Oklahoma City Community College

Associate Degree Nursing Program

Nursing Student Handbook Spring 2023

Table of Contents

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 Student Handbook (NSH) 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 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 500 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 **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 a regionally 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.

Accreditation Information

The OCCC nursing program has continued full approval by the Oklahoma Board of Nursing (OBN). The associate nursing program at Oklahoma City Community College located in Oklahoma City, OK is accredited by the: Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326; phone (404) 975-5000. The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program is continuing accreditation. View the public information disclosed by the ACEN regarding this program at
http://www.acenursing.us/accreditedprograms/programSearch.htm.

Graduates of this state-approved program are eligible to apply to write the National Council Licensure Examination (NCLEX) 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:
1. A valid, unexpired immigrant or nonimmigrant visa status for admission into the United States;
2. A pending or approved application for asylum in the United States;
3. Admission into the United States in refugee status;
4. A pending or approved application for temporary protected status in the United States;
5. Approved deferred action status; or
6. A pending application for adjustment of status to legal permanent resident status or conditional resident status.

The OBN has the authority to deny a license, recognition or certificate; issue a license, recognition or certificate with conditions and/or an administrative penalty; or to issue and otherwise discipline a license, recognition or certificate 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. Potential applicants to state-approved education programs, with a criminal history, may obtain an initial determination of eligibility for licensure or certification from the Oklahoma Board of Nursing for a fee. The initial determination of eligibility for licensure petition can be accessed at http://nursing.ok.gov/initialdeterm.pdf.

Additional information can be found on the Oklahoma Board of Nursing website http://ok.gov/nursing.

INSTRUCTIONS and PETITION
TO REQUEST INITIAL DETERMINATION OF
ELIGIBILITY FOR LICENSURE or CERTIFICATION
FOR INDIVIDUALS WITH HISTORY OF
CRIMINAL CONVICTION

Application Fee = $95.00
Use this Petition if you:
- Have a history of one or more criminal convictions
- Wish to know if you are eligible to become an Advanced Practice Registered Nurse
- Wish to know if you are eligible to become a Registered Nurse
- Wish to know if you are eligible to become a Licensed Practical Nurse
- Wish to know if you are eligible to become an Advanced Unlicensed Assistant

INSTRUCTIONS
PLEASE READ THE INSTRUCTIONS CAREFULLY BEFORE COMPLETING THE PETITION
A list of criminal convictions that **DISQUALIFY** an applicant from being eligible for nursing licensure or for advanced unlicensed assistant certification is included as part of this document. **If you have been convicted of any of the listed crimes you are not eligible for licensure or certification.**
1. Completion of application: You must complete the entire application with your full legal name, which is the name on your birth certificate and any subsequent legal name changes. Please indicate "NMN" if you do not have a middle name. When you are finished entering your information, sign the Petition LEGIBLY, using your full legal name.
2. *Fee*: Attach to your application the appropriate fee payable by **cashier's check or money order**. If the fee is not submitted or if the fee is incorrect, the application will be immediately returned without review. *Fees submitted are not refundable.*2

STANDARDS RELATED TO CRIMINAL HISTORY FOR CURRENT NURSING LICENSEES AND CERTIFICATE HOLDERS, APPLICANTS FOR LICENSURE OR CERTIFICATES, AND FOR PREDETERMINATION OF ELIGIBILITY FOR LICENSURE OR CERTIFICATES
(c) All crimes listed in this subsection are as described in Titles 21, 47 and 63 of the Oklahoma Statutes. In addition, the Board recognizes and gives similar treatment to similar offenses charged in other jurisdictions. Felony convictions that disqualify an individual from retaining licensure or becoming licensed as a nurse, or retaining certification or becoming certified as an AUA in Oklahoma include:
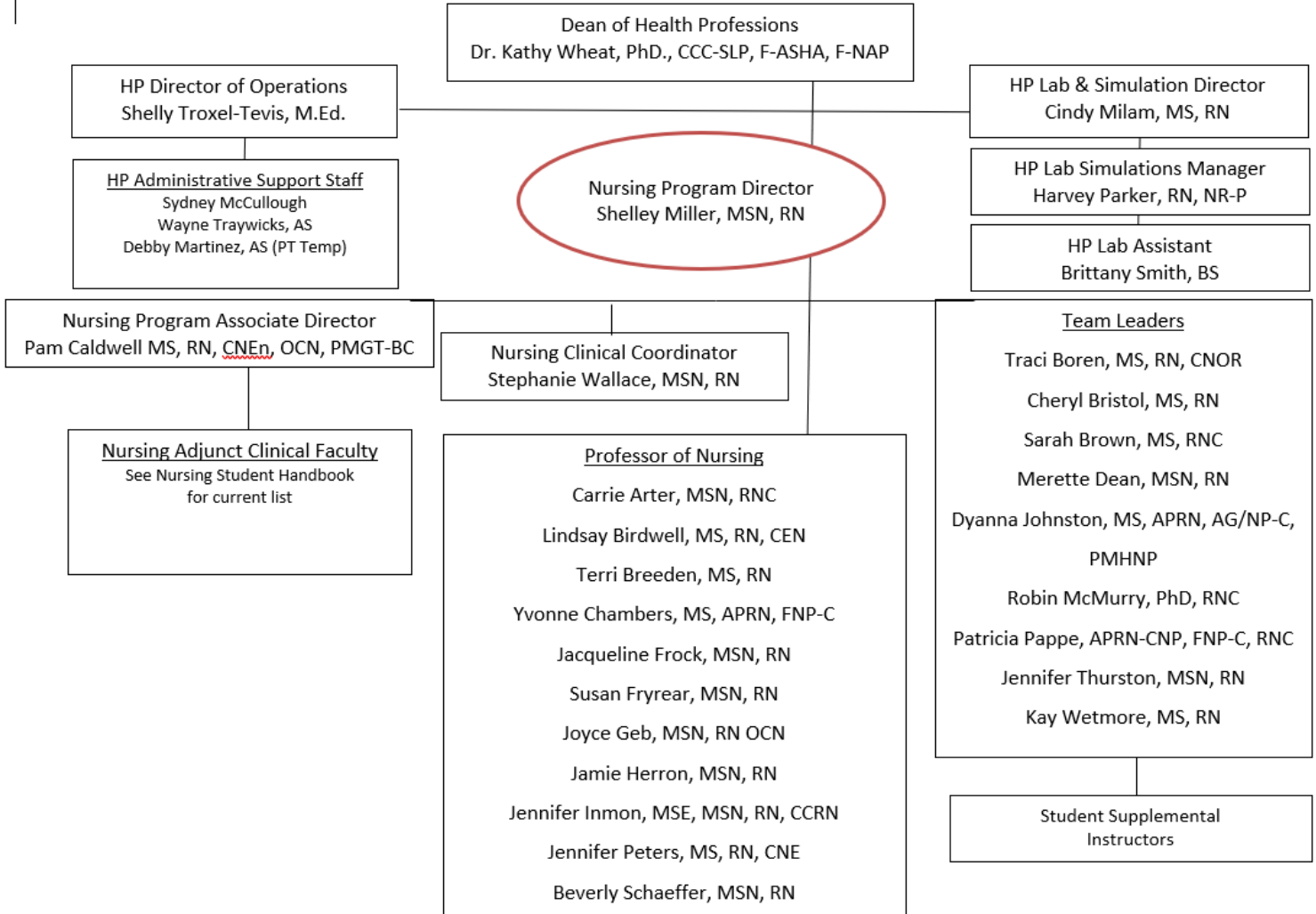(1) Crimes involving fraud, theft, lying and/or falsification.
(A) Robbery 21 O.S. § 791 et seq.
(B) Falsely personating another to gain money or property 21 O.S. § 1532.
(C) Identity theft 21 O.S. § 1533.1.
(2) Crimes involving sexual misconduct.
(A) Human Trafficking 21 O.S. § 748.
(B) Trafficking in children 21 O.S. § 866.
(C) Incest 21 O.S. § 885.

(D) Forcible sodomy 21 O.S. § 888.

(E) Indecent exposure, indecent exhibitions, obscene material or child pornography, solicitation of minors 21 O.S. § 1021.

(F) Procure, cause the participation of a minor in any child pornography, buys, or knowingly possesses, procures, manufactures, or causes to be sold or distributed child pornography 21 O.S. §§ 1021.2 and 1024.2

(G) Commercial sale or distribution of pornography 21 O.S. § 1040.13.

(H) Soliciting/offering sex with minor 21 O.S. § 1040.13a.

(I) Offering or transporting one under 18 for sex 21 O.S. § 1087.

(J) Child Prostitution – unlawful detainment in prostitution house 21 O.S. § 1088.

(K) Lewd or indecent proposals to minor, sexual battery of minor 21 O.S. § 1123.

(L) Knowingly engaging in acts likely to spread Human Immunodeficiency Virus 21 O.S. § 1192.1.

(3) Crimes involving drugs and/or alcohol.

(A) Causing, aiding, abetting minor to commit controlled dangerous substance crimes 21 O.S. § 856.1.

(B) Drug trafficking 63 O.S. § 2-415.

(4) Crimes involving threats, violence and/or harm to another individual.

(A) Assault, battery, or assault and battery with a dangerous weapon 21 O.S. § 645.

(B) Aggravated assault and battery 21 O.S. § 646.

(C) Aggravated assault and battery on a law officer 21 O.S. § 650.

(D) Aggravated assault and battery on medical personnel with firearm or other dangerous weapon 21 O.S. § 650.5.

(E) Murder, first or second degree 21 O.S. §§ 701.7 and 701.8.

(F) Manslaughter, first degree 21 O.S. § 711.

(G) Kidnapping 21 O.S. § 741.

(H) Extortionate kidnapping 21 O.S. § 745.3

(I) Malicious intentional intimidation or harassment based on suspect classification 21 O.S. § 850.

(J) Desertion – abandonment of child under ten 21 O.S. § 851.

(K) Child endangerment by permitting child abuse 21 O.S. § 852.1.

(L) Rape first or second degree 21 O.S. §§ 1111 and 1114.

(M) Peeping Tom – personally or electronically 21 O.S. § 1171.

(N) Stalking 21 O.S. § 1173.

(O) Endangering or injuring a person during arson or attempt 21 O.S. § 1405.

(P) Failure to stop after fatal accident 47 O.S. § 10-102.1.

(Q) Mingling poison, drugs, or sharp objects with food, drink 21 O.S. § 832.

(5) Crimes involving harm to property.

(A) Violation of Oklahoma Antiterrorism Act 21 O.S. §§ 1268 et seq.

(B) Arson, first, second or third degree 21 O.S. §§ 1401, 1402, and 1403.

(C) Burglary, first degree 21 O.S. § 1431.

Revised: December 2019

Administration/Nursing Faculty & Staff

OCCC Nursing Program Organizational Chart 01/2023

Dean of Health Professions
Dr. Kathy Wheat, PhD., CCC-SLP, F-ASHA, F-NAP

HP Director of Operations
Shelly Troxel-Tevis, M.Ed.

HP Administrative Support Staff
Sydney McCullough
Wayne Traywicks, AS
Debby Martinez, AS (PT Temp)

Nursing Program Director
Shelley Miller, MSN, RN

HP Lab & Simulation Director
Cindy Milam, MS, RN

HP Lab Simulations Manager
Harvey Parker, RN, NR-P

HP Lab Assistant
Brittany Smith, BS

Nursing Program Associate Director
Pam Caldwell MS, RN, CNEn, OCN, PMGT-BC

Nursing Clinical Coordinator
Stephanie Wallace, MSN, RN

Team Leaders
Traci Boren, MS, RN, CNOR
Cheryl Bristol, MS, RN
Sarah Brown, MS, RNC
Merette Dean, MSN, RN
Dyanna Johnston, MS, APRN, AG/NP-C, PMHNP
Robin McMurry, PhD, RNC
Patricia Pappe, APRN-CNP, FNP-C, RNC
Jennifer Thurston, MSN, RN
Kay Wetmore, MS, RN

Nursing Adjunct Clinical Faculty
See Nursing Student Handbook
for current list

Professor of Nursing
Carrie Arter, MSN, RNC
Lindsay Birdwell, MS, RN, CEN
Terri Breeden, MS, RN
Yvonne Chambers, MS, APRN, FNP-C
Jacqueline Frock, MSN, RN
Susan Fryrear, MSN, RN
Joyce Geb, MSN, RN OCN
Jamie Herron, MSN, RN
Jennifer Inmon, MSE, MSN, RN, CCRN
Jennifer Peters, MS, RN, CNE
Beverly Schaeffer, MSN, RN

Student Supplemental Instructors

Adjunct Faculty

Taylor Armendariz, BSN, RN
Nichole Baker, BSN, RN
Christa Ball, BSN, RN
Mary Baramasco, BSN, RN
Jose Barbosa-Navarro, BSN, RN
Sydni Barnett, BSN, RN
Sheridian Barrett, BSN, RN
Brandi Beers, DNP, RN
Phylicia Bentley, MSN, RN
Cynthia Bivins BSN, RN
Chris Boren, BSN, RN
Brooke Briggs, BSN, RN
Kristie Butler, BSN, RN
Kaci Bynum, BSN, RN
Sharla Cannon, MSN, RN
Donna Chambers, MSN, RN
Shelly Clay, BSN, RN
Michaele Cole, MSN, RN
Elizabeth Cooper, MSN, RN
Kelia Crabbe, MSN, RN
Becky Cunningham, MS, RN
Paige Davis, BSN, RN
Rachel Davis, PhD, MSN, RN
Jamie Delay, BSN, RN
Layla Dougherty, JD, BSN, RN
Carol Downey, BSN, RN
Erin Eisenman, BSN, RN
Jonathan Emery, MSN, RN
Melissa Fixico, BSN, RN
Jessica Forsyth, BSN, RN
Tara Galbraith, MSN, RN
Laurel Gamble, MSN, RN
Madison Gise, BSN, RN
Natalie Hamilton, BSN, RN
Nancy Henke, MSN, RN
Tiffany Herndon MSN, RN
Whitney Homer, BSN, RN
Christina Hopkins, BSN, RN
Kasie Howland, MSN, RN
Sandy Hudson, MS, RN
Brooklyn Jackson, BSN, RN
Tiffany Jackson, MSN, RN
Lizanne Jennings, MS, RN

Sherri Johnson, MSN, RN
Christine Jordan, MS, RN
Kimberly Kennedy, DNP, RN
Paula Kerner, BSN, RNC
Gina Kilpatrick, MSN, RN
Monica Kraft, BSN, RN
Kelli Langdon, MSN, RN
Stefanie LeGrande, EdD, MSN
Greta Morgan, BSN, RN
Micah Moore, BSN, RN
Stacy Moore, MSN, RN
Elizabeth Morris, PhD, MSN, RN
Deborah Myers, MS, RNC
Gabriela Pennock, BSN, RN
Kinsey Parham, MSN, RN
Tawna Pickle, MS, RN
Erin Poole, MS, FNP, RN
Randa Pospisil, MSN, RN
Stephanie Potts, MS, FNP, RN
Lori Price, MS, FNP, RN
Ana Rader, BSN, RN
Denise Ruth, MSN, RN
Traci Schaeffer, BSN, RN
Kaleigh Sidwell, MSN, RN
Marcy Tanner-Garrett, PhD, RN
Callie Ward, BSN, RN
Pentrina West, BSN, RN
Angela Wicker, BSN, Rn
April Wilcox, BSN, RN
Timothy Williams, BSN, RN
Ruth Wilsey, BSN, RN
Anrea Winston, MS, RN

*Current as of date of publication.
Changes in faculty appointments may occur.

SECTION ONE

Nursing Program Organizational Plan

The Nursing Program is one of seven programs within the Health Professions Division. The program directors for Anesthesia Technology, Emergency Medical Sciences, Nursing, Occupational Therapy Assistant, Physical Therapist Assistant, Respiratory Care Therapist, and Speech/Language Pathology Assistant 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 Pam Caldwell, MS, RN, CNEn, OCN, PMGT-BC and Nursing Clinical Coordinator is Stephanie Wallace MSN, RN. The nursing program faculty is organized into six teaching teams.

The Nursing Process I teaching team consists of Cheryl Bristol, MS, RN, team leader, and team members, Joyce Geb, MSN, RN, Yvonne Chambers MS, APRN, FNP-C, and Beverly Schaeffer, MSN, RN. Other faculty assist, including adjunct clinical instructors, and will be identified in course introductions/orientation.

The Nursing Process II teaching team consists of Sarah Brown, MS, RNC, team leader, and team members, Jennifer Peters, MS, RN, CNE, and Susan Fryrear, MSN, RN. Other faculty assist, including adjunct clinical instructors, and will be identified in course introductions/orientation.

The Nursing Process III teaching team consists of Dyanna Johnston, MS, APRN, AG/NP-C, team leader, and team members, Jacqueline Frock, MS, RN, and Terri Breeden, 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 Jennifer Thurston, MSN, RN, CCRN, team leader, and team members, Lindsay Birdwell, MS, CEN, and Jamie Herron, MSN, RN.

The Career Ladder Pathway teaching team consists of Merette Dean, MSN, RN, team leader, and team members, Carrie Arter, MSN, RNC, and Jennifer Inmon, MSE, MS, RN, CCRN. 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, Traci Boren, MS, RN, CNOR, Jimmie Kay Wetmore, MS, RN, and Patricia Brown, MS, APRN, FNP-C, RNC-OB. 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 HP Lab/Simulations Manager, Harvey Parker, NR-P, RN, and lab assistant Brittany Smith, BS.

The Health Professions Division also includes Shelly Tevis, M.Ed., Director of Operations; Sydney McCullough, Division Secretary; and Wayne Traywicks, AS., 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: December 2022

Oklahoma City Community College Nursing Program
Mission and Philosophy

MISSION

Oklahoma City Community College's Nursing Program is committed to the diverse needs of students through providing quality nursing education and adapting to the changing healthcare needs of the community.

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 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.

Nursing Program Outcomes

End-of Program Student Learning Outcomes
Graduates of this program will be skilled practitioners who:
1. Collaborate with the client, family, significant others, and members of the healthcare team to utilize the nursing process in the provision of holistic, individualized, and culturally sensitive care. (Patient- Centered Care)
2. Effectively communicate with the nursing and interdisciplinary team in the provision of client- centered care. (Teamwork and Collaboration)
3. Promote safe, quality, nursing care within healthcare teams that ensures a caring environment and supports multidimensional needs of clients and families. (Safety)
4. Role model professional nursing role expectations, including accountability, ethics, legal standards, and values. (Professionalism)
5. Integrate evidenced-based practice and clinical reasoning skills during the coordination and implementation of client care. (Evidenced-Based Practice)

6. Implement client care technologies, information systems, and communication devices that support safe nursing practice and development of nursing knowledge. (Informatics)

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, and job placement.

1. Eighty percent (80%) 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 NCLEX-RN licensure exam pass rate for 1st time test takers will be at or above the national mean.
3. Ninety percent (90%) or greater of graduates seeking employment will obtain an entry-level position within six (6) months after graduation.

ORGANIZING FRAMEWORK

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. In addition, 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
3. Physiological Integrity
   a. Physiological responses and adaptations
   b. Client-centered care and comfort
   c. Caring interventions
4. Psychosocial Integrity
   a. Psychosocial adaptation and coping
   b. Client-centered care and comfort
   c. Caring interventions
5. 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

Oklahoma City Community College Nursing Program
Organizing Framework Model

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.
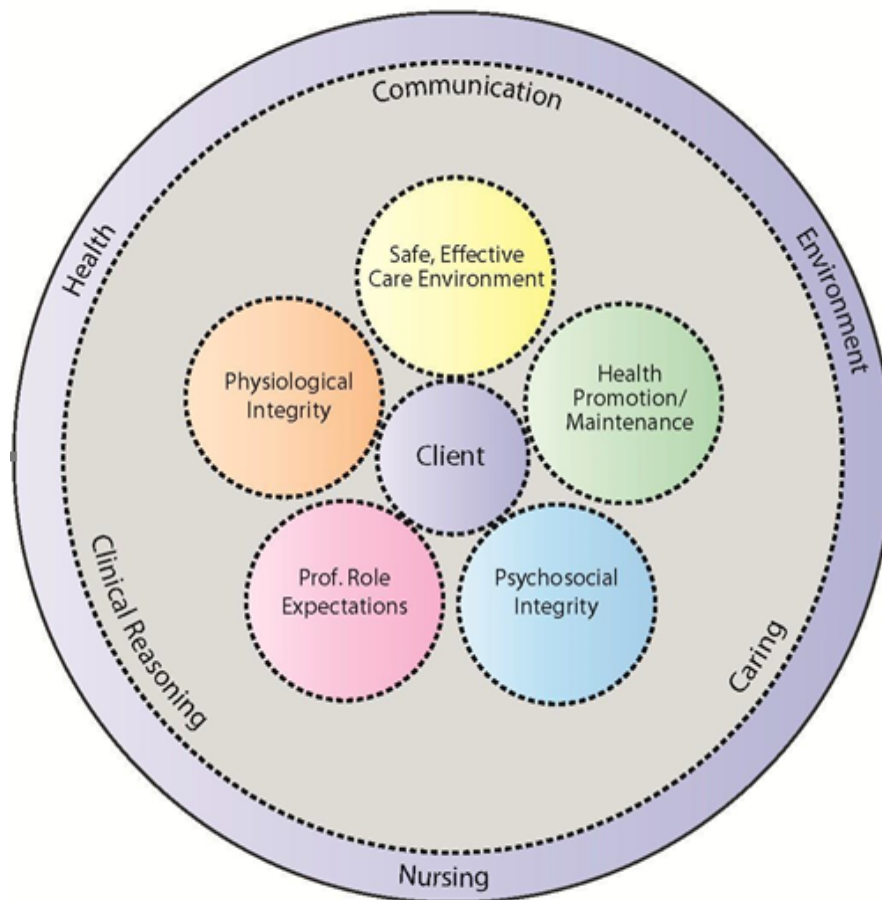
The major concepts depicted by the model provide the framework which guides the nursing curriculum. The inter-relationship of the concepts and client needs and their reciprocal impact on the care of the client is apparent. Concepts of client care are organized within the client needs categories of 1) 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

Concept of Client Care	Definition
Activity/Mobility	Activity and mobility allow 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.
Urinary Elimination	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.
Bowel Elimination	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.
Fluid/Electrolytes	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.
Circulation/Perfusion	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.
Metabolic Function	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.
Oxygenation	To survive, all living cells in the body require oxygen. The cardiac, circulatory and pulmonary systems function together to supply the body's demand for oxygen. Alterations causing inadequate oxygenation may result in the death of vital body tissues and loss of life.

Concept of Client Care	Definition
Neurological Function	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.
Cellular Regulation	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
Comfort	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.
Rest/Sleep	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.
Reproduction	Reproduction is the propagation of life preceded by sexual maturation of both sexes. The sex drive is instinctual motivation to meet this physiological need.
Tissue Integrity	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.
Sensory/Perception	Sensory/Perception is the receipt and interpretation of environmental stimuli using the sense organs and the factors contributing to impaired response.

Concept of Client Care	Definition
Cellular Regulation	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
Comfort	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.
Rest/Sleep	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.
Reproduction	Reproduction is the propagation of life preceded by sexual maturation of both sexes. The sex drive is instinctual motivation to meet this physiological need.
Tissue Integrity	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.
Sensory/Perception	Sensory/Perception is the receipt and interpretation of environmental stimuli using the sense organs and the factors contributing to impaired response.

Concepts of Client Care: Psychosocial Integrity

Concept of Client Care	Definition
Sexuality	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.
Culture/Diversity/Spirituality	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, 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.
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

Concept of Client Care	Definition
Health Promotion and Maintenance	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.
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

Concept of Client Care	Definition
Clinical Reasoning Skills	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
Collaborative Communications	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
Pharmacology	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.
Safety	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.
Health Care Policy/Systems	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.

Concepts of Client Care: Professional Role Expectations

Concept of Client Care	Definition
Ethical Parameters	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.
Legal Parameters	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.
Evidence-Based Practice	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 healthcare.
Quality Improvement	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.
Informatics/Technology	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.
Accountability	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.
Advocacy	Advocacy is the protection and advancement of the legal, human and service rights of clients and families and their health care needs.
Nursing Skills	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.

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.

Knowles, M. S. (1980). The modern practice of adult education, Chicago, IL: Follett. Knowles,
M. S. (1990). The adult learner: A neglected species (4th ed.). Houston, TX: Gulf.

Curriculum Plans
ASSOCIATE DEGREE IN NURSING TRADITIONAL PATHWAY

Requirements to obtain an Associate in Applied Science Degree in Nursing, traditional program, are 36 credit hours in nursing courses, 19-20 credit hours in general education courses, 3 credit hours in life skills course (BIO 1023) and 13 credit hours in support courses for a total of 71-72 credit hours. A minimum grade of "C" must be achieved in all courses required for this degree, with the exception of POLSC 1113 and HIST 1483 or 1493 (a grade of "D" is minimum). The Program is approved by the Oklahoma Board of Nursing. The associate nursing program at Oklahoma City Community College located in Oklahoma City, OK is accredited by the: Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326; phone (404) 975-5000. The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program is continuing accreditation. View the public information disclosed by the ACEN regarding this program at
http://www.acenursing.us/accreditedprograms/programSearch.htm.

Upon completion of the following curriculum, the graduate will be eligible to apply for licensure by examination (NCLEX-RN) in Oklahoma, any other state in the United States, and other jurisdictions specified by the National Council of State Boards of Nursing (www.ncsbn.org). Applicants with certain felony convictions may not be eligible to test for licensure. An initial determination of eligibility for licensure petition from the Oklahoma Board of Nursing can be accessed for a fee at http://nursing.ok.gov/initialdeterm.pdf.

SUGGESTED COURSE SEQUENCE

Entry Semester		Credit Hours
*CHEM 1123	Principles of Chemistry AND	3
*CHEM 1131	Principles of Lab Chemistry OR	1
*CHEM 1115	General Chemistry I	
*BIO 1023	Introductory Nutrition	3
*ENGL 1113	English Composition I	3
*PSY 1113	General Psychology	3
*BIO 1314	Human Anatomy and Physiology I	4
		17-18

Second Semester		
**+NUR 1519	Nursing Process I	9
BIO 1414	Human Anatomy and Physiology II	4
ENGL 1213	English Composition II	3
		16

Third Semester		
+NUR 1525	Nursing Process II – Medical Surgical Nursing II	5
+NUR 1524	Nursing Process II – Care of the Childbearing Family	4
BIO 2125	Microbiology	5
		14

Fourth Semester		
+NUR 2534	Nursing Process III – Mental Health Nursing	4
+ NUR 2535	Nursing Process III – Medical Surgical Nursing III	5
POLSC 1113	American Federal Government	3
		12

Fifth Semester		
+NUR 2549	Nursing Process IV	9
HIST 1483	U.S. History to the Civil War -OR-	
HIST 1493	U.S. History since the Civil War to Present	3
		12

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 management platform, personal computer, clinical uniform, and transportation to clinical sites.

Due to clinical facility 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 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.

All Health Professions students are required to submit a nationwide background and pre-placement drug testing prior to clinical/fieldwork. More information will be distributed upon acceptance into your respected program. AUAs and LPNs with positive drug screen results must be reported to the Oklahoma Board of Nursing.

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

Graduates of the nursing program must also meet the requirements of the Oklahoma Board of Nursing for licensure, which include but are not limited to criminal history search and passing the licensure exam. Further information can be obtained at www.ok.gov/nursing.

ASSOCIATE DEGREE IN NURSING PROGRAM CURRICULUM
CAREER LADDER PATHWAY

Requirements to obtain an Associate in Applied Science Degree in Nursing, traditional program, are 36 credit hours in nursing courses, 19-20 credit hours in general education courses, 3 credit hours in life skills course (BIO 1023) and 13 credit hours in support courses for a total of 71-72 credit hours. A minimum grade of "C" must be achieved in all courses required for this degree, with the exception of POLSC 1113 and HIST 1483 or 1493 (a grade of "D" is minimum). The Program is approved by the Oklahoma Board of Nursing. The associate nursing program at Oklahoma City Community College located in Oklahoma City, OK is accredited by the: Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326; phone (404) 975-5000. The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program is continuing accreditation. View the public information disclosed by the ACEN regarding this program at
http://www.acenursing.us/accreditedprograms/programSearch.htm.

Upon completion of the following curriculum, the graduate will be eligible to apply for licensure by examination (NCLEX-RN) in Oklahoma, any other state in the United States, and other jurisdictions specified by the National Council of State Boards of Nursing (www.ncsbn.org). Applicants with certain felony convictions may not be eligible to test for licensure. An initial determination of eligibility for licensure petition from the Oklahoma Board of Nursing can be accessed for a fee at http://nursing.ok.gov/initialdeterm.pdf.

SUGGESTED COURSE SEQUENCE

Entry Semester – Spring		Credit Hours
*CHEM 1123	Principles of Chemistry AND	3
*CHEM 1131	Principles of Lab Chemistry OR	1
*CHEM 1115	General Chemistry I	5
*BIO 1314	Human Anatomy and Physiology I	4
*BIO 1023	Introductory Nutrition	3
*PSY 1113	General Psychology	3
		14-15

Summer		
*BIO 1414	Human Anatomy and Physiology II	4
*ENGL 1113	English Composition I	3
		7

Fall		
**+NUR 1415	Nursing Role Transition	5
ENGL 1123	English Composition II	3
BIO 2125	Microbiology	5
		13

Spring		
+NUR 2534	Nursing Process III – Mental Health Nursing	4
+NUR 2535	Nursing Process III – Medical Surgical Nursing III	5
POLSC 1113	American Federal Government	3
		12

Fall		
+NUR 2549	Nursing Process IV	9
HIST 1483	U.S. History to the Civil War-- OR	
HIST 1493	U.S. History since the Civil War	3
		12

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).

+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 management platform, personal computer, clinical uniform, and transportation to clinical sites.

Due to clinical facility 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 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.

All Health Professions students are required to submit a nationwide background and pre-placement drug testing prior to clinical/fieldwork. More information will be distributed upon acceptance into your respected program. AUAs and LPNs with positive drug screen results must be reported to the Oklahoma Board of Nursing.

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

Graduates of the nursing program must also meet the requirements of the Oklahoma Board of Nursing for licensure, which include but are not limited to criminal history search and passing the licensure exam. Further information can be obtained at www.ok.gov/nursing.

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

Requirements to obtain an Associate in Applied Science Degree in Nursing, traditional program, are 36 credit hours in nursing courses, 19-20 credit hours in general education courses, 3 credit hours in life skills course (BIO 1023) and 13 credit hours in support courses for a total of 71-72 credit hours. A minimum grade of "C" must be achieved in all courses required for this degree, with the exception of POLSC 1113 and HIST 1483 or 1493 (a grade of "D" is minimum). The Program is approved by the Oklahoma Board of Nursing. The associate nursing program at Oklahoma City Community College located in Oklahoma City, OK is accredited by the: Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326; phone (404) 975-5000. The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program is continuing accreditation. View the public information disclosed by the ACEN regarding this program at
http://www.acenursing.us/accreditedprograms/programSearch.htm.

Upon completion of the following curriculum, the graduate will be eligible to apply for licensure by examination (NCLEX-RN) in Oklahoma, any other state in the United States, and other jurisdictions specified by the National Council of State Boards of Nursing (www.ncsbn.org). Applicants with certain felony convictions may not be eligible to test for licensure. An initial determination of eligibility for licensure petition from the Oklahoma Board of Nursing can be accessed for a fee at http://nursing.ok.gov/initialdeterm.pdf.

SUGGESTED COURSE SEQUENCE

Entr Semester – Fall		Credit Hours
*CHEM 1123	Principles of Chemistry AND	3
*CHEM 1131	Principles of Lab Chemistry OR	1
*CHEM 1115	General Chemistry I	5
*BIO 1314	Human Anatomy and Physiology I	4
*ENGL 1113	English Compositions I	3
*BIO 1023	Introductory Nutrition	3
*PSY 1113	General Psychology	3
		17-18
Spring		
*BIO 1414	Human Anatomy and Physiology II	4
*ENGL 1213	English Compositions II	3
*BIO 2125	Microbiology	5
*HIST 1483	U S History to the Civil War OR	
*HIST 1493	U S History Since the Civil War	3
		15
Summer		
**+NUR 1519	Nursing Process I	9
		9
Fall		
+NUR 1525	Nursing Process II – Medical Surgical Nursing II	5
+NUR 1524	Nursing Process II – Care of Childbearing Families	4
+NUR 2534	Nursing Process III – Mental Health Nursing	4
+NUR 2535	Nursing Process III – Medical Surgical Nursing III	5
		18
Spring		
+NUR 2549	Nursing Process IV	9
POLS 1113	American Federal Government	3
		12

Total Semester Hours Required: 71-72
*Must be completed prior to start of NUR 1519.
**Selective admissions required.

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

+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 management platform, personal computer, clinical uniform, and transportation to clinical sites.

Due to clinical facility 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 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.

All Health Professions students are required to submit a nationwide background and pre-placement drug testing prior to clinical/fieldwork. More information will be distributed upon acceptance into your respected program. AUAs and LPNs with positive drug screen results must be reported to the Oklahoma Board of Nursing.

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

Graduates of the nursing program must also meet the requirements of the Oklahoma Board of Nursing for licensure, which include but are not limited to criminal history search and passing the licensure exam. Further information can be obtained at www.ok.gov/nursing.

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; ENGL1113; 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. Participate with the client, family, significant others, and nursing team to utilize the nursing process in the provision of client-centered care. (Patient-Centered Care)
2. Communicate with the client and nursing team in the provision of client-centered care. (Teamwork and Collaboration)
3. Provide safe, quality, nursing care that promotes a caring environment and supports multidimensional needs of clients and families. (Safety)
4. Practice professionalism, accountability, ethics, understanding of legal framework, and values essential for a career in nursing. (Professionalism)
5. Identify evidenced-based practice and clinical reasoning processes for the delivery of client care. (Evidenced-Based Practice)
6. Use client care technologies, information systems, and communication devices that support safe nursing practice and development of nursing knowledge. (Informatics)

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.
10. Provide safe, quality, nursing care utilizing principles of evidence based practice.
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. Participate with the client, family, significant others, and members of the healthcare team to utilize the nursing process in the provision of holistic, individualized, and culturally-sensitive care. (Patient-Centered Care)
2. Communicate with the client, nursing and interdisciplinary team in the provision of client-centered care. (Teamwork and Collaboration)
3. Provide safe, quality, nursing care that promotes a caring environment and supports multidimensional needs of clients and families. (Safety)
4. Display professionalism, accountability, ethics, understanding of legal framework, and values essential for a career in nursing. (Professionalism)
5. Practice using evidenced-based practice and clinical reasoning skills during the coordination and implementation of client care. (Evidenced-Based Practice)
6. Use client care technologies, information systems, and communication devices that support safe nursing practice and development of nursing knowledge. (Informatics)

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.
9. Relate evidence-based practice principles to safe, quality client-centered care.
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. Participate with the client, family, significant others, and members of the healthcare team to utilize the nursing process in the provision of holistic, individualized, and culturally-sensitive care. (Patient-Centered Care)
2. Communicate with the client, nursing and interdisciplinary team in the provision of client-centered care. (Teamwork and Collaboration)
3. Provide safe, quality, nursing care that promotes a caring environment and supports multidimensional needs of clients and families. (Safety)
4. Display professionalism, accountability, ethics, understanding of legal framework, and values essential for a career in nursing. (Professionalism)
5. Practice using evidenced-based practice and clinical reasoning skills during the coordination and implementation of client care. (Evidenced-Based Practice)
6. Use client care technologies, information systems, and communication devices that support safe nursing practice and development of nursing knowledge. (Informatics)

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.
9. Relate evidence-based practice principles to safe, quality client-centered care.
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. Participate with the client, family, significant others, and members of the healthcare team to utilize the nursing process in the provision of holistic, individualized, and culturally-sensitive care. (Patient-Centered Care)
2. Demonstrate proficient communication skills with the client, nursing and interdisciplinary team in the provision of client-centered care. (Teamwork and Collaboration)
3. Provide safe, quality, nursing care within healthcare teams that promotes a caring environment and supports multidimensional needs of clients and families. (Safety)
4. Act in accordance with professional nursing role expectations, including accountability, ethics, legal standards, and values. (Professionalism)
5. Apply evidenced-based practice and clinical reasoning skills during the coordination and implementation of client care. (Evidenced-Based Practice)
6. Utilize client care technologies, information systems, and communication devices that support safe nursing practice and development of nursing knowledge. (Informatics)

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 multi-dimensional 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. Participate with the client, family, significant others, and members of the healthcare team to utilize the nursing process in the provision of holistic, individualized, and culturally-sensitive care. (Patient-Centered Care)
2. Demonstrate proficient communication skills with the client, nursing and interdisciplinary team in the provision of client-centered care. (Teamwork and Collaboration)
3. Provide safe, quality, nursing care within healthcare teams that promotes a caring environment and supports multidimensional needs of clients and families. (Safety)
4. Act in accordance with professional nursing role expectations, including accountability, ethics, legal standards, and values. (Professionalism)
5. Apply evidenced-based practice and clinical reasoning skills during the coordination and implementation of client care. (Evidenced-Based Practice)
6. Utilize client care technologies, information systems, and communication devices that support safe nursing practice and development of nursing knowledge. (Informatics)

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 multi-dimensional 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 (End-of-Program 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. Collaborate with the client, family, significant others, and members of the healthcare team to utilize the nursing process in the provision of holistic, individualized, and culturally sensitive care. (Patient-Centered Care)
2. Effectively communicate with the client, nursing and interdisciplinary team in the provision of client-centered care. (Teamwork and Collaboration)
3. Promote safe, quality, nursing care within healthcare teams that ensures a caring environment and supports multidimensional needs of clients and families. (Safety)
4. Role model professional nursing role expectations, including accountability, ethics, legal standards, and values. (Professionalism)
5. Integrate evidenced-based practice and clinical reasoning skills during the coordination and implementation of client care. (Evidenced-Based Practice)
6. Implement client care technologies, information systems, and communication devices that support safe nursing practice and development of nursing knowledge. (Informatics)

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

Procedure for Advanced Standing Credit: Career Ladder Pathway
1. Prior to enrollment in Nursing Process III (NUR 2534 and NUR 2535), three Advanced Standing must be completed according to guidelines.
    a. Nursing Process I Fundamentals (NUR 1519) for 9 credit hours at $6.00/hour (total of $54.00*)
    b. Nursing Process II Care of the Childbearing Family (NUR 1524) 1 credit hour at $6.00/hour, and
    c. Nursing Process II MedSurg Nursing II (NUR 1525) 3 credit hours at $6.00/hour (total of $18.00*).
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. Payment for advanced standing is done through the Bursar's office.

*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 2021

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

6. 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.

7. 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.

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

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

10. 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.

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

12. 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.

13. The following grading 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:

May, 2018

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 provide 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.

Revised: May 2018

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 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

3. 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.

4. 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.

5. 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 NUR1525.

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 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 one (1) calendar year prior to the date the transfer is requested.

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

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.

12. Students who have failed two (2) nursing programs will not be eligible for transfer.

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 to Nursing Program Director, Shelley L. Miller shelley.l.miller@occc.edu

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

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: 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/nccl/transfer.html

Step 5: Complete enrollment forms and turn in to the Health Profession Division office.

Step 6: Complete clinical requirements as outlined in the acceptance letter.

Step 7: 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 $6.00/hour of credit awarded. (e.g., NUR 1519 is a 9 credit hour course; the fee is $54.00 - 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 2021

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.

Nursing Program Estimated Costs

Traditional Nursing Pathway Estimated Costs AY23 12-21-22				
Tuition and Fees:				
Semester	1st	2nd	3rd	4th
In-state resident tuition & fees:($135.29/credit hour)	$1,217.61	$1,217.61	$1,217.61	$1,217.61
Non-resident tuition & fees:($314.72/credit hour)	$2,942.91	$2,942.91	$2,942.91	$2,942.91
Nursing Lab Fee	$175.00	$185.00	$105.00	$30.00
Equipment Fee	$45.00	$45.00	$25.00	$45.00
Online Program Access:				
ATI Standardized Testing (included in bursar fees)	$178.00	$146.00	$146.00	$146.00
ExamSoft-Online Testing (purchase in OCCC bookstore only)	$ 45 .00	$45.00	$ 45 .00	$45.00
ATI Pharm, Skills, and Dosage Calculation (online	$300.00			
SimChart Access (online purchase)	$139.00		$139.00	
Textbooks:				
Required	$528.00	$91.95	$141.90	
Optional (included in total)	$470.55		$154.95	
Clinical Requirements:				
Immunizations and/or Blood Tests	$350.00			
CPR Certification	$50.00			
Drug Testing Fee	$45.00			
Background Check	$42.50			
Student Liability Insurance	$30.00			
Clinical Management Platform (myClinicalExchange)	$39.50		$39.50	
Miscellaneous:				
Uniforms Shoes	$225.00			
Equipment: scissors, stethoscope, pen light, name badge	$100.00			
Cap and gown				$50.00
Pearson Testing for NCLEX-RN				$200.00
NCLEX-RN Fingerprinting				$53.00
NCLEX-RN License Fee				$85
Semester Total OK Resident	$3,767.61	$1,730.56	$1,968.96	$1,871.61
Semester Total Non-Resident	$6,048.46	$3,410.86	$3,694.26	$3,163.91

Total Program Cost: OK Resident	$9,338.74
Total Program Cost: Non-Resident	$16,317.49

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.

BADNAP Nursing Pathway Estimated Costs AY23 12-21-22

Tuition and Fees:

Semester	1st	2nd	3rd	4th
In-state resident tuition & fees:($135.29/credit hour)	$1,217.61	$1,217.61	$1,217.61	$1,217.61
Non-resident tuition & fees:($314.72/credit hour)	$2,942.91	$2,942.91	$2,942.91	$2,942.91
Nursing Lab Fee	$175.00	$185.00	$105.00	$30.00
Equipment Fee	$45.00	$45.00	$25.00	$45.00
Online Program Access:				
ATI Standardized Testing (included in bursar fees)	$178.00	$146.00	$146.00	$146.00
ExamSoft-Online Testing (purchase in OCCC bookstore only)	$45 .00		$45 .00	
ATI Pharm, Skills, and Dosage Calculation (online	$300.00			
SimChart Access (online purchase)	$139.00			
Textbooks:				
Required	$528.00	$91.95	$141.90	
Optional (included in total)	$470.55		$154.95	
Clinical Requirements:				
Immunizations and/or Blood Tests	$350.00			
CPR Certification	$50.00			
Drug Testing Fee	$45.00			
Background Check	$42.50			
Student Liability Insurance	$30.00			
Clinical Management Platform (myClinicalExchange)	$39.50			
Miscellaneous:				
Uniforms Shoes	$225.00			
Equipment: scissors, stethoscope, pen light, name badge	$100.00			
Cap and gown				$50.00
Pearson Testing for NCLEX-RN				$200.00
NCLEX-RN Fingerprinting				$53.00
NCLEX-RN License Fee				$ 85.00
Semester Total OK Resident	$3,767.61	$1,685.56	$1,790.46	$1,826.61
Semester Total Non-Resident	$6,048.46	$3,410.86	$3,515.76	$3,163.91

Total Program Cost: OK Resident	$9,070.24
Total Program Cost: Non-Resident	$16,138.99

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.

Career Ladder Nursing Pathway Estimated Costs AY23 12-21-22

Tuition and Fees:

Semester	Role Transitions	Nursing Process III	Nursing Process IV
In-state resident tuition & fees:($135.29/credit hour)	$1,217.61	$1,217.61	$1,217.61
Non-resident tuition & fees:($314.72/credit hour)	$2,942.91	$2,942.91	$2,942.91
Nursing Lab Fee	$155.00	$105.00	$105.00
Advanced Standing ($6/credit hour)	$78.00		
Equipment Fee	$25.00	$45.00	$45.00
Online Program Access:			
ATI Standardized Testing (included in bursar fees)	$218.00	$185.00	$185.00
ExamSoft-Online Testing (purchase in OCCC bookstore only)	$45.00	$45.00	$45.00
ATI Pharm, Skills, and Dosage Calculation (online	$300.00		
SimChart Access (online purchase)	$139.00		$80.95
Textbooks:			
Required	$528.00	$233.85	
Optional (included in total)	$470.55	$154.95	
Clinical Requirements:			
Immunizations and/or Blood Tests		$350.00	
CPR Certification		$50.00	
Drug Testing Fee		$45.00	
Background Check		$42.50	
Student Liability Insurance		$30.00	
Clinical Management Platform (myClinicalExchange)		$39.50	
Miscellaneous:			
Uniforms Shoes		$225	
Equipment: scissors, stethoscope, pen light, name badge		$100	
Cap and gown			$50
Pearson Testing for NCLEX-RN			$200
NCLEX-RN Fingerprinting			$53
NCLEX-RN License Fee			$85
Semester Total OK Resident	$2,582.61	$2,868.41	$1,936.56
Semester Total Non-Resident	$4,778.46	$3,511.76	$3,358.86

Total Program Cost: OK Resident	$7,387.58
Total Program Cost: Non-Resident	$11,649.08

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

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), tdap, 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.

NURSING ATTENDANCE & TARDINESS POLICY

1. ***Theory Class Attendance:*** Each student is expected to attend class on a regular and punctual basis. 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 and activities are also given in theory for which the student will be held responsible (e.g., schedule changes, clarification of assignments, pop quizzes etc.). No children are allowed in class.

2. ***Exam Attendance:*** Students are **required** to arrive on time for the exam and proctored ATI exams. 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. No virtual proctored exams will be allowed.

3. ***Campus Lab and Clinical Attendance***: Students are **required** to attend **all** campus lab and clinical. Students are **required** to arrive on time. **Makeup lab or clinical will only be considered for emergency reasons.** The following 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.   **An unexcused clinical or lab absence may be grounds for dismissal from the program.**
      iv.   Each student is **required** to independently complete the mandatory clinical and lab pre-planning assignment. If a student fails to complete the clinical or lab pre-planning assignment by the assigned deadline, the student will not be allowed to attend lab or clinical as scheduled. **This will result in an unexcused clinical or lab absence.**
      v.   The student will 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).
      vi.   Obtain materials missed due to absences.
      vii.   Coordinate and complete makeup experiences with team leader and health professions/nursing simulation lab coordinator within one week from the date of the absence.
      viii.   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 departure from clinical or campus lab must be approved, prior to leaving, by the clinical/lab faculty. This includes leaving the clinical site for any reason, including but not limited to, breaks and lunch.

   d)   The student must report to the instructor by the designated time. Arrival after the designated time is considered tardy up to 30 minutes. If a student is late, it may be addressed on the clinical evaluation

tool under the section -plan of improvement and is documented and implemented. If no improvement is shown, it may result in a behavioral agreement.

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

f) If a student is 30 minutes or later to clinical, it will be considered a clinical 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, December, 2018, March 2020, October 2022

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 throughout the program. 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 Advisory Committee and the college Student Governance Association (SGA). 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. No confidential client information may be removed from the facility (i.e., copies of the clients' medical records and photographs of clients' are prohibited). 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 Accessibility and Support located on the first floor of the main building near SEM entry 3 or by calling 405-682-7520. All academic adjustments/accommodations must be approved by the Student Support Services.

Reviewed: June 2021

Standards for Student Conduct

Theory Class

a. Class attendance is vital to the successful completion of the course. Students are expected 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 upon the facility availability. Clinical placement is not guaranteed with enrollment.

Clinical Management Platform

The myClinicalExchange (MCE) 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 MCE 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 MCE, 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 MCE is $39.50 per year. 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 MCE at https://www.myclinicalexchange.com

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. **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 members are available to explain, clarify, or to consult with students who have questions or concerns related to these expectations.

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 a 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
$42.50 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: April 2018

Health Professions Student Drug Testing Policy

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

<u>Behavior Definitions:</u>
- <u>Confirmed Positive Drug Test</u>: A drug test processed at a SAMHSA certified laboratory using GC/MC (see definition below) confirmation on all non-negative specimens. The ONLY personwho can make a final determination regarding the results is the Medical ReviewOfficer.
- <u>Drug Testing for Reasonable Cause:</u> A drug test required due to the suspicion that reasonable cause exists that the student is not free of illegaldrugs.
- <u>GC/MS:</u> Gas chromatography/mass spectrometry will confirm all non-negative specimens.
- <u>Illegal Drugs:</u> Illegal drugs include those drugs made illegal to possess, consume, or sellby Oklahoma and Federal statutes. An illegal drug also includes those drugs taken byan individual which exceed the prescribed limits of a lawful prescription or the taking of a prescription drug without a valid prescription.
- <u>Initial Pre-placement Drug Test:</u> A drug test administered prior to the beginning of the first clinical assignment. Date and time of the Pre-placement drug test will be scheduled solely by theCollege.
- <u>Medical Review Officer (MRO)</u>: 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- negativespecimen.
- <u>Substance Abuse and Mental Health Services Administration (SAMHSA) Laboratory:</u>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.

<u>Initial Drug Testing</u>:

Each student will provide a sample for a Pre-placement 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)/or Designee (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 or Designee, current 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 week term or sixteen week semester 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 term).

In the event a student does have his/her original specimen retested. The request must be submitted in writing to the Clinical Affiliation Compliance Administrator (primary) or Designee (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 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 or Designee, 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 Pre-placement 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

® 2020 August

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: May, 2018

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 at 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

Related Links:
- OCCC Information Technology Resources Acceptable Use Policy (see OCCC Student Handbook)
- National Council State Boards of Nursing (https://www.ncsbn.org/NCSBN_SocialMedia.pdf)
- American Nurses Association (http://nursingworld.org/socialnetworkingtoolkit)
- Oklahoma Nurse Practice Act: (http://www.ok.gov/nursing/actwp14.pdf)
- ANA Code of Ethics: (http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.aspx)
- Facebook Privacy Policy: (http://www.facebook.com/about/privacy/)
- Linkedin Privacy Policy: (http://www.linkedin.com/static?key=privacy_policy)
- MySpace Privacy Policy: (https://myspace.com/pages/privacy)
- Google Privacy Policy: (http://www.google.com/intl/en/policies/privacy/)
- Twitter Privacy Policy: (https://twitter.com/privacy)
- Instagram Privacy Policy: (https://instagram.com/about/legal/privacy/)
- Snapchat Privacy Policy: (https://www.snapchat.com/privacy)

Revised: June, 2015

Oklahoma City Community College Academic Integrity Statement

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. See OCCC Student Handbook for Integrity Policies.

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.

Definition of Proctored Environment: Faculty or designee who monitors student(s) during examination, either in person or via live video feed, with the opportunity to access students' physical environment during testing procedures.

1. GENERAL
   a. Students are expected to conduct themselves in an honest, professional manner at all times.
   b. Students must make every effort to arrive for exams on time. This may include planning for traffic, work schedules, or other occurrences.
   c. Faculty of each course will facilitate the testing procedure for students with accommodations, based on documented student needs.
   d. 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.
   e. 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 assign student randomized seating and may provide further security with table dividers. Students may not change their randomized seating assignment. Faculty will provide blank colored paper or a whiteboard, which must be turned in prior to leaving the testing environment.
   f. It will automatically be assumed that the student is involved in academic misconduct if they are in possession of a cell phone, wearable device, unapproved technology or material during any exam. Students who are in violation of the Testing Policy are subject to disciplinary action(s) and may be dismissed from the program.
   g. Students will be allowed to visit the restroom during the exam period one at a time. The computer device and provided paper/whiteboard will be left in the testing area.
   h. Students are required to bring his/her fully charged 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.
   i. Faculty complete statistical analyses on all nursing exams.

2. EXAM ITEMS

   a. 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, hot spots, CLOZE, true-false, fill in the blank and select all that apply.

3. ITEM APPEAL

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

4. EXAM REVIEW AND POSTING OF GRADES

    a. 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.
    b. Students may schedule an appointment to review his/her strengths and opportunities 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.
    c. Individual exam reviews, to include item appeal(s), with faculty will be limited to 30 minutes unless otherwise stated in a Student Learning Agreement.
    d. 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.
    e. Exam scores will generally post within three business days following the exam. Faculty will notify students of any delay in posting of grades.

Revised Oct 2019

TESTING POLICIES AND PROCEDURES (To be implemented in the event of campus closure with no opportunity to test in-person)

The Oklahoma City Community College Nursing Testing Policies and Procedures have been temporarily updated in response to the international COVID-19 pandemic. In the event of campus closure, testing will be done in a remote online format. The highlighted changes below are a result of searches of best practices for remote online nursing testing.

TEMPORARY 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.

Definition of Proctored Environment: An environment where faculty or designee monitors student(s) during examination.

1. GENERAL
   a. Students are expected to conduct themselves in an honest, professional manner at all times.
   b. Students must make every effort to log in for exams several minutes prior to the start of the exam time. This may include planning for slow internet, difficulty with set up, or other occurrences.
   c. Multiple nursing faculty will facilitate and proctor the testing procedure via ZOOM software. Students will be sent a link/invitation to join a testing group. Students will be assigned a group in advance of the test. Students are required to access the meeting via their cell phone or other computer device. The ZOOM connection will allow faculty to view all the students simultaneously during the exam in real time. The exam will be recorded for later review. Students are required to position their cell phone, or other computer device in order to allow their face to be viewable by the proctor at all times.
   d. Students with documented accommodations will be addressed on an individual basis; these students should discuss their accommodations and concerns with the team leader of their course well in advance of the test.
   e. During an exam and exam review, students may only have their student identification card in the testing area. No headwear with visors, purses, backpacks, or other personal items will be allowed (any exception to the above will be decided on an individual basis) within view of the student test area. No wearable technology i.e. Apple watch, blue tooth/Google glasses, etc. Faculty will ensure the student and environment is secured by having each student conduct a visual sweep of the area with their cell phone camera, including viewing both sides of their ID card. It will automatically be assumed that the student is involved in academic misconduct if they are in possession of a wearable technology device, unapproved technology or other material during any exam. Students who are in violation of the Testing Policy are subject to disciplinary action(s) and may be dismissed from the program.
   f. Students are required to set up testing in a quiet, well lit environment with no distractions or other people in the room. A stable, reliable internet is required as well. Please plan ahead to make arraignments to be somewhere these requirements can be met. Students are not allowed to test together.
   g. Please plan ahead to minimize the need for breaks. Students will be allowed to visit the restroom during the exam period. The student must notify the proctor prior to leaving the testing environment .The computer device, cell phone and ID card will be left in the testing area. Cell phones will be left with the camera on in the testing area if the student takes a restroom break. How to notify the instructor will be reviewed during the mock exam.
   h. Students are required to have a fully charged personal cell phone with camera capabilities or other computer device. To avoid unnecessary delays in testing, students are required to complete all computer updates prior to the day of testing. Plan to have your cell phone plugged in during the entire duration of the exam.
   i. At least one proctored mock exam will be taken by every student prior to remote testing online. Students will need to have the opportunity to trouble shoot and increase their comfort level with the new process.
   j. In the rare event of technology failure:
      I. Take a deep breath, we can work through most everything!
      II. Notify the live proctor as soon as the event occurs via the phone number provided
      III. If the student's computer freezes, turn off the computer and restart the device. ExamSoft will save the test at the point the student left off. Students will need to contact their proctor to get a resume code. If the student completely loses internet connectivity, the resume code will be given once the internet connection is reestablished.
      IV. Faculty complete statistical analyses on all nursing exams.

2. EXAM ITEMS
   a. 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, hot spot, CLOZE, alternate formats and true-false, fill in the blank and select all that apply.

3. <u>DUE PROCESS</u>
    a. Students will have the opportunity to discuss exam questions with faculty for clarification or due process.

4. <u>EXAM REVIEW AND POSTING OF GRADES</u>

    a. 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.
    b. Students may schedule an appointment to review his/her exam strengths and weaknesses ExamSoft report with a course instructor prior to administration of the next exam. Students will have until the completion of the semester to review the final exam.
    c. Individual exam reviews of strengths and weaknesses report, with faculty will be limited to 30 minutes unless otherwise stated in a Student Learning Agreement.
    d. Students who fail to achieve 74% on any exam are encouraged to contact faculty after grades post to schedule a remediation 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.
    e. Exam scores will generally post within three business days following the exam. Faculty will notify students of any delay in posting of grades.

Revised June 2021

SECTION FOUR

Clinical Requirements

1. **BACKGROUND CHECK – REQUIRED**
   Due to clinical agency requirements, the Division of Health Professions requires a 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.

2. **DRUG TESTING – REQUIRED**

   Drug testing is required for all students in the Division of Health Professions. Each student will provide a sample for a 10-panel, pre-placement drug test prior to the first clinical assignment. Students must produce a negative drug result to remain eligible for the program. If a student is **prescribed** normal daily medications, by a medical professional, a Medical Review Officer (MRO), will determine eligibility. 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 – based on program application procedures but readmission is not guaranteed. Failure of a second drug test will result in dismissal from any of the HP Programs with no opportunity for readmission. Any break in continuous enrollment will result in an additional pre-placement drug test, at the cost of the student. Licensing agencies require that any criminal history or positive drug test results must be reported to the appropriate licensing agency**. Please note**– that while medical marijuana is legal in the State of Oklahoma, it is not accepted in healthcare or in any of the Health Professions Programs at OCCC. A positive test for marijuana will result in the student's loss of eligibility to remain in a HP Program.

3. **CPR – REQUIRED**
   All students must be currently certified in *American Heart Association (AHA) Basic Life Support (BLS) Healthcare Provider CPR* prior to enrollment in any nursing course. _Online CPR training is only acceptable if it includes both an online class and hands-on in-person 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. For example, if your CPR certification expires in the middle of a semester, you must renew prior to the first day of class for that semester. NOTE: American Red Cross certification (or anything besides AHA) is not accepted.

   OCCC may be offering a very affordable $25.00 option for CPR. Use the link below to sign up. We will be updating more classes as the need arises and instructors become available, so check the OCCC link frequently. Please know that we will not be able to offer enough classes for everyone. Many other options can be found by searching the internet for American Heart Association BLS. These cost 75-100 dollars. If you are unable to find an OCCC course convenient for your schedule, you must find another option. Please do not

wait until the last minute for find/schedule a class. <mark>You must have this done PRIOR to deadline *to allow time for the card to reach you.*</mark>

CPR options may be available for students at OCCC, via the following link:
OCCC CPR Sign-up link: https://www.signupgenius.com/go/10c0d49a8ac2aa2fcc16-cprcourse.
You may call 405-682-1611 ext. 7507 for questions and to request information about when classes may become available.

These OCCC CPR classes fill up quickly. Availability depends on volunteer instructors and classes may be limited. Other options to consider are your place of employment if you work at a hospital, or the American Heart Association Website: https://cpr.heart.org/en/course-catalog-search

4. **STUDENT LIABILITY INSURANCE – REQUIRED**
    All students enrolled in nursing coursework with a clinical component must have Accidental Medical and Professional Liability Insurance. The cost of the insurance policy is $30.00 for one calendar year for one million dollars coverage and can be purchased in the Bursar's office during normal hours of operation or online through your student portal.

5. **IMMUNIZATIONS – REQUIRED**
    All nursing students must submit records of immunizations or acceptable titers for certain vaccinations to attend clinical. Clinical site policies may vary on waiver or declination acceptance. Alternate clinical experiences may not be available. This may interfere with your ability to pass the required clinical course and progress in the nursing program.

Clinical site vaccination requirements are subject to revisions based on clinical site policies.

All vaccination records must contain your full name, date of birth, and the location.

All requirements must remain current throughout the semester. (Including TB and CPR)

Contact Professor Wallace at swallace@occc.edu or 405-682-1611 ext. 7194 if you need assistance in planning your immunization process.

<mark>**SEQUENCING OF VACCINATIONS**
1. *First start with the TB test*
2. *Second MMR, Varicella, and others*
3. *If you received a COVID-19 vaccination, **you must wait 30 days after the second vaccine** to receive a TB skin test or T-Spot*</mark>

REQUIRED IMMUNIZATIONS

1. Tuberculosis (TB)
    a. All students must receive and submit records for a 2-step TB Skin Test (TST) prior to beginning the semester and annually (every 365 days). TB tests must remain current throughout the semester.
    b. **NOTE:** If you have had a positive TB test do not repeat the TB test refer to T-Spot information below
    c. The second TB test should be administered 1 week apart from the first TB test.
    d. The records must have the following:
        i. Date administered

        ii.   Date read (between 48-72 hours after administration)

OR

TB QuantiFERON Gold (T-Spot/IGRA) Blood Test
a. If you received the BCG vaccination or had a previous positive TB skin test, it is recommended you have blood drawn for a T-Spot test.
b. Submit records (requires a negative result)
c. If you have a **positive** T-Spot
      i.   Submit a chest X-ray from the health department with treatment recommendations
      ii.   Submit a "Cleared for Public Contact" letter
      iii.   Submit proof of starting on TB medication or a waiver for the medication

2. Measles, Mumps, Rubella (MMR)
a. Submit records of two MMR vaccinations
   OR
b. Submit MMR titer records for each, measles, mumps, and rubella (a total of 3 positive titer results)

3. Varicella (Chickenpox)
a. Submit records of two Varicella vaccinations
   OR
b. Submit records of one positive Varicella titer (history of Varicella will not be accepted)

4. Hepatitis B (HBV)
a. Submit records of three HBV vaccinations
   OR
b. Submit records of one positive HBV titer
   OR
c. Submit waiver for HBV vaccine (HBV waiver is included below)

5. Tetanus, Diphtheria, Pertussis (Tdap)
a. Submit records of Tdap vaccination administered
b. Must be administered within the last 10 years or record of Tdap booster every 10 years thereafter (DTaP or Td is not accepted)

6. Annual Influenza (Flu)
a. Required to submit records **annually** between September 1 through October 15.
   OR
b. Submit records of flu declination statement if refusing for:
      i.   Medical reasons (must submit signed physician statement)
      ii.   Religious reasons (must submit signed minster statement)

7. COVID-19
a. Submit records of primary vaccination(s) (i.e., Pfizer-BioNTech, Moderna, Novavax, or Johnson & Johnson Janssen)
   OR
c. Submit records of COVID-19 declination statement if refusing for:
   NOTE: Clinical site policies may vary on waiver or declination acceptance. Alternate clinical experiences may not be available. This may interfere with your ability to pass the required clinical course and progress in the nursing program.

        i.   Medical reasons (must submit signed physician statement)
      ii.   Religious reasons (must submit signed minster statement)

Nursing students are responsible for all of their individual compliance costs.

Revised: January 2023

Dress Code 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:

i.   At least one scrub top and one scrub bottom that will be ordered online.
ii.   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 students who prefer a skirt (optional)
iii.   short or long sleeve white knit undershirt with a rounded neck to be worn underneath the uniform top (optional)

1. Official OCCC nursing program photograph 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, black, or grey leather shoes of good quality and providing adequate support (no cloth tennis shoes or open toed shoes). Dansko Professional Clogs in black, grey, or white with backs may be also be worn. White, grey, or black (they should match the color of your shoes.)
3. Undergarments must not be visible anywhere beneath your uniform.
4. Pen (black ink), notepad/notebook
5. Stethoscope, penlight, bandage scissors, wristwatch (with second hand)
6. Hair should be clean and off the collar or of style that does not interfere with vision or cause contamination. No bright colored headbands.
7. No cologne or perfume should be used while in clinical. The student is expected to use good judgment in the use of cosmetics.
8. 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.
9. Nails shall be natural (no nail polish) and should be clean and cut short. Artificial nails of any type, including, but not limited to: extensions, overlays, fills, gel, silk, powder dip, minerals, nail wraps, stickers, and press-on nails **are prohibited** in lab and clinical facilities due to infection control.
10. 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.
11. Facial hair must be clean, groomed, and follow the clinical facilities dress code.

Additional Information:

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: December 2022

Oklahoma City Community College Division of Health Professions Incident and Exposure Notification Policy/Procedure (suspected or known)

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, fieldwork, field internship, or any other educational site.

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 Risk Management/Legal Counsel for record.

b. If the event occurs off campus and there is an OCCC fulltime faculty, clinical instructor, or preceptor on site, the student should notify that individual immediately. The student and instructor/preceptor 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 the event to Risk Management/ Legal Counsel for record.

c. If the event occurs off campus and there is no OCCC fulltime faculty, clinical instructor or preceptor on site, the student should notify the person at the facility who is overseeing their clinical experience. 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 the event to Risk Management / Legal Counsel for record.

TREATMENT

1. **During the clinical shift in which the incident / exposure occurred**:

a. the student should have baseline blood work drawn and/or baseline tests performed at the clinical site if the facility has that capability OR

b. the student should report to their personal physician, a clinic, or a hospital of choice for treatment.

c. If the student does not have a personal physician or preference where they acquire treatment, the student may report to one of the following St. Anthony HealthPlex locations noted below to have a baseline bloodwork drawn and/or baseline tests performed.

HealthPlex East	3400 S. Douglas Blvd	405-272-2821
HealthPlex Mustang	201 South Sara Rd	405-578-3200
HealthPlex North	13401 N. Western	405-252-3422
HealthPlex South	13500 South Tulsa Dr.	405-713-2621
St. Anthony North Urgent Care	6201 N. Santa Fe, Ste. 1010	405-772-8687

Revised: by CACA Approved by Risk Mgt.

® May 2019

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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.

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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).

1.

SECTION FIVE

OKLAHOMA CITY COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
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 barriers to success? _____
   _____
   _____
   _____

4. Planned date of petition for readmission_____

5. Petition for delayed progression_____

6. 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.

OKLAHOMA CITY COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM

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 outline 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.

_____ I understand I may be eligible for Academic Forgiveness once course is re-taken with a grade of A, B, or C. Students may request Academic Forgiveness online or through the records department.

_____   _____
Student's Signature   Date

Admissions Committee Documentation

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

Revised: May, 2018

Oklahoma City Community College
Nursing Program

Student Documentation of Clinical/Lab or Exam 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   Exam

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 and placed on probation

Unexcused absence: no make-up opportunity and placed on probation

Unexcused absence and dismissal from the program

*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

Students with an unexcused absence will need to meet with the Nursing Program Director, or designee prior to the Committee meeting. The committee will review the supporting documents and vote to approve either a make-up opportunity with probation or dismissal from the program. See attendance policy.

Committee Members: _____

_____

_____

_____

_____

_____

_____

Date of Decision: _____

Date of copy placed in student file: _____

Revised: November 2016, March 2020, May 2021

**OKLAHOMA CITY
COMMUNITY COLLEGE**

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