

Oakland Community College

NURSING

STUDENT HANDBOOK



Department of Nursing



OAKLAND COMMUNITY COLLEGE®

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Revisions

2018-2019 Edition

The contents of this handbook are subject to change based on departmental decisions, legislative changes, contractual obligations, or editorial corrections. The most current edition will supersede any previous editions, unless otherwise indicated. In addition to this handbook, nursing students are subject to all external agency policies and Oakland Community College policies and procedures as listed in the Oakland Community College catalog, schedule of classes, and [student handbook](#).

Section 1: College Policies

Current College policies, including the Academic Appeals policy, and the college-wide Student Handbook are available online: <https://www.oaklandcc.edu/student-services/college-policies/default.aspx>. (The numbering system below is strictly for ease of use in this Nursing Student Handbook.)

1.1 Appropriate Use of Information Technology

Information technology resources (computers, voice and data networks, electronic data and information) are provided by Oakland Community College to its faculty, administration, and students in support of the college mission. OCC's Technology Appropriate Use Regulations (TAUR) document outlines the appropriate use of college information technology resources: <https://www.oaklandcc.edu/TAUR/>.

1.2 FERPA Notice

The Family Educational Rights and Privacy Act (FERPA) of 1974 was established to protect the privacy of student educational records.

Only certain employees of Oakland Community College, acting individually or collectively in the educational interest of the student, are allowed access to educational records.

When the collection of personally identifiable information is specifically authorized by federal law, any data collected by such officials shall be protected in a manner which will not permit the personal identification of students and their parents by other than those officials, and such personally identifiable data shall be destroyed when no longer needed.

Except as allowed and required by law, no personally identifiable information from a student's educational record will be disclosed to any third party (including parent, spouse or other students) by an official or employee of the College without prior written consent of the student.

In compliance with federal regulations, no information regarding a student's grade or class standing will be given out over the phone or via e-mail unless a statement of permission is on file in the nursing office. Once a student files a statement of permission, the decision to discuss student grades or class standing via e-mail or phone lies solely with the faculty.

1.3 Americans with Disabilities Act (ADA)

Oakland Community College (OCC) is committed to removing barriers to education that may be experienced by students with disabilities by providing appropriate academic support and accommodations. The Rehabilitation Act of 1973 (Section 504) and the American with Disabilities Act (ADA) regulate the provision of services and accommodations for students

with disabilities in higher education. The Accessibility Compliance Center and Educational Support Services (ACCESS) offices are responsible for providing OCC students with accommodations: <https://www.oaklandcc.edu/access/default.aspx>.

1.4 Title IX

Title IX prohibits discrimination on the basis of sex in any program or activity including, but not limited to: Educational programs or activities, e.g., student services, academic counseling, discipline, classroom assignment, grading, athletics, admissions, recruitment, financial aid, etc.

Members of the college community who believe that a Title IX violation may have occurred, should discuss their concerns and/or file a complaint with the college's Title IX coordinator. Visit this page for the coordinator's contact information and information on the Title IX training for students: <https://www.oaklandcc.edu/publicsafety/title-ix.aspx>.

1.5 Equal Opportunity/Sexual Harassment Complaint Procedure

Oakland Community College, pursuant to the requirements of applicable law and these policies, does not discriminate against applicants, employees or students on the basis of race, religion, color, national origin, citizenship, veteran status, sex, age, height, weight, marital status, sexual orientation, gender identity and expression, disability or handicap, nor will sexual harassment or harassment based on other classifications mentioned herein, be tolerated, in its employment practices and/or educational programs or activities.

Concerns about the above should be communicated to:

Equal Opportunity Compliance Officer
Oakland Community College
2480 Opdyke Road
Bloomfield Hills, MI 48304-2266
(248) 341-2027

1.6 Public Safety

Oakland Community College's Department of Public Safety is made up of sworn police officers with the authority equivalent to that of any law enforcement agency. They are trained to the same standards of any municipal police force with specialized training in basic first aid and CPR, criminal law, investigative techniques, human relations, firearm skills and defensive tactics. OCC's Public Safety department works closely with local, county, state, and federal agencies and regularly uses state and national law enforcement networks to check records and enter information on stolen property. Website:

<https://www.oaklandcc.edu/publicsafety/default.aspx>.

1.7 Shared Governance

The opportunity for shared governance is extended to the students of Oakland Community College by the Board of Trustees and college administration. Students are invited to participate in college, campus and Department of Nursing committees.

1.8 N Mark Non-Attendant Policy

This mark is awarded to students who, though registered, never attended class, did not officially drop, and (if an online or hybrid class) have no gradable work. Marks of "N" do not satisfy prerequisites and are non-transferable. This mark is not used in the calculation of GPA, but it may affect eligibility for financial aid. Instructors confirm non-attendance by the "N" Mark Report Date (found in MyOCC/Online Services for each section) and then submit their "N" marks to the institution. Students who have received an "N" mark will not be permitted to enter the class, nor will the student be able to drop the class. After the "N" mark has been submitted, a change of grade will not be accepted for the student. College Grading Policy: <https://www.oaklandcc.edu/academics/grading-policy/default.aspx>.

Revised April, 2018

Section 2: Program Information

2.1 Associate Degree Nursing

The Oakland Community College (OCC) Department of Nursing offers the Associate Degree Nursing curriculum. The program **leads to an Associate Degree in Applied Science** and prepares the graduates to provide direct nursing care at a beginning-staff-level in a variety of health care settings. Successful completion of the program requirements qualifies the students to apply to write the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Satisfactory achievement on this examination qualifies the graduates for licensure as Registered Nurses (RN).

The nursing program is designed as a full-time program of study. There are two tracks offered:

- 1. Associate Degree Nursing (ADN) - Traditional Track:** The ADN track is a 64.5 – 65.5 credit-hour program, which is offered at the Highland Lakes Campus; however, theory and lab courses may be held at other campuses. This track may be completed in 4 ½ semesters. Admission to the ADN track occurs through a selection process during the winter semester of each academic year. Applicants who satisfy the admission procedures and requirements, according to the Nursing Admission Guide, are eligible candidates for selection for the fall or winter semester. Transfer students from other institutions must meet the same selection criteria.
- 2. Transitional LPN to ADN Track (TPN):** Licensed practical nurses can apply for selection into the TPN track, which is offered at the Southfield Campus; however, theory and lab courses may be held at other campuses. The TPN track is a 62 credit-hour program that may be completed in 1 ½ years. Two and a half credit hours are granted for advanced placement.

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2.2 Accreditation and Approval

Oakland Community College is a fully accredited member of the North Central Association of Colleges and Secondary Schools. The Nursing Program has been in operation since 1965 and received approval by the Michigan Board of Nursing (phone: (517) 335-0918) in 1976, 1986, 1989, 1998 and 2002. The program is an agency member of the National League for Nursing (NLN) and is fully accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN): 3343 Peachtree Road NE, Suite 850, Atlanta GA, 30326. Web: www.acenursing.org. Phone: (404) 975-5000. Fax: (404) 975-5020.

2.3 Program Costs

Please refer to the College Catalog or Schedule of Classes for tuition and fees. Additional expenses include:

- background check (including drug screen and fingerprinting)
- physical exam & immunizations
- tuberculosis screening
- certificate in Basic Life Support for the Health Care Provider
- ACEMAPP
- complete uniform
- stethoscope
- books and supplies

Second year students can expect approximately \$500 in additional expenses for the NCLEX-RN application, licensure application, and school pin (optional).

2.4 Program Goals/Outcomes

The curriculum of the OCC nursing program fulfills the educational requirements to achieve an Associate in Applied Science-Nursing Degree. The goals/outcomes are that the program:

- *Prepares the graduate to pass the NCLEX-RN licensing examination for registered nurses (RN) upon their initial attempt,*
- *Prepares the graduate to qualify for entry level employment in a variety of health care settings, and*
- *Provides a foundation for further academic endeavors*

2.5 Opportunities for a Bachelor of Science in Nursing (BSN)

Oakland Community College has developed nursing program articulation agreements with several universities, designed to facilitate educational mobility for OCC ADN graduates and provide opportunities for a BSN degree in an educationally sound, expeditious, and cost-effective manner. More information about these programs can be obtained from the Counseling Department.

Current articulations with colleges offering RN to BSN programs for OCC students:

- Chamberlain College of Nursing
- Concordia University – Ann Arbor (in progress)
- Davenport University
- Eastern Michigan University
- Ferris State University
- Madonna University (in progress)
- Michigan State University
- Oakland University (Bachelors of Science)
- Saginaw Valley State University
- University of Michigan - Flint
- University of Phoenix
- Wayne State University
- Western Michigan University (in progress)

2.6 NUR Curriculum and Course Sequence Traditional Track, Fall-Start Cohort

FIRST YEAR

Fall Semester, 15 weeks

NUR 1290 Pharmacology for Nurses	2.0 credits
NUR 1410 Foundations of Nursing	<u>7.0 credits</u>
Total	9.0 credits

Winter Semester

<i>1st 7 ½ weeks:</i>	
NUR 1450 Clinical Nursing Skills	0.5 credit
NUR 1510* Nursing of Childbearing Family	4.0 credits
<i>2nd 7 ½ weeks:</i>	
NUR 1460 Integrated Physical Assessment and Decision Making Skills I	0.5 credit
NUR 1520* Nursing of Adults – Mental Health and Maladaptive Behavior	<u>4.0 credits</u>
Total	9.0 credits

Summer Semester, first 7 ½ weeks only (May/June)

NUR 1470 Integrated Physical Assessment and Decision Making Skills II	0.5 credit
NUR 1530* Nursing of Adults I	<u>4.0 credits</u>
Total	4.5 credits

SECOND YEAR

Fall Semester

<i>1st 7 ½ weeks:</i>	
NUR 2510** Nursing of Children and Families	4.0 credits
<i>2nd 7 ½ weeks:</i>	
NUR 2520** Nursing of Adults II	<u>4.0 credits</u>
Total	8.0 credits

Winter Semester

<i>1st 7 ½ weeks:</i>	
NUR 2530** Nursing of Adults III	4.0 credits
<i>2nd 7 ½ weeks:</i>	
NUR 2540 Transition to Graduate Role	<u>4.0 credits</u>
Total	8.0 credits

* NUR 1510, NUR 1520, and NUR 1530 may be taken in any order.
** NUR 2510, NUR 2520, and NUR 2530 may be taken in any order.

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2.7 NUR Curriculum and Course Sequence Traditional Track, Winter Start Cohort

FIRST YEAR

Winter Semester, 15 weeks

NUR 1290 Pharmacology for Nurses	2.0 credits
NUR 1410 Foundations of Nursing	<u>7.0 credits</u>
Total	9.0 credits

Summer Semester, first 7 ½ weeks only (May/June)

NUR 1450 Clinical Nursing Skills	0.5 credit
NUR 1510* Nursing of Childbearing Family	4.0 credits
Total	4.5 credits

Fall Semester

<i>1st 7 ½ weeks:</i>	
NUR 1460 Integrated Physical Assessment and Decision Making Skills I	0.5 credit
NUR 1520* Nursing of Adults – Mental Health and Maladaptive Behavior	<u>4.0 credits</u>
<i>2nd 7 ½ weeks:</i>	
NUR 1470 Integrated Physical Assessment and Decision Making Skills II	0.5 credit
NUR 1530* Nursing of Adults I	<u>4.0 credits</u>
Total	9.0 credits

SECOND YEAR

Winter Semester

<i>1st 7 ½ weeks:</i>	
NUR 2510** Nursing of Children and Families	4.0 credits
<i>2nd 7 ½ weeks:</i>	
NUR 2520** Nursing of Adults II	<u>4.0 credits</u>
Total	8.0 credits

Fall Semester

<i>1st 7 ½ weeks:</i>	
NUR 2530** Nursing of Adults III	4.0 credits
<i>2nd 7 ½ weeks:</i>	
NUR 2540 Transition to Graduate Role	<u>4.0 credits</u>
Total	8.0 credits

* NUR 1510, NUR 1520, and NUR 1530 may be taken in any order.
** NUR 2510, NUR 2520, and NUR 2530 may be taken in any order.

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2.8 NUR Curriculum and Course Sequence TPN Track

Summer Semester, second 7 ½ weeks only (July/August)

NUR 1290 Pharmacology for Nurses	2.0 credits
NUR 1460 Integrated Physical Assessment and Decision Making Skills I	<u>0.5 credit</u>
<i>Total</i>	<i>2.5 credits</i>

Fall Semester

<i>1st 7 ½ weeks:</i>	
NUR 1470 Integrated Physical Assessment and Decision Making Skills II	0.5 credit
NUR 1811 Foundations for the Transition to the Registered Nurse Role	5.0 credits
<i>2nd 7 ½ weeks:</i>	
NUR 1520 Nursing of Adults – Mental Health and Maladaptive Behavior	<u>4.0 credits</u>
<i>Total</i>	<i>9.5 credits</i>

Winter Semester

<i>1st 7 ½ weeks:</i>	
NUR 2520 Nursing of Adults II	4.0 credits
<i>2nd 7 ½ weeks:</i>	
NUR 1812 Childbearing Foundations for the Transition to the Registered Nurse Role	<u>2.0 credits</u>
<i>Total</i>	<i>6.0 credits</i>

Summer Semester, first 7 ½ weeks only (May/June)

NUR 2510 Nursing of Children and Families	<u>4.0 credits</u>
<i>Total</i>	<i>4.0 credits</i>

Fall Semester

<i>1st 7 ½ weeks:</i>	
NUR 2530 Nursing of Adults III	4.0 credits
<i>2nd 7 ½ weeks:</i>	
NUR 2540 Transition to Graduate Role	<u>4.0 credits</u>
<i>Total</i>	<i>8.0 credits</i>

Revised July 2017

2.9 Nursing Program Philosophy

The nursing program philosophy reflects the overall mission of education at Oakland Community College and includes the key values of accessibility, affordability, diversity and inclusion, excellence, relevance, and social responsibility.

The nursing program philosophy focuses on the acquisition of knowledge within multiple domains. The Nursing Domain emphasizes concepts that are fundamental to the provision of nursing care for the multidimensional human being in a complex health care system. The Human Domain reflects the holistic nature of the practice of nursing and provides the foundation for exploration of the human being. The Health Care Domain is the context for curricular application of the Nursing and Human Being concepts.

The curriculum of the nursing program, which incorporates principles of adult learning, is designed for the successful development of key nursing values. These values are acquired throughout the program as students are socialized to professional nursing practice within the current health care arena.

The completion of the Nursing Curriculum ensures that graduates have the knowledge, skills, and attitudes that are necessary for professional licensure, entry level employment, and provides a solid foundation for further academic endeavors.

Revised April 2018

2.10 Leveled Student Learning Outcomes

Refer to Appendix B.

Section 3: Pre-Nursing Application Requirements & Selection

Pre-nursing application requirements and selection information is currently available in the [Nursing Admission Guide](#) on the nursing website.

Section 4: Nursing Program General Policies

The following requirements are conditions of admission and continuation in the nursing program. Any nursing student who does not comply with these regulations, prior to the start of instruction will be denied entrance to the clinical component.

4.1 Criminal History and Drug Screening

1. **Criminal Background Check:** All selected nursing students must undergo a criminal history check at the student's expense, including fingerprinting, to verify that they are eligible for admission to the program.

Either of the following will preclude eligibility for admission:

- A felony or any attempt to commit a felony within the fifteen (15) years immediately preceding the date of the criminal history check; or
- A misdemeanor within the ten (10) years immediately preceding the criminal history check,

Moreover, any enrolled student in the program who is arrested for any felony or misdemeanor (including, but not limited to, misdemeanor or felony traffic violations, i.e. Operating Under the Influence of Alcohol – OUIL, Operating While Impaired – OWI, etc.) must contact the Dean of Nursing and Health Professions at (248) 942-3335, within 72 hours of the arrest. Pending verification of the violation, the Dean of Nursing and Health Professions will then decide further subsequent actions needed related to continued status. A felony or misdemeanor conviction will preclude continued enrollment in the nursing program.

2. **Drug Screening:** The Department of Nursing follows and enforces the Oakland Community College and the clinical affiliated agencies' policy of maintaining a drug-free campus and work place. Therefore, a negative result on a urine drug screen test (no drugs found) is a requirement for admission into the nursing program.

All students selected for admission must have a urine drug screen test at their own expense and must be drug free in order to be eligible for admission. If the result of the drug test comes back indicating that the urine sample is positive, too dilute to measure, not completed by the deadline or otherwise unreadable, the student must submit a hair sample for testing at the student's expense. Students with "conditional positive" or "positive" results will be advised by the Dean of Nursing and Health Professions or a designee appointed by the dean.

3. Drugs, Intoxicants, and Mind Altering Substances:

Success in both nursing as a student and as a practitioner requires sound nursing judgment and positive professional relationships with the community, the personnel and the patient. Behavior that threatens these relationships or alters judgment will endanger nursing effectiveness. For this reason, students are expected to abstain from the use of illegal or mind altering substances before or during any contact with faculty, staff, or patients. Prior to and during clinical experiences students should abstain from any prescribed drug that could impair judgment or function.

Students who arouse the suspicion of the instructor may be subject to a drug screen for any substance, at the student's expense. Declining to submit to a drug screen may result in dismissal from the program. There is zero tolerance for breaches of this policy. Documented use of mind-altering or illegal drugs or substances will result in immediate dismissal from the program and failure in the nursing course in which the student is enrolled. Students will be ineligible for readmission to the program under these circumstances.

4.2 Physical Requirements

1. A current **health history and physical examination** are required prior to starting the first clinical nursing course of the program. The Physical Exam Form and Health History Form are available from the nursing office. Students who drop out of the nursing program for more than one year must have another physical examination and have the appropriate forms on file prior to resuming clinical experiences.
2. Tuberculosis (TB) clearance must be **completed annually in July** and requires a negative TB skin test or negative TB blood test. If the test result is positive, then additional physician clearance is required and a TB Screening Questionnaire is required annually thereafter. (TB clearance is good for one year from the date of clearance and must be valid throughout the entire academic year— i.e. it must not be due to expire prior to June 30 of the following year.)
3. To remain fully active in the program, students must meet the standards as listed in the Nursing Student Role Requirements and Expectations, section 4.4.
4. **Immunizations:** Nurses and those studying nursing are at risk for increased exposure to certain preventable infectious diseases and other health hazards. It is important for nurses to be immunized properly for protection against these diseases and for prevention of spread among patients in the hospitals and clinics. In addition, nurses must rigidly adhere to special precautions to minimize risks.

Immunization documentation is required as follows:

- MMR (Measles, Mumps, Rubella) – 1.) Birth date prior to 1957 **OR** 2.) Positive titers for all three **OR** 3.) Proof of vaccination (series of two)

- Varicella (Chickenpox) – 1.) Positive titer **OR** 2.) Proof of vaccination (series of two) **OR** 3.) Proof of past diseases from treating physician at the time of disease
- Tdap – Proof of vaccination in the last seven years for Pertussis, Tetanus, and Diphtheria
- Hepatitis B – 1.) Positive titer and Student Release form **OR** 2.) Proof of vaccination (series of three) and Student Release form **OR** 3.) Signed and notarized Student Release form if declining vaccination
- Influenza – Proof of seasonal influenza vaccination, completed annually

IMMUNIZATION REQUIREMENTS MAY BE SUBJECT TO CHANGE AT ANY TIME.

5. A student with a history of chemical, latex or other sensitivities/allergies is responsible for taking proper precautions and notifying the clinical and lab faculty.
6. **Health insurance** is strongly encouraged. The college, the health care facilities, and Workman's Compensation do not cover the students against accidents or illness. **Students are responsible for the cost of any medical or emergency care.**
7. **Change in Health Status** (*rev. April 2018*)
 - a) Any student experiencing any significant change in their health status from that documented in the Health History and Physical Examination admission forms is required to immediately notify the Department of Nursing.
 - b) Any student experiencing a significant change in health status (for example: surgery, childbirth, or newly diagnosed illness) that necessitates significant interruption in clinical coursework is required to submit a completed ***Medical Clearance for Return to Clinical Practice Sessions*** form prior to return to the clinical practice sessions.
 - c) The ***Medical Clearance for Return to Clinical Practice Sessions*** form may be found on the D2L Nursing Student Resource Site or in the Nursing Student Handbook. The form, completed by a physician, a nurse practitioner or a physician's assistant verifies that the student can perform the Role Requirements and Expectations, section 4.4, and that the student can participate in clinical practice sessions fully and safely without jeopardizing their own or others' health and well-being.
 - d) The student who is unable to assume the Role Requirements and Expectations of a Nursing Student, section 4.4, may not participate in clinical practice sessions. Clinical agency policies regarding the health and "return to work restrictions" for clinical personnel will supersede all others.
 - e) If a student is unable to assume the responsibilities of a nursing student, it is the student's responsibility to discuss the following options with the theory faculty:

- i. A withdrawal from the course (refer to academic policies on progression, grades, and repeated courses)
- ii. An incomplete contract for an “I” mark to complete the course by a specified date

4.3 Pre-clinical Certification Requirements

1. **Basic Life Support for the Healthcare Provider (BLS-HCP):** Evidence of current BLS Healthcare Provider Certification through the American Heart Association or the American Red Cross, **completed in the month of July.** (BLS certification is typically good for two years (expiration will be shown on card) and must be valid throughout the entire academic year— i.e. it must not be due to expire prior to June 30 of the following year.) (Rev. July 2017)
2. Each student admitted to the nursing program is required to complete the **HIPAA, OSHA, and Blood Borne Pathogens assessments** *successfully*, which are administered via **ACEMAPP** (michigan.ecemapp.org). These assessments must be renewed **annually**. The annual fee is \$50 (as of 2017). Additional clinical requirements (immunizations, CPR, etc.) are entered into the ACEMAPP site by the nursing office staff shortly after they are received from the student. All ACEMAPP requirements must be kept current.
3. All external agency-specific requirements must be completed in a timely manner, prior to the start of *each* new clinical placement assignment.

4.4 Role of the Nursing Student – Requirements, Expectations, and Standards

The role requirements and expectations of the nursing student are:

1. Mental, emotional and physical ability and stamina to plan and implement care for patients.
2. Emotional maturity and stability to approach highly stressful situations in a calm, safe and rational manner, to make timely clinical decisions such as selecting the correct technique, equipment and safety measures, to assure comprehensive and safe care of patients.
3. Physical abilities to competently perform activities that are essential to the program curriculum and the profession:
 - a. Sufficient **visual acuity** for accurate assessment and nursing care, such as required in the accurate preparation and administration of medications and for the observation of patients.
 - b. Sufficient **auditory perception** to receive verbal communication from members of the health care team and to assess the health status of patients through monitoring

devices, such as stethoscopes, monitors, intravenous infusion pumps, fire alarms, bed alarms, call lights, etc.

- c. Sufficient **gross and fine motor coordination** to respond promptly and to implement skills required in meeting the health care needs of patients, including the manipulation of equipment.
- d. Sufficient **physical abilities** for prolonged standing and walking to successfully move about in patient rooms, work and treatment areas, and to administer cardiopulmonary procedures.
- e. Sufficient **physical strength and stamina** to push, pull and transfer objects and persons more than **one-hundred pounds**.

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4.5 Employment

The Nursing Program is very demanding. It is recommended that students limit employment to a maximum of twenty-four (24) hours per week. Additionally, students may not work the night shift prior to a morning clinical assignment or the morning shift prior to an afternoon clinical assignment. Failure to comply with this rule will result in not allowing the student to attend clinical.

4.6 Tuition and Financial Aid

Per college policy, students **who do not pay tuition by the deadline will be deregistered**. Nursing students who are deregistered due to non-payment will not be registered again in the same semester. They will be registered in the next semester contingent on available space. Students who have been deregistered and have not yet started the program may lose their seat in the program.

Students who receive financial assistance have an ethical responsibility to repay their student loans.

4.7 E-mail

To maintain student confidentiality, nursing faculty will only communicate with students using their OCC student e-mail addresses.

4.8 Professional Behavior Policies

Violations of any professional behavior policy or college policy may result in academic discipline. Academic disciplinary actions range from a letter of reprimand to a failing course grade and/or dismissal from the nursing program or college.

1. Student Responsibilities for Professional Behavior

Students must comply with the policies of the college, the nursing department, and the assigned clinical agencies including those policies that involve:

- Accountability
- Academic honesty
- Confidentiality
- Ethical behavior
- Professional conduct

2. Social Networking

The use of **cell phones** in the classroom or clinical lab is not allowed for personal use. The use of cell phones in the clinical area for educational purposes is dependent on the agency's policy.

Privacy: The student is not to transmit or post online any individually identifiable information about a student, faculty or patient. Students must behave responsibly and adhere to privacy policies. OCC nursing students are held accountable to the rules and regulations of HIPAA, other laws and the clinical agencies policies and procedures. Violations of the rules and regulations may result in criminal and/or civil liability and academic disciplinary actions. Academic disciplinary actions are taken for unprofessional behavior such as, but not limited to:

- Vulgar language
- Display or use of language or photographs that imply disrespect
- Posting potentially inflammatory or unflattering material
- Fraudulently presenting oneself as college faculty or a representative of the college

Students should evaluate their postings with the understanding that they could potentially be viewed by a patient, educational institution or employer.

The National Council of State Boards of Nursing (NCSBN) has published guidelines in professional behavior and social media use. Two brochures, "Professional Boundaries Brochure" and "NSNA Social Media Guidelines," are available on both the NCSBN website (www.ncsbn.org) and the OCC Student Resource Site on D2L. Due to the severity of potential consequences for unprofessional behaviors, inappropriate social media usage, and HIPAA violations, each OCC nursing student must read and abide by the guidelines established in these publications.

4.9 Professional Recognition (Gifts)

Although appreciated, **nursing faculty may not accept personal gifts from students.** If you wish to acknowledge a faculty member, we recommend a letter written to the instructor or a small donation to the *OCC Foundation Nursing Scholarship*. All contributions are an act of professional giving and recognition. Furthermore, contributions will support the education of future nursing students and thereby support the future of the nursing profession.

Section 5: Academic Policies

5.1 Academic Honesty

Academic honesty involves scholarship integrity, truth, honesty, the value of knowledge and the production of independent work.

Violations of Academic Honesty: There are many different forms of academic dishonesty. A partial list of violations follows, which are representative of unacceptable academic conduct.

- **Cheating:** Copying or sharing exam answers; presenting false self-identification; using study guides, notes or books that are unauthorized or at inappropriate times; using unauthorized technology during exams; looking at other students' work during an exam or during an assignment for which collaboration has been barred; allowing another to do work and submitting the work as one's own; or intentionally undertaking any activity that results in an unfair advantage over other students.
- **Plagiarism:** Using an idea, phrase or other material from a source without proper acknowledgement of the source or copying or submitting work done by another as one's own work. This can be done in the form of paraphrasing without reference to the source, rearranging another's words and using them as one's own, or quoting another without the use of quotation marks and reference to the source material.
- **Facilitating academic dishonesty:** Aiding another in an act that violates academic honest.
- **Misrepresentation/Fabrication:** Falsifying information, citation or data; or misrepresenting oneself or one's status in the college.

Consequences of Academic Dishonesty may include a letter of reprimand, a failing grade on a test or paper, a failing grade in the course, dismissal from the program or dismissal from the college.

5.2 Grades and Passing

1. Successful completion of a nursing course (NUR) requires:
 - a. A passing grade, at least 80% (B- or above), achieved in the theory component
AND
 - b. In any NUR course with a clinical component, "satisfactory" achievement in this component for all leveled student learning outcomes

If either requirement is not met (grade below 80% **OR** unsatisfactory in clinical), the student will fail the course.

2. Final Grade for the Course:

- a. If SATISFACTORY achievement in the clinical component, the final grade will be the letter grade earned in the theory component.
- b. If UNSATISFACTORY in the clinical component and did not complete the theory component of the course or sit for the final exam, the final grade will be a **WS** mark, which may negatively affect any financial aid awards.
- c. If UNSATISFACTORY in the clinical component and did complete the theory component, the final grade will be **"F"** and will negatively affect the grade point average. A grade of "F" may also affect any future financial aid awards.

For more information regarding F grades and WS marks, refer to the college grading policies.

5.3 Theory Grading

Theory grades are based on the total number of points achieved through quizzes, exams and other course requirements. Each course syllabus includes a point-to-percentage scale and states the minimum number of test points and other requirements needed to achieve a passing grade at 80% or above. **There is no rounding of points.** The following is the basic percentage scale used for all theory NUR courses:

<u>Passing Grades</u>	<u>Unsatisfactory Grades</u>	<u>Unsatisfactory Marks</u>
A 92 – 100%	C+ 78 – 79%	W Student-initiated Withdrawal
A- 90 – 91%	C 75 – 77%	WS Stopped attending
B+ 87 – 89%	C- 73 – 74%	N Never attended
B 83 – 86%	D+ 71 – 72%	
B- 80 – 82%	D 68 – 70%	
	F 67% and below, or clinical unsatisfactory	

5.31 NSA Bonus Points

Students have the opportunity to earn additional points for NSA and other volunteer activities. The student must earn at least 80% cumulative for the course before any NSA bonus points will be added. Points cannot be saved or carried over. To receive credit, the student must submit a Bonus Point Record form to their theory instructor prior to the final exam. The form includes a chart of the maximum points allowed.

5.4 Incomplete (I) Marks

This mark will be used sparingly and only when an emergency prevents a student from completing course work during the regular college session. Before the faculty assigns an incomplete, the student is responsible for completing a written agreement with them. This

agreement details the requirements to be met for the completion of the incomplete. The student will not be registered for a course in which he or she has a current mark of I. Without prior faculty-initiated action to change the Incomplete, this mark will become a WS one year subsequent to its original issue.

Students returning to complete an I mark must successfully complete the Medication Calculation Proficiency Test by the third theory course meeting. With the exception of the Medication Calculation Proficiency Test, all other previous grades are counted and the student may not be rescored on any previously taken exams or assignments.

For more information about incomplete marks, refer to the [college grading policies](#).

5.5 Clinical Grading

- 1. Continued Progress and Improvement in Clinical:** Continued observation of the student will be made and any remediation will be provided and documented. The student is expected to continue to demonstrate satisfactory performance in all student learning outcomes from prior nursing courses and to demonstrate improvement as the semester progresses. Students will also be expected to utilize skills and knowledge learned in all prerequisite, co-requisite, general education, supportive, and nursing courses.
- 2. Unsatisfactory Performance in Clinical:** If the student continues to demonstrate unsatisfactory clinical performance, they will fail the clinical component and subsequently fail the course. Continued unsatisfactory performance may necessitate, at the recommendation of the clinical faculty, an assignment other than direct patient care. The student has the right to continue to attend the theory component until the end of the semester. Consistent with agency affiliation agreements, the hospital or clinical agency has the right to request the college to remove any student whose work or conduct may be unsatisfactory to the hospital or clinical agency.
- 3. Communication of Student Progress in Clinical:** Ongoing open communication between the faculty and student will provide the student with information about their progress and suggest areas that need improvement. *Communication Records* are used as a tool to facilitate this communication. These forms are completed by faculty and signed by the student, and the student will receive a copy. The faculty will inform the student when performance is unsatisfactory or student learning outcomes are not being achieved in the clinical area. The instructor and the student will arrange an individual conference to specify a written remediation plan.
- 4. Final Evaluation:** At the conclusion of each clinical rotation, faculty will complete a *Clinical Evaluation*, which reflects the leveled student outcomes for each course. (A copy of this form is included in the course syllabus.) **A clinical evaluation of “satisfactory” on each student learning outcome is required to pass the course.** Faculty will also prepare an *Evaluation Action Plan (EAP)* with strengths and areas for growth. It will be reviewed with the student who will then develop an action plan. Each student will receive a copy of their EAP and is responsible for submitting this plan to the clinical faculty of the next course. (Rev. April, 2018)

5.6 Portfolio

Each student in the nursing program is required to develop and maintain a portfolio. This program requirement is to assist the student in assuming responsibility for professional growth and to value learning as a lifelong process. The syllabus for each course that contains a clinical component will identify the portfolio guidelines and the required content. Portfolios are reviewed by the clinical faculty with each clinical rotation.

5.7 Progression

Nursing courses are sequenced and must be taken in order indicated in the Nursing Curriculum, and in accordance with published prerequisites and corequisites. The prerequisites and corequisites for each nursing course are listed in their course descriptions in the College Catalog. Therefore:

1. Students must successfully complete the Level I courses—NUR 1290 and NUR 1410—in the sessions in which they are offered, before progressing to the Level II nursing courses.
2. Students must successfully complete Level II lab courses—NUR 1450, NUR 1460 and NUR 1470—in order and in the sessions in which they are offered.
3. Students must successfully complete the Level II courses—NUR 1510, NUR 1520 and NUR 1530—in the sessions in which they are offered, concurrently with NUR 1450, NUR 1460 or NUR 1470.
4. Students must successfully complete all designated first year NUR courses (Level I and Level II) before progressing to Level III of the second year nursing courses.
5. Students must successfully complete the Level III courses—NUR 2510, NUR 2520, and NUR 2530—in the sessions in which they are offered, before progressing to NUR 2540 (Level IV).

Students who are out of sequence due to one (1) unsuccessful attempt, or for personal reasons, will return based on a revised sequence of courses developed by the faculty and dean. The semester and course to return is contingent on availability of space and course offerings. The student's input and financial situation (e.g. financial aid status) will be taken into consideration.

Students who do not successfully complete a NUR course must drop any and all NUR courses for which they are registered, and which have not started:

- a) If the prerequisites for the upcoming courses have not been met. (For example, if the student does not pass the last course in the first year sequence, they must drop any second year courses. If the prerequisites have been met, then the student may continue to the next course.)

- b) If it is the second unsuccessful attempt and the student is no longer eligible to continue in the program.

Courses dropped in the second half of the semester may cause the student to owe a balance for any financial aid that was awarded at the beginning of the semester.

5.8 Repeat Policy and Termination

A student may repeat a NUR course **only once** (registration and attendance of one or more class meetings constitutes repeating the course). When a student must repeat a course due to a failing grade or mark, all course requirements must be repeated, including all clinical days.

If the student fails or withdraws twice from any NUR course, the student will be ineligible to continue in any of the OCC nursing programs. If the student accrues any two of the following grades or marks, or combination thereof, in any NUR courses, the student will be ineligible to continue or seek admission in any of the OCC nursing programs: W, WS, or theory grade below 80% (C+ and below).

A course that is dropped *prior to the first day of class* and does not receive a grade or mark will not count toward the repeat policy.

A grade below passing in NUR 1290 Pharmacology for Nurses will count toward the repeat policy. Additionally, nursing courses taken simultaneously in the same session will each be counted individually. For example, NUR 1450 and NUR 1510 taken in the same 7-1/2 week session, each with a withdrawal or grade below passing will **both** count toward the repeat policy.

5.9 Drops or Withdrawals

Students who decide to drop a required course or withdraw from the nursing program for personal or academic reasons should notify their nursing faculty at the time of their decision before taking an official action.

1. If becoming inactive, an Inactive Status Form must be completed in the nursing office to be eligible for readmission. If exiting the program, an Exit Form must be completed in the nursing office.
2. No student will be considered for readmission unless a complete Inactive Status Form is on file.
3. The Department of Nursing Inactive Status Form does not constitute an official drop from a course, nor is a substitution for it.
4. The student is responsible for reporting to Enrollment Services to officially drop a course. Students must follow the guidelines published in the college catalog and schedule of classes with regard to withdrawals and refund policies.

5. Any student who drops an NUR course will not be registered again without first notifying the nursing office of their intent to remain in the program. Furthermore, a return to the program must be consistent with all policies, including but not limited to sections 5.7, 5.8, 5.10 and 5.11. *(Rev. April 2018)*
6. A student who drops NUR 1410 must request permission, in writing, from the Dean of Nursing to remain in the program without needing to reapply. The dean will only consider the request if the student has had no previous unsuccessful attempts in a nursing course –refer to section 5.7, a and b. *(Rev. April 2018)*

5.10 Inactive Status

The student may maintain inactive status in the Department of Nursing for **up to one year**. Before assuming inactive status, the student must meet with the course facilitator or theory faculty to develop a specific written remediation plan **within two weeks** of declaring the intent to become inactive. The student must then submit the written remediation plan to the nursing office and complete an Inactive Status form in the nursing office.

Students who have not yet attended their scheduled first day of NUR 1410—which is the official start date of the program—and choose not to begin the program as scheduled are **not eligible for inactive status and must reapply**. Exceptions may be granted at the sole discretion of the Dean of Nursing under extreme circumstances only. *(Rev. April 2018)*

5.11 Criteria for Readmission

Returning to the nursing program is contingent upon availability of space in the program. The following requirements must be met by the returning student:

1. Student must indicate in writing intention to return to the nursing program at least **one semester** prior to the anticipated date of return to the program.
2. The student must comply with all Oakland Community College and Department of Nursing policies and requirements in effect at the time of readmission.
3. Nursing students are required to complete the Associate Degree program within four (4) years of taking the first NUR course.

5.12 Academic Appeals Policy

The Department of Nursing is committed to educational excellence. Further, the department is committed to the equal treatment to all nursing students. Thus, the individual *course syllabi* and *The Nursing Student Handbook* provides the essential framework for consistent course and program processes. Course grades are assigned consistent with College policy, program policies and course syllabi.

The Nursing Faculty recognize their ethical responsibility for consistent application of course and program policies thus, these are non-negotiable and may not be altered for or by specific individuals.

College-wide Grade Appeal Process: The College website states that a student may appeal a final course grade if the grading procedure or result a) did not match the standards communicated in the course syllabus or assignment or b) violated a Board of Trustees policy. If a nursing student can demonstrate either circumstance within the published timeframe, then a grade appeal may be initiated.

The College process to resolve academic concerns is available to students and will be adhered to by the Department of Nursing. This process is explained on the [college website](#). A form is needed for this process, which is available in any dean's office. *(Rev. April, 2018)*

Section 6: Classroom Policies

6.1 Theory Attendance and Make-Up Days

Students are required to attend all theory classes, including make-up days for holiday or emergency closings. Any student absent from an exam must notify the faculty.

Religious Days

The student is responsible for meeting with the theory and clinical faculty at the start of the course to discuss adjustments in their schedule to allow for observance of a religious days.

6.2 Cancellation of Theory Class Due to Weather

Official notifications of college or campus closings are available through the [Emergency Notification System](#). Registration is required to receive this notification.

If there is official notification of a college-wide closing or closure of your course-specific campus (HL or SF), the theory and lab classes will be cancelled and rescheduled. At the earliest possible date and time, the nursing faculty will meet to develop a rescheduling plan that optimizes student success. This plan will be posted to the D2L student resource site as soon as possible.

6.3 Taping/Recording of Classes

Students are to request permission from the theory faculty to record lectures/classes. The recordings are to be used only by class members during the current term. The recordings are not to be forwarded to other students in following terms.

6.4 Disruptive Behavior

Students should refrain from any behavior that disrupts the learning experience. This includes the use of perfumes, scented lotions, and aromatherapy oils. Clothing and bags must also be free of odors, including cigarette odors. (Per college policy, smoking is not permitted on college property.) (Rev. July 2017)

6.5 Exams

The Department of Nursing faculty develop exams derived from a large pool of valid and reliable test questions that are consistent with the NCSBN NCLEX plan blueprint.

A student may take a specific exam once only. There are no exam re-takes.

Missed tests must be made up **prior** to the next theory class. Students must contact the faculty to arrange time for the make-up test plan. **Scores on tests administered at any time other than the scheduled date and time will be reduced by 10% of the exam points.**

Scantron forms used by the student to record answers to test questions will be provided by the faculty. A No. 2 Pencil is required to complete the form.

Prior to testing, students are required to remove any hats, caps or scarves; turn off electronic devices (cell phones, recorders, smart watches, etc.) and place these items, along with any book bags, purses or coats, at the front of the classroom. No food or drink is permitted on the desk during testing. At the discretion of the faculty, students may be directed to remain seated after turning in testing material until all students have completed the test.

The student is required to carefully record answers to exam questions on the scantron form. **Tests scores are based on the scantron exam form that is completed by the student.** Test scores are not derived from test booklets. **The only accepted score is the score from the scantron form.**

The nursing faculty encourage timely exam review as a method to strengthen knowledge and test taking skills. Exam review is designed to optimize course-specific outcomes and NCLEX success.

A student who fails an exam (achieves less than 80% of the points) or drops below the 80% cumulative course grade is responsible for initiating a conference with the faculty for exam review and recommendations. Exam review shall occur in accordance with the following policies:

- Nursing students will receive their individual exam specific computer generated scantron feedback sheet. This form should be brought to the exam review.
- Exams may be reviewed with the faculty outside of the classroom time by appointment only, **but no later than one week following exam feedback to the class.**
- Nursing test questions, test booklets and completed scantrons remain the property of the Department of Nursing.
- Nursing exam booklets are destroyed following the exam.
- Completed scantrons (or copies of completed scantrons) **may not** be given to students.

Revised April, 2018

6.6 Medication Calculation Testing

Students must successfully complete the 10-question Medication Calculation Proficiency Test at the start of each 7-1/2 week session for each course, with the exceptions of NUR 1290 and NUR 1410. This includes students who are returning to complete an incomplete mark. For successful completion, the student must score 90% or better. This requirement

must be met by the third theory class to be able to meet the clinical objectives of the nursing courses. A maximum of two retake exams are offered.

The student is not to administer medications in each new clinical rotation until successfully completing the Medication Calculation Proficiency Test for the course in which they are enrolled. Furthermore, the student is responsible for informing the assigned clinical faculty of their status.

Section 7: Clinical Policies

7.1 Clinical Attendance and Tardiness

Attendance at clinical is required. Students are expected to report by phone any absence from clinical. Individual faculty will discuss the mechanics for reporting absences. All clinical absences will be made up.

A simulation experience *may* be offered in lieu of a clinical make-up day. These experiences may only be used a limited number of times throughout the entire program, and are strictly available **only at the discretion of faculty**.

In the event of an absence from clinical due to illness or serious family problems, the faculty and unit should be notified at least one half hour prior to the scheduled session. Failure to report the impending clinical absence shall be considered a lack of accountability for the purpose of clinical evaluation. (Rev. April 2018)

Attendance at On-Campus Clinical Lab is required during the first year of the nursing program. The on-campus nursing clinical laboratory provides students with the opportunity to practice psychomotor, communication, and interpersonal skills in a simulated health care setting. Students are expected to report by phone any absence from lab. Faculty will discuss the mechanics for reporting absences. An alternative assignment related to the course content may be required for an absence.

Clinical Tardiness

Students are expected to be prompt to all scheduled activities. An accumulation of two clinical tardies will be considered an absence and treated as such. For a first tardy, the student will receive a communication record. For a second tardy, at the discretion of the clinical faculty, student may be sent home without a clinical assignment.

Religious Days

The student is responsible for meeting with the theory and clinical faculty (at the start of the course to discuss adjustments in their schedule to allow for observance of a religious day(s).

7.2 Cancellation of Clinical Due to Weather

Official notifications of college or campus closings are available through the [Emergency Notification System](#). Registration is required to receive this notification.

If there is official notification of a **college-wide** closing due to weather or otherwise, clinical classes will also be cancelled.

If there is a **campus-specific** closing, off-campus clinical classes will be held.

7.3 NSA Conventions

In order to attend conventions, students may request prior approval from the clinical faculty to be excused from assigned clinical days. This may include travel to the convention. Approval is at the clinical faculty's discretion and the student must be meeting all clinical objectives. Upon return, attendees are expected to share the information gained with their clinical group, which can be done during a post conference.

National Student Nurse Association (NSNA) conventions are held in the fall (mid-annual) and spring (annual). Michigan Nurse Student Association (MNSA) conventions are held yearly in the winter.

7.4 Placements

The Department of Nursing assigns theory sections every semester and clinical experiences **every 7 ½ weeks** for each student. Students are placed in clinical agencies beginning in the first course and continuing throughout the program. The clinical setting provides real life situations where there are opportunities to apply nursing theory to practice working with individuals and families. The clinical assignment changes with each new course. This allows for a variety of experiences, schedules, and locations. **Students are expected to be flexible and may be scheduled for morning shifts, evening shifts and weekend shifts.** Agencies that provide clinical placements for Oakland Community College nursing students include:

- Ascension: St. John Macomb-Oakland, Providence Hospital and Providence Park Hospital, **Southfield, Madison Heights and Novi**, Crittenton Hospital, **Rochester** and Genesys Regional Medical Center, **Grand Blanc**
- Beaumont Hospital: **Farmington Hills, Royal Oak, and Troy**
- DMC (Detroit Medical Center): **Commerce, Detroit, and Madison Heights** (Children's Hospital, Detroit Receiving Hospital, Harper University Hospital, Huron Valley Sinai Hospital, Commerce, Hutzel Women's Hospital, Rehabilitation Institute of Michigan, Sinai Grace Hospital, and DMC Surgery Hospital)
- Evergreen Health and Living Center, **Southfield**
- Havenwyck Hospital, **Auburn Hills**
- HCR **Bloomfield Hills**
- Henry Ford Medical Center, **Detroit and West Bloomfield**
- Henry Ford Kingswood Hospital, **Ferndale**
- Lake Orion Nursing Center, **Lake Orion**
- Lourdes Nursing Home, **Waterford**
- Marvin and Betty Danto Family Health Care Center, **West Bloomfield**
- McLaren Oakland, **Pontiac**
- St. Joseph Mercy Oakland, **Pontiac**
- West Bloomfield Nursing Center, **West Bloomfield**
- Woodward Hills Nursing Center, **Bloomfield Hills**

Each new clinical assignment will be available to view on each student's ACEMAPP account **approximately two weeks prior to the start of the next course.** The on-campus clinical lab assignments will be posted to the D2L Student Resource Site within a few days after the clinical assignments have been posted to ACEMAPP. (Labs are located at both the Highland Lakes Campus and the Southfield Campus. Students may be assigned to either location.)

During the scheduling period, students must not contact the office to ask when assignments will be posted because it severely delays the process. Assignments are posted over the course of a week, one student at a time. Additionally, the nursing office will not give schedules to students early, nor does the office give schedules over the phone or in person. Schedules are only available online. However, any inconsistency should be reported to the nursing office promptly, via email to HLNursing@oaklandcc.edu.

The nursing department reserves the right to make changes to the posted schedules at any time, but will only do so when unavoidable. **Student requests to change placement assignments are not permitted.** A student who is unable to adapt to a clinical schedule or assignment has the option to become inactive for that session and should contact the nursing office promptly to do so.

The nursing department recommends that students show the above placement policies to their employers, so that they will be aware of the restrictions and limitations of the nursing program.

7.5 Transportation

Transportation to and from the clinical agency and off-site experiences is the responsibility of the student.

7.6 Required Materials

All nursing students are required to have the following items for clinical:

- School patches
- Name badge (Raider One Card)
- Stethoscope
- Bandage scissors
- Nursing drug book
- Watch with second hand
- Black ballpoint pen
- Calculator
- Pen light

7.7 Clinical Dress Code and Uniform

As a representative of the OCC Nursing Department, students are required to adhere to a dress code. An OCC clinical uniform is not to be worn on campus or during non-OCC nursing activities.

The designated OCC uniform consists of an olive green jacket, olive green slacks/trousers or skirt and a white top. Uniforms (including the school patch and Raider One Card used as a name badge) may be ordered and purchased through the OCC Bookstore at the Highland Lakes or Southfield Campus.

Clinical Uniform Requirements:

- Must include a school emblem/patch on the left arm of the jacket and top

- Must be appropriately sized, clean and in good repair
- Must be worn with appropriate undergarments
- Must be free of odors, including but not limited to cigarette smoke, perfumes or colognes
- Shoes must be white, clean, polished and in good repair. An athletic shoe without a logo or a nurse's shoe is appropriate. Shoes may not be clogs or have open toes or heels. Socks or hose must be worn with appropriate footwear.
- Jewelry, if desired, is limited to a wedding band and one pair of small post earrings. No other jewelry is allowed. Additional body piercings, such as nose, eyebrow, tongue or lip piercings are not allowed. Visible tattoos are not allowed; therefore, they may require coverage with makeup, clothing, or a bandage.
- Hair must be clean, neat, well-groomed and off the shoulder. Facial hair should be neatly trimmed and cosmetics should be tasteful and suited to the situation.
- Nails should be maintained at a working length, less than ¼ inch. Rhinestone or appliques, artificial nails, gels, nail wraps, or bond nails are not permitted in patient care areas due to infection control issues. Polish, if worn, must be a light, natural shade.
- The OCC clinical uniform includes a bandage scissor, stethoscope, calculator, penlight, black pen and a watch with a second hand.

Revised June, 2016

7.8 Clinical Professional Dress Code

As a representative of the OCC Nursing Department, students may at times be required to adhere to a professional dress code. For example, students are required to adhere to a professional dress code during mental health clinical rotations and other community events.

Professional Dress Code Requirements:

- Professional clothing includes well-fitted slacks or trousers and a collared dress shirt or polo shirt over a white undershirt. Additional professional clothing includes a skirt or dress (worn with hose) that is not shorter than one inch above the wearer's knee when standing. Dressy shorts, jeans, denim clothing, tight fitting clothing, yoga pants, sleeveless tops or tops revealing cleavage are not permitted.
- Well-fitted, flat shoes with a closed toe and a closed heel are required. High heels and sandals are not permitted.
- Allowable jewelry is noted above. Bracelets, long earrings, and long dangling necklaces are not permitted.

7.9 Student Responsibilities in Clinical

Students will be responsible for meeting the clinical student learning outcomes for each course. Evaluation tools developed for each course will be available to each student at the beginning of the course. Student clinical performance will be evaluated by the faculty throughout the term.

Students are responsible for compliance with the clinical agencies' policies and procedures, including, but not limited to: disaster, cardiac arrest, incident reporting, and infection control including standard precautions. Students will be supervised in all new procedures while in the clinical area until the faculty determines the student can do them safely without assistance.

Students will be responsible to their faculty and to the clinical staff for:

- care given to the patient
- prompt reporting of all urgent patient needs
- reporting on the patient condition before leaving the clinical area
- following the faculty-established procedure for breaks
- arranging for nursing supervision of the patient when he or she is off the assigned unit
- demonstrating safe quality care, and maintaining professional behaviors in interactions
- attending pre- and post-clinical conferences to discuss the care of selected patients

In addition, the following OCC Department of Nursing policies must be observed at all clinical agencies:

1. Valuables and study materials are your responsibility. (Locker space may be provided by the agency when available. However, space is limited.)
2. Gum chewing, use of tobacco products, and use of electric cigarettes are not allowed in clinical.
3. Smoking is prohibited on hospital property.
4. Students must observe the parking policies of each agency.

7.10 Medication Administration

Students must adhere to agency policy regarding medication administration and under no circumstances are they authorized to administer medications without direct supervision by the clinical instructor or the agency registered nurse. *(Rev. July 2017)*

7.11 Clinical Quality and Safety Initiatives

In an effort to establish a culture of safety in the OCC nursing program, the Quality and Safety Committee has developed the Quality and Safety Reporting Tool and the Good Catch Program. These programs facilitate the reporting and analysis of quality and safety concerns that occur during clinical rotations. The data from both programs is used to identify trends

and provide direction for process improvement, with the overall goal of improving the quality and safety of the clinical practice of students and faculty.

To report incidents, complete and submit the appropriate form.

Section 8: Resources

8.1 Academic Advisement

Nursing course facilitators and the department chair serve as nursing program advisors. They can be reached via e-mail, at their offices during scheduled office hours, by appointment, or through a message left with the secretaries in the nursing office to assist with concerns related to nursing courses, clinicals, grades, progression in the program or future goals.

8.2 D2L

D2L is the online learning management site used by the college. The Department of Nursing uses the D2L *Nursing Student Resource Site* to communicate important information such as:

- Important dates, such as tuition deadline and holiday closings, are posted on the calendar
- Simulation and lab assignments
- Information about the first day of your next clinical assignment, including the address of the hospital
- Materials for your course, such as PowerPoints, Nursing Care Plan forms, APA Guidelines, and Medical Calculation practice problems
- Notices of events or opportunities, such as scholarships and OCC NSA fundraisers

Only currently admitted nursing students have access to this course site.

8.3 MyOCC

Online via the college website for: registration, payment and refund information, payment deadlines, and important links

8.4 Tutoring Services

Tutoring Services are offered through the Academic Support Center.

8.5 International Student Services

Royal Oak Campus, Building B, Room 102
(248) 246-2563

8.6 Veterans Affairs

Auburn Hills Campus, Room B227
(248) 232-4342

8.7 Student Organizations

Nursing students are encouraged to join any OCC student organization in which they are interested. Participation in student organizations can be a valuable experience that may be included on a resume. Contact the campus Student LIFE office for more information about joining these organizations.

- [Oakland Community College Alumni Association](#)
- [Phi Theta Kappa \(PTK\)](#) is a national honor society organization for community college students. To join, students must pay a fee and have completed at least twelve credit hours, with a cumulative GPA of 3.5 or higher. PTK membership offers many benefits, including exclusive access to [scholarships](#).
- The [Oakland Community College Nursing Student Association](#) (OCC NSA) is the pre-professional organization for nursing students. The OCC NSA is affiliated with both the State Student Nurses Association and the National Student Nurses Association. The purpose of the OCC NSA is to "develop members as professional nurses through professional networking, community outreach, college and social activities, education and leadership." Benefits to members are numerous and include exclusive access to scholarships and discounts on nursing textbooks, low cost group health insurance, and malpractice insurance. Members also receive *Imprint*, the National Student Nurses Association official magazine published by and for nursing students.

All students admitted to the OCC nursing programs will be automatically enrolled as members of the NSA. Enrollment will be completed by the nursing department on an annual basis. While in nursing school, the OCC NSA provides opportunities for students to maximize their leadership potential and management skills. After graduation, these skills can be transferred to the work environment. Potential employers seek graduate nurses who have demonstrated these skills during their education.

8.8 Graduation, Ceremonies and Honors

Outstanding Achievement Awards

The outstanding achievement award is offered each year to a second year nursing student who has demonstrated outstanding service to the Department of Nursing, to the campus, to the community and to the nursing profession. The recipient of this award and his/her family are recognized in a special ceremony.

Honors Convocation

Minimum criteria for Oakland Community College honors include an overall grade point average of 3.5. College honors are awarded according to the criteria published in the College Catalog. Early in May, recipients and their families are invited to attend a special ceremony.

Application for Degree

During the last semester of the program, the student must make an appointment with a Highland Lakes counselor to complete an Application for Degree. The student must have completed all required course work, earning a grade of B- or above in each required course. (Rev. July 2017)

Commencement

Commencement refers to the formal ceremony during which graduated students receive their diplomas. Commencement occurs only once per year in the spring, therefore graduates may attend the nearest commencement date that occurs after completion of the program. Details of Commencement, including the date and location, will be available on the College website once they are established by the college.

Nursing Recognition Ceremony

During the final course, NUR 2540, students receive information about the Recognition Ceremony. This is an exclusive event for nursing students and their guests. During this ceremony, all nursing graduates are recognized for their success. Those graduates who purchase the school pin, which can be ordered through [Herff Jones](#), will receive their pin during the ceremony. The Recognition Ceremony is not a substitute for Commencement.

NCLEX and Michigan Licensure

During the final course, NUR 2540, students receive information about application for the [NCLEX](#) and [Michigan Licensure](#). The NCLEX-RN code for OCC is **US 09408700**. Specific questions regarding the background check and fingerprinting for Michigan licensure should be directed to the Michigan Board of Nursing.

Career Opportunities

OCC's [Placement Services](#) office is located at the Auburn Hills Campus. They offer services to OCC students and alumni in resume writing and employment related workshops, and hold job fairs. They also utilize the [College Central Network's](#) job database. For more information call (248) 232-4143.

8.9 Directory

Department of Nursing

Main (248) 942-3333
Fax (248) 942-3338
Website www.oaklandcc.edu/health/nursing
Email HLNursing@oaklandcc.edu

Highland Lakes Campus
7350 Cooley Lake Road, WH 320
Waterford, MI 48327

Southfield Campus
22322 Rutland Drive, A202
Southfield, MI 48075

Dean's Office

The Dean of Nursing's primary office is located in room WH 320 of the Highland Lakes Campus. An additional office is located at the Southfield Campus in room A-208B. For appointments with the dean or associate dean, contact the administrative specialist.

Dean of Nursing and Health Professions
Administrative Specialist

Dr. Rosalind Woodson
Gia Huff (248) 942-3328

Associate Dean of Nursing
Administrative Specialist

Vacant
Sue Henke (248) 942-3335

On-Campus Nursing Labs

Highland Lakes, Levinson Hall Room
419/420
(248) 942-3339

Southfield, Room A217/218
(248) 233-2927

Department of Nursing Faculty Secretaries

Highland Lakes Campus, room WH 320

Shari Buttrey (248) 942-3330
Mary Thomas (248) 942-3336

Department of Nursing Faculty
Highland Lakes Campus, Woodland Hall

Co-Department Chairs	Room	Phone
Mary Miles	WH 338	(248) 942-3348

Faculty	Room	Phone
Dawn Baker	WH 336	(248) 942-3329
Nina Barkell	WH 340	(248) 942-3346
Retha Bragg	WH 340	(248) 942-3340
Michelle Compton	WH 338	(248) 942-3343
Teresa Garcia	WH 342	(248) 942-3332
Cynthia Garland	WH 346	(248) 942-3162
Christina Genei	WH 342	(248) 942-3347
Kathy Schulte	WH 334	(248) 942-3353
Susan Snyder	WH 334	(248) 942-3341
Jennifer Wims-Madden	WH 346	(248) 942-3235

Student Services

	Highland Lakes Campus	Southfield Campus
OCC Main Switchboard	(248) 341-2000	
Academic Support Center (ASC)	WH 20 (248) 942-3035	A212 (248) 233-2735
Business Office	WH 271 (248) 942-3025	
Counseling	WH 230 (248) 942-3050	A240 (248) 233-2750
Dental Clinic	WH 310 (248) 942-3260	
Disability Services (ACCESS)	WH 220 (248) 942-3080	A211 (248) 233-2780
Enrollment Services	WH 263 (248) 341-3100	
Financial Assistance & Scholarships	WH 260 (248) 341-2240	
Library	WH 28 (248) 942-3125	A230 (248) 233-2825
Public Safety	SC 201 (248) 858-4911 or 5555	
Raiders Bookstore	WH 250 (248) 942-3020	A111 (248) 233-2720
Student LIFE	SC 102 (248) 942-3242	

Appendix A: Program Milestones and Major Changes (*Partial*)

April 2018	Revised program philosophy statement.
Fall 2017	Total number of credits reduced. ADN no longer an extended degree program (NUR.AASX changed to NUR.AAS). Four courses eliminated from degree requirements: HEA 1510, PER, POL 1510 and SOC 2510. NUR 2540 credits reduced from 4.5 credits to 4.0 credits.
Fall 2017	Prerequisite courses changed from C or better to B- or better. (Some eligible students may be grandfathered under prior admission requirements now through the December 15, 2018 ADN deadline and April 2019 TPN. affecting cohorts through winter 2020.) In full effect for all students beginning fall 2019, affecting cohorts beginning summer 2020.
2017	RNE track no longer offered.
May 2016	Dr. Rosalind Woodson named Dean of Nursing and Health Professions.
Fall 2016	New College grade appeal process in effect.
Fall 2014	New selection scoring in effect. Changed from GPA of 11 prerequisites to Weighted GPA of required BIO's and ENG's and number of those repeated and transferred. HESI-A2 in effect (Net Test & Math Proficiency Test no longer in effect).
Fall 2013	PNE program no longer offered.
July 2012	Unsuccessful attempts in NUR 1290 prior to program start now count toward progression and retention policies.
July 2012	Unsuccessful attempts in any NUR courses taken together in the same session now both count individually toward repeat, progression and retention policies and will no longer be counted as one attempt.
Fall 2009	NUR courses changed from a 2.0 (C) or better to 2.7 (B-) or better required for passing.

Appendix B: Leveled Student Learning Outcomes

Leveled Student Learning Outcomes

Each leveled outcome builds upon the previous levels' outcome; it is inclusive of the previous levels' requirements. To achieve the outcome for each level, the student must continue to demonstrate the criteria identified in the previous levels.

Student Learning Outcome (SLO)	Level 1 (NUR 1290, 1410)	Level 2 (NUR 1450, 1460, 1470, 1510, 1520, 1530, 1811, 1812)	Level 3 (NUR 2510, 2512, 2520, 2530)	Level 4 (NUR 2540)
<p>SLO 1: The student will accept accountability for the provision of nursing care, professional growth and lifelong learning.</p>	<p>Identify personal learning needs and demonstrates accountability.</p> <ul style="list-style-type: none"> 1.1.1. Follows directions (e.g. college student handbook, nursing handbook, syllabus, instructors, etc.). 1.1.2. Adheres to professional qualities of timeliness, appearance, and honesty. 1.1.3. Recognizes personal responsibility for learning. 1.1.4. Accepts responsibility for the assigned nursing care for one patient. 1.1.5. Attends clinical during the assigned time. 1.1.6. Demonstrates preparation for the clinical assignment. 1.1.7. Seeks assistance from faculty appropriately. 1.1.8. Initiates the student portfolio. 	<p>Demonstrate accountability in the provision of nursing care and professional growth.</p> <ul style="list-style-type: none"> 2.1.1. Engages in reflection of the caring component of nursing practice provided. 2.1.2. Compares own nursing practice to acceptable standards. 2.1.3. Identifies areas for professional growth. 2.1.4. Accepts responsibility for the assigned nursing care for one-two patients. 2.1.5. Demonstrates optimal use of clinical time by seeking out learning opportunities. 2.1.6. Maintains the student portfolio. 	<p>Accept accountability for the provision of nursing care and professional growth.</p> <ul style="list-style-type: none"> 3.1.1. Engages in strategies to enhance the caring component of nursing practice provided. 3.1.2. Compares nursing practice delivered to acceptable standards. 3.1.3. Determines areas for professional growth. 3.1.4. Accepts accountability for the assigned nursing care for a minimum of two patients. 3.1.5. Maintains professional records that are organized and reflective of professional growth. 	<p>Accept accountability for the provision of nursing care, professional growth and lifelong learning.</p> <ul style="list-style-type: none"> 4.1.1. Engages in self-evaluation of the knowledge, competence, and caring components of nursing practice to identify areas for growth and lifelong learning. 4.1.2. Assesses needs related to successful completion of NCLEX-RN. 4.1.3. Accepts accountability for the assigned nursing care of a group of patients. 4.1.4. Maintains professional records that are organized and reflective of professional growth, continued learning, competency and self-development. 4.1.5. Verbalizes the need to plan for BSN completion.

Student Learning Outcome (SLO)	Level 1 (NUR 1290, 1410)	Level 2 (NUR 1450, 1460, 1470, 1510, 1520, 1530, 1811, 1812)	Level 3 (NUR 2510, 2512, 2520, 2530)	Level 4 (NUR 2540)
<p>SLO 2: The student will integrate professional values within the ethical and legal framework of nursing practice.</p>	<p>Identify professional values and legal and ethical issues that affect the practice of nursing.</p> <p>1.2.1. Maintains confidentiality within legal and institutional parameters.</p> <p>1.2.2. Serves as a patient advocate to protect patient autonomy, dignity, and rights.</p> <p>1.2.3. Develops a personal philosophy of nursing.</p> <p>1.2.4. Demonstrates the professional values of caring, honesty, integrity and respect.</p>	<p>Recognize professional values within the ethical and legal framework of nursing.</p> <p>2.2.1. States awareness of legal and regulatory agency policies.</p> <p>2.2.2. Demonstrates caring through the advocacy of patient autonomy, dignity, and rights.</p> <p>2.2.3. Notifies clinical instructor of quality of care concerns.</p> <p>2.2.4. Practices self-care and manages stress effectively.</p>	<p>Apply professional values within the ethical and legal framework of nursing.</p> <p>3.2.1. Maintains legal and regulatory agency policies.</p> <p>3.2.2. Values caring through the consistent advocacy of patient autonomy, dignity, and rights.</p> <p>3.2.3. Notifies clinical instructor and staff nurse of quality of care concerns.</p>	<p>Integrate professional values within the ethical and legal framework of nursing practice.</p> <p>4.2.1. Ensures adherence to legal statutes, rules and regulations, and regulatory agency policies.</p> <p>4.2.2. Assimilates and models patient advocacy and caring behaviors by safeguarding patient autonomy, dignity, and rights.</p> <p>4.2.3. Reports instances of illegal, unethical, and quality of care concerns utilizing the chain of command.</p> <p>4.2.4. Examines the effect of current legal, ethical, economical, legislative, and political issues impacting nursing practice.</p> <p>4.2.5. Examines major trends and issues in contemporary nursing and the impact of historical events on nursing practice and nursing education.</p>

Student Learning Outcome (SLO)	Level 1 (NUR 1290, 1410)	Level 2 (NUR 1450, 1460, 1470, 1510, 1520, 1530, 1811, 1812)	Level 3 (NUR 2510, 2512, 2520, 2530)	Level 4 (NUR 2540)
<p>SLO 3: The student will collaborate through effective communication with individuals, families, groups and the interdisciplinary health care team members to optimize health outcomes.</p>	<p>Demonstrate the use of effective communication techniques with diverse populations and select healthcare team members to optimize health outcomes.</p> <p>1.3.1. Communicates with a patient in a therapeutic and caring manner. 1.3.2. Obtains report from RN prior to assuming care; gives report to the RN at the end of the clinical day. 1.3.3. Reports significant changes in patient's condition to instructor and staff RN in a timely fashion.</p>	<p>Demonstrate the use of therapeutic and professional communication with patients and the interdisciplinary health care team members to optimize health outcomes.</p> <p>2.3.1. Demonstrates caring behaviors through professional communication with patients. 2.3.2. Uses technology to document and communicate relevant and accurate information. 2.3.3. Communicates patient care information to peers, health care colleagues/staff, and instructor in a concise, timely and organized manner. 2.3.4. Participates, actively, in clinical conferences. 2.3.5. Maintains a positive working alliance with peers and clinical faculty.</p>	<p>Communicate effectively with individuals, families, groups and the interdisciplinary health care team members to optimize health outcomes.</p> <p>3.3.1. Collaborates using caring behaviors in a professionally appropriate format with individuals, families, groups and interdisciplinary health care team members. 3.3.2. Documents the relevant and accurate assessment, outcomes, implementation, and evaluation of care in an organized and timely manner. 3.3.3. Communicates relevant and accurate data when reporting off. 3.3.4. Reports to RN in a concise, organized and thorough manner.</p>	<p>Collaborate through effective communication with families, groups and the interdisciplinary health care team members to optimize health outcomes.</p> <p>4.3.1. Communicates with patient, family and health care team through caring behaviors to facilitate the patient's transition in care. 4.3.2. Participates in conflict resolution with peers, health care colleagues/staff, and instructor. 4.3.3. Conducts shift reports in a concise, organized and thorough manner.</p>

Student Learning Outcome (SLO)	Level 1 (NUR 1290, 1410)	Level 2 (NUR 1450, 1460, 1470, 1510, 1520, 1530, 1811, 1812)	Level 3 (NUR 2510, 2512, 2520, 2530)	Level 4 (NUR 2540)
<p>SLO 4: The student will promote culturally competent care with diverse individuals, families and groups.</p>	<p>Recognize the influence of culture.</p> <p>1.4.1. Maintains compassionate and caring relationships with all individuals.</p> <p>1.4.2. Identifies healthcare related cultural influences.</p> <p>1.4.3. Selects culturally appropriate communication techniques.</p> <p>1.4.4. Selects culturally appropriate nursing activities.</p>	<p>Practice culturally competent care with patients from diverse populations.</p> <p>2.4.1. Identifies healthcare related cultural influences within diverse populations.</p> <p>2.4.2. Applies caring behaviors that reflect cultural awareness.</p>	<p>Practice culturally competent care with diverse individuals, families and groups.</p> <p>3.4.1. Prioritizes healthcare related cultural influences for diverse individuals, families and groups.</p> <p>3.4.2. Utilizes nursing activities and caring behaviors that are culturally appropriate nursing activities for diverse individuals, families and groups.</p>	<p>Promote culturally competent care with diverse individuals, families, and groups.</p> <p>4.4.1. Consistently integrates culturally competent caring behaviors reflecting values and beliefs of individuals, families, and groups.</p> <p>4.4.2. Advocates for culturally sensitive care.</p>

Student Learning Outcome (SLO)	Level 1 (NUR 1290, 1410)	Level 2 (NUR 1450, 1460, 1470, 1510, 1520, 1530, 1811, 1812)	Level 3 (NUR 2510, 2512, 2520, 2530)	Level 4 (NUR 2540)
<p>SLO 5: The student will apply the nursing process to manage the delivery of care for a group of individuals in a variety of health care settings.</p>	<p>Develop a nursing care plan using standardized language for an individual in extended care and acute care settings.</p> <p>1.5.1. Collects accurate data using the functional health patterns.</p> <p>1.5.2. Determines nursing diagnoses (NANDA) based on assessment data.</p> <p>1.5.3. Identifies outcomes (NOCs) based on assessment data.</p> <p>1.5.4. Develops an individualized plan of care including nursing activities (NICs) with rationale.</p> <p>1.5.5. Safely implements an individualized plan demonstrating caring.</p> <p>1.5.6. Collects relevant data to evaluate patient's progress toward obtaining the outcomes.</p> <p>1.5.7. Identifies needed modification in the plan of care as indicated.</p>	<p>Apply the nursing process in the delivery of care with individuals and families.</p> <p>2.5.1. Collects data from multiple sources using the functional health patterns.</p> <p>2.5.2. Selects appropriate priority nursing diagnoses (NANDA) based on assessment data.</p> <p>2.5.3. Identifies priority outcomes (NOCs) based on assessment data.</p> <p>2.5.4. Develops an individualized plan of care using comprehensive activities (NICs).</p> <p>2.5.5. Implements caring behaviors and nursing activities in an organized and safe manner.</p> <p>2.5.6. Evaluates the patient's progress toward obtaining the outcomes.</p> <p>2.5.7. Modifies plan of care as indicated.</p>	<p>Apply the nursing process in the delivery of care with individuals, families, and groups in a variety of health care settings.</p> <p>3.5.1. Uses appropriate assessment and evidence based techniques when collecting a comprehensive database.</p> <p>3.5.2. Establishes a relevant master problem list (NANDAS/NOCs/NICs) for the delivery of care.</p> <p>3.5.3. Implements nursing strategies and caring behaviors that are organized, safe and timely.</p> <p>3.5.4. Evaluates the patient's response to the plan of care in a timely manner.</p> <p>3.5.5. Incorporates feedback from patient, family and health care providers to modify plan of care.</p>	<p>Apply the nursing process to manage the delivery of care for a group of individuals in a variety of health care settings.</p> <p>4.5.1. Advocates for timely and evidenced based modifications in plans of care with patients, families and health care providers in a variety of health care settings.</p> <p>4.5.2. Analyze professional caring behaviors as they relate to the management and delivery of care for a group of individuals.</p>

Student Learning Outcome (SLO)	Level 1 (NUR 1290, 1410)	Level 2 (NUR 1450, 1460, 1470, 1510, 1520, 1530, 1811, 1812)	Level 3 (NUR 2510, 2512, 2520, 2530)	Level 4 (NUR 2540)
<p>SLO 6: The student will integrate concepts of quality and safety in the provision of nursing care that minimizes the risk of patient harm and achieves optimal patient outcomes.</p>	<p>Adhere to safety initiatives in the provision of nursing care.</p> <p>1.6.1. Identifies the role of the nurse in promoting a culture of safety.</p> <p>1.6.2. Implements basic safety initiatives such as patient identification, asepsis, infection control, fall prevention, hand offs, SBAR and collaborative communication.</p> <p>1.6.3. Uses evidence-based risk assessment tools during patient assessment (e.g. skin, falls, VTE, pain, etc.).</p>	<p>Provide nursing care that minimizes the risk of patient harm and achieves optimal patient outcomes.</p> <p>2.6.1. Identifies high alert medications.</p> <p>2.6.2. When applicable, calculates and administers medications safely and accurately.</p> <p>2.6.3. Identifies the "Rights of Medication" administration.</p> <p>2.6.4. When applicable, minimizes interruptions during medication administration.</p> <p>2.6.5. Verbalizes knowledge of actions, side effects and related nursing implications of medications.</p> <p>2.6.6. Implements evidence based nursing activities to decrease risk of patient harm.</p> <p>2.6.7. Maintains a safe milieu.</p>	<p>Provide nursing care that minimizes the risk of patient harm and achieves optimal patient outcomes.</p> <p>3.6.1. Uses indicators to monitor quality, safety and effectiveness of nursing care.</p> <p>3.6.2. Uses new knowledge and innovation in nursing practice to improve care delivery.</p> <p>3.6.3. Implements nursing care that is safe, timely, effective, efficient, equitable, and patient-centered (STEEEP).</p>	<p>Integrate concepts of quality and safety in the provision of nursing care that minimizes the risk of patient harm and achieves optimal patient outcomes.</p> <p>4.6.1. Demonstrates the effective use of technology and standardization practices to support safety and quality initiatives.</p> <p>4.6.2. Analyzes factors related to quality, safety and effectiveness of nursing care.</p> <p>4.6.3. Uses results of evidence based practice/quality improvement activities to initiate change.</p> <p>4.6.4. Discusses the importance of nursing research as it contributes to the advancement of nursing practice.</p>

Student Learning Outcome (SLO)	Level 1 (NUR 1290, 1410)	Level 2 (NUR 1450, 1460, 1470, 1510, 1520, 1530, 1811, 1812)	Level 3 (NUR 2510, 2512, 2520, 2530)	Level 4 (NUR 2540)
SLO 7: The student will maximize critical thinking to optimize clinical decision-making.	Recognize the relationship between patient needs and clinical decision-making. 1.7.1. Demonstrates the critical thinking characteristics: integrity, logical reasoning, and information seeking.	Demonstrate elements of critical thinking/decision making in the application of the nursing process. 2.7.1. Demonstrates the critical thinking characteristics: inquisitiveness and perseverance. 2.7.2. Provides scientific rationale for practice decisions. 2.7.3. Utilizes evidence based practice findings.	Apply critical thinking to optimize clinical decision-making. 3.7.1. Demonstrates the critical thinking characteristics: flexibility, open-mindedness, analysis, and discrimination.	Maximize critical thinking to optimize clinical decision-making. 4.7.1. Demonstrates the critical thinking characteristics: intuition, confidence, prediction, perspective, creativity, and reflection. 4.7.2. Analyzes clinical care and decision making relative to policy and standards.
SLO 8: The student will teach groups of individuals with complex health care needs to promote, maintain, and restore optimal health.	Assess patient healthcare knowledge deficit(s). 1.8.1. Assesses for learning preferences and learning barriers. 1.8.2. Incorporates principles of teaching-learning into nursing plan of care. 1.8.3. Implements appropriate teaching strategies.	Teach individuals and families to promote, maintain, and restore optimal health. 2.8.1. Participates in health promotion activities both in community based and/or acute care settings. 2.8.2. Identifies lifestyle risk factors. 2.8.3. Utilizes informal teaching opportunities and documents. 2.8.4. Identifies discharge needs.	Teach individuals and families with complex health care needs to promote, maintain, and restore optimal health. 3.8.1. Analyzes lifestyle risk factors to develop an individualized health promotion teaching plan. 3.8.2. Documents, consistently, patient education per agency format and regulatory guidelines.	Teach groups of individuals, with complex health care needs to promote, maintain, and restore optimal health. 4.8.1. Participates actively in discharge planning to enhance timely discharge. 4.8.2. Contributes to the agency designed discharge/transfer summary.

Student Learning Outcome (SLO)	Level 1 (NUR 1290, 1410)	Level 2 (NUR 1450, 1460, 1470, 1510, 1520, 1530, 1811, 1812)	Level 3 (NUR 2510, 2512, 2520, 2530)	Level 4 (NUR 2540)
<p>SLO 9: The student will integrate leadership and management skills in nursing practice.</p>	<p>Identify the leadership skills of the nurse in the management of patient care.</p> <p>1.9.1. Observes the role of the RN in the health care setting.</p> <p>1.9.2. Utilizes the electronic medical record for data gathering and accurate basic data entry.</p> <p>1.9.3. Treats colleagues with respect, trust and dignity.</p> <p>1.9.4. Attains clinical skills and knowledge base.</p> <p>1.9.5. Participates in the Nursing Student Association (OCCNSA).</p>	<p>Assess leadership roles of the nurse in the management of patient care.</p> <p>2.9.1. Observes the role of the RN as the manager of a group of patients.</p> <p>2.9.2. Ensures accurate and timely electronic documentation.</p> <p>2.9.3. Seeks out learning materials relevant to course content and patient care.</p> <p>2.9.4. Works effectively within a group to achieve assignment goals.</p> <p>2.9.5. Functions as an effective member of the health care team.</p>	<p>Utilize leadership and management skills in nursing practice.</p> <p>3.9.1. Abides by the health care organizations overall vision, mission and goals.</p> <p>3.9.2. Utilizes the electronic data base to analyze trends and prioritize care.</p> <p>3.9.3. Contributes to resolution of clinical problems.</p>	<p>Integrate leadership and management skills in nursing practice.</p> <p>4.9.1. Participates in problem identification and data collection for research, quality control or improvement processes to meet patient outcomes</p> <p>4.9.2. Contributes as a role model and/or mentor in nursing.</p> <p>4.9.3. Participates in problem resolution regarding clinical issues.</p> <p>4.9.4. Manages a team of patients.</p> <p>4.9.5. Delegates tasks based on the rights of delegation.</p>

Appendix C: Forms

The following forms are included in this handbook and may also be available on the D2L Nursing Student Resource Site:

- Medical Clearance for Return to Clinical Practice Sessions
- Recommendation Letter Request
- Quality and Safety Reporting Tool
- Good Catch Form
- NSA Bonus Point Record



Student Name

Date

The student nurse role requires:

- mental, emotional and physical abilities to plan and implement safe care in highly stressful health care environments
- physical strength and stamina necessary for prolonged standing, walking and heavy lifting in patient care areas
- physical strength to push, pull and transfer objects or people weighing more than one-hundred pounds

The student can participate in clinical practice sessions fully and safely without jeopardizing their own or others' health or well-being. Check one:

YES

The above student is **FULLY CAPABLE** of fulfilling the Role Requirements and Expectations of a Nursing Student **as noted***. The student may fully participate in clinical practice sessions.

NO

The above student is **NOT FULLY CAPABLE** of fulfilling the Role Requirements and Expectations of a Nursing Student **as noted***. The student may not participate in clinical practice sessions.

Physician Signature

Print Physician Name/Company

Address

City/State/Zip

Physician Office Phone Number

License Number

* Role Requirements and Expectations can be found in the OCC Nursing Student Handbook, Section 4.4, <https://www.oaklandcc.edu/health/nursing/docs/NursingStudentHandbook.pdf> and should be printed on the reverse side or attached to this form.

Role of the Nursing Student: Requirements and Expectations

The role requirements and expectations of the nursing student are:

1. Mental, emotional and physical ability and stamina to plan and implement care for patients.
2. Emotional maturity and stability to approach highly stressful situations in a calm, safe and rational manner, to make timely clinical decisions such as selecting the correct technique, equipment and safety measures, to assure comprehensive and safe care of patients.
3. Physical abilities to competently perform activities that are essential to the program curriculum and the profession:
 - a. Sufficient **visual acuity** for accurate assessment and nursing care, such as required in the accurate preparation and administration of medications and for the observation of patients.
 - b. Sufficient **auditory perception** to receive verbal communication from members of the health care team and to assess the health status of patients through monitoring devices, such as stethoscopes, monitors, intravenous infusion pumps, fire alarms, bed alarms, call lights, etc.
 - c. Sufficient **gross and fine motor coordination** to respond promptly and to implement skills required in meeting the health care needs of patients, including the manipulation of equipment.
 - d. Sufficient **physical abilities** for prolonged standing and walking to successfully move about in patient rooms, work and treatment areas, and to administer cardiopulmonary procedures.
 - e. Sufficient **physical strength and stamina** to push, pull and transfer objects and persons more than **one-hundred pounds**.

Section 4.4 of the OCC Nursing Student Handbook, Revised April 2018





REQUEST FOR RECOMMENDATION

PLEASE PRINT CLEARLY OR TYPE.

Student Name _____

I.D. Number _____ Phone _____

Course _____ Semester and Year _____

Must submit request to WH 320 within two weeks of the end of the course.

Clinical Faculty Instructor _____

Contact the faculty directly prior to completion of the request form. Requests for letters of recommendation will be fulfilled at the discretion of the nursing faculty. Allow at least four weeks for arrival. If the letter does not arrive, contact the instructor directly. In the event that a student needs a letter for prospective employment, but is unable to obtain one from previous faculty, the student may request a letter from the dean's office indicating that the student met the objectives of the NUR course.

In accordance with the Family Educational Rights and Privacy Act, I authorize Oakland Community College to release or disclose a recommendation on my behalf, written to the attention of:

(check all that apply):

Institution _____

Contact Person _____

Address _____

City/State/Zip _____

No specific institution (general letter of recommendation)

Indicate number of original letters requested (maximum of five): _____

I will pick up the letters

Please send a copy to my OCC email _____

Please send the copies to my home address:

Address _____

City/State/Zip _____

Phone recommendation

Student Signature _____ Date _____

Office Use Only:



Name (optional) _____ Date _____

Course _____ Student _____ or Faculty _____

Purpose

The purpose of the Quality and Safety Reporting Tool (QSRT) is to facilitate reporting of quality and safety concerns. No patient health care data or any data that would identify specific patients, faculty, or students will be collected. The data collected is used to identify trends and provide direction for process improvement, with the overall goal of improving the quality and safety of the clinical practice of students and faculty. The tool was developed to mirror those used in the health care facilities with which our students affiliate and the process is consistent with establishing a culture of safety in health care organizations.

Reports will be reviewed monthly by the members of the Quality and Safety Committee. The committee will make recommendations to the department based upon the monthly review. This tool does not take the place of the Communication Record, which is intended for individual student performance and remediation plans.

1. Type of Event

Adverse Event – any undesirable experience associated with the use of a medical product in a patient

Error – failing to provide care or providing the wrong care

Close Call/Near Miss – an event, situation, or error that took place but was captured before reaching the patient

Hazard – dangerous situation that has the potential to cause harm

2. Did this event actually “reach” the patient?

Yes

No, it was intercepted by:
student faculty other

3. Type of Incident:

Care and Treatment
Fall
Food and Nutrition
HIPAA Violation

Infection Prevention
Knowledge Deficit
Lab Event
Medication Error

Professional Conduct
Security and Safety
Other

4. Affected Individual

Instructor
Patient

Student
Other

5. Narrative of Event

6. Potential or actual consequences of the error

7. Nursing action taken to address the issue

Submit report to one of the following locations: HL library, nursing office, nursing lab, or email to the Quality and Safety Committee Chairperson.



Name of Submitting Student_____Date_____

Definition

A “good catch” is an action that saves a patient from harm. This may also be referred to as a “close call” or “near miss,” which is an event, situation, or error that took place, but was captured before reaching the patient.

Purpose

- To promote quality and safety in the clinical practice of students and faculty
- To promote a Culture of Safety within OCC’s nursing program
- To recognize an event or circumstance that had a potential to cause an incident, but which did not occur due to corrective action or other timely intervention following its recognition

Submissions will be reviewed monthly by the Quality and Safety Committee for their impact on patient safety, quality of patient care, service (timeliness, efficiency, and effectiveness), and the opportunity to spread and increase a positive impact across the program. Students may be recognized via letters, safety award pins, certificates (to include in their portfolios), and announcements on D2L, bulletin boards, or the Pulse newsletter.

Student_____Date of Occurrence_____

Clinical Faculty_____

1. Describe the situation, providing as many facts as possible. (Attach additional sheets if more space is needed.)

2. Explain any suggestions for improvement.

Submit report to one of the following locations: HL library, nursing office, nursing lab, or email to the Quality and Safety Committee Chairperson.



Name _____ Term _____

Row	Detailed Description of Meeting, including topic, or Detailed Description of Service Provided	Date of Meeting or Service	Service Hours	Points
1				
2				
3				
4				
5				
6				
7				
Total	Maximum 7 pts per term or 11 points for 15 week NUR 1410 and cannot exceed 4% of the total course points			

Attendance at meetings or approved service hours must be verified by sign-in sheet or other appropriate documentation. *Must be a NSA member to earn NSA Bonus Points.* Points are awarded as follows:

Activity	Points Per Activity	Maximum
Meeting attendance	1 point	4 points per 7.5 week session (8 points per 15 week NUR 1410 course)
Service Learning (Volunteer Activity)	1 point per hour	3 points per activity and per 7.5 week session (3 points per 15 week NUR 1410 course)
Convention Attendance		No points are awarded for general attendance
Convention Delegate Service		5 points
Convention Breakout Sessions	1 point per hour	10 points
MAXIMUM		7 points per 7.5 week session (11 points per 15 week NUR 1410 course) -OR- 4% of the total course points whichever is less