator/Division Assistant, who will provide the results to the Program Director or Dean.

Unless appealed, the drug test result(s) reported by the independent MRO is final. A student can request to have his/her original specimen retested. The request must be submitted in writing to the Clinical Affiliation Compliance Administrator (primary)/Division Assistant (secondary), along with a money order for $150 made out to “University Services” to cover the payment for the MRO, within 10 days of the incident. Cost for reevaluation of the specimen is the student’s responsibility. If the final results are negative, the student will receive a refund.

Once the drug test analysis and the GC/MS confirmation are completed, and the Medical Review Officer has reported the results of the second set of testing, those results are final and cannot be appealed.

When the MRO determines that a student tested for reasonable cause has a confirmed positive drug test, readmission to any HP Program may be affected. The student with the confirmed positive drug test is required to withdraw from the clinical course, or academic course with clinical component, and all concurrent Health Professions Program related courses. In order to be eligible to reenter the student must meet with his/her Program Director and the Clinical Affiliation Compliance Administrator/Division Assistant to present documentation that he/she has satisfactorily completed drug counseling or treatment. If that documentation is provided, the student may re-apply. In order to be considered for entry into a program the student must have a negative drug test at the time and place set by the Clinical Affiliation Compliance Administrator/Division Assistant, current background check and be current on required immunizations and other health records required. The student is responsible for these expenses. When a student who has had a confirmed positive drug test is accepted into a Program he/she will be subjected to random drug testing at his/her expense.

My signature certifies that I have read, understand and agree to accept the Oklahoma City Community College Health Profession’s Division “Policy for Drug Testing”.

______________________________________________________  _________________________
Student Name (print)        ID #
_____________________________________________________   __________________________
Signature         Program

______________________________________________________
Date           ® 2017 May
NO. 3058 Information Technology Resources
Acceptable Use Policy

1.1 Purpose: Oklahoma City Community College (“OCCC”) expects all members of the OCCC community to use Information Technology Resources in a responsible manner. The purpose of this policy is to promote the responsible, ethical, legal and secure use of Information Technology Resources for the benefit and protection of OCCC and Users. These resources may be used only in a manner consistent with the Mission, Values, policies and procedures of OCCC and applicable law. Access to OCCC owned, leased, and contracted Information Technology Resources is a privilege accorded by OCCC. OCCC reserves the right to limit or deny use of and access to its Information Technology Resources.

1.2 Scope: This policy applies to all Users of OCCC Information Technology Resources, including but not limited to OCCC students, faculty and adjunct faculty, staff and retirees, as well as library patrons and other guests of OCCC who access or utilize OCCC Information Technology Resources. This policy applies to the use of all Information Technology Resources as defined below. Personal equipment accessing OCCC information technology resources and all equipment and services owned, leased or contracted by OCCC are subject to this policy.

The remainder of Policy 3058 contains important information that all nursing students are responsible for following. Policy NO.3058 can be found on the College website at http://www.occc.edu/policy/pp.html.

Oklahoma City Community College
Nursing Program MOODLE Policy

The nursing program at Oklahoma City Community College is pleased to be able to utilize web enhancement with its nursing courses. Moodle is available to augment class content while providing discussion and interaction among students. This resource is consistent with the College’s mission and institutional goals, and use of this resource shall be consistent with the mission, goals, and this policy. Oklahoma City Community College shall not be held liable for the actions of users of this network when those actions are inconsistent with this policy. This policy includes the use of College equipment and software to access the Internet. All students utilizing this system are expected to transmit information specifically related to their course learning and fulfillment of objectives.

Every user of the college network, equipment, communications systems, and/or college-owned software (all hereafter referred to as the network) will comply with the following standards. Unacceptable use shall include, but is not be limited to:

1. The creation or transmission of any offensive, obscene or indecent images, data or other material.
2. The creation or transmission of material which is designed or likely to cause annoyance, inconvenience or needless anxiety.
3. The transmission of material that violates OCCC’s academic integrity policies.
4. The creation or transmission of defamatory material; including racial, ethnic or gender-based slurs.
5. Deliberate activities with any of the following characteristics:
   a) Discussing students or faculty in a derogatory manner.
   b) Violating the privacy of other users.
   c) Disrupting the work of other users.
d) Other misuse of Moodle or networked resources, such as the intentional introduction of “viruses”.

Reviewed: July 2017

**OCCC Nursing Guidelines for the use of Electronic Communications and Social Media**

**Purpose:**
The OCCC nursing program supports the use of social media in both private and professional arenas. The purpose of these guidelines is to:

- Educate the student on acceptable use and possible ramifications of the use of electronic communications and social media related to privacy, law, professionalism and ethics.

**What is Social Media?**

- All current and emerging platforms available on the internet including Wikis, blogs, podcasts, chats, IMs, videos and more.
- Common examples include Facebook, YouTube, Twitter, LinkedIn, etc.

**Professional, Ethical and Legal Considerations:**
As health professionals we are bound by law and professional codes of conduct to protect the confidentiality of our patients, families, facilities and colleagues.

Even when you are off-duty and off-campus, you represent the OCCC nursing program. It is your responsibility to adhere to professional standards of conduct as well as OCCC codes of conduct and health care institution policies.

Consider the following guidelines in using social media an electronic communication professionally, ethically and legally:

- Never post anything about a client or family, whether de-identified or not, including photos, text or video (see HIPAA @ http://www.hhs.gov/ocr/privacy/)
- Obtain written consent before posting copyrighted material.
- Maintain professional boundaries with patient and families.
- Ensure your use of electronic communications does not interfere with professional duty and/or academic obligations.
- Use cell phones and internet access according to institutional policy while in clinical and academic settings.
- Do not post defamatory, obscene, threatening or harassing statements – you can be sued for liable and/or slander.
- Use a disclaimer that distinguishes your views from those of the OCCC nursing program.

**Protect your Privacy and Security:**
Remember that all electronic communications and postings are permanent, public and immediately searchable.
Client, families, faculty, employers and colleagues routinely access social media sites.

Consider the following guidelines in order to protect your privacy and security online:

- Restrict access to your personal information. Utilize maximum privacy settings and check the often.
- Utilize separate online personal and professional social media accounts, if you choose to use them for both purposes.
- Privacy and security settings go only so far – think twice about any posting you would not want to be read by everyone.

**Consequences of Inappropriate Use:**
The use of social media by nursing students will be subject to OCCC policies and procedures:

According to the Nursing Integrity Policy, “**Nursing students are expected to demonstrate high moral character, professional behaviors, and integrity worthy of the public’s trust. Behaviors that do not comply with those expectations will be subject to disciplinary action which may include dismissal from the program.**”

For more information on student conduct codes and policies, please access the following documents:

- Nursing Student Handbook
- OCCC Student Handbook

**Resources:**

If you are experiencing a conflict, or need to discuss any issues that may be inappropriate for posting through social media, please consider the following:

- Talk with an advisor/mentor
- Talk privately with a faculty member or another student
- Talk with OCCC counseling services @ [http://www.occc.edu/support/Counseling.html](http://www.occc.edu/support/Counseling.html)

**Related Links:**
- National Council State Boards of Nursing ([https://www.ncsbn.org/NCSBN_SocialMedia.pdf](https://www.ncsbn.org/NCSBN_SocialMedia.pdf))
- American Nurses Association ([http://nursingworld.org/socialnetworkingtoolkit](http://nursingworld.org/socialnetworkingtoolkit))
- Facebook Privacy Policy: ([http://www.facebook.com/about/privacy/](http://www.facebook.com/about/privacy/))
- Twitter Privacy Policy: ([https://twitter.com/privacy](https://twitter.com/privacy))

Revised: June, 2015
Oklahoma City Community College

Academic Integrity Statement

Source: Oklahoma City Community College Student Handbook

Oklahoma City Community College places the highest value on student learning and academic integrity is critical for that learning to take place. A lack of academic integrity will undermine the learning process leaving students less prepared to face challenges in future classes as well as in the work environment. Therefore, Oklahoma City Community College expects all students to meet the highest ethical standards in their academic pursuits. Faculty and staff share in the responsibility to ensure standards are maintained.

Violations of academic integrity are viewed very seriously. Any form of academic dishonesty is subject to disciplinary action by the college.

Academic Integrity

NO. 4016

ACADEMIC INTEGRITY

1.0 Students of Oklahoma City Community College are expected to meet the highest ethical standards in their academic pursuits. Faculty and staff share in this responsibility with students to maintain academic integrity.

2.0 Any form of academic dishonesty is subject to disciplinary action by the College.

3.0 Definitions:

3.1 Working day means any day, excluding Saturday and Sunday, on which the College is open for business, even if classes are not in session.

3.2 Violation of academic integrity: The absence of academic integrity is described as cheating, generally defined as the deception about one's work to others. Such acts may include but are not limited to the following:

3.2.1 Submitting another's work as one's own or allowing another to submit one's work as though it were his or hers;

3.2.2 Several people completing an assignment and turning in multiple copies all represented either implicitly or explicitly as individual work;

3.2.3 Failing to contribute an equal share in group assignments or projects while claiming equal credit for the work;

3.2.4 Using a textbook, notes, or technology tools during an examination without permission of the faculty member;

3.2.5 Receiving or giving unauthorized help on assignment or examinations;

3.2.6 Stealing a problem solution or assessment answers from a faculty member, a student or other sources;

3.2.7 Tampering with experimental data to obtain "desired" results, or creating results for experiments not done;

3.2.8 Creating results for observations or interviews that were not done;

3.2.9 Obtaining an unfair advantage by gaining or providing access to examination materials prior to the time authorized by the faculty member;

3.2.10 Tampering with or destroying the work of others;

3.2.11 Submitting substantial portions of the same academic work for credit or honors more than once without permission of the faculty member;

3.2.12 Lying about these or other academic matters;
3.2.13 Falsifying College records, forms or other documents;
3.2.14 Accessing computer systems or files without authorization;
3.2.15 Plagiarizing (Plagiarism is generally defined as the use in one’s work of specific words, phrases, ideas and/or works without giving proper credit.) Specific examples of plagiarism may include but are not limited to the following:
3.2.15.1 Copying and/or presenting the work of others as one’s own work, including sources from the Internet.
3.2.15.2 Copying words, even if you cite the sources, unless appropriate quotation is noted.
3.2.15.3 Copying words and then changing them a little, even if you give the source.
3.2.15.4 Copying material from an Internet source without properly citing it.

4.0 Any person with a good faith suspicion that a violation of academic integrity has occurred shall report the suspected misconduct to the appropriate faculty member or immediate supervisor in whose area the suspected misconduct occurred.

5.0 The primary responsibility for investigating, making determinations and assigning academic sanctions for academic misconduct resides with the faculty member in whose course the suspected misconduct allegedly occurred.

6.0 If a faculty member suspects that a violation of the Academic Integrity Procedure has occurred which will result in a reduction of grade on any assignment, exam, or course grade, the faculty member shall notify the appropriate Division Dean. The Division Dean will notify the Associate Vice President for Academic Affairs.

7.0 A faculty member who suspects that a violation of the Academic Integrity Policy has occurred shall notify the student in writing of the nature of the alleged violation and schedule a meeting with the student to offer the student the opportunity to discuss the allegation, review any supporting evidence, and offer any relevant information before a determination of violation is made.

7.1 The meeting shall take place within 10 working days of the faculty member's discovery of the alleged violation. Exceptions to this requirement can be granted due to extenuating circumstances by the Vice President for Academic Affairs.

7.2 The time, place and attendance of this meeting shall be documented.

7.3 At this meeting, neither the faculty member nor the student may have legal counsel present.

7.4 In determining whether a violation has occurred, the faculty member may rely on documentary evidence and the student will be permitted to review and respond to it in the meeting.

8.0 As a result of the actions described in section 7.0, the faculty member may:

8.1 Dismiss the allegation; or
8.2 Determine that a violation of academic integrity has occurred.

9.0 Should a faculty member determine that a violation of academic integrity has occurred, the following actions shall be taken:

9.1 The faculty member may record a reduced grade no lower than zero for the assignment, require the student to redo the assignment and/or assign additional work, assign a failing final grade in the class, or recommend other appropriate action. Any action taken shall be reported in accordance with 9.2.

9.2 The faculty member shall present in writing (electronic documents are not acceptable) a description of the specific occurrence, any supporting documentation, and the action taken to the appropriate Dean within 10 working days of the determination that a violation has occurred.

9.3 The Dean shall review and forward all supporting documentation and his/her recommendations to the Associate Vice President for Academic Affairs within 3 working days.
9.4 The Associate Vice President for Academic Affairs shall send the student a certified letter within three working days of receipt of the documentation that verifies that a report of the incident and the faculty member's actions is on file in the office of the Associate Vice President for Academic Affairs, and notifies the student of the student's right to appeal the determination that misconduct has occurred.

10.0 Should a student disagree with the determination of the faculty member; the student may file an appeal in accordance with the Student Appeal of a Grade procedure (Procedure 4030) within 5 working days of the receipt of the certified letter.

11.0 The Associate Vice President for Academic Affairs may file an official complaint of a Student Conduct Code violation. The Student Conduct Code is published each year in the Student Handbook.

Effective: 04-30-2001

Revised: 08-22-2005
  12-03-2009
  03-29-2010
  06-24-2013
  02-01-2016

**Testing Policies and Procedures**

This policy was developed for the purpose of enhancing student learning through timely feedback following course exams and for maintaining the integrity of exam items.

**GENERAL**

- Students are expected to conduct themselves in an honest, professional manner at all times.

- Students must make every effort to arrive for exams on time. This may include planning for traffic, work schedules, or other occurrences.

- Faculty of each course will facilitate the testing procedure for students with accommodations, based on documented student needs.

- Extra time will not be allowed for students who are late for an exam. Students taking exams at a time other than the designated time will take a different exam.

- During an exam and exam review, students may only bring their student identification card, pencils, pens, and erasers into the testing area. No headwear with visors, purses, backpacks, cell phones, or other personal items will be allowed (any exception to the above will be decided on an individual basis). No wearable technology i.e. Apple watch, Google glasses, etc. Faculty will provide blank paper which must be turned in prior to leaving the testing environment.

- Students will be allowed to visit the restroom during the exam period one at a time. The computer device and provided paper will be left in the testing area.
• Students are required to bring his/her personal electronic computer device (example laptop, iPad). In the event of unforeseen circumstances, students may be provided an OCCC computer device to complete the exam subject to availability. To avoid unnecessary delays in testing, students are required to complete all computer updates prior to arriving the day of testing.

• Faculty complete statistical analyses on all nursing exams.

EXAM ITEMS

To better prepare for NCLEX, students will be required to respond to items in a variety of formats on exams. Examples of exam formats that may be included, but are not limited to are: multiple choice, true-false, fill in the blank and select all that apply.

ITEM APPEAL

• Item appeal forms must be submitted within 3 business days after grades are posted to electronic gradebook. Students may not appeal items prior to grades posting.

• Item appeals will be reviewed by a committee of nursing faculty from multiple nursing teams.

EXAM REVIEW AND POSTING OF GRADES

• A review including rationale will be made available after each exam. In the event a late exam is administered, there may be a delay in test review. Exams may not be reviewed after subsequent exam administration.

• Students may schedule an appointment to review his/her exam with a course instructor prior to administration of the next exam with the exception of the final exam. Students will have until the completion of the semester to review the final exam.

• Individual exam reviews with faculty will be limited to 30 minutes unless otherwise stated in a Student Learning Agreement.

• Students who fail to achieve 74% on any exam are encouraged to contact faculty after grades post to schedule an appointment. It is the responsibility of the student to schedule this appointment. Academic referrals may be made at the discretion of faculty for a student who fails to achieve 74% on unit exams.

• Exam scores will generally post within three business days following the exam. Faculty will notify students of any delay in posting of grades.

SECTION FOUR
CLINICAL INFORMATION

The following are the immunization and health records currently required to attend clinical. These records are subject to change as clinical agencies update their requirements.

All requirements must remain current throughout the semester.

1. All students must be currently certified in American Heart Association Healthcare Provider CPR prior to enrollment in any nursing course. Online CPR training is only acceptable if it includes hands-on skill check-off and is American Heart Association Healthcare Provider CPR. CPR certification is good for the period indicated on your card. However, it must be current for the entire semester in which the student is enrolling. Therefore, if your CPR certification expires in the middle of a semester, you must renew prior to the first day of class for that semester.

2. All nursing students must present proof of the following immunizations and health records. Information is available in the Health Professions Division office on where the tests and required immunizations can be obtained. In addition to these sites, your personal health care provider, area hospitals with employee health services or the County Health Department in your community may be resources and can answer your questions about these requirements.

3. Two MMR (measles, mumps, rubella) vaccinations
   OR
   Positive titers for measles, mumps and rubella are required.

4. Two Varicella vaccinations OR one positive Varicella titer

5. Three Hepatitis B vaccinations OR Hep B waiver OR One positive Hep B titer

   Note: If titers are equivocal, vaccinations will be required.

6. Two negative TB skin tests, given within the last 12-month period prior to beginning clinicals. The test must remain current the entire semester (TB tests are good for one calendar year), no exceptions.
   OR
   Documented positive TB test with documented negative (-) chest x-ray AND negative (-) annual review of symptoms which will remain current the entire semester. Students with a non-negative TB test must submit a signed Clearance for Public Contact Statement from the County Health Department if the non-negative TB test results are recent. Please contact the Division office if you have questions regarding your non-negative test results.
   OR
   TB Quantiferon Gold (T-Spot) Blood Test with negative results.
**Important:** A PPD can be applied before or on the same day that MMR vaccine is given. However, if MMR vaccine is given on the previous day or earlier, the PPD should be delayed for at least one month. Live measles vaccine given prior to the application of a PPD can reduce the reactivity of the skin test because of mild suppression of the immune system (Reference: CDC).

7. Seasonal flu vaccination documentation **OR** signed flu vaccination declination statement. Student must have either physician statement for medical reasons or minister's statement for religious reason if vaccine is not received.

8. Due to clinical agency requirements, the Division of Health Professions requires an extensive nationwide Background Report which includes, but is not limited to, Oklahoma State Bureau of Investigation (OSBI) background searches for sex offender, violent offender, and criminal history. The student is responsible for the cost of the Background Report, which must be paid by credit card or money order only. Clinical agency representative(s) review the reports that have any criminal history (or "hits on the designated areas of concern"). The agency alone can accept or deny clinical access to a student. **If a student is denied access to clinical sites, he/she will be unable to successfully complete the course or the program.** Any break in continuous enrollment will require another complete Background Report. The licensing agencies require that any criminal history or positive drug testing results be reported to the appropriate licensing agency.

9. Drug testing is required for all students in the Division of Health Professions. Each student must have a random drug test prior to the first clinical assignment. The fee is an additional one which will be paid with tuition and other fees for the semester in the program where actual clinical assignments begin. Positive drug test results must be cleared by the Medical Review Officer before the student can attend clinical. **Failure of the drug test, as confirmed by the Medical Review Officer will require the student to withdraw from the course.** Students may apply for readmission based on the application procedure for the nursing program, but readmission is not guaranteed. Failure of a second drug test will result in dismissal from the program with no opportunity for readmission to any of the Health Professions Division's programs. Any break in continuous enrollment will require an additional random drug test. The licensing agencies require that any criminal history or positive drug testing results be reported to the appropriate licensing agency.

10. All students enrolled in nursing coursework with a clinical component must have Accidental Medical and Professional Liability Insurance. The cost of the insurance policy (at the time of this printing) is $31.02 for one calendar year and is purchased in the Bursar’s office during normal hours of operation.

11. In accordance with Oklahoma Department of Library State Records Retention, Rules and Regulations, OCCC does not provide copies of student compliance documents to students, once submitted for OCCC records. This would include immunizations. Documents submitted for specific purpose or program requirements, cannot be duplicated for any additional purposes. Please ensure you retain your master or original documents and provide the Division of Health Professions copies only.

HIPAA requirements are followed at the College.

Revised: August, 2016
The following procedures should be followed if a student has an incident, receives a needle stick or exposure to blood or body fluids during lab, clinical, field work, field internship, or any other educational site.

1. Initial notification
   The student should immediately inform their clinical instructor / staff at the facility where the event occurred. That individual will provide direction of the following:

   a. If the event occurs on campus, the faculty/staff will direct student to the Clinical Affiliation Compliance Administrator (CACA) / Division Insurance Coordinator within 48 hours. The CACA will forward documentation of event to the Director of Emergency Planning and Risk Management and notify Campus Police to file a report.

   b. If the event occurs off campus and there is a college instructor, clinical instructor, or preceptor on site the student should notify that individual immediately. The student and instructor will each document his/her knowledge of the events. No patient names may be used. Include the date, area of the facility (if applicable), time, and patient identification number if available. This documentation will be forwarded to the CACA / Division Insurance Coordinator within 48 hours. The CACA will forward documentation of event to the Director of Emergency Planning and Risk Management and notify Campus Police to file a report.

   c. If the event occurs off campus and there is no College clinical instructor or preceptor on site, the student should notify the person at the facility who is overseeing their clinical. The student will document his/her knowledge of the events. No patient names may be used. Include the date, area of the facility (if applicable), time, and patient identification number if available. This documentation will be forwarded to the CACA / Division Insurance Coordinator within 48 hours. The CACA will forward documentation of event to the Director of Emergency Planning and Risk Management and notify Campus Police to file a report.

2. The student should have baseline blood work drawn and/or baseline tests run at the site if the facility has that capability during the clinical shift in which the incident / exposure occurred. In some cases, the facility may choose to cover the cost. If not, the Student Liability Insurance Plan covers the student for accidents to and from clinical, as well as on site. The student must obtain documentation and a copy of the bill for the tests and deliver to the Director of Emergency Planning and Risk Management.

3. The Director of Emergency Planning & Risk Management will contact the student to make an appointment and fill out necessary insurance claim forms and gather required documentation.

4. The student, accompanied by the CACA, a faculty member or Program Director, must go to the office of Emergency Planning and Risk Management as soon as possible, within 48 hours, to fill out necessary documents. The student should read the report carefully, checking dates, times, etc., because this legal document could impact future legal matters.

5. It is the student's responsibility to follow this procedure and to continue follow up blood work and/or tests per medical direction – at a facility, clinic, or doctor of their choice.
Note: In the event of exposure to an infectious disease that needs follow up from students or clinical faculty the clinical site will contact the individuals.

Revised: by CACA
Approved by Risk Mgt.
7/15/2015

_Dress Regulations_

Students are expected to be in complete uniform (see description below) during scheduled clinical or campus laboratory times unless alternatives are announced by the faculty. Any student not in complete uniform may not be allowed to complete the clinical or campus lab assignment. This will result in an absence.

Complete uniform for students entering the Nursing Program will consist of:

- At least one scrub top and one scrub bottom that will be ordered on the Moodle Nursing Campus Lab page under Nursing Campus Lab Uniform Store. You will be able to try on and order uniforms at orientation.
- Navy or white skirt at least 1 inch below the knee (any brand) but must match the official scrub uniform top (ordered through the Nursing Campus Lab Uniform Store) for those women who prefer a skirt (optional) – requires white hose as an accessory
- Short or long sleeve white knit undershirt with a rounded neck to be worn underneath the uniform top (optional)

1. Official OCCC nursing program name badge must be worn at all times on the left side of uniform top. (This badge will be given to you when classes start)
2. White or black leather shoes of good quality and providing adequate support (no cloth tennis shoes or open toed shoes). Dansko Professional Clogs in black or white with backs may also be worn. White or black socks or white hose are required (they should match the color of your shoes.
3. Undergarments must not be visible anywhere beneath your uniform. Bras must be worn by all female students.
4. Wristwatch (second hand) 
5. Bandage scissors
6. Pen (black ink)
7. Notebook
8. Pen light
9. Stethoscope
10. Hair should be clean and off the collar or of style that does not interfere with vision or cause contamination. No bright colored headbands.
11. No cologne or perfume should be used while in clinical. The student is expected to use good judgment in the use of cosmetics.
12. Jewelry: The only ring that may be worn is one simple band without stones. Only one stud earring may be worn in each ear. No visible body piercing jewelry may be worn on any other part of the body while in clinical or lab.
13. Nail polish should be clear or neutral and not chipped. Nails should be clean and cut short. Artificial nails are not allowed.
14. Any tattoos must be covered at all times in lab and clinical. You will need to wear a long sleeve white t-shirt if tattoos are on arms.
15. Facial hair must be clean, groomed, and follow the clinical facilities dress code.

Additional Information:

Students will purchase uniforms on Nursing Campus Lab Website. (You will need to try on uniforms during orientation to insure proper size before ordering.)

Students must wear their complete uniform when visiting a clinical agency to get information regarding clinical assignment and when reporting to an area which requires that they change to a scrub suit.

Student uniforms are to be worn only when performing in the student role under the supervision of an Oklahoma City Community College nursing instructor.

Revised: July, 2017
Nursing Program Sharps Safety Policy

In accordance with the Centers for Disease Control (CDC), all sharps are to be handled safely and disposed of properly. In the event of a needle stick (any type), the student will advise a faculty member or the lab coordinator and report to Safety and Security to report the incident (see Nursing Student Handbook for policies regarding exposures).

Needle stick prevention strategies are required. In the event of a needle stick injury, an instructor must be notified immediately and the Division Exposure plan must be followed (see Nursing Student Handbook and Needle re-capping policy).

The OCCC Nursing Program Sharps Safety Policy:

- Students are never to recap a contaminated needle (e.g., after giving an injection); place the uncapped, needle pointing downward, directly into a sharps container. However, you may occasionally find that you must recap a contaminated needle when there is “no feasible alternative” (U.S. Department of Labor, OSHA, 1999). For example, in some client rooms the sharps container is not located near the bed. If there are several people (visitors) between you and the sharps container, you may need to recap the needle for their safety as well as for your own.

- Students must demonstrate safety precautions while utilizing needles during practice as instructed in class.

- Any irresponsible use of needles will result in disciplinary action.

- All needles should be placed in appropriate sharp containers.

- Always dispose of needles, glass, and other “sharps” in clearly marked, usually red, puncture-proof containers. Needles, glass or other “sharps” are not to be left unattended or placed into a trashcan.

- When breaking ampules for practice, students should protect their fingers by using a gauze covering or an alcohol wipe and should break the ampule in the opposite direction of their face.

- Never force a needle into an already full container; you may be injured by sharps protruding from the top. Report any sharps container that is ¾ full to a faculty member for replacement.

- Never put a needle or other sharp in a wastebasket, in your pocket, or at the client’s bedside.

- Sharp containers are for needles, glass, or other sharps only. No trash or gloves are to be placed in these containers at any time.

- Safety syringes or adaptors should be used when possible.
For purposes of recapping needles, the one-handed technique will be used.

OSHA and the National Institute of Occupational Safety and Health (NIOSH) do not advise against recapping sterile needles (after drawing up a medication), except to recommend needleless systems and safety systems.

The method for recapping sterile needles includes the use of specially developed devices such as, a medication cup, placing the cap on the edge of the counter or shelf or using the hard plastic tubular container from the syringe, or places an open alcohol prep pad on a sterile surface and then use the one-handed technique.

Recapping Needles Using One-Handed Technique and Recapping Contaminated Needles

- Do not place your non-dominant hand near the needle cap when recapping the needle or engaging the safety mechanism.
- If you are using a safety needle, engage the safety mechanism to cover the needle.
- If available, place the needle cap in a mechanical recapping device.
- If recapping devices are not available and you must recap the needle for your own and/or the client's safety, use the one-handed scoop technique.

Recapping Needles Using One-Handed Technique: Recapping Sterile Needles

- Be sure to keep the needle and cap sterile.
- Do not place your non-dominant hand near the needle cap when recapping the needle or engaging the safety mechanism.

Use one of the following methods

- Place the needle cap in a medication cup, and recap the needle.
- Place the cap on a clean surface so that the end of the needle cap protrudes over the edge of the counter or shelf, and scoop with the needle.
- Use a hard syringe cover; Insert the needle cap into the cover, and then insert the needle.
- Place the needle-cap on a sterile surface, such as on open alcohol prep pad, and use the one-handed scoop technique (this is the least desirable method).

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SECTION FIVE
Nursing Program Exit Interview

Appointment Date ______________ Student’s Name___________________________________________________

School ID# ___________________ OCCC e-mail _____________________________________________________

Semester and Year of First Nursing Enrollment ___________________________ Phone # ____________________

List personal withdraws/academic failures from previous course(s) __________________Semester/Year __________

1. Clinical Evaluation at time of Exit (check one):
   - [ ] Satisfactory
   - [ ] Unsatisfactory
   - [ ] N/A (no clinicals attended)

2. Reason for Exit from the Program (check appropriate):
   - [ ] Academic
   - [ ] Personal (not failing at the time of withdrawal)

3. What were your greatest barrier to success? ______________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________

4. Planned date of petition for readmission__________________________________________________

5. Faculty Recommendations____________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________

Student signature _____________________________ Date _____________________________

Faculty signature _____________________________ Date _____________________________

Please initial:

_____ I understand that I must drop the course through the student portal by the end of the 12th week of a 16-week course or the end of the 6th week of an 8-week course of class to prevent a failing grade on my transcript.

Revised: July, 2017
Petition for Readmission

Appointment Date ____________________          Student’s Name ________________________________

OCCC Student ID ____________________          Phone # ________________________________

OCCC Student email ________________________________

I am petitioning to readmit into the following course(s): ____________________ Semester/Year ____________

What actions will you implement to ensure future success in the nursing program?

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

Please initial:

________ I have had the opportunity to read discuss the Readmissions Policies for the Nursing Program as outlined in the Nursing Student Handbook.

________ I understand readmission is contingent upon space availability and other criteria (see Nursing Student Handbook Readmission policy).

________ I understand I must attend the transitions orientation. I will contact the course Team Leader for transition Orientation date and time.

______________________________________________________     _______________________________

Student’s Signature     Date
After careful consideration of the request of the student and of the recommendations of the faculty members involved, the committee has made the following recommendation(s):

☐ Permission to readmit to _____ spring _____ fall _____ year _____

☐ Not eligible for readmission

Comments: 

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

Admission Committee Members Signatures:

Signature ___________________________ Date ____________

Signature ___________________________ Date ____________

Signature ___________________________ Date ____________

Signature ___________________________ Date ____________

Signature ___________________________ Date ____________

Signature ___________________________ Date ____________

Signature ___________________________ Date ____________

Signature ___________________________ Date ____________

Signature ___________________________ Date ____________

Signature ___________________________ Date ____________

Revised: July, 2017
Student Documentation of Clinical/Lab Absence

Student Name: ________________________________________________________

Date(s) of Absence: _______________    Time of Notification: ___________________

Date(s) of Tardy: ________       _________       _________       (3 tardies = 1 absence)

Person(s) Notified of Absence/Tardy (circle all that apply):

Clinical Instructor                Team Leader                  Lab Instructor                Division Office

Nursing Pathway (circle one):        Traditional     CLP     BADNAP

Nursing Course (circle one):        NP1     NP2     NT     NP3     NP4

Type of Absence (circle all that apply):        Lab     Clinical     Simulation

Please document the circumstances that led to your absence below:

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Please document how you will prevent additional absences in the future:

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

_______________________________________________________________________
Student Signature: __________________________ Date of Submission: ____________

Committee Decision (circle one):  *Excused absence: make-up allowed

Unexcused absence: make-up allowed

Unexcused absence: no make-up opportunity

*Reasons for an excused absence may include: jury duty, verified illness, death, military service requirement, childbirth, or other as approved by the committee.

Supportive Documentation Required: Yes  No

Student Attendance at Committee Meeting Required for Further Clarification: Yes  No

Committee Members: ______________________________________

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________

Date of Decision: _______________

Date of copy placed in student file: __________________________

Revised: November, 2016