

UNIVERSITY OF CINCINNATI BLUE ASH COLLEGE
Associate Degree in Nursing Technology

UC Blue Ash College Nursing Department Student Handbook 2024-2025

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Introduction

The faculty of the University of Cincinnati Blue Ash College (UC Blue Ash) nursing program are pleased that you have chosen this program. Please read and become familiar with the policies and procedures in this handbook, as you will be accountable for them while enrolled in the Nursing Program. This handbook is up to date at the time of printing. If changes need to be made to the handbook after publication, students will be notified in writing and addendums will be added to the handbook.

While the Nursing Student Handbook attempts to address all foreseeable situations, any action and/or behavior that puts clients, client families, peers, agency staff, and/or faculty at risk of harm is unacceptable and will be subject to disciplinary action up to and including dismissal from the Nursing Program.

Reaffirmed 11/03/2020

Program Philosophy

The following nursing faculty beliefs form the basis for the program of learning:

Nursing is the art and science of human caring. Nurses use knowledge from nursing science, other disciplines, and life experiences, to provide safe and competent patient care that promotes health and facilitates healing.

Nursing provides a broad spectrum of health care services in a variety of settings. Nursing is respectful of the individual's personal responsibility for health care and includes the patient as an active participant in the decision-making process. The nurse collaborates with the patient and the multidisciplinary team to identify health care needs, set goals, and develop strategies for patient-centered care. To achieve this, we work towards inclusion and equity for people of all ethnicities, races, religions, cultures, ages, disabilities, and the full spectrum of gender expressions and sexual orientations.

The practice of the UC Blue Ash associate degree in nursing technology applies to the care of patients across the life span. Nursing practice is guided by evidence, accepted standards of practice, and core values. The graduate nurse practices within the legal and ethical framework of nursing as it relates to individual/family/community care needs, the environment, and the nursing profession. A commitment to professional growth and lifelong learning assures high standards of nursing practice.

The nursing process serves as an organizing framework for clinical decision making in the practice of professional nursing. The nursing process is a scientifically based problem-solving method that includes assessment, analysis, formulation of nursing diagnoses, preparation, implementation, and evaluation of plans of care addressing responses to alterations in health patterns. In assessment, the nurse gathers data about the environment, strengths, patterns, vulnerabilities, and problems of individuals, families, and communities.

During analysis, patient needs are diagnosed and prioritized, and interventions are planned, implemented, and evaluated. A sound knowledge base, therapeutic communication skills, information technology, and nursing judgment abilities are necessary for implementing the nursing process. The professional attributes needed include self-awareness, integrity, caring, empathy, creativity, and respect for the individuals/families/communities' values and beliefs.

Health is a dynamic state of wellness–illness determined by physiologic, psychological, spiritual, sociocultural, and developmental factors. Health is a continuum in which a person experiences varying degrees of harmony and balance. The nurse assists individuals/ families/communities in the promotion of health; in coping with health problems; in adapting to and/or recovering from the effects of disease or injury; and in supporting the right to a dignified death.

Education for nursing takes place in an academic setting. Nursing education has a theoretical basis in nursing and integrates concepts from the humanities, liberal arts, biological, and behavioral sciences. Educational experiences are planned wherever people need care, including homes, community, ambulatory, acute, and chronic care settings. Learning, a life-long process, is influenced by ability, maturity, environment, past experiences, and motivation of the student. Nursing education promotes the development of nursing knowledge, professional attitudes, and ethical values. Faculty serve as facilitators of learning and provide an environment that promotes self-regulated and confident individuals who accept responsibility for their learning. Caring occurs between and among faculty and students and is characterized by civility and mutual respect. It is within the context of this collaborative relationship that the student develops within the discipline of nursing.

Adopted by the Nursing Department Faculty 4/24/95.

Revised 1/5/96 | Reviewed 1/14/98 | Reviewed 6/1/02 | Reviewed 9/04 | Revised 11/15/05 | Reaffirmed 2/5/06 | Revised 11/18/08 Reaffirmed 11/3/20 | Revised 12/05/2022

Program Mission Statement

The University of Cincinnati Blue Ash College's nursing program prepares students by facilitating the development of clinical reasoning and judgment skills, preparing entry-level professional nurses, and meeting the health care needs of the community. The program achieves this through our core values of caring, patient centeredness, safety, quality, and adherence to the College and University's missions.

Reaffirmed 11/03/2020

Nursing Curriculum Model

The UC Blue Ash associate degree program in nursing technology curriculum is conceptual and founded on the principles of adult and collaborative learning. The curriculum provides students with the knowledge, skills, and strategies to achieve program and student learning outcomes. The University of Cincinnati values critical thinking, effective communication, knowledge integration, and information literacy. These concepts are reflected in the ADN curriculum. Upon graduation, the student will be prepared to take the licensure examination for registered nurses and enter the health care workforce as a competent, safe practitioner.

The UC Blue Ash organizing framework for the nursing program focuses on the promotion of positive patient outcomes through the development of core values and the integration of information (science, evidence, knowledge, informatics), communication and critical thinking to identify and address professional, individual/family/community care needs and the environment. The core values of safety, quality, caring, and patient-centeredness are incorporated throughout the program and include elements essential to the practice of the entry-level registered nurse. Science, evidence, knowledge, informatics, communication, and critical thinking are the tools utilized to provide quality and evidence-based practice (see UC Blue Ash Nursing Curriculum Framework).

During the program of study, students will identify and address elements of the profession such as the environment and individual/family/community care needs that promote positive patient outcomes. The professional concepts include professional behavior, personal development (including self-care), an appreciation for lifelong learning, accountability, legal and ethical considerations, and health care policy. Environment concepts include health care delivery systems, leadership, safe and healthy work environment, risk management, continuous quality improvement, care effectiveness, teamwork, collaboration, interdisciplinary care, resource management, and advocacy. The individual, family, community care needs are nursing process, nursing judgment, teaching, cognitive, perceptual, developmental, oxygenation, perfusion, nutrition, metabolic, elimination, sexual, reproductive, integumentary, musculoskeletal, sleep, rest, health

perception, health management; role, relationship; value, belief; multisystem care needs; and specific environment care needs.

Concepts are integrated throughout the curriculum. The core values, tools, professional concepts, individual/ family/ community care needs, and environment concepts are intentionally leveled throughout the program.

Approved 10/11/11 | Reaffirmed 11/03/2020 | Revised 03/01/2022

NURSING CURRICULUM FRAMEWORK

CORE VALUES

CARING • PATIENT CENTEREDNESS • SAFETY • QUALITY

EOPSLO #1, 3

INDIVIDUAL + FAMILY + COMMUNITY CARE NEEDS

CARING • NURSING PROCESS
NURSING JUDGEMENT • TEACHING
COGNITIVE / PERCEPTUAL / DEVELOPMENTAL
OXYGENATION • PERFUSION
NUTRITION/METABOLIC • ELIMINATION
SEXUAL/REPRODUCTIVE • INTEGUMENTARY
MUSCULOSKELETAL • SLEEP/REST
HEALTH PERCEPTION / HEALTH MANAGEMENT
ROLE/RELATIONSHIP • VALUE/BELIEF
MULTISYSTEM • SPECIFIC ENVIRONMENT

EOPSLO #1, 3, 4

PROFESSIONAL

PROFESSIONAL BEHAVIOR
PERSONAL DEVELOPMENT
LIFE-LONG LEARNING
ACCOUNTABILITY
LEGAL & ETHICAL CONSIDERATIONS
HEALTH CARE POLICY

EOPSLO #3, 5

ENVIRONMENT

HEALTH CARE DELIVERY SYSTEMS
LEADERSHIP • RISK MANAGEMENT
SAFE AND HEALTHY WORK ENVIRONMENT
CONTINUOUS QUALITY IMPROVEMENT
CARE EFFECTIVENESS • TEAMWORK
COLLABORATOR • INTERDISCIPLINARY CARE
RESOURCE MANAGEMENT
ADVOCACY

EOPSLO #1, 2, 3, 4

TOOLS

COMMUNICATION
CRITICAL THINKING
EVIDENCE
INFORMATICS
KNOWLEDGE
SCIENCE

EOPSLO #2, 3, 5

End of Program Student Learning Outcomes (EOPSLO)

1. Deliver safe and competent evidence-based nursing care using sound clinical judgment, incorporating caring, inclusion, cultural humility and advocacy for patients across the lifespan in a variety of health care settings.

2. Utilize critical thinking, leadership, delegation, and evidence-based practice to increase efficiency and equity of care and maximize resources.

3. Communicate and collaborate with diverse patients, colleagues, and other health care disciplines to promote optimal patient outcomes.

4. Design and implement teaching activities to prevent illness, restore health, and promote the well-being of patients throughout the lifespan.

5. Develop the role of member of the profession & life-long learner by participating in professional activities relative to nursing knowledge, skills and values.

Program/College/Graduate Mission and Outcomes

COLLEGE MISSION	PROGRAM MISSION	ROLE-SPECIFIC GRADUATE OUTCOMES	STUDENT LEARNING OUTCOMES
<p>The college provides an excellent and accessible education for students from a wide array of educational and cultural backgrounds. Our student-centered approach to teaching and comprehensive services engages students so that they can acquire the knowledge and skills needed to succeed academically, personally, and professionally.</p> <p>We promote innovative scholarship, creative work, free inquiry, lifelong learning, and service beyond the classroom.</p>	<p>The college's nursing program prepares nursing students by facilitating the development of clinical reasoning and clinical judgment skills, preparing entry-level professional nurses, and meeting the health care needs of the community. The Program achieves this through our core values of caring, patient centeredness, safety, and quality and adherence to the college and university's missions.</p>	<ol style="list-style-type: none"> 1. The program's three-year mean for the licensure exam pass rate will be at or above the national mean for the same three-year period. Level of achievement: first time (NCLEX) pass rate will be at or above 80%. 2. Expected levels for program completion are determined by the faculty and reflect student demographics and program options. The program completion ELA: 55% of students who begin in the first nursing course in the program will complete the program on time, which is four academic terms. 3. Qualitative and quantitative measures address graduates six to twelve months post-graduation. Level of achievement: 60% of the graduates who respond will report satisfaction with the program and with services provided by the college. 4. Qualitative and quantitative measures address employer satisfaction with graduate preparation for entry-level positions six to twelve months post-graduation. Level of achievement: 90% or higher of area health care agencies will express satisfaction with program graduates on the employer survey six to 12 months post-licensure. 5. Job placement rates are determined by the faculty and are addressed through quantified measures six to twelve months post-graduation. Level of achievement: 60% of graduates who desire employment will report they are employed as registered nurses six to twelve months post licensure. Employment can be full or part-time position as RN. 	<ol style="list-style-type: none"> 1. Deliver safe and competent evidence-based nursing care using sound clinical judgment, incorporating caring, inclusion, cultural humility, and advocacy for patients across the lifespan in a variety of health care settings. 2. Utilize critical thinking, leadership, delegation, and evidence-based practice to increase efficiency and equity of care and maximize resources. 3. Communicate and collaborate with diverse patients, colleagues, and other health care disciplines to promote optimal patient outcomes. 4. Design and implement teaching activities to prevent illness, restore health, and promote the well-being of patients throughout the lifespan. 5. Develop the role of member of the profession and life-long learner by participating in professional activities relative to nursing knowledge and skills.

Revised 11/19/02 | Revised 10/26/04 | Revised 11/15/05 | Reaffirmed 12/5/06 | Revised 6/5/07 | Revised 11/18/08 | Reaffirmed 11/2/10 | Revised 7/31/14 | Revised 4/2015 | Revised 11/03/2020 | revised 03/01/2022 | Revised & Approved 04/05/2022

Curriculum Definition of Concepts

Term	Definition
Accountability	Being accountable means being answerable for the outcomes of a task or assignment. Nurses are accountable for their own actions and behaviors, but they may also be accountable for the actions of others, such as subordinates or trainees.
Advocacy	Advocacy means representing a client's needs and wishes to other health care professionals, such as when the nurse relays a client's wishes to the health care provider or assists a client in exercising their rights and helping them to speak up for themselves.
Caring/Patient Centeredness (Caring Interventions)	The essential element in providing quality nursing care, caring interventions involve appreciating the client as a human being, showing respect for the client, being sensitive to the client, talking with the client, treating client information confidentially, treating the client as an individual, encouraging the client to call with problems, being honest with the client, and listening attentively to the client
Cognitive/ Perceptual/ Developmental (Addiction)	Addiction is defined as a psychological or physical need for a substance (such as alcohol) or activity (such as gambling) to the extent that the individual risks negative consequences to fulfill the need.
Cognitive/ Perceptual/ Developmental (Cognition)	Cognition is the complex set of mental activities through which individuals acquire, process, store, retrieve, and apply information, involving awareness, remembering, reasoning, decision-making, and understanding and using language.
Cognitive/ Perceptual/ Developmental (Development)	Development is demonstrated by an increase in the complexity of functions and skills progression and the capacity of an individual to adapt to their environment. It is the behavioral aspect of growth.
Cognitive/ Perceptual/ Developmental (Mood and Affect)	Mood is an individual's internal, subjective, sustained emotional state (like climate), and only the individual is capable of describing their mood. Affect is the immediate emotional expression of mood that an individual communicates verbally or nonverbally.
Cognitive/ Perceptual/ Developmental (Sensory Perception)	Sensory perception is the reception and interpretation of internal and external stimuli that allow individuals to experience the world in which they live.
Communication	The interaction between nurses and clients, nurses and other health professionals, and nurses within the community can be verbal or nonverbal, written or unwritten, planned or unplanned.
Critical Thinking	The process of questioning, analysis, synthesis, interpretation, inference, inductive and deductive reasoning, intuition, application, and creativity (The American Association of Colleges of Nursing).
Elimination	The secretion and excretion of physiological waste products by the kidneys and intestines.
Evidence/ Knowledge/ Science (Evidence-Based Practice)	The application of the best evidence from well-designed studies combined with patient preferences, ethical principles, individual values, and nursing expertise in the therapeutic nursing relationship. It is used to close the gap between the actual practice of nursing and research (a formal, systematic way of answering a question or approaching a problem) in areas that are of interest to nursing.
Health Care Delivery Systems (Health Care Systems)	Health care delivery systems relate to methods of health care delivery and management, including financing and coordination of services.
Health Care Policy (Health Care Policy)	Health care policy refers to actions and decisions by government bodies and professional organizations that affect whether health care organizations and individuals working within the health care system can achieve their goals.

Term	Definition
Health Perception/ Health Management (Health, Wellness, Illness)	The subjective perception of what makes life meaningful and manageable as an individual adapts to immediate experiences to maintain physical, psychological, social, spiritual, and cultural harmony. A multi-dimensional state in which the individual achieves a sense of well-being and maximum potential, including the pursuit of a healthy and balanced lifestyle. A subjective perception by an individual of an objectively defined disease that may include physical, psychological, social, spiritual, and cultural disharmony.
Informatics	Using information technology to communicate, find needed information, store information, and support quality improvement needs.
Integumentary (Tissue Integrity)	The mechanisms that facilitate intact skin and mucous membranes and their physiological functioning. Integumentary is influenced by internal factors such as genetics, age, and the underlying health of the individual, as well as external factors such as activity and injury.
Leadership (Managing Care)	The personal traits necessary to establish vision and goals for a group and to execute them; and personal traits necessary to plan, organize, motivate, and manage a group of people and their resources. Managing care relies on collaboration among the family, client, and health care providers, in which the goal is to provide cost-effective, high-quality care that produces improved outcomes for client groups.
Legal and Ethical Considerations (Ethics)	Ethics in professional nursing is defined as a system of moral principles or standards governing behaviors and relationships based on professional nursing beliefs and values.
Legal and Ethical Considerations (Legal Issues)	Legal issues encompass the rights, responsibilities, and scope of nursing practice as defined by state nurse practice acts and as legislated through criminal and civil law.
Multi-System (Acid Base)	<u>Multi-System</u> : A physical or psychological aspect that affects more than one system or organ of the body. <u>Acid Base</u> : The physiological mechanisms that maintain the production and elimination of hydrogen ions.
Multi- System (Cellular Regulation)	<u>Multi-System</u> : A physical or psychological aspect that affects more than one system or organ of the body. <u>Cellular Regulation</u> : The functions cells perform to maintain homeostasis.
Multi- System (Fluids and Electrolytes)	<u>Multi-System</u> : A physical or psychological aspect that affects more than one system or organ of the body. <u>Fluids and Electrolytes</u> : The physiological mechanisms that maintain fluid and electrolyte balance to promote the body's functions and maintain homeostasis.
Multi-System (Grief and Loss)	<u>Multi-System</u> : A physical or psychological aspect that affects more than one system or organ of the body. <u>Grief and Loss</u> : The human experience involving a series of responses that occur following a physical and/or psychological insult with the goal of returning to homeostasis. Numerous variables are involved including age, personality, culture, the nature of the loss, and the availability of a functional support system.
Multi-System (Immunity)	<u>Multi-System</u> : A physical or psychological aspect that affects more than one system or organ of the body. <u>Immunity</u> : Protecting the body from invasion by foreign antigens, identifying and destroying harmful cells, and removing cellular debris.
Multi-System (Infection)	<u>Multi-System</u> : A physical or psychological aspect that affects more than one system or organ of the body. <u>Infection</u> : Invasion of body tissue by microorganisms with the potential to cause illness or disease.

Term	Definition
Multi-System (Inflammation)	<u>Multi-System</u> : A physical or psychological aspect that affects more than one system or organ of the body. <u>Inflammation</u> : Complex responses by the body to reduce harm. Under normal circumstances, inflammation acts as a protective process that stimulates healing and prevents further damage or progressive deterioration.
Multi-System (Intracranial Regulation)	<u>Multi-System</u> : A physical or psychological aspect that affects more than one system or organ of the body. <u>Intracranial Regulation</u> : Processes that affect intracranial compensation and adaptive neurological function. The neurological system regulates and integrates all body functions, muscle movements, senses, mental abilities, and emotions.
Multi-System (Peri-Operative Care)	<u>Multi-System</u> : A physical or psychological aspect that affects more than one system or organ of the body. <u>Peri-Operative Care</u> : The process that includes three phases of surgical procedures: preoperative phase, intraoperative, and postoperative.
Multi-System (Pharmacology)	<u>Multi-System</u> : A physical or psychological aspect that affects more than one system or organ of the body. <u>Pharmacology</u> : The study of drugs and their origin, nature, properties, and effects upon living organisms.
Multi-System (Thermoregulation)	<u>Multi-System</u> : A physical or psychological aspect that affects more than one system or organ of the body. <u>Thermoregulation</u> : Balancing heat produced and lost by the body to achieve homeostasis as measured on a degrees scale.
Musculoskeletal (Mobility)	The skeletal and muscular systems working together to support body weight, control movements, and provide stability mechanisms resulting in the ability to move within individual and/or community living environments.
Nursing Process/ Nursing Clinical Judgement/ Nursing Judgment (Clinical Decision Making)	<u>Nursing Process/ Nursing Judgment</u> : Critical thinking tool used to assess a client's health status and actual or potential health care problems or needs; establish plans to meet the identified needs; deliver specific nursing interventions to meet those needs and evaluate the success of those interventions. <u>Clinical Decision Making</u> : The process nurses use in the clinical setting to evaluate and select the best actions to take to achieve desired goals.
Nutrition/ Metabolic (Digestion)	Refers to the conversion of food into absorbable substances in the gastrointestinal (GI) tract. It is an integrated process that affects the entire body.
Nutrition/ Metabolic (Nutrition)	The science of the intake of nutrients and their actions in body functioning and is essential to ongoing health and physical well-being.
Nutrition/Metabolic (Metabolism)	The process of biochemical reactions occurring in the body's cells that are necessary to produce energy, repair cells, and maintain life.
Oxygenation	The mechanism that facilitates or impairs the body's ability to supply oxygen to all cells of the body.
Patient Centeredness	Recognizing the patient or designee as the individual who controls their care and is a full partner in it. Patient centeredness is based on respect for patient preferences, values, and needs.
Perfusion	Forcing a continuous supply of oxygenated blood to every cell in the body, which is an essential function of the cardiovascular and pulmonary systems.
Personal Development/ Life-Long Learning	The requirements for nurses to participate in continuing education programs designed to increase their knowledge and skills regarding the ANA standards of professional performance that include returning to school to obtain advanced degrees in nursing and other health-related disciplines.

Term	Definition
Professional Behavior	The effective nursing actions that form helping relationships based on technical knowledge and expertise, ethical principles, and clinical reasoning (Benner et al.).
Quality Improvement	The systematic and continuous actions that lead to measurable improvement in health care services and the health status of targeted client groups, including evaluation of nursing processes for quality and effectiveness compared to accepted standards to correct problems clients are harmed, and to prevent errors in treatment.
Resource Management (Managing Care)	Resource management is an organization's attempt to decrease health care costs, maximize limited human and physical resources, meet increasingly complex federal, state, and local regulations, and improve the quality of client care.
Risk Management	Risk management focuses on limiting a health care agency's financial and legal risk associated with the delivery of care, particularly in terms of lawsuits, ideally before incidents occur. It involves identifying, analyzing, and treating potential hazards in a setting for the purpose of rectifying them and preventing harm.
Role/Relationship (Family)	<u>Role/Relationship</u> : The role encompasses a group of behavioral expectations associated with a specified societal or organizational position. <u>Family</u> : The family serves as a primary developmental influence. Usually, numerous family structures exist, and the family is subject to the challenges of life, including economic hardship, illness, and stress. Two or more individuals who are physically and/or emotionally connected are considered a family.
Role/Relationship (Violence)	<u>Role/Relationship</u> : The role encompasses a group of behavioral expectations associated with a specified societal or organizational position. <u>Violence</u> : The use of excessive force against other individuals or oneself, often resulting in physical or psychological injuries or death.
Safety	The application of practices that prevent and/or minimize the incidence and impact of adverse events. Safety competency enables the nurse to minimize the risk of dangerous or harmful situations involving clients and other health care professionals and leads to a healthy work environment.
Self	A person's awareness of their own identity, consciousness, and ego.
Sleep/ Rest (Comfort)	<u>Sleep/Rest</u> : The human body enters a phase of restoration, as manifested by enhanced wound healing, a boost in the immune system, anabolic metabolism, and energy conservation. In infants and children, sleep is needed for brain development. <u>Comfort</u> : The immediate state of being strengthened by having the needs for relief, ease, and transcendence addressed in four contexts of holistic human experience: physical, psychospiritual, sociocultural, and environmental.
Sexual/ Reproductive (Reproduction)	The process of conception, gestation, and childbirth.
Sexual/ Reproductive (Sexuality)	The physiological, psychological, and sociological aspects of sexual behavior that contribute to healthy relationships and a sense of well-being that is individually expressed and highly personal.
Specific Environment Care Needs	The nurse managing care needs to understand specific environmental triggers outside of the individual that create change or disrupt homeostasis.
Stress and Coping	The response to a stressor that disturbs physiological and/or psychosocial equilibrium and the body's attempt to return to homeostasis following disequilibrium.
Teaching and Learning	Involves dynamic interaction between teacher and learner and comprises teaching as a system of activities that produces learning. Learning is demonstrated by changes in behavior that show the learner can apply or demonstrate what has been learned.

Term	Definition
Teamwork/ Collaborator/ Interdisciplinary Care (Collaboration)	Two or more individuals working toward a common goal by combining their skills, knowledge, and resources, while avoiding duplication of effort to improve client outcomes, whether the client is an individual, group, or community.
Value/ Beliefs (Culture and Diversity)	<u>Values</u> are the personal beliefs about the truth and the worth of thoughts, objects, and behaviors. Beliefs are an interpretation or conclusion that one accepts as true. <u>Culture</u> refers to the patterns of behavior and thinking that people living in social groups learn, develop, and share. The concept of diversity refers to the array of differences among individuals, groups, and communities.
Value/Beliefs (Spirituality)	The aspect of health related to the essence of life and a vital human experience which helps to provide balance among the mind, body, and spirit. Spirituality generally involves a belief in a relationship with some higher power, creative force, divine being, or infinite source of energy.

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Evaluation of Educational Experiences in the Armed Services

In accordance with the OBN Law and Rules 4723-5-12(3)

The process for determining the amount of credit to be granted to an applicant for advanced standing in a program is as follows:

Applicants with experience in the armed forces of the United States, in the National Guard, or in a reserve component, seeking review for possible nursing course credit will submit as follows:

- a) 4 Months prior to applying for admission to the nursing program, the applicant will submit for review the applicant's detailed military education, skills, and training related to nursing.
- b) The department chair will review all documentation to determine whether military education, skills, and training are equivalent to the nursing courses/curriculum utilizing available resources such as Aces.
- c) After completion of the review, the department chair will notify the applicant, the appropriate nursing advisor, and the appropriate course coordinator of the amount of credit awarded to the applicant for their military education, skills, and training.

Resources:

Ohio Board of Nursing Law and Rules 4723-05-12; 4723-05-13 – <http://codes.ohio.gov/oac/4723-5>

American Council on Education – [American Council on Education](#)

Developed 8/2014 | Approved 12/2014

Sequencing of Nursing Program Courses

Students admitted to the nursing program are required to take all nursing courses and co-requisite/non-nursing courses as outlined in the semester nursing curriculum plan.

Interrupting the sequence may affect the student's progression in the nursing program. Students are responsible for knowing the pre-requisites/co-requisites for courses in the program. The semester curriculum plan is below.

Fall Semester Year 1 (Minimum of C required for all nursing and non-nursing courses)

Course	Title/Description	Credit Hours
NSTN 1002C	Nursing I	8
ENGL 1001	English Composition	3
BIOL 2001C	Anatomy and Physiology I	4
HDCE 2004	Lifespan Human Development	3

Spring Semester Year 1 (Minimum of C required for all nursing and non-nursing courses)

Course	Title/Description	Credit Hours
NSTN 1003C	Nursing II	8
BIOL 2028	Introduction to Pharmacology	3
BIOL 2002C	Anatomy and Physiology II	4
MATH 1008 OR STAT 1031	Foundations of Quantitative Reasoning OR Introduction to Statistics	3

Fall Semester Year 2 (Minimum of C required for all nursing and non-nursing courses)

Course	Title/Description	Credit Hours
NSTN 2003C	Nursing III	8
ENGL 2089	Intermediate Composition	3
BIOL 2031C	Microbiology for Health Professionals	3

Spring Semester Year 2 (Minimum of C required for all nursing and non-nursing courses)

Course	Title/Description	Credit Hours
NSTN 2004C	Nursing IV	8
SOC 2089	The Global Community: Cultural Diversity & Interaction	3
BoK FA, HP or HU	General Education Elective (complete one 3 credit hour course)	3

Students are encouraged to meet with their academic advisor each semester to make sure all program requirements are being met and the student is progressing successfully towards graduation. Should progression occur before the final grade is known, the student will be withdrawn from the program.

Revised & Approved 04/26/2021 | revised 08/15/2022

Registration for Clinical Sections

Each term during priority registration, the Academic advisor will inform students of the specifics for registering for the following term. If an agency or faculty is not confirmed at the time of registration, the section will be listed as unknown agency and/or staff.

Students registering on Enrollment Services are encouraged to follow these guidelines:

1. Students are encouraged not to go to a clinical agency more than two times unless it is the only agency available.
2. Students are encouraged to only schedule clinical with the same faculty member twice.
3. Students are encouraged not to register for a clinical agency on the nursing unit in which they are employed unless it is the only clinical agency available for the course.
4. When planning work hours students are strongly advised to have a minimum of 8 hours between a work shift and a college laboratory or agency visit. Students who are found to be falling asleep and/or extremely fatigued during a college laboratory and/or agency visit will be sent home. Being sent home will result in a college laboratory and/or agency visit absence. Safe patient care and effective learning depend in part on being well-rested and adequately prepared.

Approved 2/4/14 | Reviewed 11/03/2020 | Revised & Approved 10/03/2023

Changes in Clinical Sections

Students may not switch clinical sections after Friday, 5pm of finals week of the current course registration period set by the University of Cincinnati. At that time, the educational specialist will finalize the rosters, and the rosters will be sent to the clinical agencies. This ensures the necessary lead time for agencies to prepare for security clearance, badges, and agency computer training. If not registered by 5pm of finals week, the student needs to contact the advisor and educational specialist.

At times it may be necessary for the educational specialist to ask students to move from one clinical section to another to meet the needs of agency and department. The educational specialist will inform students if it is necessary to make changes to clinical sections.

Specific to role transition in the terminal course, Nursing IV, students may not arrange their own role transition preceptor or facility. Clinical agencies determine what units and nurses will participate in the role transition process for schools across the region; therefore, the college is informed by the clinical agencies where students will be placed for role transition. Due to the clinical agencies' challenges with coordinating placement for hundreds of students across the region, students who are discovered to have reached out to any clinical agency on their own volition to try to arrange their own role transition preceptor will be placed on a remediation plan for unprofessional behavior. If additional attempts are made to arrange a student's own placement, the student may face dismissal from the course due to nonprofessional behavior, as described in the Student Handbook section "Classroom and Clinical Professional Behaviors."

Students who have been offered a nursing position to start after graduation and whose hiring manager specifically requests the role transition experience to be on the hiring department may inform the educational specialist of this request; however, placement on the hiring unit is not guaranteed.

Approved 2/4/14 | Reviewed 11/13/2020 | Revised 4/2/2024

Academic Support Services

A variety of academic support services are available to UC Blue Ash students. Students who need extra help with their classes have many options with tutorial labs in science, math, foreign languages, study skills, and writing/composition.

Visit the [UC Blue Ash Student Services website](#) for specific support services you may need.

Days and hours of operation vary with each support service. Contact the individual labs for location. Some support services accept appointments.

Revised & Approved 04/26/2021

Students with Disabilities

Accessibility Policy: UC Blue Ash College is committed to providing all students equal access to learning opportunities. Accessibility Resources is the campus office that works with students who have disabilities (learning, ADD, psychological, visual, hearing, physical, cognitive, medical condition, etc.) to arrange for reasonable accommodations. Students are encouraged to contact Accessibility Resources for a confidential discussion about services and accommodations. Contact should be initiated early in the semester to allow adequate time for services to be arranged.

If you believe you have a learning disability that has not been diagnosed, testing may be available.

Accessibility Resources Office Location: Muntz Hall - Room 112L. Telephone: 513-558-9414 Email: ucba.accessibilityresources@uc.edu

Reviewed 11/13/2020 | Reviewed 06/09/2022

HESI Nursing Services

HESI Nursing Solutions is including online tests and resources designed to evaluate the nursing knowledge of students in an undergraduate program leading to RN licensure. HESI offers detailed, user-friendly reports, monitors students' performance on integrated exams and specialty exams, and provides remediation resources, case studies, and NCLEX-RN® Prep materials. Students will participate in a HESI review course and end-of-program exams prior to graduation. This ensures a smooth transition from nursing school to successfully passing the NCLEX-RN® exam.

Additional information can be found on the [HESI website](#), when the student enrolls in the program.

Revised & Approved 04/26/2021

Math Assessment Policy

General Guidelines for Medication Calculations/Math Testing.

All medication calculation tests will be given at a time and day established by the faculty. At a minimum, students will be notified of initial testing dates/times at least 1 week prior to the beginning of the term or session.

All math tests will be given in the same or similar environments. The first test may be given during a scheduled class or lab time. Subsequent tests generally will be scheduled outside of class time. Students who are not present for a required math test will receive a score of 0. This will count as a chance in the total number of attempts.

1. Students will use the provided calculator in ExamSoft. No scientific calculators or phones will be allowed.
2. The policies listed below are the minimum requirements to be followed regarding Medication calculation competency tests. Math questions will also be found on routine course exams that are given throughout the term.

3. Preparation: Faculty will post resources and practice tests to help students prepare for course level math tests. Students are encouraged to review a variety of resources in preparation for math tests.
4. Students who are below 80% are required to remediate for thirty minutes in the Math Lab or Science and Learning Lab prior to taking each subsequent math test in which the student do not score 80%
5. Students are required to achieve 80% on a 10-question math test in the Nursing Program and will be allowed 3 attempts that need to be completed before the official withdrawal date. Any student who does not achieve 80% will be required to complete 30 minutes of remediation prior to taking their subsequent test. If students achieve an 80% but do not achieve 100% on their successful attempt, the student is required to complete 30 minutes of remediation in the Math Lab or Science and Learning lab by the end of the academic term. Completion of the required remediation time will be documented on their "Remediation Log". Failure to achieve 80% after three attempts will result in the student being withdrawn from the course without grade penalty. Failure to complete any required remediation prior to the end of the academic term will result in a 2% reduction of course grade.

Approved and Adopted 04/30/2019 | Revised 04/18/2022 | Revised and Approved 04/04/2023

Math Assessment Policy Continued

Level Based Testing	Course Based Testing	Competency	Process	Failures / Progression
Nursing I	Fundamentals	Basic conversions and math calculations.	<p>Students will be tested a maximum of 3 times during the first 3 weeks of the term for 15-week semester courses.</p> <p>Students who are not present for testing will receive a 0 for the attempt that counts towards their total number of chances.</p>	<p>Students unable to achieve an 80% by the end of the testing period will be withdrawn from the course, without grade penalty.</p> <p>Failure to complete any required remediation prior to the end of the academic term will result in a 2% reduction of course grade.</p>
Nursing II	Acute Care	Across Lifespan Basic conversions and math calculations including basic IV rate calculations.	<p>Students will be tested a maximum of 3 times during the first 3 weeks of the term for 15-week semester courses.</p> <p>Students who are not present for testing will receive a 0 for the attempt that counts towards their total number of chances.</p>	<p>Students unable to achieve an 80% by the end of the testing period will be withdrawn from the course, without grade penalty.</p> <p>Failure to complete any required remediation prior to the end of the academic term will result in a 2% reduction of course grade.</p>
Nursing III	Mental Health Pediatrics OB	Medications calculations of drugs specific to specialty areas.	<p>Students will be tested a maximum of 3 times during the first 3 weeks of the term for 15-week semester courses.</p> <p>Students who are not present for testing will receive a 0 for the attempt that counts towards their total number of chances.</p>	<p>Students unable to achieve an 80% by the end of the testing period will be withdrawn from the course, without grade penalty.</p> <p>Failure to complete any required remediation prior to the end of the academic term will result in a 2% reduction of course grade.</p>
Nursing IV	Care of the adult with complex health care concerns	<p>Drug dosage calculations, conversions, IV drip rates, titrations, microgram dosing calculations, and drug dosing/kg/time calculations.</p> <p>Medications calculations of drugs specific to specialty areas.</p>	<p>Students will be tested a maximum of 3 times during the first 3 weeks of the term for 15-week semester courses.</p> <p>Students who are not present for testing will receive a 0 for the attempt that counts towards their total number of chances.</p>	<p>Students unable to achieve an 80% by the end of the testing period will be withdrawn from the course, without grade penalty.</p> <p>Failure to complete any required remediation prior to the end of the academic term will result in a 2% reduction of course grade.</p>

Approved and Adopted 4/30/2019 | Revised & Approved 4/26/2022 | Revised 4/18/2022

Course Testing

Course testing and student procedure for promoting academic honesty:

Cheating and plagiarism are subject to disciplinary action as outlined in the [UC Student Code of Conduct](#):

General Exam Guidelines

1. Prior to an exam, faculty may give students the approximate number of questions for each concept/exemplar.
2. Students will sit in every other seat **if possible**, and every other row, or according to a seating chart.
3. Students may only have pens/pencils, Exam Day Procedures paper will be distributed by the proctor and serve as scratch paper on desks during the exam. Students will sign their name at the top of the Exam Day Procedures paper and turn it in to the proctor prior, when leaving the testing area.
4. ExamSoft exams must be downloaded **by the student** prior to entering the testing room.
5. On test day, students must have all programs such as Microsoft Office Documents closed on their computers before entering their pass code and beginning the exam. Microsoft Office Documents not saved and closed during the test will be lost. In addition, students must turn off their antivirus software before beginning the exam and turn it back on after the exam is complete, if antivirus software is on the computer.
6. If a student is late for an exam, no additional time will be given. If a student does not have the test downloaded prior to entering the testing room, no additional time will be given while the student downloads the exam.
7. Students should arrive 10 minutes early to the exam to ensure enough time to set up their computer.
8. At least two proctors will be present for every exam.
9. Books, purses, food, drinks, cell phones, and wireless devices will be placed at the perimeter of the room. The only items permitted at students' desks are a computer, the Exam Day Procedures paper, and a pen or pencil.
10. Brimmed caps (i.e., baseball) may not be worn during testing.
11. Students must use the calculators provided or the calculator in ExamSoft – no sharing of calculators.
12. Faculty will walk around the room to proctor/observe students.
13. Faculty will not be able to define words or answer questions during testing.
14. There will be no talking during testing.
15. Test results will be posted on the LMS.
16. If a student needs to use the bathroom during testing, they must raise their hand and be escorted to the bathroom. Two students cannot be in the bathroom at the same time.
17. Students who have not met the clinical performance objectives will receive an "F" for the nursing course and are not obligated to take the final exam.

Specific Computer Guidelines

1. The student is expected to come with their own assigned username and password (ExamSoft, HESI).
2. Computers must be fully charged and able to stay powered for the duration of the exam.
3. Computers must meet requirements for ExamSoft use.
4. Exams must be downloaded by the student during the specified download availability **AND** prior to the beginning of the testing period (ExamSoft only).
5. Students will be given the password to the exam and start the exam at the direction of the test proctor.
6. Students will be allowed to go back to questions and change answers as needed. The computer will not automatically shut off when the exam time is up. The proctors will keep time and alert students when the test session is over, and students must upload their tests at that time.
7. Before leaving the exam area (if using ExamSoft), the student will raise hand for the proctor to verify green screen and check mark are present, indicating a successful upload. Scratch paper will be signed by the student and handed to the proctor at that time.
8. When UC restricts access to campus for students and faculty, testing may occur online. All students will be proctored by faculty and/or a secured testing platform. All tests will be timed and must be completed at the assigned time.

Make-Up Tests

Students are expected to be present for all scheduled examinations. If the student has an unexcused absence on a test day (see attendance policy), the student will have 3 percentage points deducted from the score of the exam. **If absent for a scheduled exam, it is the student's responsibility to notify the faculty responsible for their tests or the course coordinator at least one hour prior to the test.** Students who are unable to attend the exam must not download the exam file prior to the scheduled exam date. If the exam has been downloaded, the student should not attempt to access the exam. If it is noted that the exam has been accessed, it is a violation of the UC Student Code of Conduct, and the student may be dismissed from the program.

1. Faculty will notify the student when the make-up test is available.
2. Faculty will schedule a room and arrange for a proctor.
3. Students that test in Accessibility Resources will take the make-up test in Accessibility Resources
4. The make-up exam will be an alternate version with approximately 10 questions converted to an alternate style. The math question values need to be changed. For many tests, this can equate to changing a total of 15 questions for each makeup exam.

Review of Exams

1. Test reviews are provided as student learning experiences.
2. Students have an opportunity to view test questions, test answers, and rationales for both the correct and incorrect answers. Students are not permitted to write down, copy or record test questions or answers while reviewing the tests.
3. If a student would like faculty to consider an alternate answer to a test question, the student needs to submit in writing a rationale for an alternate answer. The rationale should contain reference to the course resources. Students must submit requests within 5 business days of the exam date. Faculty will not consider requests submitted after this time.
4. Each review will consist of one large group review on an identified date once all students have taken the exam. One-on-one test review will be available to students who do not perform satisfactorily, or upon individual request.
5. Students that score 80% or less on exams will be instructed to make an appointment with their full-time faculty contact to review their report analysis from ExamSoft and utilize one of the attached self-analysis templates.
6. Faculty will not entertain further requests for test review once the above options have been satisfied (i.e., will not offer additional review of all tests prior to a comprehensive exam).

Classroom Test Review

Classroom test review takes place shortly after a test in which faculty review each question, answer, and rationale, as determined by the course faculty. The test review will be scheduled ahead of time, and all students are expected to attend. If there are any students who are unable to take the exam prior to the scheduled review, the review will be rescheduled, and students will be notified in advance of the new time and date.

1. A minimum of two faculty will be present for the review.
2. Students enter the room and place all belongings at the perimeter of the room.
3. Course instructors may choose to use a student sign in sheet.
4. There will be no writing during test review, and no use of cell phone or smart watch.
5. Talking should be minimal. There should be no challenges of test questions at this time.
6. If a student is still confused about the question, they must contact faculty for further explanation.

Individual Test Review

If a student cannot attend the scheduled classroom review and wants to review the test, they must notify the faculty member within five days of taking the test to schedule an individual test review. Failure to notify the faculty member within five days will forfeit the student's opportunity to review the test.

Miscellaneous

All students will be given a report from ExamSoft after each exam that provides an analysis of their strengths and areas that need improvement. This will provide the student with useful information on where to focus their study for future exams, including the comprehensive final in each course. By admission to or attendance at the university, a student accepts the responsibility to comply with the SCOC (Student Code of Conduct) and the rules and policies of the University of Cincinnati. Title: Conduct, rights, and responsibilities: [Student Code of Conduct](#): Division: 40: Students Number: 40-5-05.

Revised and Approved: 6/21/17 | Revised and Approved 4/30/19 | Revised 3/31/20 | Revised and Approved 03/02/2021 | Revised 6/30/2023

HESI Exit Exam Policy

Is HESI part of my course grade?

- ❖ YES. Course points may be awarded for HESI assignments as designated on the course syllabus and course grade sheet. HESI practice and proctored assignments are required for course completion. If the assignment is missed due to an excused absence, it must be completed to receive the HESI testing points in the course.
- ❖ Students will be required to take proctored HESI Assessments pertaining to each of the major courses /content areas throughout the curriculum. These HESI proctored assessments contribute (A varied portion that may differ in each course) of your total weighted grade in each nursing course in which HESI proctored assessments are administered.
- ❖ HESI points will be awarded based on proctored tests and/or retesting, not remediation
- ❖ Students will receive specific dates, times, and test locations on the course calendar. HESI testing is a mandatory part of this program. The student with an unexcused absence for HESI proctored testing will receive 0% of HESI testing points in that course.
- ❖ The HESI Exit Exam will be given during the final semester in the Nursing Program. Students must achieve a HESI score of 850 or above. The HESI Exit Exam score range is between 0 to 1500. The acceptable HESI score is 850, while the recommended HESI score is 900. You need to earn a minimum score of 850 to be considered ready to take the NCLEX licensing exam. There will be three opportunities to pass different versions of the HESI Exit Exam during the final semester. Students can be successful in their final course and graduate without achieving an 850 HESI Exit Exam score.
- ❖ Effective with incoming 2024 Fall Semester Class, students who have not achieved an 850 on a HESI Exit Exam attempt will not be authorized to take the NCLEX-RN until they have completed an NCLEX review course from the following approved list, or until a period of 6 months from the date of program completion, whichever comes sooner.

*Approved NCLEX Review Course List:

- Kaplan Prep (97%)
 - Money-back guarantee or free 3-month repeat offered
- Hurst Review (98%)- First time guarantee
 - Money-back guarantee or free 45-day remediation.
- U World (99%)
- ATI Live Review (98%)
- Achieve Test Prep (93%)
- Crush NCLEX (97%)
- Nursing.Com Prep Course (99.86%)
- itNurse.net (98%)

*Percentages are reported first-attempt pass rates who have successfully completed the review course according to the standards the review course gives for participant NCLEX readiness. Students must show documentation that they have completed the review course according to their respective course's measure of NCLEX readiness to be authorized to take the NCLEX.

What is the typical HESI testing sequence for each nursing course?

- Take the practice exam for the corresponding HESI exam

- Complete the provided remediation for the HESI exam. This includes essential remediation packets and assigned case studies. The time required to complete this remediation based on your exam performance will vary.
- HESI exams and assignments, except for the HESI Exit Exam, will be graded according to each course's syllabus and grade sheets.

Note: In some courses, the HESI exams or assignments are requirements for completing the course. Students will need to refer to the course syllabus for successful completion requirements.

How is Remediation completed?

- ❖ To remediate means reviewing content assigned to students based on their performance on the corresponding exam. Remediation is individualized to each student, and therefore, time required and content may vary.
- ❖ Remediation requirements are posted in course documents according to the rubric.
- ❖ Remediation is the essential component in this study sequence; this is where the pivotal learning occurs. Remediation is assigned according to the student's weak areas on the exams.

Approved 4/2/24

Course Grading and Progression

Computation of grades

1. A numerical grade is given for the classroom portion of the course. Clinical and other assignments/projects must achieve satisfactory status for completion of a course.
2. Students having academic difficulty should make an appointment with their faculty.

Grading Scale for the UC Blue Ash Nursing Department

Grade	Range	Description
A	93-100	Passing
A-	90-92.99	Passing
B+	88-89.99	Passing
B	86-87.99	Passing
B-	84-85.99	Passing
C+	81-83.99	Passing
C	78-80.99	Passing
C-	75-77.99	Not Passing
D+	72-74.99	Not Passing
D	70-71.99	Not Passing
D-	68-69.99	Not Passing
F	69.99-0	Not Passing

There is no rounding of grades.

1. A grade of C or above must be earned in all required nursing courses [see table above]. A student cannot advance in the nursing program if a grade of C- or below is earned in any required nursing course.
2. A grade of C or above must be earned in all general education, math, and science co-requisites. A student cannot advance in the nursing program if a grade of C- or below is earned in any required general education or math and science co-requisites.

Reviewed 01/28/2021

Attendance

Obligation of UC Blue Ash Nursing Program

According to the Ohio Board of Nursing, the UC Blue Ash Nursing Technology program has an obligation to ensure that students have the opportunity to participate fully in the clinical hours designated on the syllabus. Should a clinical be cancelled by the clinical faculty or the university is closed, missed clinical hours must be made up hour for hour. Each course will identify one or two make-up days on the course/semester calendar for this purpose, and these are the only hours the college and faculty are required to provide for make-up.

Attendance Expectation: College Labs, Simulation and Clinical

Attendance is required for all college labs, simulation, and clinical experiences, including all clinical conferences and seminars in accordance with the OBN (<https://nursing.ohio.gov/>). It is the responsibility of faculty to protect patients and students, therefore, faculty members may exclude students from the clinical, simulation, or lab area due to illness, injuries, lack of preparation for practice, inappropriate attire, or anything else deemed unsafe.

Student absence(s) from college laboratory, simulation and/or clinical agency, whether *excused* or *unexcused* may result in the student not meeting the clinical performance outcomes of the course. Not meeting clinical performance outcomes results in course failure. Course failure results in the student not being able to progress in the nursing program. If a student has more than one unexcused absence from clinical, lab, or simulation in a course, they will receive a “Needs Improvement” on the clinical and or lab performance evaluation, placed on a remediation plan, and will be at-risk for being deemed “Unsatisfactory”, resulting in course failure.

Notifying Faculty about an Absence

If a student is unable to attend a college lab or clinical agency, they are required to notify their assigned clinical faculty at least one hour prior to the start of the scheduled clinical. If a student is unable to attend simulation, they are required to notify the simulation coordinator at least one hour prior to the scheduled simulation. When notifying faculty, the student must provide their name, reason for absence, and a phone number where the student can be reached.

Missed Clinical Time

Upon return to the course, the student is responsible for contacting clinical faculty regarding missed clinical time. The clinical faculty and teaching team will determine if the student is meeting clinical performance outcomes. All course outcomes must be met before the end of the course/semester.

Classroom

Attendance is required for all scheduled classes. Absences places the students in academic jeopardy. If absent, progress and continuation in the course may be at risk. Students who anticipate missing one or more class periods should contact the full-time instructor ahead of time, just as they should contact their instructor as soon as possible after an absence. Students are responsible for monitoring their absences during the course. If a student has more than 4 unexcused absences in a full semester course 5 points will be deducted from the student’s course grade.

Reliable Transportation

Students are expected to have reliable transportation to class, college labs, and clinical agencies. Excessive tardiness may result in not meeting the clinical performance outcomes of the course.

Tardiness

An unexcused absence will be recorded for tardiness of 15 minutes or more to a college lab, clinical, or classroom period. Additionally, if a student does not stay for the entire college lab, simulation, clinical or classroom period, it is counted as an unexcused absence.

Excused Absences

The following are considered excused absences/obligations and are not counted as absences.

1. Jury duty, with appropriate documentation
2. Short-term military call-up, with appropriate documentation
3. Bereavement day in the event of the death of a family member, with appropriate documentation
4. Medical emergency or illness, with appropriate documentation from a health care provider
5. A student may be absent for up to three days each academic semester for reason of faith or religious or spiritual belief system or participate in organized activities conducted under the auspices of a religious denomination, church, or other religious or spiritual organization.
 - a. The student must provide the instructor with written notice of the specific dates for which the student requests alternative accommodations no later than fourteen days after the first day of instruction in the course.
 - b. A student will be provided with an alternative accommodation with regard to examinations and other academic requirements missed due to an absence.
 - c. For further details, please see UC Policy 1.3.7. For additional information about this policy, please contact the Executive Director of the Office of Equal Opportunity and Access at (513) 556-5503 or oeohelp@ucmail.uc.edu.

Approved 04/02/13 | Revised and approved 5/21/19 | Reviewed 01/28/2021 Revised and Approved 04/24/2022

Student Progression in Meeting Clinical Course Objectives

Throughout the nursing program, the student and clinical faculty will meet to discuss the student's progress in meeting the clinical performance objectives. A student concerned about clinical progress should make an appointment with the relevant clinical faculty. In addition, when a student is not progressing in a satisfactory manner, the clinical faculty will initiate a formal remediation plan. In certain situations, when standards and/or practices are violated and a critical incident occurs, remediation may not be possible, resulting in immediate course failure.

Reviewed 01/28/2021

Incomplete Grades

A student who receives an incomplete grade in a required course for the nursing program may progress to the next term, but the incomplete must be removed by the second week of the next term in order for the student to progress to the next level of the nursing program. In accordance with UC policy, in undergraduate courses, "I" does not factor into a student's grade point average during the semester immediately after it is recorded. Following that subsequent semester, "I" carries zero (0.00) points and is calculated into the GPA like an "F" grade. After one (1) year, any "I" grade remaining on the student's record automatically changes to "I/F," which equates to zero (0.00) points and affects a student's GPA in the same way as an "F" grade.

Approved 02/02/2021

Academic Misconduct or Nonprofessional Behavior

Any student determined to have behaved unprofessionally and/or committed a violation of the ANA Code of Ethics will not be considered for re-admittance to the nursing program. Students are expected to comply with both the University of Cincinnati Student Code of Conduct and the ANA Code of Ethics, as outlined in the UC Blue Ash College Nursing Program Student Handbook. [UC code of conduct](#).

Revised: 3/2017 | Reviewed 01/28/2021 | Reaffirmed 1/18/2024

Grievance Procedure

Information regarding the University of Cincinnati's grievance procedure can be found in the Undergraduate Student Grievance Policy & Procedures on this link: http://www.uc.edu/conduct/Academic_Integrity.html

Revised: 3/2017 | Reviewed 01/28/2021 | Reviewed and Revised 1/18/2024

Clinical Progression During Grievance Procedures

Students who have filed a formal grievance can continue in the nursing program while the complaint is being investigated. The grievance hearing should be held before the start of the next term, if at all possible. Every effort will be made to have the hearing take place before the student's next course begins. If the hearing does not take place before the start of the term, the student may attend the classroom and clinical components of the course until the outcome of the hearing is known. The grievance will be carried out as outlined in the University of Cincinnati's Undergraduate Student Grievance Policy & Procedures on this link: http://www.uc.edu/conduct/Academic_Integrity.html

Revised: 3/2017 | Reviewed 01/28/2021 | Reviewed and Revised 1/18/2024

Adds/Drops/Withdrawal

Students are encouraged to make an appointment with their assigned advisor prior to adding/dropping/withdrawing from courses. Students are responsible for knowing the pre- requisites/co-requisites for courses in the program.

Students must follow the UC policy for add/ drop/ withdrawal, [UC Withdraw Policies](#).

Students wishing to withdraw from a nursing course must inform their clinical instructor and the assigned academic advisor. Students should contact and meet with a clinical faculty member prior to the submitting an electronic withdrawal form. Information on the policy and specific dates can be found at the UC [Academic Calendars](#).

Prior to withdrawing from one or more classes, the student is encouraged to review the Return of Title IV (R2T4) information provided by the Student Financial Aid Office, [Return of Title IV Funds](#).

Students who drop/withdraw from a nursing course are not guaranteed readmission into the nursing program. Students must follow the readmission policy and procedure to be considered for readmission to the nursing program.

Approved 02/02/2021

Academic Leave of Absence from the Nursing Program

Students who need to withdraw from a nursing course prior to the first exam of the term and are planning to return to the nursing program may request an academic leave of absence from the nursing program. Students who have already taken exams in the course, are in good academic standing, and are planning to return to the nursing program, may be considered for an academic leave from the nursing program on a case-by-case basis.

To be granted an academic leave of absence a student must meet with the department chairperson to discuss the nature of the request. Medical conditions will require a note from the student's healthcare provider stating why the student can no longer meet the essential functional abilities required by the program. Personal reasons will require that the student discuss with the department chairperson why they can no longer continue the program in their current situation. Meeting with the department chairperson does not guarantee that a student will be granted an academic leave of absence.

Students who are granted an academic leave of absence from the nursing program must submit a written request to the nursing department chairperson for readmission to the nursing program by a predetermined nursing department deadline.

An academic leave of absence from the nursing program does not count towards the one-course withdrawal referenced in the readmission policy. Students are allowed only one academic leave of absence from the nursing program.

Reviewed 2017 | Reviewed 01/28/2021 | Reviewed and Revised 1/18/2024

Military Activation Policy

The academic community at the University of Cincinnati Blue Ash College includes a number of veteran and military students. Military students, including those in the reserves or National Guard, may be called or ordered to active duty, which could cause the student to be absent from the nursing program for an extended time. The policy for case of military activation, and subsequent leave of absence from the nursing program is outlined below.

If a student is called to active duty during the semester, course faculty should immediately be notified. The student should next contact UC's Veterans Programs & Services (VPS) office at 513-556-6811, or by email at vetcert@uc.edu.

To be granted a military activation leave of absence, the student must submit a copy of the activation orders to course faculty, follow the steps outlined by the office of [Veterans Programs & Services](#), and must meet with the Nursing Department Chair. A student success plan will be developed in conjunction with course faculty and the Nursing Department Chair on a case-by-case basis. This individualized plan must be successfully completed prior to re-entry into the nursing program.

Students who are granted a military activation leave of absence from the nursing program must submit a written request to the Nursing Department Chairperson for readmission to the nursing program. A military activation leave of absence from the nursing program does not count towards the one course withdrawal referenced in the readmission policy.

Approved 04/28/2019 | Reviewed 01/28/2021

Re-Admission Policy

A student who leaves the nursing program for any reason, (i.e., unsuccessful completion of a course or withdraws from a nursing or co-requisite course), may not continue in the nursing program. Eligible students – see criteria below – may apply for re-admission to the nursing program. Both the lecture and clinical components of the course must be re-taken if the applicant is granted re-admission.

The Nursing Department Student Committee reviews all applications for re-admission. The Nursing Department Chairperson, in conjunction with the Student Committee decides if a student can be re-admitted. Eligible students are re-admitted based on space availability and the student's preparedness to return. Students may be re-admitted one time only. Remedial work may be required as a condition for re-admission.

Eligibility Criteria:

1. Applicant has successfully completed the first nursing course: Nursing I. (Unsuccessful completion of the course or withdrawal from the first nursing course will require the applicant to reapply via the selective admission process to the nursing program.)
2. Applicant communicated with their last designated full-time faculty member regarding the circumstances of the withdrawal/failure.
3. Applicant received a positive recommendation for re-admission from the course teaching team.

4. Nursing program curriculum requirements effective at the time of re-admission are met. (OBN Program Policy 4723-5-12).
5. GPA is at or above a 2.0.
6. Applicant has not previously been readmitted.
7. Applicant has not been out of the program for more than one academic year.

Exceptions will be individually reviewed for applicants who have consistently shown progress in the nursing program and submit a written request. The Nursing Department faculty will make the re-admission by exception decision.

Approved 4/29/15 | Reviewed 3/2017 | Revised 01/08/2018 | Revised 02/02/2021 | Reviewed & Revised 4/5/2022

Re-Admission Procedure

The applicant for re-admission to the nursing program must complete three steps.

Step one:

The applicant is required to submit a complete electronic packet (see below) to the Nursing Program Coordinator by the established deadline.

Content of the Electronic Packet:

1. An unofficial current transcript (opened degree audit) of all courses taken at the University of Cincinnati or given credit for by the University of Cincinnati, and the student's current GPA.
2. A typed letter stating why the applicant believes they should be granted readmission to the nursing program.
3. The letter content should include but is not limited to:
 - a. Topics: What you have been doing during your time away from the program; the reasons you feel ready to return; an assessment of the issues you faced during your time at UC Blue Ash; and how they have been addressed.
 - b. Statement of specific measures/strategies to improve the probability of being successful upon re-entry to the nursing program.
 - c. An honest assessment of the challenges you might face if readmitted and a plan for how you will address these challenges.
 - d. A detailed plan for maintaining current nursing knowledge.
 - e. The name of the clinical and/or designated full-time faculty member for the last nursing course attended by the applicant.
4. The completed electronic packet must be emailed to nursing@ucblueash.edu
5. Deadlines for students seeking re-admission:

Semester Student Wishes to Return	Completed Re-admission Request Due
Fall Semester	February 15
Spring Semester	August 15
Incomplete re-admission packets and/or late readmission packet submissions will not be considered.	

6. The program coordinator for the nursing program will forward the applicant's completed re-admission packet to the department chair and the student committee members. A ranking system will be used by the Nursing Department Student Committee for all re-admission packets. Criteria for ranking are based on:
 - a. Faculty evaluation/exit form(s)
 - b. Current GPA
 - c. Re-admission request letter.

Step two:

Upon conditional offer of re-admission, the applicant is required to meet with the chairperson of the nursing department to discuss remediation requirements. The student must then complete all remediation requirements.

Step three:

Upon offer of re-admission the applicant is to submit evidence of current and completed critical requirements as per the Nursing Student Handbook.

Revised 4/2/13 | Revised 4/27/15 | Revised 08.15.2018 | Reviewed and Revised 02/02/2021 | Reviewed & Revised 4/5/2022 | Reviewed & Revised 3/5/2024

Grade Replacement Policy for Repeated Courses

Information regarding the [University of Cincinnati policy on grade replacement](#).

Reviewed 01/28/2021

Essential Functional Abilities for Students Enrolled in the Nursing Program

The following essential functional abilities must be met by all students with or without reasonable accommodation:

1. The student must be able to safely and competently push, pull, lift, and transfer adult and pediatric patients to chair, commode, or other locations, as well as operate health-related equipment.
2. The student must be able to roll a weak or immobile patient from side to side to provide care, treatment, or administer medication.
3. The student must possess the manual sensitivity and dexterity necessary to operate health equipment and perform certain skills requiring fine motor coordination such as dressing changes, catheterizations, medication administration, pulse assessment, etc.
4. The student must possess the visual acuity necessary to read, compute, and identify objects correctly.
5. The student must be able to communicate effectively with others. A student must be able to interpret environmental cues and both audio and visual stimuli.
6. The student must be CPR-certified at the level of Health Care Provider and be able to competently begin and administer CPR.
7. The student must be able to engage in clinical activities for a sustained time in the laboratory and clinical environments without adverse health problems.

Approved 04/03/07 | Reviewed 01/28/2021 | Reviewed & Revised 12/05/2022

Distance Learning Policy

The UC Blue Ash Associate Degree in Nursing Technology offers online web enhanced and hybrid or blended nursing courses. The Quality Matters™ (QM) Rubric Standards will be used to guide online course design to include: the development and organization of the learning management system course web site; the development of online content and learning activities; and the promotion of student learning in an online delivery method. The QM Rubric is research-based and was developed in conjunction with best practices in the industry. Quality Matters™ is the quality assurance program chosen by the University of Cincinnati and UC Blue Ash College for its online courses and online course components. Additional information about the Quality Matters™ Program is available at: Qualitymatters.org.

Reviewed 01/28/2021

Technology Skills/Hardware Requirements

Students are expected to possess and maintain specific basic/minimum technology skills when enrolled in the nursing program.

1. Students must possess self-directed motivation and be able to
 - a. Motivate themselves for learning online content without a face-to-face instructor.
 - b. Create a plan for accomplishing tasks and assignments.
 - c. Create and work toward meeting academic and organizational goals.
 - d. Complete honest self-assessment of online learning and technical abilities
2. Students must be able to troubleshoot and/or problem solve and use available resources to solve technology related problems.
 - a. Course faculty are not technology resources.
 - b. Use UC (Bearcat) email only.
 - i. Any email to course faculty must be from the student's UC email account. Faculty will not respond to email from any other email provider.
 - ii. The email must contain a salutation.
 - iii. The email must contain a signature/student name.
3. Navigate the Learning Management System
 - a. Use the "bread crumb trail", back button, or course tabs to navigate through multiple features of the Learning Management System.
 - b. Change personal information.
 - c. Send an email through the Learning Management System to course faculty, select students, etc.
 - d. Create, save, relocate, and attach a Word document to an assignment link in Canvas.
 - e. Post a thread and/or comments to the Learning Management System discussion board.
 - f. Complete surveys and/or quizzes through the Learning Management System.
 - g. Mark documents on the Learning Management System as "reviewed."
 - h. Make text entries and/or attach text files or photos to Learning Management System blogs and journals.
4. Utilize online resources and technology.
 - a. Utilize eBooks from the UC library web site.
 - b. Navigate the HESI website.
 - c. Complete online searches for journal articles related to evidence-based nursing practice in scholarly journals.
 - d. Complete online searches for other scholarly resources.
 - e. Discern between scholarly and unscholarly information sources.
 - f. Retrieve and download full-text journal articles.
 - g. Save to and recapture documents on a portable storage (USB) device.
 - h. Check grades, attach files, and view faculty comments through the Learning Management System gradebook, open and read a PDF file; install a PDF reader if necessary.
 - i. Create a PDF document.
 - j. Use Microsoft Word and PowerPoint.
 - k. View and listen to MP4 videos using Quick Time, Real Player etc.
 - l. Download and update software as needed.
 - m. Use an external storage drive.
5. Students must meet basic hardware and software requirements.
 - a. Personal computer/device that is no more than three years old; Internet Service Provider (ISP) and Wi-Fi connection.
 - b. UC email account.
 - c. Adobe Reader for PDFs.
 - d. Network Card; installed web browser such as Chrome, Bing, or Firefox.
 - e. Portable storage device such as a USB drive.
 - f. Anti-virus software.
 - g. Meet the [UCBA student technology requirements](#).

- h. Able to run Exemplify for testing purposes.

Approved 04/22/13 | Revised 08/15/2018 | Revised 04/26/2021 | Revised 05/31/2022

Student Nurse Critical Requirements and Background Check

Clinical health requirements and background checks will be administered by a UC approved outside vendor. Students will be notified electronically by the company regarding requirements and associated due dates. The student is responsible for the cost of all clinical requirements and background checks.

All records are considered confidential and will not be released to anyone without the student's written permission. It is the responsibility of the student to ensure that all requirements are kept up to date throughout the entire nursing program. Students are responsible for meeting the deadlines to be able to participate in clinical agency experiences which are required in order to pass the course and continue in the nursing program.

Criminal Background Check

There are certain legal convictions that make you ineligible to participate in the clinical portion of the nursing program, thereby making you ineligible to complete it. All students are required to complete criminal background checks, both state and federal. Criminal background check results must be received prior to the stated deadline in your courses, upon readmission, or for any student who, for any reason, has an interruption or non-progression in the nursing program for one or more semesters. Clinical agencies may also make the determination whether students may attend clinicals based on background check results. Failure to submit to a criminal background check or make the results available prior to the stated deadlines will prevent the student from participating in the clinical experience, and the student will be advised to withdraw or receive a failing grade (F) in the current course. Students should be aware that the results of their background checks and/or drug screenings may inhibit progression in the program.

Critical Requirements Tracking

Each semester students are required to submit documentation verifying critical requirements compliance. Compliance will be confirmed by the Educational Specialist by the first day of the course.

Drug & Alcohol Testing

UC Blue Ash students are expected to maintain a safe, productive, and drug-and-alcohol-free environment, and to perform their assigned duties safely and efficiently. Participation in clinical rotations is an essential requirement of the UC Blue Ash nursing curriculum. Accordingly, UC Blue Ash requires all students to submit a negative drug screen prior to participation in clinical rotations. The cost of the drug screening will be the responsibility of the student. Students who receive a positive drug screen may be prevented from participating in clinical rotation(s), which may lead to academic consequences, such as dismissal from the nursing program.

Approved 05/03/2022

Medical Marijuana

As a public, state institution, the University of Cincinnati complies with the national Drug-Free Schools Communities Act (20 U.S.C. 1011i; 34 C.F.R. part 86) as well as the Drug Free Workplace Act (41 U.S.C. 81) which require a drugfree campus community. While medical marijuana was legalized under Ohio law, it remains illegal under federal law. As such, possession, use, and storage of marijuana and medical marijuana by students, is prohibited on all University of Cincinnati campuses and properties.

Approved 03/2022

Student Illness in the Classroom, College Lab, or Clinical Agency

If a student is experiencing an acute infectious process (e.g., febrile illness, acute respiratory infection, gastroenteritis, and weeping dermatitis) and/or injury in the classroom, college lab, or clinical agency, they will be asked to leave the classroom, college lab or clinical agency and may be sent home. If the student cannot make arrangements for transportation on their own, the student's emergency contact on file in the nursing office will be called.

If it is determined that the student requires immediate medical attention, appropriate emergency medical arrangements will be made by the faculty member. The department chair and/or the educational specialist will be notified as soon as possible. In the event that the student is threatening self or others, campus security or 911 will be notified and the Assistant Dean of Student Affairs or other appropriate college administration will be notified as soon as possible.

Emergency situations will be handled through the emergency 911-response system.

Reporting Illness/Injury/Medical Condition

Nursing students are responsible for reporting illness/injury/medical condition to the clinical faculty. It is important that clinical faculty knows about illness/injury/medical condition that may impact the selection of clients for clinical experiences. Students may be required to present a physician's statement to return to class or clinical experiences. If the illness/injury/medical condition has changed (temporarily/ permanently) the student's Essential Functional Abilities must be resubmitted.

Health Insurance

All students in programs with a risk of exposure to blood-borne pathogens must either have the UC Student Health or the UC Blood Borne Pathogen Insurance Policy. There is an annual fee for the insurance. Readmitted nursing students will need to be covered upon returning to the program. Enrollment Services can assist with the billing process.

Approved 09/05/2023

Cardio-Pulmonary Resuscitation (BLS)

All students are required to obtain Health Care Provider CPR certification prior to the beginning of the nursing program. Students must maintain current CPR certification that covers the length of their time in the nursing program. American Heart Association or American Red Cross certification is acceptable. An online hybrid course is allowable as long as it has a hands-on practice component. A certification card with the expiration date is the required documentation.

Student Nurse Critical Requirements and Background Check

Completion of Compliance Training or Competency Testing – Health Insurance Portability & Accountability Act (HIPAA) Training Module

Federal regulations mandate protection of patients' health care information. All students must complete an online module of introductory training to aide in the understanding of the federal regulations. The training module can be found at the [University of Cincinnati Medical Center Continuous Professional Development website](#):

1. Select HIPAA Compliance Training
2. Click on HIPAA Privacy Introduction #1482
3. Click on blue tab – Login
4. Click on Blue UC Login, use your UC login username and password
5. Click on Red UC login
6. Click on Take Training
7. Go to HIPAA training for CPD 2-2016.pdf click the blue open tab read document then close
8. Click on green take test tab
9. Submit your certificate of completion for critical requirement tracking

If you experience problems completing the modules, please click on the "contact us" button on the website, so the site administrator can be made aware of any issues.

Classroom /College Lab/Clinical Agency Preparation

Students are expected to complete preparation for classroom, college clinical labs, and clinical agency experiences. Students who are prepared for the classroom, college lab, and clinical agency have greater success in the program.

Reviewed 02/18/2021

Classroom Preparation

Classroom preparation is essential for students' successful progression in the nursing program. Two to three hours of preparation outside of class per credit hour/week are generally necessary to meet course objectives. All nursing courses presume students will use knowledge from prior and concurrently required support courses.

Students wishing to record any lecture should ask the permission of the lecturing faculty.

Reviewed 02/18/2021

Nursing College Lab Preparation

Students are expected to practice skills to become competent. Students will have the opportunity for additional skills practice during open lab hours. In addition, students may wish to make an individual appointment with the educational specialist or faculty.

Reviewed 02/18/2021

Clinical Agency Preparation

Clinical agency preparation varies with each clinical course. Clinical faculty will communicate to the students the required preparation needed for the clinical agency experience. Students are required to complete preparation before arriving for clinical practice as directed by faculty.

Students are only permitted to give patient care while under direct supervision of clinical faculty.

In compliance with Federal law, students may not reproduce in part or whole, any parts of a client's medical record for the purpose of completing program assignments. The student may not remove or record any identifying medical information from the clinical agency.

Students who are not prepared for patient care at the clinical agency or not appropriately dressed for clinical agency may be sent home. Students who are sent home will be required to make up the missed clinical agency time.

Students are required to attend their scheduled clinical evaluations for clinical courses before they can advance to the next nursing course. The purpose of these evaluations is to discuss the student's achievement and progression in meeting the clinical performance objectives. If unable to keep an appointment, the student is expected to contact their clinical faculty prior to the scheduled appointment.

Revised & Approved 03/02/2021 | Revised 05/03/2022

Written Assignments

The student enrolled in the nursing program will be responsible for a variety of written assignments.

1. Faculty will explain written assignments (hand-written, typed, or electronic) and due dates along with submission criteria during each nursing course.
2. It is the student's responsibility to submit written assignments at the time and date designated by faculty.
3. If a student is unable to submit a written assignment due to illness or an emergency, the student must contact the individual faculty member regarding the assignment.
4. The faculty for the specific course will determine the criteria for accepting or grading late written assignments.
5. Any student who plagiarizes (examples include but not limited to copying another student's care plans or independent written work) may be dismissed from the nursing program following the guidelines outlined in the [UC Student Code of Conduct](#).
6. All assignments must be typed or written legibly. Illegible assignments will be returned. Unsatisfactory written assignments will be returned to the student for improvement, or the student may receive an unsatisfactory grade on the assignment.

Revised & Approved 03/02/2021

Tobacco Free/Smoking

As of May 1st, 2017, the University of Cincinnati became tobacco free. Tobacco is defined as all tobacco-derived or tobacco-containing products including, but not limited to, cigarettes, electronic cigarettes, vaporizing devices, cigars and cigarillos, hookah smoked products, pipes, oral tobacco (e.g., spit and spit less, smokeless, chew or snuff) and nasal tobacco (e.g., snus). The policy also includes any product intended to mimic tobacco products, contains tobacco flavoring, or the smoking of any other substance that delivers nicotine. This policy applies to the entire UC community, including but not limited to students, employees (faculty, staff, and administrators), trustees, visitors, volunteers, vendors, and contractors who are on property and facilities owned or operated by UC. If you have a question that has not been answered, please feel free to direct it to: tobaccofree@uc.edu.

Therefore, no smoking is permitted during any classroom or clinical learning experience on campus or off when involved in a UC Blue Ash student clinical or activity.

To learn more about this policy, please see the following link: [Smoke Free Policy](#)

In addition to the University's policy, possession or use of all tobacco products and/or paraphernalia, including but not limited to cigarettes, electronic cigarettes, vaporizing devices, cigars and cigarillos, hookah smoked products, pipes, oral tobacco (e.g., spit and spitless, smokeless, chew or snuff) and nasal tobacco (e.g., snus) are prohibited during any clinical learning experience on campus or off when involved in a UC Blue Ash student clinical or activity. The UCBA Department of Nursing is joined by nearly 20 local hospitals in implementing this health initiative.

If you are interested in more about available smoking cessation at UC, please visit: [Smoke Free Resources](#)

Approved: 04/26/2021 | Reviewed & Revised 05/10/2023

Severe Weather/Tornado

The Public Safety Office will notify students of severe weather/tornado via the Learning Management System, email, and text. If students are unsure of the desired response during the event, they should listen to the radio/TV, access Learning Management System, or visit the UC website for more information.

If there is a delayed start for classes to begin, announcements will be made by clinical and/or classroom faculty regarding if and when classes will be held. It is the student's responsibility to check the Learning Management System and e-mails and texts for such announcements.

Faculty and students need to be aware of the severe weather/tornado and emergency response systems of the county in which they attend clinical agency. There may be a need for the clinical faculty to delay or cancel clinical agency time based on the weather in the county where their clinical agency is located.

Clinical Time and University Closure

When campus is closed due to inclement weather, all on campus activities at UC Blue Ash are cancelled. However, if clinical sites are open (e.g., hospitals) the clinical will be held according to the normal schedule. The Ohio Board of Nursing requires nursing programs to offer the number of clinical hours advertised. If the Nursing Department cancels clinical, the cancelled days must be made up. If individual students feel they cannot attend for any reason they should follow the directions for reporting absence as stated in this student handbook. In the event of a level 3 snow emergency or its equivalent in the clinical site's respective county, the clinical will be canceled. If a level 3 snow emergency or its equivalent is declared in the student's county of residence, students will follow the missed clinical time policy as stated in this student handbook.

Revised & Approved: 04/26/2021

Policy For Student Posting of Faculty Materials

All course materials, including but not limited to lecture guides, recordings, and handouts are the intellectual property of faculty. Such materials, lecture guides, recordings, handouts, etc. may not be reproduced in part or whole distributed or transmitted in any written form or by any other means including but not limited to the internet and/or web page postings without the written consent of the individual faculty who retains ownership of the materials.

Revised & Approved: 04/26/2021

Classroom And Clinical Professional Behaviors

1. Students are expected to conduct themselves in a professional manner during class, college lab, simulations, and clinical experiences.
2. Students are expected to arrive to class, college lab, simulations, and clinicals on time.
3. Electronic media devices must be turned off or set to silent mode and not be on the person, so audible signals do not interrupt class, lab, clinicals, simulations, testing or conference time.
4. Cell phone calls/conversations/messages are not permitted during class, labs, clinicals, simulations, testing or conference time.
5. Children or uninvited guests are not permitted in any classroom, college lab, simulation, or clinical setting. Loud or disruptive behavior is not tolerated.
6. Students who do not adhere to these behavior expectations will be asked to leave the classroom, college lab, simulation, or clinical setting.
7. A pattern of unprofessional behavior as identified in the clinical performance evaluation will result in clinical failure and dismissal from the nursing program.
8. Faculty will follow the UC Student Code of Conduct when addressing any unprofessional student behavior in a class, lab, or clinical setting. For a copy of the [UC Student Code of Conduct](#).

Revised & Approved: 04/26/2021

Ohio Board of Nursing Code of Conduct

According to the Ohio Board of Nursing Ohio Administrative Code 4723, the program administrator and faculty shall also implement policies related to student conduct that incorporate the standards for safe nursing care set forth in Chapter 4723 of the Revised Code and the rules adopted under that chapter, including, but not limited to: <http://codes.ohio.gov/oac/4723-5-12>

1. A student shall, in a 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 direct nursing care to a patient the student shall:
 - a. Provide privacy during examination or treatment and in the care of personal or bodily needs; 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.
 - d. Or engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationships.

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

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

For the purpose of this paragraph, the patient is always presumed incapable of giving free, full, informed consent to sexual activity with a 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 I 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 a 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 or 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 for health care purposes only, shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.
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 information 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 fulfilling the student's assigned clinical responsibilities.

Student Dress Code

The nursing student's professional appearance and attire influences patient care as well as the public's image of nursing. Whether the nursing student is providing care for the acutely ill patient in a hospital setting or teaching the family, they are being scrutinized by others who are forming mental images about nurses and nursing. Public perception of nurses and nursing may influence the effectiveness of nursing practice and should be considered as the nurse provides care. The nursing student is expected to provide an environment that enhances and promotes healing. This is accomplished in a number of ways. The student will maintain a professional appearance and attire that is neat, clean, and appropriate. The student will provide a hygienic, unobtrusive, calm, and comfortable environment that focuses on the needs and a healing of the patient. In keeping with these commitments, the program has adopted the following policies, and students are expected to maintain a professional appearance in the clinical setting. A list of required items, including uniform and equipment, needed for the program are listed below.

Students are required to adhere to the UC Blue Ash nursing student dress code and to clinical agency dress code policies. A student may be sent home from a clinical facility and/or campus lab for failure to comply with the UC Blue Ash nursing student and/or clinical agency dress code policies.

Required Items

To maintain a professional and consistent appearance, a uniform vendor, approved by the university, has been selected by the nursing department to supply selected required items. These items include monogrammed uniform and supplies. Additional required items may be purchased from the approved vendor or from a vendor of your choice.

Items required to be purchased through the approved vendor:

1. Black clinical uniform (black tops with UC Blue Ash logo and black pants)
2. Nursing equipment bag and supplies
3. (optional) black lab coat with UC Blue Ash logo

The following item can be purchased from the approved vendor or from a vendor of your choice:

1. Watch with second hand
2. Stethoscope
3. Blood pressure cuff
4. Shoes
5. Pen light (2)
6. Dry erase markers (black) (2)

Order forms will be provided at nursing orientation. It is the student's responsibility to order the required items by the dates provided by the vendor to ensure timely receipt.

Dress code for college labs and clinicals

1. Shirt from approved uniform vendor is a black uniform top with the UC Blue Ash logo on the left breast and sized appropriately for a well-groomed appearance.
2. Pants from approved uniform vendor are black, sized appropriately, and hemmed so that they do not touch the floor.
3. Lab coat (optional) from approved uniform vendor is black, long sleeve jacket style with the UC Blue Ash logo on the left breast.
4. Skirt from approved uniform vendor sits at natural waist, no embellishments, must cover half the kneecap.
5. Footwear requirements:
 - a. Plain, white, or black leather shoes, no colored logos/decoration
 - b. Closed toe and heel (no clogs)
 - c. White or black socks that cover the ankles.
 - d. Flesh tone or black panty hose with skirts
6. Undergarment requirements
 - a. Undergarments (including tank tops) should not be visible underneath or outside the uniform.
 - b. Student may wear long-sleeved black shirts under the black uniform top.

Miscellaneous

1. All uniforms must be neat, clean, and ironed if needed.
2. A student must be clearly identified as UC Blue Ash nursing student at all times. This involves wearing a student University ID badge which can be obtained from UC Blue Ash student services or security along with the student nurse placard. In addition, clinical agencies may require an agency identification badge. Proper identification procedures will be explained to students prior to each clinical rotation.
3. Students must maintain good personal hygiene.
4. Hair should be clean and well maintained. Long hair should be secured up with black or white plain ponytail holders, barrettes, or a thin headband. Unnatural hair colors are not permitted and must be covered with a

medical scrub cap (black or white) and should be purchased through the college bookstore. Head scarves, if worn, must be white, or black.

5. All facial hair must be trimmed and neat.
6. No artificial eyelashes are permitted.
7. Perfumes, colognes, and body odor should be avoided, the odor of cologne and perfumes can be nauseating and distressing to someone who is ill.
8. Tobacco smoke and odor on clothing, breath, skin, or hair is an impediment to health and can be offensive and is not acceptable.
9. Wedding bands are the only acceptable type of ring to be worn.
10. Two pairs maximum of small post earrings or small hoop earrings in contact with the ear may be worn per ear. No space is permitted between the ear and hoop.
11. Jewelry in the nose, lips, tongue, eyebrows, or any other visible part of the body is not permitted.
12. Fingernails must be of a length to ensure medical asepsis [no more than 1/4" from the tip of the finger] and should be well manicured. Artificial nails are not permitted. Artificial nails include, but are not limited to acrylic nails, overlays, tips, bonding, extensions, tapes, inlays, gels, shellac, and/or wraps. Nail polish, if worn must be a neutral solid color, well maintained and without chips.
13. No gum chewing or smoking (as defined in the university's smoke free policy) of tobacco products, including cigarettes, e-cigarettes, cigars, and pipes is permitted while in uniform.
14. Head scarves, if worn, must be white or black.
15. Visible tattoos are to be covered.
16. Failure to comply with the dress code may result in removal from the clinical setting.

Nursing equipment bag

The nursing program requires students to carry a nursing bag or tote with their needed medical equipment. The approved uniform vendor is the supplier of the nursing equipment bag. The nursing bag from the approved vendor will include the required supplies needed for the program.

Dress code for community visits

All dress codes for college lab and clinical agency listed above will apply for community visits except where noted below. A UC photo ID badge is to be worn on the shirt with the student's photo visible.

Approved 4/21/14 | Revised 6/17/15 | Revised 08.15.2018 | Revised 3/3/2020 | Revised 05/03/2022 | Reviewed & Revised 12/05/2022

Clinical Skills and Simulation Laboratory Expectations

The goal of the Clinical Skills and Simulation Lab is to promote safe, knowledgeable, and effective nursing care by demonstrating and reinforcing the highest level of performance and readiness.

These following guidelines maintain safety while using the Clinical Skills and Simulation Lab. It is expected that all involved in classrooms, clinical skills, and simulation activities will adhere to these guidelines.

1. Schedule
 - a. The schedule for open lab will be posted on the Learning Management System and outside of Walters Lab 265.
2. General
 - a. When unoccupied, all lab doors must be closed and locked.
 - b. Children or unauthorized personnel are not allowed in the labs at any time.
 - c. Sign in and out of open lab per tracking system.
 - d. All students are expected to come prepared to simulation lab and clinical skills open lab.
 - e. All electronics (i.e., cell phones, laptops or tablets) are to be turned off during simulation and clinical skills unless previously approved by faculty.
3. Dress code

- a. Closed toe and heel shoes required.
 - b. Long pants are to be worn in the lab. No shorts.
 - c. Shirts with sleeves (long or short).
 - d. All clothes must be clean, free of holes and no inappropriate advertising.
 - e. ID badge must be worn.
 - f. Uniforms are to be worn to all scheduled simulations and college lab classes unless otherwise stated.
4. Food and drink
 - a. Food and drink are allowed in labs as long as everything is thrown away and left clean.
 - b. No food or drink is allowed in the simulation lab.
 - c. No food or drink is allowed near the manikins.
5. Equipment and supply use
 - a. Wash hands and wear gloves when working with all manikins.
 - b. Manikins are to be treated with the same care as live patients.
 - c. No ink pens felt tip markers, iodine, or betadine is to be used on manikins.
 - d. All tape and bandages applied to manikins need to be removed from the manikin when practice is complete.
 - e. Any equipment damage must be reported to the educational specialist or faculty as soon as discovered.
 - f. After working in the lab, return all equipment to the proper place (if unsure of proper place, ask the educational specialist or faculty).
6. Cleaning of labs and equipment
 - a. Shoes are not to be worn when occupying the beds.
 - b. Table and chairs to be cleaned and put back in place before leaving the lab.
 - c. Place all garbage in proper receptacles.
 - d. Wipe all surfaces with disinfectant wipes before leaving the lab. Wipes are located by the sinks in each lab.
 - e. Beds should be at the lowest level.
 - f. Over-bed tables to be cleaned and placed over the bed.
 - g. Beds are to be properly made (occupied or unoccupied).
 - h. Manikins are to be in a properly made bed or sitting in a chair with a sheet over their lap.
 - i. Soiled linens are to be placed in laundry hampers.
 - j. All supplies and equipment are to be put away in the proper place (if unsure of proper place, ask the educational specialist or faculty).
7. Safety
 - a. First aid kits are available under each sink area in each lab (Walters 261, 263, 265, 276)
 - b. Fire extinguishers are located by the exits in Walters 276, 261, 265.
 - c. Emergency procedures and emergency exit routes posted at the exits of each lab (Walters 261, 263, 265, 276).
 - d. Access to the doorways in the labs should be free from obstructions at all times.
 - e. Any accidents, including clean needle sticks or illness needs to be immediately reported to the education specialist or faculty. Appropriate care will be given and assessment made for needed care and an accident/injury/illness report will be filled out.
 - f. Students will be instructed in safe patient handling techniques prior to practice and demonstration. Caution should be used when practicing lifting skills.
 - g. The wheels of all equipment (beds, stretchers, and wheelchairs) are to be locked during practice and after use.
 - h. Do not sit on beds, stretchers, or wheelchairs unless practicing that particular skill.
 - i. Report latex allergies to the educational specialist or faculty.
 - j. Contact security if needed at 513-558-9454.
8. Infection control
 - a. Wash hands before and after skills practice and when needed.
 - b. Use barrier protection (eyewear, masks, glove, gowns) when indicated.

- c. Dispose of soiled materials appropriately.
- d. Report open lesions or infections.
- 9. Hazardous waste
 - a. All sharps should be disposed of in the approved receptacles (sharps containers).
 - b. Sharps containers are mounted on the walls above most of the beds.
 - c. If a sharps container is full, please inform the educational specialist or a faculty member.
 - d. Do not try to force any sharps into a full sharp container.
 - e. Do not dispose of trash in the sharp container.

Approved 04/02/13 | Revised & Approved 04/26/2021 | Reviewed & Revised 05/03/2022

American Nurses Association (ANA) Code of Ethics

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

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Academic Misconduct or Nonprofessional Behavior

Any student determined to have unprofessional behavior and/or a violation of the ANA Code of Ethics will not be considered for re-admittance to the Nursing Program. Students are expected to comply with UC Student Code of Conduct, Ohio Board of Nursing Rules and the ANA Code of Ethics.

Reviewed 04/26/2021 | Reviewed & Revised 3/5/2024

Social Networking Policy

The Code of Ethics put forth by the American Nurses Association (ANA) provides a statement of ethical obligations and duties of any person entering the profession of nursing. The ANA Code of Ethics makes it clear that the nurse has an integrated personal and professional identity. In the process of becoming a professional, the nurse embraces the values of the profession and integrates those with personal values. "The nurse is responsible for contributing to a moral

environment that encourages respectful interactions with colleagues, support of peers, and identification of issues that need to be addressed.” The nurse is to behave in a manner congruent with respect for the inherent dignity, worth and uniqueness of every individual.

Social networking refers to any website designed to allow multiple users to publish content themselves. Common examples include, but are not limited to, Facebook, Twitter, personal blogs, web pages etc. The information may be about any subject and is publicly accessible. In alignment with the ANA Code of Ethics, nursing students should be mindful of any behavior which may reflect poorly on themselves; their peers, the profession of nursing; Blue Ash College; and/or The University of Cincinnati. Such behaviors include publishing any social network content that may be interpreted unfavorably.

Students are not restricted from using any online social network site and/or digital platform. However, users must understand that any content they make public via online social networks or digital platforms must follow acceptable social behaviors and also comply with Nursing Department policies, University regulations, state laws, HIPAA privacy rules, and the ANA Code of Ethics. Online behavior that violates HIPAA privacy laws or other state or federal laws shall result in disciplinary action including removal from the Nursing Program.

The National Council of State Boards of Nursing links to [Social Media Guidelines](#).

As a nursing student, you are a representative of the UC Blue Ash Nursing Department, Blue Ash College, the University of Cincinnati, and the profession of nursing. Please keep the following guidelines in mind as you interact online:

1. Before posting anything, consider HIPAA implications. You should not post client personal health information. This includes medical information, photos, identifiable or unidentifiable patient information.
2. Laws exist which protect others from defamation of character. Online activities/postings may lead to legal action against the author.
3. Copyright laws must be respected.
4. Assume the information you display is available to everyone and anyone, not just to your friends.
5. Potential employers, internship supervisors, graduate program personnel, and scholarship committees now routinely search these sites to screen candidates and applications.

Approved 6/7/2011 | Reviewed & Revised 04/26/2021

Licensure Information for Senior Students NCLEX Examination

Graduates of the program are eligible to take the [National Council Licensure Examination for Registered Nurses](#) (NCLEX-RN).

Criminal Background Checks

Ohio Revised Code, Section 4723-09, requires that those applying to obtain a license or certificate issued by Ohio Board of Nursing (OBN) must obtain a criminal background check that is completed by the Bureau of Criminal Identification and Investigation (BCII). This includes a check of Federal Bureau of Investigation Records. BCII only accepts electronic fingerprinting. You will find locations around the state which offer electronic fingerprinting on the following website: www.ohioattorneygeneral.gov under “Business & Economic Development” click on “Background Check”.

Be sure to choose a location that offer both the civilian (BCI) and the federal (FBI) check. Identify the Ohio Board of Nursing (OBN) as the agency to receive the results. The results of fingerprinting must be mailed directly to the Ohio Board of Nursing in order to be valid.

For your information, prices for this service vary by agency. Criminal background checks are currently being done through a UC approved vendor and are valid for one year.

Student Handbook Signature Page

This is to certify that I, _____ (Print Name), have received the 2024-2025 Student Handbook, I agree to adhere to all practices outlined herein and to assume personal responsibility to review this handbook periodically during my time in the Nursing Program.

Student Signature: _____

Date: _____