LORAIN COUNTY COMMUNITY COLLEGE
DIVISION OF HEALTH AND WELLNESS
SCIENCES

ASSOCIATE DEGREE
NURSING

STUDENT HANDBOOK
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2017-2018
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2017-2018
STUDENT RESPONSIBILITIES

The purpose of this Nursing Student Handbook is to advise students of the major responsibilities they must address while enrolled in the Lorain County Community College, Associate Degree Nursing Program.

Upon entering the nursing program, students will assume accountability for their own learning and practice of nursing as a student in the program. In an attempt to achieve the goal of becoming a Registered Nurse, students will utilize the available resources and assume responsibility for the behaviors stated in this Student Handbook.

Students will abide by the rules, regulations and guidelines regarding the Associate Degree Nursing Program as approved by the Nursing Faculty and published in this 2017-2018 Nursing Student Handbook.

Students enrolled in any nursing course during the fall of 2017, & spring and/or summer 2018 semesters are under the policies and procedures contained in the 2017-2018 Nursing Student Handbook unless changes are made at which time students will be notified of any changes.

While this Student Handbook contains information regarding the Nursing Program, the syllabus for each nursing course will contain course-specific information and students are responsible for maintaining currency of information from the course syllabus.
MISSION, VISION AND VALUES OF LORAIN COUNTY COMMUNITY COLLEGE

Our Mission

To empower...
Individuals to succeed through quality education.
Economies to grow through innovation.
Communities to thrive through partnerships and rich cultural experiences.
more sustainable future for our community.

Our Vision

To empower a thriving community...
Where all students achieve academic and career success;
Where industry talent needs are met and businesses start, locate and grow; and
Where people connect and prosper.

Our Values

We are the community’s college.
We are trusted by the community to educate, lead and inspire.
We create a better, more sustainable future for our community
ASSOCIATE DEGREE NURSING PHILOSOPHY BASED ON THE CURRICULUM THAT TRANSITIONS THROUGH 2018

The philosophy of the Associate Degree Nursing Program is supported by the college mission. Our goal is to provide an affordable professional nursing program that embodies nursing science with physical, psychosocial, spiritual and cultural concepts and principles. We are committed to ensuring excellence in learning and teaching by fostering a challenging environment of engaged and innovative learning which includes usage of current and emerging technologies. This learning environment allows students to complete the program with entry level nursing skills and builds the foundation for continued lifelong learning.

We believe that professional nursing is the art and science of providing compassionate care through collaboration with our patients and other health care providers in a therapeutic environment. We believe nursing care supports the promotion, restoration, and maintenance of health across the developmental continuum including caring for the patient during the dying process. The three major professional nurse roles, provider of care, manager of care and member of the profession, are utilized to organize and deliver safe care. Each role is introduced in foundational nursing courses and is gradually expanded and fully implemented in the capstone experience.

Evidence-based practice and critical thinking skills form the basis for application of the nursing process. Standards of Nursing Practice, including the ethical and legal scope of nursing, are incorporated throughout the curriculum. A systematic plan of evaluation monitors the teaching-learning process and ensures student attainment of the end-of-program outcomes. Program outcomes are assessed and revised based upon learner needs and healthcare trends.

Our program remains responsive to the dynamic educational and healthcare needs of our community by forming mutually beneficial cooperative partnerships with the healthcare community. These collaborative actions help to promote positive social outcomes and economic growth as well as sustainable environments as we look to the future.

Edited 3/2014
Final 4/2014
ASSOCIATE DEGREE NURSING ORGANIZING CONSTRUCTS FOR DESIGN OF THE CURRICULUM BASED ON THE CURRICULUM THAT TRANSITIONS THROUGH 2018

The nursing curriculum is designed to prepare students to assume the roles of a professional nurse and is consistent with the philosophical statement and educational outcomes of the college, and the philosophy and outcomes of the nursing program. The three major roles of the professional nurse: provider of care, manager of care, and member of the profession, are utilized to provide the major organizing construct for the curriculum design.

The provider of care focuses on direct nursing care for patients at various developmental levels in a variety of settings. The manager of care focuses on planning nursing care for a group of patients by prioritizing care, and through the delegation and supervision of other nursing personnel. The role as a member of the nursing profession identifies standards of professional behavior that permeate the other two roles. Each role is conceptualized separately, but all three are integrated and operationalized concurrently in each clinical nursing course. The knowledge base for these roles is gained through selected nursing, physical, and psychosocial sciences. Timely acquisition of this knowledge base is provided through prerequisite course requirements. Nursing science is provided in each nursing course.

The nursing courses are organized along a continuum. Learning outcomes and clinical experiences are designed to move the student from a guided to independent problem solving and decision-making activities by utilizing critical thinking skills. The clinical experiences flow from simple to complex and from the management of one patient to the management of a group of patients. Leveling of nursing course outcomes demonstrates this continuum of learning.

The provider of care role is the primary focus of each clinical nursing course. The provider of care role incorporates the nursing process, therapeutic communication, and the establishment of a caring relationship as integrating constructs as students attend to the physical, psychosocial, cultural, and spiritual needs of the patient. Each clinical course focuses on different functional health patterns through the promotion, maintenance, and restoration of health, including the dying process and death. Each course builds upon each other through increasing complexity of care and independency of nursing practice. A clinical capstone nursing course allows the students to demonstrate, with minimum direct supervision, delivery of complex nursing care to patients with multiple health needs. By the completion of all clinical courses, students will have had the opportunity to care for newborns, children, adults, and older adults in a variety of health care settings.

The manager of care role provides nursing care to a group of patients through planning, prioritizing, and offering cost effective quality care implemented directly by the student, or through delegation to other health care personnel. This role includes patient advocacy and collaboration with other health professionals. The manager of care role is introduced in the first level nursing courses, and is implemented and expanded in the upper level clinical courses. A clinical capstone nursing course allows the student to demonstrate this manager of care role in providing nursing care to a group of patients.

As a member of the nursing profession, the student demonstrates professional, ethical, and legal nursing practice. Broad transcultural sensitivity and the ability to communicate effectively are inherent in the roles. Professional nursing role outcomes are identified in each nursing course and professional behaviors are expected throughout the nursing program.

2017-2018
END OF PROGRAM OUTCOMES BASED ON THE CURRICULUM THAT TRANSITIONS THROUGH 2018

Provider of Care – Direct Nursing Care
- Integrate knowledge from physical, biological, behavioral and nursing sciences when providing technically competent care for groups of individuals and families in a variety of health care settings.
- Synthesize information effectively to support critical thinking and clinical nursing judgments and decisions.
- Safely performs nursing skills through the use of evidence-based practice and knowledge of integrated studies.

Manager of Care – Planning, Delegation, Supervision
- Organize care and manage time effectively when directing care for patients.
- Collaborate as a member of the multidisciplinary health care team and promote patient advocacy in the health care environment.
- Apply the nursing process in managing care for individuals, groups and families to promote, maintain and/or restore health.

Member of the Profession – Standards of Professional Behavior
- Assume legal and ethical responsibility for nursing decisions and actions and accept accountability for own nursing practice which includes continued learning.
- Utilize effective written and oral communication strategies to establish relationships with patients, families, colleagues and health team members.
- Design strategies to implement principles of diversity for patients and families, acknowledging the influence of age, gender, developmental level and culture.
NURSING PROGRAM PHILOSOPHY:
For 2016-2017 Revised Curriculum (Concept-based)

The philosophy of the Nursing Program, affirmed by faculty, is consistent with the mission of Lorain County Community College. Our goal is to provide an excellent nursing education experience that enables students to graduate as ethical, compassionate and knowledgeable nurses.

We believe:
- professional nursing is the art and science of providing compassionate care through collaboration with our patients, their families, and interdisciplinary teamwork in a therapeutics environment.
- nurses are patient-centered providers of care who ensure that patient/family values are respected and patient safety is a priority concern.
- nursing care is based upon evidence-based best practices, sound nursing judgment, and critical thinking, employing informatics to achieve excellence in patient outcomes.
- teaching and learning is an interactive process between students and faculty in an environment of engaged and innovative strategies. While faculty are committed to appreciating the uniqueness of each student and accommodating their learning needs, students are expected to assume responsibility for their learning. Our program is based upon Knowles’ theory of adult learning and includes the concepts of self-direction, goal-orientation, and experiential learning.
- in responding to the dynamic educational and healthcare needs of our community by forming mutually beneficial partnerships to promote positive social outcomes as well as sustainable environments as we look to the future.
- in facilitating the development a professional identity among nursing students, incorporating the traits of respect for others, ethical thoughts and actions, and honesty in personal and professional behaviors.
- the Associate Degree Nurse (ADN) prepares the graduate to provide safe, competent nursing care across the lifespan to individuals, families and groups in a variety of practice settings. Nursing care incorporates evidence-based practices, sciences and clinical judgment necessary for nursing practice in response to real or perceived healthcare needs. The ADN is equipped with the necessary skills and knowledge to function as a beginning nurse and values the concept of lifelong learning. The ADN program provides a foundation for continued learning and career advancement.

(created 3/2015)
CONCEPTUAL FRAMEWORK:
For 2016-2017 Revised Curriculum (Concept-based)

The conceptual framework of the nursing program at Lorain County Community College is built around the core organizers of QSEN competencies. By using these, we are preparing our graduates with the knowledge, skills, and attitudes (KSAs) needed to provide safe, high quality care to patients and their families as entry level nurses in a variety of care settings. Each core organizer is woven through the curriculum. The core organizers of QSEN on which our curriculum is built are:

- Patient-Centered Care
- Teamwork & Collaboration
- Evidence Based Practice/Nursing Judgment
- Safety and Quality Improvement
- Informatics
- Professional Identify

**Patient-centered care** is defined as nursing care provided to patients with the understanding that the patient is a full partner in decision-making throughout their care. It is a compassionate and coordinated effort of nursing care delivery based on respect for the patient’s preferences, values, and needs.

**Teamwork and collaboration** are defined as the coordination of care delivery and communication that exists between nursing and other disciplines to achieve quality patient care. This collaboration promotes open communication, mutual respect, and shared decision-making among team members for the benefit of the patient.

**Evidence based practice** is defined as the integration of the best current practice approaches/interventions with clinical expertise, patient/family preferences and values, and the use of nursing judgment and critical thinking.

**Safety and quality improvement** are defined as approaches to patient care that focus on minimizing the risk of harm to patients and providers. These approaches are based on data gathering, outcomes of care delivery and processes, and the use of improvement methods that analyze both system effectiveness and individual performance.

**Informatics** is defined as the use of information and technology in the communication of patient information, management of patient data and nursing knowledge, and support for decision making.

**Professional identity** is defined as including both personal and professional development. It involves the internalization of core values and perspectives recognized as integral to the art and science of nursing.

Our nursing program is based on the adult learning theory of Malcolm Knowles and the faculty embrace the use of his six principles in their practice:

- Adults are internally motivated and self-directed
- Adults bring life experiences and knowledge to learning experiences
- Adults are goal oriented
- Adults are relevancy oriented
- Adults are practical
- Adult learners like to be respected

(created 3/2015)
NURSING GRADUATE OUTCOMES:
For 2016-2017 Revised Curriculum (Concept-based)

1. Evaluate the role of the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs (patient centered care)

2. Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care. (EBP)

3. Prioritize data to monitor the outcomes of care processes in order to ensure patient safety and minimize risk of harm.

4. Use information and technology to communicate, manage knowledge, mitigate error, and support decision making. (informatics and technology)

5. Interact effectively with patients and families and within nursing and inter-professional teams, to foster open communication, mutual respect, and shared decision-making, to achieve quality patient care and positive health outcomes, and to enhance patient satisfaction. (communication, teamwork & collaboration)

6. Demonstrate accountability for the delivery of standard-based nursing care consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles. (leadership & professionalism)

(created 8/2015)
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### ASSESSMENT

1. **Collect physical, psychosocial, and spiritual health data from chart, Kardex, and patient.**

   **LEVEL II**
   1. COLLECT FOCUSED PHYSICAL, PSYCHOSOCIAL, AND SPIRITUAL HEALTH DATA FROM PATIENT, FAMILY, HEALTH RECORDS, AND HEALTH CARE TEAM MEMBERS.

   **LEVEL III**
   1. INTEGRATE FOCUSED AND COMPREHENSIVE PHYSICAL, PSYCHOSOCIAL, AND SPIRITUAL DATA FROM THE PATIENT, FAMILY, HEALTH RECORDS, MULTI-DISCIPLINARY HEALTHCARE TEAM MEMBERS, AND COMMUNITY RESOURCES.

2. **Demonstrate a fundamental proficiency in performing a basic physical, psychosocial, and spiritual assessment on the adult patient with guidance.**

   **LEVEL II**
   2. DEMONSTRATE AN INCREASED PROFICIENCY IN COMPLETING A FOCUSED PHYSICAL, PSYCHOSOCIAL, SPIRITUAL ASSESSMENT IN PATIENTS ACROSS THE LIFE SPAN.

   **LEVEL III**
   2. DEMONSTRATE INCREASED AUTONOMY IN COMPLETING A COMPREHENSIVE PHYSICAL, PSYCHOSOCIAL, SPIRITUAL ASSESSMENT IN PATIENTS IN A VARIETY OF HEALTH CARE SETTINGS.

3. **Recognize normal vs. abnormal assessment finding in non-complex situations utilizing fundamental critical thinking skills.**

   **LEVEL II**
   3. DIFFERENTIATE NORMAL VS. ABNORMAL ASSESSMENT FINDINGS IN PATIENTS WITH PHYSICAL, PSYCHOSOCIAL, AND SPIRITUAL NEEDS ACROSS THE LIFE SPAN UTILIZING CRITICAL THINKING SKILLS.

   **LEVEL III**
   3. EVALUATE NORMAL VS. ABNORMAL ASSESSMENT FINDINGS IN PATIENTS AND THEIR FAMILIES IN A VARIETY OF HEALTH CARE SETTINGS UTILIZING CRITICAL THINKING SKILLS.

4. **Record accurate assessment data obtained through verbal interactions with patients.**

   **LEVEL II**
   4. EXAMINE AND DOCUMENT ASSESSMENT DATA OBTAINED THROUGH INTERVIEW SKILLS FROM

   **LEVEL III**
   4. DISCRIMINATE AND THOROUGHLY DOCUMENT ASSESSMENT DATA OBTAINED FROM PATIENT/FAMILY
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<td>1. Organize health assessment data according to functional health patterns to identify actual and at risk nursing diagnoses for a patient.</td>
<td>1. <strong>ANALYZE HEALTH ASSESSMENT DATA ACCORDING TO FUNCTIONAL HEALTH CARE PATTERNS TO IDENTIFY PHYSICAL, PSYCHOSOCIAL, AND SPIRITUAL NURSING DIAGNOSES FOR PATIENT ACROSS THE LIFE SPAN.</strong></td>
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<td>2. Identify priority nursing diagnoses for a patient in a health care agency.</td>
<td>2. <strong>PRIORITIZE NURSING DIAGNOSES FOR PATIENTS IN HEALTH CARE SETTINGS BASED ON THE PATIENTS’ HOLISTIC NEEDS, DEVELOPMENTAL LEVEL, AND RELATIONSHIP WITHIN THE FAMILY.</strong></td>
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<td>2. <strong>PRIORITIZE NURSING DIAGNOSES IN CARING FOR PATIENTS IN A VARIETY OF HEALTH CARE SETTINGS.</strong></td>
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<td>1. Identify expected outcomes based on nursing diagnosis for a patient.</td>
<td>1. SELECT EXPECTED OUTCOMES BASED ON NURSING DIAGNOSES FOR A PATIENT ACROSS THE LIFE SPAN INCLUDING PHYSICAL, PSYCHOSOCIAL, AND SPIRITUAL NEEDS.</td>
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<td>2. Recognize the need for individualized, multidisciplinary plan of care to promote, maintain, and restore health.</td>
<td>2. ASSIST WITH THE DEVELOPMENT OF AN INDIVIDUALIZED, MULTIDISCIPLINARY PLAN OF CARE FOR A PATIENT ACROSS THE LIFE SPAN.</td>
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<td>1. Demonstrate safe performance of fundamental nursing skills with guidance.</td>
<td>1. Develop the safe performance of increasingly complex nursing skills.</td>
<td>1. Integrate complex nursing skills safely with increased autonomy.</td>
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<td>2. Identify current technology to enhance patient care with guidance.</td>
<td>2. Apply current technology with supervision to enhance patient care across the life span.</td>
<td>2. Utilize current technology to assess and provide care.</td>
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<td>3. Recognize the dying process and its impact on the family.</td>
<td>3. Discuss the dying process and its impact on the family.</td>
<td>3. Support the patient and family in the dying process.</td>
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<td>4. Identify health-teaching needs of patients related to their learning needs.</td>
<td>4. Implement health teaching needs of patients related to their developmental level, knowledge, and readiness to learn.</td>
<td>4. Evaluate the educational needs of patients in the promotion, maintenance, and restoration of health.</td>
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<td>5. Establish a caring, therapeutic relationship with patients.</td>
<td>5. Maintain a caring relationship with patients and families.</td>
<td>5. Maintain a caring and therapeutic relationship with patients and families in acute care and community settings.</td>
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<td>1. Utilize, with guidance, the plan of care to evaluate and discuss responses with patient, nursing staff and faculty to enhance patient care.</td>
<td>1. Utilize, with guidance, the plan of care to evaluate patient outcome criteria across the life span communicating the evaluation to appropriate health care team members to</td>
<td>1. Utilize with guidance, current technology in providing care and revising the plan of care following evaluation of the patient outcomes in acute care and community setting.</td>
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2. Document with guidance the patient’s responses to the plan of care by recording and reporting expected outcomes.

2. Document with minimal guidance patient’s responses to the plan of care in relation to the expected outcomes.

2. Document independently patient’s responses to the plan of care and expected outcomes.

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**MEMBER OF THE PROFESSION**

1. Acknowledge role of the professional nurse as a member of the health team.

1. Practice in the role of the professional nurse.

1. Serve as a professional role model for patients, families, and staff members.

2. Research current literature to update and provide safe nursing care.

2. Apply findings from current research literature to update practice for safe nursing care.

2. Integrate research findings to provide safe nursing care for complex/multiple patients.

3. Accept responsibility for self-directed learning.

3. Apply information from self-directed learning activities to care of patients.

3. Participate in on-going educational activities to maintain competency.

4. Value sensitivity to patient diversity through a non-judgmental and non-discriminatory manner.

4. Demonstrate sensitivity to the cultural diversity of patients and families through non-judgmental and non-discriminating manner.

4. Deliver care in a non-judgmental, non-discriminating manner that is sensitive to the patient’s cultural diversity.

5. Recognize adherences to the professional, ethical, and legal framework of the registered nurse.

5. Practice within the professional, ethical, and legal framework of the registered nurse.

5. Analyze professional, ethical, and legal situations within the scope of practice of the registered nurse.

6. Recognize the components of professional, effective communication.

6. Demonstrate professional communication with peers, patients, families, and members of the health team.

6. Role model professional communication in all interactions.

7. Identifies ethical issues of practice.

7. Seek guidance in addressing ethical issues of practice.

7. Debate ethical issues of practice.

8. Identifies appropriate professional boundaries in the practice of nursing.

8. Practice appropriate professional boundaries in caring for patients and families across the life spans.

8. Practice within the professional boundaries of a registered nurse in providing care for patients in a variety of health care settings.

9. Incorporate the principles of confidentiality in the practice of nursing.

9. Adhere to the principles of confidentiality in caring for patients across the life span.

9. Value the principles of confidentiality in caring for patients in a variety of health care settings.
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<tr>
<th>LEVEL I</th>
<th>LEVEL II</th>
<th>LEVEL III</th>
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**MANAGER OF CARE**

1. Plan, organize, and evaluate the delivery of nursing care to a patient.
2. Appreciate the role of the multidisciplinary health team.
3. Identify factors that contribute to the continuity of patient care in cost effective manner.
4. Observe the delegation of care by the Registered Nurse to peers, Licensed Practical Nurse and unlicensed assistive personnel.
5. Utilize professional communication skills and their role in managing care for a patient.
6. Cite issues relating to the role of the nurse as a patient advocate.
7. Recognize the role of the nurse as a change agent.
8. Appreciate the need for education of peers, Licensed Practice Nurses, and Unlicensed Assistive Personnel.

1. Plan, organize, and evaluate the delivery of care to patients and families with physical, psychosocial and spiritual needs across the life span.
2. Assist multidisciplinary health team members to provide care to patients and families.
3. Provides for continuity of care for patients and families in a cost effective manner.
4. Identify care that can be delegated by the Registered Nurse to peers, Licensed Practical Nurse and unlicensed assistive personnel.
5. Integrate professional communication skills to manage the care of patients and families.
6. Examine opportunities to act as a patient/family advocate.
7. Describe the role of the nurse as a change agent.
8. Identify the need for education of peers, Licensed Practice Nurses, and Unlicensed Assistive Personnel.

1. Plan, organize, direct, and evaluate the delivery of nursing care to patients in a variety of health care settings.
2. Collaborate with multidisciplinary health team members in the management of patients.
3. Manage the continuity of care for patients and families in a cost effective manner.
4. Delegate care to peers, Licensed Practical Nurses and unlicensed assistive personnel.
5. Select appropriate professional communication skills to manage care for patients and families.
6. Appraise opportunities to serve as a patient/family advocate.
7. Pursue the role of the nurse as a change agent.
8. Provide for the educational needs of peers, Licensed Practice Nurses, and Unlicensed Assistive Personnel.
### GENERIC ABILITIES

**During the first level, the ADN student will perform at the following levels:**

1. Identifies problems and formulates appropriate questions.
2. Identifies and locates appropriate resources.
3. Demonstrates motivation toward learning.

**During the second level, the ADN student will perform at the following levels:**

1. Prioritizes information needs.
2. Seeks out professional literature.
3. Identifies own learning needs based on previous experiences.
4. Seeks out new learning opportunities.

**During the third level, the ADN student will perform at the following levels:**

1. Applies new information and re-evaluates performance.
2. Sets personal and professional goals and recognizes education as a lifelong process.
3. Is able to recognize and verify solutions to problems.

### COMMITMENT TO LEARNING

**INTERPERSONAL SKILLS**

1. Maintains professional demeanor in all interactions.
2. Demonstrates an interest in patients as individuals.
3. Is nonjudgmental toward and respects cultural and personal differences of others.
4. Communicates with others in a respectful, confident manner.
5. Respects personal space of patients and others.
6. Maintains confidentiality in all clinical interactions.
7. Demonstrates acceptance of limited knowledge and experience.

1. Recognizes impact of non-verbal communication and modifies accordingly.
2. Assumes responsibility for own actions.
3. Establishes trust.
4. Seeks to gain knowledge and input from others.
5. Respects the roles of others.

1. Works effectively with challenging experiences.
2. Responds effectively to unexpected experiences.
3. Delegates to others as needed.
4. Discusses difficult issues with sensitivity and objectivity.
5. Accommodates differences in learning styles.

### COMMUNICATION ABILITIES

1. Demonstrates understanding of basic English (verbal and written); uses correct grammar, accurate spelling and expression.
2. Writes legibly.
3. Recognizes impact of nonverbal communication.
4. Demonstrates active listening skills.
5. Accepts introduction to communication technology.

1. Utilizes nonverbal communication to augment verbal message; restates, reflects and clarifies messages.
2. Plans and presents a small group interactions.
3. Demonstrates progress in using communication technology.

1. Modifies communication (verbal and written) to meet the needs of different audiences.
2. Presents verbal or written messages with logical organization and sequencing.
3. Maintains open and constructive communication.
4. Utilizes communication technology effectively.
### EFFECTIVE USE OF TIME AND RESOURCES

| 1. | Focuses on task at hand without dwelling on past mistakes |
| 2. | Uses existing resources effectively |
| 3. | Uses unscheduled time efficiently. |
| 4. | Completes assignments in a timely fashion. |

| 1. | Sets up own time schedule; coordinates schedule with others |
| 2. | Plans ahead |
| 3. | Demonstrates flexibility |

| 1. | Sets priorities and reorganizes when needed |
| 2. | Performs multiple tasks simultaneously and delegates when appropriate. |
| 3. | Uses scheduled time efficiently. |

### CRITICAL THINKING/PROBLEM SOLVING

| 1. | Recognizes problems and raises relevant questions. |
| 2. | States problem clearly |
| 3. | Describes known solutions to problems |
| 4. | Identifies resources needed to develop solutions. Begins to examine multiple solutions and articulates ideas. |

| 1. | Prioritizes problems |
| 2. | Identifies contributors to problems |
| 3. | Considers consequences of possible solutions |
| 4. | Seeks and formulates alternative ideas |
| 5. | Consults with others to clarify problems |

| 1. | Implements solutions; reassesses solutions |
| 2. | Justifies solutions selected |
| 3. | Determines effectiveness of applied solutions |
| 4. | Exhibits openness to alternative ideas |

### PROFESSIONALISM

| 1. | Abides by the ANA Code of Ethics. |
| 2. | Demonstrates awareness of state licensure regulations |
| 3. | Abides by facility policies and procedures |
| 4. | Projects a professional image |
| 5. | Demonstrates honesty, compassion, and a continuous regard for all. |
| 6. | Respects individual and family rights to dignity, privacy, and participation in care. |
| 7. | Demonstrates an awareness of the importance of participating in professional and community activities related to the nursing profession. |

| 1. | Identifies positive, professional role models. |
| 2. | Discusses societal expectations of the profession |
| 3. | Acts on moral commitment |
| 4. | Involves other health care professionals in decision making. |
| 5. | Respects individual and family rights to dignity, privacy, and participation in care. |
| 6. | Begins to participate in professional and community activities related to the nursing profession. |

| 1. | Demonstrates accountability for decisions. |
| 2. | Treats patients within the scope of registered nursing education |
| 3. | Discusses the role of registered nursing in health care |
| 4. | Maintains the patient as priority. |
| 5. | Participates in professional and community activities related to the nursing profession. |
| 6. | Respects individual and family rights to dignity, privacy, and participation in care. |

### RESPONSIBILITY

| 1. | Demonstrates dependability |
| 2. | Demonstrates punctuality |
| 3. | Follows through on commitments |
| 4. | Recognizes own limitations |

| 1. | Accepts responsibility for own actions and outcomes |
| 2. | Provides a safe and secure environment for patients. |
| 3. | Offers and accepts help as needed |
| 4. | Completes projects without prompting |

<p>| 1. | Delegates as needed |
| 2. | Encourages patient accountability. |</p>
<table>
<thead>
<tr>
<th>STRESS MANAGEMENT</th>
<th></th>
<th>USE OF CONSTRUCTIVE FEEDBACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognizes own stressors or problems</td>
<td>1. Maintains balance between professional and personal life</td>
<td>1. Prioritizes multiple commitments</td>
</tr>
<tr>
<td>2. Recognizes stress or problems in others</td>
<td>2. Demonstrates effective affective responses in all situations</td>
<td>2. Responds appropriately to urgent situations</td>
</tr>
<tr>
<td>4. Maintains professional demeanor in all situations</td>
<td>4. Establishes outlets to cope with stressors.</td>
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<thead>
<tr>
<th>USE OF CONSTRUCTIVE FEEDBACK</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Actively seeks feedback and help</td>
<td>1. Assesses own performance accurately</td>
<td>1. Considers multiple approaches when responding to feedback</td>
</tr>
<tr>
<td>2. Demonstrates a positive attitude toward feedback</td>
<td>2. Utilizes feedback when establishing goals</td>
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### GENERAL EDUCATION OUTCOMES
OF LORAIN COUNTY COMMUNITY COLLEGE

<table>
<thead>
<tr>
<th>Core course outcomes:</th>
<th>student will take designated courses to fulfill requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1: English:</td>
<td>Demonstrate logical organization, coherent thinking, and precision in writing.</td>
</tr>
<tr>
<td>C2: Mathematics:</td>
<td>Utilize college mathematics to solve problems.</td>
</tr>
<tr>
<td>C3: Natural Science:</td>
<td>Apply scientific concepts and methods of inquiry.</td>
</tr>
<tr>
<td>C4: Social Science:</td>
<td>Apply concepts, principles and methods of inquiry in the social sciences.</td>
</tr>
<tr>
<td>C5: Humanities:</td>
<td>Examine the nature of human expression and/or artistic creativity.</td>
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<thead>
<tr>
<th>Infused outcomes:</th>
<th>outcome is embedded into a number of courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>In1: Critical Thinking:</td>
<td>Employ critical thinking skills in addressing issues and problems.</td>
</tr>
<tr>
<td>In2: Communication:</td>
<td>Demonstrate competence in verbal and nonverbal communication.</td>
</tr>
<tr>
<td>In3: Diversity:</td>
<td>Analyze the role of diversity in the development of the individual, the community, and the global society.</td>
</tr>
<tr>
<td>In4: Ethics:</td>
<td>Apply personal, professional, social and civic values.</td>
</tr>
<tr>
<td>In5: Health:</td>
<td>Identify behaviors that promote health of the individual.</td>
</tr>
</tbody>
</table>

### THE ASSOCIATE DEGREE NURSING PROGRAM IS

**Provisional Approval by:**

Ohio Board of Nursing  
17 South High St. Suite 400  
Columbus, OH 43215-3413  
614-466-3947  
www.nursing.ohio.gov

**Accreditation by:**

Accreditation Commission for Education in Nursing (ACEN)  
3343 Peachtree Road NE, Suite 850  
Atlanta, GA 30326  
404-975-5000  
http://acenursing.org

Next scheduled evaluation visit Fall 2024
GENERAL POLICIES FOR
ASSOCIATE DEGREE NURSING STUDENTS

ABSENCE OF STUDENT

When possible, advance arrangements should be made with the instructor.

Attendance is expected at lectures, seminars, group sessions, college laboratory, and clinical laboratory. Absences from lectures, college and clinical laboratory will be cause for review. Nursing students must attend each clinical and laboratory experience. Any student who misses clinical or laboratory experience and is unable to meet clinical objectives will be subject to review and/or dismissal. Please refer to the course syllabus for the Attendance and Dress Code Deficiency Point System for both clinical and college lab.

The clinical instructor will advise students regarding the notification procedure on the first clinical day of each semester in case of an unavoidable absence on the assigned day.

Upon return to the clinical area, it is the responsibility of the student to complete an absence report form, and to discuss with the instructor the amount of makeup work and content covered. At the discretion of the clinical instructor, in consultation with the lead instructor, extra written work may be required.

Prolonged (three consecutive days) or infectious illness requires a written clearance from a physician for return to the clinical area.

When students are absent from lecture, they should contact their instructor and give the reason for their absence. Students are responsible for content missed.

Students will be dismissed from the clinical agency for any of the following reasons and it will be an unexcused absence: Failure to be prepared for clinical practice through:

1. Appropriate research not completed for clinical assignment.
2. Failure to be present at staff report or preconference as directed by the clinical instructor.
3. Expiration of CPR certification.
4. Expired/incomplete ACEMAPP requirements

Students are to be aware that:
Any absences or lateness may result in a deficiency and/or my removal from the course.
If the student is unable to attend a College nursing class, or will be late, they are responsible for notifying the instructor.
The student is responsible for getting the information they have missed.

If the student is unable to attend clinical laboratory, or will be late, the student is responsible for notifying the assigned agency prior to the clinical experience, by either leaving a message with the Nursing Office, calling the instructor, or following the agency protocol.

Prolonged absence from clinical practice may result in a clinical failure due to the student’s inability to demonstrate satisfactory performance in meeting all course objectives.
**ABSENCE OF INSTRUCTOR IN CLINICAL AGENCY**

If a faculty member is absent from the clinical agency at the time preconference is to begin, students are to proceed as follows:

1. One student of the clinical group should contact the Division of HEALTH AND WELLNESS for further directions. The College telephone numbers are:
   - Toll Free: 1-800-995-5222, extension 4015
   - Elyria: (440) 366-4015 (direct line)

2. Students may not leave the clinical agency until they are given permission to do so.

3. Students may not proceed with patient care. When the scheduled beginning clinical time has passed by 15 minutes, one student should notify the agency staff that the instructor is absent.

If a faculty member is ill, and knows the preceding day that he/she will not be in the clinical agency, he/she may contact students in the affected clinical group. The division dean (ext. 7183) and/or the program director (ext. 7173) must be notified also.

**ACADEMIC INTEGRITY POLICY**

Students caught not doing their own work (by cheating, plagiarism, sharing of information by any means, or other prohibited behaviors) on any examination may be subject to program dismissal.

“Cheating” is defined by irregular behaviors as observed by faculty that include but are not limited to:

- copying a classmate’s answers to test questions or assignments,
- allowing classmate to copy one’s answers to test questions or laboratory worksheet questions,
- looking at a classmate’s paper during a quiz or exam,
- giving the appearance of looking around the room during a quiz or exam,
- falsifying laboratory results, vital signs,
- sharing answers to exam questions with other students,
- plagiarism of writing from another source.

**Quizzes and Exams:** Anyone caught cheating on a quiz or exam will be given a grade of “F” for the course and be dismissed from the program.

**College Laboratory/Clinical Setting:** Anyone caught not doing their own work in the college laboratory or clinical setting will be given a written Deficiency Notice documenting the incident and be expected to repeat that assignment. If a student is caught cheating in the college laboratory or clinical setting a second time, they will be immediately dismissed from the Program and receive a grade of “F” for the course. Clinical Assignments: Anyone caught lying or cheating in any way at their clinical site will be given an Unsatisfactory (U) clinical grade and immediately dismissed from the clinical site.

If a clinical agency bars or refuses to take the student at that clinical site due to inappropriate behaviors, that student will fail the course, receiving an F and not allowed to be placed at another clinical site.

All course materials are the property of Lorain County Community College.
ADVANCE PLACEMENT: LPN TO RN PROGRAM

LCCC offers Nursing 101 (Advance Placement LPN TO RN), to facilitate LPNs who desire entry into the Associate Degree nursing program. After successful completion of Nursing 101, students are given credit for the first semester courses (NURS 100, 121, 123). A new course, Maternal Child, has just been developed for the ADVANCE PLACEMENT student, with clinical and laboratory waived; students attend theory only in this course (NURS 138).

Nursing 101 may not be repeated. If a student is unsuccessful in Nursing 101, the student may choose to apply to the Nursing program by entering at the beginning. Advanced placement students are required to adhere to all rules, regulations, policies and procedures that pertain to the Associate Degree Nursing program. LCCC ADN to LPN step-over students will need to complete NURS 101.

ADVANCED PLACEMENT : Paramedic to RN

LCCC offers Nursing 131 (Transition to Registered Nursing for the Certified Paramedic) to allow advanced placement for the certified paramedic into the Associate Degree nursing program. After successful completion of Nursing 131, students are given credit for the first semester courses (ALHN 113, NURS 100, NURS 123).

Nursing 131 may not be repeated. If a student is unsuccessful in Nursing 131, the student may choose to apply to the Nursing program by entering at the beginning in NURS 100. Advance Placement students are required to adhere to all rules, regulations, policies and procedures that pertain to the Associate Degree Nursing program.

ACCOMMODATIONS FOR ASSOCIATE DEGREE NURSING STUDENT

ACCESSIBILITY SERVICES exists to serve the needs of students with disabilities--physical, learning, and/or emotional. If you are a student with a disability who needs accommodations or assistance, you may contact Accessibility Services located in the College Center Building, Room 234 at 440-366-4058 or e-mail the office at accessibility@lorainccc.edu. You may also stop by the Accessibility Services office to schedule an appointment to meet with a Team Member. Additionally, the Accessibility Services website contains valuable information, including the steps for registering: https://www.lorainccc.edu/accessibility-services/

For FBGSU and Medina students, begin with Accessibility Services on LCCC main campus & follow their directions accordingly for each campus.

ADMINISTRATION OF INTRAVENOUS PUSH MEDICATIONS

The Associate Degree Nursing student may administer an intravenous push medication, but must comply with the following criteria and with the health care agencies' policy and procedure.

Criteria

- All intravenous push medications via established peripheral lines must be administered at the discretion and under the direction of the clinical instructor.
  No emergency intravenous push medications will be administered by the student.
- No antineoplastic medications will be administered intravenously push by the student.
• Administration of intravenous push medication into a central intravenous Advance Placement device will be at the discretion and with the supervision of the instructor.

ADMISSION AND PROGRESSION IN NURSING

Admission Requirements:

1. Official high school or GED and college/program transcripts (if applicable) on file in the LCCC Records office.
2. Program application form on file.
3. GPA of 2.5 or higher on all completed college-level coursework (includes transfer/transient courses).
4. Have completed BIOG 121, Anatomy and Physiology I with a grade of C or better.
5. Have completed PSYH 151, Introduction to Psychology or equivalent with a grade of C or better.
6. Have completed MTHM 168, Statistics or equivalent with a grade of C or better.
7. Have completed ENGL 161, English Composition or equivalent with a grade of C or better
8. Obtain a proficient score on the TEAS exam: (go to https://www.lorainccc.edu/testing-and-assessment/ati-teas-information-nursing-students/ for exam information for both main campus & Firelands Bowling Green State University).

Progression Requirements:

• A grade of “C” or better in all nursing courses; earn a grade of “C” or better in each science course; and must maintain a cumulative grade of “C” (2.0 GPA) in all other required courses in the Associate Degree Nursing program curriculum.
• If the student receives less than a “C” in any nursing course, he/she may repeat this course, but will not continue in the nursing clinical course in which these courses are a prerequisite until they have passed the failed course.
• Students will complete the prerequisite course(s) and follow the progression of courses as outlined.
• Students will complete the requirements of the course according to College policy if they receive an incomplete in a course.
• The Academic Progression Policy of the Associate Degree Nursing program states that students earning a D, F or Withdraw Failing letter grades in any two (2) required nursing course/s will be academically dismissed from the program.

ADVISING, COUNSELING AND FINANCIAL ASSISTANCE

Enrollment Services

Enrollment Services serves as a “one-stop” for credit and non-credit students, whether they are potential, new, or returning students. This one-stop approach provides an array of enrollment services that include: admission, advising, counseling, registration, financial aid, and fee payment. Student Service Representatives and advising teams are prepared to provide not only general information, but Post-Secondary Enrollment Options, Tech Prep, University Partnership, Veterans, English as a Second Language, and International student information as well. The Enrollment Services is located on the first floor of the College Center building (CC 106).

Pre-Nursing students should contact the health careers academic advisor Fred Bell (Ext. 7673) or Thalia Fountain (Ext. 7683). Currently enrolled nursing students should contact the Health Careers Counselor.
**Women’s Link/Men’s Link Resource Center**
Women’s Link/Men’s Link provides information and referrals to campus and community resources, one-on-one support for personal and/or academic difficulties, crisis intervention, housing referrals, emergency loans, volunteer and internship opportunities, and special programs that address personal, educational and career concerns of men and women students. Call Women’s Link/Men’s Link for current hours. Women’s Link/Men’s Link welcomes and encourages women and men from the community to attend programs and take advantage of the services provided. All information is kept confidential. Contact Women’s Link/Men’s Link toll-free at 800-995-LCCC (extension 4035) or direct-dial 440-366-4035.
Website: https://www.lorainccc.edu/womens-link/

**Financial Aid**
Many health care agencies are offering nursing scholarships. See list in Financial Aid office for requirements.

Link to Financial Aid: https://www.lorainccc.edu/paying-for-college/financial-aid/

**ALCOHOL POLICY**
The possession or use of alcoholic beverages on the premises of LCCC or at an activity sponsored by the College is strictly prohibited. A student under the influence of alcohol while on campus will be subject to disciplinary action governed by the “Student Code of Conduct”. LCCC supports and promotes a drug-free campus environment. In accordance with the Drug-Free Schools and Communities Act Amendment of 1989, it is a violation of College regulations and pertinent state and federal statutes to unlawfully manufacture, possess, use and/or distribute illicit drugs and alcohol on the campus. Students expressing concerns about their use/abuse of substances will be offered a referral to a Student Development Office counselor, the Nord Family Mental Health Center professionals, or the Family Services Association of Lorain County professionals (all on campus). A student on campus with the SMELL of alcohol on their breath (which can linger sometime after the time of drinking) will be sent home if causing any disturbance or is felt to be a risk for injuring themselves or others. This is considered grounds for discipline. A student with the SMELL of alcohol on their breath in a clinical setting will be confronted, have the odor confirmed by another person, have the situation documented, be counseled and sent home. Students may also be required to abide by other policies as specified by the particular clinical site. This is grounds for discipline.

Students suspected to be under the influence of illegal drugs, will have their behaviors/appearance confirmed by another faculty or responsible person. If they present a disruption to the class, lab or campus proceedings, they will be removed from the immediate area or activity and campus services will be notified. If this occurs while in the clinical practicum setting, the clinical practicum’s rules and regulations will apply, up to and including immediate and permanent dismissal from the clinical site, and/or mandatory drug testing. The student is subject to the agency’s drug/alcohol testing policies as if the student were an employee.

**ALTERATIONS IN CLINICAL ASSIGNMENTS**

1. Clinical assignments could include sections which meet on weekdays, weekends, evenings, and distances requiring travel time.

2. All nursing students are required to meet the didactic objectives as well as the clinical objectives of each clinical course within the nursing program in which they are enrolled.

3. It is the student's responsibility to inform the necessary faculty if there is to be an alteration or absence in clinical assignments due to illness, injury, or pregnancy. The faculty reserves the right to request a physician's statement if such an alteration is requested.
4. Alterations in clinical time (for faculty or students) shall not occur unless there has been approval given by the lead instructor and/or program director.

5. Due to an unforeseeable event such as closing of a clinical section or agency restrictions, a student’s clinical assignment may be changed after registration and before the course begins. This is not a frequent occurrence, and students will be informed of any change.

6. The ADN program reserves the right to alter/cancel any lecture/clinical/lab section if the number of students falls below the set seat size and/or there is a lack of available faculty.

AMERICAN HEART ASSOCIATION HEALTH CARE PROVIDER CERTIFICATION

Students will:

a. maintain a current American Heart Association Healthcare Provider card during the time they are enrolled in the Associate Degree Nursing program. The Division of HEALTH AND WELLNESS does not recognize a “grace period” after my card expires. The student must complete the American Heart Association Healthcare Provider course. Please note that “Heart Saver” certification is not acceptable, nor is certification from the Red Cross.

b. be unable to attend clinical practice while the Healthcare Provider card is not current.

If the student chooses to schedule re-certification during clinical hours, it will be considered an unexcused clinical absence.

BULLETIN BOARDS

Nursing bulletin boards are located in the hallway of the second floor of the HS building. The bulletin boards are used to communicate with students, and to present supplemental information in the nursing courses. Each time a student is present at the College, he/she is responsible for checking the bulletin board.

CALCULATORS

The use of calculators for math computations is determined by the individual course faculty. Please ask the instructor for his/her policy, or read the course syllabus for direction. No personal devices (iPhones, androids, etc.) may be used during testing.

CELLULAR PHONES AND PAGERS

Must be turned off while in class, clinical or laboratory. If disruptive to the class, faculty has the right to remove the phone from the student and return it when the session is over.

CHANGE OF ADDRESS, PHONE NUMBER, AND/OR NAME

In addition to giving a change of address and/or name to the College Records Office, the student also is requested to give the information to the secretary in the Division of HEALTH AND WELLNESS office suite, room HS 223.

CHILDREN IN CLASS

Children are not allowed to attend class or College lab. Parents have the responsibility to obtain child care.
CLINICAL PERFORMANCE EVALUATION

Performance in the clinical aspect of each clinical nursing course will be graded as “Satisfactory” or “Unsatisfactory. Unsatisfactory performance at midterm will result in an official deficiency notification (see Deficiencies). “Unsatisfactory” performance at the end of a course will result in course failure regardless of theory grade. Students also must attain levels of competency to pass a clinical course.

CLINICAL PERFORMANCE REQUIREMENTS
(See Appendix for Attendance and Dress Code Deficiency Point System)

Students are expected to:

A. Attend scheduled on-campus orientation sessions for certain agencies. Unless the absence is excused, failure to attend the orientation session will result in a deficiency and/or a notation in the student file.

B. Follow the dress code as defined in the uniform policy of the Nursing Student Handbook.

C. Maintain confidentiality regarding all aspects of patient care.

D. Obtain a patient assignment and prepare for clinical experience according to the directions given by the clinical instructor(s). If not prepared, the student will receive points and be dismissed from the clinical experience for that day, because safe care of patient needs must be reasonably assured.

E. Communicate personal limitations regarding procedural skills and seek assistance from the instructor.

F. Adhere to policies and procedures of the assigned clinical agency.

G. Perform safely in the clinical area. If found to be unsafe, the student may be dismissed from the clinical area and receive an Unsatisfactory (“F”) for the course.

H. In the event the student is unable to perform satisfactorily in the clinical area, they will be:
   a) Dismissed from the clinical for the day; sent to the College laboratory with specific instructions for remedial assistance; and receive an unexcused absence. Points will be awarded for that day.
   b) Asked to present documentation to the clinical instructor when they return stating satisfactory performance in the College laboratory.

I. The student will be barred from college lab, clinical, or lecture for persistent nonattendance, unsafe clinical practice, and/or the inability to complete assignments that meet the course requirements. Barring will result in an unsatisfactory college lab, clinical or lecture grade resulting in an “F” for the course.

NOTE: Unsafe clinical practice is defined as behavior that places the patient, staff or peer in physical or emotional jeopardy. Physical jeopardy is the risk of causing physical harm while emotional jeopardy means that the student creates an environment of anxiety or distress which puts the patient or family at risk for emotional or psychological harm.
Adhere to the Code of Student Conduct that incorporates the standards for safe nursing care set forth in Chapter 4723 of the Ohio Revised Code and the rules adopted under that chapter, including, but not limited to the following:

(1) A student shall, in a complete, accurate, and timely manner, shall report and document nursing assessments, observations, the care provided by the student for the patient, and the patient’s response to that care;
(2) A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order;
(3) A student shall not falsify any patient record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports, or time records, or reports, and other documents related to billing for nursing services;
(4) A student shall implement measures to promote a safe patient environment with each patient;
(5) A student shall delineate, establish, and maintain professional boundaries with patients;
(6) At all times when a student is providing direct nursing care to a patient the student shall:
   (a) Provide privacy during examination or treatment and in the care of personal or bodily needs;
   (b) Treat each patient with courtesy, respect, and with recognition of dignity and individuality.

(7) A student shall practice within the appropriate scope of practice as set forth in division (F) of section 4723.01 and division (B)(21) of section 4723.28 of the Revised Code for a practical nurse;
(8) A student shall use universal blood and body fluid precautions established by Chapter 4723-20 of the Administrative Code;
(9) A student shall not:
   (a) Engage in behavior that may cause physical, verbal, mental or emotional abuse to a patient or;
   (b) Engage in behavior toward a patient that may reasonably be interpreted as physical, verbal, mental, or emotional abuse;

(10) A student shall not misappropriate a patient’s property, or:
   (a) Engage in behavior to seek or obtain personal gain at the patient’s expense;
   (b) Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient’s expense;
   (c) Engage in behavior that constitutes inappropriate involvement in the patient’s personal relationships; or
   (d) Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient’s personal relationships.

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

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

For the purpose of this paragraph, the patient is always presumed incapable of giving free, full or informed consent to sexual activity with the students.
A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient other than the spouse of the student in any of the following:

(a) Sexual contact, as defined in section 2907.01 of the Revised Code;
(b) Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.

A student shall not self-administer or otherwise take into the body an dangerous drug, as defined in section 4729.01 of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student.

A student shall not habitually indulge in the use of controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.

A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of habitual or excessive use of drugs, alcohol, or other chemical substances that impair the ability to practice.

A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability.

A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance.

A student shall not misappropriate or attempt to misappropriate money or anything of value by intentional misrepresentation or material deception in the course of practice.

A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.

A student shall not aid and abet a person in that person’s practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.

A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion.

A student shall not assist suicide as defined in section 3795.01 of the Revised Code.

A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its faculty or preceptors, or to the board.

A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only, shall Advance Placement patient information only for purposes of patient care or for otherwise fulfilling the student’s assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student’s assigned clinical responsibilities through social media, texting, emailing or any other form of communication.

To the maximum extent feasible identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstance only and in accordance with an authorized law, rule, or other recognized legal authority.

For purposes of paragraphs (C)(5), (C)(6), (C)(9), (C)(10), (C)(11) and (C)(12) of this rule, a student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-health care purposes or for purposes other than fulfilling the student’s assigned clinical responsibilities.
Lorain County Community College Lab Rules and Policies

1. The student dress code in the lab is: LCCC lab students are required to wear a clean white lab coat (with school patch on left arm) with his/her student ID to all lab classes as well as practice sessions. Any garment from the waist down must be longer than the lab coat and show no skin when the student bends over. Tops must not show cleavage when the student bends over. No bare midriffs are allowed. No open toed shoes are allowed in the lab for safety reasons. No torn/ripped jeans. Tattoos must be covered and no visible piercings except for the ear lobe. No ear gauges are allowed. Points will be assigned, according to the Attendance and Dress Code Deficiency Point System if the student does not adhere to the dress code. No skill check offs will be done if the student is not dressed according to the dress code.

2. The student is expected to attend lab class weekly according to the student’s schedule. Absences will be addressed according to: the Attendance and Dress Code Deficiency Point System

3. The student is expected to contact his/her lab instructor if he/she will miss class. Points will be assigned, as per the Attendance and Dress Code Deficiency Point System.

4. The student will schedule an appointment with a lab instructor to practice the missed skill. The Attendance and Dress Code Deficiency Point System will be in effect for all missed labs. The student will obtain missed class information from a peer, watch assigned videos, and read assigned text PRIOR to this appointment. Student will bring appropriate lab equipment to this appointment. The student may be required to complete a written make up assignment at the instructor’s discretion. This written assignment will cover missed class content and is to be submitted within one week of the absence. This procedure will be followed for all missed labs.

5. The lab instructor who conducts the make-up time will document the student’s attendance and participation on The Mandatory Lab Practice Form.

6. The student is expected to be on time for lab class. If tardy the Attendance and Dress Code Deficiency Point System will be in effect. Points will be assigned for leaving lab early as well as tardiness.

7. The student is expected to perform return demonstrations of scheduled lab skills. Students may be required to perform a skills check off and/or skills competency at the discretion of the lead theory faculty. Students will be informed the first day of lab of the requirement in their course. All students will perform return demonstrations of skills learned.

In courses with check offs: The first check off failure results in assignment of points (according to the Attendance and Dress Code Deficiency Point System), a deficiency notice, and will be managed in the following manner

   a. Mandatory practice with a lab instructor.
   b. The student is responsible for scheduling his/her own practice time during the open lab hours. A mandatory practice form must be signed by an available lab instructor witnessing the student’s practice in the lab. This form is to be placed in the student’s file. If a student is not prepared on date of testing, they will receive points according to Attendance and Dress
Code Deficiency Point System. The student is responsible for seeking the help of a lab instructor if the Mandatory Practice Form indicates their practice is to be supervised.

c. The practice and repeat demonstration must be performed within one week of the failure.

(Preferably prior to the next scheduled lab class.)

d. No repeat testing will be done on the day of the failure. The student may practice that day.

1. The retest may not be done on the same day.

2. The student is responsible for scheduling all lab practice and make-up testing sessions.

e. If a student has not practiced a skill prior to any attempt, intensive instruction by lab instructor is not allowed the day of the check off. Instructors will be available to observe and answer questions the day of the check off.

f. Points will be assigned with any failure according to the Attendance and Dress Code Deficiency Point System.

8. Two nursing lab instructors/faculty will be present for a student’s last attempt at a check off or competency attempt. The student will fail the nursing lab class and thus the nursing course if the student fails to demonstrate satisfactory performance of the repeated lab skill on the last attempt of the same skill check off or the second attempt of a competency.

9. If the student requires a retest of a skill and does not complete it prior to the next skill to be tested, points will be assigned. Two skills (retest and first attempt) should be scheduled at different times.

10. Students may be required to perform skills for a competency testing at a designated time for his/her assigned course, at the discretion of the lead course faculty. The student will randomly select one skill from the designated procedures. Successful performance of a competency test is defined as a completion of the procedure with accuracy according to critical behaviors on competency check lists, and within the designated time frame of 20 minutes. If the student fails to pass the competency on the first attempt, he/she will be given reinstruction by a lab instructor on the failed skill. The errors will be verbally reviewed with the student by the instructor at that time and documented on a Deficiency Notice and Mandatory Practice Form. The student will then practice the failed skill under the guidance of a lab instructor who will document the reinstruction. The time with the lab instructor will be at least 20 minutes in length. In addition, the theory instructor will be notified. The student is responsible for learning the skill and correcting all errors prior to the second competency testing date.

11. The role of the instructor during skills check off or competency testing is to observe and evaluate the student’s performance of the skill without giving guidance or assistance. The college lab instructor will determine the decision regarding satisfactory performance, using criteria on the skill check off list. The student must be able to perform the skill competently and independently. If the student identifies an error during the testing, the student may correct it without penalty as long as the patient’s safety is not violated and the student can rectify the error within the designated testing time.

Only LCCC students are allowed in the nursing lab. Under no circumstances are children, other family members or friends permitted. Revised: 11/2015; 6/2016; 12/2016
COMPUTER LABORATORY
Computers are available for use by all nursing students in the Learning Resource Center.

CONDUCT
Students are expected to adhere to the College ADN program and clinical agencies' policies regarding conduct as well as the Code of Ethics for the Registered Nurse. Students are also expected to adhere to Academic Integrity Policy and to maintain confidentiality. While providing nursing care, students will adhere to the standards of safe nursing practice as defined by 4723-4-06 of the Rules for Practicing Nursing of the Ohio Administrative Code.

Students will take responsibility to arrange dependable transportation, baby sitting and work schedules to allow successful completion of the program.

ADN and LPN NURSING PROGRAMS
ACADEMIC INTEGRITY
CODE OF STUDENT CONDUCT/PROFESSIONALISM

ACADEMIC INTEGRITY POLICY
Students caught not doing their own work in clinical, lab, or lecture (by cheating, plagiarism, sharing of information by any means, or other prohibited behaviors) on any examination will be subject to a failing grade for the course and program dismissal.

“Cheating” is defined by irregular behaviors as observed by faculty that include but are not limited to:

- copying a classmate’s answers to test questions or assignments,
- allowing a classmate to copy one’s answers to test questions or laboratory worksheet questions,
- looking at a classmate’s paper during a quiz or exam,
- giving the appearance of looking around the room during a quiz or exam,
- falsifying patient data
- sharing answers to exam questions with other students,
- Plagiarism of writing from another source.

All course materials are the property of Lorain County Community College/Instructor.

Refer to Intellectual Property Policy II-515.

STUDENT CODE OF CONDUCT/PROFESSIONALISM

Nursing students are expected to maintain a professional manner and appearance. Courtesy and consideration for others are qualities to be exhibited by the students. Punctuality, attentiveness, patience, respect and cooperation are all part of professional conduct. See Student Handbook for Dress Code Policy

Responsibility relates very specifically to the main objective of the program, which is quality and ethical patient care in any setting.

Regarding academic responsibility, the student is responsible for assignments and completing all required tasks related to stated outcomes. Health care depends upon professional ethics. The nursing faculty emphasizes that attitudes and actions reflect the student's professional ethics

2017-2018
Students recognizing unacceptable behavior by another student should not allow the behavior to continue without appropriately addressing the situation. Refer to College Catalogue for Code of Student Conduct and College policy: [https://www.lorainccc.edu/policies/campus-policies/code-of-conduct/](https://www.lorainccc.edu/policies/campus-policies/code-of-conduct/)

**Consequences of Program Dismissal Due to Academic Dishonesty or Unprofessional Behavior**

- If a student is dismissed for academic dishonesty and/or unprofessional behavior from a Health and Wellness program, they will be permanently ineligible for re-entry into that program or any other LCCC Health and Wellness program.
- If a transfer student has been dismissed for academic dishonesty and/or unprofessional behavior from a program at another institution and LCCC faculty become aware of it, the student will be permanently ineligible for entry into any LCCC Health and Wellness program.
- Any student case involving dismissal for academic dishonesty and/or unprofessional behavior from an Health and Wellness program shall automatically be referred to the College’s Code of Conduct process.

5-22-2012
Rev 10-15-2012

**CONFIDENTIALITY**

Students must adhere to all Health Insurance Portability & Privacy Act (HIPPA) Guidelines.

**COURSE REQUIREMENTS**

Students will:

A. be given information about specific requirements at the beginning of each course.
B. purchase and read the syllabus, required textbooks, and the Nursing Student Handbook.
C. write legibly or type, using correct grammar, spelling, and sentence structure.
D. complete all assignments and submit them on time.

**COURSE WITHDRAWALS**

A student who withdraws from a nursing clinical course will be required to submit a Withdrawal Status Report Form to Enrollment Services from the course instructor. This form is initiated in Health Science Division and reports if the student was passing or failing the course at the time of withdrawal. If the student was failing at the time of withdrawal, this withdraw failure status counts as if the student received a failing grade in the course for purposes of the course repetition/program continuance policies.

**DEFICIENCIES**

Students may be given a deficiency warning at mid-semester or any time throughout the course. This deficiency warning is given for non-achievement in the nursing course and is a warning that improvement by the student is immediately necessary to prevent failure of the course.

At the time of official deficiency notification, the respective faculty member will meet with the student to discuss the specific areas of deficiency and to identify means for improvement. At the end of this meeting, the student will understand the deficient areas and will acknowledge this by receiving a copy of the deficiency.
Deficiency warnings will not be given or extended at the end of a course. Students’ deficient at that time will fail the respective course.

**DRUG SCREEN TESTING**

All students will have a drug screen test done each semester. This is due to requirements of the clinical facilities. **If a drug screen is not done by a student by the time the clinical rotations are completed, the student will be taken out of the course and will reenter the course the following semester.** If the drug screen is positive, the Nursing Programs Administrator will notify the student, asking for more information regarding the positive test. If the student is prescribed medications that test positive on the drug screen, the student will provide a prescription or letter from the prescribing physician explaining the use of the medication. If the student cannot explain the reason for the positive drug test, the student will be dropped from the clinical course for that semester. That student will be able to return the next semester, following a negative drug screen.

**EMAIL COMMUNICATION**

Lorain County Community College assigns LCCC email accounts to all student enrolled in credit courses. Be sure to check your email often as student email is the official form of communication from LCCC. **This is the email that faculty and/or staff will use to communicate with you and personal email will not be used.** Students are responsible to check their LCCC email on a daily basis for any updates on the nursing program. No postal mailings will be done.

Effective 8-1-2015: Faculty and staff will not respond to personal email addresses. Only LCCC email addresses will be used. This is to maintain student confidentiality/FERPA.

**EMERGENCIES ON CAMPUS**

Procedures are posted in each building as well as emergency phones in hallways.

**EMERGENCY CALLS**

Any student who anticipates a call or calls of an emergency nature (illness in the family, etc.) is requested to give his/her complete schedule to the Division of HEALTH AND WELLNESS secretary. Much valuable time is lost when checking to see if a student is in a classroom at the College, or in a clinical agency. Student whereabouts will not be given out to emergency callers. Messages will be relayed only.

**EVALUATION OF PROGRAM BY STUDENTS**

Each semester students may be offered the opportunity to evaluate each nursing course, clinical, lab and/or instructor.

During the last semesters students will be offered the opportunity to evaluate the program and then again six months and twelve months after graduation.

Student representatives are also invited to faculty meetings each semester. Please contact nursing faculty for a list of dates and times of faculty meetings.

**EVALUATION OF STUDENT BY FACULTY**

All students enrolled in a clinical nursing course will be evaluated, in writing, by their clinical instructor at midterm and at the end of each course. A conference to discuss the student's performance will be held with the midterm and/or final evaluation. Additional conferences to discuss clinical performance may be requested at any time, either by the student or the clinical instructor.
EXIT EXAM

In the last course in the ADN program, the student must sign up for & complete the Exit Exam. The exam is offered at the middle and end of the semester and it is mandatory for program completion. There will be opportunities for sign-up in the 1st two weeks of the last semester nursing course (NURS 215).

- If the student has not signed up by week 4 of the last semester, they will need to contact the course instructor to sign-up for the test.
- It is the responsibility of all last semester nursing students to sign up for and complete the Exit exam.

The student must achieve a score that meets or exceeds the benchmark established by the ADN program to complete the requirements of the last semester nursing course.

- If the student does not meet the benchmark, they will have an opportunity to remediate and re-take the exam.
- It is recommended that the student remediate and retake the Exit Exam within a few weeks.
- If the student is not successful after two attempts, they will receive the program completion certificate with a strong recommendation for further remediation.

Research has shown that students who complete their nursing program and take the NCLEX Exam within 6-8 weeks of program completion are more often successful. Therefore, it is recommended that students complete remediation if needed, as soon as possible, retake the Exit Exam, and sit for their NCLEX exam.

Students who are completing their final course within the first 8 weeks of the semester will be given the Exit Exam at the end of the semester with all the other students who are finishing that semester. These students are required to attend the live review that will be available at the end of the semester, usually scheduled during finals week.

The Live Review is included in the Exit Exam package and is part of the lab fees assigned to the last semester of the nursing program. This is a 3 day course with content aligned to the latest NCLEX-RN blueprint. The students will be notified of the Live Review dates. Students are required to attend all 3 days of the Live Review.

FAILURE AND WITHDRAWAL POLICY

- All nursing students who earn a D or F in lecture or receive an unsatisfactory in clinical or lab will fail the course. A student who withdraws from a nursing course will be required to submit a Withdrawal Status Report Form signed by the course instructor. This form is initiated by the faculty of the course the student is withdrawing from and documents whether or not the student was passing or failing the course at the time of withdrawal. If the student is failing, this withdrawal failure status counts as if the student had received a failing grade in the course for purposes of the course repetition/program continuance policies. The student takes the Withdrawal Status Report Form to Enrollment Services where the college’s Withdrawal Form will be completed.

- For any student who fails or withdraws failing from two (2) nursing courses, he/she will be academically dismissed from the program. There is no policy for readmission back into the ADN Program. The student can reapply to the program after 5 years has passed to begin at the level of NURS 100.

- At the time of the 1st course failure, the student must make an appointment with the Nursing Program A or Program Coordinator to complete a Progression Plan and registration paperwork. The completed Progression Plan is then taken by the student to the ALHN academic advisor in Enrollment Services. (See Appendices for Program Progression Plan form & policy)
FINAL COURSE GRADE

In each nursing course, it is required that a student receive a minimum of 78% in theory to pass the course. There is no rounding of grades. If a student receives a 77.9% as a final course grade, the grade given will be a D and the student cannot proceed to the next course. **Students have two weeks from the end of the semester to contact their theory instructor and discuss not passing of the course. After the two weeks, the course grade stands.**

A “Satisfactory” in clinical performance and College laboratory also is required for successful completion. “Satisfactory” (S) or “Unsatisfactory” (U) in the clinical component is the grading standard. Deficiency notices will continue to be used in both theory and clinical practice. All deficiency notices will outline what is necessary to correct deficiencies.

Any student who poses an immediate threat to the health, safety, confidentiality and/or welfare of a patient will be removed immediately from the clinical setting. The faculty member will discuss the incident with the Program Director and/or Nursing faculty, and a decision will be made as follows:

1. The student will receive a clinical “Unsatisfactory.”
2. The student will receive a deficiency if faculty within the program thinks that there were extenuating circumstances.

FINGERPRINTING/BACKGROUND CHECK

Fingerprinting/background check is required prior to entrance to the first clinical course, prior to the beginning of the third semester, and at completion of the program for application for licensure. If the background check is positive, it will be sent to the clinical agency for approval. If the clinical agency refuses to take the student at that site due to the positive background check, then the student cannot be placed at another clinical site and the student will be dropped from the course.

GRADES

No grades will be given over the telephone; therefore, do not call the division secretaries or your faculty member. At the beginning of each course, the instructor will discuss the method students in their course will use to obtain test scores/grades.

Final course grades can be obtained through MyCampus at the college’s web site: www.lorainccc.edu.

GRADING AND PROGRESSION IN THE NURSING CURRICULUM

GRADING STANDARDS

A. A course grade of passing is earned by the achievement of 78% or above in Theory and a “Satisfactory” evaluation in clinical practice and college laboratory skills.

B. An “Unsatisfactory” evaluation in clinical and/or College laboratory will result in a course grade of “F,” regardless of the Theory grade.

C. A Theory grade of 70% - 77% will result in a “D” and below 70% will result in an “F”, regardless of the clinical or college laboratory performance.

D. Unsatisfactory clinical performance which jeopardizes patient safety will result in student dismissal from the clinical area, resulting in a grade of “F” for the assigned course.

Nursing course grades are based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>85 - 92%</td>
</tr>
<tr>
<td>C</td>
<td>78 - 84%</td>
</tr>
</tbody>
</table>

2017-2018
In whole percentages. Thus, there is NO rounding, e.g. 78% = C, 77.9% = D.

In addition, the course grade may be lowered one letter grade for consistently incomplete or unexcused late assignments in lecture, clinical laboratory or College laboratory.

A grade of “C” or better must be earned to pass a clinical nursing course and proceed in the nursing curriculum.

The Nursing Program will follow the College’s Policy for Incomplete Grades.

GRIEVANCE POLICY

The nursing program follows the college grievance policy located at:
http://www.lorainccc.edu/current+students/campus+policies/grievance.htm

EMPLOYMENT AND CAREER SERVICES

Employment and Career Services at LCCC offer a variety of services for the graduating nursing students. This department provides individual help for resume writing and interview skills. Twice a year, they host a job fair on campus for nursing students to contact their future employers. The students may also register for job placement.

All graduating nursing students are required to complete a placement file in the Lorain County Community College placement office. Procedure will be discussed in a seminar during the last clinical nursing course.

HEALTH AND ENTRANCE REQUIREMENTS

New Students/Transfer Students/Returning Students

A physical examination is required prior to entrance into the first clinical course. A health form is given to the student at the time of pre-registration or initial contact by the Admissions Office for entrance into the clinical courses of a program. The examination is to be completed and submitted by

- June 1st for August entry
- October 1st for January entry

into the first clinical course. The following reports must accompany the health form:

- Varicella (chicken pox) screening report
- Two-step Mantoux results. (Tine-tests are NOT acceptable.) If the student is a positive reactor to the Mantoux test, then a chest x-ray is required and the report should accompany the health form.
- Immunizations Required
  - Diphtheria and Tetanus (must have been updated within the past ten years.)
  - MMR if screening results do not indicate immunity.
  - Hepatitis B Vaccine** (If a student chooses not to receive this vaccine, they must sign off on the health form.)
    **Please note that health care professionals are considered "high risk" for Hepatitis B because of the possibility of coming in contact with blood products.
- Flu Vaccine
  All students are required to get a flu vaccine during the fall semester when the vaccines become available. Due to several healthcare agencies mandating the flu vaccine for students, it is LCCC Nursing Program policy that all students are required to get the vaccine. If a student cannot get the flu vaccine for whatever reason (medical, religious, etc.) and has been assigned to a facility that mandates the flu vaccine, that student will be taken out of the clinical assignment and the student will wait until all other students are placed in clinicals. At that time the student will be placed in a clinical rotation that is available at an agency that does not mandate the flu vaccine. If there is not a clinical available, the student will be dropped from the course, reentering the next semester.
**Deadline Dates for Clinical Requirements:**

(A) All nursing students must have completed/updated ACE passport profiles, complete all required competency testing and have submitted all health requirements by:

- a. July 1 - for Fall Semester
- b. Nov 1 – for Spring Semester

**Students who have incomplete files by the required due dates will be dropped from the course.**

(B) Nursing Registration will be completed by:

- a. Nov 1 – for Spring Semester
- b. July 1– for Fall Semester

(C) Student processing for clinical placement will be completed (4) weeks prior to the start of the 1st day of the semester.

**Re-entering Students**

Student re-entering the Nursing program for any reason must follow requirements as listed under the health requirements of a new student. Re-entering students will be required to have all of the health requirements up to date to comply with the time frame outlined above.

**Students in Clinical Agencies**

Students are to assume financial responsibility of personal illness or injury while assigned to agencies for their clinical experience.

**INCLEMENT WEATHER (CLOSING OF COLLEGE)**

When classes on the Lorain County Community College campus are canceled, and the College is closed because of inclement weather, all clinicals scheduled to meet during the closed times are canceled. Announcements about Lorain County Community College closing are made through the following radio stations:

- WBEA (Elyria) 107.3 FM
- WEOL (Elyria) 93 AM
- WRKG (Lorain) 1380 AM
- WZLE (Lorain) 104.9 FM
- WOBL (Oberlin) 1570 AM
- WLKR (Norwalk) 1510 AM
- WLKR (Norwalk) 95.3 FM
- WMMS (Cleveland) 100.7 FM
- WGAR (Cleveland) 1220 AM
- WWWE (Cleveland) 1100 AM

Announcements also are transmitted on the United Press International wire which serves all AM, FM and TV stations in the northeast Ohio area.

Also you can sign up to get emergency messages from LCCC sent directly to your mobile phone. There is no charge from LCCC for this service, but normal text-messaging charges from your cell carrier will apply. Go to [https://www.lorainccc.edu/campus-technology/emergency-text-message-alert-system/](https://www.lorainccc.edu/campus-technology/emergency-text-message-alert-system/) and complete the information on the sign-up screen.

**INDIVIDUALIZED LEARNING SUPPORT AND TESTING CENTER**

On the main campus of LCCC, the Individualized Learning Support Center offers free tutoring in all subjects, study groups, computers, course resources and a writing/grammar hotline. Walk-in hours are available. Check with them in the Tutoring Center or at ext. 4057.

2017-2018
If a student is sent to the Testing Center for testing, the following policies will be in effect:

1. Students present photo picture I.D. and sign in on the log at the Circulation Desk.
2. Students' belongings will be kept behind the counter during the test.
3. Students will not be allowed to leave the room until the test is completed. (Stop watches are available so students can check their time.)
4. No grading of tests will be done by the staff.
5. Students will need to make appointment with course instructor to discuss test results.

Link to testing center for information: [https://www.lorainccc.edu/testing-and-assessment/](https://www.lorainccc.edu/testing-and-assessment/)

Satellite campuses may have another location, procedure for testing centers/tutoring. The faculty teaching at that satellite will be able to assist students with information.

**INFORMATION GATHERING IN AGENCY PRIOR TO CLINICAL PRACTICE**

1. Information may be gathered the day prior to clinical experience during the hours of 1:00 p.m. - 10:00 p.m., or as arranged by the agency or instructor.
2. Information may also be gathered two hours prior to the start of clinical experience at designated clinical agencies, if approved by the instructor and agency.
3. Information gathering is to be limited to charts, texts, and procedure books. *Do not interfere with unit personnel.*
4. There is to be no patient contact prior to one-half hour before the beginning of clinical experience.
5. Compliance with the uniform policy while gathering information is mandatory.
6. Personal cellular phones are not permitted to be used in the clinical agencies.

**LATE TEST TAKING POLICY**

If unable to take an examination as scheduled, the student must notify the instructor within 24 hours before or after the scheduled exam time. Failure to notify the instructor appropriately will result in lowering of the course grade by one letter grade.

After notification, a make-up test will be scheduled at a time mutually agreeable to instructor and student. The make-up test may be in a different format. *A 10% grade reduction will be given automatically if a test is taken after the scheduled time.*

**LATEX ALLERGY GUIDELINES**

If reasonable modification cannot eliminate the reactions to latex, the student may be verbally counseled to consider other career pathways. Lorain Community College will not be responsible or liable for any student reactions/allergies to any forms of latex products.

**LEARNING MANAGEMENT SYSTEM TROUBLESHOOTING**

Students need to have basic computer skills and knowledge which includes how to send attachments, downloading and uploading files and the use of drop boxes to submit assignments. Your instructor is not a computer technician and therefore students experiencing difficulty with their computers need to contact technical experts to address computer related problems. To determine the cause of an operational error and to get assistance with your computer problem 2017-2018
contact the Distance Learning Center at 366-7582 or log on to distance@lorainccc.edu. All students are required to take Canvas Training/orientation, which is located on Canvas homepage. A student may also use the technical assistance available from Canvas.

LIABILITY INSURANCE

The fee for liability insurance will be included in lab fees for each nursing course. Students with advanced standing, or returning students who are not in their original sequence, may be billed separately. This malpractice insurance covers the student only during assigned clinical time and does not cover students during out-of-school employment.

LINES OF COMMUNICATION

"I have a question--to whom do I go? How do I contact them?"

In the Division of Health and Wellness there is a line of communication the students are expected to utilize when attempting to solve problems, offer suggestions, complain, get questions answered, etc. A “Student Concern Progression Plan” (found in the appendix section of this handbook) should be completed @ each level as appropriate. This line of communication begins with the student's clinical instructor and proceeds as follows until the situation is resolved or the question is answered:

Clinical/Laboratory/Lecture Instructor
↓
Course Coordinator for Nursing Course
↓
Nursing Programs Administrator
↓
Dean, Division of Health and Wellness

All faculty members have posted office hours indicating when they are available to students on a walk-in basis. In addition, faculty will schedule appointments for times outside their regular office hours. To make appointments to see instructors, contact them in person. Problems which cannot be solved at that level will be referred to follow the campus policy as outline in the college catalog. Grievance and Appeal Process: https://www.lorainccc.edu/policies/campus-policies/student-grievance-procedure/.

Faculty offices are located in HS 223, the first and second floor office suites.

Students are expected to follow a certain line of communication. If at any time it is found that a student has contacted a person higher in the line of communication (i.e., Nursing Program Director) without having first talked with persons mentioned previously (i.e., theory instructor), students should expect that they will be sent back to talk with the person bypassed before the student's request, comments, etc., will be considered by the person higher in communication line who was originally contacted.

Full-time faculty, professional practice clinicians (PPCs) and telephone extension numbers on campus:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Phone</th>
<th>Email</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Renee Bell</td>
<td>440-366-7174</td>
<td><a href="mailto:rbell@lorainccc.edu">rbell@lorainccc.edu</a></td>
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<tr>
<td>Name</td>
<td>Phone</td>
<td>Email</td>
<td>Course</td>
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<td>--------------------</td>
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<tr>
<td>Dr. Mary Grady</td>
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<tr>
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<tr>
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<tr>
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<td>NURS 126, 136</td>
</tr>
</tbody>
</table>

**MATH POLICY**

The textbook to be used for drug and dosage calculation is Olsen, Dimensional Analysis, current edition. The students will be assigned reading and practice for each nursing course.

All students will be encouraged to utilize the Individualized Learning Support Center, College Laboratory assistants and clinical faculty for help. Computer aided instructional programs are available in the library to facilitate student success.

NURS 123, 124, & 223 will incorporate math concepts and principles into each course. In each course, this will require the instructor to identify the chapters in the math text and give examples of the problems the student will be expected to calculate on tests during the course.

Failure to successfully complete the math competency examination in NURS 223 with a minimum score of 90% will result in an unsatisfactory for the college laboratory and a subsequent grade of “F” for the course.

**MATH RULES FOR SUCCESS**

1. Answers must always have a zero in front of a decimal that is less than a whole number or it will be marked incorrect.
   Example: 0.5 mg = correct .5 mg = incorrect

2. No trailing zeros will be used. If they are used the answer will be marked incorrect.
   Example: 2.00 = incorrect 2 = correct

3. Gtt per minute problems will only be correct if a whole number answer is given.
   When you have an answer containing 0.5 and above you will need to round to the larger whole number.
   Example: 22.6 is 23 gtt/minute.
When you have an answer containing numbers below 0.5 you will need to round down to the smaller whole number.
Example: 20.4 is 20 gtt/minute

4. ML per hour problems must be rounded to a whole number answer.

5. The faculty will not test the student using the term flow rate in a problem. The terms gravity drip and infusion pump will be used along with gtt/minute and mL/hour.
Gravity drip means you are solving for gtt/minute. Infusion pump usage requires you solve for mL/hour.

6. Every IV problem will provide the student with the tubing factor. It is the student’s responsibility to critically think and decide if the tubing factor is needed to work the problem.

7. Rounding rules
   - Round to the nearest tenth when appropriate
   - Round to the nearest hundredths if the amount is less than one mL
   - Round the answer at the end of the problem before giving the final answer and not during the various steps of the problem leading up to the final answer.

8. The faculty will use only realistic drug amounts found in current drug books when a drug is used by name in a particular dosage problem.

9. Students must give answer to problems on quizzes or exams in the space marked answer or if this is not provided they will circle all answers.

10. All answers must have the proper unit after the number or it will be marked incorrect.

11. Students need to show their work or the math problem will be marked wrong.

12. Please note that the LCCC nursing program will not teach or test the student with any problems pertaining to the units of grains, drams or minim.

13. All faculty and students will abide by the math rule sheet for success in dosage calculations.

PARKING FEES FOR CLINICAL

Some clinical facilities assess the students a monetary fee for parking and I.D. badges. I.D. badges must be returned when the clinical rotation of completed, or a fee may be charged to the student. Neither the college of faculty will assume any responsibility for any parking fees that occur during a clinical rotation. The student is responsible for all fees accrued.

PHYSICAL AND MENTAL REQUIREMENTS FOR THE PROGRAM

Student skills and abilities are necessary to attain the required outcomes of the course. It is required, with or without accommodation, that a student not poses a direct threat to the health and safety of themselves or to individuals in the college or clinical areas. Students who cannot meet the physical and mental requirements of the program may be taken out of the clinical courses until the student is deemed safe to continue in the program.
**Physical Requirements**

- Capability to provide nursing care for 6 to 8 hours.
- Perform one man CPR.
- Lift and move patients and objects of 35 pounds or more.
- Move from room to room quickly.
- Maneuver in limited spaces.
- Demonstrate a high level of manual dexterity. For example: sterile technique to insert catheter, withdraw blood, prepare and administer medications, (IV, IM, po, rectally).
- Work at different heights/levels.
- Use both hands simultaneously.
- Produce clear written materials.

**Sensory Abilities**

- Hearing: Respond and react immediately to auditory instructions/requests, monitor equipment and perform auditory auscultation with assistance devices.
- Vision: Identify correct patient. Visual acuity to identify cyanosis, or the absence of respiratory movement. Able to read medication labels, patient records and directions in utilizing equipment. Differentiate the color spectrum.
- Speech: Clearly and succinctly explain procedures and provide patient education. Speak English clearly enough for most patients to understand and understand the verbal communication of English speaking patients.
- Touch: **Palpate** to perform a physical assessment. Discriminate between sharp and dull and hot and cold.

**Mental Effort**

- Read with comprehension.
- Use algebra in solving mathematical problems.
- Interpret graphs, numerical tables, and charts.
- Recognize an instrument or equipment problem exists and acts appropriately.
- Analyze data and solve problems.
- Communicate effectively in writing.
- Use appropriate grammar, vocabulary and word usage.

**Emotional**

- Function safely under stressful conditions and can come to quick decisions.
- Ability to adapt to ever changing environment inherent in clinical situations involving patient care.
- Provide service to all patients regardless of age, sex, race, national origin, religious or physical condition and disease process.
- Demonstrate emotional stability which would enable student to cope effectively in providing nursing care.

**Work Environment**

- Ability to tolerate taxing workload.
- Ability to function in the uncertainty that is inherent in clinical situations.
- Ability to carry out procedures that prevent spread of infection, such as, frequent hand washing, using mask, gloves, and goggles.
- Ability to function in a group setting.

**PHYSICAL CONTACT POLICY**

The student should understand that during the program, they will work with other students. This may require touching of each other in a professional manner. They will also be learning and practicing with equipment that carries some potential for discomfort or injury if improperly used. If at any time for any reason during class, a clinical or lab session when a student is practicing a skill, or another student or faculty is practicing a skill, the student may verbalize unwillingness to participate, and the person will cease what they are doing. This will allow students to retain complete control over any situation.
POLICY CHANGES

Policy changes will be communicated to students in the following ways:

1. At the beginning of each fall semester the updated Nursing Student Handbook will be placed on the Nursing Information website.

2. At the beginning of spring and fall semester, if any changes in policies are made, a list of changes will be placed in the Canvas Student Community Group. The Student Committee will compile the list at the end of fall & spring semesters and give the information to the editor of the Community Group.

3. An email notification will be sent to all students notifying them of the changes posted in the Student Community group on Canvas.

4. A list of policy changes will be distributed to all students during the first week of classes (online & land-based).

5. A designated area on the Nursing Student webpage on the LCCC website will be added and will contain the policy change information. This will be updated every semester if changes to policies are made.

All changes will be incorporated into the ADN student handbook every summer for the upcoming year.

PRECEPTOR POLICY

The preceptor experience is offered to highly motivated and self-directed students in the last semester of the Associate Degree Nursing Program. All students in the second to last semester may apply for this experience. Students are selected by a committee of full time faculty according to the criteria listed on the application form. Students are notified of the results of the selection process during the previous semester. Additional students may be placed in the programs that meet the listed criteria per faculty discretion.

Students follow the schedule of the preceptor to fulfill the required hours for each course. Students inform the faculty of their schedule. When a student has limited experience with a given skill, it is her/his responsibility to inform the preceptor. Faculty is available to students and preceptors via cell phone.

The faculty in collaboration with the agency’s supervisory personnel has the responsibility to select the nurse preceptors. Regulations of the Ohio Board of Nursing are followed for this selection. It is not the student’s responsibility to recruit preceptors from agencies where they want to be placed.

The faculty orients the preceptors to their responsibilities and the course objectives. The faculty is available at all times for students and preceptors via pager. The evaluation of the student is the faculty’s responsibility. This process is accomplished by the preceptors’ weekly feedback, the students’ self-evaluations and written assignments, and the instructors’ site visits.

The criteria for the selection of a preceptor, the role of the preceptor, of the student and of the instructor are furthered delineated in the syllabus of the second to last semester course.

PROCEDURE FOR READMISSION

Five years must have passed since the student was in the nursing program before reapplying for admission. The student must apply for entry into the beginning of the program.

2017-2018
For any student beginning a nursing course after July 2013, there will no longer be a readmission process in the Nursing program at Lorain County Community College. After 2 failures, a student will be dismissed from the program. The student shall follow the college’s Grievance Procedure if the student does not feel the dismissal is warranted.

Re-Admission Procedure (after two failure or two unsatisfactory withdrawals for students admitted before July 2013):
A student may request readmission into the Associate Degree Nursing program after dismissal from the program due to two failures or two unsatisfactory withdrawals if admitted to the ADN program before July 2013. A request for re-admission does not automatically guarantee re-admission. Multiple variables are considered during the re-admission process.

Readmission Procedure:

1. A professionally prepared letter must be written to the ADN Committee for Readmissions requesting readmission. The letter must include the following:
   - The nursing courses in which a D, F, or a withdraw failing was received.
   - Description and documentation of extenuating circumstances for each course failure.
   - Changes student has made or will make to assure future success in the program.
2. A signed “Permission to Review Student File” must be included with the letter. (See Appendices for form).
3. All requests for readmission must be received by the Committee no later than the end of the 8th week of the Fall or Spring semester to be reviewed and evaluated. Any requests after that will be reviewed during the next Fall or Spring semester.

Decision:
The review process is a two-step process. The request for readmission is directed to the ADN Committee for Readmissions. The committee reviews the request and forwards its recommendation to the nursing faculty. The full-time nursing faculty meet to validate the strengths and concerns related to the probability the student will be successful in the nursing program and to review the committee’s recommendation. The final decision regarding the student request is made by the entire full-time faculty using their collective professional judgment. (See ADN Program Re-Admissions Rubric in Appendices).

The comprehensive review at each level assumes the following:
1. The identified information is neither equal in value nor ranked in importance but simply information.
2. Every student request is reviewed on its own merit/circumstances and it is conceivable that additional considerations specific to this student may be used.

The following information will be used in the review process:
1. The letter requesting readmission from the student.
2. The college transcripts to assess probability of future success in the program. All course work is reviewed including withdrawal trends, poor performance in non-nursing courses, GPA, and currency of course work.
3. The student files including all clinical evaluations.
4. Lecture and clinical performance in the failed nursing courses. This may in include attendance record, results on tests and quizzes, and lab and clinical evaluations.
5. Lecture and clinical performance in successful nursing courses to determine the strength of the passing grades.
6. Evidence that the nursing failures were the result of extenuating circumstances.
7. Evidence that the student recognized academic difficulties and sought guidance/counseling during that time.
8. Evidence that the student has identified a feasible plan to address difficulties associated with the failures so that probability of success is improved.
9. Any additional data submitted by student or requested by the committee, from individual course faculty, clinical faculty, or from the student to complete the comprehensive review process.
10. A completed, signed Permission to Review Student File form.

2017-2018
The Nursing Program Administrator will inform the student of the readmission decision in writing and include any stipulations or faculty recommendations. All students being readmitted are admitted on a conditional basis. This means that students must successfully complete all remaining nursing courses in the nursing curriculum. Any additional course failures will result in permanent dismissal from the program without the opportunity to request readmission. Students readmitted to the program must register through the Division of Health & Wellness Counselor. Copies of the readmission decision letter will be distributed to the following individuals:

- Division of Health & Wellness Division Director
- Readmission Committee Chairperson
- Division of Health & Wellness Counselor

**NOTE:** All readmission are on a space available basis.

**RE-ENTRY INTO THE NURSING SEQUENCE**

A re-entry or out of sequence situation occurs when a student is seeking registration in a course and is not currently registered in the course which precedes it. This may result from transfer or withdrawal from a program for personal or academic reasons. A student who wishes to re-enter the nursing sequence must receive approval from an academic advisor, who is located in the Enrollment Services (LRC Building), as soon as the student decides that he/she wishes to re-enter. Additionally, a Program Progression Plan must be completed with the Nursing Program Administrator. (See Appendix for form).

If a student wishes to reenter the nursing sequence after a semester or longer absence from the nursing program, they must contact the HEALTH AND WELLNESS counselor and comply with all existing re-entry requirements.

When re-entering the Associate Degree Nursing program, placement in the nursing sequence is contingent upon available space and required course content. There are no guarantees that a clinical seat is available to the student when they return. The student may be required to sit out another semester.

**Progression to the Next Nursing Course**

A student who passes the nursing course in which he/she presently is enrolled, automatically progresses into the clinical nursing course for which he/she has pre-registered. A student who fails the clinical nursing course for which he/she presently is enrolled will be removed from the preregistered clinical nursing course. If qualified for readmission, the student must contact an academic advisor in Enrollment Services to arrange to re-enter the failed course. The student must also contact the ALHN Office and speak to the person who does the registration of students in courses.

**Reapplying to the Program**

During the first semester in the ADN Nursing program, any student who withdraws from or fails NURS 100 or NURS 121 courses must submit a new program application if he/she wishes to enroll in the course(s) again. The completion of a new program application does not serve as a guarantee of program admission for a specific year or term. Consequently, the student will not be granted priority admission to the program.

**Re-Entry into a NURS Course**

It is the student’s responsibility to file the Clinical Progression Request with an Academic Advisor or Counselor, the student must present evidence/documentation of the necessity to file (e.g. Out-of-sequence plan, AH&N Withdrawal Form indicating Satisfactory or Unsatisfactory signed by the faculty, a transcripted ‘D’ or ‘F’ in an AH&N clinical/major course, Re-admittance Letter from the Nursing Committee, etc.). Students cannot be guaranteed entry for any given semester as entrance is based on space availability. If a student is not admitted for the semester requested, this form will be retained for future consideration (up to two semesters). Placement on the list is determined by student classification:

**Out-of-sequence:** Students who are progressing through the Health & Wellness Program who may have interrupted their progress by taking fewer courses per semester than indicated on the curriculum guide, stopping out of the program temporarily, or withdrawing while
still performing satisfactorily in a course(s).

Re-entry: Students who have withdrawn with an unsatisfactory evaluation or have failed (‘D’ or ‘F’) in an Health & Wellness course.

Re-admit: Students who have been dismissed from their program and have requested and been granted re-admission to the program.

Transfer: Students who have received transfer credit in clinical/major field course(s) from another college.

**Space Availability and Placement**

The number of seats that will be available in nursing clinical courses will not be known until all final grades have been posted at the end of each semester. Students who are seeking a seat in a particular course must complete and submit a Clinical Progression Request form. Submissions must be made in person. Course admission will be granted based on the following student categories (listed in order of priority): (1) Out-of-sequence, (2) Re-entry, (3) Re-admit, and (4) Transfer. Within each of the above categories, students will be ranked according to their cumulative grade point average (all transfer work will be included in the computation of the GPA). ADN to LPN step-over students will be placed on a case-by-case basis, based on available space in the required PRNS course(s) for which the student is eligible.

**Step-over to LPN Program for the previous curriculum**

The student who have successfully completed NURS 128 and has not failed any lab or clinical courses may request to step-over to the LPN program. The Step-over Reference Form must be completed by a full-time nursing faculty member. The completed form needs to be submitted to Aileen Maslinski, LPN Program Coordinator in HS 223 for consideration.

**REGISTRATION GUIDELINES**

Students who are seeking admission into the first semester of the Associate Degree Nursing program are registered as part of the initial orientation process for new students. In subsequent semesters, students will be registered by the office staff of ALHN.

Prior to the published registration period, students enrolled in a NURS course will be asked to state their intent regarding registration for the upcoming semester. This process will assist in managing the number of clinical sites and take into account the students who may be attending on a part-time basis and thus out-of-sequence. Students who interrupt their clinical coursework and are not currently enrolled must contact the Health & Wellness counselor prior to the semester of re-entry to obtain information regarding seat availability and registration information.

Out-of Sequence, Re-entry, Re-admit and transfer students who need to register for a course must be put on a Re-entry List kept by the Health & Wellness counselor. Registration for the needed course will take place at the end of the semester as these clinical openings are offered on a space available basis. Placement on the Re-entry List is determined by the semester of request and current LCCC GPA.

Students who transfer to LCCC with nursing courses from another institution must have their courses evaluated by the Associate Degree Nursing Faculty. When placement in the program is determined, students will be referred to the Health & Wellness counselor for assistance with orientation and registration for the desired semester. This registration will take place after the general lottery and prior to the registration of re-entry students.
REQUEST FOR RECOMMENDATION/REFERENCE

The Nursing program faculty will not write a blanket “To Whom It May Concern” reference letter. The process for requesting reference letters is as follows:

1. Use the Official Request for Reference - Nursing Program found in the Appendix of this Handbook. You may copy this form, as it is the only form faculty will use. It may be used to request a recommendation for employment or scholarship.

2. Complete the top of the form and sign it (student signature is required).

3. Take the completed form to the agency where you are seeking employment/applying for a scholarship/etc., and ask them to send/fax it to the faculty member. After completing the reference, faculty will mail/fax it directly to the stated contact person. OR

   Bring the completed form to the faculty member and the reference will be sent directly to the agency.

3. Please note that if you choose to hand carry the reference to the agency, it becomes “unofficial” if it is opened prior to delivery to the agency.

STATEMENT OF NONCONVICTION

The conviction of a crime might prevent a student in the nursing program from licensure/certification eligibility or employment in a healthcare facility. If you have had past convictions or pleaded guilty to any of the crimes listed on the form, it is very important that you meet with the Program Director to obtain accurate information concerning your specific situation before entering the nursing program. Information shared during these meetings will be kept confidential.

STUDENT CONCERNS (Procedure)

In order to provide students and faculty a method to clearly communicate a concern, discuss the concern, and provide documentation of the discussion, the following policy and communication form has been adopted and implemented by the nursing faculty of Lorain County Community College. (See Appendix for Student Concern form)

1. If a student wishes to speak to a faculty member regarding a concern in class, lab, or clinical, they must first speak with them within 7 business days of the incident/situation. This discussion will be documented in Step 1 on the Student Concern Progression Plan.

2. If the student wishes to discuss this concern further with the Nursing Program Administrator after speaking with the faculty member, the student will arrange an appointment with the Nursing Program Administrator. The faculty member will forward a copy of the Student Concern Progression Plan to the Administrator. After discussing the student’s concern, the Administrator will document on the Progression form.

3. If the student wishes to discuss the concern further with the Dean of HEALTH AND WELLNESS, the same steps will be followed as noted in part 2.

STUDENT RECORDS

- Graduate records are retained for three years.
- Students are required to keep the College Records Office and secretary in the Division of Health and Wellness informed regarding any changes in address or phone number.
- Student educational records, with certain exceptions, will not be released without prior student consent
STUDENT RESPONSIBILITIES

A commitment to a profession entails more responsibilities than rights. A profession implies responsibility for and service to others. Identification of student responsibilities will enhance my active contribution to the chosen profession of nursing.

Students are responsible for:

A. Knowledge of the line of authority and communication at Lorain County Community College in the Associate Degree Nursing program.

B. Maintenance of confidentiality where appropriate and indicated.

C. Development of dialogue through formal communication within the ADN program.

D. Knowledge of the range of student, professional, scholarly, cultural, social and religious activities available at Lorain County Community College and in the community.

E. Utilization of appropriate advisement and counseling services.

F. Maintenance of my own records—completeness, periodic review, initiating changes, following protocol for release, extension, and sharing; including health forms, clinical evaluations, anecdotal records, etc.

G. Protection of the College and clinical agencies property.

H. Evaluating services, faculty, program, and agencies.

STUDENT RESPONSIBILITY REGARDING CONFIDENTIALITY

It is imperative that the student maintain confidentiality regarding all aspects of patient care. This includes talking about patients in public areas (elevators, cafeteria, and restrooms) in the agency and talking about patients outside of the educational setting (home, with family members or friends, etc.)

This confidentiality also involves not discussing the patient's physician, the patient's personal life, or even acknowledging that a person is a patient or under medical care.

Students must adhere to HIPPA Guidelines.

Students should realize that violation of the above can result in being dismissed from this program, and/or possible litigation.

STNA VERIFICATION

After successful completion of the first semester (NURS 121), students are qualified to obtain STNA verification which qualifies them for STNA testing. Request forms available in HS 223 office. LCCC does not provide the testing.

SUBSTANCE ABUSE

LCCC supports and promotes a drug-free campus environment. In accordance with the Drug-Free Schools and Communities Act Amendment of 1989, it is a violation of College regulations and pertinent state and federal statutes to unlawfully manufacture, possess, use and /or distribute illicit drugs and alcohol on the campus. Students expressing concerns about their use/abuse of substances will be offered a referral to a Student Development Office counselor, the
Nord Family Mental Health Center social service professionals, or the Family Services Association of Lorain County social service professionals (all on campus). Students believed to be under the influence of alcohol or other mood-altering substances not prescribed for them can be removed from classes and referred to Campus Services and the procedures under the Code of Student Conduct.

TAPING OF LECTURES

Taping of lectures or any type of class presentation should not occur without first securing the consent of the instructor. Taping may not be permitted in some nursing courses due to the confidential matter being discussed.

TESTING

Attendance for examinations and quizzes is mandatory--emergency situations will be dealt with individually. The student is responsible for consulting with the instructor within 24 hours to discuss the emergency situation.

Make-up tests may be given in a different format from the missed examination or quiz. Special arrangements for students will be accommodated under the direction of Disability Services on main campus.

TESTING POLICIES

a. On examination days, no student will be permitted to enter the room once tests have been distributed. If a student is found to have their cell phone on or is using the cell phone, the student will receive a zero for the test or quiz and the student will be asked to leave the classroom for the testing period.

All student possessions (backpacks, cell-phones, water bottles, hats, scarves, etc.) must be left in the front of the room. The student may have nothing but a pencil during the testing period. Only standard noise-reducing earplugs may be worn and must be presented to the faculty and be approved before the test.

Student name and number must be written completely and coded on answer sheets. Answers are accepted as computer scored. Students are not to call or e-mail instructor requesting grades.

b. If a student is unable to take an examination as scheduled, the student must notify the instructor within 24 hours before or after the scheduled exam time. Failure to notify the instructor will result in a zero for the missed test. All missed tests, exams, or quizzes taken at a time other than the scheduled time will be taken in the Testing Center in College Center CC223 or its appropriate equivalent at a satellite campus. The student will have no more than seven days from the day of the missed test, exam or quiz to take the test in the Testing Center or its equivalent. The make-up test may be presented in a different format than the original test. All make-up exam grades will be dropped by 10%. Students will have the option of taking exams earlier without penalty. Time limits will be adhered to when completing an exam in the testing center. If the student goes past the time limit by more than 10 minutes, one point will be deducted for each succeeding minute past the initial 10 minutes. Students who take an incomplete in a course are exempt from the 10% deduction on missed exam.

Only simple, non-graphing, calculators without memory can be used for dosage calculations. No cell phones are permitted. Students must pass a dosage calculation test with a minimum of 90% for all nursing courses that have a math competency exam. Unsuccessful completion after two attempts will result in a course failure.

c. Test results will be available in the on-line gradebook within one week of the exam. Tests can be reviewed with the instructor for a time period of 7 days after the exam and are not available for review after that time. Final exams will be available for review for 14 days following the completion of the course.

d. 1) Students may make an appointment with the faculty to review the test prior to the next test following the grade posting date for that particular test.
2) It is at the faculty’s discretion if a group review is conducted. If so, the students will not be allowed to take any notes. Reading the exam booklet and discussing questions with other students or the faculty will be permitted in the group review.

3) All students earning less than 78% on an exam are encouraged to make an appointment with faculty to review the exam.

4) Any questions students have about their grade and the questions they missed must be addressed during the test review. If concerns arise regarding certain questions that are not answered by faculty during the test review, the student must follow the Student Concerns Procedure following the correct chain of command and completing the Student Concerns Form (see Appendix for Student Concerns Form).

5) Faculty will maintain the student scantron sheet and a copy of the test and key for the duration of two semesters following the semester the student took the test.

6) Tests are stored in a secure manner.

7) After 14 days following the completion of the course, final exams will not be available for review. Any questions about the final exam questions must be done within the 14 day window.

UNIFORM POLICY - NURSING

A. UNIFORM

At all times, attire is clean, reflective of high professional standards, and has proper fit and length. Students may be dismissed from the clinical experience if in violation of the following rules.

1. Approved uniform purchased in LCCC Bookstore. (White top/navy pants except for LCCC BGSU students who wear white pants.
2. Clothing must be of appropriate weight and fit so that underwear is not visible through uniform.
3. White or neutral underwear (no thongs).
4. Shoes: All white, no heels, tie or slip-on, closed heel and toe. No clogs, sandals or canvas shoes. Low top white leather athletic shoes are appropriate as long as they are non-permeable.
5. Hose: White or skin colored. No socks over cuffs of uniform pants. Skin must be covered; no exposed skin is permitted around top of shoes.
6. Sweaters: White only. May not be worn while in direct contact with patients.
7. Laboratory jackets with the school emblem—must be purchased through LCCC Bookstore. May be worn in the clinical area at the discretion of agency policy. Also must be worn in the college laboratory.
8. Psychiatric Experience, Obstetrics, Geriatrics, and Pediatrics: Specific directions regarding uniforms or dress will be given by instructor and will coincide with agency policy.

B. PIERCINGS

Jewelry is to be simple and unobtrusive with attention paid to personal and patient safety. No visible body or facial piercings are allowed including tongue, nose or eyebrow.

1. **Earrings:** None unless ears are pierced, then plain, small post-type earrings. No hoops or large earrings. A maximum of (2) earrings per ear. Any other visible pierce jewelry (i.e. bars, nose rings) is not permitted including implanted body art. No gauges are permitted.
2. **Rings:** Wearing of engagement or wedding rings is permitted, but is highly discouraged. Rings must be removed when scrubbing or performing special procedures. No other rings are permitted.

C. TATTOOS

Tattoos in excess or visible (e.g. arms, neck, hands) are unacceptable in a professional environment. Tattoos must be covered in the clinical area.

D. HYGIENE

1. **Hair** should be clean, neat, well-groomed and pulled back away from face so that it does not interfere with patient care. Hair longer than shoulder length should be secured. Hair Advance Placementsories - discrete, white or neutral. Faddish hair color (e.g. bright green, red, blue pink) is unacceptable and not permitted. Beards and mustaches must be neatly trimmed, not cause a hazard to student’s work and conform to agency policy. Long beards are unacceptable as they may interfere with patient care.
2. **Makeup** is to appear natural and conservative. No body or facial glitter is allowed.
3. **Nails** must not extend beyond 1/8 inch of the fingertip. Clear or natural nail polish may be worn, but not chipped. No artificial nails.
4. A clean uniform is to be worn each clinical day.
5. **Shoes** must be kept polished and have clean shoelaces.
6. Use of antiperspirant/deodorant is required. Strong fragrances are not permitted.
7. No gum chewing.
8. Uniforms must be clean and neatly pressed.

Since fashions and trends can change, the faculty reserves the right to specify correction of any appearance concerns.

E. **ACCESSORIES**
1. **School Insignia:** Patch is included on uniform purchased through the bookstore. Students cannot purchase a patch separately.
2. **Picture I.D.:** Obtained in college library. All students are required to obtain an I.D. with collar clip for identification purposes. These may be obtained from the library. The identification card must be worn whenever a student is in the clinical agency and it must be visible.
3. **Scissors:** One pair bandage scissors.
4. **Watch:** Any type with plain band and sweep second hand or digital second readout.
5. **Necklaces:** Should not be visible when in uniform.

F. **CLINICAL ASSIGNMENTS**
   When seeking information about his/her patient during “nonclinical” hours, a student must appear on the nursing unit either in street clothes (no jeans or sweat suits) or in full student uniform.

   If in street clothes, the student must wear a buttoned, full length white lab coat, with name pin attached above the College insignia on the upper left front side. Quiet, conservative shoes should be worn. An agency identification badge may be required by certain clinical agencies. A fee may be assessed for this.

   When laboratory coats are worn to cover scrub attire worn outside special areas, such as Labor and Delivery, and Operating Room, the lab coat must be completely buttoned and laundered frequently.

G. **SMOKING**

   Smoking is not permitted during clinical experiences at any clinical agencies regardless of their policies.

H. **IDENTIFICATION**

   All students are required to obtain an I.D. with collar clip for identification purposes. These may be obtained from the library. (This does not apply for students enrolled at the Firelands campus.)

   The identification card must be worn whenever a student is in the clinical agency and it must be visible.

UNIVERSITY OF AKRON, COLLEGE OF NURSING

The University of Akron, College of Nursing, offers RN-BSN and RN-MSN programs on the LCCC campus. Students in the LCCC Associate Degree Nursing program may work on prerequisites for the Akron programs while completing their Associate degree and becoming an RN. For more information and evaluation of transcripts, contact Outreach Programs Coordinator, on the LCCC campus at 366-4161.

The University of Toledo has a similar opportunity for advanced degrees. Students desiring information should contact the University of Toledo at http://www.utoledo.edu/majors/?Nursing

VIDEOTAPING IN LAB

Videotaping may be available in the lab for educational purposes only.

2017-2018
Appendix
Student Name: __________________________________

Attendance and Dress Code Deficiency Point System Nursing Lab
*Applies to students in N128 and higher as of Fall 2016

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Occurrence</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tardiness/Leaving early</strong></td>
<td>2</td>
<td>Tardy is defined as anything that is one minute and beyond the class start time. Leaving early is leaving prior to instructor dismissing class.</td>
<td></td>
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<tr>
<td><strong>Absence:</strong></td>
<td>2</td>
<td>Absence from lab with notifying instructor at least ½ hour prior to scheduled starting time</td>
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<tr>
<td></td>
<td>5</td>
<td>No call/no show for lab &amp;/or check-off day.</td>
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<tr>
<td><strong>Dress Code Violations:</strong></td>
<td>2</td>
<td>Dress code violation</td>
<td></td>
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<tr>
<td></td>
<td>3</td>
<td>Refusing to adjust to dress code after instructor addresses violation with the student</td>
<td></td>
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<tr>
<td><strong>Professional behavior</strong></td>
<td>1</td>
<td>Assignment submitted late, or poor quality, or gross spelling errors</td>
<td></td>
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<tr>
<td></td>
<td>2</td>
<td>Unprepared for lab class/practice/checkoff due to not having appropriate supplies or forms</td>
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<td>3</td>
<td>Disrespectful attitude, or actions, or language towards instructor other instructors, or peers.</td>
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<tr>
<td><strong>Student Laboratory Check-offs</strong></td>
<td>2</td>
<td>Unprepared for check off due to not having appropriate forms</td>
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<td></td>
<td>2</td>
<td>First unsuccessful check-off/competency. Will result in automatic deficiency and mandatory lab practice requirement prior to next evaluation.</td>
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<td>2</td>
<td>Student changes check-off to a later time</td>
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<td></td>
<td></td>
<td>(Student may switch times with another student within their own lab group on the scheduled date. Must notify lab instructor ahead of time in order to not earn points.)</td>
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<td>3</td>
<td>Second unsuccessful check-off, same skill</td>
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<td>5</td>
<td>Third unsuccessful check-off, same skill</td>
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<td>8</td>
<td>Second unsuccessful competency</td>
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<tr>
<td><strong>Performance Improvement Plan</strong></td>
<td>≥5</td>
<td>Student will receive a deficiency notice with a written improvement plan. Faculty member may, at their discretion, implement a written improvement plan prior to 5 point accumulation to help ensure student success.</td>
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<td>10 or &gt;</td>
<td>Failure of lab</td>
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<td>A student who accumulates 10 or more points will receive an F in the Theory Course associated with the lab.</td>
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<td>There will be no option to withdraw from the course to prevent receiving a failing grade.</td>
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<thead>
<tr>
<th>Date</th>
<th>Student Signature</th>
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<th>Instructor Signature</th>
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Deficiency Point Definitions

Professional Behavior

Insolence: conduct which is offensive, disrespectful, impudent, rude, or insulting
Insubordination: a refusal to carry out a lawful and reasonable instruction; refusal to obey orders

Revised 1/14; 8/14; 1/2016; 6/2016
# LCCC Nursing Lab Deficiency Point System

**Applies to students entering N100/N121 & N101 Fall 2016 and after**

Student Name: ________________________

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Occurrence</th>
<th>Date</th>
<th>Date</th>
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</thead>
</table>
| Tardiness/Leaving early | 2  
- Tardy is defined as anything that is one minute and beyond the class start time. Leaving early is leaving prior to instructor dismissing class. |      |      |      |
| Absence: | 2  
- Absence from lab with notifying instructor at least ½ hour prior to scheduled starting time |      |      |      |
|            | 5  
- No call/no show for lab &/or check-off day. |      |      |      |
| Dress Code Violations: | 2  
- Dress code violation |      |      |      |
|            | 3  
- Refusing to adjust to dress code after instructor addresses violation with the student |      |      |      |
| Professional behavior | 2  
- First time: Assignment submitted late, or poor quality, or gross spelling errors |      |      |      |
|            | 3  
- Second and subsequent time: Assignment submitted late, or poor quality, or gross spelling errors |      |      |      |
|            | 2  
- Unprepared for lab class/practice / lab check-off due to not having appropriate supplies or forms. |      |      |      |
|            | 3  
- Disrespectful attitude, or actions, or language towards instructor, other instructors, or peers. |      |      |      |
| Student Laboratory Check-offs | 2  
- Student changes check-off to a later time  
  (Student may switch times with another student within their own lab group on the scheduled date. Must notify lab instructor ahead of time in order to not earn points.) |      |      |      |
|            | 3  
- First unsuccessful check-off/competency. Will result in automatic deficiency and mandatory lab practice requirement prior to next evaluation. |      |      |      |
|            | 7  
- Second unsuccessful check-off/competency, same skill |      |      |      |
| Performance Improvement Plan | ≥ 5  
- Student will receive a deficiency notice with a written improvement plan to promote student success. |      |      |      |
|            | 10 or >  
- Failure of lab  
  A student who accumulates 10 or more points will receive an F in the Theory Course associated with the lab.  
  - There will be no option to withdraw from the course to prevent receiving a failing grade. |      |      |      |

**Professional Behavior**

**Insolence:** conduct which is offensive, disrespectful, impudent, rude, or insulting

**Insubordination:** a refusal to carry out a lawful and reasonable instruction; refusal to obey orders

2017-2018
Performance Improvement Plan:
- A student who accumulates **5 or more points will receive a deficiency and a written plan** to improve performance. The deficiency notice should be delivered face to face, however if needed the notice may be delivered through email to the student in CANVAS (Example: 5 points reached due to absence).

- If the faculty member notes that the student has had a history of problems with meeting lab objectives, a **written plan may be implemented prior to the accumulation of 5 points** to help support the success of the student. This is up to the faculty member’s discretion.

Revised: 6/2016, 5/2017

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Anecdotal Notes

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2017-2018
LCCC Nursing Clinical Deficiency Point System

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<tr>
<td><strong>Tardiness/Leaving Early:</strong></td>
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<td>• Tardy is defined as anything that is one minute and beyond the clinical start time.</td>
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<tr>
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<td>5</td>
<td>• Absence from a clinical with notifying instructor at least $\frac{1}{2}$ hour prior to scheduled starting time</td>
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<td>8</td>
<td>• No call prior to start of clinical/ no show</td>
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<tr>
<td><strong>Dress Code Violations:</strong></td>
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<tr>
<td>2</td>
<td>• Violation of dress code</td>
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<td>• Refusing to adjust to dress code after instructor addresses violation with the student</td>
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<td>• Unprepared for clinical</td>
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<td>5</td>
<td>• Unsafe clinical practice</td>
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<tr>
<td><strong>Critical Patient Safety Events</strong> –see definitions page</td>
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<tr>
<td>3</td>
<td>• Circumstances that have the capacity to cause patient / medication safety event.</td>
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<tr>
<td>5</td>
<td>• An event occurred that reaches the patient, but does not cause harm.</td>
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<tr>
<td>8</td>
<td>• An event occurred that resulted in need for treatment or intervention and caused temporary patient harm.</td>
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<tr>
<td><strong>Consequences:</strong></td>
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<tr>
<td>≥5</td>
<td>• Student will receive a deficiency notice with a written improvement plan.</td>
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<td>• There will be no option to withdraw from the course to prevent receiving a failing grade.</td>
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</table>

**Uncontrollable Circumstances:**
- The College and/or instructor may make a decision to not penalize the student or the entire group if occurrence resulted from an uncontrollable circumstance. No points will be given in these circumstances.

**Performance Improvement Plan:**
- A student who accumulates **5 or more points will receive a deficiency and a written plan** to improve performance. The deficiency notice should be delivered face to face, however if needed the notice may be delivered through email to the student in CANVAS (Example: 5 points reached due to absence, or facility notifies instructor of a critical incident after clinical hours, etc.)
If the faculty member notes that the student has had a history of problems with meeting clinical objectives, a \textit{written plan may be implemented prior to the accumulation of 5 points} to help support the success of the student. This is up to the faculty member’s discretion.

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Revised 5/16, 5/17

\textbf{Anecdotal Notes}

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2017-2018
Deficiency Point Definitions

Professional Behavior

Insolence: conduct which is offensive, disrespectful, impudent, rude, or insulting
Insubordination: a refusal to carry out a lawful and reasonable instruction; refusal to obey orders

Critical Patient Safety Events

The National Coordinating council for Medication Error Reporting and Prevention recommends that medication error information be collected and reported as soon as possible, while the information is still fresh. Select only one of the medication error categories or subcategories, whichever best fits the error that is being reported.

**NO ERROR**
(3pts): Circumstances or events that have the capacity to cause error

**ERROR, NO HARM**
[**Note:** Harm is defined as temporary or permanent impairment of the physical, emotional, or psychological function or structure of the body and/or pain resulting therefrom requiring intervention.]

(3 pts): An error occurred but the error did not reach the patient (An “error of omission” does reach the patient.)
(5 pts): An error occurred that reached the patient, but did not cause patient harm
   - Medication reaches the patient and is administered
   - Medication reaches the patient but not administered
(5 pts): An error occurred that reached the patient and required monitoring to confirm that it resulted in no harm to the patient and/or required intervention to preclude harm

**ERROR, HARM**
(8 pts): An error occurred that may have contributed to or resulted in temporary harm to the patient and required intervention
(8 pts): An error occurred that may have contributed to or resulted in temporary harm to the patient and required initial or prolonged hospitalization, or resulted in permanent patient harm
LORAIN COUNTY COMMUNITY COLLEGE NURSING LAB
MANDATORY LAB PRACTICE FORM

Student Name _____________________________________________ Course ______________________

Mandatory Lab Practice:

- Independent Practice
- Practice with Instructor
- Instruction – Missed Lab
- Reinstruction

Skill: ____________________________________________________________

- Unsuccessful First Skill Check-Off Attempt (Date ______________)
- Unsuccessful First Competency Testing (Date ______________)

Areas in need of Practice: ____________________________________________

____________________________________________________________________

Signature Referring Instructor: ____________________________________________

Date of Practice ______________________ Start Time ______________ Stop Time __________

Instructor Documentation of Reinstruction / Student Practice Performance: ______________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Instructor’s Signature Verifying Lab Practice Time and Documentation: __________________

Student’s Signature: ________________________________________________________

2017-2018
PHASES OF THE NURSING PROCESS
The phases of the nursing process are described as follows:

I. ASSESSMENT: establishing a data base
   A. Gather objective and subjective information relative to the patient.
   B. Verify data.
   C. Communicate information gained in assessment.

II. ANALYSIS: identifying actual or potential health care needs/problems based on assessment.
   A. Interpret data.
   B. Collect additional data as indicated.
   C. Identify and communicate patient’s nursing diagnoses.
   D. Determine congruency between patient’s needs/problems and health team member’s ability to meet patient’s needs.

III. PLANNING: setting goals for meeting patient’s needs and designing strategies to achieve those goals.
   A. Determine goals of care.
   B. Develop and modify plan.
   C. Collaborate with other health team members for delivery of patient’s care.
   D. Formulate expected outcomes of nursing interventions.

IV. IMPLEMENTATION: initiating and completing actions necessary to accomplish the defined goals.
   A. Organize and manage patient’s care.
   B. Perform or assist in performing activities of daily living.
   C. Counsel and teach patient, significant others, and/or health team members.
   D. Provide care to achieve established patient goals.
   E. Provide care to optimize achievement of the patient’s health care goals.
   F. Supervise, coordinate, and evaluate the delivery of the patient’s care provided by nursing staff.
   G. Record and exchange information.

V. EVALUATION: determining the extent to which goals have been achieved.
   A. Compare actual outcomes with expected outcomes of therapy.
   B. Evaluate compliance with prescribed and/or prescribed therapy.
   C. Record and describe patient’s response to therapy and/or care.
   D. Modify plan as indicated, and reorder priorities.

CATEGORIES OF PATIENT NEEDS
The categories of patient needs are described as follows:

I. Safe, Effective Care Environment
   The nurse meets patient needs for a safe and effective environment by providing and directing nursing care that promotes achievement of the following patient needs:
   1. Coordinated care
   2. Quality assurance
   3. Goal-oriented care
   4. Environmental safety
   5. Preparation for treatments & procedures
   6. Safe and effective treatments & procedures

II. Physiology Integrity
   The nurse meets the physiological integrity needs of patients with potentially life-threatening and/or chronically recurring physiological conditions, and of patients at risk for the development of complications or untoward effects of treatments or management modalities by providing and directing nursing care that promotes achievement of the following patient needs:
   1. Physiological adaptation
   2. Reduction of risk potential
   3. Mobility
   4. Comfort
   5. Provision of basic care

III. Psychosocial Integrity
   The nurse meets patient needs for psycho-social integrity in stress and crisis-related situations throughout the life cycle by providing and directing nursing care that promotes achievement of the following patient needs:
   1. Psychosocial adaptation
   2. Coping/Adaptation

IV. Health Promotion/Maintenance
   The nurse meets patient needs for health promotion/maintenance throughout the life cycle by providing and directing nursing care that promotes achievement, within patients and their significant others, of the following needs:
   1. Continued growth and development
   2. Self-care
   3. Integrity of support systems
   4. Prevention and early treatment of disease
FERPA RELEASE

LETTER OF RECOMMENDATION

LORAIN COUNTY COMMUNITY COLLEGE
1005 N. Abbe Rd. North
Elyria, OH 44035
800-995-5222

Name: ________________________________ (Print Name) ________________________________ (Student ID #)

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), I, the undersigned, hereby authorize [Instructor/Staff name] __________________________ to provide a written and/or verbal reference in which he/she may reference the following educational records and information for the purpose of providing a recommendation for employment, college application, scholarship, etc.

Indicate Type of Record To Be Released:
[Example: grades, GPA, class rank, academic standing, academic performance, professional behavior traits, code of conduct complaints and/or violations, etc.]

Name and Address of Receiving Party:

I understand further that: 1) I have the right not to consent to the release of my education records; 2) I have the right to receive a copy of such records upon request; and 3) that this consent shall remain in effect for one year from the date signed, unless revoked by me prior to one year from the date signed, but that any such revocation shall not affect disclosures previously made by Lorain County Community College, prior to the receipt of any such written revocation.

□ I waive my right to review a copy of the letter or recommendation at any time in the future.

_________________________________________ Student’s Signature

_________________________________________ Date

THIS INFORMATION IS RELEASED SUBJECT TO THE CONFIDENTIALITY PROVISIONS OF FERPA AND OTHER APPROPRIATE STATE AND FEDERAL LAWS AND REGULATIONS, WHICH PROHIBITS ANY FURTHER DISCLOSURE OF THIS INFORMATION WITHOUT THE SPECIFIC WRITTEN CONSENT OF THE PERSON TO WHOM IT PERTAINS, OR AS OTHERWISE PERMITTED BY SUCH REGULATIONS.

cc: ________________________________ [Receiving Party]

REV 6/09

2017-2018
# Program Progression Plan
## Associate Degree Nursing

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

This worksheet outlines the sequence in which the coursework is to progress.

- Each semester the student is required to file a **Clinical Progression Request Form (CPRF)** with the Nursing Programs Administrator, Advance Placement or Firelands BGSU Coordinator if sequencing of nursing courses has been done.
- The deadline to file is one week after the withdrawal date for full term classes during the semester preceding the requested placement.
- The student **may not** register on-line or by phone. All registrations will be done in person with the student registering through the clinical coordinator.
- **Lorain County Community College reserves the right to adjust any unauthorized registrations without prior notification.**
- Please note that all **NURS** courses must be **completed** within **5 years** of the **program start**.
- It is the student’s **choice** to **alter** or **interrupt** the prescribed ADN curriculum.
- **Neither LCCC nor the Division of Health & Wellness guarantees the availability of courses in successive semesters.**

*My signature indicates that I have read and understand the terms of part-time sequencing of the ADN curriculum.*

Student’s signature ___________________________ Date ____________________

Program Director’s signature ___________________________ Date ____________________

---

2017-2018
If a student has been convicted of or pled guilty to any one of the following offenses (or any substantially equivalent offense in any state), the student cannot participate in clinical education at Mercy and Allen Medical Center.

<table>
<thead>
<tr>
<th>Based on Ohio Revised Code Offense</th>
<th>2905.02</th>
<th>Abduction (If the victim was a minor, it is an absolute bar.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2903.34 Patient Abuse or Neglect</td>
<td>2905.11</td>
<td>Extortion (does not apply for children)</td>
</tr>
<tr>
<td>3716.11 Adulteration of Food</td>
<td>2911.01</td>
<td>Aggravated Robbery</td>
</tr>
<tr>
<td>2903.01 Aggravated Murder</td>
<td>2911.02</td>
<td>Robbery</td>
</tr>
<tr>
<td>2903.02 Murder</td>
<td>2911.11</td>
<td>Aggravated Burglary</td>
</tr>
<tr>
<td>2903.03 Voluntary Manslaughter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2907.02 Rape</td>
<td>2911.12</td>
<td>Burglary</td>
</tr>
<tr>
<td>2907.03 Sexual Battery</td>
<td>2911.25</td>
<td>Domestic Violence</td>
</tr>
<tr>
<td>2907.05 Gross Sexual Imposition</td>
<td>2923.16</td>
<td>Improperly Discharging a Firearm/Habitation or School</td>
</tr>
<tr>
<td>2907.12 Felonious Sexual Penetration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2903.11 Felonious Assault (with a purpose to satisfy sexual needs or desires of the offender)</td>
<td>2903.16</td>
<td>Failing to Provide for a Functionally-Impaired Person</td>
</tr>
<tr>
<td>Division (A) Involuntary Manslaughter (with a purpose to satisfy sexual needs or desires of the offender)</td>
<td>2907.06</td>
<td>Sexual Imposition</td>
</tr>
<tr>
<td>2905.01 Kidnapping (with a purpose to satisfy sexual needs or desires of the offender)</td>
<td>2907.07</td>
<td>Impersonating</td>
</tr>
<tr>
<td>OR if the victim was a minor)</td>
<td>2907.08</td>
<td>Voyeurism</td>
</tr>
<tr>
<td>2905.02 Abduction (if the victim is a minor)</td>
<td>2907.09</td>
<td>Public Indecency</td>
</tr>
<tr>
<td>2907.321 Pandering Obscenity Involving a Minor</td>
<td>2907.31</td>
<td>Disseminating Matter Harmful to Juveniles</td>
</tr>
<tr>
<td>For older adults: Division (A) (1) or (A) (3) For children: 2907.321</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2907.322 Pandering Sexually-Oriented Matter Involving a Minor For older adults: Division (A) (1) or (A) (3) For children: 2907.322</td>
<td>2925.02</td>
<td>Corrupting Another With Drugs</td>
</tr>
<tr>
<td>2907.323 Illegal Use of a Minor in Nudity-Oriented Material or Performance For older adults: Division (A) (1) or (A) (2) For children: 2907.323</td>
<td>2925.03</td>
<td>Drug Trafficking Offenses</td>
</tr>
<tr>
<td>2905.04 Kidnapping (with a purpose to satisfy sexual needs or desires of the offender OR if the victim was a minor)</td>
<td>2925.11</td>
<td>Drug Abuse</td>
</tr>
<tr>
<td>2905.05 Child Stealing</td>
<td>2907.04</td>
<td>Corruption of Minor</td>
</tr>
<tr>
<td>2907.21 Compelling Prostitution</td>
<td>2907.22</td>
<td>Promoting Prostitution</td>
</tr>
<tr>
<td>2919.22 Endangering Children</td>
<td>2907.23</td>
<td>Procuring</td>
</tr>
<tr>
<td>2903.04 Involuntary Manslaughter (Division (A) offense with a purpose to gratify the sexual needs and desires of the offender)</td>
<td>2919.12</td>
<td>Unlawful Abortion</td>
</tr>
<tr>
<td>2903.11 Felonious Assault (If done with a purpose to satisfy the sexual needs or desires of the offender.)</td>
<td>2919.22</td>
<td>Endangering Children</td>
</tr>
<tr>
<td>2903.12 Aggravated Assault</td>
<td>2919.24</td>
<td>Contributing to the Unruliness or Delinquency of a Child</td>
</tr>
<tr>
<td>2903.13 Assault</td>
<td>2919.25</td>
<td></td>
</tr>
<tr>
<td>2903.21 Aggravated Menacing</td>
<td>2919.26</td>
<td></td>
</tr>
<tr>
<td>2905.01 Kidnapping (If done with a purpose to satisfy the sexual needs or desires of the offender OR if the victim was a minor)</td>
<td>2919.27</td>
<td></td>
</tr>
</tbody>
</table>

2017-2018
If a student has been convicted of or pled guilty to any two or a combination of two of the following offenses (or any substantially equivalent offense in any state), the student cannot participate in clinical education at Mercy Health System.

Based on Ohio Revised Code Offense

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2913.02</td>
<td>Theft</td>
</tr>
<tr>
<td>2913.11</td>
<td>Passing Bad Checks</td>
</tr>
<tr>
<td>2913.21</td>
<td>Misuse of Credit Cards</td>
</tr>
<tr>
<td>2913.31</td>
<td>Forgery</td>
</tr>
<tr>
<td>2913.40</td>
<td>Medicaid Fraud</td>
</tr>
<tr>
<td>2913.47</td>
<td>Insurance Fraud</td>
</tr>
<tr>
<td>2913.51</td>
<td>Receiving Stolen Property</td>
</tr>
<tr>
<td>2913.03</td>
<td>Unauthorized Use of a Vehicle</td>
</tr>
<tr>
<td>2913.04</td>
<td>Unauthorized Use of Property; Unauthorized Advance Placement to Computer Systems</td>
</tr>
<tr>
<td>2913.11</td>
<td>Passing Bad Checks</td>
</tr>
<tr>
<td>2913.21</td>
<td>Misuse of Credit Cards</td>
</tr>
<tr>
<td>2925.13</td>
<td>Permitting Drug Abuse</td>
</tr>
<tr>
<td>2925.22</td>
<td>Deception to Obtain a Dangerous Drug</td>
</tr>
<tr>
<td>2925.23</td>
<td>Illegal Processing of Drug Documents</td>
</tr>
</tbody>
</table>

HMM/CHP 2/18/08

2017-2018
GUIDELINES FOR BODY SUBSTANCE EXPOSURE IN CLINICAL SETTINGS

_Student_ -- any person who is undergoing specific clinical instruction in an affiliating agency.

The students will be informed of body substance exposure protocol by their instructor or by educated specialists of the agency during the initial clinical orientation.

A body substance exposure occurs when body fluids, especially blood, are splashed on mucous membranes, penetrate open sores on the skin, or a contaminated sharp punctures the skin while performing student duties. Because these occurrences are ways of transmitting Hepatitis B or H.I.V., the Division of HEALTH AND WELLNESS strongly urges you to follow these guidelines as soon as possible. If the student is exposed, the initial test must be done within seven days in order to satisfy the requirements of the Ohio law mandating the source patient to comply. (Hobson Bill)

_Guidelines_

1. The student and instructor are responsible for complying with agency protocol at the time of exposure. The student and instructor need to:
   a. Appropriately cleanse the area of exposure.
   b. Notify the unit manager of the exposure.
   c. Complete an incident form on the day of the exposure to the body fluid.
   d. Determine the tetanus history and follow-up with immunizations as directed by agency protocol.
   e. Attempt to identify the source of exposure and, if able, obtain informed consent for antibodies to the Human Immunodeficiency Virus (H.I.V. antibodies) and Hepatitis B Surface Antigen from the source patient.
   f. Have the student read educational materials about H.I.V. and Hepatitis B.

2. The Division of HEALTH AND WELLNESS recommends that the student be tested for H.I.V. Free testing sites are available in Lorain and Cuyahoga Counties. The student should be tested at least four (4) times over a one-year period: 1) initial test; 2) at six weeks; 3) at six months; 4) at one year. Counseling is also available at the sites. Refrain from giving blood during the testing period.

3. The Division of HEALTH AND WELLNESS recommends that the student be tested for Hepatitis B Surface Antibodies and, if needed, the student should receive the Hepatitis B Vaccine. The student can receive this vaccine at the local Health Department or can contract his/her physician or go to the nearest emergency department. Immunizations cost approximately $150.00 for three (3) doses over a six-month period. If the student is pregnant or becomes pregnant, she should consult her physician immediately. (See Student Handbook)

4. If the precise source of the student's exposure is unknown, the student will need a does of Hepatitis B Immune Globulin, which can be given along with the Hepatitis B vaccine. The student can receive this at the local public Health Department.

5. The instructor urges the student to encourage compliance with these guidelines and provide for appropriate counseling to support the student.
GUIDELINES FOR EXPOSURE TO TUBERCULOSIS
IN CLINICAL SETTINGS

Lorain County Community College will follow agency policy if exposure to tuberculosis is confirmed.

ESTABLISHING CREDIT FOR COURSES IN ASSOCIATE DEGREE NURSING SEQUENCE

I. Transfer Credit*
   A. From Other Nursing Programs: See next page for Transfer Policies.
   B. For Courses in Previous Lorain County Community College Associate Degree Nursing Sequences: The student must consult the Program Director of the Associate Degree of Nursing Program.
   C. ADVANCE PLACEMENT Program for LPN to RN

II. Credit by Examination*
   A. For Nursing 100/121
      1. Individuals who meet the following specified criteria may take the proficiency examination (ACT PEP Test) for Nursing 100/121.
         a. Medical Corpsman
            1) High school graduate or equivalency.
            2) Submit evidence of functioning in a bedside care capacity while in the service. This evidence shall include such things as:
               a) Letters from commanding officers that attest to specific facts which support candidates’ request.
               b) Transcripts such as given by the CC of Air Force which lists courses, hours of instruction and grades.
         b. Previous enrollee in a diploma school of nursing or in a college or university school of nursing whose courses are not comparable.
            1) High school graduate or equivalency.
            2) Submit transcript verifying enrollment in previous school of nursing.
      2. Anyone who has unsuccessfully completed the course, Nursing 100 or 121, may not take the proficiency examination.
      3. Anyone who has failed the Nursing 100/121 proficiency may not repeat it.
      4. The proficiency examination must be taken no later than six months before the semester in which the student wishes to enter the nursing sequence.
      5. The proficiency will be good for two years. Extensions beyond that must be granted by the Division of Health and Wellness.
   B. For Other Nursing Courses
      The following may establish credit for other nursing courses through examination:
      1. Previous enrollees in diploma schools of nursing.
      2. Previous enrollees in college or university schools of nursing whose courses do not seem comparable to Lorain County Community College courses.

*NOTE: All transfer students must plan to be enrolled in the Associate Degree Nursing sequence for at least 20 credits as required by LCCC.
III. ADVANCE PLACEMENT Program for LPN to RN
   A. Must be admitted to ADN Program.
   B. Has current LPN licensure.

TRANSFER STUDENT POLICIES

I. Transfer Student - Nursing
   A. A nursing clinical transfer student is defined as an applicant who has been formerly
      enrolled in clinical nursing courses at another institution.
   B. Applicants who are transferring to LCCC having taken only support courses will be
      required to submit a Program Application for Nursing as would any beginning student.

II. Transfer Policies
   A. Application for admission to LCCC must be on file and processed in the Connections
      Center.
   B. An official high school transcript or G.E.D. (General Equivalency Diploma) must be
      on file in the Records office.
   C. Official transcripts from all colleges and universities attended must be on file and a
      Transcript Evaluation Request form completed and submitted to the Connections
      Center in order that course evaluation can be completed.
   D. Nursing clinical transfer students must have a minimum of a 2.5 G.P.A. and a C grade
      or better in all completed science and completed nursing courses from prior
      institution(s). **Students will not be considered for transfer if they have failed any
      nursing courses in their previous programs.**
   E. Nursing clinical transfer students must submit the following to the Nursing Programs
      Administrator of the Nursing Division:
      1. A list of nursing clinical courses completed, along with their course outlines;
      2. Two (2) Transfer Nursing Student Reference Forms completed by full-time
         nursing faculty;
      3. A personal statement as to the reason(s) for transfer. Please include an
         explanation of all withdrawal status from any nursing course.
      4. A nursing program curriculum guide of the program transferring from.
   F. If the documentation submitted by the student supports course equivalency, the
      Nursing Programs Administrator will notify the transcript evaluator in writing and the
      transfer credit will be posted to the student's academic achievement file.
   G. All transfer students must plan to enroll for 20 credits, as required by LCCC, and no
      nursing course can be more than 5 years old to be accepted for transfer.
GRADUATION REQUIREMENTS

The college will award one diploma per student for an earned Associate of Arts or Associate of Science degree. Any student may pursue any number of areas of concentration in the Associate of Arts or Associate of Science degree area, but can receive no more than one Associate of Arts and one Associate of Science diploma from LCCC

Universal Requirements for an Associate’s Degree

A. Earn a minimum 62 semester hours of credit, exclusive of Developmental Education courses, with a total cumulative grade point average of 2.0 (“C”) or higher in both the degree area and on all graded coursework which includes Student Development (SDEV) 101 and English (ENGL) 161 (or earlier equivalents for students admitted before Fall Semester 1998).

B. Earn at least 20 credit hours, exclusive of Credit by Examination and transfer credit, with at least a 2.0 (“C”) cumulative point average at the College, and have been officially registered in the College during the final semester.

C. Complete the requirements of one of the degree programs as outlined.

D. Complete all Incomplete (I) work.

F. Complete and application for Associate Degree (Graduation Candidacy Request) and submit it to the Division of Student Development, Transfer and Placement no later than Friday of the eighth week of the semester in which graduation requirements will be completed or anytime during the preceding semester.

G. Attend the May commencement exercises when possible. Caps and gowns must be picked up at least one week prior to Commencement in the Bookstore on the first floor of College Center.
GUIDELINES FOR SCHOLARLY PAPER

The Scholarly Paper is an APA formatted paper, using the following format. Attach this form to the back of your paper. An APA formatted outline is due to the faculty one week before the paper due date.

I. Introduction
Introduce the issue that will be addressed in the presentation including a brief rationale for this topic selection, its relevance to women’s health or the childbearing family and nursing practice, and a brief description of the purpose of the paper (i.e. “This paper will explore the ethical issues related to managed care on the childbearing family”).

II. Overview of the topic
Includes a REVIEW OF THE LITERATURE: A minimum of three references from multidisciplinary professional literature with a minimum of 2 citations from Nursing Literature. Statistics, historical perspectives, legislative or public policy, scientific advances, or professional standards are some of the areas you may want to include. Discuss with faculty for any questions on this area.

III. Discussion
Analyze the significance of the paper topic to nursing practice. Include suggestions for future actions related to this topic (research, practice, standards, political action, etc.).

IV. Summary
Restatement of the problem with a summary of significant findings from the literature and recommendations for future approach to the issue.

V. APA Format – 6th Edition and Writing Quality
APA format must be adhered to strictly including the paper outline, paper margins, spacing, headings, and appropriate citation of references in the text. A title page must precede the paper text and a separate reference list must be included at the end of the paper. These do not count in the total required page count of the paper. Correct sentence structure, grammar, tense, and spelling will be expected.
FREQUENTLY ASKED QUESTIONS ABOUT NCLEX® EXAMINATION

Q. What do I need to do to be eligible to take the NCLEX® Examination?
A. Complete and submit a Board Application and $75.00 fee. Register with the Testing Service and pay the $200 testing fee. Your School of Nursing will submit directly to the Ohio Nursing Board a “Completion Letter” (Ohio graduates) or an “Official Transcript” (Out-of-State Graduates).

Q. How long does it take to process my examination application once it is received by the Board of Nursing?
A. Allow four weeks for your application to be processed. Once your information is entered into our computer and all requirements are met, you are made eligible to test.

Q. When will my Authorization to Test (ATT) number be mailed?
A. Allow 48 hours after you have been “Authorized” for the Testing Service to mail the ATT. Please allow additional time if you were “Authorized” on a Friday or before a Holiday. The Testing Service advises you to allow 7-10 mail days. Contact the Testing Service at 1-866-496-2539, if you do not receive the ATT within the specified time.

Q. Do I need to take the Test of Spoken English (TSE) Examination if I am educated outside of the United States?
A. Yes. At the present time ALL foreign educated nurses must take the Test of Spoken English examination (exempt from the TSE requirement are any foreign educated nurse graduates whose native language is English and who graduated from a college, university, or professional training school located in Australia, Canada (except Quebec), Ireland, New Zealand, or the United Kingdom).

Q. Does the Board issue temporary permits to new nurse graduates waiting to take the examination?
A. No. You must pass the NCLEX examination and be issued a permanent license.

Q. What do I need to do to re-take the NCLEX® examination?
A. Re-submit the $75.00 fee to the Board of Nursing and register with the Testing Service and repay the testing fee ($200.00). If it has been longer than 12 months since your last test date, contact the Board office for a new application and instructions.

Q. What do I need to do to have modifications to the NCLEX® examination?
A. Requirements are: request in writing the type of modification needed. A letter from the Director/Dean of your Nursing Program, and a letter from the Health Care Provider who administered the diagnostic examination to determine the disability must also be sent to the Board.

More information about the NCLEX exam can be found at the National Council of State Boards of Nursing (NCSBN): https://www.ncsbn.org/students.htm
Student Concern Progression Plan

Concern

Step 1: Meeting with faculty member with whom concern lies

Discussion:

Instructor: ___________________ Student: ___________________ Date: ____________

Step 2: Meeting with Lead Instructor (if applicable)

Discussion:

Lead Instructor: _______________ Student: ___________________ Date: ____________

Step 3: Meeting with Nursing Programs Administrator

Discussion:

Program Administrator: _______________ Student: ___________________ Date: ____________

Step 4: Meeting with Dean

Discussion:

Dean: ___________________ Student: ___________________ Date: ____________
REQUEST FOR READMISSION

A student may request readmission into the Nursing program after dismissal from the program due to two failures or two unsatisfactory withdrawals. A request for re-admission does not automatically guarantee re-admission. Multiple variables are considered during the re-admission process. Information outlined below is to be sent to the Nursing Programs Administrator.

Readmission Procedure:
A professionally prepared letter must be written requesting readmission. The letter must include the following:

- The nursing courses in which a D, F, or a withdraw failing was received.
- Description and documentation of extenuating circumstances for each course failure.
- Changes student has made or will make to assure future success in the program.

Decision:
The Nursing Program Administrator will validate the strengths and concerns related to the probability the student will be successful in the nursing program. The comprehensive review at each level assumes the following:

3. The identified information is neither equal in value nor ranked in importance but simply information.
4. Every student request is reviewed on its own merit/circumstances and it is conceivable that additional considerations specific to this student may be used.

The following information will be used in the review process:

11. The letter requesting readmission from the student.
12. The college transcripts to assess probability of future success in the program. All course work is reviewed including withdrawal trends, poor performance in non-nursing courses, GPA, and currency of course work.
13. The student files including all clinical evaluations.
14. Lecture and clinical performance in the failed nursing courses. This may include attendance record, results on tests and quizzes, and lab and clinical evaluations.
15. Lecture and clinical performance in the past nursing courses to determine the strength of the passing grades.
16. Evidence that the nursing failures were the result of extenuating circumstances.
17. Evidence that the student recognized academic difficulties and sought guidance/counseling during that time.
18. Evidence that the student has identified a feasible plan to address difficulties associated with the failures so that probability of success is improved.
19. Any additional data submitted by student from individual course faculty, clinical faculty, or from the student to complete the comprehensive review process.

(8-2017)
Lorain County Community College  
Nursing Program Re-Admissions Rubric

Please note: The purpose of the rubric is to give comparable, relative assessment of re-admissions potential; all decisions are final.

Student Name:  
Student Number:

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter of Request</strong></td>
<td>Letter includes little insight into cause of failures &amp; weak plan for remediation</td>
<td>Letter includes insight into cause of failures &amp; realistic plan for remediation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall Transcript Review</strong></td>
<td>Significant number of repeat/withdrawals of courses or &lt; “C” grades</td>
<td>Limited number of repeat/withdrawals of courses or &lt; “C” grades</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Clinical (incl. lab) Evaluation</strong></td>
<td>Clinical failure</td>
<td>Evidence of clinical difficulties</td>
<td>No documented evidence of clinical problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science Grades (A &amp; P I &amp; II &amp; Micro)</strong></td>
<td>Majority of grades “C” or less</td>
<td>2 out of 3 courses with “B” grades</td>
<td>2 out of 3 courses with “A” grades</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science Grades</strong></td>
<td>&gt;5 years from readmission date</td>
<td>&lt; 5 years from readmission date</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall GPA</strong></td>
<td>GPA 2.0-2.09</td>
<td>GPA 2.1-2.59</td>
<td>GPA 2.6-3.0</td>
<td>GPA &gt; 3.1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: to include review of NURS courses

Total possible 10 points

5 or < points, do not re-admit  
6-8 points potential admit re-admit after faculty discussion  
>8 points Consider readmission (not guaranteed)

2017-2018
Include this “Permission to Review Student File” form with your professional letter requesting readmission.

Lorain County Community College
Division of Health and Wellness
Associate Degree Nursing Program

Permission to Review Student File

I, ______________________________, give permission to the Program Director of the
(Please print name)

Associate Degree Nursing Program, the Readmission Committee, and nursing faculty to examine all my records including application information, transcripts from LCCC and other institutions, and evaluations in order to make a decision regarding my request for readmission to the Associate Degree Nursing program.

Student Signature: ____________________________________________________________

Student # ___________________________ Date: __________________________