OREGON COAST
COMMUNITY COLLEGE

Nursing Program

Student Handbook

2023-2024

OCCC Nursing Program Student Handbook Statement

The Oregon Coast Community College (OCCC) Nursing Program publishes this student handbook to provide nursing students current information about the Nursing Program. Changes to the handbook may occur at any time for a variety of reasons. Changes may affect programs, policies, and procedures. The Nursing Program will post significant changes and current information on the College Nursing Program web page and notify students of changes on Canvas. Students should consult with their assigned Faculty Mentor or the Director of Nursing and Allied Health for updated information that is not available at the time of publication. This handbook shall not be considered a contract between the student and the college.

OCCC Land Acknowledgement Statement

"Oregon Coast Community College acknowledges that we reside within the ancestral homelands of the Yaquina (Yaqo'n) and Alsea (Wusi'n) Tribes. Today, those tribal descendants are represented by The Confederated Tribes of Siletz Indians. We are honored for the opportunity to teach, learn, and work on their ancestral lands. We also recognize the ongoing contributions they make to the community, Oregon Coast Community College, and the world."

OREGON COAST
COMMUNITY COLLEGE

August 29, 2023

Welcome to the 2023-2024 academic year in the Oregon Coast Community College Nursing Program. This Student Handbook will provide information about policies, procedures, and expectations of the Nursing Program. It is important that students read the handbook thoroughly. Students are required to indicate their understanding of the contents of the handbook by completing the handbook attestation quiz on Canvas.

Many of the Nursing Program policies and procedures described in the Handbook are similar to the expectations of the professional nurse in clinical practice. For instance, nurses at all levels must be caring and respectful to people of different backgrounds and cultures. The professional nurse must be able to adapt to change, think critically, and respond professionally during crises. Personal integrity and ethical behavior are essential for a professional nurse in all circumstances. Adhering to the Handbook policies and procedures will help students succeed and thrive in the Nursing Program and exit program prepared to succeed in their career as a professional nurse.

The nursing faculty and staff look forward to working with you during your time in the Nursing Program. We are committed to your success and excited to help you transition into a career as a professional nurse. Welcome and good luck in your new career!

Faculty and Staff of the OCCC Nursing Program

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Section 1:

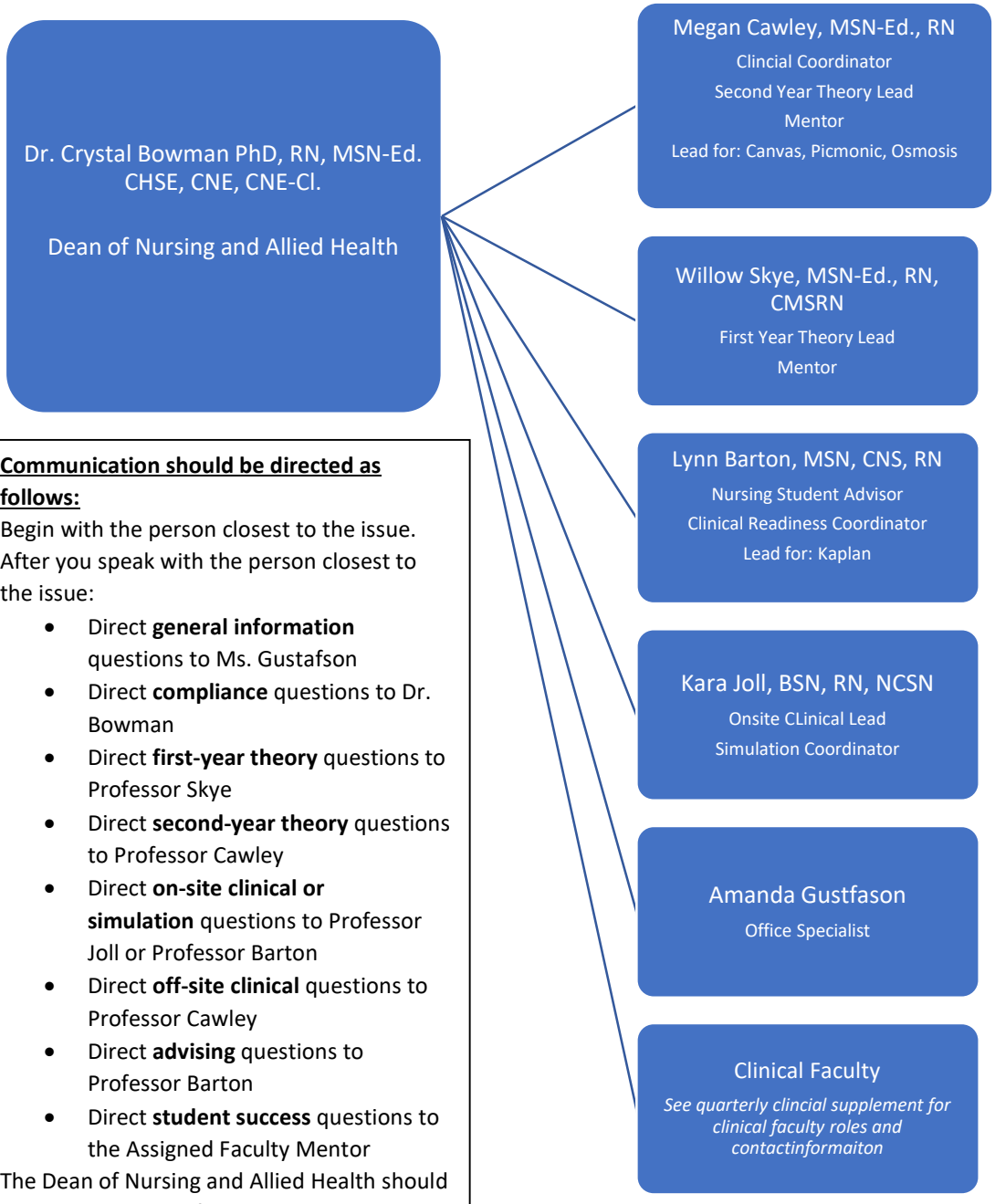
Oregon Coast Community College Nursing Program Information

Oregon Coast Community College and Nursing Program Faculty and Staff

Title & Name	Phone	Email
College Administration and Staff		
President Dr. Birgitte Ryslinge	541-867-8532	ea@oregoncoast.edu
Vice President of Academic Affairs Dan Lara	541-867-8541	dan.lara@oregoncoast.edu
Associate Dean of Academic Affairs Melissa Batchelor	541-867-8502	melissa.batchelor@oregoncoast.edu
Associate Dean of Academic Affairs Ann Hovey	541-867-8541	ann.hovey@oregoncoast.edu
Vice President of Student Affairs Dr. Andres Oroz	541-867-8511	andres.oroz@oregoncoast.edu
Student Success Coach Carol Martin	541-867-8521	carol.martin@oregoncoast.edu
Nursing Department Faculty and Staff		
Dean of Nursing and Allied Health Dr. Crystal Bowman	541-867-8520	crystal.bowman@oregoncoast.edu
Nursing and Allied Health Office Specialist Amanda Gustafson	541-867-8548	amanda.gustafson@oregoncoast.edu
Nursing Student Advisor Lynn Barton	541-867-8543	lynn.barton@oregoncoastedu
Full Time Nursing Faculty Megan Cawley Willow Skye	541-867-8542 541-867-8548	megan.cawley@oregoncoast.edu willow.skye@oregoncoast.edu

Nursing Department Organizational Chart

Purpose: the purpose of this organizational chart is to describe communication and decision-making processes within the OCCC nursing department



Communication should be directed as follows:

Begin with the person closest to the issue. After you speak with the person closest to the issue:

- Direct **general information** questions to Ms. Gustafson
- Direct **compliance** questions to Dr. Bowman
- Direct **first-year theory** questions to Professor Skye
- Direct **second-year theory** questions to Professor Cawley
- Direct **on-site clinical or simulation** questions to Professor Joll or Professor Barton
- Direct **off-site clinical** questions to Professor Cawley
- Direct **advising** questions to Professor Barton
- Direct **student success** questions to the Assigned Faculty Mentor

The Dean of Nursing and Allied Health should only be contacted after questions have been addressed to the appropriate person.

College Vision, Mission, Values, and Core Themes

Vision

Shaping the Future Through Learning

Mission

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

Values

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

Accountability: We accept responsibility for our actions and commit to transparent practices.
Collaboration: We purposefully build partnerships to achieve common goals.
Excellence: We hold ourselves to the highest standards and are committed to continuously improving the work we do.
Inspiration: We show curiosity, illuminate new possibilities and ignite the joy of thinking well.
Integrity: We act with honesty and authenticity to foster a culture of ethics and respect that embodies our work and serves the community.
Learning: We celebrate the life-long process of developing valuable knowledge and skills.
Sustainability: We are responsible stewards of our financial, material, natural and human resources.
Equity: We embrace diversity and address the inequities and barriers that prevent people from learning and working to their full potential.

Core Theme: Student Success

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

At Oregon Coast Community College, we equip students for success in college and in life by providing exemplary teaching, student development programs and support services.
Students receive customized and relevant advising and enriched supports to maximize completion and success.
In response to the diverse needs and histories of our community we are institutionalizing a philosophy of student success and strengthening the College's policies, processes, and business practices to facilitate access and completion.

Core Theme: Educational Pathways

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

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

OCCC Nursing Program Mission and Value Statements

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

Mission

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

Value Statements:

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

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

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

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

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

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

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

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

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

OCCC Nursing Philosophy

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

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

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

Core Themes

Equip Students for success in the profession of nursing.

Provide educational pathways and supports.

OCCC Nursing Program Curriculum Organizing Framework

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

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

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

Nursing Process is an organized, systematic, problem-solving approach to meeting the health-related needs of patients. Assessing, analyzing, planning, implementing and evaluating constitute the steps of the Nursing process. The nursing process is the foundation of clinical decision-making. As such, it provides a framework for critical thinking in Nursing practice. Critical thinking is inherent in the process of making clinical decisions. Nurses use data obtained through a holistic assessment to identify potential and actual alterations in health for patients. Actual and potential alterations are defined through nursing diagnoses, which guide clinical decisions about the selection of outcome criteria, nursing interventions, and evaluation of patient responses.

Nursing Roles

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

In the Provider of Care role, ADN's have primary responsibility to apply and to oversee the Nursing Process, which is the basis for identifying, providing, and evaluating the nursing care needed by patients. PN's contribute to the Nursing Process by collecting, recording, and reporting data; by participating under the supervision of a registered nurse in the establishment of nursing diagnoses and in the development and implementation of a plan of nursing care; and by documenting and communicating evaluation data to appropriate healthcare team members.

In the Manager of Care role, ADN's organize and coordinate care for patients using priority setting, collaboration, patient advocacy, and resource management and assign, delegate, and supervise

qualified care providers in the provision of Nursing care. ADN's function as first level nurse managers in implementing the Manager of Care role.

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

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

Nursing Program Performance-Based Outcomes

OCCC Practical Nursing Certificate Program Outcomes

Students who complete this certificate will have the resources to:

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

OCCC Associate Degree Nursing Program Outcomes

Students who complete this degree will have the resources to:

1. Use a holistic approach to develop, implement, and evaluate plans of care for patients that apply standard nursing care plans to meet individual needs.

2. Communicate effectively and collaboratively in a self-directed manner with patients, families, and members of the health care team.

3. Use first-level management skills in providing care for individuals and groups of patients.

4. Make decisions regarding patient care based on professional values and responsibilities at the associate degree nurse level while complying with identified legal/ethical standards (scope of practice regulations established by boards of nursing and Code of Practice guidelines established by the American Nurses Association).

Nursing Competencies

Using the regulations of the Oregon State Board of Nursing as a major reference, the Nursing Faculty of OCCC have differentiated practical nursing from associate degree nursing by identifying the competencies of each at entry into practice. The competencies and complete scope of practice is available at: https://www.oregon.gov/OSBN/Pages/laws-rules.aspx

OCCC Nursing Program Outcomes

Practical Nurse Outcomes	ADN Nurse Outcomes
Provider of Care	
1. Provide safe, clinically competent, culturally sensitive, and patient-centered care for the promotion, restoration and maintenance of wellness or for palliation across the lifespan and settings of care 2. Utilize established nursing standards and protocols to provide safe holistic care of patients in a variety of healthcare settings. 3. Utilize critical thinking skills, nursing process and evidence-based practice as a guide to assess, plan, implement and evaluate basic patient care across the life span within the practical nurse's scope of practice 4. Incorporate therapeutic communication to assist patients of all ages in promoting health and supporting wellness 5. Applying basic leadership and management skills to assign, direct and supervise care provided by nursing assistive personnel	1. Provide safe, clinically competent, culturally sensitive, patient-centered and evidence-based care to promote, restore and maintain wellness or for a palliation across the lifespan and settings of care; 2. Collect and analyze data from a variety of sources to accurately identify nursing diagnoses requiring independent action, medical problems needing referral, and potential problems requiring nursing preventive action 3. Use the nursing process to plan, implement and evaluate holistic nursing care that is based on an understanding of the health-illness continuum, is culturally competent, reflects developmental stage, and incorporates available community resources. 4. Communicate therapeutically with patients/patients and families to promote the achievement of patient outcomes in collaboration with healthcare providers across a continuum of healthcare settings.
Manager of Care	
6. Organize and complete a patient care assignment utilizing appropriate priority setting and decision-making skills. 7. Communicate and collaborate effectively with other members of the multicultural health care team 8. Function effectively as a member of the inter-disciplinary healthcare team 9. Use technology and both human and material resources in a cost-effective, sustainable, and responsible manner 10. Demonstrate professional values, and the responsibilities defined by the Oregon State Board of	5. Lead a group of nursing personnel in the care of a group of patients through effective interpersonal relationships and the use of skills in teaching, prioritizing, delegating, and supervising. 6. Effectively organize and prioritize patient care for complex patents with changing conditions. 7. Communicate and collaborate effectively with other members of the multicultural health care team 8. Utilize behaviors that promote teamwork while functioning in the role of either a team member or a team leader. 9. Use technology and both human and material resources in a cost-effective, sustainable, and

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

OCCC Nursing Program Curriculum Map 2023-2024

Courses required for graduation from the Nursing Program for students entering the program in the Fall of 2023 are listed on the following page. Nursing courses must be taken in sequence. The classroom and clinical components of each nursing course must be passed for successful completion of the course. Each nursing course is offered only one time each academic year. Students who successfully complete all requirements for the first year of the program will have met the educational requirements to apply to the Oregon State Board of Nursing for an LPN license. Information regarding application will be provided to students but the student is responsibility for applying and submitting the required information and fees.

Safe clinical performance and professional behavior (including integrity and accountability) are described in this Handbook and in the syllabus for each course. If a student is dismissed from the program because of significant or multiple breaches of patient safety or professional behavior, the student will not have the option of re-entry to the program.

If a student fails or withdraws from a course, but is granted permission to return the following year, the student must meet current program requirements prior to reentry. Students repeating a course are required to complete all portions of the course including all theory and clinical components. That is, students repeating a course due to a failure in the theory portion of the course – but successfully completing the clinical portion of the course - must repeat and complete both the clinical and theory portions of the course upon reentry.

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

Program and Degree Requirements

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

Program Prerequisites: for Practical Nursing and AAS Degree

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

Section 2:

Policies Related to Admission & Clinical Requirements

Policy Category: Admission and Clinical Requirements

Policy Title: Certificates, Degrees, and Licenses Policy

Purpose: The purpose of this policy is to ensure that student nurses are prepared to practice safely in all clinical environments within their student scope of practice.	
Certificates, Degrees, and Licenses	As registered nurses, all Nursing faculty and the Dean of Nursing and Allied Health are responsible for the mandatory reporting requirements in Oregon State Board of Nursing (OSBN) regulations**.** All nursing program applicants who hold a practice certificate or license issued by OSBN or any other State Board of Nursing must submit a copy of their certificate/license to the Dean of Nursing and Allied Health at the time of admission. Any applicant or student whose nursing assistant certificate or license to practice nursing, at any level in any state, has been suspended or revoked may be denied admission to or dismissed from the Program. Any student who is certified or licensed by the OSBN who engages in behavior defined by OSBN as "Conduct Derogatory to the Standards of Nursing," will be reported to the OSBN.

References:

Conduct Derogatory to the Standards of Nursing (OAR 851-045-0070)

Effective Date: September 12, 2022

Reviewed: August 28, 2023

Revised: August 28, 2023

Policy Category: Admission and Clinical Requirements

Policy Title: CPR and First Aid Certification Policy

Purpose: The purpose of this policy is to ensure that student nurses are prepared to practice safely in all clinical environments, including the provision of CPR and other life-saving care.	
CPR Certification Requirement	Prior to the start of fall term, all students must demonstrate successful completion of BLS Healthcare Provider Level CPR Certification from the American Heart Association. BLS Healthcare Provider Level CPR Certification must remain current for the duration of the student's enrollment in the nursing program. It is the student's responsibility to ensure that BLS Healthcare Provider Level CPR Certification is current for the duration of the nursing program. If CPR certification expires at any time during the program, the student will be suspended from all clinical rotations until current CPR certification is provided. These absences will be unexcused and may impact the student's ability to progress in the nursing program.

References:

Health Profession Student Clinical Training Administrative Requirements: Training Standards (OAR 409-030-0230)

Effective Date: September 12, 2022

Reviewed: August 28, 2023

Revised: August 28, 2023

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Policy Category: Admission and Clinical Requirements

Policy Title: Criminal Background Checks

Purpose: The purpose of this policy is to provide a description of criminal background checks required for entry into the Oregon Coast Community College (OCCC) Nursing Program in compliance with clinical partners and state and federal laws for health care providers.	
Criminal Background Checks	Applicants and student nurses must demonstrate a personal history compatible with obtaining a license to practice nursing in the state of Oregon. Admission to and graduation from the nursing program does not assure eligibility for licensure. The Oregon State Board of Nursing (OSBN) makes the determination about eligibility for licensure. OSBN may not license persons with certain criminal convictions or with a major mental or physical illness that could affect their ability to practice safely. Applicants or students with questions about licensing regulations should contact OSBN.
Pre-Admission Questions	Every nursing program applicant and student must answer questions to determine if the applicant/student has a personal history of: • Conviction of a criminal offense. • Physical or mental health problems that could interfere with the provision of safe nursing care. *Failure to provide truthful and complete answers to these questions may result in denial of admission for application or dismissal of current students.* An applicant may be denied admission to the nursing program if the Dean of Nursing and Allied Health concludes the applicant's criminal history would make it unlikely or impossible for the applicant to attain nursing licensure in Oregon. Applicants with a criminal record should contact the Oregon State Police or retain legal counsel to determine if their records might be expunged.
Admission Requirements	All students admitted to the nursing program are required to pass a criminal background check that fulfills the requirements of clinical sites and Oregon Law. Clinical sites reserve the right to deny clinical placements for students with a record of certain criminal offenses. If a student is denied clinical placements, continuation in the program may not be possible.
Notification of Arrest or Criminal Charges	If a student is arrested or charged with a criminal offense while enrolled in the program, the student must 1) provide a written statement explaining the charges and 2) notify the Dean of Nursing and Allied Health as soon as possible. Failure to notify the Dean of Nursing and Allied Health may be grounds for dismissal from the nursing program. The student's status in the Nursing Program will be reviewed by the Dean of Nursing and Allied Health. A possible outcome of the review may be the student's inability to continue in the program.

References:

Criminal Background Checks for Applicants for Licensure or Certification by the Board including Initial, Renewal, Reactivations, Reinstatements, and Endorsements (ORS 851-001-0115)

Criminal History Checks (OAR 407-007)

Health Profession Student Clinical Training Administrative Requirements: State and National Criminal Background Checks (OAR 409-030-0220)

Effective Date: September 12, 2022

Reviewed: August 28, 2023

Revised: August 28, 2023

Policy Category: Admission and Clinical Requirements

Policy Title: Drug Screening Policy

Purpose: The purpose of this policy is to provide a description of drug screenings required for entry into the Oregon Coast Community College (OCCC) Nursing Program in compliance with clinical partners and state and federal laws for health care providers.	
Drug Screening Admission Requirements	Nursing program students are required to undergo drug screening. This procedure will be completed at the students' own expense. The drug screening involves a 10- panel urine drug screen. The tested substances include amphetamines, barbiturates, benzodiazepines, cocaine, methadone, methaqualone, opiates, phencyclidine, propoxyphene, and marijuana. The student's drug screen must have a "negative" result by the lab performing the test for all components of the drug screen. If the student is positive for any of the components of the 10-panel screening, the student will be dismissed from nursing program. A student admitted to the Program with a history of substance abuse will be monitored for indications of a recurrence of substance abuse per college policy. Any student whose behavior, appearance, or breath odor indicates inappropriate use of alcohol or other drugs may be referred for just cause testing.

References:

Health Profession Student Clinical Training Administrative Requirements: Drug Testing for Substance Abuse and Misuse (OAR 409-030-0210)

Effective Date: September 12, 2022

Reviewed: August 28, 2023

Revised: August 28, 2023

Policy Category: Admission Policies

Policy Title: Medical Marijuana and Cannabis Use Policy

Purpose: The purpose of this policy is to detail the OCCC Nursing Program's policy related to medical and recreational marijuana use.	
Medical Marijuana and Cannabis Use:	Under federal law, marijuana is a Schedule 1 drug. As a public institution, the OCCC Nursing Program receives federal funding in the form of grants and financial aid. Additionally, many of our clinical partners receive federal funding as healthcare providers. Allowing any use of marijuana would be in violation of that law, thus jeopardizing the nursing program's mission and the nursing students' education. Students should note that medical marijuana is not a federally approved prescription drug. The OCCC Nursing Program and our clinical partners have a "no tolerance" policy regarding marijuana. Its use during the program as evidenced by a positive urine drug screen will result in dismissal from the program.

Effective Date: September 12, 2022

Reviewed: August 28, 2023

Revised: August 28, 2023

Policy Category: Admission and Clinical Requirements

Policy Title: Requirements for Immunizations

Purpose: The purpose of this policy is to ensure that students in the Oregon Coast Community College Nursing Program can provide safe and effective nursing care in a variety of clinical settings in compliance with national, state, local, and facility recommendations, requirements, and best practices. This policy is also intended to address the provision of safe and healthy learning and working environments for students, staff, and faculty within the Oregon Coast Community College Nursing program.	
Requirements for Immunizations	The Oregon Coast Community College Nursing Program requires the following immunizations and screenings for students entering the program in accordance with the Centers for Disease Control and Prevention (CDC) guidelines and in compliance with recommendations set by the State of Oregon as set forth in ORS 433.235-433.284 and OAR 333-050-001 to 333-050-0140. All students must comply with the following immunization requirements prior to entry into the program and must remain in compliance for the duration of their enrollment in the OCCC Nursing Program. Documentation of required vaccinations is required for all students to participate in all clinical experiences. Direct patient care experiences are required to complete program, course, and clinical learning outcomes. The OCCC Nursing program collaborates with clinical partners and is required to comply with the rules and regulations each clinical partner has adopted and communicated. The clinical partner has final say in whether a student will be granted permission to attend clinical at their respective sites. All scheduled clinical experiences are required to meet course and program outcomes. To complete the clinical portion of the course written documentation of the following are required for all students and must be received and verified by the Nursing department at least 30 days prior to the start of fall term or the first day of the term for returning students. Additional requirements or documentation may be required by specific clinical sites.
Requirement	**Description**
TB Screening	Proof of a negative Tuberculin Skin Test (TST) consisting of a Mantoux PPD is required prior to the start of fall term for each year of the program or prior to reentry into the program.

	Students with a positive reaction to the TST or with a history of positive TST must submit an annual medical evaluation certifying that they do not have infectious tuberculosis. *Note: the written report of a TB skin test must include the date of the negative TST result as read by a health professional. Be aware that the results take 48 hours to obtain.*
Td series and booster (Tetanus/Diphtheria – Tdap)	Completion of initial vaccination series and proof of booster within the last 10 years
Measles, mumps, rubella (MMR)	Dates of two doses of MMR vaccine, individual measles, mumps, and rubella vaccines, or proof of positive titers
Hepatitis B	Dates of three doses of Hepatitis B vaccine.
Varicella	Dates of two Varicella vaccines or proof of positive Varicella titer.
Covid-19	Dates of CDC recommended Covid-19 vaccination series. Students must submit documentation of the dates of vaccination series and the name(s) of the vaccine manufacturer. Students must meet the definition of being fully vaccinated as outlined by current CDC requirements.
Influenza	Students must submit proof of annual seasonal flu vaccination within seven (7) days of the seasonal flu vaccine becoming available. It is possible that these dates may vary slightly based on the availability of the annual influenza vaccine.
General Vaccination Exemptions	In rare circumstances, exemptions may be granted for immunization status on a case-by-case basis. When exemptions are granted, students may be required to submit documentation of additional health screenings and/or wear additional personal protective equipment (PPE) in clinical or patient care areas.
Covid-19 Vaccination Exemptions	OCCC Nursing program students have the right to submit an exemption request. There is no guarantee that the exemption request will be granted. Exemptions to the Covid-19 vaccination requirements are rare but may be granted in certain situations. Please email the Dean of Nursing and Allied Health and ask to be sent a copy of the most current exemption request form. The Dean of Nursing and Allied Health will email the requested form to you using the college email system. Medical exemptions may be granted if the nursing student provides a completed medical exemption form with the following documented by a healthcare provider:

	• Documented anaphylaxis related to a Covid-19 vaccine. • Documented Guinan Barre syndrome • Other healthcare related situations verified as an exclusionary factor for receiving the COVID-19 vaccination. Religious exemptions may be granted if a nursing student provides a completed religious exemption from documenting a sincerely held religious belief that prevents them from receiving a COVID-19 vaccination. • The student will be required to write a statement regarding their sincerely held belief and how it impacts their ability to obtain the COVID-19 vaccination. • Documentation regarding the religious belief is also required (letter from rabbi, priest, pastor, doctrines that document the concern regarding the vaccine, etc.) • The nursing students' statement and the documentation must fully address the reason why the religious exemption is being requested. If a student wishes to request a medical or religious exemption the following steps must be completed: (1) The appropriate completed exemption request form and all required documentation must be submitted directly to the Dean of Nursing and Allied Health. • This process can take up to six weeks so the nursing student must submit the exemption request and all required documentation at least one month prior to the start of the term. • Exemption requests and all documentation must be submitted each term for consideration – they are not considered to be permanent. • The Dean of Nursing and Allied Health will review the exemption request, and all submitted documentation for completeness prior to sending the exemption to the colleges COVID Response Team, the Nursing and Allied Health faculty members, and the individual clinical partners. (2) The OCCC Nursing Program is a clinical rotation. The exemption request would be presented to the colleges COVID Response Team and the Nursing and Allied Health faculty by the Dean of Nursing and Allied Health for voting. • The decision of the colleges COVID Response Team and nursing and allied health faculty is final. • If the colleges COVID Response Team and nursing and allied health faculty decline an exemption request the nursing student would be unable to attend on site clinical experiences (lab, simulation, clinical readiness, etc.). This will affect the nursing student's ability to progress within the nursing program.

	• If the colleges COVID Response Team and nursing and allied health faculty approves the exemption request the nursing student will be required to wear a mask at all times (except when eating/drinking), undergo weekly COVID-19 testing at their own expense, and abide by any other restrictions or requirements. The results of the weekly testing must be provided to the Dean of Nursing and Allied Health each week. Home tests will not be accepted for this purpose. (3) The Dean of Nursing and Allied Health will initiate the necessary steps to have the exemption considered by all clinical partners. • The Dean of Nursing and Allied Health will submit the exemption request to each clinical partner individually. • The individual clinical partners all have different requirements, timeframes, and processes for reviewing an exemption. They will review these exemptions individually and will advise the Dean of Nursing and Allied Health in writing of their decision. • The decision of the clinical partner is final. • If a clinical partner declines an exemption request the nursing student would be unable to attend clinical rotations at that site. This will affect the nursing student's ability to progress within the nursing program. • If a clinical partner approves the exemption request the nursing student will be required to wear a mask at all times (unless eating or drinking), undergo weekly COVID-19 testing at their own expense and must abide with any additional restrictions or requirements. The results of the weekly testing must be provided to the Dean of Nursing and Allied Health each week. Home tests will not be accepted for this purpose. (4) The student must not contact clinical partners directly to discuss vaccination exemptions. Any questions or concerns regarding the exemption process or the status of the exemption request must be directed to the Dean of Nursing and Allied Health (5) The Dean of Nursing and Allied Health will inform the student of the outcome of all exemption requests in writing through the college email system.

References:

Centers for Disease Control and Prevention Immunization Schedules for Healthcare Providers

Centers for Disease Control and Prevention Recommended Vaccines for Healthcare Workers

Definitions Used in the Immunizations Rules, OAR 333-050-001 to 333-050-0140

Health Profession Student Clinical Training Administrative Requirements, OAR 409-030

Effective Date: June 1, 2022

Reviewed: August 28, 2023

Revised: August 28, 2023

Section 3:

Professional and Technical Standards

OCCC Nursing Department Statement on Professional and Technical Standards

The profession of nursing is highly regulated, and the professional nurse is responsible for their own competence, autonomous practice, and professional development over the course of their nursing career. The professional registered nurse has the privilege of caring for and interacting with individuals, families, groups, and communities from diverse backgrounds and life experiences. The profession of nursing is rooted in a strong tradition of ethical and professional behavior in all settings and situations.

Student nurses must be prepared to assume responsibility for their own professional education as well as their personal and professional growth and development during their nursing education. Some key components of this responsibility include professional behavior, communication, personal accountability, and respect for every individual. Respect for individual differences in opinions, beliefs, gender, lifestyle practices, religious, racial, cultural, or social backgrounds must be demonstrated by student nurses through effective listening and communication skills as well as respect for physical space and privacy.

Professional conduct standards for nursing students in the OCCC Nursing Program are based on the American Nurses Association (ANA) Code of Ethics, the Oregon State Board of Nursing (OSBN) Nurse Practice Act and are influenced by the National Student Nurses' Association (NSNA), the National League for Nursing (NLN), and a variety of other professional organizations.

Professional communication and behavior are expected in all interactions and in all settings.

Unethical or unprofessional conduct will result in disciplinary action or expulsion from the program.

Provisions of the Code of Ethics for Nurses – American Nurses Association (ANA)

Provision 1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every of every person.

Provision 2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

Provision 3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

Provision 5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Provision 6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

Provision 7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

American Nurses Association, Code of Ethics for Nurses with Interpretive Statements, Washington, D.C.: American Nurses Publishing, 2015

National Student Nurses' Association Code of Academic and Clinical Conduct

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A CODE FOR NURSING STUDENTS

As students are involved in the clinical and academic we believe that ethical principles are a necessary guide to professional development. within these environments we;

1. Advocate for the rights of all clients.
2. Maintain client confidentiality.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner.
5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Adopted by the NSNA House of Delegates, Nashville, TN, on April 6, 2001.

TECHNICAL STANDARDS

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

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

Oregon Coast Community College provides reasonable accommodation to qualified students with disabilities. Appropriate accommodation may include academic adjustments or auxiliary aids. Accommodation is not considered to be reasonable if they fundamentally alter the nature of the academic program, jeopardize the health and safety of others, or cause an undue burden.

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

Cognitive:

1. Recall, collect, analyze, synthesize, and integrate information from a variety of sources.
2. Measure, calculate, reason, analyze and synthesize data.
3. Problem-solve and think critically in order to apply knowledge and/or skill.
4. Communicate effectively with individuals from a variety of social, emotional, cultural, and intellectual backgrounds.
5. Relay information in oral and written form effectively, accurately, reliably, and intelligibly, including thorough and accurate use of computers, computer technology and software programs, and other tools, to individuals and groups, using the English language.
6. Effectively collect, analyze, synthesize, integrate, and recall information and knowledge to provide safe patient care for up to a twelve-hour clinical shift.

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

- Process information thoroughly and quickly to prioritize and implement nursing care.
- Sequence or cluster data to determine patient needs.
- Develop and implement a nursing plan of care for patients in acute, long term and community settings.
- Discriminate fine/subtle differences in medical word endings.
- Report patient data using multiple formats to members of the health care team.
- Appropriately interpret medical orders and patient information found in the medical record.

- Perform math computations for medication dosage calculations.
- Apply knowledge/skills gained through completion of program prerequisites, including requirement for computer proficiency.

Physical:

Motor:

1. Coordinate fine and gross motor movements.
2. Coordinate hand/eye movements.
3. Negotiate level surfaces, ramps, and stairs.
4. Work effectively and efficiently within a limited space.
5. Effectively manage psychomotor tasks to provide safe patient care for up to a twelve (12) hours clinical shift.

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

- Transfer patients in and out of bed from stretchers and wheelchairs.
- Control a fall by slowly lowering patient to the floor.
- Perform cardiopulmonary resuscitation (CPR)
- Lift, move, turn, position, push, or pull patients and/or objects and maintain a "medium activity level" as defined by the State of Oregon Department of Insurance Index of occupational characteristics.
- Place or access equipment such as intravenous fluid bags or catheter bags, within compliance of safety standards.
- Transport equipment and supplies to the patient bedside.
- Manipulate small equipment and containers, such as syringes, vials, ampules, and medication packages, to administer medications.
- Dispose of needles in sharps container.
- Dispose of contaminated materials in a safe and compliant manner.
- Complete assigned periods of clinical practice (up to twelve [12] hour shifts, days, evenings, or nights, holidays, weekdays, and weekends).
- Complete skills tests within assigned time limit.

Sensory:

1. Acquire information from demonstrations and experiences, including but not limited to information conveyed through online coursework, lecture, small group activities, demonstrations, and application experiences.
2. Collect information through a variety of senses and/or using appropriate and approved equipment.
3. Use and interpret information from diagnostic procedures.

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

- Detect changes in skin color or condition (pale, ashen, grey, or bluish).

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

Behavioral:

1. Demonstrate ability to function effectively under stress and adapt to changing environments to provide safe patient care.
2. Maintain effective communication and teamwork to provide effective patient care.
3. Examine and modify one's own behavior when it interferes with others or the learning environment.
4. Possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility, and tolerance.
5. Accept responsibility for own actions and communicate in a courteous, assertive, non-aggressive, non-defensive manner with instructors, peers, staff, and health care team members.
6. Integrate feedback into own performance.

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

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

(*revisions approved by Oregon Council of Associate Degree and Practical Nursing Programs 4-22-22).

Section 4:

Policies Related to Professionalism, Civility, and Student Conduct

Policy Category: Professionalism, Civility, and Student Conduct Policies

Policy Title: Academic Integrity Policy

Purpose: The purpose of this policy is to describe actions and behaviors that may be considered a violation of academic integrity and to detail the procedure for managing academic integrity violations.	
Academic Integrity	Learning – and the profession of nursing – is built on the fundamental qualities of honesty, integrity, fairness, respect, and trust. At Oregon Coast Community College, academic integrity is a shared endeavor characterized by truthfulness, personal responsibility, and high academic standards. Any violation of academic integrity devalues the individual, the community, and the profession of nursing. Academic integrity violations can occur in any learning environment. Faculty use a variety of resources and tools to identify academic integrity violations including copied work and plagiarism. **There is ZERO tolerance for academic dishonesty in the nursing program**.
Violations of Academic Integrity Include	• Plagiarism • Unauthorized use of Artificial Intelligence (AI) • Collusion/Inappropriate Assistance • Cheating • Fabrication/Falsification/Alteration • Unauthorized Multiple Submission • Reuse of assignments or submitted material from previous nursing courses • Sabotage and Tampering • Publishing or posting assignments, papers, quizzes, exam questions, or other coursework on the internet or elsewhere. • Using or obtaining test banks, assignments, papers, quizzes, exam questions, or other coursework on the internet or elsewhere. • Purchasing or selling essays, assignments, or other written work. • Any other activity or behavior that Faculty deem to be dishonest.
Academic Integrity Violation Policy	Any assignment with an academic integrity violation will be graded as zero (0). *Upon identification of the academic integrity violation, past assignments from the same term may be reevaluated for evidence of academic integrity violations. If such evidence is found, these assignments will also be graded as zero (0) and the student must resubmit an original assignment at a satisfactory level of performance to complete the class. Resubmitted work will maintain the zero (0) grade.* A first academic integrity violation will result in departmental academic probation.

	Upon identification of the academic integrity violation, the student will be required to meet with the faculty member that identified the violation as well as the Dean of Nursing and Allied Health to discuss remediation plans and the terms of academic probation. A <u>second academic integrity violation</u> may result in dismissal from the Nursing Program and/or other disciplinary action. *Upon identification of a second academic integrity violation, the student will be required to meet with the faculty member that identified the violation as well as the Dean of Nursing and Allied Health to discuss disciplinary action and the possibility of dismissal from the program. This discussion may also include members of administration outside the nursing department.*
Academic Integrity Violation Process	<u>Step 1: Observation of a potential academic integrity violation</u> A faculty member observing a potential academic integrity violation will do the following: 1. *The faculty member will document the potential academic integrity violation in Canvas and grade the assignment as zero (0).* 2. *Communicate with the student to notify them of the potential academic integrity violation and give the student an opportunity to explain the incident.* 3. *Collect and document evidence related to the potential academic integrity violation.* 4. *Document the potential academic integrity violation on the Academic Concern Form and submit this form and any other evidence to the Dean of Nursing and Allied Health for review.* 5. *Meet with the Dean of Nursing and Allied Health to review the potential academic integrity violation and either resolve the issue – no academic integrity violation – or continue to the next step.* a. *If the potential academic integrity violation is resolved, the assignment will be regraded.* b. *If evidence of an academic integrity violation is verified, the assignment will retain the zero (0) grade.* c. *During this meeting, a comprehensive review of student work may take place. If additional evidence of academic integrity violations are identified on other assignments from the same course, those assignments will also be graded as zero (0).* <u>Step 2: Identification of a first academic integrity violation</u> Upon identification of an academic integrity violation faculty will do the following: 1. *The Dean of Nursing and Allied Health will inform the student of the academic integrity violation via Canvas and place the student on departmental academic probation.* 2. *The Dean of Nursing and Allied Health will schedule a meeting with the student and any relevant faculty to discuss the academic*

	integrity violation, remediation plans, and the terms of departmental academic probation. *a. The remediation plans and terms of academic probation will be determined on a case-by-case basis.* *3. The student is required to attend this meeting. Failure to attend this meeting may result in dismissal from the nursing program.* <u>Step 3: identification of a second academic integrity violation</u> Upon identification of a second academic integrity violation faculty will do the following: 1. Follow step 1 as above to identify an academic integrity violation. 2. The *Dean of Nursing and Allied Health* will schedule a meeting with the student, any relevant faculty, and relevant members of administration outside the nursing department to discuss dismissal from the nursing program.
Involvement of the Vice President of Academic Affairs	If the accused student contests the faculty member's decision, a meeting with the Vice President of Academic Affairs may be requested. Additional information regarding this policy and process may be found in the OCCC Student Handbook.
Reporting	Any suspected violation of this policy should be reported to the appropriate faculty or the Dean of Nursing and Allied Health, who will investigate and take appropriate action. Any student who knows of a violation to this policy and fails to report the violation may be complicit in collusion or other academic integrity violations.

References:

Exam policy

OCCC Policy: Academic Integrity

OCCC Policy: Guidelines for Student Conduct

OCCC Policy: Measures to Enforce Standards of Student Conduct

Effective Date: September 12, 2022

Reviewed: August 28, 2023

Revised: August 28, 2023

Policy Category: Professionalism, Civility, and Student Conduct

Policy Title: Artificial Intelligence Use Policy

Purpose: The purpose of this policy is to describe guidelines for fair, ethical, and transparent use of Artificial Intelligence (AI) use by students in the nursing program. This policy aims to ensure that AI technologies are used responsibly and do not compromise academic integrity or student progress toward learning, course, and program outcomes.	
Definitions & General Principles	Artificial Intelligence (AI): AI refers to any computer system or software that can perform tasks that typically require human intelligence, such as learning, reasoning, problem-solving, and decision making. Transparency: Students and faculty must use AI in a transparent manner, ensuring that AI use is clearly documented and disclosed to all relevant parties including fellow students, faculty, and patients. Accountability and Responsibility: Students are accountable for their own use of AI and must take full responsibility for the decisions made based on AI-generated information or recommendations. Fairness: Consistent use of AI to complete learning tasks detracts from student learning and progress toward course and program outcomes creating an unfair learning environment. Ethical Considerations: Nursing students have an ethical obligation to prioritize patient safety and welfare above all else. In most cases, use of AI generated work does not demonstrate meaningful learning, critical thinking, or clinical reasoning, potentially placing patients at risk and creating a violation of patient safety.
Academic Integrity	Any use of AI that violates academic integrity policies or principles is strictly prohibited. Examples of inappropriate use may include but are not limited to: • Using AI to cheat on exams, assignments, or clinical evaluations. • Using AI to produce work for assignments, discussions, care plans, papers, or projects. • Using AI to manipulate data or present inaccurate or misleading information. Students must not use AI to plagiarize or produce someone else's work without appropriate attribution or citation. Any AI-generated content must be approved by faculty and be properly cited and referenced according to academic standards. Unless explicitly stated in the assignment instructions, all work submitted in nursing course must be original work created by the student.

AI Use in Nursing Courses	Any and all use of AI in nursing courses must be explicitly approved by nursing faculty. Either faculty will indicate that students are allowed to use AI for a particular task or assignment, or the student must ask for permission before using AI to complete a task or assignment. If permission to use AI is given, students must clearly document how AI was used in completing the task or assignment.
Consequences of Violations	Inappropriate use of AI, as described in this policy, will be considered an academic integrity violation. See Academic Integrity Policy for more information on the Academic Integrity Violation Process.
Reporting	Any suspected violation of this policy should be reported to the appropriate faculty or the Dean of Nursing and Allied Health, who will investigate and take appropriate action. Any student who knows of a violation to this policy and fails to report the violation may be complicit in collusion or other academic integrity violations.

Transparent AI Use Statement: AI was used in the drafting of this policy using the following prompt: "Write a policy for fair, ethical, and transparent AI use for students in an undergraduate nursing program. The policy should include language that indicates that inappropriate use of AI is an academic integrity violation."

The policy was edited and reviewed by faculty and the Dean of Nursing and Allied Health before policy approval.

References:

OCCC Policy: Academic Integrity
OCCC Policy: Guidelines for Student Conduct
OCCC Policy: Measures to Enforce Standards of Student Conduct
Teaching and AI Systems (University of Oregon)

Effective Date: September 13, 2023

Reviewed: August 29, 2023

Revised: August 29, 2023

Policy Category: Professionalism, Civility, and Student Conduct Policies

Policy Title: Professional and Collegial Behavior Standards

Purpose: The purpose of this policy is to ensure that all students, faculty, and staff in the OCCC Nursing Department have a safe and respectful environment to learn, teach, and develop in the profession of nursing.	
Professional Behavior Standards	Interactions in all learning environments must reflect professionalism and civility as evidenced by caring, fairness, respect, accountability, and trustworthiness. Students and faculty are expected to behave in a civil, respectful, and professional manner to create a healthy and productive teaching and learning environments for all students, faculty, staff, community partners, and patients. Professional behavior and presentation standards may vary depending on the learning environment or clinical practice area. As developing professionals, students deserve clear expectations and meaningful feedback about professional behavior and presentation. Students are expected to behave in a civil, respectful, and professional manner in all learning environments to create a healthy and productive teaching and learning environments for all students and faculty. **There is ZERO tolerance for unprofessional or uncivil behavior in the nursing program.** Professional behavior and presentation standards may vary depending on the learning environment or clinical practice area. As developing professionals, students deserve clear expectations and meaningful feedback about professional behavior and presentation. To facilitate this process, Participation and Professional Standards Rubrics may be used in any learning environment. These Professional Standards Rubrics include detailed descriptions and definitions of professional and unprofessional behaviors for all learning environments.
Unprofessional and Uncivil Behavior	Upon identification of any unprofessional, uncivil, or hostile behavior or other violation of professional standards: *The professor will: 1) provide the student with a description of the behavior or violation via Canvas email; 2) provide feedback or on how the behavior may be corrected or how a satisfactory or improved behavior may be demonstrated; 3) complete and submit an Alert Progress Record form indicating a violation of professional standards.* *The student receiving the feedback will: 1) acknowledge the professor's comments via Canvas email; 2) accept or amend the description of the violation of professional standards; 3) accept or*

	amend the feedback provided by the professor. This communication may take place via Canvas email or in person. *If the student disagrees with observations or assessment of the professor, they may schedule a meeting with 1) the Lead Faculty or Clinical Coordinator then 2) the Dean of Nursing and Allied Health.* A pattern of unprofessional, uncivil, or hostile behavior may result in departmental academic probation. A pattern of behavior is two or more occurrences of unprofessional or uncivil behavior in a single term or over the course of several terms. *Upon identification of a pattern of unprofessional, uncivil, or hostile behaviors or repeated violations of professional standards the student will be required to meet with the professor that identified the violation as well as the Dean of Nursing and Allied Health to discuss a remediation plan and the terms of academic probation.* Failure to correct unprofessional, uncivil, or hostile behavior or significant violation professional standards may result in dismissal from the Nursing Program and/or other disciplinary action. *Students demonstrating continued unprofessional, uncivil, or hostile behavior or an incident of significant violation of professional standards (an action that impacts the physical, emotional, or mental safety or students, faculty, staff, community partners, or patients in any setting) will be required to meet with the faculty member that identified the violation as well as the Dean of Nursing and Allied Health to discuss disciplinary action and the possibility of dismissal from the program. This discussion may also include members of administration outside the nursing department. Any final decisions regarding dismissal from the nursing program lie with the Dean of Nursing & Allied Health.*

OCCC Policy: Guidelines for Student Conduct
OCCC Policy: Measures to Enforce Standards of Student Conduct

Effective Date: September 12, 2022

Reviewed: August 28, 2023

Revised: August 28, 2023

Policy Category: Professionalism, Civility, and Student Conduct Policies

Policy Title: Program Standards & General Student Responsibilities

Purpose: The purpose of this policy is to provide a description of general program standards and responsibilities that apply to all OCCC Nursing Students in all learning environments.	
Program Standards:	Accepting responsibility for learning is an essential element of critical thinking and clinical judgment and must exist to allow understanding and knowledge development to occur. In addition to the OCCC "Student Code of Responsible Behavior" found in the college catalog and Student Handbook, students must abide by the following standards. Graduates from any nursing program are expected to perform in a manner that reflects the standards defined by the Oregon State Board of Nursing and by the nursing profession. Nursing students must learn to function in accordance with the accepted standards of practice mandated by the profession. For this reason, the expected conduct, outlined in the student handbook and the student conduct policies, should be viewed as necessary preparation for the ultimate role that the student will assume when entering the profession.
General Student Responsibilities:	• All nursing students must register for all nursing courses prior to the first day of each term. Failure to register for classes in a timely manner will exclude students from participation in clinical rotations. • Students are expected to check their Oregon Coast Community College and Canvas email at least once per day. • Current names, addresses, email addresses, and telephone numbers must be given to the Nursing and Allied Health office specialist. • If any change occurs, it is the responsibility of the student to inform their clinical faculty, the Nursing and Allied Health office specialist, and the Student Services Office of changes immediately. • Students will receive official college notices via their college email. • Students are to turn cell phones off or place in "silent" mode during class, clinical readiness, and clinical rotations.

Effective Date: September 12, 2022

Reviewed: August 28, 2023

Revised: August 28, 2023

Policy Category: Professionalism, Civility, and Student Conduct Policies

Policy Title: Student and Faculty Communication

Purpose: The purpose of this policy is to detail the standards for students and faculty communication in the OCCC Nursing Program and ensure respectful, clear, and timely communication.	
Student Communication with Professors	Relationships between students and professors are built on a foundation of professionalism, collegiality, collaboration, and mutual respect. Part of maintaining professional relationships is creating and respecting boundaries. Professors may not be available outside of scheduled work hours. Students and professors deserve to feel heard, safe, and respected. **There is ZERO tolerance for unprofessional or uncivil communication in the nursing program.**
Communication Standards and Expectations	Students will: • Use Canvas email to communicate with professors and the Dean of Nursing and Allied Health. • Not call, text, or use non-Canvas email to communicate with professors of the Dean of Nursing and Allied Health (see exceptions below). • Address communications to the correct person – see the chain of command in the student handbook and on Canvas. • Use professional titles when communicating with professors – Professor, Instructor, or Doctor. • Use collegial, polite, and respectful language when communicating with or about professors. • Not use the name of the college or the nursing program in any social media account, group, or site without approval from OCCC and/or the Nursing Department. • Not engage in rude, hostile, derogatory, insulting, threatening, intimidating, abusive, or offensive language when communicating with or about any student, staff, faculty, community partner, or patient. Ever. In any setting. • *Note: "grouping up" may be experienced or perceived as bullying and considered unprofessional or uncivil behavior. To avoid this, students should speak only for themselves. That is, students will not come to professors with statements or concerns for "the group." For example, "everyone is saying that …" or "a lot of students feel like …"* • *Note: "triangulating," may be perceived as manipulative, uncivil, or unprofessional behavior. Triangulating includes not communicating directly with involved parties or involving parties that would not typically be part of the communication. This could also include "shopping" for the desired response, by asking the same or similar questions of multiple faculty members.*

	Professors will: • Use Canvas to communicate with students. • Respond to student communication within 48 hours during regularly scheduled work hours – see exceptions below. ○ *If students do not receive a response after 48 regularly scheduled work hours, a polite follow-up email may be sent.* • Use collegial, polite, and respectful language when communicating with or about students. • Provide feedback to students related to professional and collegial communication and behavior. • Not engage in rude, hostile, derogatory, insulting, threatening, intimidating, abusive, or offensive language when communicating with or about any student, staff, faculty, community partner, or patient. Ever. In any setting.
Faculty Availability	Part of maintaining professional relationships is creating and respecting boundaries. Faculty are not available outside scheduled work hours. Students are expected to plan and start assignments early to avoid unnecessary stress or frustration when communicating with faculty. • Each full-time faculty member is available for five office hours per week. These hours are posted each term on Canvas. Additional office hours may be available by appointment. • Faculty and staff do not work on weekends or holidays and may not reply to communications from students during these times. • Theory professors do not regularly work before 0800 or after 1600 on regularly scheduled school days and may not reply to communications from students during these times. • Clinical professors may work hours outside regular school hours. Students will refer to the clinical handbook or their clinical professor for clinical professor availability outside regular hours. • Clinical professors may prefer students to communicate via text message or other methods during clinical hours. Students will refer to the clinical handbook or their clinical professor for clinical professor preferences and expectations.
Student Feedback	Students will have the opportunity to impact the program and the curriculum through formal and informal evaluation methods (e.g., instructor and course surveys at the end of term) and through representation on the Advisory Committee. Individual concerns will be dealt with on an individual basis. Students with individual concerns are expected to discuss their concerns directly with the faculty involved. Nursing, as many other professions, uses a chain of command approach to problem solving. Problems are to be addressed first with the faculty member most directly involved in the

	concern. Students may request the Dean of Nursing and Allied Health or an uninvolved faculty member to attend meetings or participate in communication.

Effective Date: September 12, 2022

Reviewed: August 28, 2023

Revised: August 28, 2023

Policy Category: Professionalism, Civility, and Student Conduct Policies

Policy Title: Student Responsibilities and Expectations of Behavior Policy

Purpose: The purpose of this policy is to provide a clear description of student responsibilities and expectations of behavior for students in the OCCC Nursing Program.	
Student Responsibilities and Expectations of Behavior:	Students who cannot complete course or program outcomes may be dismissed from the course in compliance with Oregon Coast Community College policies (see OCCC student handbook). These policies provide for advance notification and assistance for students performing unsatisfactorily. Factors that contribute to failure to meet course objectives resulting in dismissal from the program are as follows.
Excessive Absences:	If a student is unable to successfully complete a course, they may be dropped or be given an "F" grade, depending upon: • the amount of theory content/clinical experience missed. • inability to proceed due to lack of prerequisite content. A student who has two or more unresolved absences at the end of the term will be referred to the Dean of Nursing and Allied Health for evaluation of the student's ability to make up coursework missed during absences. Depending on the circumstances, the student may be placed on academic probation, provided a remediation plan, and/or complete the term with an incomplete. In some circumstances remediation or make-up work may not be available. In this case the student may be dismissed from the nursing program.
Inability to Meet Course or Program Objectives:	Course or program objectives may include the ability to: • apply theory and principles to clinical practice. • plan, organize and fulfill the tasks assigned by the instructor. • communicate effectively with patients, instructors, and peers. • understand verbal and nonverbal communications. • attain minimal technical competency in the skills required for safe clinical performance. • respond appropriately to instructions and suggestions made by those in authority. • perform in a safe and dexterous manner in relation to self and patients. • demonstrate ability to assume responsibility for preparing and completing clinical assignments made by the instructor. • demonstrate growth in coping with stressful situations in a calm and dependable manner. • demonstrate improvement in clinical and clinical readiness performance within a period designated by the instructor. • attain a passing grade as stated in the course syllabus.

	Students that are unable to demonstrate competence in course or program objectives may be dismissed from the nursing program.
Professional Behavior Standards:	Professional behaviors relating to responsibility, accountability and meeting time commitments are essential in the professional nurse. These behaviors must be consistently demonstrated by students. Students demonstrating unprofessional behaviors may be in violation of professional standards. *Also see Professional and Collegial Behavior Standards Policy*
Major Violations:	Major violation may be grounds for immediate dismissal from the nursing program. Examples of major violations include: • Academic Plagiarism: The intentional submission for evaluation to a nursing instructor of material based, in significant part, on work done by someone other than the submitter without reasonable written indication to the evaluator of the material's true source. This includes submission of artificial intelligence (AI) generated work. • Academic Cheating: The intentional submission for evaluation to a nursing instructor of material based, in part, on a source or sources forbidden by generally accepted standards or by regulations established by the evaluator and disclosed in a reasonable manner. This includes cheating on exams. • Furnishing false information to the nursing instructor, nursing department or clinical facility with intent to deceive. • Forgery, alteration, or misuse of any patient or clinical facility documents or records. • Any conduct or unsafe behavior that threatens the safety of a patient. This includes failure to disclose information regarding omission of care or error in patient care. • Theft from a clinical facility. This includes medications and hospital supplies. • Possession or use of any illegal or illicit drugs except as legally prescribed. • Coming to a clinical facility under the influence of any intoxicating substances including but not limited to prescription or over-the-counter medications, cannabis, and alcohol. • Failure to maintain confidentiality of privileged information: verbal, written and electronic. Students will be required to read, sign, and return agency-related confidentiality agreements prior to attending clinical. • Malicious gossip or derogatory statements about any faculty, student, employee, patient, physician, or clinical affiliate on any platform. • Sexual harassment, defined as unwanted sexual advances, requests for sexual favors, and other verbal and physical conduct which

	results in inhibition of unconstrained academic interchange, or creates a hostile or offensive environment for one of the parties. • Other actions which, in the judgment of the department head, or program coordinator, could result in serious adverse consequences to the hospital, its employees, the department, or the welfare of the patient. The attempt to commit, commission of, or intentional assistance in the commission of any major violation is a cause for concern. Violation of the above rules of conduct or other OCCC policies outlined within the OCCC Student Handbook, constitutes cause for disciplinary action ranging from a formal warning to immediate expulsion from the Nursing Program at Oregon Coast Community College.

References:

OCCC Policy: Guidelines for Student Conduct

Effective Date: September 12, 2022

Reviewed: August 28, 2023

Revised: August 28, 2023

Policy Category: Professionalism, Civility, and Student Conduct Policies

Policy Title: Student Suspected of Substance Use Policy

Purpose: The purpose of this policy is to outline the process for substance use screening and surveillance for students admitted to the nursing program. Students must be able to demonstrate the ability to safely practice and provide nursing care unencumbered by any substances.	
Substance Use	To maintain the integrity of the nursing program and to ensure safe patient care, and per OCCC policy, students must abstain from the use of alcohol or drugs/medications which affect safe and appropriate functioning in the following situations: • Before and during nursing class and clinical. • Before and during the assigned time in any clinical facility/site, including the time of patient selection. • Any time the student is in uniform. State law and clinical facilities require drug screening with negative results for all students before allowing students to practice in their clinical setting. Students will assume the responsibility for the cost to comply with the mandated screening and will complete the process at the designated lab by the deadline identified before program entry. Results showing "dilute specimen" will require the student to submit another urine specimen at their own cost by the deadline given by the nursing Dean of Nursing and Allied Health. Results that show "not eligible for a safety sensitive position," "confirmed positive," or positive for THC or results that indicate that a urine substitute has been used or "not consistent with human urine" will result in an immediate discussion with the Dean of Nursing and Allied Health with potential outcomes being revocation of acceptance or dismissal from the program. If the student is a CNA or LPN, the results will be reported to the OSBN. Students have a responsibility to notify their instructor if they are taking any medications that may have an adverse effect upon their actions, attitude, interactions, or clinical performance. The instructor will determine if the student's clinical performance is safe and will notify the clinical coordinator and Dean of Nursing and Allied Health as soon as possible. Students have a legal and ethical responsibility to report to peers who they suspect may be using substances that could impact clinical safety. As stated in the OCCC student handbook policy: Measures to Enforce Standards of Student Conduct, Students and employees of Oregon Coast Community College are prohibited from bringing alcohol and illegal drugs including marijuana - onto the campus, and from using them on campus. This also applies to any off-campus college activity.

	The College defines the following behaviors as violations: the possession, selling, or otherwise furnishing others with any intoxicating beverage, dangerous drug, narcotic, marijuana, or inhalant on college property, or at college-sponsored, or supervised functions. Employees or students who violate state or federal law, or the College alcohol and drug policy, are subject to prosecution by local, state, and federal law enforcement agencies. Sanctions that may be imposed, consistent with local, federal, and state law for violation of college policy include: • expulsion (removal of privilege to attend OCCC) and referral for prosecution • suspension for an indefinite period of time • disciplinary probation with specific terms for continued enrollment • suspension and expulsion for violation of these terms • suspension and termination of employment • disciplinary admonition and warning
Behaviors Indicative of Substance Use	While other medical conditions may cause some of the following, behaviors and signs suggestive of potential substance use include: • slowed thinking processes or very impulsive thinking • immobilization or panic with resulting inability to think or act • wildly unpredictable behavior deviant from usual, acceptable behavior; inappropriate or bizarre response/laughter • irritable, restless manner • complaints of blurred vision; dilated or constricted pupils; bloodshot eyes • slurred speech • emaciated or unusual weight loss • tremors, especially in the hands and early in the morning; complaints of morning headache; abdominal or muscle cramps; diarrhea; • diaphoresis; odor of alcohol; • poor coordination or unstable gait; • threats to kill or harm oneself or another person; • possession of a weapon or hazardous object; • severe psychological distress; • poor judgment regarding safety issues for self, patients, and coworkers; • severe physical distress e.g. seizures, chest pain, respiratory distress; • possessing, using, or transferring any narcotics, hallucinogen, stimulant, sedative or similar drug other than in accordance with licensed health care provider's order.

	Exhibiting any of the above may indicate the need to obtain additional substance use screening.
Suspicion of Substance Use Process	Any nursing faculty or immediate supervisor who believes that a student in a clinical setting is under the influence of alcohol or drugs or is for any reason a threat to patient safety will remove the student immediately from patient care responsibilities. In the event of suspected use in the clinical setting, the instructor has the right to confiscate, in the presence of a witness, any substance(s) for identification. The behaviors and signs observed by the instructor will be documented by the instructor and validated by another nurse (another OCCC nursing instructor, nursing supervisor on duty, or nurse manager). The faculty member will require the student to submit to for cause drug screening performed by a laboratory designated by the nursing program. The collection and testing will be performed in a manner that preserves the integrity of the specimen The student may be escorted to the laboratory by the Dean of Nursing and Allied Health or another college representative soon after the student has been removed from patient care responsibilities. The student will bear the expense of the program-mandated testing unless otherwise specified. Following completion of the specimen collection, the Director of Nursing and Allied Health will assist the student with locating safe transportation home if applicable or necessary.
Substance Use Screening:	All OCCC nursing students must pass a drug screening before entry into the nursing program. A student admitted to the Program with a history of substance abuse will be monitored for indications of a recurrence of substance abuse per college policy. Any student whose behavior, appearance, or breath odor indicates inappropriate use of alcohol or other drugs may be referred for just cause testing. Any occurrence of this kind that does not result in dismissal may require the student to undergo substance tests to detect the presence of alcohol or other drugs at their own cost. Testing required by the nursing program to corroborate or refute a suspicion of substance use will be arranged for in collaboration with the Dean of Nursing & Allied Health and paid for by the student. Payment for any subsequent testing will be the responsibility of the student. The test results will be provided directly to the Dean of Nursing and Allied Health by the testing facility or the student. A positive result will require that the student undergo evaluation by a qualified counselor. Counseling shall be at the student's expense**.** Failure to provide drug screening results and/or follow a counselor-prescribed treatment plan will result in dismissal from the program. Failure or refusal to give written consent, without qualification, to such alcohol or drug testing and/or release of test results to the Dean of Nursing

	and Allied Health, or failure to provide authentic samples for such testing will be considered implied admission of screened substance use and grounds for appropriate disciplinary action, including the possibility of immediate dismissal from the nursing program. The student involved in the alleged infraction will be temporarily excluded from the Nursing Program until the test results have been received and reviewed by the Dean of Nursing and Allied Health. The Dean of Nursing and Allied Health will follow OCCC's procedure for student dismissal or temporary exclusions. Immediately or as soon as reasonably possible after the test has been performed, the Dean of Nursing and Allied Health, or in their absence, the Clinical Coordinator will be informed of the drug test. If the results are negative, the student may return to the program activities. An opportunity for make-up will be provided, and the student will be expected to make up missed time and assignments. If the test results are positive, the Dean of Nursing and Allied Health will implement appropriate disciplinary action including reporting the results to the Vice President of Academic Affairs and implementing the process of dismissal from the Nursing Program on the grounds of substance use. Any student who disagrees with the program's decision can utilize the OCCC student grievance procedure outlined in the OCCC Academic Catalog. The student should also note the Guidelines for Student Conduct and Measures to Enforce Standards of Student Conduct found in the OCCC Student Handbook. Positive findings will be reported to the Oregon State Board of Nursing if the student is a CNA, LPN, or Nurse Intern

References:

Drug Free Schools and Communities Act

OCCC Policy: Guidelines for Student Conduct

OCCC Policy: Measures to Enforce Standards of Student Conduct

Effective Date: September 12, 2022

Reviewed: August 28, 2023

Revised: August 28, 2023

Section 5:

Learning Environments

Explanation of Learning Environments

Learning and professional development in the OCCC Nursing Program take place in a variety of learning environments. Students are responsible for their own learning and professional development in all learning environments. Faculty are available as facilitators, mentors, guides, and supports but the ultimate responsibility for learning and success is the students.

Classroom (Theory) Learning Environment All courses in the OCCC Nursing Program have a theory component. OCCC Nursing Program theory classes are taught using a variety of instructional methods, teaching and learning strategies, and delivery methods designed to develop critical thinking and a deep understanding of course materials. Some common teaching strategies and delivery methods are outlined below.	
Course Compass	Each class in the theory portion of nursing courses will include a course compass. The course compass will be published on the course page on Canvas. The course compass will include a reading list, additional learning resources, and learning outcomes for the class. The course compass also includes information about how each class maps to course, clinical, and program outcomes, program outcomes and health and professional competencies. This information is used by faculty in mapping exams and assessing students' progress toward learning outcomes.
Team Teaching	The OCCC Nursing Program uses a team-teaching approach. This means that individual classes will be presented by a variety of faculty. Faculty work collaboratively and purposefully to facilitate students learning as they progress toward Course, Clinical, and Program Outcomes. Faculty members employ individual approaches to teaching and learning. Teaching methods, styles, and expectations may vary, and faculty may use a variety of class structures, assignments, and activities during class time.
Flipped Classroom	Many theory classes in the OCCC Nursing Program are designed using a flipped classroom format. In a flipped classroom, “homework” and class time are “flipped.” Students will prepare for class time by completing reading assignments, taking notes, watching assigned videos, completing assignments or quizzes, and other preparation activities. **Students MUST come to class prepared to participate.**
Active Learning	Deep learning requires students to engage with course material and information in meaningful ways. Class time will be devoted to active learning strategies designed to encourage engagement with course material and concepts, critical thinking, and clinical reasoning and judgment. Class activities may include case studies, concept mapping, Socratic seminar, group

	discussion/debate, games, reflective writing, and other activities or assignments. **Students MUST come to class prepared to participate.**
Hybrid	Hybrid learning environments – sometimes called blended learning environments – include a blend of traditional classroom instruction, technology-aided instruction, independent learning modules, and online learning activities. These teaching and learning methods are carefully planned and selected by faculty based on a variety of circumstances.

Onsite Clinical and Skills Lab	
Most courses in the OCCC Nursing Program include learning in an onsite clinical skills lab. The purpose of onsite clinical and skills labs is to develop psychomotor skills, as well as critical thinking and clinical judgment in a safe learning environment so that students are prepared to practice safely and effectively when working with patients. Clinical skills labs may include classroom instruction, hands-on learning activities, simulations, and math. Clinical skills are sequenced in a way that allows students to use previously learned knowledge and skills when learning and applying new knowledge and skills. Therefore, it is the student's responsibility to ensure competence in all skills presented in skills labs. Students requiring additional practice or reinforcement of skills should communicate this need with the clinical skills lab faculty and/or the clinical coordinator to arrange additional learning opportunities.	
Attendance	Attendance is required at all clinical skills labs. Onsite clinical and clinical skills are clinical hours and are a required component of the nursing program. Students that must miss a clinical skills lab must communicate with the clinical skills lab faculty and the clinical coordinator as soon as possible. There is no guarantee that time in the clinical skills labs can be replaced or made up. Failing to attend a clinical skills lab without notifying the clinical skills lab faculty and the clinical coordinator will be considered an unexcused clinical absence and may result in clinical probation of clinical failure.
Preparation	Students are expected to come to the clinical skills lab prepared to do the assigned skill(s) and may be asked to leave if they have not completed the required preparation.
Participation	Students are expected to fully participate in all clinical skills lab activities. Students that do not participate in clinical skills lab activities may be asked to leave.

Professionalism	The onsite clinical skills lab environment is a clinical environment, and all clinical uniform and behavior standards apply in this learning environment.
Skills Competence	Competence in clinical skills is assessed using a variety of methods. After a student has demonstrated competency in a skill in the clinical skills lab, the student is able to perform the skill in most clinical settings.
Assessment and Grading	Many skills assessments are not graded. That is, they are not assigned points and will not contribute to the student's final grade. The purpose of the skills lab is to provide students with ample opportunities to develop and achieve competency in required clinical skills. However, a demonstration of competence in required clinical skills is required to successfully complete nursing courses. Students must complete all lab requirements by the last scheduled day of the lab for the term or they will receive an F grade for the nursing course and will not be able to progress in the program.

Onsite Clinical Simulation Lab	
Most courses in the OCCC Nursing Program include learning in an onsite clinical simulation lab. Clinical simulation labs provide students with opportunities to develop clinical judgment and critical thinking. Simulation scenarios allow students to practice assessment, analysis, planning, implementation, and evaluations skills in realistic situations. Students will have opportunities to work in a variety of nursing roles and to assess their own and their peers' performance to facilitate professional development.	
Attendance	Attendance is <u>required</u> at <u>all</u> clinical simulation labs. Onsite clinical simulations are clinical hours and are a required component of the nursing program. Students that <u>must</u> miss a clinical simulation lab <u>must</u> communicate with the clinical simulation lab faculty and the clinical coordinator as soon as possible. There is no guarantee that clinical simulation labs can be replaced or made up. Failing to attend a clinical simulation lab without notifying the clinical simulation lab faculty and the clinical coordinator will be considered an unexcused clinical absence and may result in clinical probation of clinical failure.
Preparation	Most clinical simulation experiences include a preparation assignment. Students are expected to come to the clinical simulation lab prepared to do the assigned scenario(s) and may be asked to leave if they have not completed the required preparation or assignment. If a student is asked to leave due to lack of preparation, this may be considered an unexcused clinical absence and may result in clinical probation of clinical failure.

Participation	Students are expected to fully participate in all clinical simulation lab activities. Students that do not participate in clinical simulation lab activities may be asked to leave. If a student is asked to leave due to lack of participation, this may be considered an unexcused clinical absence and may result in clinical probation of clinical failure.
Professionalism	The onsite clinical simulation lab environment is a clinical environment, and all clinical uniform and behavior standards apply in this learning environment.
Online Simulation	Some clinical simulation may include an online simulation component as part of clinical and/or theory.
Assessment and Grading	Because simulation includes critical thinking and clinical judgement, some clinical simulation experiences will include assessment with the Lasater Clinical Judgment Rubric. Although clinical simulation experiences are generally not a significant portion of the student's final grade, failure to demonstrate safe clinical practice and/or sound clinical judgment at an appropriate level may result in remediation or the inability to progress in the nursing program.

Offsite Clinical Rotations	
All courses in the OCCC Nursing Program include learning in offsite clinical rotations. Clinical rotations are designed to give students a variety of learning experiences in acute, long-term care, and community-based settings. In offsite clinical rotations, students will work with a clinical faculty and/or a nurse preceptor. In all cases, the student is responsible for their own practice. Students do not practice in the clinical setting "under" any nurse's license. The OSBN grants students the right to practice up to the scope of practice for which they are being prepared, provided the student is educationally prepared and has demonstrated competency for the assignment they are given.	
Attendance	Attendance is required at all scheduled clinical rotations. Offsite clinical rotations are clinical hours and are a required component of the nursing program. Students that must miss a clinical rotation must communicate with the clinical faculty and the clinical coordinator as soon as possible. There is no guarantee that clinical rotations can be replaced or made up. Failing to attend a clinical rotation without notifying the clinical simulation lab faculty and the clinical coordinator will be considered an unexcused clinical absence and may result in clinical probation of clinical failure.
Preparation	Students must be prepared to practice safely and competently in the clinical setting. This includes assuming responsibility for their own competence in skills and knowledge before entering the clinical environment.

	Because the clinical skills need to be practiced and done safely, students must be prepared for the experience. Preparation includes successfully demonstrating skills in the Clinical Skills Lab prior to performing them in clinical as well as independent practice and assuming responsibility for clinical competence.
Participation	Clinical rotations and experiences are limited. Therefore, students are expected to be active participants in seeking clinical experiences at their assigned setting that best meet their learning needs. Students should be prepared to discuss learning goals with clinical faculty during each clinical rotation. While students must assume responsibility for planning and providing care within their abilities and scope of practice, they must also recognize their limitations and seek assistance and guidance from the clinical faculty, as evidenced by adherence to the critical element of safety. Students are expected to fully participate in all clinical activities. Students that do not participate in clinical activities may be asked to leave.
Professionalism	The OCCC Nursing Program works extremely hard to develop clinical partnerships and to ensure that students have a variety of clinical experiences in the community. Students are expected to behave professionally, ethically, and safely in all clinical environments. **Unethical, unprofessional, or unsafe conduct may result in disciplinary action including dismissal from the program.**
Assessment and Grading	Clinical assessment and grading include a variety of components including clinical journals, clinical performance assessment, and clinical assignment. See individual course syllabi and clinical supplements for more information.

Section 6:

Policies Related to Assessment, Evaluation, Grading, and Course Progression

Policy Category: Assessment, Evaluation, Grading, and Course Progression Policies

Policy Title: Assessment and Evaluation Policy

Purpose: The purpose of assessment is to provide students with feedback and recommendations to help students progress toward competence or mastery of student outcomes, course and program objectives, and professional standards. Assessment is an ongoing process that occurs in all learning environments across the nursing program. Assessment is learner-centered and benefits both the learner and the teacher by providing information about the quality of learning and progress toward learning outcomes. Evaluation occurs when learning is complete. The purpose of evaluation is to appraise or judge the understanding, analysis, and application of knowledge and skills. The evaluation process includes assigning a score or letter grade.	
Assessment Processes	
Rubrics	All assessments and evaluations of assignments and projects will use a rubric to assess student work. Rubrics include specific criteria about individual elements of assignments. Student work is always assessed against a rubric, never against peers, the class, or the student's own past work. Rubrics may include both scored and unscored elements. Scored elements influence the student's final grade and are typically tied to specific assessment elements. Unscored elements do not impact the student's final grade and are typically tied to course, program, or clinical outcomes. Unscored elements are used to track students' progress toward meeting outcomes rather than calculating a student's grade. Rubrics will be attached to assignments on Canvas. Students should review all rubrics closely before submitting assignments. The rubric tells the student what the professor is assessing.
Blind Grading	Professors in the nursing department assess student work, behaviors, and actions, not the worth or value of the student, the quantity of work, or the level of growth or improvement. When possible, instructors use a "blind" grading approach to assessing student work. This means that the student's name is not attached to the assignment and the order of assignments is randomized. This allows professors to be more objective in assessing student work against a rubric or set of outcomes. Blind grading is not possible for most clinical work, reflective journals, and discussion posts.

Student Feedback	Professors use three levels of feedback when assessing student work. Feedback is intended to help the student understand the assignment score, the student's current level of work, and how to improve work in future assignments. Level 1: All students receive feedback from marked sections of the rubric. The descriptions in the rubric are feedback for the student. If student work is substandard or below competence, the evaluator will likely include some comments in the rubric aimed at improving future work. If student work is at least adequate, the evaluator may consider the feedback in the rubric sufficient. Level 2: Some students may receive brief, targeted feedback related to strategies to improve future work. These may appear as annotations in submitted work, comments in the rubric, or comments in the assignment textbox. Level 3: Extensive or personalized feedback will be provided at the request of the student. Short or straightforward questions may be emailed to the evaluator. If the student would like additional, extensive, personalized feedback or a review of submitted work, the student should attend office hours or contact the evaluator to schedule a time to meet.
Assessment Types	
Formative Assessments	Formative assessments are assessment strategies intended to measure progress toward course and program objectives as the course progresses. They are lower stakes – contribute less toward the final grade – and provide information to both students and professors about areas of strength and opportunities for growth and development. Formative assessments may include classroom activities and participation, minor assignments, and quizzes.
Minor Assignments	Most classes and some clinical rotations include a minor assignment. Minor assignments are typically lower stakes – worth less toward the final grade – and should be viewed by both students and faculty as part of the learning process versus a measurement of completed learning. Minor assignments may be completed before, during, or after class or clinical depending on the preference of the professor and the purpose of the assessment. Students can see information about minor assignments for each class or clinical in Canvas.
Summative Assessments	Summative assessment strategies are intended to assess student competency or understanding after learning has taken place. These are typically higher stakes assessments – worth more toward the final grade – and provide information about the student's ability to comprehend, assess,

	evaluate, apply, and analyze information presented in the course and learning materials. Summative assessments may include major assignments, projects, and clinical observations and skills assessments.
Major Assignments and Projects	Major assignments are typically due at or near the midterm or the end of the term. These assignments are designed to give students the opportunity to demonstrate deep learning in a specific area and present a polished and professional piece of work. Major assignments are typically presented early in the term so that students have time to prepare and present their best work for assessment. Major assignments typically include individual assignments (often a paper or presentation) and collaborative assignments (often a group project, presentation, or community service).
Exams	Exams are the most heavily weighted portion of the overall grade. Exams are designed to evaluate student learning and prepare students for success on the NCLEX licensure exam. The course calendar includes a schedule of exams and exam content.

Effective Date: September 12, 2022

Reviewed: August 3, 2023

Revised: August 3, 2023

Policy Category: Assessment, Evaluation, Grading, and Course Progression Policies

Policy Title: Certification, Graduation, and Licensure

Purpose: The purpose of this policy is to detail requirements from certification, graduation from the nursing program, and professional licensure requirements.	
LPN Certification	Students successfully completing the first year of the OCCC nursing program are eligible to receive an LPN certificate from OCCC, sit for the LPN licensure exam (NCLEX-PN), and apply for LPN licensure through the Oregon State Board of Nursing.
Graduation	Students successfully completing all courses in the OCCC of the nursing program are eligible graduate from the OCCC nursing program with an Associates of Applied Science in Nursing, sit for the RN licensure exam (NCLEX-RN), and apply for RN licensure through the Oregon State Board of Nursing.
Pinning Ceremony and Reception Guidelines	The following are guidelines followed in planning the Oregon Coast Community College Nursing Program Pinning Ceremony: Students will participate in the planning and implementation of the pinning ceremony with the second-year faculty lead for the following: • Speakers: Dean's message, identify keynote speaker, student speaker, faculty speakers. Keynote and student speaker must have class group consensus. • Audio Visual: slide show/video, entry / exit music • Volunteer Coordinators: refreshments; program distribution; set up/take down. Students will adhere to the Student Code of Conduct and Procedures as outlined in the OCCC Nursing Program Student Handbook: Behaviors prohibited by the Code of Conduct include but are not limited to: "being under the influence of alcohol, illegal drugs or controlled substances on college property or at college sponsored or supervised functions."
Application for Licensure	The Dean of Nursing and Allied Health or a member of the Oregon State Board of Nursing will provide a presentation related to the process and procedures for professional licensure in the state of Oregon. Applications for and information about the LPN and RN National Council Licensing Examinations (NCLEX) can be obtained from the State Board of Nursing website at https://www.oregon.gov/OSBN/pages/index.aspx

Effective Date: September 12, 2022

Reviewed: July 5, 2023

Revised: July 5, 2023

Policy Category: Assessment, Evaluation, Grading, and Course Progression Policies

Policy Title: Course Progression Policy

Purpose: The purpose of this policy is to describe the standards for progressing to the next course in the OCCC Nursing Program.	
Course Progression	All courses in the nursing series are required and must be completed to complete the nursing program. Failure to earn a passing grade in a course will result in the inability to progress to the next course in the nursing program. See "Program and Degree Requirements" in the Nursing Student Handbook for more information on course progression. Each nursing course must be completed with a "C" or higher in sequence (141, 142, 143, 145, 241, 242, and 243, and 244 of course numbering before the student may continue to the next course. The student must achieve a designated level of "C" or higher to progress to the next course.
Standards for Course Progression	There are four benchmark categories that students must achieve in the core courses (141, 142, 143, 145, 241, 242, 243, and 244) to progress to the next course in the nursing series. 1. A cumulative 76% on exams must be earned to progress to the next course in the nursing program. a. Students that do not meet the 76% exam benchmark may not be able to eligible to progress to the next course in the nursing sequence even if the overall score is greater than 76%. b. A cumulative exam score of 75.99% does not meet the exam benchmark. 2. A cumulative 76% in the clinical portion of the course must be earned to progress to the next course in the nursing program. a. Students that to not meet the 76% clinical benchmark will not be able to eligible to progress to the next course in the nursing sequence even if the overall score is greater than 76%. b. A cumulative clinical score of 75.99% on clinical coursework does not meet the clinical benchmark. 3. Sound critical thinking, clinical reasoning, and safe practice a. Students MUST demonstrate competency in 100% of clinical objectives to progress to the next course in the nursing program. i. Clinical objectives are discussed in the clinical handbook and the quarterly clinical supplement. Demonstration of clinical competence and sound clinical judgment are essential for safe and effective clinical practice.

	b. Students MUST demonstrate the ability to practice in a safe and effective manner to progress to the next course in the nursing program. i. Safe and effective clinical practice are discussed in the clinical handbook. Failure to perform previously learned clinical skills safely or to practice safely in the clinical environment may result in a clinical failure and the inability to progress to the next course in the nursing program. c. Students MUST demonstrate sound clinical judgement and clinical reasoning at a level consistent within their current scope of practice to progress to the next course in the nursing program. i. Students that do not demonstrate competency in ALL clinical outcomes/competencies will not be eligible to progress to the next course in the nursing program. ii. Students that do not demonstrate sound clinical judgment and clinical reasoning as identified on the Lasater Clinical Judgment Rubric (LCJR) will not be eligible to progress to the next course in the nursing program. d. Faculty will make every effort to provide reasonable remediation plans for students struggling with clinical outcomes/competencies. 4. A cumulative 76% of all available points must be earned to progress to the next course in the nursing program. a. Students that do not meet the 76% overall benchmark will not be able to eligible to progress to the next course in the nursing sequence even if the exam and/or clinical scores are greater than 76%. b. A cumulative clinical score of 75.99% does not meet the cumulative benchmark.
Program Progression Information, Questions, and Concerns	• Questions and concerns about a specific lecture or classroom presentation should be pursued with the faculty member(s) who conducted the class. Faculty facilitate the learning process by formulating objectives to guide students in their study of the defined topics. These objectives are addressed in selected reading assignments, syllabus materials, and classroom activities. Students are individuals with unique learning needs and styles, so faculty will vary in their methods of presentation and classroom management. To clarify or provide additional information, faculty may post supplemental materials for students to copy. Faculty-developed materials, such as class notes or PowerPoint slides, may be shared at the discretion of individual faculty, but this is not an established pattern.

	• Students are encouraged to form study groups to enhance their learning and to use other resources to seek out answers to questions they may have. When such independent learning methods have been employed and a need for additional direction or clarification remains, students may contact individual faculty to discuss the topic. • Questions and concerns related to clinical experiences should be addressed to the assigned faculty. • Questions and concerns related to academic matters (e.g., course selection, graduation review) should be discussed with an academic advisor in Student Services. • Individual questions, concerns, and comments about the Nursing Program can be discussed with the Dean of Nursing and Allied Health. Students having problems with individual faculty should try first to resolve the issues with those faculty. If a direct approach to solving such problems fails, students may meet with the Dean of Nursing and Allied Health to seek guidance. If the issue involved alleged discrimination or harassment, Student Services should be contacted.
Progression with Academic Probation	In limited cases, students earning between 74% and 75.99% cumulative exam score may be eligible to progress to the next course with academic probation and provided all the following are true: The student is in good standing in both clinical and theory. 1. The student has no history of academic or clinical probation for any reason. 2. Faculty initiate and agree to the progression with academic probation. 3. The student agrees to the progression with academic probation. 4. A formal remediation plan is initiated by the student and agreed upon by the student and an assigned faculty mentor. 5. The remediation plan must include weekly meetings with the assigned mentor. 6. The student must fully participate in all elements of the remediation plan. 7. The Dean of Nursing and Allied Health agrees to the progression with academic probation and approves the remediation plan. Students that meet the exam benchmark and fulfill all elements of the remediation plan after one term have met the terms of the academic probation. Progression with academic probation may occur once, and only once, during the nursing program. Students on academic probation related to exam scores MUST meet the cumulative 76% exam benchmark every term to progress in the nursing program.

References:

Grading Policy

Lasater Clinical Judgment Rubric

Exam Policy

Grievance Policy

Effective Date: September 12, 2022

Reviewed: August 28, 2023

Revised: August 28, 2023

Policy Category: Assessment, Evaluation, Grading, and Course Progression Policies

Policy Title: Dismissal Policy

Purpose: This policy outlines the criteria, procedures, and considerations for the dismissal of students from the Oregon Coast Community College nursing program. Dismissal from the nursing program is a serious outcome that occurs when a student's academic, clinical, or professional performance falls significantly below the standards or outcomes established by OCCC, the nursing program, and clinical partners or the profession of nursing.	
Criteria for Dismissal	**Academic Performance** • Failure to achieve a 76% cumulative score on exams. • Failure to achieve a 76% cumulative score overall. • Failure to meet identified course or program outcomes. **Clinical Performance** • Consistent demonstration of unsafe clinical practice or behaviors or actions that jeopardize patient safety or well-being. • Inability to demonstrate competency in clinical outcomes or competencies. • Inability to demonstrate sound clinical judgment at a level consistent with the student scope of practice and clinical outcomes. **Professional Behavior** • Engaging in unprofessional or uncivil conduct, including, but not limited to dishonesty, violation of patient confidentiality, unethical behavior, or disruptive conduct. • Failure to adhere to the nursing program's policies related to professionalism, civility, and student conduct, including violations of academic integrity and artificial intelligence use. **Failure to Meet Essential Requirements** • Inability to fulfil essential physical, mental, or emotional requirements necessary for safe and effective nursing practice, even with reasonable accommodations. • Failure to complete clinical hours by the end of the term.
Dismissal Process	**(1) Identification of Concern(s)** Nursing faculty member, nursing advisor, nursing mentor, or Dean of Nursing and Allied Health will identify and document the behavior or event of concern on the Alert Progress Record (APR). **(2) Notification** Students will be notified in writing of the specific concerns and reasons for potential dismissal. They will be given an opportunity to meet with program faculty or administrators to discuss the concerns and present their perspective.

	(3) Remediation When possible, students will be provided with opportunities for remediation. Remediation plans will be developed collaboratively between the student and the program, outlining clear goals, timelines, and strategies for improvement. Following the remediation period, the student's progress will be evaluated. If the student fails to meet the established goals or continues to demonstrate inadequate performance, dismissal proceedings may continue. A remediation or improvement plan documented on an APR as part of a warning or probation may be used to demonstrate inadequate performance. **(4) Dismissal Decision** A dismissal decision will be made by a committee composed of relevant faculty and program administrators. The decision will be based on documented evidence of the student's performance, behavior, and remediation efforts. The final dismissal decision is approved by the Dean of Nursing and Allied Health. All dismissal processes, communications, and related documentation will be treated as confidential and disclosed only to those directly involved in the dismissal process. **(5) Appeal Process** Students have the right to appeal the dismissal decision. The appeal process will be discussed in the dismissal meeting. Appeals must be submitted in writing per the OCCC grievance procedure. **(6) Readmission** Formerly dismissed students seeking re-admission to the nursing program must demonstrate significant improvements in the areas that led to their dismissal. Re-admission decisions will be made on a case-by-case basis, considering evidence of growth and readiness for success. See readmission policy.

Transparent AI Use Statement: AI was used in the drafting of this policy using the following prompt: "Write a policy for dismissal from a nursing program."

The policy was edited and reviewed by faculty and the Dean of Nursing and Allied Health before policy approval.

Effective Date: September 13, 2023

Reviewed: September 6, 2023

Revised: September 6, 2023

Policy Category: Assessment, Evaluation, Grading, and Course Progression Policies

Policy Title: Exam Policy

Purpose: The purpose of this policy is to describe the OCCC Nursing Program Exam Policy.	
Nursing Program Exams	Exams make up the largest portion of the final grade and exam scores heavily impact students' ability to successfully complete courses in the nursing program. The purpose of nursing exams is to assess and evaluate students' ability to think critically and apply information from theory to novel situations using clinical judgment and clinical reasoning. Exam integrity and security is extremely important. This means that the exam environment and content are strictly monitored and secured. There is ZERO tolerance for academic dishonesty in the nursing program.
Exam Types and Scoring	Exams make up the most significant portion of the final grade in nursing courses. There are three types of exams in the nursing program, which all contribute to the cumulative exam score. Students must earn at least a 76% cumulative exam score to progress to the next course in the nursing sequence. Math Exams Math exams must be completed with a score of 100% before students can give medications in the clinical setting. Students will have three attempts to complete the math exam with 100%. Students will receive remediation after each attempt with a score of less than 100% before attempting the exam again. If a student is unable to complete a math exam with 100% after three attempts and remediation, they will be dismissed from the program. Kaplan Exams Each nursing course includes standardized Kaplan Exams. The Kaplan exams be scored as follows: • Students meeting the exam benchmark will receive full credit. • Students completing the exam below benchmark, but above the 50th percentile, will receive half credit. • Students completing the exam below the 50th percentile will receive zero credit. Kaplan Exam Remediation and Retesting • Students completing the exam below benchmark, but above the 50th percentile will have the option of remediating and retaking the exam.

	○ If the exam retake score is above benchmark, they will receive 75% credit. ○ If the exam retake score is below the benchmark the exam score will remain at half credit. • Students completing the exam below the 50th percentile will be <u>required</u> to remediate and retake the exam. ○ If the exam retake score is above benchmark, they will receive an additional 50% credit. ○ If the exam retake score is below the benchmark the exam score will remain at zero credit. Theory Exams Each class will include theory exams including a cumulative midterm and a cumulative final exam. Each exam is worth a set number of points regardless of the number of questions on the exam. The exam content and points will be noted on the syllabus and/or course calendar. Students will not be provided with an exam map or study guide before exams. The course compasses for each class include outcomes that correspond to exam content.
Exam Process	• Exams will be taken in the classroom using a laptop or tablet with the Respondus lockdown browser and a functioning webcam. ○ Exams will be taken in person, in the classroom at either the Lincoln City or Newport Campus. The exam location will be posted on the Course Calendar. ○ Faculty will proctor exams remotely and will be available on campus but will not be in the exam room during the exam. • When students enter the exam room they must check in personal items. ○ Phones, smart-watches, and any other electronic or smart devices must be placed in a designated area and turned to silent or switched off. ○ Bags, coats, water bottles, coffee cups, and any other personal items must be placed in a designated area. ○ Any personal items of any kind in the exam environment may be considered an academic integrity violation. • Students will be provided with scratch paper and writing implements in the exam room. ○ Students may also choose to wear ear plugs. ○ These are the only items permitted in the exam environment. ○ A calculator application will be enabled for all exams. • All exams will require a password to access ○ Passwords will be unique to each exam. ○ Passwords will be provided in the exam room at the time of the exam. • All exams will begin strictly on time.

	○ Students must be seated in the exam room at the posted exam start time. ○ Students that arrive after the posted exam time will not be able to take the exam in the exam room and may receive a zero score on the exam. ○ Exams will open ten (10) minutes before the start time to allow students time to log into the Respondus software. ○ *Students are strongly recommended to be in the exam room 10-15 minutes before the posted exam time.* • Students and workspace must always be clearly visible with a webcam during the entirety of the exam. • Students must not leave their computer or workspace at any time during the exam. ○ Leaving the exam space signals the end of the exam. ○ Students that leave their computer or workspace during an exam for any reason may receive a failing grade for the exam. • When a student completes the exam, they may quietly gather their things and leave the exam room. ○ Scratch paper and writing implements must be left in the exam room when students leave the room. Failure to leave scratch paper and writing implements in the exam room may be considered an academic integrity violation.
Exam Scoring	Each exam will be worth a set number of points regardless of the number of questions on the exam. All exam questions will be weighted evenly. Exam points will be noted on the course calendar. Students will be notified of changes to exam points via Canvas. Multiple response questions will be scored as "all or nothing" (zero points or full credit). Next-generation questions will be graded with partial credit.
Exam Technology	Students are required to have a laptop or tablet with a functioning webcam to take exams. Students are responsible for ensuring they have functioning equipment (a tablet or laptop Students that do not have a laptop or tablet with a functioning webcam will not be able to take the exam. It is the student's responsibility to ensure that their equipment is functioning properly and up to date. Students are required to have the Respondus software correctly downloaded, updated, and properly functioning before beginning the exam. Students are responsible for managing passwords and login information. Students who do not have functioning equipment, updated testing software, or current password or login information may have less time to take quizzes or exams or be unable to access or complete exams. It is the student's responsibility to ensure that they can access and use the Respondus software on their laptop or tablet.

	If a student is having issues with their computer, Canvas, or Respondus they SHOULD NOT leave the exam room. The student should email the on-campus faculty about the issue. Faculty will attempt to help the student manage the issue but are not responsible for ensuring the issue is resolved during the exam. Individual computer or software issues cannot be addressed while the exam is open. After all other students complete the exam the student and faculty can discuss the situation and options for completing the exam. Respondus lockdown browser information is available in the syllabus.
Theory Exam Review and Grading	Exam scores should not be considered final until a faculty exam review and analysis is complete. Exams will be reviewed and finalized by faculty within 48 hours of all students completing the exam and of complete exam statistics being available on Canvas. All full-time faculty and the Dean of Nursing and Allied Health will have the opportunity to review exams before scores are considered final. Faculty may choose to remove or amend test items (questions) based on a statistical analysis of the validity or reliability of the test item. When faculty choose to remove a test item, no points will be awarded for the test item for any students. The student's individual score may change after the exam is final. Students will be notified via Canvas announcement when test and exam scores are final.
Theory Exam Remediation	Any test or exam with a score of less than 76% will require the student to meet with their faculty mentor. This meeting may be scheduled or occur during scheduled office hours. The meeting must take place before the next test or exam. There are no "retakes" or "extra exams" available under any circumstances.
Missed Exams	Up to one test or exam per term may be missed with prior approval of the Lead Faculty or the Dean of Nursing and Allied Health. The missed exam must be taken within 24 hours of the scheduled test or exam. A 10% deduction of the final score will be applied to the missed exam. Students may be required to provide supporting documentation to justify the missed exam at the request of faculty or the Dean of Nursing and Allied Health. Any make-up exam may include additional or alternative case studies or exam items. Students that miss exams due to illness, injury, or other emergent or extenuating circumstances (death or serious injury in the immediate family, natural disaster) may be required to provide appropriate documentation as requested by the Lead Faculty or the Dean of Nursing and Allied Health. In

	this instance missed exams may be taken without a deduction from the final score.
Academic Honesty	Under no circumstances may students physically or electronically copy or transmit any part of the exam. Copying or transmitting any part of any exam in any format by any method is a violation of academic integrity and may result in dismissal from the nursing program. See academic integrity policy. There is ZERO tolerance for academic dishonesty in the nursing program.

References:

Grading Policy

Academic Integrity Policy

Effective Date: September 12, 2022

Reviewed: August 28, 2023

Revised: August 28, 2023

Policy Category: Assessment, Evaluation, Grading, and Course Progression

Policy Title: Faculty Mentoring Policy

Purpose: The purpose of this policy is to describe the roles and responsibilities for students and faculty mentors.	
Faculty Mentoring	All students in the OCCC Nursing Program are assigned a faculty mentor. Students will work with their assigned mentor(s) throughout the program. The purpose of the mentorship program is to provide students with a resource for academic success and professional development. The mentor can also act as a guide and facilitator as students' progress through the OCCC Nursing Program. The mentor is not a counselor or academic advisor but is a resource to help students meet academic and professional goals and access resources available through the college and the nursing program. The faculty mentor will monitor student progress toward course, clinical, and program outcomes. The mentor will facilitate meetings related to student success, learning goals, and remediation. Mentors are also resources for students to discuss concerns and questions throughout the course of the program. Mentors work diligently to help students complete the program successfully. Students are strongly encouraged to use these resources before a problem becomes overwhelming or insurmountable. Mentor appointments do not replace appointments with the student's academic advisor.
Mentor Meeting Frequency	All students are required to meet with faculty mentors **at least twice per term, once between the first exam and the midterm exam and once between the midterm and the final exam.** Additional meetings may be required based on risk factors associated with student success and progress in the nursing program. If additional meetings are needed, the faculty mentor will notify the student via Canvas email. Students can also schedule additional meetings as needed.
Student Risk Factors	Faculty mentors will review data and information about mentor students with the goal of early identification of barriers to success and the provision of resources and support to promote student success in the nursing program. Data and information about student risk comes from a variety of sources including cumulative exam scores, submitted coursework, and information supplied by students on surveys or during mentor meetings.

	Risk factors include issues faculty have identified as barriers or potential barriers to student success and progression in the nursing program. Common risk factors include: • Cumulative exam scores • Clinical issues • Professionalism • Communication • Study skills • Late or incomplete assignments • Basic needs issues
Student Risk Tiers	The faculty mentor program is based on a multi-tiered system of support framework. This means that students are organized into categories based on risk factors associated with student success. The purpose of a multi-tiered support system is to provide the appropriate level of support to all students. In this system, students at higher risk of not progressing to the next course in the nursing program will receive more support and resources from their mentor. Unless there is a learning, probation, or reentry contract that states otherwise, students may move between tiers many times during the program. **<u>Explanation of Tiers:</u>** **Tier 1 – Universal Support:** All students receive Tier 1 supports. Students in Tier 1 have demonstrated one or fewer Tier 2 or 3 Risk Criteria. Students in Tier 1 are very likely to progress to the next term of the nursing program. Supports in Tier 1 include: • At least two individual or group meetings or check-ins with a faculty mentor each term ○ Meetings or check-ins will occur once between the first exam and the midterm and once between the midterm and the final • Universal supports and resources **Tier 2 – Extended Support:** Students in Tier 2 have demonstrated at least one Tier 2 Risk Criteria and no Tier 3 Risk Criteria. Students in Tier 2 are likely to progress to the next term of the nursing program but would benefit from additional support. Supports in Tier 2 include: • Bi-weekly or pre-exam meetings with mentor • Identification of areas for remediation • Focused development and follow-up of learning goals with faculty mentor • Targeted support and resources aimed at meeting learning goals **Tier 3 – Comprehensive Support:** Students in Tier 3 have demonstrated at least one Tier 3 Risk Criteria. Students in Tier 3 may be at risk of not

	progressing to the next term of the nursing program. Supports in Tier 3 include: • Weekly meetings with mentor • Identification of areas for remediation • Focused development and follow-up of learning goals with faculty mentor • Targeted support and resources aimed at meeting learning goals
Faculty Responsibilities	The faculty mentor will: • Review data and information related to student success and progress in the nursing program. • Identify criteria that may indicate a risk for failure to progress in the nursing program. • Recommend or require additional meetings as needed. • Facilitate meetings with mentee students. • Assist the student in developing and meeting learning and professional development goals. • Provide resources for remediation as needed. • Develop learning or improvement plans as needed. • Provide accountability, resources, and support for nursing students. • Document mentor meetings.
Student Responsibilities	The student mentee will: • **Schedule mentor meetings** • **Attend scheduled mentor meetings** • Fully participate in mentor meetings • Develop and meet learning and professional development goals • Complete remediation tasks or assignments

References:

Exam policy

Alert Progress Record Policy

Effective Date: September 12, 2022

Reviewed: August 28, 2023

Revised: August 28, 2023

Policy Category: Assessment, Evaluation, Grading, and Course Progression Policies

Policy Title: Grading Policy

<table>
<tr><td colspan="2">Purpose: The purpose of this policy is to identify the OCCC Nursing Program grading policy.</td></tr>
<tr><td>Grading</td><td>Final course grades are based on the cumulative number of points earned during the term. Courses in the OCCC Nursing Program will be worth 100 points per credit. For example, a 12-credit class will be worth 1200 points.

The final grade will be calculated by dividing the total number of points earned by the total amount of points available (100 points/credit). A breakdown of points available in each course will be provided in the course syllabus.</td></tr>
<tr><td>Rounding</td><td>All percentages are rounded to the 100ths place.

For example, 75.99% is not equivalent to 76% and will not be considered a passing grade.</td></tr>
<tr><td>Grading Scale</td><td><table><tr><th>Grading Scale</th></tr><tr><td>A = 91% - 100%</td></tr><tr><td>B = 83% - 90.99%</td></tr><tr><td>C = 76% - 82.99%</td></tr><tr><td>F = 0 % - 75.99%</td></tr></table></td></tr>
<tr><td>Incomplete</td><td>Incompletes are assigned in nursing courses because of the opportunities that are available for a student to complete the course requirements before the next term. According to college policy, students are not allowed to register for the next course in the sequence if the prior course objectives were not met. Therefore, an incomplete will be considered on an individual basis.</td></tr>
<tr><td>Final Grades</td><td>Students MUST earn a cumulative 76% in all components of the course to progress to the next course in the nursing program. Final course grades will NOT be rounded to the nearest whole number. A cumulative score of 75.99% is not a passing grade.

Students that do not earn at least a cumulative 76% will not be eligible to progress to the next course in the nursing program.

There are no exceptions to this policy.</td></tr>
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References:

Course Progression Policy

Exam Policy

Grievance Policies

Effective Date: September 12, 2022

Reviewed: August 28, 2023

Revised: July 3, 2023

Policy Category: Assessment, Evaluation, Grading, and Course Progression Policies

Policy Title: Grievance Policy

Purpose: The purpose of this policy is to identify the process for students that wish to grieve a grade or departmental decision impacting the student's grade or ability to progress in the OCCC Nursing Program.	
Nursing Department Grievance Procedure	A student must follow the college's grievance procedure when grieving any grade. • It is mandatory that the student discuss the problem with the faculty, staff member, or student directly involved the day of or immediately following the event's occurrence. • If the problem is not resolved during the discussion, the student must meet with the Dean of Nursing and Allied Health for further discussion. • If the problem cannot be resolved informally as described above, the student may file a Formal Grievance as outlined in the OCCC College Catalog and starts with obtaining a Grievance form from Student Services. When a student grievance involves a clinical grade, the timelines of the grievance procedure are shorter than those for a grievance involving a grade for a theory course since a failing clinical grade requires that the student be excluded from the clinical area upon receipt of that grade. The student may continue to participate in the theory component of the Nursing Course.

References:

Exam policy

OCCC Policy: Measures to Enforce Standards of Student Conduct (Conflict Resolution/Grievance Procedure)

Effective Date: September 12, 2022

Reviewed: July 3, 2023

Revised: August 4, 2022

Policy Category: Assessment, Evaluation, Grading, and Course Progression Policies

Policy Title: Late Assignment Policy

Purpose: The purpose of this policy is to describe the OCCC Nursing Program Late Assignment Policy. **Late Assignments:** All assignments must be submitted on time to receive full credit. Unless students make previous arrangements with the professor, points will be deducted from the late assignments as follows:	
Communication	In some cases, faculty may be able to accommodate students needing to submit assignments after the posted due date on a limited basis. If an assignment cannot be submitted on time, students must contact the faculty responsible for the assignment before the posted due date to request alternate arrangements. Acceptance of late assignments is completely at the discretion of the responsible faculty and is dependent on a variety of factors.
00:01 – 24 hours late	75% of earned credit/points
24:01 – 48 hours late	50% of earned credit/points
48:01 – 72 hours late	25% of earned credit/points
More than 72 hours late	0 (no points)
Multiple Late Assignments	**If two(2) or more assignments are submitted late without prior approval of the professor, the student will be placed on departmental academic probation.**
Life Happens Exception	Once, and only once, per term each student may claim one “life happens” exception. This means the student may submit an individual assignment up to 72 hours late with no late penalty. This exception does not apply to group projects. Students must indicate that they are claiming their “life happens” exception in the comments of the assignment. No questions asked, no penalties.

Policy Category: Assessment, Evaluation, Grading, and Course Progression Policies

Policy Title: Mandatory Attendance Policy

Purpose: The purpose of this policy is to identify learning experiences that require mandatory attendance and to detail the consequence of absence in mandatory attendance learning activities.	
Mandatory Attendance Policy	Attendance is mandatory for all students for all orientations, exams, and all clinical rotations. Attendance in theory classes is not mandatory. Students are strongly recommended to attend and participate in all classroom/theory learning activities. Student success is strongly correlated to attendance and participation in theory classes. Excessive absences may result in a theory warning or probation. *See exam policy for additional information on exam attendance.* This policy applies to ALL orientation days. Students that do not attend all orientation days may be dismissed from the program.
Mandatory Clinical Attendance	Nursing courses include attendance at clinical rotations both on and off campus. Students are expected to adjust personal schedules, including work and childcare, to meet course requirements. Students are expected to have reliable transportation for attendance at clinical rotations. Opportunities to demonstrate a satisfactory level of competence on clinical outcomes are limited to the scheduled clinical rotations. Faculty cannot assess student progress toward clinical outcomes if the student is not present. Students should be prepared to attend off campus learning experiences on day, evening, and night shift at a variety of locations. Faculty have no obligation to provide additional or alternative clinical rotations or experiences for students and there are no additional days built into the course for absences from clinical rotations. Clinical hours and experiences are regulated by the OSBN and are required to progress in the nursing program, complete the nursing degree, and be eligible for licensure. ALL clinical hours are required and missing any clinical hours, days, or experiences for any reason may impact the student's ability to progress in the nursing program. Students should note that ANY hour missed MUST be made up to complete the requirements of all nursing courses. Clinical make-up days, hours, or experiences will be assigned at the discretion of the clinical coordinator based on student needs, faculty availability, and the availability of clinical sites. Clinical make-up hours may not be available on the same day, at the same time, or in the same clinical location as originally scheduled clinicals. There is no guarantee that any clinical days, hours, or experiences may be replaced or "made up."

	Failing to attend clinical rotations for any reason may impact student progress toward clinical outcomes and may result in inability to progress in the nursing program. Students are not permitted to attend clinical if they worked the night shift prior to the scheduled clinical day. Temporary health problems, including injury or illness, which result in clinical absences, may interfere with completion of course outcomes. Students experiencing an injury or illness that impacts their ability to attend clinical rotations may be required to provide documentation from a health care provider. This policy applies to ALL clinical rotations including skills labs, simulation labs, community rotations, and hospital rotations. 100% of scheduled clinical hours are REQUIRED to meet course and program requirements and progress in the nursing program.
Procedure for Clinical Absences or Lateness	If a clinical absence or lateness is unavoidable, The student must: • Contact the clinical nursing instructor via phone/text AND via Canvas within one hour before the shift begins to inform the instructor of absence. • Notify the Clinical Coordinator of the absences as soon as possible via Canvas email. The faculty will: • Complete an Alert Progress Record form and submit it to the Nursing Advisor and the Dean of Nursing and Allied Health for each clinical absence. There is no guarantee that make-up clinical hours, days, or experiences will be available. Clinical absences for any reason may result in the inability to complete clinical objectives, meet program requirements, and/or progress to the next course in the nursing series.
Temporary Limits on Physical Capacity	Students must provide the Dean of Nursing and Allied Health with documentation from a health care provider of injury or illness that temporarily limits a student's ability to carry out nursing care activities or participate in scheduled clinical rotations. This documentation should specify how long the temporary health problem will be present and the limitations on the student's ability to participate in required course activities. (See Nursing Program Technical Standards for examples of essential nursing activities). When making patient assignments and scheduling clinical rotations, faculty will consider, to the extent possible, any documented temporary physical limitations students may have.

	Such accommodation cannot be offered indefinitely, and students must satisfactorily demonstrate competency in the course outcomes within the scheduled clinical rotations. If limitations related to illness or injury persist, students may need to consider withdrawing from the Program until the problem is resolved. Under no circumstances should a student provide care to a patient whose needs for care exceed their physical capacity to meet those needs. The student with temporary limitations must exercise prudent judgment in not subjecting patients or themselves to risks of harm. Nursing faculty may require documentation from a healthcare professional confirming a student's ability to meet the Technical Standards of the Nursing Program.

Effective Date: September 12, 2022

Reviewed: August 28, 2023

Revised: August 28, 2023

Policy Category: Policies Related Evaluation, Grading, and Course Progression

Policy Title: Readmission and Transfer Placement Policy

Purpose: The purpose of this policy is to explain the requirements for readmission and transfer into the OCCC nursing program.

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

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

The opportunity to be readmitted to the nursing program is subject to revocation by the Dean of Nursing and Allied Health in consultation with the Nursing Faculty. Eligibility for readmission will be revoked if students fail to complete required procedures for readmission or fail to meet conditions set for readmission. Any student seeking readmission who failed to complete the required procedures for readmission may be placed at the bottom of the waiting list following a conference with the Dean of Nursing and Allied Health.

Student Initiated Exit	Students will immediately notify the Dean of Nursing and Allied Health of his/her intent to withdraw from the Nursing Program. Students are to follow College and Program procedures for withdrawal and placement on the readmission list.
Procedure	Placement on the readmission waiting list requires an exit interview with the Dean of Nursing and Allied Health within 30 days of departure from the Program. At this exit interview, students will be informed of their eligibility for readmission and a Readmission Plan will be developed. The plan will be developed by the Nursing Faculty and the Dean of Nursing and Allied Health and will outline any required or suggested activities, and associated deadlines that must be met prior to readmission. This may include, but not be limited to a physician's release and proof of ability to meet essential functions; work experience in the nursing field; a written plan for problem-solving personal issues interfering with academic success; or a study plan for improving academic performance. Readmission to any nursing course is on a space available basis. Students seeking readmission to a specific nursing course are placed on a waiting list.

	Placement on the list is based on standing in the Program with highest priority given to students who withdraw in good standing, second to those with a failing theory grade, third to those students who failed clinical, and fourth to those students who failed due to unsafe clinical performance or exhibited academic dishonesty, or substance abuse. Decisions about placement on the prioritized readmission list are made by the Dean of Nursing and Allied Health in consultation with the Nursing Faculty.
Eligibility for Readmission	When considering any application for re-entry, advanced placement or transfer, faculty will discuss and prioritize the request for entry into the available spaces based on the following criteria and guidelines.
Category A **A student who leaves the Nursing Program <u>in good standing</u>:**	A student who withdraws from the Nursing Program for personal and/or medical reasons and is passing at the time of withdrawal will be allowed to repeat any Nursing course once. If the student withdraws at the completion of a nursing sequence course with a grade of C or better, they will be allowed to continue the Nursing sequence, pending available space and as long as the absence from the Program is no greater than one year. These students will be placed on the 'A' list for readmission and will be rank ordered per the Final Grade (percentage score) received in the current or previous term's nursing course, whichever is higher. Ties will be broken first by the percentage received on the theory score alone, and then will be determined by a draw.
Category B **A student who leaves the Nursing Program <u>due to a failing grade in the theory component</u>:**	A student who withdraws from the Nursing Program for any reason with a failing grade in theory or fails the course will be allowed to repeat any Nursing sequence course once, pending available space and if the absence from the Program is no greater than one year. These students will be placed on the 'B' list for readmission and will be rank ordered per the Final Grade (percentage score) received in the term prior to leaving the Nursing Program, and the weighted theory exam score at the time of departure from the Program. Ties will be broken first by the percentage received on the theory scores alone for both terms, and then will be determined by a draw.
Category C **A student who leaves the Nursing Program <u>due to a failing clinical grade</u>:**	A student who withdraws from the Nursing Program for any reason who is not making satisfactory progression toward meeting the competencies for the clinical practicum, or fails clinical, will be allowed to repeat any Nursing sequence course once, pending available space and if the absence from the Program is no greater than one year. These students will be placed on the 'C' list for readmission and will be ranked per the final theory grade (percentage score) received in the term prior to leaving the Nursing Program, and the weighted theory exam score at the time of departure from the Program. Ties will be broken first by the percentage received on the theory scores alone for both terms, and then will be determined by a draw.

Category D **A student who leaves the Nursing Program <u>due a safety concern</u> within the clinical or theory setting:**	A student who withdraws or is dismissed from the Nursing Program due to a safety concern within the theory and/or clinical setting may be allowed to repeat any Nursing sequence course once, pending approval from the Dean of Nursing and Allied Health in consultation with the nursing faculty, available space and if the absence from the Program is no greater than one year. These students will be placed on the 'D' list for readmission and will be ranked per the final theory grade (percentage score) received in the term prior to leaving the Nursing Program, and the weighted theory exam score at the time of departure from the Program. Ties will be broken first by the percentage received on the theory scores alone for both terms, and then will be determined by a draw. The events surrounding any dismissal will also be reviewed as part of the decision to readmit the student.
Ineligibility for Readmission	A student will be considered ineligible for readmission or advanced placement into the Nursing Program if: • The student has been dismissed from the Nursing Program for documented acts of dishonesty or unethical behavior and has not been conditionally approved for readmission by the Nursing Faculty • The student has been dismissed from the clinical practicum for unsafe clinical behavior and there is no evidence of engaging in and completing a remediation plan. • The student has been dismissed from the Nursing Program for drug/alcohol offenses (See OSBN's Conduct Derogatory to the Standards of Nursing Defined, OAR 851-045-0070) and there is no evidence of engaging in and completing an appropriate rehabilitation program. • The student has failed or been dismissed from the Nursing Program due to not meeting the Nursing Course and Program Critical Elements, polices and/or procedures, and there is no evidence of engaging in and completing a remediation plan.
Waiting List Placement	The appropriate position on the A, B, Cor D waiting lists will be determined at the time of the exit interview for all eligible students. Due to a wide variety of individual requirements for readmission, the rank ordering of potential candidates will not be available until the term prior to readmission. Students will be contacted during the term preceding readmission by phone or by mail and offered any available placement for which they are qualified. It is the responsibility of the student to keep the Dean of Nursing and Allied Health and the College informed of any address or telephone number changes.

Effective Date: September 12, 2022

Reviewed: August 28, 2023

Revised: August 28, 2023

Policy Category: Assessment, Evaluation, Grading, and Course Progression Policies

Policy Title: Remediation and Probation Policy

Purpose: This policy outlines the procedures and guidelines for the remediation and probation process within the Oregon Coast Community College nursing program. Remediation and probation are designed to support students who encounter academic, clinical, or professional challenges while ensuring that students have the opportunity to improve and meet the program's outcomes, competencies, and standards.	
Remediation Process	**(1) Identification of Concern(s)** Early intervention is crucial to support students and prevent further challenges. Faculty members, nursing advisor, nursing mentors, or Dean of Nursing and Allied Health identify, and document concern(s) related to a student's academic, clinical, or professional performance on the Alert Progress Record (APR) form. **(2) Remediation Plan** A remediation plan will be developed collaboratively between the student and program faculty and/or mentor. The plan will outline clear goals, strategies, timelines, and resources for improvement. **(3) Implementation and Monitoring** The student will implement the remediation plan and be closely monitored by the mentor. Progress will be assessed according to a timeline outlined in the remediation plan. Adjustments to the plan may be made if necessary. **(4) Evaluation of Remediation** At the conclusion of the remediation period, the student's progress will be evaluated. If the student has successfully met the objectives of the remediation plan, they will continue in the program without probation. If deficiencies persist, the student may proceed to probation.
Criteria for Probation	Students may be placed on probation if they have not adequately addressed their performance concerns during the remediation period or if their performance deteriorates further.
Probation Process	**(1) Probation Plan** A probation plan will be developed, detailing the specific area(s) of concern and the steps the student must take to improve. The plan will outline the duration of the probation period, additional requirements, and consequences for not meeting the plan's expectations. **(2) Monitoring and Support** During the probation period, the student's progress will be closely monitored by the student's mentor. Faculty will provide ongoing support

	and guidance, including regular meetings to discuss progress and challenges. **(3) Outcome of Probation** At the end of the probation period, the student's progress will be evaluated. If the student demonstrates significant improvement and meets the requirements of the probation plan, they will be removed from probation. If improvement is not sufficient, the student's dismissal from the program may be considered. **(4) Appeal Process** Students have the right to appeal the dismissal decision. The appeal process will be discussed in the dismissal meeting. Appeals must be submitted in writing per the OCCC grievance procedure. **(5) Re-Admission and Dismissal** If a student on probation does not meet the requirements of their probation plan or demonstrates further deficiencies, dismissal from the program may be considered. Dismissed students seeking re-admission must adhere to the re-admission process outlined in the readmission policy.

Transparent AI Use Statement: AI was used in the drafting of this policy using the following prompt: "Write a policy a remediation and probation process for a nursing program."

The policy was edited and reviewed by faculty and the Dean of Nursing and Allied Health before policy approval.

Effective Date: September 13, 2023

Reviewed: September 6, 2023

Revised: September 6, 2023

Section 7:

Policies Related to Clinical Rotations

Policy Category: Clinical

Policy Title: Clinical Dress Code

<table>
<tr><td colspan="2">Purpose: The purpose of this policy is to provide uniform standards for students completing clinical rotations in the OCCC nursing program including all onsite and offsite clinical rotations.

All uniform requirements are aimed at prioritizing the health and safety of both patients and students.

Uniform requirements may vary based on clinical location or facility. Students should ask clinical faculty or the clinical coordinator if there are any questions.</td></tr>
<tr><td>OCCC-Issued Nursing Student Identification</td><td>Correct and current OCCC-issued nursing student identification must be worn at all times in all clinical settings.

Failure to wear OCCC-issued nursing student identification may result in the student being dismissed from the clinical setting. Students dismissed from the clinical setting for failure to wear appropriate identification will be given an unexcused clinical absence with no opportunity for make-up time.

In all clinical settings, OCCC-issued nursing student identification must:
Always be clearly visible except when concealed by PPE.
Be clipped to the uniform at or above the level of the heart.
Not be worn on a lanyard – lanyards pose a safety risk to both the student and the patient.</td></tr>
<tr><td>Nursing Student Clinical Uniform Requirements</td><td>The required OCCC nursing student clinical uniform consists of a scrub top, scrub pants, and appropriate shoes.

All clothing should fit well and should not be too short, long, tight, or loose. Tops and pants that can expose undergarments during clinical work tasks should not be worn.

Scrub top requirements – Nursing student scrub tops must:
Be royal blue.
Include OCCC nursing program embroidery on the upper right chest.
Scrub pants requirements – Nursing student scrub pants must:
Be black.
Fit at the ankle without touching the floor.
Joggers are acceptable. Capri length pants or shorts are not acceptable.
A long black skirt is also acceptable. Skirts must be approved by the clinical coordinator before being worn in the clinical setting.
Uniform shoes requirements – Shoes worn in the clinical setting must:</td></tr>
</table>

	• Be closed at the toe and heel. • Be solid-colored black or white. ○ If shoelaces are worn, they must match the color of the shoe and be clean and intact. • Be clean and well-kept. • Not be made of mesh, canvas, or other porous material. *Note: some specialty areas (LDRP, OR) may require scrubs provided by the facility. Students should always follow institutional or clinical-site guidelines.*
Nursing Student Clinical Uniform Optional Items	Students may choose to wear the following items in the clinical setting along with their required nursing student uniform: A royal blue long-sleeved uniform or "warm-up" scrub jacket may be worn over the scrub top. • The jacket must match the color of scrub top. • The jacket may not be permitted in some patient-care areas. • To limit the spread of pathogens, the jacket should not be worn below the level of the elbow when providing patient care. • Fleece jackets are not permitted. A black or white solid-colored t-shirt or tank top may be worn under the scrub top. • To limit the spread of pathogens, the sleeves of the undershirt should not be worn below the level of the elbow when providing patient care. A black or white solid-colored scrub cap may be worn in the clinical setting.

Jewelry in Clinical Settings	Jewelry worn in clinical settings should be limited for the safety of the patient and the student. Jewelry should not interfere with or detract from patient care. Restrictions on jewelry may vary by clinical rotation based on the policy of the clinical facility.
	
	Faculty or staff may ask students to remove jewelry at any time. Students should be prepared to remove and safely store all jewelry at any time during the clinical day.
	
	Clinical jewelry guidelines:
	• Rings without stones can be worn in most clinical settings.
	  ○ Rings with stones can pose a patient-safety risk and may need to be removed in patient care areas.
	• Bracelets should not be worn in patient care areas.
	• Necklaces that can be secured under the scrub uniform can be worn in most clinical settings.
	  ○ Necklaces worn above the scrub uniform can pose a patient-safety risk and should not be worn.

	• Small, plain ear posts, nose studs, and other piercings can be worn in most clinical settings.
	  ○ Dangling or hoop earrings of other piercings can pose a safety risk to patients and students and are not permitted in patient- care areas.
	  ○ Gauged ears or other piercings may pose a safety risk to students and must be plugged with a solid-colored plug in patient care areas.

Grooming and Hygiene in Clinical Setting	Grooming and personal hygiene standards are based on safety and infection prevention measures for patients and providers of care. Students must be clean, neat, and free of strong odors in all clinical settings. Students with grooming or hygiene issues that may pose a patient-safety risk may be asked to leave the clinical setting. Hair, make-up, or other items that interfere with or detract from patient care are not permitted. Hair must be clean and collar length or pulled up off the collar. • Hair may be contained by a plain barrettes or bands (no scarves). • Hair or hair accessories cannot be loose or fall forward during patient care. • Hair color may be prohibited or restricted in some facilities. • Students are advised to choose a natural hair color to avoid potential exclusion from clinical facilities. Beards, mustaches, and other facial hair are permitted if clean, neatly trimmed, and groomed or secured to fit cleanly under a surgical mask. • Restrictions to facial hair related to PPE requirements may exist at some facilities or clinical settings. • Facial hair must not be visible around the edges of surgical mask. Nails must be clean and trimmed below the end of the finger. • Artificial nails are not permitted. • Unchipped clear nail polish may be worn in most clinical environments. Students should avoid excessive use of make-up. • False eyelashes may not be worn in patient care areas. • Professionally applied eyelash extensions are permitted. Students must maintain good personal hygiene that includes presenting a neat and professional appearance and avoiding strong or unpleasant odors. • Most clinical environments are designated as scent free environments. • This restriction includes odors from detergents and personal care items. Students should choose detergents and personal care items with no or low scent.

	• Perfumes or scented body care products may not be worn in patient care areas.

Non-Uniform Guidelines for Professional Settings	Scrubs may not be appropriate professional attire in some clinical settings. Unless otherwise indicated by the clinical site, please use the following guidelines for non-uniform professional attire.
	
	• All clothing and shoes must be neat, clean, free from strong odors, and in good repair.
	• All clothing should fit well and should not be too short, long, tight, or loose. Tops and pants that can expose undergarments during clinical work tasks should not be worn.
	• Clothing must fit correctly without fitting too tightly or too loosely.
	• Leggings/stretch/yoga pants, sweats, and jeans/denim in any color may not be worn.
	• Clothing that reveals visible cleavage, undergarments, or bare shoulders is not appropriate.
	• No logos, slogans, sayings, advertisements, or offensive words, terms, or pictures may be worn on clothing.
	• The outer layer of clothing may not consist of undershirts, tank tops, T-shirts, or sweats.
	• Camouflage or military fatigue type clothing may not be worn.
	• Shoes must be safe, clean, and appropriate to the work being done.
	  ○ Shoes must have a closed toe and heel.
	  ○ No thong/flip-flop sandals, spike-heeled, open toes or heels, platform shoes
	  ○ Heels may be no higher than two inches.

Effective Date: September 13, 2023

Reviewed: August 28, 2023

Revised: August 28, 2023

Policy Category: Clinical

Policy Title: Clinical Grading & Clinical Progression

Purpose: The purpose of this policy is to set clear standards for clinical grading and clinical progression. Each course in the nursing program is based on the understanding that students have demonstrated competency in all clinical outcomes and skills and are able to practice safely and effectively in the clinical setting.

Clinical grades and clinical progression will be based on demonstration of:

1. Competence in clinical outcomes
2. Safe and effective clinical practice
3. Sound clinical judgment and clinical reasoning

Students must meet standards for clinical outcome competence, safe and effective clinical practice, AND sound clinical judgment and clinical reasoning to progress in the nursing program.

Clinical Outcomes	Clinical outcomes are provided for each course in a quarterly clinical supplement and in a clinical outcome documentation and self-evaluation form. Clinical outcomes are aligned to standards of safe and effective nursing practice; course and program outcomes; and professional nursing standards. Clinical outcomes are approved by the Oregon State Board of Nursing (OSBN) and demonstration and documentation of competence in 100% of clinical outcomes is required to progress in the nursing program. Clinical outcomes define the expected scope of practice for students in each course of the nursing program. The student scope of practice develops with each course in the nursing program as student skills, knowledge base, and experience develop. It is critical that students demonstrate competence in clinical outcomes before they can progress to the next course in the nursing program.
Demonstration of Clinical Outcome Competence	Students will document a self-evaluation of their demonstration of competence in all clinical outcomes in a variety of clinical assignments. Clinical faculty will evaluate clinical outcome competency based on information provided in a student self-assessment assignment and through observation in the clinical environment. If a student does not adequately document competence of a clinical outcome in an assignment, the assignment or a portion of the assignment may need to be edited or repeated. In this case, clinical faculty will communicate with the student via Canvas.

	If a student does not demonstrate competence of a clinical outcome in any clinical setting, clinical faculty will initiate remediation. **Clinical faculty observing behaviors that are not consistent with competency in clinical outcomes <u>in a clinical setting</u> will:** 1. Notify the student verbally and provide verbal feedback as close to the incident as possible. 2. When possible, the clinical faculty will provide an opportunity to correct the behavior in the clinical setting. 3. If the behavior is significant and/or persists, clinical faculty will complete an Alert Progress Record (APR) and notify the clinical coordinator. 4. When possible, remediation will be provided. Remediation will be considered on a case-by-case basis and may take place in the clinical setting, skills lab, simulation lab, and/or as a written assignment. **All students MUST demonstrate and document competence in 100% of clinical outcomes to progress to the next course in the nursing program.** **Failure to demonstrate competency in 100% of clinical outcomes by the end of any course will result in dismissal from the nursing program.** **This is absolutely non-negotiable. ALL students MUST demonstrate AND document competence in ALL clinical outcomes EVERY term.**
Safe and Effective Clinical Practice	Students MUST be able to practice safely and effectively in the clinical environment at their current scope of practice. In every clinical situation, the safety of the patient must be the nurse's priority. Safe and effective clinical practice for students is based on: 1. Proficiency in clinical skills 2. Demonstration of competence in clinical outcomes. 3. Adherence to standards of preparation and safety discussed in the clinical handbook.
Demonstration of Safe and Effective Clinical Practice	**Clinical Skills & Simulation Labs** A clinical skills master list is provided in the clinical handbook. Clinical skills are typically introduced and developed in the clinical skills and simulation labs before they are practiced in off-site clinical rotations. It is the student's responsibility to ensure competence in clinical skills. If a student desires or needs additional practice with clinical skills, they can arrange this with clinical skills lab faculty. **Off-Site Clinical Rotations** Clinical faculty and preceptors continually assess safe and effective clinical practice in all clinical environments. Students should expect to receive ongoing verbal feedback in the clinical setting.

	Significant breaches in patient safety will result in disciplinary action including **remediation, probation, or dismissal** from the nursing program. Students demonstrating grossly unsafe behavior may be asked to leave the clinical setting. *See "Examples of Unsafe Clinical Behaviors" in the Clinical Handbook.* **Clinical faculty observing unsafe behaviors <u>in a clinical setting</u> will:** 1. Notify the student verbally and provide verbal feedback as close to the incident as possible. 2. When possible, the clinical faculty will provide an opportunity to correct the behavior in the clinical setting. 3. If the behavior is significant and/or persists, clinical faculty will complete an Alert Progress Record (APR) – *see Alert Progress Record Policy.* 4. When possible, remediation will be provided. Remediation will be considered on a case-by-case basis and may take place in the clinical setting, skills lab, simulation lab, and/or as a written assignment. **All students MUST demonstrate the ability to practice in a safe and effective manner to progress to the next course in the nursing program.** **Failure to demonstrate safe and effective nursing care may result in remediation, probation, or dismissal from the nursing program.**
Sound Clinical Judgment and Clinical Reasoning	Professional nurses must be able to apply knowledge, skills, and competencies to novel and unexpected situations in a wide variety of clinical settings. Along with clinical outcomes and standards of safe and effective practice, the OCCC nursing program uses the Lasater Clinical Judgment Rubric (LCJR) to assess and provide feedback on clinical judgment and clinical reasoning. Clinical judgment and clinical reasoning will be assessed in off-site clinical rotations and in the simulation lab. This assessment may be formative or summative. See syllabus and clinical supplements on Canvas for more information related to individual nursing courses.
Demonstration of Sound Clinical Judgment and Clinical Reasoning	Assessment of sound clinical judgment and clinical reasoning is based on the student's expected current skill level and scope of practice. In most courses, this includes demonstrating behaviors associated with accomplished or exemplary level in each category of the LCJR in the summative clinical assessment. **Clinical faculty observing behaviors indicating clinical judgment or clinical reasoning below the expected level of practice <u>in a clinical setting</u> will:** 1. If applicable, notify the student verbally and provide verbal feedback as close to the incident as possible.

	2. Provide written feedback on the LCJR that includes examples of the behavior and suggestions on how to improve. 3. When possible, the clinical faculty will provide an opportunity to correct the behavior in the clinical setting. 4. If the behavior is significant and/or persists, clinical faculty will complete an Alert Progress Record (APR) and notify the clinical coordinator. 5. When possible, remediation will be provided. Remediation will be considered on a case-by-case basis and may take place in the clinical setting, skills lab, simulation lab, and/or as a written assignment. **All students MUST demonstrate sound clinical judgment and clinical reasoning consistent with their expected level of skill and scope of practice to progress to the next course in the nursing program.** **Failure to demonstrate sound clinical reasoning and clinical judgment may result in remediation, probation, or dismissal from the nursing program.**
Clinical Grades	Clinical grades will be based on clinical observation and a variety of clinical assignments. See syllabus for a breakdown of points for individual courses. **All students MUST earn at least a cumulative 76% of points in scored clinical observations and assignments to progress to the next course in the nursing program.**

References:
Alert Progress Record
Course Progression Policy
Grading Policy
Lasater Clinical Judgment Rubric

Effective Date: September 12, 2022

Reviewed: August 28, 2023

Revised: August 28, 2023

Policy Category: Clinical

Policy Title: Confidentiality of Information, Social Media, and Publication

Purpose: The purpose of this policy is to protect the confidentiality and personal or protected information of patients, families, students, faculty, and members of the community.	
Confidentiality	Confidentiality is one of the primary responsibilities of every student in a clinical setting. Confidential information is defined as any information, written, spoken or electronically transmitted, whose unauthorized or indiscreet disclosure could be harmful to the interest of a patient, employee, physician, the institution, a student, or an instructor. Examples of such information include, but are not limited to, personally identifiable medical and social information, professional medical judgments, classroom and post-conference learning activities and discussions.
Personal and Protected Information	**All** information about patients, including the nature of the patient's disease, diagnosis, treatment and any personal or identifiable information is considered protected by applicable state and federal laws and by this policy and the policies of clinical facilities. This policy applies to information maintained in an electronic fashion by the facility's computerized information system and electronic medical record (EMR) as well as any written, spoken, or observable information or records. **No portion of a patient's record is to be copied in any fashion or removed from the facility in any format.** Incident reports relating to risk management issues and any other information designated as of a private or sensitive nature is also included in the category of confidential information. These matters should only be discussed in the appropriate school or clinical setting, not in public areas such as the cafeteria or outside of the clinical facility. Students will be required to complete facility specific **HIPAA** education within the facility's timeframe and will not be allowed into clinical in the facility if the HIPAA training is not completed. Clinical time missed due to incomplete HIPAA training will be counted as an unexcused clinical absence.
Publication of Information	**Patient and Clinical Care Information** Students must understand that clinical affiliation agreements state the following: "at no time while a student or in the future shall any student publish or cause to have published any material relative to their learning experience at any clinical facility unless approved by both OCCC and the facility."

	This means that no information about or related to any activity involving a patient care experience or clinical facility, activity, or rotation may be made publicly available by a student in any format, on any platform, without the explicit written permission of both the clinical facility and the Dean of Nursing and Allied Health. **Absolutely no reference to a patient or patient care activity** (even if all identifying factors have been removed) should ever be shared electronically or digitally via any social media site, website, text message, or email outside of the password protected learning management system (Canvas). Students must never take pictures of patients whether a patient gives permission or not. Only clinical facility or OCCC staff following facility and OCCC policies with appropriate signed permissions will take any pictures needed for educational purposes. **Student, Faculty, and Staff Information** Student, faculty, and staff information is also protected and must not be shared, distributed, or made publicly available in any format, on any platform, without the explicit written permission of the student, faculty or staff. Students must request permission before recording an instructor or another student. When recordings are permitted, they must only be used for educational purposes within the program. Educational material (e.g., lesson PowerPoints, learning resource, assignments, or outlines) posted on Canvas for course student use are not to be reproduced or posted by students on any in any format, on any platform, without the explicit written permission of the faculty providing the information.
Use of Patient Information for Educational Purposes	Some written clinical assignments may include information about patients the student has cared for during clinical rotations. Communication of **any** patient information should be only for clinical education purposes. When assignments include information about a patient's condition, specific information and guidelines related to collecting, using, and submitting the information will be provided in assignment instructions. Failure to adhere to assignment instructions may be considered a violation of this policy, HIPAA, and or the academic integrity policy and may be grounds for disciplinary action or dismissal from the nursing program. Patient information may be discussed with other students or faculty for educational purposes in the setting of clinical conferences. In this scenario,

	conversations should be held in a private location where information is not accessible to the public.
Use of Social Media	No information about or related to any activity involving a patient care experience or clinical facility, activity, or rotation may be made publicly available by a student in any format, on any platform, without the explicit written permission of both the clinical facility and the Dean of Nursing and Allied Health. This includes any Social Media site or platform. Students should understand that negative information about any person posted on any social media site or other site reflects on the professionalism, integrity and ethical standards of the person posting the information. Negative information shared on social media sites may also be considered conduct unbecoming to a nurse and may impact the student's ability to complete their nursing education or gain a nursing license. Employers and faculty periodically and randomly search public blogs and social media profile sites. Students may not start or use any social media or web site that includes the name or any part of the name of the college or the nursing program without the explicit written permission of the Dean of Nursing and Allied Health and college administration. This means that students cannot, for example, start a Facebook page titled "OCCC nurses class of 2024!" without explicit permission.
Passwords	Computer or medication dispensing machine passwords are solely for the use of the person to whom they are assigned (unless the facility assigns one password to an instructor for the use of students) and must not be shared to prevent unauthorized access to confidential information.
Violation of this policy will result in the initiation of a disciplinary process and may result in dismissal from the nursing program.	

Effective Date: September 12, 2022

Reviewed: August 28, 2023

Revised: August 28, 2023

Policy Category: Clinical

Policy Title: Insurance

Purpose: The purpose of this policy is to explain the insurance requirements for students in the nursing department.	
Insurance	All students are required to be covered by student nurse liability insurance to complete program objectives in the off campus clinical facilities. This insurance covers claims of malpractice that might be lodged against students. Students must obtain their own liability insurance and upload verification to Complio. Students are not covered by health and accident insurance by the College. The College does provide workers' compensation coverage for student illnesses or injuries that result directly from activities required by course objectives at off campus clinical sites. This coverage is not available for on-campus laboratory activities. Student health insurance is also required.

Effective Date: September 12, 2022

Reviewed: August 28, 2023

Revised: August 28, 2023

Policy Category: Clinical

Policy Title: Medication Administration

Purpose: The purpose of this policy is to provide clear and consistent guidelines for medication administration in the clinical setting.	
Medication Administration Exam	Each term, all students will complete a medication administration exam prior to beginning direct patient care clinical rotations. Students must complete the exam with a score of 100% before being able to give medications to patients in the clinical setting. Students may take the exam up to three times and may not give medications in the clinical setting until the 100% score is achieved. Students that do not achieve 100% on the medication administration exam must complete remediation before retaking the exam. After completing the medication administration exam with 100%, students may give medications in direct care clinical settings with the following limitations.
All Settings	Students cannot administer any medications that: • Require two licensed nurses to verify or waste. • Require specific certification, licensure, training, or competency validation to administer. *Note: these medications may vary significantly between facilities or health systems. Ask your clinical instructor BEFORE giving medications if you are unsure or have any questions.*
Inpatient Settings	Students must always notify the clinical instructor before touching the medication dispenser (pyxis, Omnicell, drawer, lockbox, etc.). • This is true even if the preceptor says it is ok to give the medication. • This is true even if it is an over-the-counter medication. • This is true even if the student has given the medication many times before. • If the student cannot locate the instructor and the medication is time-sensitive, the student should notify the preceptor that they will not be able to give the medication. • The student must notify the instructor every time before accessing any medication. Students must always notify the clinical instructor before putting medication into a human body by any route. • This is true even if the preceptor says it is ok to give the medication. • This is true even if it is an over-the-counter medication. • This is true even if the student has given the medication many times before.

	• If the student cannot locate the instructor and the medication is time-sensitive, the student should notify the preceptor that they will not be able to give the medication. • The student must notify the instructor every time before administering any medication. Students must be able to accurately answer questions about medications before administering medications. This includes providing the instructor with information about all medication rights, safety indications (common and life-threatening side effects; specific monitoring; contraindications), correct indication for the medication, and patient education information.
Outpatient and Emergency Settings	In some cases, students completing clinical rotations in outpatient or emergency care settings may not have immediate or easy access to a clinical instructor. In this scenario, the student may discuss medication administration limitations and expectations with the clinical instructor at the beginning of the rotation and approve all medication administration with the preceptor as follows: Students must always notify the preceptor before touching the medication dispenser (pyxis, Omnicell, drawer, lockbox, etc.). Students must always notify the preceptor before putting medication into a human body by any route. Students must be able to accurately answer questions about medications before administering medications. This includes providing the instructor with information about all medication rights, safety indications, correct indication for the medication, and patient education information.
Community Settings	Students completing clinical rotations in a community setting will work with a preceptor and will not have a clinical instructor present. In this scenario, the student may administer medications within the current student scope of practice with the approval and supervision of the preceptor. The student should contact the clinical instructor or clinical coordinator with any questions about medication administration in community settings.

Effective Date: September 13, 2023

Reviewed: August 28, 2023

Revised: August 28, 2023

Policy Category: Clinical

Policy Title: Occupational Injury of Bloodborne Pathogen Exposure

Purpose: To establish a standardized procedure to protect students and faculty members from exposure to bloodborne pathogens (BBP) or occupational injury and to manage any unanticipated or inadvertent exposure to bloodborne pathogens or occupational injury during assigned educational clinical experiences. The protocol includes the standards established by the Center for Disease Control (CDC) and the Occupation Safety and Health Administration (OSHA).	
Rationale	Students enrolling in nursing programs participate in invasive or exposure prone procedures, such as the provision of clinical care to patients in health care facilities. The nursing program prepares students to practice in the safest possible manner to prevent exposure and injury. In the event of an unanticipated or inadvertent exposure or occupational injury, the following procedures will provide the most current approach to the protection of student health. Blood borne pathogens are potentially infectious materials, including Hepatitis B virus (HBV), Human immunodeficiency virus (HIV) and hepatitis C virus (HCV). Such infectious materials may be found in all human body fluids, secretions, and excretions, except sweat. Exposure to blood borne pathogens may be unanticipated or inadvertent exposure via eye, mouth, other mucous membrane, non-intact skin, or parenteral contact (such as a needle stick) with blood or other potentially infectious materials. Occupational injury includes direct patient/client care in the clinical environment or by the nature of being exposed to occupational hazards as noted by the Center for Disease Control (CDC) Occupational Safety and Health Administration (OSHA).
Procedures	1. All faculty and students enrolled in the Oregon Coast Community College nursing program are required to be immunized against Hepatitis B Virus (HBV). 2. All students and faculty members are required to practice standard precautions when caring for patients and take reasonable precautions to prevent blood borne pathogens (BBP) exposure by using standard precautions and personal protective equipment (PPE), such as gloves, masks, gowns, and eye protection. 3. In most cases, health care facilities supply students and faculty members with the personal protective equipment, safety guidelines and equipment needed to protect against exposure to BBP and injury in their settings. If specialized equipment is needed it will be the responsibility of the student or Oregon Coast Community College to provide it.

4. Health care facilities advise the College about any site-specific training needs for students and faculty members related to protection against exposures to BBP and occupational injury prevention. It is required that all faculty and students complete any designated training.

5. The College will provide students and faculty members with the required annual training regarding protection against exposure to BBP, and occupational injury according to OSHA and CDC guidelines. In addition, the college will ensure that students and faculty have at least started the hepatitis B vaccination series before clinical assignments begin and provide for any post-exposure follow-up evaluations and care of students and faculty.

6. Faculty members will advise students to immediately report any injury or BBP exposure incident that occurs during required clinical experience. Students MUST notify faculty as soon as possible after any injury or BBP exposure.

7. In the event of a BBP exposure the student or faculty member must cleanse the wound/site immediately with disinfectant soap. The faculty member will contact Samaritan Occupational Health Services (SOHS) at 775 SW 9th Street, Suite E, Newport, OR 97365, phone 541-574-4675. SOHS is to be notified that an individual needs to be seen for a potential occupational exposure to BBP. Treatment needs to be within two hours of exposure. If the Occupational Health Department is closed, then the faculty member or student is to seek treatment in the closest emergency department.

8. If a student or faculty member experiences an exposure incident for BBP or injury in a health care facility during required clinical placements, complete the form titled “Oregon Coast Community College Incident Report,” the Oregon Coast Community College Nursing Department incident report form and any site-specific documentation that is required.

9. After the injury or exposure incident has been attended to, the clinical faculty will contact the Dean of Nursing and Allied Health to report the injury or exposure. Unless there is an issue or problem handling the incident report, this notification may be done at the first opportunity during regular college hours.

10. If any other non-BBP-occupational related injury or exposure incident requires treatment, it cannot be assumed that the College will pay the cost of any care or services provided to students or faculty for injuries. For this reason, the Safety Officer requests that

	we refrain from making statements like "The College will pay for care." However, the same protocol as noted in # 7 and 8 must be followed.

Student Responsibilities Related to Injury or Exposure to Contaminated Body Fluids	• Nursing students are required to report all injuries sustained in their assigned clinical facility or clinical readiness to clinical faculty immediately.
	  • Faculty will assist the student in obtaining treatment, if necessary, and completing the required forms in accordance with institutional policy.
	  • If an injury occurs in the clinical facility, Worker's Compensation Insurance covers treatment.
	
	Student Responsibility if Exposed to Contaminated Body Fluids
	• Clean the wound or contaminated area immediately with disinfectant soap
	• Notify clinical faculty
	• Notify clinical preceptor (if applicable)

Faculty Responsibilities Related to Injury or Exposure to Contaminated Body Fluids	Faculty will contact Samaritan Occupational Health Services at 541-574-4675 and tell them you need to be seen for a potential occupational exposure to BBP. Treatment must occur withing two (2) hours of exposure. If the Occupational Health Department is closed seek treatment in the local emergency department.

Effective Date: September 12, 2022

Reviewed: July 5, 2023

Revised: July 5, 2023

Section 8:

General and College Policies

Oregon Coast Community College Nursing Program Policy Manual

Policy Category: General Policies

Policy Title: Inclement Weather Policy

Purpose: The purpose of this policy is to describe the procedure and expectations for attendance during inclement weather.	
Theory Attendance:	• Students should follow college policy for theory classes. • Students may access school closure information via local radio and television stations and the main campus telephone number (541-265-2283). Students are encouraged to subscribe to Flash Alert by enrolling on their website at https://www.flashalert.net • On mornings when weather may force the college to be closed, or classes delayed, radio and television stations will be notified of the closure by Public Safety, hopefully by 6:00 a.m. and or your clinical instructor. • If OCCC opens late on a campus lecture day, class will begin at a later time providing the campus opening occurs within the usual classroom meeting time.
Clinical Attendance:	Clinical rotations often began early in the morning, sometimes before a statement about college closure is made. In these cases, the director, the clinical coordinator, and/or the clinical instructor may use their own judgment to make decisions about clinical as follows: • Clinical may be canceled when the weather in that area is bad. • Clinical may be canceled when travel to clinical sites is hazardous for the instructor and/or students. • Students may be dismissed early from clinical if the weather worsens after faculty and students arrive. • When clinical is canceled by an individual instructor, this information will be conveyed to students by telephone or text. • Students need to exercise good judgment regarding their own safety before deciding to drive to either clinical or campus when the weather is bad. Note: There is no clinical even if students and faculty are in-route or have arrived at a clinical site when a decision to close OCCC or to open late is made.

Effective Date: August 4, 2022

Reviewed: August 4, 2022

Revised: August 4, 2022

Policy Category: General Policies

Policy Number:

Policy Title: Emergency First Aid

Emergency First Aid

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

Effective Date: August 4, 2022

Reviewed: August 4, 2022

Revised: August 4, 2022

Oregon Coast Community College Nursing Program Policy Manual

Policy Category: General Policies

Policy Title: Employment while in the Nursing Program

Employment While in the Nursing Program

When students are employed by an institution or individual, they become an employee of that agency or individual and come under the rules and regulations, liability insurance, etc., of the agency by whom they are employed. During that employment, the student does not come under the jurisdiction of the College and is considered an agent of the institution for which they are employed.

The professional liability insurance for nursing students carried by the College does not cover employment.

While recognizing that some students may need to work while enrolled in the Program, the Nursing Faculty, nevertheless, cannot adjust classroom or clinical requirements to accommodate student work schedules.

Students may not work a shift immediately preceding a clinical rotation because of the potential impact on safe patient care. Required clinical experiences are assigned during day shifts during the program and patient selection and care preparation takes place typically the day before clinical, e.g., on Sundays when clinical is scheduled on Monday.

During the final clinical senior rotation of the program (spring, second year), students are assigned to match a staff clinical teaching associate's work schedule for 3-4, 12-hour shifts or 4-5, 8-hour shifts per week which may include nights and weekends.

Nursing classes, clinical readiness, and clinical typically involves 25-30 hours of attendance per week plus an additional 40-60 hours of study, assignments, and preparation for patient care. Meeting these requirements typically means that students will need to adjust employment and family responsibilities.

Effective Date: August 4, 2022

Reviewed: August 4, 2022

Revised: August 4, 2022

Oregon Coast Community College Nursing Program Policy Manual

Policy Category: General Policies

Policy Title: FERPA and Release of Student Information

FERPA and Release of Educational information

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

The purpose of posting is for scheduling laboratory times and patient assignments. Posting of information occurs on campus in the nursing area of and in the nursing units at clinical sites.

Students' social security numbers may be shared with the Oregon State Board of Nursing when providing them information regarding eligibility for testing and licensure. Also, student transcripts are provided to the Oregon State Board of Nursing as part of the process of documenting for them that all requirements have been met and students are eligible to apply for licensure. Every effort is made to limit access to confidential information to those who have a need to know.

Effective Date: August 4, 2022

Reviewed: August 4, 2022

Revised: August 4, 2022

Oregon Coast Community College Nursing Program Policy Manual

Policy Category: General Policies

Policy Title: Injury/Illness

Injury/Illness

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

Students must report all body fluid splashes, needle sticks, and other accidents or events that could endanger their health occurring during clinical training to facility, faculty, program director immediately. The faculty member will assist the student in obtaining treatment, if required, and completing the required forms in accordance with institutional policy and OCCC policy. Worker's Compensation Insurance covers student injuries in a clinical facility.

Worker's Compensation Insurance does not cover student injuries in the clinical readiness setting and students are responsible for any associated costs.

Effective Date: August 4, 2022

Reviewed: August 4, 2022

Revised: August 4, 2022

Oregon Coast Community College Nursing Program Policy Manual

Policy Category: Clinical

Policy Title: Non-Discrimination/Non-Harassment

Non-Discrimination/Non-Harassment

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

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

Effective Date: August 4, 2022

Reviewed: August 4, 2022

Revised: August 4, 2022

Oregon Coast Community College Nursing Program Policy Manual

Policy Category: General

Policy Title: No-Show/Drop

No-Show/Drop

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

Note: This may affect the student's eligibility for tuition assistance if they are a veteran, on financial aid, or sponsored by an agency.

Effective Date: August 4, 2022

Reviewed: August 4, 2022

Revised: August 4, 2022

Oregon Coast Community College Nursing Program Policy Manual

Policy Category: General Policies

Policy Title: Pregnancy

Pregnancy

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

Effective Date: August 4, 2022

Reviewed: August 4, 2022

Revised: August 4, 2022

Oregon Coast Community College Nursing Program Policy Manual

Policy Category: General

Policy Title: Transportation

Transportation

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

Effective Date: August 4, 2022

Reviewed: August 4, 2022

Revised: August 4, 2022