NURSING PROGRAMS
Handbook

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Effective Autumn 2025

A MESSAGE FROM THE DEAN

Welcome to Hocking College and the School of Allied Health and Nursing!

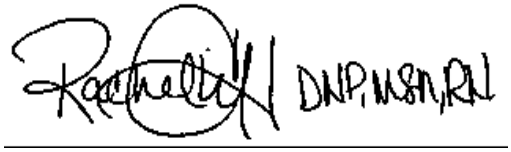
I'm excited to welcome you as you begin your journey whether you're starting out in nursing or moving forward from LPN to RN. This is a meaningful step in your career, and I encourage you to make the most of all the opportunities available to you here at Hocking.

Our college is known for its hands-on, experience-based learning and supportive environment. We're committed to helping you prepare for a successful career or future studies, while also encouraging lifelong learning, inclusion, and community involvement both locally and globally.

You'll be learning from dedicated faculty who are not only experts in their field but also deeply invested in your success. They're approachable, experienced, and here to guide you every step of the way.

I wish you the very best as you work toward becoming a Registered Nurse. If you ever need support or have questions, feel free to reach out. I'm here to help.

Rachel Clift, DNP, MSN, RN



Dean, School of Allied Health and Nursing

TO: Nursing Students

FROM: Hocking College Nursing Faculty, Staff, and Administration

RE: Nursing Programs Student Handbook Effective Autumn Term 2025

Welcome to Hocking College and to the Nursing Program. This Nursing Programs Handbook (hereinafter "Handbook") is designed to provide you with information about the nursing programs. It sets forth the requirements of the School of Nursing, who **reserves the right to change this Handbook at any time.** You will be notified through the College's learning management system (LMS) of any substantive changes to this Handbook.

We wish you academic success and look forward to welcoming you to the ever-growing alumni group of competent, caring and conscientious Hocking College Nursing graduates.

The Hocking College Nursing Programs are:

Approved by the Ohio Board of Nursing
17 South High Street, Suite 600
Columbus, Ohio 43215
Phone: 614.466.3947
www.state.oh.us/nur
and
The Associate of Applied Science in Nursing is
Accredited by the Accreditation Commission for Education in Nursing **(**ACEN)
3390 Peachtree, Suite 1400
Atlanta, Georgia 30326
Phone: 404. 975.5000
Fax: 404. 975.5020
http://www.acenursing.org/

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SCOPE OF NURSING PROGRAMS HANDBOOK

The Handbook applies to all students currently accepted into a nursing program at Hocking College. Students are also expected to abide by the Hocking College Student Code of Conduct, college policies and procedures, and local, state, and federal laws.

- Hocking College Student Code of Conduct can be found at: https://www.hocking.edu/student-conduct
- Hocking College policies can be found at: https://www.hocking.edu/administrative-policies.
- Hocking College procedures can be found at: https://www.hocking.edu/administrative-procedures.

NOTIFICATION OF CHANGES TO THE HANDBOOK

The handbook will be posted in each nursing course's Blackboard Learning Management System (LMS) site. A separate document notifying students of substantive changes and addenda will also be posted. At the time of any change, faculty will also advise students of the specific modification(s). Each student will complete an acknowledgment in their course Blackboard site indicating they have read and understand the handbook and any addenda. Refusal to complete the acknowledgment does not excuse the student from the policies and procedures in the handbook.

Students currently enrolled in a nursing program are not subject to policy changes affecting progression in, completion of, or readmission to the program pursuant to Ohio Administrative Code (OAC) 4723-5-12(B). The progression, completion, and readmission policies in the handbook in effect at the time RN students enter NT-1510 or LPN to RN students enter NT-1530 apply. These policy changes will only apply to newly admitted students or students readmitted under a new catalog year. Such policies would be related to the level of achievement a student must maintain to remain in the nursing program, to progress to the next semester, or requirements for satisfactory completion of courses in the nursing program curriculum.

All other changes to the handbook are effective immediately and shall apply to all students regardless of when they were enrolled in or admitted to a nursing program. This includes, but is not limited to changes related to conduct, attendance, exam testing procedures, and grading assessment.

NURSING PROGRAMS GENERAL INFORMATION

MISSION

The nursing unit embodies the institutional mission, vision, and values with unique nursing programs that are hands-on and learner-centered. The **mission** of the Nursing Program is to meet the educational needs of individuals who wish to enter the nursing profession or to advance their nursing skills and to meet the health care needs of the extended community. The **purpose** of the Nursing Program is to help meet the health care needs of the extended community by preparing competent, caring nursing graduates to enter practice as Licensed Practical Nurses and as Registered Nurses in a variety of health care delivery environments.
Graduates of a Nursing Program will have the knowledge to become safe entry-level practitioners

for a diverse patient population and successfully pass the NCLEX-RN or NCLEX-PN licensure exam.

PHILOSOPHY

- Each **individual** has innate worth as a unique living, feeling, thinking, social being who exists in a dynamic interaction with self, society and the environment. While each individual is unique, each has holistic needs common to all including the need to attain an optimal level of health.
- **Society** is the collective human environment which is in dynamic interaction with the individuals influencing attitudes, beliefs, values, ideas and behaviors.
- **Health** is a dynamic process over the wellness–illness continuum involving holistic care needs (biological, psychological, cognitive, sociocultural and spiritual) over the lifespan.
- **Nursing** is a caring interactive process of responding to the holistic dynamic health needs of individuals, groups, families and communities over the life span and wellness–illness continuum to help people achieve an optimal level of health.
- **Education** is a dynamic learning process based on sound teaching and learning principles, outcomes and current evidence, structured from simple to complex, from familiar to unfamiliar influencing values, attitudes, knowledge and skills. In a learning partnership, both teacher and student are accountable for optimizing educational opportunities to achieve diverse personal and career goals.
- **Nursing Education** is responsive to the adult learner needs and career goals by providing flexible opportunities for entry to and exit from the nursing program. This is accomplished through lectures, hands-on skills, high fidelity simulation/technology, and clinical experiences, which builds on previous relevant experiences to help students develop the essential values, knowledge, skills, and attitudes for safe caring nursing practice.

The scope of practice for the beginning practitioner who is a graduate of the Practical Nursing Program and of the Associate Degree Nursing Program is directed toward providing and/or managing holistic compassionate nursing care for people with well-defined health problems (guided as needed by a more experienced nurse) as a member of the nursing profession and of the interdisciplinary healthcare team.

Philosophy Adopted 1987
Last Reviewed and Accepted February 15, 2022

ORGANIZING FRAMEWORK (Curriculum Threads and Strands)

The organizing framework describes the concepts, beliefs, philosophy, upon which the faculty has identified the nursing curriculum is organized and developed. The organizing framework assists the faculty in guiding the development of concepts and content within the curriculum and design of the nursing courses. The nursing courses are based on the philosophy/ mission, the organizing framework, program objectives, and outcomes. The organizing framework provides the faculty with a guide for curriculum development and decision making as a means and resource for clarifying

and directing student learning. The primary goal of the nursing program curriculum is to prepare the student learner to practice the art of and science of nursing in which faculty and students have distinct and separate responsibilities in the faculty and student relationship. The following organizing framework shows the major concepts and supporting concepts of the Nursing Programs philosophy.

Major Concepts:
Nursing Process
Clinical Skills
Communication/Relational Skills
Professionalism

Supporting Concepts:
Lifespan Variations
Clinical Reasoning/Judgement
Teaching/Learning
Management of Care
Diversity
Wellness-Illness Continuum
Human Sciences
Holism

Major Concepts:

Nursing Process: The five steps of the nursing process: assessment analysis, planning, implementation, and evaluation provide the framework for delivery of patient care and are the structure for course content in the nursing education program.

Clinical Skills: In the nursing program there are three domains of learning in which the faculty engage students within the courses and in the clinical setting. The cognitive domain represents the knowledge needed to carry out the professional roles of the nurse. The skills are the psychomotor activities that are represented by the psychomotor domain. Attitudes reflect the beliefs and values about all aspects of the patient and healthcare that affect the affective domain. The content of each domain is equally important and necessary for the student to provide safe and effective quality care in the clinical setting.

Communication/Relational Skills: Communication within the context of nursing is a dynamic and interpersonal process that requires at least one messenger and one receiver. The process, which includes interprofessional collaboration can either be verbal (oral or written) or non-verbal and is influenced by a person's culture, setting, values, beliefs, and perceptions. Whether working with clients, colleagues or peers, the nurse engages is purposeful nonjudgmental communication directed towards a specific outcome.

Professionalism: The nursing program curriculum contains the ethical and legal principles the nurse must exemplify in professional values, accountability, advocacy, and leadership to meet the healthcare needs of individuals, families, as well as communities locally and globally.

Supporting Concepts:

Lifespan Variations: All human beings have specialized growth and developmental needs and related tasks to accomplish at various stages of the lifespan. Individuals differ in their ability to meet self-care needs. The amount of assistance to meet self-care needs is affected by the developmental stage and the effects of the disease process. The nursing curriculum provides the student with the opportunities to assist individuals in meeting self-care needs at the different

developmental stages.

Clinical Reasoning/Judgement: Requires the ability to access, to reason, and to summarize the steps necessary to reach and formulate a logical decision in the clinical setting with a client. This process involves the ways the nurse understands the problems, issues or concerns of clients and patients, pays attention to information, and to respond in a concerned and involved way and is aware of how the patient responds to their actions. Critical thinking, in conjunction with the nursing process, is the basis for making clinical decisions.

Teaching/Learning: The nursing program faculty utilizes teaching and learning strategies to organize and evaluate learning situations. The nursing program faculty believes that learning is a process that supports attaining knowledge, understanding, and skills. Both the student and faculty interact in a process whereby students gain competency to function within their scope of practice. The teaching learning process occurs in a supportive environment of mutual respect and honesty. The student is encouraged by the faculty to assume the responsibility for their learning and act as advocates for themselves as learners as well as for their clients.

Management of Care: Delivers safe, competent, and quality patient centered nursing care in the roles of provider of care, manager of care, and member of the interdisciplinary healthcare team. The nurse collaborates with and delegates to others to manage the care of groups of individuals and families in a variety of healthcare settings that enhances the care delivery setting to protect the client and healthcare personnel.

Diversity: Cultural and socioeconomic factors influence the ability to meet self-care needs. Variations in self-care result from various life experiences. Cultural norms are first learned in the family and then within groups in society. The students in the nursing program receive the knowledge of cultural variation and culturally competent care that is used when planning and implementing nursing care for the client.

Wellness-Illness Continuum: Wellness can be defined by an individual's perception of wellness and influenced by the disease process and the individual's ability to adapt. Health and wellness are changing states of physical psychosocial, and social and spiritual well-being. Health is not just the absence of disease but achieving the optimal level of functioning for each individual client. Individuals have the right to be active participants in achieving health as they perceive it.

Health and Human Sciences: The nursing curriculum includes general education courses that provides knowledge in the behavioral and social sciences as well as the physical and biological sciences to integrate knowledge from these sciences to provide humanistic, quality care. These courses include general psychology, microbiology, and anatomy and physiology I and II.

Holism: The client is a unique holistic individual with worth, rights, and responsibilities. In holistic nursing, the nurse fosters relationships with their clients to promote healing and wellness. Holistic nursing is based on the principle that a patient's social, psychological, biological, and spiritual aspects are interconnected. The nursing program teaches the student holistic nursing focuses on individualized care by understanding each patient's diverse needs.

To effectively identify needs, establish priorities, and plan care that will encourage the patient as he/she endeavors towards his/her optimum level of wellness, the nurse must be knowledgeable in all of the major and supportive concepts in order to safely and effectively implement the plan of care and provide safe, effective quality care.

REGISTERED NURSING END OF PROGRAM STUDENT LEARNING OUTCOMES

The Nursing Program seeks to fulfill its mission by focusing on the following student learning outcomes, which include the knowledge, skills, and attitudes necessary to become a safe entry-level practitioner.

1. The student will adhere to professional standards to provide safe, effective, and competent nursing care. (NCLEX: Safe and Effective Care Environment; QSEN: Safety, Patient-Centered Care, Teamwork & Collaboration)
2. The student will provide nursing interventions to promote, restore and maintain the patient's physical health across the lifespan. (NCLEX: Health Promotion and Maintenance; QSEN: Patient-Centered Care, Evidence-Based Practice)
3. The student will adapt and provide specialized nursing care and clinical judgement based on knowledge of developmental, biological, psychological, sociocultural, and spiritual differences in patients. (NCLEX: Psychosocial Integrity; QSEN: Patient-Centered Care)
4. The student will use nursing knowledge, clinical judgement, and skills to provide and promote safe nursing practice while providing empathetic and compassionate care. (NCLEX: Physiological Integrity; QSEN: Safety, Evidence-Based Practice, Informatics)

INSTITUTIONAL LEARNING OUTCOMES

Nursing courses also help fulfill general education requirements, as well as institutional learning outcomes.

- Demonstrate sound critical thinking, information literacy, and technological competency in the production of academic writing and presentations.
- Apply the methods of mathematical, statistical, or analytical reasoning to critically evaluate data, solve problems, and effectively communicate findings.
- Demonstrate an awareness of the social, political, and economic forces which shape individuals, institutions, and communities in the modern world.
- Understand social justice and the diversities and complexities of the cultural and social world, past and present, and come to an informed sense of self and others.
- Demonstrate a foundation of knowledge in the natural sciences based on theory and laboratory skills.
- Cultivate ethical values, personal wellness, and personal learning strategies in development of the whole person, mind, body, and spirit.
- Integrate content material to application in the workforce and apply discipline-specific knowledge and skills to successfully transfer or effectively meet the expectations of internships, workplace, volunteerism and/or entrepreneurship endeavors.
- Utilize the ethical and professional application of current information technology and tools effectively.

ADMISSION REQUIREMENTS FOR THE NURSING PROGRAMS

General Requirements

All Nursing program applicants are accepted into Hocking College under the Associate of Science (AS) program and may begin taking general education courses. The AS program is a pathway to the Nursing program and allows you to complete general education requirements for Nursing. Upon successful completion of all nursing admission requirements and acceptance into a nursing program cohort, your academic program will be changed to Nursing.

Checklist for Admission File Completion (herinafter "Checklist")

Admission file completion requirements are outlined in the checklists in appendices A(1) and A(2). Students who meet file completion requirements by the deadline for the upcoming semester will be considered for admission based on availability. Deadlines are available under each nursing program at https://www.hocking.edu/majors. File completion does not guarantee admission to the upcoming semester. The Program Ranking Formula (Appendix B) will determine which students are accepted if the number of students meeting the file completion requirements exceeds the available seats. It is the responsibility of the student to ensure they are completing all of the items on the checklist and submitting the Nursing Program Application by the deadline. All Nursing communication will be sent to your Hocking College email account.

- **STNA:** Completion of the State Tested Nurse Aide (STNA) is highly recommended but is NOT an admission requirement for the Nursing program.
- **Application:** Submission of a completed Nursing Program Application by the application deadline. The application and deadline can be found under each nursing program at https://www.hocking.edu/majors.
- **TEAS**: Completion of the Nursing TEAS Exam at the proficient level or higher determines eligibility for a Nursing program. The TEAS Exam must be taken in-person at an approved proctored site. Scores are valid for two years. The test can be taken a maximum of 3 times to achieve proficient or higher. If the minimum proficient level is not met within 3 attempts, the student is not eligible for admission to a nursing program until the scores have expired (2 years) and they retest. More details about the TEAS Exam can be found in the checklist and at https://www.atitesting.com/teas/register.
- **High School Transcript or GED:** An offical high school or GED transcript must be submitted to the Hocking College Registrar. More details can be found in the checklist.
- **Nursing Information Session:** Attend a Nursing Information Session. Dates can be found under each nursing program at https://www.hocking.edu/majors.

- **Required Immunizations:** Provide documentation of the following immunizations or titers: **MMR-** 2-dose series or positive/reactive titer for each component. **Varicella-** 2 dose series or positive/reactive titer. **Hepatitis B-** completed series or positive/reactive titer. Please note any negative titer results will require vaccination/boosters per the CDC guidelines for healthcare workers. **Tdap**- Last dose within the past 10 years. **Influenza-** Annual immunization or approved exemption. **COVID-19-** A 2-dose series for clinical site reporting purposes or approved exemption. **After submitting your application and registering for the TEAS, you will receive an email with instructions to upload your documentation to ATI before the admission file completion deadline.**
- **Pre-Clinical Course Completion:** The following courses must be completed with a grade of a "C" or higher prior to the deadline for the upcoming semester. Students must achieve a grade of "C" or higher in no more than two (2) attempts per pre-clinical course. Courses completed at another college or university must have a grade of "C" or higher on the official transcript submitted to the Hocking College Registrar's office.
    - **BIOS-1113 Anatomy and Physiology I**
    - **ENGL-1510 English Composition I**
    - **MATH-1113 College Algebra OR MATH-2250 Introductory Statistics**

Additional Requirements for LPN to RN Track Students

- Licensed Practical Nurses must send an official PN transcript to the Registrar's Office.
- Once the PN transcript is on file, students are eligible to enroll in the LPN to RN Transition course (NT-1400).
- Successful completion of NT-1400-LPN to RN Transition course with a grade of "B-" or higher is required for file completion prior to progressing to RN Semester 2.
- Students who enter RN Semester 2 via the LPN to RN track must have an active, unrestricted LPN license before the first day of classes.

Past Convictions

- The Ohio Board of Nursing (OBN) is no longer permitted to automatically deny an application or license based on an applicant's convictions. The OBN provides a list of possible or potential disqualifying offenses on their website. In accordance with law, the Board must consider the totality of the situation pertaining to the conviction to determine if there is any connection between the conviction and the practice of nursing (ORC 9.78 and 9.79). This determination can only be made after a complete application for licensure has been received and will be reviewed on a case-by-case basis by the OBN compliance department.

- Students convicted of a felony are not eligible for entrance to the Hocking College Nursing programs. Non-felony convictions will be reviewed by the Program Manager, and admission will be considered on a case-by-case basis. The program complies with the criminal records check laws in Ohio specific to healthcare workers.

Post-Admission Requirements

- Each student will be required to attend the mandatory orientation upon acceptance. The dates for orientation are available under each nursing program at https://www.hocking.edu/majors.
- At orientation students will receive instructions to obtain a physical, drug screening, and background check. These must be completed by the deadline provided at orientation.
- Failure to attend orientation or complete the physical, drug screening, or background check by the deadline may result in the student forfeiting their seat.
- CPR is REQUIRED for all clinical courses. All nursing students must have a current CPR card on file while in clinical courses. Please note, online CPR does not meet requirements as it must have a hands-on component. **Students who have not met this requirement will not be allowed to attend clinical which may result in course failure.** The following Cardiopulmonary Resuscitation (CPR) with AED (adult and child) certification cards are acceptable and must be renewed every 2 years:
    - Basic Life Support (BLS) for the Healthcare Provider (American Heart Association)
    - Professional Rescuer/Health Care Provider (American Red Cross)
    - CPR Pro for the Professional Rescuer (ASHI)
    - Hocking College Course EM 1134 (ASHI)

Advanced Standing

- The Nursing Program offers Credit by Advanced Standing for NT-1510, NT-1520, BIOS-1113, and BIOS-1114 to licensed practical nurses (LPNs) accepted to the LPN to RN track after the Registrar's office has received and reviewed official LPN transcripts and received a copy of the active unrestricted LPN license.
- The nursing program does not currently offer Credit by Advanced Standing for any other prior learning, including military experience.
- Hocking College offers Credit by Advanced Standing for specific courses and programs. Hocking College will also evaluate military training and experience for transfer credit purposes, but not for credit in the nursing program. Please refer to the current college catalog for details.

Performance Standards

Hocking College does not discriminate against qualified applicants with disabilities. In accordance with the Americans with Disabilities Act of 1990, Hocking College will make reasonable modifications to its practices and will provide certain individualized services and accommodations as needed to assure nondiscrimination on the basis of disability. Students or applicants who would like to request disability-related services and accommodations should meet with an Accessibility Resources Office specialist in 114 Davidson Hall or emailing accessiblity@hocking.edu. Further information can be found at https://www.hocking.edu/academic-support#accessibility.

Applicants to the program and students enrolled in the nursing program must meet the following performance standards, including abilities and skills in cognitive, sensory, affective, and psychomotor performance. Each standard is accompanied by examples of an activity that a student would be required to perform in the nursing program.

A student with documented disabilities may receive reasonable accommodation to meet the minimum requirements identified below. The Accessibility Resources Office and the Nursing Program Manager can assist students to understand the program requirements and determine whether and how their disability can be accommodated in the program. Students unable to meet the standards with or without accommodation will be denied admission or removed from the program and alternate career programs may be discussed with them.

Functional Ability	Standard	Examples of Required Activities
Observation	Ability to actively participate in all demonstrations, laboratory exercises, and clinical experiences in the professional program component and to assess a client for examination, diagnosis, and treatment. Such observations require functional use of visual, auditory, tactile and olfactory perceptions.	Visually discriminate incremental reading on syringes. Read sphygmomanometers and various other medical equipment. Visually discriminate between different colored objects. Discriminate between auditory stimuli. Perform a comprehensive assessment on patients.
Gross Motor Skills	Gross motor skills sufficient to provide the full range of safe and effective patient-care activities.	Move within confined spaces such as treatment room or operating suite. Assist with turning and lifting patients. Administer CPR.
Fine Motor Skills	Fine motor skills sufficient to perform manual psychomotor skills.	Pick up and grasp small objects with fingers such as insulin syringe, pills. Perform tracheotomy suctioning. Insert urinary catheter.
Physical Endurance	Physical stamina sufficient to remain continuously on task for up to a 12- hour clinical shift while standing, sitting, moving, lifting, and bending to perform patient-care activities.	Perform client care for an entire length of a clinical experience, 8-12 hours. Walk/stand for extended periods of time. Turn, position, and transfer patients. Manually resuscitate patients in emergency situations according to professional standards.
Physical Strength	Physical strength sufficient to perform full range of required patient- care activities.	Push and pull 200 pounds. Transfer/position/lift clients up to 150 pounds with assistance

		without causing harm to self or others. Lift/move heavy objects from 35-50 pounds.
Mobility	Physical ability sufficient to move from room to room and maneuver in small spaces; full range of motion to twist/bend, stoop/squat, reach above shoulders and below waist and move quickly; manual and finger dexterity; and hand-eye coordination to perform nursing activities.	Move around in work area and treatment areas. Position oneself in the environment to render care without obstructing the position of other team members or equipment. Stoop, bend, squat, reach overhead as required to deliver care in non-emergent and emergent situations.
Hearing	Auditory ability sufficient for physical monitoring and assessment of patient health-care needs.	Hear normal speaking- level sounds. Hear auscultatory sounds. Hear auditory alarms (monitors, fire alarms, call bells). Hear cries for help.
Visual Acuity	Normal or corrected visual ability sufficient for accurate observation and performance of nursing care.	See objects up to 20 feet away. Read calibrations on 1 ml syringe. Assess skin color (cyanosis, pallor).
Tactile Sense	Tactile ability sufficient for physical monitoring and assessment of health- care needs.	Feel vibrations (pulses). Detect temperature changes. Palpate veins for cannulation.
Smell	Olfactory ability sufficient to detect significant environmental and patient odors.	Detect odors from patient (foul smelling drainage, alcohol breath). Detect smoke.
Flexibility	Adaptation to Nursing Department course-scheduling	Make oneself available to work the hours of an assigned

	policy. Adaptation to changing environments and function cooperatively and efficiently in the face of uncertainties inherent in clinical practice.	schedule that may include any shift and day of the week. Exhibit flexibility when assigned various patient care assignments in clinical and simulation.
Conceptual/ Spatial Abilities	Conceptual/spatial ability sufficient to comprehend three-dimensional and spatial relationships.	Comprehend spatial relationships in order to properly administer injections, start intravenous lines, assess wounds of varying depths, etc.
Cognitive/ Quantitative Abilities	Reading comprehension skills and mathematical ability enough to understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis, and synthesis.	Calculate appropriate medication dosage given specific patient parameters. Analyze and synthesize data to develop a plan of care. Collect data, prioritize needs, and anticipate reactions. Transfer knowledge from one situation to another. Accurately process information on medication container and physicians' orders, monitor and equipment calibrations, printed documents, flow sheets, graphic sheets, medication-administration records, other medical records, and policy and procedures.
Clinical Reasoning	Critical-thinking ability for effective clinical reasoning and clinical judgment consistent with the level of educational preparation to reason across time about a patient's changing condition and/or changes in the clinician's understanding.	Identify cause/effect relationships in clinical situations. Maintain client's physical and emotional safety. Demonstrate competence in administration of meds, treatments, and procedures. Use scientific method in the

		development of patient-care plans. Evaluate effectiveness of nursing interventions.
Communication	Communication adeptness sufficient for verbal and written professional interactions. Oral communication skills sufficient to communicate in English with accuracy, clarity and efficiency with patients, their families and other members of the health-care team, including nonverbal communication, such as interpretation of facial expressions, affect and body language. Written communication skills	Explain treatment procedures. Speak clearly and directly. Give verbal directions to or follows verbal directions from other members of the healthcare team and participate in healthcare team discussions of patient care. Elicit and record information about health history, current health state, and responses to treatment from patients or family members. Practice Therapeutic Communication. Convey information to patients and others as necessary to teach, direct, and counsel individuals in an accurate, effective, and timely manner. Communicate effectively with physicians, staff, patients, and patient's family members. Recognize and report critical patient information to other caregivers.
Emotional/ Behavioral	Emotional stability and appropriate behavior sufficient to assume responsibility / accountability for actions. Ability to function effectively in stressful situations in both the classroom and clinical settings.	Establish rapport with patients, instructors and colleagues. Respect and care for persons whose appearance, condition, beliefs and values may conflict with their own. Deliver nursing care regardless of patient’s race, ethnicity, age, gender, religion, sexual

		orientation, or diagnosis. Conduct oneself in a composed, respectful manner in all situations and with all persons. Work with teams and workgroups. Establish and maintain therapeutic boundaries. Demonstrate emotional skills to maintain a calm and professional decorum in an emergency/stressful situation.
Professional Attitudes and Interpersonal Skills	Professional appearance and demeanor; demonstrable ability to communicate with patients, supervisors, and co-workers to achieve a positive and safe work environment. Interpersonal abilities sufficient for interaction with a diverse population of individuals, families, and groups. Ability to follow instructions and safety protocols. Exhibition of honesty and integrity beyond reproach.	Exhibit capacity to engage in successful conflict resolution. Engage in peer accountability. Tolerate physically taxing workloads. Demonstrate prompt and safe completion of all patient-care responsibilities. Adapt rapidly to changing environment/stress. Exhibit ethical behaviors and exercise good judgment. Function effectively and respond appropriately during stressful and emergency situations (physically, emotionally, and mentally).

COLLEGE POLICIES AND GENERAL INFORMATION

STUDENT CODE OF CONDUCT

Hocking College is committed to fostering a campus environment that is conducive to academic inquiry, a productive campus life and thoughtful study and discourse. The College, through the Student Conduct program, is committed to an educational and developmental process that balances the interests of individual students with the interests of the College community. To this end, every Hocking College student must commit themselves to communicating and acting with integrity and respect for others. Further information pertaining to The Student Code of Conduct can be found by contacting the Office of Community Standards and Accountability and by referring to the *Student Code of Conduct* found at https://www.hocking.edu/student-conduct.

As Hocking College School of Nursing students, you are held to the highest ethical standards in and out of the clinical setting. Any form of incivility is unacceptable at Hocking College's School of Nursing. Incivility is defined as disruptive, ill-mannered, or offensive behavior contrary to the well-being of the classroom community. This includes any and all forms of disrespect or disregard for instruction, the instructor, nursing administration, college administration, clinical staff, patients or a fellow student. (See Appendix J, Civility Statement and Incivility Incident Report).

STUDENT RESOURCESS

Guidance personnel, advisors and faculty members are available for matters concerning both academic and nonacademic problems. Resources available to students include, but are not limited to:

- Veteran and Military Resource Center
- International Students Resource Center
- Hawks Center for Well-being
- Academic Success Center
  - A. The Accessibility Resources Office
    - The Accessibility Resources Office is dedicated to serving the various needs of individuals with disabilities and is committed to promoting their full participation in college life. Accessibility services are provided for students with permanent, chronic or temporary conditions. Information can be found at: https://www.hocking.edu/academic-support#accessibility
  - B. Tutoring
  - C. The Testing Center
  - D. Library Services
  - E. TRIO Student Support Services
- Financial Aid Counselors
  Hocking College Campus Safety
- Student Events and Activities
- Career and University Center
- Student Employment

- Faculty Advisors
  - Each student should meet with the assigned faculty advisor at least twice each semester by appointment. Office hours are posted on the faculty member's Google calendar. It is recommended that a student seek help at the earliest indication of a problem or grade concern. Faculty are available by appointment for guidance. Office hours are posted in student courses.

STUDENT GRIEVANCE PROCESS

Hocking College requires faculty and students to uphold the highest principles of academic integrity and to act in a manner that preserves freedom of inquiry and intellectual exploration. The purpose of the Hocking College Student Grievance Procedure is to provide a system for the internal administrative review of student concerns, with the goal of a fair and equitable resolution of the issue(s) including academic affairs, student affairs, business operations, and disabilities. The Student Grievance Procedure is designed for students who believe they have been treated unfairly regarding any college issue(s), denial of due process rights, discrimination/discriminatory treatment, and/or any action by College employees, students or third parties which has had an unfair and adverse impact on a student's learning experience. For matters related to a final grade in course, the student must initiate the procedure within ten (10) calendar days from the date the final grade was posted. Throughout this process, the position of all parties will be evaluated in a fair and impartial manner. Steps will be taken to prevent any recurrences of discrimination, harassment, or any other conduct that is inconsistent with the mission of the College. No adverse action will be taken against a student who chooses to utilize this process. If a student feels that they are being treated adversely as a result of filing a grievance, they should notify the ombudsman at https://www.hocking.edu/student-affairs#ombudsperson.

NON-DISCRIMINATION POLICY

Hocking College is committed to providing equal educational and employment opportunity regardless of sex, marital or parental status, race, color, religion, age, sexual orientation, national origin or disability. Title IX of the Educational Amendments of 1972 prohibits discrimination on the basis of sex in any educational program or activity receiving federal assistance by the way of grant, contract, or loan. Title IV of the Civil Rights Act of 1964 is similar in its prohibition of employment discrimination on the basis of race, sex, religion, color or national origin.
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibit discrimination against qualified individual with disabilities.
Equal educational opportunity includes: admissions, recruitment, extra-curricular programs and assistance, employment, health and insurance services and athletics. Inquiries regarding compliance with any of these federal regulations may be directed to the Department of Education, the Office of Federal Contract Compliance or the Equal Employment Opportunity Commission.

TITLE IX INFORMATION & RESOURCES

Title IX is a resource on sexual misconduct for students, faculty, staff, and visitors who are part of the Hocking College community. Title IX of the Education Amendments of 1972 states: "No person

in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."
Hocking College is committed to providing a learning, working and living environment that promotes personal integrity, civility and mutual respect in an environment free of sexual misconduct and discrimination. Sexual discrimination violates an individual's fundamental rights and personal dignity. Hocking College considers sexual discrimination in all its forms to be a serious offense. This resource refers to all forms of sexual discrimination, including sexual harassment, sexual assault, and sexual violence by employees, students, or third parties. (Title 20 U.S.C. Sections 1681-1688)

STUDENT HEALTH INSURANCE/COVERAGE

Hocking College insurance does not cover a student in case of an accident or illness. Students are responsible for providing their own health and accident insurance.

PROBATION AND ACADEMIC DISMISSAL FROM HOCKING COLLEGE

Satisfactory academic progress is maintained by meeting or exceeding the levels indicated in the College Catalog. Academic probation is determined by comparing the student's cumulative grade point average with the total registered course hours. For information related to Academic Probation and Suspension see the current college catalog.

CAREER DEVELOPMENT

The process of career development begins with the student's initial inquiry about Hocking College and continues beyond graduation. Whether you're a current student looking for an internship, a new graduate looking for your first professional job or an alumnus looking for a new opportunity or continuing education, Career Services can help.

The Career and University Center is here to help you get the career you want while you get the degree you need. Their goals are to help you to leave college with multiple job offers prior to graduation and a financial plan to become financially independent.

By leveraging cutting-edge Artificial Intelligence (AI) to allow all students to get personal, on demand feedback on things like resumes, interview skills, LinkedIn profiles and elevator pitches, we can give students a HUGE career advantage.
Do NOT miss out on your opportunity to leave here with multiple job offers and a plan for financial independence. Let us help you get there!
Using a structured format, we provide all new students with 24 hours of career, personal and financial planning development during their first term at college!
All of the services and supports offered through the Career and University Center are available to you at any time during office hours. No appointment is necessary. These services include but are not limited to interviewing strategies, mock interviews, as well as resume & cover letter review, job selection, career exploration, interview apparel, etiquette training as well as a variety of tutorials on professionalism, career fair preparation, business card creation and printing and elevator pitch

practice. See www.hocking.edu/careerservices for additional information. Hocking College's Career and University Center Services will make all reasonable efforts to help assist in the job placement of graduates.

NURSING PROGRAM REQUIREMENTS, POLICIES, AND OTHER STUDENT INFORMATION

PROGRESSION

Progression through the Nursing program is dependent upon successful completion of the nursing technical courses as well as general education corequisite courses. (See Appendix D, Progression Policy). All nursing technical courses (theory/clinical, pharmacology, etc.) and nursing support courses (general education corequisites) must be taken in **sequence**. Refer to PN, LPN to RN and RN Nursing Curriculum sheets (see Appendix R, Course Curriculum) and Self Service for course sequence.

Successful completion of an NT course requires achievement of a final grade of 80% (B-) or higher. Successful completion of general education corequisite courses requires achievement of a final grade of 73% (C) or higher. It is considered a course **failure** if either these minimum grades are not achieved, or the student withdraws from or drops a course after the 15th day of the semester. Course failure results in interruption of progression in the nursing program.

Upon the first occurrence of a failure, the student must meet with and make a written request to the Nursing Program Manager for permission to repeat an NT course (see Appendix F, Readmission Policy). The student must also submit the Readmission Application (see Appendix G).

Upon the second failure, the student becomes ineligible to continue and will be dismissed from the nursing program. Students who are dismissed or withdraw for medical reasons, may complete the Selective Admission Appeal process (see Appendix H) or apply to restart at the beginning of their program three (3) years from the date of the final semester in which the student was not successful. A current valid TEAS score of proficient or better (TEAS scores are valid for two years) and all current file completion items will be required.

COMPLETION

To "complete" the nursing program a student must achieve 73% (C) or higher in all general education courses and 80% (B-) or higher overall in all nursing technical (NT) courses with no more than one failure once accepted into the nursing program. It is recommended that a student check her/his course grades and overall cumulative average in all courses every semester. GS 1010 and GS 2010 are graduation requirements and cannot be transferred into Hocking College. (See Appendix E, Completion Policy).

After starting nursing technical (NT) courses, failure (as defined above) of any two courses in the nursing curriculum, including general education courses, constitutes a failure of the nursing program, preventing a student from progressing in or completing the program.

READMISSION

For consideration of readmission into the nursing program, a student must submit a written request and meet with the Nursing Program Manager. The decision for readmission depends on space availability, changes in the curriculum, individual qualifications including grade point average, and any other factors that may be related to the student's ability to succeed. (See Appendix F, Readmission Policy and Appendix G, Readmission Application).

DISMISSAL FROM A NURSING PROGRAM

The Nursing Program Manager may recommend a student be dismissed from the program for any of the following:

- Not complying with this Handbook, or regulations specific to a cooperating clinical facility.
- Acting in a manner that jeopardizes the safety or health of patients or personnel in a clinical setting.
    - Through our contractual agreements, cooperating clinical facilities reserve the right to require withdrawal from the clinical facility any student whose actions may have detrimental effects on either patients or personnel.

Nursing leadership reserves the right to request a physical exam (including drug and alcohol screening) to determine the student's capability to remain in class and/or clinical. The Nursing Program Manager reserves the right to determine whether clinical competencies can be met with any given restrictions.

All recommendations for dismissal along with copies of the necessary documentation are reviewed by the Associate Dean or Dean of Allied Health and Nursing and submitted to judicial. For information related to the Student Grievance procedure, see the Hocking College Student Grievance Procedure.

NURSING PROGRAMS GRADUATION REQUIREMENT

The student is responsible to ensure the correct legal name and spelling as it appears on the Hocking College application and student records are provided to faculty for the Pinning/Graduation ceremony. Additionally, this will be the name that will appear on the student's Completion Letter that will be sent to the Ohio Board of Nursing. Incorrect names and/or spelling will require a new Completion Letter to be sent to the Ohio Board of Nursing and will delay NCLEX testing. See the College Catalog for additional information related to graduation at https://www.hocking.edu/graduation

POST-GRADUATION FOLLOW-UP

All graduates will receive a post-graduation survey. Receiving feedback from recent graduates is one important way for Hocking College to keep its programs relevant, vital, and accredited. Please help by keeping the College informed about all contact information and responding to the survey when it is sent. Surveys may be online.

This information is essential to complete reports to federal and state governmental agencies. Future funding and accreditation of the nursing programs may depend on the availability of this data.

Graduates should inform the nursing department of their first employment as a nurse. The program likes to keep in touch with its Alumni for guest speaking and potential Advisory Board Members. Please let the program know about your success stories. Existing students in the nursing program find them encouraging throughout their journey to achieving their goals and like to hear about the various possibilities that exist as a future nurse.

NURSING STUDENT GOVERNANCE

A. Purposes:
   1. To identify and work to resolve problems.
   2. To establish ideas for the advancement of classes, the nursing program, and the school.
   3. To participate in preparing guidelines which affect the nursing program students.
   4. To improve communication between students, faculty, staff, and administration.

B. Composition:
   1. One representative from RN I, II, III, IV and LPN to RN cohorts.
   2. Nursing Program Manager, Dean of Allied Health and Nursing, Associate Dean of Allied Health and Nursing, Clinical Coordinator and Office Manager of Allied Health and Nursing.

C. Procedures:
   1. Selection of student governance representative:
      a. Each semester representatives are elected from their cohort.
      b. Alternates are also elected each semester to serve if the representative cannot attend a meeting.
   2. Term:
      a. Student representatives and alternates will serve one semester.
      b. Student representatives and alternates may be reelected.
   3. The meeting will be facilitated by the Nursing Program Manager, Dean of Allied Health and Nursing, Associate Dean of Allied Health and Nursing, and the Clinical Coordinator and minutes of the meeting will be recorded by the Office Manager of the Health and Nursing Division and posted on Blackboard.
   4. Nursing Program Manager, Dean of Allied Health and Nursing, Associate Dean of Allied Health and Nursing, and Clinical Coordinator will be:
      a. Resources to provide additional information.
      b. A liaison to report Student Governance ideas and suggestions to the faculty.
   5. Attendance at Governance Meetings:
      a. Representatives should attend all regularly scheduled meetings.
      b. If a representative cannot attend a Governance meeting, she/he is responsible for seeing that the alternate attends the meeting.
   6. Student Governance meetings shall:
      a. Be held on a regular basis, once per semester.
      b. Minutes of the meetings will be accessible to students on Blackboard, or the student representative will provide updates to the cohort.

NURSING STUDENT RESPONSIBILITIES

A. The student is responsible for:
   1. Developing and implementing learning strategies.
   2. Meeting financial obligations including:
      a. Academic (all-inclusive pricing)
      b. Course related (e.g., travel to clinical and immunizations)
      c. Personal (e.g., health and emergency treatment)
   3. Seeking assistance for academic, financial, health, and/or personal concerns.
   4. Knowing his/her current and cumulative average for all courses.
   5. Being aware of curricular requirements on the Hocking College website and content within this Handbook.

B. Faculty Advisor
   1. Each student is assigned a faculty advisor (located on Self Service) who serves as their case manager and will meet with the student several times throughout the semester. Each student is responsible for making appointments to see their advisor on a regular basis.

C. Mid-term and final grades are submitted by the instructor in a timely manner. Students should view and confirm mid-term and final grades in Self Service.

D. Hocking College strives to provide outstanding instructors for students' education. Therefore, students are responsible for providing requested feedback to the institution regarding instructor performances. Students should thoughtfully complete the online course evaluation in Blackboard for each class. These evaluations are used by the instructors to improve their performance.

E. No gifts may be given to faculty, instructors, or staff in the School of Nursing. Notes of appreciation are welcomed.

F. The student shall utilize the chain of command by contacting the following persons in the order listed below for any course or program related concerns.
   1. Instructor/Faculty
   2. Course Lead Faculty
   3. Nursing Program Manager
   4. Associate Dean of Allied Health and Nursing
   5. Dean of Allied Health and Nursing

G. When a student has a concern about a grade in their course, they should first discuss it with the instructor. Grade appeals and other grievances can be made following the grievance procedure at https://www.hocking.edu/student-affairs.

H. Incident reports may be submitted for issues, including, but not limited to: adverse events, injury to student or faculty during clinical rotation, conduct/safety violations, any unusual occurrence while attending classroom and clinical rotation, etc. Students, faculty, instructors, or staff can report an incident at: https://www.hocking.edu/report-it. All incidents will also be reported to the Nursing Program Manager.

I. Any student who feels they need to withdraw from a course or the nursing program must:
   1. Meet with their faculty academic advisor
   2. Meet with the Nursing Program Manager

3. Submit an Add/Drop form OR a withdrawal form to the Registrar's office
    - In lieu of the withdrawal form, the student may email registrar@hocking.edu with the information listed at https://www.hocking.edu/add-drop-withdraw-classes#withdraw.

NURSING PROGRAMS GRADING PROCEDURES

A. Grades

The Hocking College grade scale is to be used for all courses. For more information, go to the Hocking College Catalog located at: current college catalog.

93% - 100% = A	73% - 76% = C
90% - 92% = A-	70% - 72% = C-
87% - 89% = B+	68% - 69% = D+
83% - 86% = B	66% - 67% = D
80% - 82% = B-	65% = D-
77% - 79% = C+	0% - 64% = F

The Nursing Programs Grade Scale for Nursing Technical (NT) courses: A final course grade of 80% or higher is required to be successful in all NT courses. This is equivalent to a B- or higher on the College's grade scale.

- A final grade of 79%, although a C+ on the College's grading scale, is not a passing grade for NT courses. A student with a final grade less than 80% will not progress to the next semester.
- There is no rounding of final grades. For example, a grade of 79.99% does not round up to 80%.
- *Using all of the preceding factors, students should constantly be aware of their potential final grade in the course. Students should discuss their progress with their instructor and their academic advisor.*
- Students must earn passing grades in theory courses (including clinical and lab portions) and all required nursing and general education courses assigned to a particular semester to be eligible to progress to the next semester.
- Each student should keep a personal record of all grades received. Grades will be posted on the LMS, but the final course grade is in Self Service. Students who receive less than 80% (100% on dosage calculation) on any exam, quiz, or test will need to schedule a meeting with the instructor of the course for a review within one week of the exam date. (See Appendix O, Testing Policy).

B. Math Competency / Dosage Calculation

- Dosage calculation competency exams will be administered at each level of the curriculum.
- Faculty will provide students with practice questions.
- Competency content includes topics in the Dosage Calculation Skill Level table below.
- The number of questions on the dosage calculation exam will be ten (10).

- Questions will cover the content taught in the current and previous courses / semesters.
- Four function calculators will be provided for the student to use on the day of the dosage calculation exam.
- Scores will be recorded in the LMS.
- It is beneficial for the dosage calculation exam to be taken early in the semester to allow students as much clinical time as possible to practice passing new medications. Refer to individual course syllabi and schedules for the timing of the exams.
- Students will have up to three (3) attempts to successfully pass the dosage calculation exam with a 100%. See Appendix O, Testing Policy for details of the remediation process.
- After a third unsatisfactory attempt to pass a dosage calculation exam, it will be considered a course failure.

Dosage Calculation Skill Level			
RN1	**RN2**	**RN3**	**RN4**
Dosage Calculation Exam: 1. Calculate conversions of Units of Measurement (Metric system and household measurements) 2. Correctly interpret and calculate client intake & output. 3. Correctly read and interpret drug labels. 4. Calculate dosages for oral and topical medications. 5. Calculate weight-based dosages of medication. **Learn:** 6. Insulin dosing 7. Calculation of IM & SQ dosages.	Dosage Calculation Exam: 1. Content from RN1. 2. Calculate dosages using syringes and identifying correct syringe used for medication administration. 3. Calculate dosages for IM and SQ medications. 4. Calculate medication dosage ranges and dose versus total daily amount. **Learn:** 5. Calculate reconstitution of medications and diluting total dosage (the correct amount of dilute solution for medication (powder). 6. Calculate IV drip rates.	Dosage Calculation Exam: 1. Content from RN1 and RN2. 2. Calculate administration rates for IV medications and solutions – pump rates and drip rates. 3. Calculate dosages for IV push medications, including for reconstituted medications. 4. Calculate IV solution concentration.	Dosage Calculation Exam: 1. Content from RN1, RN2, and RN3. 2. Calculate amount of drug to be administered based on physical order in units/mL, mL/hour, units/min and units/hour (e.g. heparin, lidocaine) 3. Calculate infusion therapy rates for **administering medication intravenously** based on body weight (mg/kg). 4. Calculate dosage adjustments based on lab results and protocol / parameters.

C. ATI Assignments and Mastery Series Assessments

Hocking College Nursing Program has partnered with ATI to reinforce learning with various product assignments and to implement standardized testing and remediation to increase the probability of passing the NCLEX board exam.

Completion of all assignments and assessments is mandatory for course completion.

- All students will complete required remediation for Practice and Proctored Assessments (See Appendix C, ATI Best Practice for Assignments and Mastery Series).

- Focused review remediation must be completed by the due date on course schedule, be thorough, and meet the guidelines in Appendix C.
- **The student cannot progress through the mastery series and take the proctored exam if remediation is not completed at any level.**
- **If the student does not complete the required remediation, practice assessment(s), or proctored assessment, it will result in a course failure.**

D. Clinical and Skills/Simulation Lab Grading

To successfully complete a nursing theory course students must be successful in all course components (theory, skills/sim lab, and clinical). If the student is unsuccessful in any of the course components, the student will receive a failing grade for the semester. If a student is repeating a course, all course components must be repeated together.

The final grade for clinical and lab is designated as Satisfactory (S) or Unsatisfactory (U).

1. The following areas on the evaluation tool demonstrate accountability for personal and professional behaviors consistent with the legal and ethical framework of nursing. These four areas will be evaluated ***weekly*** as an "S" for satisfactory or a "U" for unsatisfactory. Students who receive three (3) U's in any combination of the following categories on the lab or clinical evaluation will receive an unsatisfactory grade, resulting in a course failure. (See Appendix N, Lab and Clinical Remediation).
    - **Accountability** - Conduct is consistent with professional values of mutual respect, civility, self-awareness, and personal integrity.
    - **Appearance** - Students must comply with the Nursing Program Handbook guidelines and follow any requirements of Hocking College and the clinical facility.
    - **Written work** – All assigned work must be completed and submitted by the due date.
    - **Absence/Arrival/ Departure** - Please refer to the attendance policy.

2. Clinical and lab instructors will provide formative feedback weekly to students on the evaluation. Students will review and sign feedback weekly. Students may receive a "U" in written work if they fail to keep evaluations current.

3. In **lab,** if a student is unsuccessful on the third attempt at any skill/procedure it will result in a course failure. Additionally, if a student does not consistently meet weekly learning and/or simulation objectives, it may result in a course failure.

4. In **clinical** each student will also be evaluated in writing including a mid-term and final evaluation. The student must also complete a self-evaluation for the mid-term and final. Students may receive a "U" in written work if they do not complete their portion of the mid-term or final evaluation by the date specified by their instructor.
    - Any area marked unsatisfactory on the midterm evaluation by the instructor will require a meeting with the lead instructor and the development of a remediation plan to ensure the student knows what needs to be improved to be successful.
    - Any area marked unsatisfactory on the final evaluation will be reviewed by the lead instructor may result in a failing grade for the course.

5. Students participating in a preceptorship are subject to the attendance and grading guidelines in the Student Precepting Agreement (Appendix S) and Preceptor Agreement (Appendix T).

ATTENDANCE

A. College Attendance Policy

Students are required to attend all classes to ensure academic success. Instructors will report attendance for each class with absences reported as excused or unexcused. In support of preparing Hocking College students for the world of work, the following procedure has been developed to model work environments they will enter upon graduation. The expectation is that students attend all classes. In the event of illness or emergency, it may be necessary for a student to miss a class. To report an absence, a student must contact their faculty member in advance and make arrangements to complete all required coursework.

Unexcused absences greater than one (1) in an 8-week course or two (2) in a 16-week course may result in being administratively dropped from the course(s). Students administratively DROPPED from a course(s) will not be re-admitted. They will be required to repeat the course to complete the program and are responsible for all associated charges.
****Selective Intake Programs, including the Nursing Program may have specific attendance requirements. These Nursing Program attendance requirements are as follows.**

B. Nursing Program Attendance Policy

The faculty believes that all scheduled learning activities including class, skills/sim lab, and clinical are essential for success. It is unacceptable to miss these scheduled learning activities.

1. Theory Attendance

- Students who will miss class should notify their instructor by email.
- Students who are late for class should take a seat quietly and not disrupt the class by talking or making noise. The instructor reserves the right at any time to change this policy and allow late students to come into the classroom only at break time. It is the instructor's right to request students who are disruptive to leave the classroom at any time.
- If a student is late or absent, it is the student's responsibility to obtain information, pertinent announcements, notes, and handouts or assignments he/she has missed. Faculty members are responsible for presenting information in scheduled classes and teaching sessions. However, faculty are **not** responsible to provide materials/information to those who miss learning opportunities. Patterns of repeated class absence will be addressed.
- Missing class time can be detrimental to the student's learning. Discussions, work groups, website research information, etc. are used during class and are material for test questions. Students are expected to participate in class discussions and group activities. Students are encouraged to ask questions and use critical thinking and clinical judgement skills. It is intended that the entire class will engage in critical listening, critical reading, and critical thinking. The student is ultimately responsible for the course content covered through pre-class assigned

reading, website research, PowerPoint presentations, lecture, lab, ATI website assignments, and ATI Active Learning Templates.

- Students should inform the instructor if they are not feeling well and could be referred to the Hawks Clinic or be asked to leave and return to classes when they are feeling better.
- Please note the Ohio Board of Regents expects that students will work at "out of class" assignments on a regular basis. Over the length of the course, the normal average would be 2-3 hours of "out of class" study for each hour of formal class activity. https://www.ohiohighered.org/calendar-conversion/definition

2. Lab and Clinical Attendance

- All lab and clinical hours are required to meet the Ohio Board of Nursing requirements for graduation (Rule 4723-5-13). Attendance at all lab and clinical experiences is required to meet course objectives and nursing program outcomes.
- **Students are not permitted to miss lab or clinical. In the event of illness or emergency, one day of lab and one day of clinical may be made up with proper documentation and instructor approval.**
- Examples of potentially acceptable documentation include medical records, police reports, obituaries, etc. If appropriate documentation is not received within 48 hours (unless the student is incapacitated), the absence will be unexcused and result in course failure.
- **An excused absence will receive an unsatisfactory (U) in absence/arrival/departure for the day.**
- **Any subsequent absence, regardless of the situation will result in course failure.** If the student has already had one course failure while in the nursing program, the second course failure will result in dismissal from the nursing program. (See Progression Policy, Appendix D).
- The student is required to make up lab hours within one week or as soon as possible at the convenience of the instructor's and lab staff's schedule. See Lab Make Up form (Appendix Q). Clinical hours are **required to be made up on the scheduled clinical make up day** or with clinical replacement activities if a clinical make up day is not available.
- The course faculty or the Nursing Program Manager has the right and the responsibility to request medical clearance or other documentation to assure the student is safe to return to the lab or clinical setting.
- Each student is required to keep a record of clinical hours on a clinical log that will be submitted at the end of the semester.

- **Arriving late or leaving early are both attendance issues.**
  1. **Students will receive an unsatisfactory (U) in absence/arrival/departure if they arrive more than five (5) minutes after the designated start time for lab or clinical or leave prior to the designated end time.**
  2. If a student arrives more than 15 minutes after the designated start time for lab or clinical, the instructor will determine whether the objectives can still be met for the day and may permit the student to stay.

3. **If the instructor determines that the objectives for the day cannot be met, the student will be sent home and this will be considered their one absence for the course.** The student must provide documentation for review to determine if the absence is excused.
4. If a clinical instructor feels that it is in the best interest of the student to seek medical attention due to probable ill health, the student will be dismissed to seek medical care. The student will not receive a "U". However, the student will be required to make up all missed time. Each instance will be reviewed by the course lead and/or the Nursing Program Manager to determine if it will be considered an absence based on the documentation provided.

- **Clinical Orientation Training**
  Clinical facilities have mandatory training requirements for students (e.g. computer training, etc.). Absence from this required training or for clinical orientation will jeopardize the student's clinical placement and could result in an unsatisfactory day or a course failure.

- **Procedure for calling off:**
  - If a student is going to be tardy or absent from a lab or clinical experience due to a serious illness or grave emergency, the lab/clinical instructor **MUST** be notified prior to the scheduled start time.
    a. The student must also send an email to the instructor, course lead, clinical coordinator, and nursing program manager as soon as possible explaining the reason for their absence or tardiness.
    b. Documentation must be emailed to the instructor, course lead, clinical coordinator, and nursing program manager within 48 hours (unless incapacitated).
- The instructor will reply to the student and copy the course lead, clinical coordinator, and nursing program manager notifying them:
    a. The occurrence will become unexcused if documentation is not provided.
    b. The time must be made up on the pre-scheduled clinical make-up day or according to the Lab Make Up form.
    c. Any subsequent absences will result in course failure

- **No Call / No Show Consequences:**
  If a student fails to notify an instructor before a clinical or lab absence – this includes if the student is tardy – it is considered a No Call/No Show – and results in **course failure**. The only exception would be if the student is incapacitated.

- **Preceptorship**
  Students participating in a preceptorship are subject to the attendance and grading guidelines in the preceptor packet and Student Precepting Agreement (Appendix S).

- **Absence for Military Duty**
  Students needing to be absent for required military duty must present official military documentation to the Nursing Program Manager. Every effort is made to accommodate

required armed services activities. However, some situations may not be accommodated if more than two weeks of lab, clinical, or class will be missed. Please see your Nursing Program Faculty Advisor for guidance on program progression. Students must notify the faculty and Nursing Program Manager at the beginning of the semester if they have Military Duty during the semester.

CLINICAL AND SKILLS/SIMULATION LAB GUIDELINES: DRESS CODE

Students are responsible to look professional at all times. This includes being well groomed with uniform pressed and clean in accordance with the health care setting they are assigned. When there is an issue, the instructor will discuss with the student, note the evaluation form appropriately and notify the course lead. When admitted to the program, students will be issued a nursing uniform and a pair of approved shoes. These uniforms and shoes are included in the course fees and are of no additional cost to the student. Students will be provided with specific information on how to be fitted for the nursing uniforms and shoes during Clinical Orientation or at an Information Session. Students will receive their uniforms and shoes at the beginning of the semester and will be required to sign they received the items. It is recommended that students follow the directions for laundering from the company to ensure that the uniform stays in quality condition and look professional.

A. Nursing Student Uniform:

1. Uniforms must:
    a. Be laundered and wrinkle free.
    b. Be in good repair, with no holes or stains.
    c. Pants are to come to the top of the shoe and not drag the floor.
    d. Skirts must be at least knee-length and not drag the floor.
    e. Undergarments must be worn and not visible at any time during the clinical experience.
2. Shoes must be:
    a. Solid black.
    b. Clean and in good repair.
    c. Safe and sturdy with enclosed toes and heels.
    d. Fluid resistant, including mesh. Leather is recommended.
    e. In accordance with the institution policy.
3. Hose/ socks must:
    a. Be black or white in color with no designs.
    b. Provide for safety and medical asepsis.
4. Name tags must be appropriately displayed when uniform is worn. Students will receive a form to complete for their nursing ID. The ID must consist of the student's legal first name and first letter of their last name. The form should be taken to the ID machine located in John Light 1st floor to receive the student's nursing name badge. The first nursing name badge is free. Students will be provided with a nursing name badge holder for the ID.
5. Jewelry – the only jewelry permitted during lab and clinical experiences is:
    a. An analog watch with a second hand.

b. A plain wedding band (nothing elevated allowed)
c. Small posts or small hoops in pierced ears with no more than two earrings per ear unless otherwise restricted by the clinical facility. Bars are not considered posts and are prohibited.
d. Religious insignias, if worn out of sight.

6. **No visible facial/tongue piercings are permitted**.
7. **Visible tattoos must be covered**.
8. Optional Hocking College clinical jackets may be worn in the clinical setting in designated areas but should not be worn outside the clinical facility.
9. Clinical jackets may not be worn during direct patient care.
10. Students may wear a thin black long sleeve shirt under their scrub top.
11. Students are required to wear the scrubs and shoes provided to them at the beginning of the program. This uniform will be worn for most clinical experiences except for Mental Health. Students will be informed of the requirements for specific sites when they vary from the standard uniform.
12. Skills lab & Simulation experiences: students are required to wear the same uniform that is worn in clinical and will be evaluated as they would be in clinical.
13. All students must have the following supplies in the lab and clinical areas:
    a. Each student must have a **watch with a second hand** which allows for safe, effective nursing care. Smart watches which have texting, data collection, or photography capabilities are unacceptable.
    b. Stethoscope and penlight, which are included in course fees.
14. Students may bring other patient care supplies as long as they are able to be disinfected or are disposable. Examples include bandage scissors, ink pens and tape measures.
15. Cell phones are not permitted during clinical or lab time. Cell phone use may result in a failing grade for the course.

B. Physical Appearance:

1. Students are required to maintain good personal hygiene (bathing, mouth care and prevention of body odor).
2. Cosmetics (makeup, cologne, after-shave, and hair products) must be "minimal" as scents can trigger respiratory issues in patients.
3. Fingernails must be clean, neat, and reasonable in length (not visible when looking at palms). Nail polish is not allowed. **Artificial nails (gel, acrylic, or dip) are not permitted**.
4. Hair must be clean and neat, pulled back away from the face and off the shoulders. Hair accessories (barrettes, headbands, rubber bands, etc.) must be a neutral color and plain.
   - Hair style and color must be natural. Color and highlighting must be a natural hair color (no blue, pink, purple, green, etc.).
   - Adhesive eyelashes are not permitted.
   - Facial hair must be trimmed and neat and no longer than 2.5 cm. According to the Centers for Disease Control and Prevention, certain types of facial hair, like beards, can

make mask fitting difficult. Masks that fit well protect you better. To have a better fit, people with beards can shave their beards or trim their beards close to the face (https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html)

CLINICAL AND SKILLS/SIMULATION LAB GUIDELINES: MAINTENANCE OF GOOD HEALTH

Students are **financially responsible** for the provision of their healthcare. Neither the college nor the clinical facilities will assume responsibility for:

1. Emergency care.
2. Treatment.
3. Hospitalization.
4. Lab work.
5. Follow-up care after a needle stick or biohazard contamination.
6. Expenses for immunizations and updated physicals are the responsibility of the student. Students will not be eligible to attend the first day of classes without submitting a completed physical form, drug test, TB test, or immunization documentation.

A. **A physical exam** is required prior to the first nursing course. Subsequent physical exams may be required of students who sit out of the nursing program one or more semesters; at the discretion of the clinical facility; and as requested by the clinical coordinator.

B. **TB (tuberculosis) testing** is required annually. This may be a blood test (Quantiferon Gold) or a two-step skin test (PPD/TST). A skin test cannot be read by the instructor or anyone in the Hocking College nursing office. It must be read by the same facility that placed it. Those with a positive TB blood or skin test or history of a positive test must have a negative chest x- ray prior to giving patient care. The chest x-ray must be for the purpose of ruling out TB. Chest x-rays need to be repeated every two years unless symptoms of tuberculosis develop.

C. The following **immunizations** or positive titers showing immunity are required:

- MMR (series of two).
- Hepatitis B Vaccine (complete series).
- Varicella - (series of two).
- Tdap is required every ten years.
- INFLUENZA vaccination is required during flu season for all clinical students. Medical or religious exemptions may be accepted by a clinical site.
- COVID vaccination is still tracked by most clinical facilities. Documentation or an exemption is required.

It is the responsibility of the student to keep their immunizations current. Additional immunizations may be required by individual facilities or when the CDC recommends seasonal immunizations due to infectious diseases.

D. **Drug screen testing** is a nursing program requirement and clinical facility policy. Students of the nursing program are required to have a negative urine drug screen prior to attending the

first day of classes and periodically during the program at the discretion of the clinical facility partners and/or clinical coordinator. See the full Student Drug Testing Policy in Appendix K.

E. **Illness/Injury/Sudden Disability:**

1. During clinical hours, illness or injury must be reported at once to the clinical instructor. The clinical instructor is required to report an injury immediately to the course lead, clinical coordinator, and Nursing Program Manager and complete a Hocking College Injury Report at https://www.hocking.edu/report-it.
2. Faculty reserve the right to require a health care provider's written statement concerning the student's ability to return to clinical/lab/classroom.
3. The clinical coordinator reserves the right to request a physical exam (including drug and alcohol screening) to determine the student's capability to remain in class and/or clinical.
4. The Nursing Program Manager reserves the right to determine whether clinical competencies can be met with any physical restrictions ordered by a health care provider.
5. The faculty and/or instructor reserves the right to send a student home from clinical at their discretion when the student is too ill to function safely. Situations include fever, vomiting, diarrhea, pain, inability to stay awake, mental distress, or other similar health-related problems.
6. Pregnancy is considered a state of wellness. Pregnant students who are not experiencing complications during their pregnancy do not need a health care provider's statement to participate in clinical. Pregnant students who have complications must have written permission from their health care provider to participate in clinical. Students who are pregnant are encouraged to notify their clinical instructor.
7. Health related conditions that may result in temporary limitations in the student's ability to safely function in a clinical situation will require documentation from the student's health care provider. The Nursing Program Manager reserves the right to determine whether clinical competencies can be met with any physical restrictions ordered by a health care provider and whether the student can participate in clinical with such restrictions.
8. Clinical instructors or the Nursing Program Manager may request additional documentation in situations including (but are not limited to): physical injury, hospitalization, casts, splints, back injuries, injuries that interfere with lifting, contagious disease, or other similar health-related conditions. Note some facilities may not allow a student to return to clinical with casts or splints. Hocking College is contractually required to follow the specific guidelines of each facility.
9. Any student who has had restrictions prescribed must provide a release from their health care provider stating the student may return to clinical without restrictions.

G**. Clinical Restrictions**

A student will not be allowed to attend clinical if:

1. Required forms are not completed by the student as requested by the nursing program (e.g., immunizations, drug urine screen, background check, physical exam).
2. The student is not properly registered for classes or has not secured financial aid. Registration for classes assures liability insurance coverage.

3. The student is involved in any pending judiciary review.
4. The student has any physical or mental limitations documented by a health care provider that may impact their ability to meet clinical competencies.
5. The student is impaired through the use of drugs or alcohol. Random drug testing may be requested by the instructor, clinical coordinator, or the clinical facility.
6. The student does not have a current CPR card.
7. The student does not have the results of the BCI and FBI background check.
8. The student does not comply with turning in required clinical documentation by a deadline date provided by the Clinical Coordinator. Clinical facility sites may require submission of clinical documentation to their facilities 6 – 8 weeks prior to attending clinical rotation. It will be the responsibility of the student to remain current on all required health/clinical documentation. This especially applies to any out-of-sequence students who may be offered clinical placement on short notice/acceptance timeframes. If the student is out-of-sequence and is offered clinical placement for any semester and required clinical documentation is not current or complete, the student's place may be forfeited, and the clinical opportunity given to another student. Students will receive a U if already in clinical and documentation is not completed by the deadline.
9. If clinical absence due to 1 - 8 above is the student's second absence in the course, it will result in course failure. See Lab and Clinical Attendance on page 33.
10. The presence of a positive criminal background check record could jeopardize the student's eligibility for clinical placement. Hospitals and other medical facilities may not authorize individuals to participate in the clinical instruction necessary to complete the nursing program based on criminal history.
    - **Any** criminal charges or convictions incurred while a student is in the nursing program must be reported to the Nursing Department immediately. Any student who does not notify the Nursing Department may be dismissed from the nursing program and ineligible to continue. (See Appendix L, Background Check Process). If a student receives a felony conviction at any point while in the nursing program, they may be dismissed from the program.

STUDENT LIABILITY INSURANCE

The college covers students with liability insurance per contractual agreement with clinical facilities.

CLINICAL ASSIGNMENTS

1. The Clinical Coordinator assigns clinical students to the clinical sites.
2. Due to mandatory requirements for facilities, clinical assignments are made in advance, and cannot be changed per student requests.
3. Clinical facilities are within a 100-mile radius of the college. Although an attempt is made to keep driving to a minimum, there will be occasions when students will be asked to drive to a clinical location that is not close to their home. Liability for driving rests with the student.
4. Clinical assignments may include weekend/evening hours.
5. Facilities have mandatory training requirements for students (e.g. computer training, etc.). Absence for this required training or for clinical orientation may jeopardize the student's

clinical placement. It may result in clinical / course failure.

6. Students are responsible for checking the college schedule and their hocking email for updates. Students will be notified by email just prior to the beginning of the next semester of their clinical location(s).

ADVERSE WEATHER CONDITIONS/CLINICAL CANCELLATION

Refer to Hocking College Snow Emergency Procedure for updated information.

1. Whether Hocking College announces that the classes are cancelled or not, students and faculty are reminded to make individual determinations as to the safety of travel.
2. Clinical instructors, after personally assessing road conditions, may call a two-hour delay in the start of clinical. Students must be notified by the clinical instructor using the calling tree or other means of communication as determined by each clinical group and the clinical units must be notified. The time missed must be made up during the semester.
3. Clinical instructors who personally assess road conditions and feel they are unsafe must call the Nursing Program Manager regarding action. Clinical instructors cannot cancel clinical based on adverse weather conditions.
4. If a clinical is cancelled due to adverse weather, the time must be made up to meet program outcomes in accordance with Ohio Board of Nursing regulations. This time may be made up in the clinical setting, simulation lab, or through clinical replacement activities with the clinical instructor but must be approved by the lead course instructor.

COLLEGE AND AFFILIATING AGENCY GUIDELINES

Professional conduct is expected of each nursing student. Guidelines regarding behavior including offenses and sanctions can be found under the “Student Code of Conduct” on the Hocking College website https://www.hocking.edu/student-conduct. Each student is responsible for reading, understanding and abiding by this information.

Some additional guidelines for professional conduct for nursing students include:

A. Students may not post or communicate any patient-related information or information which may potentially identify a particular patient. Removal of the patient’s name does not solve this problem – inclusion of gender, age, race, diagnosis, etc. may still allow the reader to recognize the identity of a specific individual. Violation of this requirement will result in disciplinary action up to and including dismissal from the program, as well as other liability for violation of HIPPA (the Health Insurance Privacy and Portability Act of 1996). Student nurses may only access patient medical records for which they are providing direct care and are not permitted to access patient medical records identified as **“No Students.”**
B. **Students are expected to follow the Standards for Safe Nursing Care / Student Conduct Policy for Nursing Program as set forth in Ohio Administrative Code 4723-5-12 (C). See Appendix I.**
C. Students must adhere to safety rules as set forth by the clinical facilities.
D. Students are only allowed on affiliating agency premises during authorized times arranged by the Clinical Coordinator.

E. Students are to remain at the clinical facility until the conclusion of the clinical day (including lunch).
F. Students must turn off (silencing) cell phones/electronic devices during class, lab, and clinical. **Cell phones are not allowed during clinical time and facility policies regarding cell phone use will be enforced by clinical faculty. Cell phone use may result in a failing grade for the course.**

If an offense has occurred based on the above guidelines, the student will be counseled in a private conference with the instructor and Nursing Program Manager. The conference will be documented, and the student asked to sign a statement indicating that the offense and action being taken have been discussed with the student. Serious offenses will be referred to judicial.

The faculty retains the right to immediately remove from the clinical area any student deemed unsafe or unsuitable for the assigned experience. A conference with the student, clinical instructor, course lead instructor, and Nursing Program Manager regarding the situation shall be held and further action determined.

If the student does not agree with the decision or action, he/she may request that the matter be reviewed by the Dean and Associate Dean of Allied Health and Nursing. Further appeal can be requested using the Hocking College Student Grievance Procedure.
https://www.hocking.edu/student-affairs

HOCKING COLLEGE NURSING PROGRAMS SIMULATION LAB

Introduction

This state-of-the-art simulation laboratory contains realistic adult, pediatric, infant and obstetrics high-fidelity manikins. Each manikin is computer controlled to present a wide array of physiological conditions to provide the student with close to real life experiences. Each student is expected to participate and be engaged in all aspects of the laboratory experience.

Simulation Lab Mission

The Hocking College Nursing Program's mission is to provide and promote a safe environment for experiential learning utilizing simulation. The Simulation Lab will provide a dedicated environment for students to learn strategies that will enhance patient safety and the quality of health care through the use of simulation technology. Simulation is used for practicing the application of appropriate skills; critical thinking/clinical reasoning; ethical decision making; clear communication skills; cultural sensitivity awareness; and professionalism at the student level in the program.

Simulation Lab Vision

The goal is to provide cutting-edge, high quality clinical training in realistic settings to students, to ultimately improve future patient outcomes and safety through evidence-based practice and hands-on high-fidelity simulation. Secondly, to provide education that stimulates clinical reasoning, critical thinking, and psychomotor competence in an innovative setting.

What is Simulation?
Simulation is an attempt at replicating reality. In healthcare education, simulation tries to replicate some or nearly all of the essential aspects of a clinical environment so that the situation may be more readily understood and managed when it occurs in clinical practice. The simulation lab environment allows students to participate in life-like situations. Simulation can also be used as a teaching method to help assess a student's skill acquisition. Simulating real-life experiences for students in a safe environment is conducive for developing critical thinking, clinical reasoning, and clinical judgment skills. Practicing in such an environment will increase the probability that those skills will be used in the real-world setting.

Simulation Scenarios
Simulating case scenarios involves the active participation of all students. All students and faculty will adhere to the simulation lab rules (see attached). Manikins are to be used with respect and treated as if they were live patients. The simulation lab is a learning environment. Students involved in simulated scenarios should have everyone's respect and attention. Situations simulated in the lab are to be used as a learning tool and no discussion of the actions of students should take place outside of the lab. A prebriefing and debriefing session will be provided for all simulation experiences. After the debriefing session, the student should fill out an evaluation to give them the opportunity to reflect on the scenario and to provide constructive criticism for further enhancement of the simulation.

Faculty Roles
The simulated scenarios are designed so that students learn to think critically. Students should be allowed to complete their scenario regardless of the outcome with little to no direction from the faculty. It is during the debriefing that faculty will provide input with regards to the students' performance and affective behavior.

Prebriefing
Prebriefing is an educator designed phase of simulation that is implemented at a designated time prior to the 'hands-on' scenario and includes both orientation tasks and learner engagement activities that will enhance learner satisfaction, participation, and effectiveness of the simulation experience.

Debriefing
The debriefing session involves immediate feedback and a reflective critical thinking analysis and communication tool for participants of the simulation exercise. The purpose of the debriefing is to provide students with the opportunity to review and reflect on their simulation experience to enhance learning and ultimately change in practice. The debriefing should be guided by the objectives of the simulation and focus on students' thought processes. Debriefing should be respectful and confidential. Students should feel safe to share their reactions and feelings.

The facilitator should guide the debriefing with strategic questions, but the students should be providing the bulk of the dialog. The facilitator will conduct the debriefing using video review or other techniques to facilitate a favorable post-simulation exchange.

Scheduling of Laboratory

Staff, Faculty, and Instructors shall contact via email the Simulation Lab Coordinator at least two weeks prior to the requested dates. Requests via phone are discouraged. Every attempt shall be made to fulfill requests, however those students that have a required hourly mandate and or skill validation shall receive priority. Along with requesting time in the lab the faculty member may choose the appropriate scenario that covers the desired objectives. It is imperative that the faculty member reviews the requested scenario and the required equipment list prior to the start of the lab session. Faculty should ensure the scenario meets course objectives and outcomes. Deviation from the standard list of equipment may be made at the time of request.

Simulation Lab Coordinator

The Simulation Lab Coordinator will facilitate the learning environment by setting up the scenarios, controlling the manikins remotely, and may be able to troubleshoot any technical issues that arise. Ideally, facilitation of the lab experience is performed by the faculty instructing the course/lab/clinical.

Equipment

Every effort has been made to provide each student with state-of-the-art equipment to be used in the occupational environment. It is imperative that faculty orient themselves to this equipment so that the scenario will run smoothly. In the event that a piece of equipment comes up missing or is broken it is the responsibility of the student to report it to the faculty. Below is the list of rules each student must adhere to concerning equipment:

1. All students and faculty wanting to use the lab must have proper orientation to the equipment.
2. The doors of the simulation lab will be locked at all times, except when in use.
3. When working with the manikins, students must perform hand hygiene and wear gloves as with a live patient.
4. Supplies and equipment must not be taken out of the lab unless authorized by the Simulation Lab Coordinator and signed out by an instructor.
5. Equipment should be disposed of appropriately. (sharp’s containers, biohazard trash containers)
6. Computers and video equipment are for class purposes only.
7. Students will have proper orientation to the crash cart and the defibrillator.
8. There may come a time that equipment might get broken or become missing. It is your responsibility, as a member of Hocking College, to report it to an instructor and or Simulation Lab Coordinator. If the equipment is maliciously damaged, the student will be responsible for replacement of said equipment and could be dismissed from the program.
9. At the end of the scenario, students must return all equipment and supplies to the proper locations. Any soiled linens will be switched out for clean ones by the students. The students will then clean the simulator’s skin with water and a soap solution approved by the manufacturer.
10. Beds should be remade and left in the lowest position with the bed rails up.

Confidentiality

In order to preserve the realism of the scenarios used in the simulation lab and to provide an

equitable learning experience for each student, all persons using the lab will be required to sign a confidentiality agreement (see attached copy of confidentiality agreement). The scenarios are not to be discussed outside of the simulation and debriefing sessions. This is to protect the value of the experience for those who will eventually take part in the clinical scenarios. If the student does so, it is considered cheating and the student will face disciplinary action outlined in the Hocking College Student Handbook. Because every simulation has the possibility of being recorded, manikin accessibility will be treated like a real patient. Students are expected to uphold all requirements of the Health Insurance Portability and Accountability Act (HIPAA) and any other federal or state laws requiring confidentiality. Students agree to report any violations to the faculty or instructor.

Conduct

Students shall approach all simulators and standardized patients as if they were in a clinical setting. Students will not only be measured on their clinical judgment and application of required skills but also on their ability to show empathy, respect, integrity, professionalism, therapeutic communication and diplomacy towards everyone involved in the learning environment. At no time shall a student behave in a manner that disrupts the other students' learning environment. It is imperative that participants remember that all interactions with the manikin and other participants may be recorded for further review by your faculty and fellow students.

Any viewing or publication outside of the classroom, such as posting on YouTube or other social media sites, is unacceptable and unethical and will result in disciplinary action from the individual's program.

Student Conduct/Behavior

1. All users of the simulation lab's space must act in a manner that does not disturb the academic activities occurring in the lab.
2. No lab user shall infringe upon the privacy, rights, privileges, health, or safety of other lab users.
3. All faculty, staff and students must complete orientation prior to using the equipment.
4. No eating or drinking is allowed in the Lab.
5. Use of the computers is restricted to assigned classroom work and not for personal use.
6. Do not use the equipment for any purpose other than specified; anyone who fails to comply with this request will be asked to leave the lab.
7. Any equipment malfunction or abuse must be reported to the Simulation Lab Coordinator immediately.
8. Adherence to the dress code is expected. You must be in proper uniform to participate in any activity in the simulation lab.
9. All beds should be lowered to the ground with the bed rails up after each use. Linens should be properly placed back on the manikin after each use as if caring for a real patient.
10. Do not remove the manikin from the bed unless instructed to do so.
11. Smoking is prohibited in the simulation lab.
12. All electronics including cell phones, tablets, cameras, camera phones, and voice/video recordings are prohibited during simulations.
13. Do not disconnect or move the patient simulators.
14. Do not use chlorhexidine or betadine on the manikins. Please do not use ink pens near the

manikins.

15. All patient simulators are operated by trained faculty or staff. Students cannot operate the patient simulators.
16. Remember that even though you are in a simulated environment you are to conduct yourself as if you were at a clinical site.
17. All patient simulators are to be treated as actual patients at all times.

Dress Code

Students participating in simulation experiences are expected to follow clinical dress code and to wear proper clinical attire reflecting their program of study. This Includes lab supplies and equipment that you typically take to clinical (watch, stethoscope, penlight, drug book, etc.). This is to promote a sense of realism and to help evaluate the students' affective domain. It is the responsibility of the instructor to strictly enforce the dress code. It is required that faculty set the example for their students in this learning environment.

Infection Control

Participants in simulated scenarios need to be mindful of all standard precautions and transmission specific precautions (contact, droplet, airborne). Any piece of equipment that comes in contact with simulated patient body fluids are considered contaminated and need to be handled appropriately. Gloves will be worn with all manikin interaction and non-sterile gloves should be disposed of in non-biohazard trash cans. If a sharps container is full, please inform the simulation lab manager so that it may be replaced.

Latex Warning

Students and faculty need to know that some of the equipment in the Simulation Lab contains latex. Those with a known sensitivity/allergy to latex need to contact the Simulation Lab Coordinator. Every effort will be made to replace equipment with latex-free substitutions. All users who suffer from latex allergies should take precautions while using or handling the latex parts by wearing non-latex gloves.

"Clean" Needle Stick Guidelines

In accordance with the Center for Disease Control (CDC) all sharps are to be handled safely and disposed of properly. In the event of a "clean" needle stick, the lab faculty should be notified immediately, so first aid can be provided. The Simulation Lab Coordinator should be notified so that an incident report form can be filled out and reported to Hawks Clinic. Complications from a "clean" needle stick may include: tenderness, minor bleeding or bruising, and infection.

Security and Emergencies

All faculty members are to ensure that lab rooms are secure and safe when using the rooms. Doors should be locked at all times when not in use. The Public Safety Department should be notified if the lab rooms will be in use outside of normal campus business hours. It is the responsibility of the faculty and students to be aware of the location of emergency exits on each floor of Davidson Hall. In case of a fire, all persons are expected to evacuate the building and Public Safety needs to be notified immediately at ext. 6591. Fire extinguishers are located

throughout each hallway and close to the stairwells of each floor.

CONFIDENTIALITY AGREEMENT for the Simulation Lab

As a student who will use the Simulation Lab, I understand the significance of confidentiality with respect to information concerning simulated patients and fellow students. I will uphold the requirements of the Health Insurance Portability and Accountability Act (HIPAA) and any other federal or state laws regarding confidentiality. I agree to report any violations of confidentiality that I become aware of to my facilitator or instructor. I agree to adhere to the following guidelines:

- All patient information is confidential, and any inappropriate viewing, discussion, or disclosure of this information is a violation of Simulation Lab guidelines.
- This information is privileged and confidential regardless of format: electronic, written, overheard or observed.
- I may view, use, disclose, or copy information only as it relates to the performance of my educational duties. Any inappropriate viewing, discussion, or disclosure of this information is a violation of Simulation Lab guidelines and may be a violation of HIPAA and other state and federal laws.
- The simulation lab is a learning environment. All scenarios, regardless of their outcome, should be treated in a professional manner. The student running the scenario should have everyone's respect and attention. Situations simulated in the lab are to be used as a learning tool. Specific discipline Code of Ethics must be observed.
- The simulation manikins are to be used with respect and be treated as if they were live patients.

Appendix A (1)
Hocking College Nursing Program
Checklist for Admission File Completion Policy

All Nursing program applicants are accepted into the Associate of Science (AS) program and may begin taking general classes. The AS program is a pathway to the Nursing program and allows you to complete general education requirements for Nursing.

Completion of the Nursing TEAS Exam at the proficient level or higher will determine whether you qualify for a Nursing program. Students who meet file completion requirements by the deadline for the upcoming semester will be considered for admission based on availability. The Program Ranking Formula will determine which students are accepted if the number of students meeting the file completion requirements exceeds the available seats. File completion does not guarantee admission to the upcoming semester. TEAS Exam scores are valid for two years.

It is your responsibility to monitor admission file completion status. All Nursing communication will be sent to your Hocking College email account. If you have questions regarding file completion requirements, please contact your academic advisor or the Registrar's Office (by phone at 740-753-7068, in person in JL 184 or by email at admissionfile@hocking.edu).

Other things to note:

- Completion of the State Tested Nurse Aide (STNA) is highly recommended but is not an admission requirement for the Nursing program.
- Students convicted of a felony are not eligible for entrance to the Hocking College Nursing programs. Non-felony convictions will be reviewed by the Program Manager, and admission will be considered on a case-by-case basis. The program complies with the criminal records check laws in Ohio specific to healthcare workers. The Board of Nursing is no longer permitted to automatically deny an application or license based on an applicant's convictions.
- Students are required to complete and pass a drug screen upon acceptance into the Nursing program. This is a requirement of our affiliate healthcare agencies. Students will be notified at new student orientation.

NURSING APPLICANTS WHO ARE NOT CURRENTLY A PRACTICAL NURSE (PN)

If you are not currently a Practical Nurse you must complete the following requirements to determine your eligibility for the Nursing program.

Once you have completed the TEAS Exam at proficient level an email will be sent to your Hocking College email account. In this email you will select whether you want the Practical Nursing (PN) or Registered Nursing (RN) track. Once you select a track it cannot be changed. A couple of things to note about each track:

Practical Nursing – The PN diploma program is 3 semesters in length (beginning with NT-1000). Clinical/theory classes begin each summer semester. The file completion deadline to be considered for the upcoming summer PN class is posted on the Nursing page of the Hocking College website. Items #1, #2, #3 and #4 below are required for PN admission file completion. Students completing the PN diploma may progress to the RN program. See the LPN to RN information on the Hocking College website. Conditional acceptance to the PN program may be offered based on seat availability.

Registered Nursing – The RN Associate of Applied Science program requires completion of pre-clinical requirements (see #5 below). The RN program is 4 semesters in length (beginning with NT-1510). Clinical/theory classes begin each autumn and spring semester. The file completion deadline to be considered for the upcoming semester is posted on the Nursing page of the Hocking College website. All items (#1, #2, #3, #4 and #5 outlined below are required for RN admission file completion. Conditional acceptance to the RN program may be offered based on seat availability.

☐ 1. **Nursing TEAS Exam**
The Nursing TEAS Exam determines eligibility for the Nursing program. You are allowed 4 hours to complete the exam which consists of the following: math, reading, science and English. A composite score of proficient level or higher is required for admission to the Nursing program.
You must schedule an appointment to take the Nursing TEAS Exam. Testing dates are available online (https://www.atitesting.com/teas/register) or in the Nursing Office (DVD 217). A limited number of seats are available each testing date and are filled on a first come first served basis. See the Nursing web page for information on

scheduling a Nursing TEAS test date. The exam costs $82 (subject to change) and must be paid online when you schedule your testing appointment. The exam is given in the Hocking College Testing Center (DVD 108). You must present a picture ID and have a valid email address available at the time of testing. You must also know your Hocking College student ID number.

The test can be taken a maximum of 3 times with a minimum of 14 days between each test date. Each testing session requires a separate appointment and payment of the $87 (subject to change) testing fee. TEAS scores are valid for 2 years.

You are encouraged to review prior to taking the exam. Resource: Official ATI TEAS Study Manual 2022-2023, 7th Edition. ISBN-13: 978-1565332393. Additional online resources can be found at nursehub.com.

If you have used all three assessment attempts and do not meet the minimum proficient level you are not eligible for admission to the Nursing program until scores have expired and you are eligible to retest. You are encouraged to meet with your academic advisor to discuss other career options.

TEAS scores for Nursing can be sent from any testing location as long as they meet the following criteria: 1.) It must be administered in-person at an approved proctored site. No remote exams are accepted. Scores are valid for 2 years. 2.) The test must have exactly the same subjects (Math, Science, Reading and English & Language Usage) our TEAS covers – no more, no less. Your official score transcript (ordered through the ATI website) must be sent directly to nursing@hocking.edu. Additional fees may be required to have scores sent.

☐ 2. **High School Transcript or GED**

Submit an official high school transcript indicating graduation from an accredited high school or proof of successful completion of the General Education Development (GED) test. Official transcripts must be submitted directly to the Hocking College Registrar's Office through a formal transcript service (i.e., Parchment, National Student Clearinghouse) or mailed directly from your high school to the Hocking College Registrar's Office, Hocking College, 3301 Hocking Parkway, Nelsonville OH 45764. GED certificates must be submitted to the Registrar's Office in the official format of the state in which you completed the GED. Faxed, emailed or hand carried transcripts are not accepted.

- If you are/were home schooled, submit a notarized homeschool transcript showing graduation from an approved homeschooling curriculum. The transcript must be submitted to the Registrar's Office. If you did not complete an approved homeschool curriculum, you may be asked to submit General Education Development (GED) scores.
- If you completed high school outside of the United States, submit original transcripts (translated to English by a formal translation service if necessary) for schooling equivalent to a United States high school. Once received your transcript will be reviewed to determine if it meets the transcript requirement. It is recommended that you submit official documents in person. Original documents will be copied and returned to you. If you are unable to obtain an official transcript, it is recommended that you complete the General Education Development (GED) test.

☐ 3. **Nursing Information Session and Completed Nursing Program Application**

Attend a Nursing Information Session and complete the Nursing Program Application by the deadline. Information Session dates, the application packet and deadlines can be found on the website at https://www.hocking.edu/registered-nursing.

☐ 4. **Required Immunization**

Provide documentation or positive titer for the following: MMR series of 2, Varicella series of 2 (If you've had chickenpox, you must show proof of a positive titer), Hep B series of 3 and Tdap every 10 years. Email immunization records to healthrecords@hocking.edu.

☐ 5. **Pre-Clinical Course Completion**

- Satisfactorily complete the following courses with a grade of "C" or higher. You may take a class no more than two (2) times to earn the "C" or higher grade. Students who become ineligible for the nursing program due to two

(2) course failures, may reapply to restart at the beginning of their program after three (3) years from the date of the final semester in which the student was not successful.

- Courses completed at another college/university must have a "C" grade or higher, be documented on an official college transcript and posted as transfer credit. Official college/university transcripts must be submitted to the Hocking College Registrar's Office through a formal transcript service (i.e., Parchment, National Student Clearinghouse) or be mailed directly from the awarding institution to the Hocking College Registrar's Office, Hocking College, 3301 Hocking Parkway, Nelsonville OH 45764. Faxed, emailed or hand carried transcripts are not accepted.

☐ 5a. Complete **BIOS-1113 - Anatomy and Physiology I** with a grade of "C" or higher or have transfer credit posted showing completion of the course at another college/university with a "C" or higher.

☐ 5b. Complete **ENGL-1510 - English Composition I** with a grade of "C" or higher or have transfer credit posted showing completion of the course at another college/university with a "C" or higher.

☐ 5c. Complete **MATH-2250 - Introductory Statistics OR MATH-1113 - College Algebra** with a grade of "C" or higher or have transfer credit posted showing completion of the course at another college/university with a "C" or higher.

Appendix A (2)
Hocking College
LPN to RN Nursing Program
(For Nursing applicants who are currently a Licensed Practical Nurse)
Checklist for Admission File Completion

All Nursing program applicants are accepted into the Associate of Science (AS) program and may begin taking general classes. The AS program is a pathway to the Nursing program and allows you to complete general education requirements for Nursing.

Completion of the Nursing TEAS Exam at the proficient level or higher will determine whether you qualify for a Nursing program. Students who meet file completion requirements by the deadline for the upcoming semester will progress to RN Semester 2 based on availability. The Program Ranking Formula will determine which students are accepted if the number of students meeting the file completion requirements exceeds the available seats. File completion does not guarantee admission to the upcoming semester. TEAS exam scores are valid for two years.

It is your responsibility to monitor admission file completion status. All Nursing communication will be sent to your Hocking College email account. If you have questions regarding file completion requirements, please contact your academic advisor or the Registrar's Office (by phone at 740-753-7068, in person in JL 184 or by email at admissionfile@hocking.edu).

Other things to note:

- Completion of a Practical Nursing program and successful completion of the licensure exam for Practical Nursing is required before acceptance. Credit will be awarded for the following courses once your official PN transcript is received -
  - Fundamental Concepts of Nursing
  - Health Assessment
  - Anatomy and Physiology I
  - Anatomy and Physiology II
- Students convicted of a felony are not eligible for entrance to the Hocking College Nursing programs. Non-felony convictions will be reviewed by the Program Manager, and admission will be considered on a case-by-case basis. The program complies with the criminal records check laws in Ohio specific to healthcare workers. The Board of Nursing is no longer permitted to automatically deny an application or license based on an applicant's convictions.
- Students are required to complete and pass a drug screen upon acceptance into the Nursing program. This is a requirement of our affiliate healthcare agencies. Students will be notified at the new student orientation.

Step 1: Completion of the LPN to RN Transition Course

☐ **1. Practical Nursing Transcript**
Submit an official transcript from the school of Practical Nursing from which you graduated. Official transcripts must be mailed directly from your school of Practical Nursing to the Hocking College Registrar's Office, Hocking College, 3301 Hocking Parkway, Nelsonville OH 45764 or submitted through a formal transcript service such as Parchment or National Student Clearinghouse. Faxed, emailed or hand carried transcripts are not accepted. (Note: If you completed the PN program at Hocking College you do not need to submit a PN transcript).
Once your official PN transcript is on file you are eligible to take the NT-1400 - LPN to RN Transition course. Successful completion of this course is required for admission to Semester 2 of the RN program.

Step 2: Requirements to Progress to RN Semester 2

☐ 1. **LPN to RN Transition Course**
Complete **NT-1400 – LPN to RN Transition** with a grade of "C" or higher.

☐ 2. **Nursing TEAS Exam**

The Nursing TEAS Exam determines eligibility for the Nursing program. You are allowed 4 hours to complete the exam which consists of the following: math, reading, science and English. A composite score of proficient level or higher is required for admission to the Nursing program.

You must schedule an appointment to take the Nursing TEAS Exam. Testing dates are available online (https://www.atitesting.com/teas/register) or in the Nursing Office (DVD 217). A limited number of seats are available each testing date and are filled on a first come first served basis. See the Nursing web page for information on scheduling a Nursing TEAS test date. The exam costs $82 (subject to change) and must be paid online when you schedule your testing appointment. The exam is given in the Hocking College Testing Center (DVD 108). You must present a picture ID and have a valid email address available at the time of testing. You must also know your Hocking College student ID number.

The test can be taken a maximum of 3 times with a minimum of 14 days between each test date. Each testing session requires a separate appointment and payment of the $82 (subject to change) testing fee. TEAS scores are valid for 2 years.

You are encouraged to review prior to taking the exam. Resource: Official ATI TEAS Study Manual 2022-2023, 7th Edition. ISBN-13: 978-1565332393. Additional online resources can be found at nursehub.com.

If you have used all three assessment attempts and do not meet the minimum proficient level you are not eligible for admission to the Nursing program until scores have expired and you are eligible to retest. You are encouraged to meet with your academic advisor to discuss other career options.

TEAS scores for Nursing can be sent from any testing location as long as they meet the following criteria: 1.) It must be administered in-person at an approved proctored site. No remote exams are accepted. Scores are valid for 2 years. 2.) The test must have exactly the same subjects (Math, Science, Reading and English & Language Usage) our TEAS covers – no more, no less. Your official score transcript (ordered through the ATI website) must be sent directly to nursing@hocking.edu. Additional fees may be required to have scores sent.

☐ 3. **Proof of Valid PN License**

Provide proof of a valid, non-restricted PN license. You may submit your license information printed from the Board of Nursing website. License information should be submitted to the Hocking College Registrar's Office, Hocking College, 3301 Hocking Parkway, Nelsonville OH 45764 or emailed to admissionfile@hocking.edu.

☐ 4. **High School Transcript or GED**

Submit an official high school transcript indicating graduation from an accredited high school or proof of successful completion of the General Education Development (GED) test. Official transcripts must be submitted to the Hocking College Registrar's Office through a formal transcript service (i.e., Parchment, National Student Clearinghouse) or mailed directly from your high school to the Hocking College Registrar's Office, Hocking College, 3301 Hocking Parkway, Nelsonville OH 45764. GED certificates must be submitted to the Registrar's Office in the official format of the state in which you completed the GED. Faxed, emailed or hand carried transcripts are not accepted.

- If you are/were home schooled, submit a notarized homeschool transcript showing graduation from an approved homeschooling curriculum. The transcript must be submitted to the Registrar's Office. If you did not complete an approved homeschool curriculum, you may be asked to submit General Education Development (GED) scores.
- If you completed high school outside of the United States, submit original transcripts (translated to English by a formal translation service if necessary) for schooling equivalent to a United States high school. Once received your transcript will be reviewed to determine if it meets the transcript requirement. It is recommended that you submit official documents in person. Original documents will be copied and returned to you. If you are unable to obtain an official transcript, it is recommended that you complete the General Education Development (GED) test.

☐ 5. **Nursing Information Session and Completed Nursing Program Application**
Attend a Nursing Information Session and complete the Nursing Program Application by the deadline. Information Session dates, the application packet and deadlines can be found on the website at https://www.hocking.edu/nursing-transition-program.

☐ 6. **Pre-Clinical Course Completion**

- Satisfactorily complete the following courses with a grade of "C" or higher. You may take a class no more than two (2) times to earn the "C" or higher grade. Students who become ineligible for the nursing program due to two (2) course failures, may reapply to restart at the beginning of their program after three (3) years from the date of the final semester in which the student was not successful.
- Courses completed at another college/university must have a "C" grade or higher, be documented on an official college transcript and posted as transfer credit. Official college/university transcripts must be submitted to the Hocking College Registrar's Office through a formal transcript service (i.e., Parchment, National Student Clearinghouse) or be mailed directly from the awarding institution to the Hocking College Registrar's Office, Hocking College, 3301 Hocking Parkway, Nelsonville OH 45764. Faxed, emailed or hand carried transcripts are not accepted.

☐ 6a. Complete **ENGL-1510 - English Composition I** with a grade of "C" or higher or have transfer credit posted showing completion of the course at another college/university with a "C" or higher.

☐ 6b. Complete **MATH-2250 - Introductory Statistics OR MATH-1113 - College Algebra** with a grade of "C" or higher or have transfer credit posted showing completion of the course at another college/university with a "C" or higher.

☐ 7. **Required Immunization**
Provide documentation or positive titer for the following: MMR series of 2, Varicella series of 2 (If you've had chickenpox, you must show proof of a positive titer), Hep B series of 3 and Tdap every 10 years. Email immunization records to healthrecords@hocking.edu.

Appendix B
Selective Admission Ranking Formula

Program Ranking Formula: Hocking College Nursing Program

Table 1

ATI TEAS COMPOSITE SCORE	**≥80%**	**75% - 79.9%**	**70% - 74.9%**	**58.7% - 69.9%**
Points	4	3	2	1
				Total Points:

Table 2

PRE-CLINICAL COURSES All Pre-clinical courses must be completed with a grade of "C" or higher.				
COURSE	**GRADE**	**POINTS**		
		C: 2 points	**B: 3 points**	**A: 5 points**
BIOS-1113: Anatomy and Physiology I				
ENGL-1510: English Composition I				
MATH-2250: Introductory Statistics **OR** MATH-1113: College Algebra				
CLEP: College Algebra: Score of 50 = C and score of 63 = B College Composition: No credit given (ODHE Ohio Transfer to Degree Guarantee 07/20/2020) **AP:**				
Total Points:				

AP Score	Grade Earned
Score of a 5	A
Score of a 4	B
Score of a 3	C

TOTAL POINTS FROM TABLE 1 +TABLE 2: _____

Tie Breaker

*If a tie for placement should occur, the seat will be awarded to the applicant with the highest GPA in the pre-clinical courses rounded to the nearest tenth. *

		English =		**Tie Breaker GPA**
A = 4.0			**Total / 3 =**	
A = 3.7		**A&P =**		
B+ = 3.3				
B = 3.0		**Math =**		
B- = 2.7				
C+ = 2.3		**Total =**		
C = 2.0				

*If there is a tie in the GPA above, the seat will be awarded to the applicant with the higher TEAS score. *

Updated 7/25/2025

Appendix C

Hocking College Nursing Program
ATI Assignments and Content Mastery Series Policy

Hocking College Nursing Program has partnered with ATI to reinforce learning with various product assignments and to implement standardized testing and remediation to increase the probability of passing the NCLEX board exam.

ATI ASSIGNMENTS

- ATI assignments are required for successful completion of most nursing technical (NT) courses. Achievement of 80% and/or Satisfactory by the due date & time is required in order to receive any applicable points. **Late submissions will NOT receive points. Completion of all assignments, regardless of their point value is mandatory for course completion.**
- Refer to individual course syllabi and schedules for details of required ATI Assignments.
- Students who have questions or problems with ATI should contact the company at 1-800-667-7531. Students should keep a record of the date and time of the call, including the name of the representative with whom they speak. Students should request an incident number and follow up email whenever they call.

ATI PROCEDURES FOR MASTERY SERIES

Practice Assessment A and B Remediation Process

- Students will take Practice Assessment A in a proctored environment without the use of any resources.
- ATI Assessments proctored by course faculty, must be taken on campus at the designated time and date as posted.
- **ALL** students will complete focused review remediation on their first attempt of Practice Assessment A.
  - For optimal success on Proctored Assessments, a focused review on EACH of the Topics to Review on the student's Individual Performance Profile for the assigned Practice assessment is recommended.
  - However, students are only required to submit a focused review for three (3) topics from each of the 8 NCLEX categories AND three (3) topics from the Clinical Judgment category, for a maximum of 27 topics.
  - Students should synthesize information from all available course resources to complete their remediation.
  - Each focused review must meet the following standard for each Topic to Review:
    - The correct template is completed
    - All areas of the template are comprehensive and accurate
    - Major points are clearly stated in own words and demonstrate detailed understanding of the concept
    - Is handwritten, legible, and neat
    - Completed by the due date & time

        - All templates are attached to the student's Individual Performance Profile in the order they appear on the Profile
    - Students should take the Post-Study Quiz (based on specific student knowledge gaps)
- After remediation is complete, students are required to take Practice Assessment B without the use of any resources such as (but not limited to) textbooks, internet sites, phone apps, or fellow students. Two (2) hours of focused review for Practice Assessment B is required.
- **The student must complete all assigned Practice Assessments and remediation to progress to the Proctored Assessment. All remediation and Proctored Assessments must be completed to successfully complete the course.**

Standardized Proctored Assessment Remediation Process

- **Level 3 (recommended)**
    - Minimum 1-hour online "Focused Review" for initial attempt
    - Take a post study quiz (provided based on specific student knowledge gaps)
    - Complete a handwritten "Active Learning Template" for each topic missed after the first attempt.
- **Level 2 (recommended)**
    - Minimum 2-hour online "Focused Review" for initial attempt
    - Take a post study quiz (provided based on specific student knowledge gaps)
    - Complete a handwritten "Active Learning Template" for each topic missed after the first attempt.
- **Level 1 (REQUIRED)**
    - Minimum 3-hour online "Focused Review" for initial attempt
    - **Complete a handwritten "Active Learning Template" in its entirety synthesizing information from all available course resources for three (3) topics from each of the 8 NCLEX categories AND three (3) topics from the Clinical Judgment category on the Individual Performance Profile, for a maximum of 27 topics.**
    - Retake recommended
- **Below Level 1 (REQUIRED)**
    - Minimum 4-hour online "Focused Review" for initial attempt
    - **Complete a handwritten "Active Learning Template" in its entirety synthesizing information from all available course resources for three (3) topics from each of the 8 NCLEX categories AND three (3) topics from the Clinical Judgment category on the Individual Performance Profile, for a maximum of 27 topics.**
    - Retake recommended
- **Each focused review for Level 1 and Below Level 1 Proctored Assessment results must meet the following standard for each Topic to Review:**
    - **The correct template is completed**
    - **All areas of the template are comprehensive and accurate**
    - **Major points are clearly stated in own words and demonstrate detailed understanding of the concept**

- **Is handwritten, legible, and neat**
- **Completed by the due date & time on the course schedule**
- **All templates are attached to the student's Individual Performance Profile in the order they appear on the Profile**

- ***Focused Reviews for the proctored assessment at level 1 or below will be due the second week of the following semester***

Grading Scale for Practice Remediation and Proctored Assessments

- **See individual course syllabi for points and grading criteria**

Exceptions for NT-2230 and NT-2651

- Students in the final semester of the RN program are concurrently completing the Capstone Content Review with weekly remediation as well as Capstone Proctored Preassessment remediation. Therefore, remediation is recommended but not required for Content Mastery Practice Assessments in these two courses.

ATI PROCEDURES FOR CAPSTONE CONTENT REVIEW

Students will take the ATI Capstone Proctored Preassessment in NT-2651.

- All students will complete a focused review based on the results.
  - For optimal success on the Comprehensive Predictor, a focused review on EACH of the Topics to Review on the student's Individual Performance Profile is recommended.
  - However, students are only required to submit a handwritten focused review for two (2) topics from each of the 8 NCLEX categories AND two (2) topics from the Clinical Judgment category, for a maximum of 18 topics.
  - Students should synthesize information from all available course resources to complete their remediation.
  - Refer to the course syllabus for details of the focused review format and grading.
- Students will complete the 7-week ATI Capstone Content Review.
  - Each week, students will complete a review of concepts, pre-assessment quiz, 50 question assessment, and a post-assessment remediation assignment. Feedback is provided by an ATI mentor.
  - Weekly assessments are to be taken WITHOUT the use of any resources such as (but not limited to) textbooks, internet sites, phone apps, or fellow students.
- At the end of the ATI Capstone Content Review, the student will take the ATI Capstone Proctored Post Assessment in class.
  - Self–remediation is highly recommended.
- The student will then take the Proctored ATI Comprehensive Predictor exam in class which serves as an indicator for success on the NCLEX exam.
  - If the probability of passing the NCLEX exam is less than 90%, students will be required to complete a minimum of 3 hours of focused review. This will include submission of handwritten review of 12 Topics to Review. Students will then retake the Comprehensive Predictor.

- Refer to the course syllabus for details of the focused review format and grading.
- **All proctored exams and assessments must be taken on campus at the designated time and date.**
- **Students must complete remediation and the assigned Practice and Proctored Assessments to successfully complete the course.**

Technical Requirements for Practice and Proctored Assessments

You must:

- Use Google Chrome™ Version 119 or later (Download).
- Test on a Windows PC or a Mac (**a phone or tablet cannot be used**):
  - PC – Windows 10 or later, minimum resolution 1024 x 600
  - Mac – Mac OS® X 15 or later, minimum resolution 1024 x 600
- Enable JavaScript and cookies within your Google Chrome browser.
- Disable your popup blocker in Google Chrome.
- Disable automatic notifications on the desktop.
- Have a microphone – either internal or external.
- Have a webcam (minimum resolution 320x240 VGA) – either internal or external.
- Some ATI products require a minimum internet speed of 5 Mbps; 10 Mpbs or more is recommended. You can test your internet speed using https://www.speedtest.net/
- Clear your internet cache and cookies before every exam.

Appendix D
Hocking College Nursing Program
Progression Policy

It is important for the student to focus on coursework to be successful in the program. Requirements for advancement in the nursing programs are as follows:

- All courses on the plan of study must be successfully completed in sequence. General education courses may be taken prior to the semester posted, but not after. (Exception is GS-1010 Pathways to Prosperity I which must be by the end of the first semester in the program.) See Appendix R, Curriculum.
- The student must adhere to all college/program policies/procedures and have no outstanding fees to be eligible for registration.
- It is important for the student to remain aware of their progress through each course. Early recognition of difficulties is important for the student's success. The student should immediately discuss any concerns with the course instructor and should utilize other campus resources such as the student's advisor, TRIO, or tutoring services.
- A satisfactory grade is required in all areas (theory, clinical, and skills/sim lab) to be successful in a nursing technical course.
- All nursing programs require a grade of "B-" (80%) or better in all nursing technical (NT) courses, as well as a "C" (73%) or better in all support courses (general education courses) to successfully complete courses listed on the plan of study.
- Progression through the program is dependent upon successful completion of the nursing technical courses and general education corequisite courses. It is considered a course failure if either the minimum grades are not achieved, or the student withdraws from or drops a course after the 15th day of the semester. Course failure results in the interruption of progression in the nursing program.

Upon the first occurrence of a failure, the student must meet with and make a written request to the Nursing Program Manager for permission to repeat an NT course. (See Appendix F, Readmission Policy). The student must also submit the Readmission Application (See Appendix G, Readmission Application). A student who fails, drops, or withdraws from any nursing technical or general education course must re-enter that course within 12 months or reapply for admission to restart their program after three years.

Upon the second failure, the student becomes ineligible to continue and will be dismissed from the nursing program. Students who are dismissed may complete the Selective Admission Appeal process (See Appendix H) or reapply for admission to restart their program after three (3) years from the date of the final semester in which the student was not successful. A current valid TEAS score of proficient or better (TEAS scores are valid for two years) and all current file completion items will be required.

Appendix E
Hocking College Nursing Program
Completion Policy

Student learning is continuously assessed to facilitate individual learning and preparation for career success, including success on the NCLEX-RN or NCLEX-PN.

PROGRAM COMPLETION

Each student must fulfill all courses and terms/conditions as specified in the respective plan of study. This includes achievement of designated outcomes for the respective program.

To "Complete" the nursing program a student must achieve a C (73%) or higher in all general education courses and 80% (B-) or higher overall in all nursing technical (NT) courses with no more than one failure once accepted into the nursing program. After starting nursing technical (NT) courses, failure of any two courses in the nursing curriculum, including general education courses, constitutes a failure of the nursing program, preventing program completion. GS 1010 and GS 2010 are graduation requirements and cannot be transferred into Hocking College.

In accordance with Hocking College academic policies, a student must petition for graduation during the final semester of their program. Refer to the Hocking College academic policy "Graduation" for complete details at https://www.hocking.edu/graduation. All fees must be paid in full to graduate.

Certificates of Program Completion are required by the Ohio Board of Nursing. These will be sent to the Board by the Nursing Administration office as soon as the students' records are cleared by the Hocking College Registrar. This may take two to four weeks.

If a student has a documented disability defined by the "American Disabilities Act" (ADA), accommodations are authorized only by the Board and the National Council of State Boards of Nursing for the NCLEX-RN or NCLEX-PN. The Board recommends that the applicant notify the Board, in writing, six months prior to program completion. The applicant is required to submit the following documentation:

1. Letter from the applicant specifying requested accommodation.
2. Letter from the Director/Designee of the nursing education program specifying accommodations granted by the nursing program; and
3. Diagnostic report from a qualified professional practitioner.

Appendix F
Readmission Policy

For consideration of readmission into a nursing technical (NT) course, a student must submit a written request and meet with the Nursing Program Manager. The decision for readmission depends on space availability, changes in the curriculum, individual qualifications including grade point average, and any other factors that may be related to the student's ability to succeed. The student's performance to date in the Nursing Program will be reviewed carefully.

The following procedure applies:

1. The student will submit a written request to the Nursing Program Manager including desired Semester of return, course desired, any specific supportive information about reason for the break in education, and student plans for ongoing success.
2. The student will arrange to meet with the Nursing Program Manager and Clinical Coordinator.
3. A student seeking readmission to a course must have a minimum 2.00 cumulative grade point average.
4. A student seeking readmission to a course must return the Readmission Application at least 8 weeks prior to the start of the semester if not currently enrolled.
5. Students who enroll in a nursing course but do not follow the procedure for requesting readmission will be de-registered from the class in which they enrolled.
6. Students who are out of sequence for any reason, and who are successfully reseated in the nursing program, **will be held to the plan of study and applicable policies of the cohort into which they are reseated.**
7. Out-of-sequence students are not guaranteed automatic re-entry into the next semester.
8. All clinical rotation requirements must be current. Immunizations, TB test, and CPR must be up to date by a given deadline to be reseated. Students who have not been in enrolled for one or more semesters will need to repeat the drug screen and background check.
9. If a student does not accept the available course space for return to the sequence of nursing courses, the student must submit a written request / Readmission Application for a future semester.
10. If the student does not qualify for the applied semester the student must submit a new written request / Readmission Application for a future semester.
11. **Successful completion of remediation work and/or a skills checkoff may be required as a condition for readmission.**

Students will be rank-ordered for readmission using cumulative GPA.
After grades have been posted for the semester, the number of available seats for the following semester will be determined, and students will be notified as soon as possible. In certain circumstances, available seats may be known prior to the end of the semester. In this case, students may be notified earlier than the end of the semester. It is up to students waiting for readmission to keep all immunization records and CPR up to date. Students will be directed if and

when it is time for background check and drug urine screen is to be done. Once a seat becomes available, students are notified by phone or Hocking College student email. From the time of notification, students have 72 hours (exception is summer semester - 48 hours) to accept or decline the clinical seat. If a student declines, they must submit a written request / Readmission Application for a future semester. If a student declines the offer a second time, they will no longer be eligible to continue with the program and may reapply to restart at the beginning of their program after three years (see below). Students should keep their contact information up to date and their voicemail box set up and available to take messages to ensure they do not miss the notification.

Medical exceptions and extenuating circumstances may apply. In such circumstances, the student should utilize the Selective Admission Program Appeal form (Appendix H) and process.

Students who become ineligible for the nursing program may apply to restart at the beginning of their program after three (3) years from the date of the final semester in which the student was not successful. A current valid TEAS score of proficient or better will be required (TEAS scores are valid for 2 years).

These policies do not state or imply that every student will be readmitted to the program.

Appendix G
Hocking College Nursing Program
Readmission Application

Name: _____Address: _____

City: _____State: _____ZIP: _____

Preferred telephone #: _____Messages/Voicemail #: _____

Hocking Email Address: _____ CUMULATIVE GPA: _____

Student ID: _____ Semester Requesting to Return (Term/Year): _____

- No student will be readmitted unless this application is completed and returned to the Nursing Program Manager at least eight (8) weeks prior to the start of the semester in which they would like to return, unless currently enrolled in an NT course.
- It is the student's responsibility to keep her/his contact information updated with the Nursing Program and Registrar's Office.
- All email communications will be sent to the Hocking College email address only. It is the student's responsibility to check their Hocking email frequently.

I am applying for readmission for the following course:

○ NT-1510	○ NT-2200	○ NT-1000	○ NT-1030
○ NT-1520	○ NT-2230	○ NT-1010	○ NT-1031
○ NT-1530	○ NT-2250	○ NT-1014	○ NT-1034
○ NT-1550	○ NT-2650	○ NT-1020	○ NT-1035
○ NT-1510	○ NT-2651		

Initial each line below, indicating you have read and fully understand each statement:
****

_____I understand that if changing from one nursing program to another, I will begin the program with Semester I courses regardless of previous courses completed.
_____I understand that I must have a CURRENT (as defined by the Nursing Student Handbook) background check, drug screen, immunizations, and health records.
_____I understand this form expires at the end of the requested semester I am applying for.

Student Signature: _____ Date: _____

**********FOR OFFICE USE ONLY**********

Date received: _____ *Date met with PM* _____

*Date seat offered*_____

*Notes*_____

Updated 7/25/2025

Appendix H
Selective Admission Program Admission/Acceptance/Progression Appeal Form

Last Name _____First Name _____

Student ID Number: _____Phone: _____

Hocking College Email: _____

Students who feel there are extenuating circumstances that should be considered when reviewing their selective admission program admission or progression status may file this appeal form (with supporting documentation) for consideration.

Appeals are not automatic and the student should not assume an appeal will be granted. Extenuating circumstances are considered anything beyond the reasonable control of the student (medical situations, natural disaster, severe external problems not of the student's creation, etc.).

The Process:

1. A complete letter of explanation from you stating the nature and time frame of the extenuating circumstance(s) which you feel should be reviewed and considered. In your letter include appropriate dates, semesters effected and details outlining what was unusual about your situation.
2. Submit documentation from official sources (i.e., doctors, hospital, court, law enforcement agency, etc.) which verify your extenuating circumstance(s) as presented in your letter of explanation. Note: Documentation for medically related appeals must be specific as to the length of time you were under the doctor's care (including dates, places, and details) and, if appropriate, a doctor's release with effective dates. These verification documents should be on letterhead and signed by appropriate officials.
   **The appeal committee may recommend admission into the Practical Nursing program as an option

The Admission/Acceptance/Progression Appeal Committee meets twice a month, as needed, to review appeals submitted. Notification indicating the outcome of the review will be mailed to the student.

Describe your situation and reason for appeal: (Attach additional paper as needed)

_____

_____

_____

_____

_____

_____

--Please complete both sides of this form --

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List the documents you have attached for reference:

Student Signature Date

Submit this completed form, with documentation attached, to; nursing@hocking.edu or mail to Hocking College, 3301 Hocking Parkway, Nelsonville OH 45764 (Attention Nursing Office).

Office Use Only:

Rcvd _____Approved _____Denied _____Response Mailed _____ Notes:

Updated 7/25/2025

Appendix I
Hocking College Nursing Program
Student Conduct While Providing Nursing Care

Standards for Safe Nursing Care/Student Conduct Policy for Nursing Program

The following guidelines are to be followed in accordance with safe nursing care set forth in Chapter 4723-5 OAC (Rule 4723-5-12C), Ohio Revised Code, and the rules of Chapter 4723, Ohio Administrative Code.

(1) A student shall, in complete, accurate, and timely manner, report and document nursing assessments or 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, time records or reports, and other documents related to billing for nursing services.
(4) A student shall implement measures to promote a safe environment for each patient.
(5) A student shall delineate, establish, and maintain professional boundaries with each patient.
(6) At all times when a student is providing care to a patient the student shall:
    (a) Provide privacy during examination or treatment and in the care of personal or bodily needs; and
    (b) Treat each patient with courtesy, respect, and with full recognition of dignity and individuality.
(7) A student shall practice within the appropriate scope of practice as set forth in division (B) of section 4723-01 and division (B) (20) of section 4723.28 of the Revised Code for a registered nurse, and 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 and standard precautions established by Chapter 4723.20 of the Administrative Code;
(9) A student shall not:
    (a) Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a patient;
    (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 during the course of practice that may be reasonably 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 student.

(12) 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.

(13) A student shall not self-administer or otherwise take into the body any 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, or self-administer or otherwise take into the body any drug that is a schedule 1 controlled substance.

(14) A student shall not habitually or excessively use controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice

(15) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of the use of drugs, alcohol, or other chemical substances;

(16) 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;

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

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

(19) 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.

(20) 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.

(21) A student shall not prescribe any drug or device to perform or induce an abortion, or

otherwise perform or induce an abortion.

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

(23) A student shall not submit or cause to be submitted any false, misleading, or deceptive statements, information, or document to the nursing program, its administrators, faculty, teaching assistants, preceptors, or to the board

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

(25) 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 without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.

(26) 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 fulling the student's assigned clinical duties.

Appendix J
Hocking College Nursing Program
Civility Statement

As Hocking College School of Nursing students, you are held to the highest ethical standards in and out of the clinical setting. Any form of incivility is unacceptable at Hocking College's School of Nursing. Incivility is defined as disruptive, ill-mannered, or offensive behavior contrary to the well-being of the classroom community. This includes any and all forms of disrespect or disregard for instruction, the instructor, nursing administration or a fellow student.

The Hocking College School of Nursing Civility Policy is to ensure that there is a respectful teaching, learning, and clinical practice environment that fosters a sense of community, it is expected that every student adheres to these guidelines and maintains a high standard of civil, respectful, and professional conduct in all academic and clinical interactions. Instructors may remove a student from the classroom, lab, or clinical who is disrespectful or disrupting the learning of other students.

As stated in the Hocking College Student Code of Conduct:
"Hocking College is committed to fostering a campus environment that is conducive to academic inquiry, a productive campus life and thoughtful study and discourse. The College, through the Student Conduct program, is committed to an educational and developmental process that balances the interests of individual students with the interests of the College community. To this end, every Hocking College student must commit themselves to communicating and acting with integrity and respect for others"

In order to carry out this mission, we strive to:
- Provide outreach, educational materials and advisement to students, faculty and staff;
- Demonstrate care for individual students, their educational aspirations and personal development;
- Hold students accountable for Code of Conduct violations;
- Increase retention by encouraging students to make appropriate, ethical and positive choices;
- Decrease risk behaviors through intervention and appropriate sanctions; and
- Ensure that students' due process rights are protected.

A report of student misconduct or infringement with regard to the Hocking College Student Code of Conduct may initiate a grievance process that could lead to further action as determined by the Office of Student Conduct. Blatant disregard and insolence for others or actions that create an atmosphere of disrespect, conflict, and stress will not be tolerated.

If you would like to report as a witness or a victim of incivility, please fill out the form below and the Nursing Department will be in contact with you immediately. Resources:
https://www.hocking.edu/student-conduct

Incivility Incident Report

Student's Name: _____

School Email: _____

Contact number: _____

Date of Incident Report: _____

Incident description:

_____
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Student's Printed Name: _____Date: _____

Student's Signature: _____

Updated 7/25/2025

Appendix K
Hocking College Nursing Program
Student Drug Testing Policy and Consent

The purpose of this statement is to notify students of the Hocking College requirement that all students in the Nursing Program submit to drug screen testing as outlined in this statement. Clinical agencies affiliated with the College also have drug and alcohol policies and require that nursing students comply with their drug testing policies in a similar manner to their employees. Safety in the delivery of care to patient/client populations is the basis for drug testing. Clinical agencies have the right to refuse any student for clinical placement based on concerns about that student's ability to deliver safe practice.

Newly accepted students are required to submit a urine drug test and test negative prior to the deadline given at orientation. Students testing positive will be administratively withdrawn from the current semester and will be responsible for the financial consequences resulting from the administrative withdrawal process. The student may reapply for admission to the nursing program after one calendar year. If a second positive and/or adulterated drug screen occurs, the student will no longer be eligible for admission to any Hocking College Nursing Program.

Students already in the clinical/theory sequence may be required to submit to a random drug screen at the discretion of the instructor, clinical coordinator, or clinical facility. Upon notification, students will have a specified amount of time to present to the Hawks Center for Well-Being (HCWB) for collection of the sample. The clinical coordinator may request a drug screen at any time given reasonable cause. "Reasonable cause" exists when a student exhibits behavior that suggests impairment from drug or alcohol use or when clinical performance or safety is affected. These behaviors include but are not limited to poor judgment, mood swings, over- reaction, poor or inappropriate patient care, sleeping or inability to stay awake in a clinical/lab/classroom setting, etc. In the clinical setting, the clinical instructors will follow that institution's policy. Students testing positive will be administratively withdrawn from all NT courses in the current semester. As stated in the Progression Policy (Appendix D), withdrawal after the 15th day is considered a course failure. The second course failure in the program results in dismissal from the program. Following dismissal, students may apply for admission to restart their program after three (3) years from the date of the final semester in which the student was not successful (Appendix D).

A drug test will be considered positive for any of the following reasons:

- A positive drug screen for any Schedule I controlled substance, including marijuana
- A positive urine drug screen for Schedule II – V controlled medications not disclosed at the time of the urine drug screening and without proper documentation
- Refusal or failure to complete a test within the specified time frame

Any student seeking admission or currently enrolled in the nursing program who knowingly and intentionally attempts to provide a substitute or adulterated urine specimen is subject to immediate dismissal from the program and will not be permitted to reapply to any Hocking College nursing program.

If a student has a positive urine drug screen and disclosed prescribed medications to the professional collector, the result will be determined based on documentation provided to the Nursing Program Manager. The Clinical Coordinator will be notified of the result.

Student Drug Testing Consent

I, _____ acknowledge that by enrolling in the Hocking College Nursing Program that I am required to have a negative urine drug screen prior to attending the first day of classes and periodically during the program at the discretion of the clinical coordinator or clinical facility partners. I hereby agree and consent to giving a urine sample for drug testing to the professional collector.

I understand that I will forfeit my clinical/theory seat for any of the following reasons:

- A positive drug screen for any Schedule I controlled substance, including marijuana
- A positive urine drug screen for Schedule II – V controlled medications not disclosed at the time of the urine drug screening and without proper documentation
- Refusal or failure to complete a test within the specified time frame

I understand that if I have a positive drug screen **prior to starting the clinical/theory sequence** (the first day of class), I will be administratively withdrawn from the current semester and will be responsible for the financial consequences resulting from the administrative withdrawal process. I may reapply for admission to the nursing program after one calendar year. If a second positive and/or adulterated drug screen occurs, I will no longer be eligible for admission to any Hocking College Nursing Program.

I understand that I may be required to submit to a random drug screen at the discretion of the faculty, instructor, or clinical facility **after I have started the clinical/theory sequence**. Upon notification, I will have a specified amount of time to present to the Hawks Center for Well-Being (HCWB) for collection of the sample.

I understand that if I have a positive drug screen **after starting the clinical/theory sequence**, I will be administratively withdrawn from all NT courses in the current semester and will be responsible for the financial consequences resulting from the administrative withdrawal process. I understand withdrawal after the 15th day is considered a course failure and I will be dismissed from the program upon my second course failure in the program. I understand I will not be eligible to apply for admission to restart the nursing program for three (3) years from the date of the final semester in which I was not successful (Appendix D).

I consent to the College sharing the results of my urine drug test with any clinical placement for the purposes of making or terminating any clinical placement.

Student Signature:_____ Date:_____

Updated 7/25/2025

Appendix L
Nursing Program Background Check Process:
Background Check Advising Form

I _____(student name) understand that I have a positive finding on my background check. I further understand that this finding is not necessarily a bar to clinical or employment upon graduation. I acknowledge the following:

Please initial each line:

_____It may not be possible to place me in required clinical. I understand that we are required to disclose positive background checks to each hospital or agency and that they have sole discretion on whether or not I am allowed to attend a student clinical.

_____I understand that if I am able to complete the program, the college cannot guarantee that I will be permitted to be licensed in the State of Ohio as a Registered Nurse.

_____I understand that I will need to discuss my situation with the Ohio State Board of Nursing AFTER graduation and that they will not render a decision until AFTER I graduate.

_____I have been counseled on the date below and by the names listed below and I understand my options.

Additional advising notes:

_____

_____

_____

_____

Student Signature _____ Date _____

Witnesses: _____

Printed Name	Signature	Date
_____	_____	_____
Printed Name	Signature	Date
_____	_____	_____

Updated 7/25/2025

Appendix M
Hocking College Nursing Program
Skill Remediation Procedure

Purpose: To improve completion rates, patient safety, and student success. (Safety)

Procedure: After a first unsuccessful attempt the instructor will provide the student with a remediation sheet outlining the unsuccessful skill. The student must bring the remediation sheet during open lab time and complete remediation with supervision prior to the second attempt of the lab skill. The remediation sheet must be presented at the second attempt of the check-off.

After a second unsuccessful attempt the student will be required to meet with the course lead for skill remediation prior to their third and final attempt at the lab skill. The remediation sheet will be signed by the student and anyone providing remediation. The remediation sheet must be presented at the third attempt of the check-off. The sheet will be placed in the student's file.
If a student is unsuccessful on the third attempt, they will fail the theory course.

Students have a responsibility to master clinical skills and have an understanding of the knowledge regarding safe patient care.

Appendix N
Hocking College Nursing Program
Lab and Clinical Remediation Procedure

Purpose: To improve completion rates, patient safety, and student success. (Safety)

Procedure: If a student receives an unsatisfactory (U) in accountability, written work, appearance, or absence/arrival/departure, they will meet with the clinical instructor and the incident will be documented in the clinical narrative.

A second unsatisfactory (U) in any of the above four categories will require a meeting with the course lead to develop a written individualized remediation plan. A copy of the plan will be submitted to the Nursing Program Manager. A third unsatisfactory (U) in accountability, written work, appearance, or absence/arrival/departure will result in failure of the course.

If a student experiences a safety issue during clinical, including a near miss or error, the incident will be documented in the clinical narrative by the clinical instructor. A facility incident report will be submitted by the clinical instructor if applicable. The student and instructor should also submit an incident report to Hocking College at https://www.hocking.edu/report-it. The student will also meet with the course lead to develop a written individualized remediation plan. A copy of the plan will be submitted to the Nursing Program Manager.

Students have a responsibility to develop a plan of action for areas of deficiency in clinical and follow through with the plan in order to be successful in clinical and ensure safe patient care.

Appendix O
Testing Policy

Academic Misconduct

1. Students have an obligation to report and provide any evidence of suspected academic dishonesty or misconduct to the course instructor or Nursing Program Manager within 24 hours of it coming to their attention or they may be in violation of the Student Code of Conduct.
2. Students are forbidden to procure, obtain, possess, or use ANY published test banks under any circumstances.

Proctored Exams

1. Online exams will be sequential, meaning the student will not be able to go back and answer previous questions later. You must answer each question before you move forward.
2. Students are expected to take each exam when it is scheduled. Students may only make up ONE exam per course with documentation of illness or emergency and approval from the instructor.
3. The make up exam must be taken **within a week** of the original examination's date. A time must be arranged with the instructor. The make up exam may be online or in paper/pencil form. It may be in an alternate format from the original exam, such as short answer or essay. If the make up exam is not completed within 1 week, a zero (0) will be recorded for that exam. Additional exams missed in the course will result in a score of 0.
4. Unit exams are given during the scheduled class period. Students who arrive late for a scheduled exam start time will NOT be given additional time to complete the exam.
5. Online exams require the use of a windows PC or MAC (no tablets or cell phones).
6. Students must come to class with their computers charged, all updates installed, all alerts turned off, and cookies and cache cleared for ATI to function properly during an exam.
7. ATI uses LockDown Browser; this helps prevent the student from accessing other websites or applications. The instructor will be notified if a student clicks out of the testing area.
8. Each unit exam will consist of questions written in NCLEX-RN format which includes multiple choice and alternative format questions. Alternative format style questions include, but are not limited to SATA, Choose N, Bowtie, Drag-and-Drop, Drop-Down, Highlight, Matrix, Case Study, Hotspot, Math Calculation, and audio or visual file questions.
9. Questions on each exam will be designed to evaluate students' ability to recall, critically think, use clinical judgment, and apply acquired knowledge.
10. Questions on the exam may come from the lecture, in class discussions, assigned reading, lab, and blackboard materials and recorded sessions. Retention questions covering material from previous units and previous courses may be included.
11. All questions will have distractors and correct answers. It is understood that there are orders for all options presented. For example: an option may include "Give a unit of blood". It is understood that a legal physician's order exists for that action.

12. No books, notes, electronic resources, or help from any person may be used for any assessment taken in a proctored environment.

<u>The following exam procedures will be followed during all exams:</u>

1. Students must come to class with their computers charged, all updates installed, alerts turned off, and cookies and cache cleared for ATI to function properly during an exam.
2. Faculty may direct student seating to facilitate proctoring of exams.
3. Students **must** turn off and place **cell phones, smart watches, earbuds, and all electronic devices** in their bag prior to entering the classroom or testing room.
4. Bags are to be placed along the wall in the back or front of the room and remain there until the exam is completed.
5. If a cell phone, smart watch, or electronic device is out during an exam, the exam will be terminated, and the student will receive a zero (0) on the exam.
6. Students are permitted to have drinks. However, any labels on drink containers must be removed. Eating food during testing is prohibited.
7. Students are **not** permitted to wear hats with bills or hoods.
8. Students will receive a hard copy of these testing procedures prior to each exam. They will write their name legibly at the top. They may turn it over to use the back as scratch paper ONCE the exam has started. It will be collected at the end of the exam. Every student must turn in their scratch paper with their name on it.
9. Students should read each question carefully. If the question states “select all that apply,” the correct number may range from one (1) to all options.
10. There will be no communication between students during the exam. Students should raise their hand if they have a question and the instructor will come to their desk. If a student is found to be communicating with another student during the exam, the exam will be terminated, and they will receive a grade of zero (0) on the exam.
11. No questions regarding the exam content will be answered during the exam.
12. Only calculators provided by the instructor or ATI are permitted.
13. Students are not allowed to have any notes, PowerPoints, eBooks, etc. open on their computer while taking the exam. All other windows must be closed and remain closed until the student has completed the exam and exited the testing environment.
14. Instructors may ask students to view any open screens, the student’s desktop, or other suspect materials during the exam.
15. If the student encounters difficulty when taking an online exam, the student must notify the instructor immediately so the instructor & student can discuss options.
16. At least two proctors will be present for each exam when staffing permits.
17. Students suspected of academic misconduct during an exam (communicating with another student, having access to an electronic device (other than the one used for the exam), or any other testing irregularity) may be removed from the testing environment and receive a zero (0) on the exam. Depending on the severity of the offense, the student may receive a performance improvement plan or face dismissal from the program at the discretion of the

instructor, Nursing Program Manager, and/or Dean. The incident will also be reported to the college as a violation of the Student Code of Conduct.

Test Review

1. Students' scores will be posted on Blackboard. Students need to ensure that exam grades are recorded accurately within one (1) week of the exam date. After this week there will be no grade changes.
2. Individualized exam reviews need to be scheduled within one week after the exam is given in class (when extenuating circumstances are present, the instructor may, with good judgement, extend this time). Students scoring < 80% on an exam will be required to meet with the instructor for exam review.
3. Cell phones and electronic style watches are not allowed during the review of the exams. Notes are not permitted. Only missed items will be reviewed.
4. To dispute an exam item, students must first schedule and attend an exam review. If after reviewing the rationale with the instructor, the student would still like to dispute the item, they must submit their rationale for a different answer in writing within 3 days of the test review supported by a page number from the text, a module section from ATI, and/or a specific lecture power point slide.
5. Final exams are not available for review.

Dosage Calculation

Each student must pass a Dosage Calculation Exam with a 100% score.

1. Dosage calculation competency exams will be administered at each level of the curriculum.
2. Faculty will provide students with practice questions.
3. Competency content includes topics in the Dosage Calculation Skill Level table below.
4. The number of questions on the dosage calculation exam will be ten (10).
5. Questions will cover the content taught in the current and previous courses / semesters.
6. Four function calculators will be provided for the student to use on the day of the dosage calculation exam.
7. Scores will be recorded in the LMS.
8. It is beneficial for the dosage calculation exam to be taken early in the semester to allow students as much clinical time as possible to practice passing new medications. Refer to individual course syllabi and schedules for the timing of the exams.
9. Students will have up to three (3) attempts to successfully pass the dosage calculation exam with a 100%.
    a. Any student who does not score 100% must complete assigned practice questions and schedule a time to remediate with the instructor. The Dosage Calculation Remediation Form must be signed by the student and instructor prior to taking attempt #2. Students are also encouraged but not required to remediate with a math tutor.
    b. If the student does not score 100% on the 2nd attempt, they must remediate with the instructor and must work with a math tutor. The Dosage Calculation Remediation

Form must be signed by the student, instructor, and math tutor prior to taking attempt #3.

10. After a third unsatisfactory attempt to pass a dosage calculation exam, it will be considered a course failure.

Dosage Calculation Skill Level			
RN1	**RN2**	**RN3**	**RN4**
Dosage Calculation Exam: 8. Calculate conversions of Units of Measurement (Metric system and household measurements) 9. Correctly interpret and calculate client intake & output. 10. Correctly read and interpret drug labels. 11. Calculate dosages for oral and topical medications. 12. Calculate weight-based dosages of medication. **Learn:** 13. Insulin dosing 14. Calculation of IM & SQ dosages.	Dosage Calculation Exam: 1. Content from RN1. 2. Calculate dosages using syringes and identifying correct syringe used for medication administration. 3. Calculate dosages for IM and SQ medications. 4. Calculate medication dosage ranges and dose versus total daily amount. **Learn:** 5. Calculate reconstitution of medications and diluting total dosage (the correct amount of dilute solution for medication (powder). 6. Calculate IV drip rates.	Dosage Calculation Exam: 1. Content from RN1 and RN2. 2. Calculate administration rates for IV medications and solutions – pump rates and drip rates. 3. Calculate dosages for IV push medications, including for reconstituted medications. 4. Calculate IV solution concentration.	Dosage Calculation Exam: 1. Content from RN1, RN2, and RN3. 2. Calculate amount of drug to be administered based on physical order in units/mL, mL/hour, units/min and units/hour (e.g. heparin, lidocaine) 3. Calculate infusion therapy rates for **administering medication intravenously** based on body weight (mg/kg). 4. Calculate dosage adjustments based on lab results and protocol / parameters.

Appendix P
Dosage Calculation Remediation

When a student does not pass a Dosage Calculation Exam, this form should be completed to show adequate remediation was provided. The student, instructor, and math tutor (if applicable) should all sign the form and return it to the instructor. Place completed form in the student's file.

Instructor: _____ Student Name:_____

Cohort: PN1, PN2, PN3 RN1, RN2, RN3, RN4

Remediation for attempt #1

Date: _____ Topics covered/Notes:

_____ _____

Instructor Signature Student Signature

Remediation for attempt #2

Date: _____ Topics covered/Notes:

_____ _____

Instructor Signature Date

Date: _____ Topics covered/Notes:

_____ _____

Math Tutor Signature Student Signature

Appendix Q
Lab Make Up Document

Instructor should fill out the skills and content missed and the plan for make up. The student is responsible for scheduling time in an alternate lab, open labs, and/or directly with an instructor or lab staff. The completed and signed form should be returned to the instructor and attached to the student's lab evaluation.

Date of missed lab: _____ Course #: _____

Skills and content missed:

_____
_____
_____
_____
_____
_____

Plan for make up:

Skill to practice:

_____
_____
_____

Case studies:

_____
_____
_____

Other:

_____
_____
_____

Make Up:

Date	Time	Activity	Staff Signature

Updated 7/25/2025

Appendix R
Course Curriculum
Registered Nursing Program

HOCKING COLLEGE

Associate of Applied Science in Nursing

2024 Curriculum Proposal for Academic Affairs Committee

Course No.	Pre Clinical-16 Wks	Type	Class Hours	Lab Hours	Clinical Hours	Credit Hours	Course Fee
BIOS-1113	Anatomy & Physiology I	G	3.00	2.00	0.00	4.00	$500.00
ENGL-1510	English Composition I	G	4.00	0.00	0.00	4.00	$50.00
GS-1010	Pathway to Prosperity	G	1.00	0.00	0.00	1.00	$50.00
MATH-1113	College Algebra	G	4.00	0.00	0.00	4.00	$150
or MATH-2250	Introductory Statistics	G	4.00	0.00	0.00	4.00	$150.00
	Semester Total		12.00	2.00	0.00	13.00	$750.00

Course No.	First Term-16 Wks		Class Hours	Lab Hours	Clinical Hours	Credit Hours	Course Fee
BIOS-1114	Anatomy & Physiology II	G	3.00	2.00	0.00	4.00	$500.00
NT-1510	Fundamental Concepts of Nursing	T	3.00	4.00	3.00	6.00	$2,200.00
NT-1520	Health Assessment	T	1.00	2.00	0.00	2.00	$170.00
	Semester Total		7.00	8.00	3.00	12.00	$2,870.00

Course No.	Second Term-16 Wks		Class Hours	Lab Hours	Clinical Hours	Credit Hours	Course Fee
HLTH-1101	Medical Terminology	G	2.00	0.00	0.00	2.00	$50.00
NT-1530	Adult Health I	T	3.00	3.00	4.50	6.00	$1,820.00
NT-1550	Introduction to Pharmacology	T	2.00	0.00	0.00	2.00	$155.00
PSYC-1101	General Psychology	G	3.00	0.00	0.00	3.00	$50.00
	Semester Total		10.00	3.00	4.50	13.00	$2,075.00

Course No.	Third Term-16 Wks		Class Hours	Lab Hours	Clinical Hours	Credit Hours	Course Fee
COMM-1130	Speech	G	3.00	0.00	0.00	3.00	$50.00
NT-2200	Adult Health II	T	3.00	3.00	4.50	6.00	$1,610.00
NT-2250	Mental Health	T	2.00	0.00	3.00	3.00	$620.00
	Semester Total		8.00	3.00	7.50	12.00	$2,280.00

Course No.	Fourth Term -16 Wks		Class Hours	Lab Hours	Clinical Hours	Credit Hours	Course Fee
NT-2230	Maternal Newborn/Pediatrics	T	2.00	4.00	0.00	4.00	$930.00
NT-2651	Nursing Capstone & Leadership	T	3.00	2.00	6.00	6.00	$1,905.00

Course No.	Fourth Term -1st 8 Wks		Class Hours	Lab Hours	Clinical Hours	Credit Hours	Course Fee
MICR-1201	Microbiology	G	3.00	2.00	0.00	4.00	$500.00

Course No.	Fourth Term -2nd 8 Wks		Class Hours	Lab Hours	Clinical Hours	Credit Hours	Course Fee
GS-2010	Pathway to Prosperity II	G	1.00	0.00	0.00	1.00	$50.00
	Semester Total		9.00	8.00	6.00	15.00	$3,385.00

Program Totals:

Total Technical Credits =	35.00
Total General Credits =	30.00
Total Credit Hours =	65.00
Estimated Total Course Fees =	$11,360.00

Updated January 2024

LPN to RN Transition Program

HOCKING COLLEGE

Associate of Applied Science in Nursing - LPN to RN Transition

2024 Curriculum Proposal for Academic Affairs Committee

Recognition of achievement equal to 16 semester credit hours will be awarded to the LPN after submission of an official transcript documenting PN program completion. This will be posted on the transcript as Credit by Advanced Standing.

Course No.	Recognition of PN Completion	Credit Hours
BIOS-1113	Anatomy & Physiology I	4.00
BIOS-1114	Anatomy & Physiology II	4.00
NT-1510	Fundamental Concepts of Nursing	6.00
NT-1520	Health Assessment	2.00
		16.00

Course No.	Pre Clinical-16 Wks	Type	Class Hours	Lab Hours	Clinical Hours	Credit Hours	Course Fee
ENGL-1510	English Composition I	G	64.00	0.00	0.00	4.00	$50.00
GS-1010	Pathway to Prosperity	G	16.00	0.00	0.00	1.00	$50.00
MATH-1113	College Algebra	G	64.00	0.00	0.00	4.00	$150.00
or MATH-2250	Introductory Statistics	G	64.00	0.00	0.00	4.00	$150.00
NT-1400	LPN to RN Transition	T	16.00	0.00	0.00	1.00	$50.00
	Semester Total		160.00	0.00	0.00	10.00	$450.00

Course No.	Second Term-16 Wks		Class Hours	Lab Hours	Clinical Hours	Credit Hours	Course Fee
HLTH-1101	Medical Terminology	G	2.00	0.00	0.00	2.00	$50.00
NT-1530	Adult Health I	T	3.00	3.00	4.50	6.00	$1,820.00
NT-1550	Introduction to Pharmacology	T	2.00	0.00	0.00	2.00	$155.00
PSYC-1101	General Psychology	G	3.00	0.00	0.00	3.00	$50.00
	Semester Total		10.00	3.00	4.50	13.00	$2,075.00

Course No.	Third Term-16 Wks		Class Hours	Lab Hours	Clinical Hours	Credit Hours	Course Fee
COMM-1130	Speech	G	3.00	0.00	0.00	3.00	$50.00
NT-2200	Adult Health II	T	3.00	3.00	4.50	6.00	$1,610.00
NT-2250	Mental Health	T	2.00	0.00	3.00	3.00	$620.00
	Semester Total		8.00	3.00	7.50	12.00	$2,280.00

Course No.	Fourth Term -16 Wks		Class Hours	Lab Hours	Clinical Hours	Credit Hours	Course Fee
NT-2230	Maternal Newborn/Pediatrics	T	2.00	4.00	0.00	4.00	$930.00
NT-2651	Nursing Capstone & Leadership	T	3.00	2.00	6.00	6.00	$1,905.00

Course No.	Fourth Term -1st 8 Wks		Class Hours	Lab Hours	Clinical Hours	Credit Hours	Course Fee
MICR-1201	Microbiology	G	3.00	2.00	0.00	4.00	$500.00

Course No.	Fourth Term -2nd 8 Wks		Class Hours	Lab Hours	Clinical Hours	Credit Hours	Course Fee
GS-2010	Pathway to Prosperity II	G	1.00	0.00	0.00	1.00	$50.00
	Semester Total		9.00	8.00	6.00	15.00	$3,385.00

Program Totals:

Total Technical Credits =	36.00
Total General Credits =	30.00
Total Credit Hours =	66.00
Estimated Total Course Fees =	$11,410.00

Updated 7/25/2025

Appendix S
Hocking College School of Nursing
Student Precepting Agreement

Course: NT-2651 Nursing Capstone & Leadership

Semester: ☐ Spring ☐ Summer ☐ Fall Year: _____

By signing this agreement, I confirm my commitment to following the guidelines set forth for successfully completing the preceptor rotation for the NT-2651 Nursing Capstone/Leadership course. I acknowledge that I will work one-on-one under the guidance, direction, and support of my preceptor, in accordance with Ohio Administrative Code 4723-5-20. I also agree to maintain regular communication with my preceptor and clinical supervisor weekly, at midterm, and upon completion of my required clinical hours. I have read and understand the guidelines outlined in the preceptor packet provided which includes the following contents:

- Nursing Faculty Contact Information
- Ohio Administrative Code/4723 – Nursing Education Program
- Precepting Experience
    - Roles and Responsibilities of the Student
    - Roles and Responsibilities of the Clinical Supervisor, Faculty or Instructor
      Please note: In order to achieve a *S – Satisfactory* the student must: Earn a minimum rating of "3" – Consistently Meets Expectations in each of the areas indicated on the Final Evaluation and Submit time log with required number of hours and preceptor's signature.
    - Roles and Responsibilities of the Preceptor
- Scheduling Guidelines
- Overview of Precepting Experience
- Guidelines for Calling Faculty
- Accident/Injury Occurrence
- Situations Requiring Preceptor Supervision
- Course and Clinical Learning Outcomes
- Time Log of Clinical Hours with Preceptor
- SBAR Communication Worksheets
- Preceptor and Clinical Supervisor Collaborative Midterm/Final Evaluation
- Evaluation Criteria and Behavioral Examples

I acknowledge that I have read and understand the guidelines outlined in the preceptor packet.

Student Name: _____

Student Signature: _____

Date: _____